DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ATTITUDE AND BELIEF ASSESSMENTS					
A. Aggression/ Delinquency	A1. Normative Beliefs about Aggression; 20 items	Measures a child, adolescent, or young adult's perception of how acceptable it is to behave aggressively, both under varying conditions of provocation and when no conditions are specified. Can be administered individually or in groups.	Children in nursery school through college in several countries and with different racial/ethnic groups.	Internal consistency: .90. One-year stability: .39 (Huesmann, Guerra, Zelli & Miller, 1992; Guerra, Huesmann, & Hanish, 1995; Huesmann & Guerra, 1997).	Huesmann, Guerra, Miller & Zelli, 1992 *Copyright 1989*
	A2. Beliefs Supporting Aggression; 6 items	Measures agreement with normative beliefs about aggression. Designed to be administered in group settings with individual audio cassette players. Respondents see only response choices in written form on answer sheets.	African-American males aged 12-16.	Internal consistency: .66. Strongly associated with violent behavior (Parke & Slaby, 1983; Slaby & Guerra, 1988).	Bandura, 1973
	A3. Beliefs about Hitting; 4 items	Measures the perceptions of adult role models about fighting.	Middle school students, grades 6-8.	Internal consistency: .76.	Orpinas, 1993
	A4. Attitude Toward Violence; 6 items	Measures attitudes toward violence and its acceptability, particularly in relation to fighting.	Middle school students, grades 6-8.	Internal consistency: .67.	Houston Community Demonstration Project, 1993 *Adapted by Bosworth & Espelage, 1995*
	A5. Beliefs about Aggression and Alternatives; 12 items	Measures student beliefs about the use of aggression and endorsement of non-violent responses to hypothetical situations.	Middle school students, grades 6-8.	Internal consistency: Beliefs about aggression .72; Use of non-violent strategies .72.	Multisite Violence Prevention Project, 2004 *Adapted from Farrell, Meyer & White, 2001*
	A6. Attitude Toward Conflict; 8 items	Measures attitudes toward the use of violence in response to disagreements or conflicts. Can be administered in a classroom setting.	Sixth grade students in an urban setting.	Internal consistency: .66 to .72.	Lam, 1989

DESCRIPTION OF MEASURES					
Construct	**Scale/Assessment**	**Characteristics**	**Target Groups**	**Reliability/Validity**	**Developer**
ATTITUDE AND BELIEF ASSESSMENTS					
A. Aggression/ Delinquency (Continued)	A7. KMPM Questionnaire; 11 items	Measures beliefs about conflict, a few self-reported risk-taking behaviors and the developmental level of a child's interpersonal relationships.	Urban elementary school children, grades 4-6.	Not available.	Group for the Study of Interpersonal Development, 1993 *Adapted by Aber, Brown, Jones & Samples, 1995*
	A8. Attitude Toward Interpersonal Peer Violence; 14 items	Measures a passive or violent attitude orientation as well as knowledge and skill in resolving conflict non-violently.	Middle school students, grades 6-8.	Internal consistency: .75.	Slaby, 1989 *Adapted by Houston Community Demonstration Project, 1993*
	A9. Beliefs about Conflict—NYC Youth Violence Survey; 9 items	Measures beliefs about conflict and perceptions of familial beliefs on fighting and weapon carrying.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993
	A10. Attitude Toward Delinquency—Pittsburgh Youth Study; 11 items	Measures acceptance of engaging in delinquent behaviors.	Male students initially in grades 1, 4 and 7 in 1987 or 1988, and followed into adulthood.	Internal consistency: .91.	Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998
	A11. Delinquent Beliefs—Rochester Youth Development Study; 8 items	Measures beliefs about delinquency.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .84.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1994
	A12. Norms for Aggression and Alternatives; 36 items	Measures students' perceptions of what other students in their school would think if students engaged in aggression or alternatives to aggression (school norms) and students' own evaluations of the same behaviors (individual norms).	Middle school students, grades 6-8.	Internal consistency: *School norms*—Aggression .80; Alternatives to aggression .70. *Individual norms*—Aggression .73; Alternatives to aggression .74.	Multisite Violence Prevention Project, 2004 *Adapted from Jackson, 1966; and Sasaki, 1979*
B. Couple Violence	B1. Acceptance of Couple Violence; 11 items	Measures acceptance of couple violence. Has three subscales: male on female violence; female on male violence; and acceptance of general dating violence.	Students in grades 8-9.	Internal consistency: .74, .71 and .73.	Foshee, Fothergill & Stuart, 1992
C. Education and School	C1. Attitudes Toward School—Denver Youth Survey; 5 items	Measures attitudes toward school (e.g., homework, teachers' opinions).	African-American males aged 12-16.	Internal consistency: .38.	Institute of Behavioral Science, 1990
	C2. Commitment to School—Seattle Social Development Project; 6 items	Measures feelings about the importance of school and course work.	Students aged 11-18.	Internal consistency: .81.	Glaser, Van Horn, Arthur, Hawkins & Catalano, in press

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ATTITUDE AND BELIEF ASSESSMENTS					
C. Education and School (Continued)	C3. Commitment to School—Rochester Youth Development Study; 10 items	Measures the youth's agreement about the importance of schoolwork.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .81.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1991
	C4. Prosocial Involvement, Opportunities and Rewards—Seattle Social Development Project; 9 items	Measures students' perception of the extent to which opportunities and rewards are available within the school setting.	Students aged 11-18.	Internal consistency: Opportunities .68; Rewards .73.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	C5. Classroom Climate Scale; 18 items	Measures three aspects of classroom climate from a student or teacher perspective: student-student relationships, student-teacher relationships, and awareness/reporting.	Middle school students, grades 6-8 and their teachers.	Internal consistency: *Students*—Student-student relationships .61; Student-teacher relationships .66; Awareness/reporting .63. *Teachers*—Student-student relationships .64; Student-teacher relationships .74; Awareness/reporting .75.	Multisite Violence Prevention Project, 2004 *Adapted from Vessels, 1998*
D. Employment	D1. Attitudes Toward Employment—Work Opinion Questionnaire; 8 items.	Measures self-confidence and motivation for work.	African-American males aged 12-16.	Internal consistency: .54 (Harter, 1988).	Johnson, Messe & Crano, 1984
E. Gangs	E1. Attitudes Toward Gangs; 9 items	Measures attitudes toward gangs.	Students in grades 9-12.	Internal consistency: .74.	Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996
F. Gender Roles	F1. Gender Stereotyping; 7 items	Measures gender stereotyping in the context of relationships and responsibility.	African-American males aged 12-16.	Internal consistency: .55 (Foshee & Bauman, 1992).	Gunter & Wober, 1982
	F2. Attitudes Toward Women; 12 items	Measures gender stereotyping.	Students in grades 8-9.	Internal consistency: .62 to .86.	Galambos, Petersen, Richards, & Gitelson, 1985
G. Guns	G1. Attitudes Toward Guns and Violence; 23 items	Measures attraction to guns and violence in relation to: aggressive response to shame, excitement, comfort with aggression, and power/safety. Designed for written response by 10-18 year olds and oral response by 8-9 year olds.	Students in grades 3-12.	Internal consistency: Full scale .88; Aggressive response to shame .83; Excitement .79; Comfort with aggression .81; Power/safety .72 (Shapiro, Dorman, Burkey, Walker & Clough, 1997).	Applewood Centers, Inc., 1996 *Copyright 1996*
H. Television	H1. TV Attitudes; 6 items	Measures attitudes toward television violence.	Students in grades 2-5.	Internal consistency: .38. One year stability: .36.	Huesmann, Eron, Klein, Brice & Fischer, 1983

DESCRIPTION OF MEASURES					
Construct	**Scale/Assessment**	**Characteristics**	**Target Groups**	**Reliability/Validity**	**Developer**
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
A. Aggressive Fantasies	A1. Fantasy Measure; 17 items	Measures the types and frequency of the fantasy behavior in which children engage. Can be used to construct 3 scales: aggressive fantasy, active-heroic fantasy, and prosocial fantasy.	Urban elementary school children, grades 2-6.	Internal consistency: .64. One-year stability: .41.	Rosenfeld, Huesmann, Eron & Torney-Purta, 1982 *Adapted by Huesmann & Eron, 1986*
	A2. Aggressive Fantasies; 7 items	Measures levels of internal aggressive fantasy, validated against peer nominations of aggression.	Middle school students, grades 6-8.	Internal consistency: .69 (Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996).	Huesmann & Eron, 1986 *Adapted by Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996*
B. Attachment to Role Models	B1. Rutgers Teenage Risk and Prevention Questionnaire; 5 items	Measures the extent to which there are adults in the home or community whom the youth admires and goes to for guidance.	African-American males aged 12-16.	Not available.	Nakkula et al., 1990 *Additional items developed by Institute of Behavioral Science, 1990*
	B2. Attachment to Teacher—Rochester Youth Development Study; 5 items	Measures youths' agreement about how much they like and respect their teachers.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .63.	Smith, Lizotte, Thornberry & Krohn, 1995
C. Attributional Bias	C1. Peer Relations Assessment; 8 items per vignette	Measures attributional bias and preference for reactive aggression. Is administered in small groups (2-3) or individually for younger children and those with reading difficulties.	Students in grades 3-6.	Six-week test-retest correlations: .68 for bias subscale; .74 for anger subscale; .71 for preferred behavior subscale.	Hudley & Graham, 1993
	C2. Home Interview (Vignettes); 4 items per vignette	Measures children's attributions of hostile or benign intent to the provocateur in hypothetical vignettes.	Urban elementary school children, grades 1-6.	Internal consistency: .70 (Aber, Brown, Jones & Samples, 1995).	Dodge, 1980 *Adapted by Fitzgerald & Asher, 1987; and by Aber, Brown, Jones & Samples, 1995*
D. Depression	D1. DSM Screener for Depression; 26 items	Measures depression, incorporating diagnostic criteria for DSM disorders for children and adolescents. Can be analyzed as either depression "caseness," using DSM III-R criteria, or as a scale.	Middle school students, grades 6-8. Pretested in a primary care clinic.	Internal consistency: above .90 for most subgroups (Roberts, Roberts & Chen, 1995).	Roberts, 1993
	D2. Modified Depression Scale; 6 items	Measures the frequency of depressive symptoms in the past month.	Students aged 10-18.	Internal consistency: .74.	Orpinas, 1993
	D3. Depression—Rochester Youth Development Study; 14 items	Measures frequency of depressive symptoms.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .79.	*Adapted from Radloff, 1977*

DESCRIPTION OF MEASURES					
Construct	**Scale/Assessment**	**Characteristics**	**Target Groups**	**Reliability/Validity**	**Developer**
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
E. Emotional or Psychological Distress	E1. Distress—Weinberger Adjustment Inventory; 12 items	Measures global psychological distress including anxiety, depression, low self-esteem, and low well-being.	Sixth grade students in an urban setting.	Internal consistency: .77, .68 and .73 (Feldman & Weinberger, 1994).	Weinberger & Schwartz, 1990 *Copyright 1991*
	E2. Seattle Personality Questionnaire; 45 items	Measures self-reported psychological symptomatology. Consists of four subscales: anxiety, conduct problems, somatization and depression.	Urban elementary school children, grades 1-6.	Internal consistency: Anxiety .57; Conduct problems .63; Depression .67; not available for somatization subscale (Aber, Brown, Jones & Samples, 1995).	Greenberg & Kusche, 1990; Greenberg, 1994 *Adapted by Aber, Brown, Jones & Samples, 1995*
	E3. PTSD Interview (PTSD-I); 22 items	Composed of 17 items written to follow the DMS-III-R version of PTSD symptoms, a summary section and 3 introductory/filter questions.	Wide variety of populations spanning many age groups.	Internal consistency: .92. Test-retest reliability: .95.	Watson, Juba, Manifold, Kucala & Anderson, 1991
F. Ethnic Identity	F1. Multigroup Ethnic Identity; 20 items	Measures aspects of ethnic identification, ethnic practices and belonging.	High school and college students (Asian, Black, Hispanic); also pilot tested in middle schools.	Internal consistency: .81 to .90.	Phinney, 1992
	F2. Ethnic Identity; 15 items	Measures importance of African-American ethnic pride.	African-American males aged 12-16.	Internal consistency: .66 (Paschall & Flewelling, 1997).	Phinney, 1992 *Additional items developed by Flewelling, Paschall & Ringwalt, 1993*
	F3. Ethnic Identity—Teen Conflict Survey; 4 items	Measures ethnic pride and respect for differences.	Middle school students, grades 6-8.	Internal consistency: .73.	Bosworth & Espelage, 1995
G. Fatalism	G1. Fatalism; 5 items	Measures confidence in one's ability to influence the future.	African-American males aged 12-16.	Internal consistency: .09.	Cummings, 1977 *Additional items developed by Flewelling, Paschall & Ringwalt, 1993*
H. Future Aspirations	H1. Future Aspirations—Peer Leader Survey; 6 items	Measures future and career orientation and aspirations.	Middle school students, grades 6-8.	Internal consistency: .60.	Center for Urban Affairs and Policy Research, 1995 *Adapted by Houston Community Demonstration Project, 1993*
	H2. Positive Outlook—Individual Protective Factors Index; 6 items	Measures one's outlook for the future.	Low income students in grades 7-11.	Internal consistency: .56 (Gabriel, 1994).	Phillips & Springer, 1992

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
H. Future Aspirations (Continued)	H3. Achievement Motivation—Denver Youth Survey; 13 items	Measures motivation to achieve future outcomes associated with job, family and community.	African-American males aged 12-16.	Internal consistency: .78.	Institute of Behavioral Science, 1990
I. Hopelessness	I1. Children's Hopelessness; 17 items	Measures negative (hopeless) future expectations. Adapted from the Hopelessness Scale for adults (Beck et al., 1974).	Psychiatric inpatient children aged 8 to 13.	Internal consistency: .62. One-year stability: .48.	Kazdin, French, Unis, Esveldt-Dawson & Sherick, 1983
	I2. Children's Hopelessness (Modified Version); 6 items	Measures negative (hopeless) future expectations. Is a subset of the 17-item hopelessness scale, with one additional item.	African-American males aged 12-16.	Internal consistency: .55 (Paschall & Flewelling, 1997).	Kazdin, Rodgers & Colbus, 1986
J. Hostility	J1. Hostility—SCL-90; 6 items	Measures symptoms of underlying hostility, reflecting qualities such as aggression, irritability, rage and resentment.	African-American males aged 12-16.	Internal consistency: .73 (Paschall & Flewelling, 1997).	Derogatis, Rickels & Rock, 1976
K. Moral Reasoning	K1. Sociomoral Reflection Measure, Short Form (SRM-SF); 11 items	Measures moral reasoning and moral judgement. Conducted during a one-on-one interview.	Students in grades 4 and 6, and in high school.	Internal consistency: .93 (Basinger, Gibbs & Fuller, 1995).	Gibbs, Basinger, & Fuller, 1992 *Copyright 1992*
L. Perceived Likelihood of Involvement in Violence and Other Problem Behaviors	L1. Likelihood of Violence and Delinquency; 9 items	Measures perceived likelihood of engaging in violence and other high risk behaviors.	African-American males aged 12-16.	Internal consistency: .89.	Flewelling, Paschall & Ringwalt, 1993
	L2. Perception of Problem Behavior—Pittsburgh Youth Study; 18 items	Measures willingness to engage in problem behavior.	Male students initially in grades 1, 4 and 7 in 1987 or 1988, and followed into adulthood.	Internal consistency: .84.	Loeber, Farrington, Stouthamer-Loeber & Van Kammen, 1998
	L3. Violent Intentions—Teen Conflict Survey; 8 items	Measures intentions to use nonviolent strategies to control anger and conflict.	Middle school students, grades 6-8.	Internal consistency: .84.	Bosworth & Espelage, 1995
	L4. Peer Reactions to Delinquency—Rochester Youth Development Study; 6 items	Measures peer reactions to delinquent acts.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .82.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1994
M. Perceptions of Self	M1. Twenty Statements	Measures concept of self. Youths list descriptive words; responses coded by complexity and consensual or subconsensual statements.	Students in grades 1-8.	Coefficient of reproducibility: .90. Test-retest reliability: .85.	Kuhn & McPartland, 1954

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
N. Personal Safety	N1. Personal Safety—Joyce Foundation Youth Survey; 5 items	Measures how safe a youth feels in his or her neighborhood and school, and going to and from school.	Middle school students, grades 6-8.	Internal consistency: .63.	LH Research, Inc., 1993
	N2. Sense of Safety; 11 items	Measures feelings of safety at home, in or on the way to school, and in the neighborhood.	Students in grades 1-8.	Internal consistency: .89.	Henry, 2000 *Adapted from Schwab-Stone, et al., 1995*
O. Responsibility and Citizenship	O1. Social Responsibility; 6 items	Measures civic responsibility and awareness.	African-American males aged 12-16.	Internal consistency: .52.	Nedwek, 1987 *Additional items developed by Flewelling, Paschall & Ringwalt, 1993*
P. Self-Efficacy, Impulse Control, Desire of Control, and Coping	P1. Self-Efficacy; 7 items	Measure one's confidence in attaining educational and career goals and avoiding fights.	African-American males aged 12-16.	Internal consistency: .70.	Prothrow-Stith, 1987 *Additional items developed by DeJong, Spiro, Brewer-Wilson, et al., 1992*
	P2. Control—Individual Protective Factors Index; 13 items	Measures sense of control. Has two subscales: self-efficacy (7 items) and self-control (6 items).	Low income students in grades 7-11.	Internal consistency: .56 and .65 (Gabriel, 1994).	Phillips & Springer, 1992
	P3. Restraint—Weinberger Adjustment Inventory; 30 items	Measures self-restraint; items pertain to suppression of aggression, impulse control, responsibility, consideration of others. Can be administered in classrooms.	Sixth grade students in an urban setting.	Internal consistency: Full scale .85 to .88; Suppression of aggression .79 to .82; Impulse control .66 to .69; Responsibility .76 to .77; Consideration of others: .68 to .68 (Feldman & Weinberger, 1994).	Weinberger & Schwartz, 1990 *Copyright 1991*
	P4. Children's Desire for Control; 16 items	Measures the desire for control and endorsement of aggressive strategies for gaining control.	2nd through 5th graders in urban schools serving low-income African-American and Hispanic children.	Internal consistency: .69. One-year stability: .49.	Guerra, Crawshaw & Huesmann, 1993
	P5. Self-Efficacy—Teen Conflict Survey; 5 items	Measures an individual's confidence in his or her ability to control anger and resolve conflicts nonviolently.	Middle school students, grades 6-8.	Internal consistency: .85.	Bosworth & Espelage, 1995
	P6. Minimization; 10 items	Measures minimization as a coping strategy.	Older adolescents.	Internal consistency: .67.	Plutchik & Van Praag, 1989
Q. Self-Esteem	Q1. Low Self-Esteem—Weinberger Adjustment Inventory; 7 items	Measures an individual's perception of his or her value. Has items from Weinberger's Distress Scale.	Sixth grade students in an urban setting.	Internal consistency: .55 to .72 (Feldman & Weinberger, 1994).	Weinberger & Schwartz, 1990 *Copyright 1991*

DESCRIPTION OF MEASURES					
Construct	**Scale/Assessment**	**Characteristics**	**Target Groups**	**Reliability/Validity**	**Developer**
PSYCHOSOCIAL AND COGNITIVE ASSESSMENTS					
Q. Self-Esteem (Continued)	Q2. Hare Area-Specific Self-Esteem Scale; 10 items	Measures adolescents' feelings about their worth and importance among peers, as students, and as family members.	African-American males aged 12-16.	Internal consistency: .71 (Paschall & Flewelling, 1997).	Shoemaker, 1980
	Q3. How I Think Questionnaire; 54 items	Measures an adolescent's cognitive distortions with respect to the social world.	A variety of age groups and children from different ethnic/racial backgrounds.	Internal consistency: .96 (Barriga & Gibbs, 1996).	Gibbs, Barriga & Potter, 1992 *Copyright 1992*
	Q4. Modified Rosenberg's Self-Esteem Inventory (a); 10 items	Measures an individual's perception of self-worth, ability, self-satisfaction and self-respect.	Students in grades 8-9.	Reported reliability values vary.	Rosenberg, 1965
	Q5. Modified Rosenberg Self-Esteem Inventory (b); 4 items	Measures an individual's perception of self.	Middle school students, grades 6-8.	Internal consistency: .50.	Rosenberg, 1965
	Q6. Self-Concept—Individual Protective Factors Index; 12 items	Has two subscales: self-concept (6 items) and self-confidence (6 items).	Students in grades 7-11.	Internal consistency: .58 and .59 (Gabriel, 1994).	Phillips & Springer, 1992
	Q7. Self-Esteem—Rochester Youth Development Study; 9 items	Measures youth's agreement with statements about his or her self-concept.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .78.	Adapted from Rosenberg, 1965
R. Sense of Caring and Support	R1. Presence of Caring—Individual Protective Factors Index; 9 items	Measures an individual's sense of support from an adult.	Students in grades 7-11.	Internal consistency: .65. Correlation with a number of helping behaviors: .35 (Gabriel, 1994).	Phillips & Springer, 1992
	R2. Vaux Social Support Record; 9 items	Measures satisfaction with perceived emotional advice and guidance, and practical social support.	Elementary school students, grades 1-6.	Internal consistency: .86.	Vaux, 1988
	R3. Sense of School Membership; 5 items	Measures a student's sense of belonging to his or her middle school.	Middle school students, grades 6-8.	Internal consistency: 77 to .88.	Goodenow, 1993
	R4. Empathy—Teen Conflict Survey; 5 items	Measures ability to listen, care, and trust others.	Middle school students, grades 6-8.	Internal consistency: .62.	Bosworth & Espelage, 1995
S. Social Consciousness	S1. Social Consciousness; 5 items	Measures perceptions of how one's behavior affects others.	African-American males aged 12-16.	Internal consistency: .12.	Flewelling, Paschall & Ringwalt, 1993

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
A. Aggressive and Violent Behavior (Continued)	A15. Fighting—High Risk Behavioral Assessment; 10 items	Measures the frequency of peer fighting, punching, kicking, knife, and gun use.	African-American students aged 8-18.	Not available.	Dolan, 1989 *Adapted by Church, 1994*
B. Concentration	B1. Social Health Profile; 10 items	Measures teachers' perceptions of children's concentration skills.	Urban elementary school children, grades 1-6.	Not available.	Werthamer-Larsson, Kellam & Wheeler, 1991
C. Conflict Resolution Skills	C1. Conflict Resolution—Individual Protective Factors Index; 12 items	Measures two conflict resolution skills: self-control and cooperation (6 items each).	Low-income students in grades 7-11.	Internal consistency: .65 and .65 (Gabriel, 1994).	Phillips & Springer, 1992
	C2. Conflict Resolution Style; 5 vignettes	Measures styles of handling conflict situations.	African-American males aged 12-16.	Not available.	Slaby & Guerra, 1988
D. Dating/Partner Violence	D1. Victimization in Dating Relationships; 18 items	Measures self-reported victimization of physical violence within dating relationships.	Students in grades 8-9.	Internal consistency: .90.	Foshee, Linder, Bauman, et al., 1996
	D2. Perpetration in Dating Relationships; 18 items	Measures self-reported perpetration of physical violence within dating relationships.	Students in grades 8-9.	Internal consistency: .93.	Foshee, Linder, Bauman, et al., 1996
	D3. Conflict Tactics Scales (CTS2); 78 items	Measures psychological and physical attacks between partners and the use of negotiation to deal with conflict.	Partners in dating, cohabiting, and marital relationships.	Internal Consistency: Psychological aggression .79; Physical assault .86; Sexual coercion .87; Injury .95; Negotiation .86 (Straus, Hamby, Boney-McCoy & Sugarman, 1996).	Straus, Hamby, Boney-McCoy & Sugarman, 1996 *Copyright 1996* Straus, Hamby & Warren, 2003
E. Delinquent and Disciplinary Behavior	E1. Self-Reported Delinquency—Rochester Youth Development Study; 36 items	Measures the self-reported frequency of 36 delinquent acts.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Not available.	Thornberry, Krohn, Lizotte, Smith & Tobin, 2003
	E2. Self-Reported Delinquency—Problem Behavior Frequency Scale; 8 items	Measures the frequency of delinquency behaviors such as suspension, stealing, shoplifting, and cheating.	Middle school students, grades 6-8.	Internal consistency: .76.	Multisite Violence Prevention Project, 2004 *Adapted from Jessor & Jessor, 1977*
	E3. Disciplinary and Delinquent Behavior—SAGE Baseline Survey; 9 items	Measures self-reported recency of delinquent behaviors and school disciplinary actions.	African-American males aged 12-16.	Not available.	Straus, 1979 *Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993*

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
E. Delinquent and Disciplinary Behavior (Continued)	E4. Friend's Delinquent Behavior—Denver Youth Survey; 8 items	Measures respondent's knowledge of their friends' involvement in vandalism, violence, and drug use during the past year.	African-American males aged 12-16.	Internal consistency: .89.	Institute of Behavioral Science, 1987
	E5. Friends' Delinquent Behavior—Peer Deviancy Scale; 10 items	Measures youth reports of friends' involvement in delinquent activity, and parents' perceptions of their child's friends and their involvement in delinquent activity.	Middle school students, grades 6-8, and their parents.	Internal consistency: Youth .85; Parents .84.	Multisite Violence Prevention Project, 2004 *Adapted from Conduct Problems Prevention Research Group, 2000*
	E6. Delinquent Peers—Rochester Youth Development Study; 8 items	Measures the youth's report of how many of his/her friends are involved in delinquent activities.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .88.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1994
	E7. Disciplinary Behavior—High Risk Behavioral Assessment; 8 items	Measures the frequency of youth suspensions, tardiness, and skipping or cutting school.	African-American students aged 8-18.	Not available.	Dolan, 1989 *Adapted by Church, 1994*
	E8. Delinquent Behavior—High Risk Behavioral Assessment; 5 items	Measures the frequency with which respondents have witnessed or been subjects of stealing and property damage.	African-American students aged 8-18.	Not available.	Dolan, 1989 *Adapted by Church, 1994*
F. Drug and Alcohol Use	F1. Drug & Alcohol Use—Youth Risk Behavior Survey; 18 items	Measures the frequency of self-reported alcohol and drug use.	National population sample of students, grades 9-12.	Kappas range from 36.1% to 87.5% (Brener, Collins, Kann, et al., 1995).	Division of Adolescent and School Health (DASH), CDC, 2003
	F2. Drug & Alcohol Use—SAGE Baseline Survey; 7 items	Measures self-reported recency of drug and alcohol use.	African-American males aged 12-16.	Not available.	Straus, 1979 *Modified by Rosenbaum et al., 1991; and Flewelling, Paschall & Ringwalt, 1993*
	F3. Drug and Alcohol Use—Problem Behavior Frequency Scale; 6 items	Measures the frequency of drug and alcohol use in the past month.	Middle school students, grades 6-8.	Internal consistency: .84.	Multisite Violence Prevention Project, 2004 *Adapted from Farrell, Kung, White & Valois, 2000; and Kandel 1975*
	F4. Drug & Alcohol Use—Teen Conflict Survey; 12 items	Measures age of onset and frequency of substance use.	Middle school students, grades 6-8.	Internal consistency: .83.	Bosworth & Espelage, 1995
	F5. Drug & Alcohol Use—High Risk Behavioral Assessment; 5 items	Measures involvement of friends in the use and sale of drugs or alcohol.	African-American students aged 8-18.	Not available.	Dolan, 1989 *Adapted by Church, 1994*
G. Exposure to Gangs	G1. Exposure to Gangs—Houston School Cohort Survey; 6 items	Measures exposure to gangs and gang membership.	Middle school students, grades 6-8.	Internal consistency: .52.	Houston Community Demonstration Project, 1993

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
BEHAVIOR ASSESSMENTS					
H. Handgun Access	H1. Handgun Access—NYC Youth Violence Survey; 6 items	Measures possession of, access to, and risk of carrying a handgun.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993
I. Impulsivity	I1. Impulsivity — Teen Conflict Survey; 4 items	Measures the frequency of impulsive behaviors (e.g., lack of self-control, difficulty sitting still, trouble finishing things).	Middle school students, grades 6-8.	Internal consistency: .62.	Bosworth & Espelage, 1995
J. Leisure Activity	J1. Leisure Activity—Teen Conflict Survey; 10 items	Measures the amount of time a student spends every day in a number of leisure activities (e.g., reading, watching TV, homework).	Middle school students, grades 6-8.	Not available.	Bosworth & Espelage, 1995
K. Parental Control	K1. Parental Control; 10 items	Measures the amount and kind of television parents allow their children to watch; also measures the extent to which parents know their children's friends and taste in music.	Middle school students, grades 6-8.	Internal consistency: .73.	Houston Community Demonstration Project, 1993
L. Safety and Threats	L1. Safety and Threats—NYC Youth Violence Survey; 9 items	Measures frequency of being threatened or harmed by someone while going to and from school or in other places.	Students in grades 9-12.	Not available.	Division of Adolescent and School Health (DASH), CDC, 1993
M. Social Competence	M1. Social Competence; 19 items	Measures teachers' perceptions of a child's social competence. Includes two subscales: prosocial behavior and emotion regulation.	Urban elementary school children, grades 1-6.	Not available.	Conduct Problems Prevention Research Group, 1991
	M2. Social Competence—Teacher Post-Ratings; 10 items	Measures teachers' perceptions of the degree of change in students' prosocial and cooperative behaviors over the course of the school year.	Urban elementary school children, grades 1-6.	Not available.	Conduct Problems Prevention Research Group, 1991
	M3. Prosocial Behaviors of Children; 19 items	Measures teachers' perceptions of their students' prosocial skills. Includes ratings of both adaptive behaviors and interpersonal social competence.	Elementary school children, grades 1-6.	Internal consistency: .95 (Fifield, 1987).	McConnell, Strain, Kerr, et al., 1984

DESCRIPTION OF MEASURES					
Construct	**Scale/Assessment**	**Characteristics**	**Target Groups**	**Reliability/Validity**	**Developer**
BEHAVIOR ASSESSMENTS					
M. Social Competence (Continued)	M4. Parent/Child Social Competencies—Conflict Behavior Questionnaire; 20 items	Measures social competencies at home between children and their caregivers. True-False questionnaire (long and short form) for child to complete. Matching survey for parent to complete.	Elementary school children, grades 3-5.	Internal consistency: .92 to .93 for fathers and mothers.	Eberly, Montemayor & Flannery, 1993
	M5. Parental Report of Helping Behavior; 15 items	Measures cooperativeness, cheerfulness, and responsiveness of the child to household chores.	Parents of children in grades 3-5.	Internal consistency: .93 to .92 for mothers and fathers.	Eberly, Montemayor & Flannery, 1993
N. Social Problem Solving Skills	N1. Social Problem Solving Measure; 8 items	Measures children's aggressive and competent interpersonal negotiation strategies in proactive situations.	Urban elementary school children, grades 1-6.	Internal consistency: Aggressive strategy .67; Competent strategy .60 (Aber, Brown, Jones & Samples, 1995).	Dodge, Bates & Pettit, 1990 *Adapted by Aber, Brown, Jones & Samples, 1995*
O. Victimization	O1. Victimization; 10 items	Measures the frequency of being teased, pushed, or threatened during the week prior to the survey.	Middle school students, grades 6-8.	Internal consistency: .85. Significant correlation (r=.51) with the Aggression Scale (A1) .	Orpinas & Kelder, 1995
	O2. Victimization—Problem Behavior Frequency Scale; 12 items	Measures the frequency of relational and overt victimization in the past month.	Middle school students, grades 6-8.	Internal consistency: Overt victimization .84; Relational victimization .84.	Multisite Violence Prevention Project, 2004 *Adapted from Crick & Bigbee, 1998; Orpinas & Frankowski, 2001; Sullivan, Esposito & Farrell, 2003*
P. Weapon Carrying	P1. Weapon Carrying—Youth Risk Behavior Survey/ NYC Youth Violence Survey; 8 items	Measures the frequency of weapon carrying anywhere, to/from school, and on school property.	National population sample of students, grades 9-12; city sample of students, grades 9-12.	Kappas range from 65.1% to 76.3%. High stability over time (Brener, Collins, Kann, Warren & Williams, 1995).	Division of Adolescent and School Health (DASH), CDC, 1993, 2003

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
A. Disciplinary Practices	A1. Authoritative Parenting Index; 16 items	Measures children's perceptions of their parents' level of demanding and responsive behaviors.	Students aged 8-18.	Internal consistency: Responsiveness .85; Demandingness .71 to .77.	Jackson, Henriksen & Foshee, 1988
	A2. Consistency of Discipline—Rochester Youth Development Study; 7 items	Measures the extent to which the parent maintains consistent consequences and follows through with them. Matching version for youth.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Internal consistency: Youth .65; Parents .85.	Stern, Smith & Jang, 1999 *Adapted from Krohn, Stern, Thornberry & Jang, 1992*
	A3. Positive Parenting Practices—Rochester Youth Development Study; 5 items	Measures the frequency with which parents reward the child's good behavior with praising, hugging, or similar responses. Matching version for youth.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Internal consistency: Youth .79; Parents .70.	*Adapted from Krohn, Stern, Thornberry & Jang, 1992*
	A4. Positive Parenting Practices—Chicago Youth Development Study; 6 items	Measures the frequency of parental rewards (e.g., winking, verbal praise, hugs, and special privileges) for good behavior. Matching version for youth.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth .85; Parents .84.	Tolan, Gorman-Smith & Henry, 2000
B. Family Communication	B1. Reactivity in Family Communication; 3 items	Measures the extent to which parents and children perceive that emotional states experienced by one person in a family spread easily to other family members.	Middle school students, grades 6-8, and their parents.	Internal consistency: Youth .58; Parents .66.	Multisite Violence Prevention Project, 2004b *Adapted from Henry, Chertok, Keys & Jegerski, 1991*
C. Family Conflict and Hostility	C1. Family Conflict and Hostility—Rochester Youth Development Study; 3 items	Measures the extent to which the parent reports a climate of hostility and conflict within the family.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Not available.	Thornberry, Krohn, Lizotte, Smith & Tobin, 2003
D. Family Relationships	D1. Family Relationship Characteristics; 39 items	Measures four aspects of family relationship characteristics thought to distinguish risk for serious antisocial behavior: cohesion, beliefs about family, structure, and deviant beliefs.	Children and adolescents aged 6-17.	Internal consistency: .72 to .91.	Tolan, Gorman-Smith, Huesmann & Zelli, 1997
E. Parent-Child Relationship	E1. Parental-Child Attachment—Rochester Youth Development Study; 11 items	Measures the degree of warmth and lack of hostility in the parent-child relationship.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Internal consistency: Youth .87; Parents .81.	Thornberry, Lizotte, Krohn, Farnworth & Jang, 1991 *Adapted from Hudson, 1982*

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
E. Parent-Child Relationship (Continued)	E2. Attachment to Parents—Seattle Social Development Project; 4 items	Measures students' perceptions of how close they feel to their fathers and mothers.	Students aged 11-18.	Internal consistency: .76.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	E3. Family Bonding—Individual Protective Factors Index; 6 items	Measures family bonding and communication.	Students in grades 7-11.	Internal consistency: .58 (Gabriel, 1994).	Phillips & Springer, 1992
F. Parental Attitudes	F1. Parental Attitudes Toward Discipline—Chicago Youth Development Study; 12 items	Measures the extent to which a parent disengages or avoids providing consequences for a child's behavior (avoidance of discipline), and a parent's perception of how effective their discipline is in controlling the child's behavior (discipline effectiveness).	Primary caregivers of youths initially in grades 6 and 8 in 1990, and followed into adulthood.	Internal consistency: .84.	Tolan, Gorman-Smith & Henry, 2000
	F2. Parental Attitudes Toward Drug Use—Seattle Social Development Project; 3 items	Measures youths' perceptions of their parents' attitudes about drinking and smoking.	Students aged 11-18.	Internal consistency: .78.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	F3. Parental Attitudes Toward Antisocial Behavior—Seattle Social Development Project; 3 items	Measures youths' perceptions of how their parents would feel if they stole, drew graffiti or picked a fight with someone.	Students aged 11-18.	Internal consistency: .70.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	F4. Parental Attitudes Toward Use of Aggression; 10 items	Measures the mother's values regarding use of aggression to solve problems.	Mothers of children in kindergarten.	Internal consistency: .55.	Dodge, Pettit & Bates, 1994
	F5. Parental Support for Fighting; 10 items	Measures students' perception of their parents' support for aggressive and non-aggressive solutions as a means of resolving conflicts.	Middle school students, grades 6-8.	Internal consistency: Aggressive solutions .62; Non-aggressive solutions .66.	Multisite Violence Prevention Project, 2004a. *Adapted from Orpinas, Murray & Kelder, 1999*

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
G. Parental Involvement	G1. Parental Involvement in School; 18 items	Assesses parental involvement with the child's schoolwork, teacher and school activities, as well as teacher involvement with the parent.	Middle school students, grades 6-8, and their parents.	Internal consistency: *For Students:* Parent involvement with child .75; Parent involvement with teacher/school .74; Teacher involvement with parent .69. *For Parents:* Parent involvement with child: .81; Parent involvement with teacher/school .76; Teacher involvement with parent .79.	Multisite Violence Prevention Project, 2004b *Adapted from Eccles & Harold, 1993 (Parent Version); and Smith, Connell, Wright, et al., 1997 (Student Version)*
	G2. Parental Involvement—Rochester Youth Development Study; 11 items	Measures how often parents report being involved with their children in a range of prosocial activities.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .74.	*Adapted from Stern & Smith, 1995*
	G3. Parental Involvement—Chicago Youth Development Study; 12 items	Measures the degree to which the parent is involved in the child's life.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth .79; Caregivers .78.	Gorman-Smith, Tolan, Zelli & Huesmann, 1996
	G4. Prosocial Parental Involvement—Seattle Social Development Project; 7 items	Measures students' perceptions of the opportunities and rewards offered by and experienced with their parents.	Students aged 11-18.	Internal consistency: Opportunities .76; Rewards .78.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
H. Parental Monitoring and Supervision	H1. Parental Supervision—Rochester Youth Development Study; 4 items	Measures the extent to which the youth feels that his parents are aware of his whereabouts, friends and activities.	Youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .56.	Bjerregaard & Smith, 1993
	H2. Parental Supervision—Seattle Social Development Project; 8 items	Measures students' perceptions of what rules their parents have established and how closely their parents monitor those rules.	Students aged 11-18.	Internal consistency: .83.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
I. Quality of Life	I1. Stressful Urban Life Events Scale; 15 items	Measures stressful life events experienced in the past year (e.g., poor grades, family illness or death, robbery).	Elementary school students, grades 2-5.	Internal consistency: Stress due to negative life events .55; Stress due to neighborhood violence .61 (Tolan & Gorman-Smith, 1991).	Tolan, Miller & Thomas, 1988 *Adapted by Attar, Guerra & Tolan, 1994*

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
I. Quality of Life (Continued)	I2. Stressful Life Events—Rochester Youth Development Study; 18 items	Measures number of stressful life events experienced in the past 30 days, such as the death of someone close to them, a family member getting in trouble with the law, or getting a new boyfriend/girlfriend.	Youths initially in grades 7-8 in 1988, and followed into adulthood. Parents of the youths.	Not available.	Stern & Smith, 1995 (Parent Version) Thornberry, Krohn, Lizotte, Smith & Tobin, 2003 (Youth Version)
J. Collective Efficacy	J1. Collective Efficacy—Chicago Neighborhood Study; 10 items	Measures informal social control, willingness to intervene, and social cohesion in a neighborhood.	Urban residents, aged 18 and older.	Internal consistency: .80 to .91.	Sampson, Raudenbush & Earls, 1997
K. Community Involvement	K1. Community Involvement—Chicago Youth Development Study; 4 items	Measures the extent to which children and their caregivers are comfortable and engaged in their neighborhoods.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth involvement .49; Caregiver involvement .62.	Tolan, Gorman-Smith & Henry, 2001
	K2. Community Involvement—Seattle Social Development Project; 9 items	Measures students' perceptions of the opportunities and rewards for prosocial activities in their communities.	Students aged 11-18.	Internal consistency: Opportunities .78; Rewards .85.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
L. Community Resources	L1. Community Resources in Neighborhood—Chicago Youth Development Study; 13 items	Measures availability and use of resources in the community (e.g., relatives, grocery stores, clinics, public transportation).	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth resources .58; Caregiver resources .74.	Tolan, Gorman-Smith & Henry, 2001
M. Exposure to Violence	M1. Children's Exposure to Community Violence; 12 items	Measures frequency of exposure (through sight and sound) to violence in one's home and neighborhood.	African-American males aged 12-16.	Internal consistency: .84.	Richters & Martinez, 1990
	M2. Victimization Scale; 135 items	Measures exposure to violence and victimization in one's home, school, and neighborhood.	Middle school students, grades 6-8.	Not available.	Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1991
N. Fear of Crime	N1. Fear of Crime—Chicago Youth Development Study; 13 items	Measures fear of being the victim of a violent crime in the home and/or neighborhood, the impact of such fear, and steps taken to protect oneself from crime.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood.	Internal consistency: Fear of crime .86; Measures taken to cope with fear of crime .77.	Gorman-Smith, Tolan & Henry, 2000

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
O. Neighborhood Cohesion	O1. Neighborhood Cohesion; 8 items	Measures the extent to which residents feel a sense of belonging in the neighborhood and share the same values as their neighbors.	Urban residents, aged 18 and older.	Internal consistency: .68	Perkins, Florin & Rich, 1990 *Adapted by Houston Community Demonstration Project, 1993*
P. Neighborhood Disorganization	P1. Neighborhood Disorganization—Rochester Youth Development Study; 17 items	Measures the parent's perception of crime, dilapidation, and disorganization in his/her neighborhood.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .95.	Thornberry, Krohn, Lizotte, Smith, & Tobin, 2003
	P2. Neighborhood Disorganization—Seattle Social Development Project; 5 items	Measures students' perception of crime, fighting, physical deterioration, and safety in their communities.	Students aged 11-18	Internal consistency: .79.	Arthur, Hawkins, Pollard, Catalano & Baglioni, 2002
	P3. Perceived Community Problems—Chicago Youth Development Study; 14 items	Measures the extent to which youth and their caregivers feel certain negative qualities are problems in their communities (e.g., unkept front yards, vacant lots, noise, vandalism).	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth perceptions .78; Caregiver perceptions .84.	Tolan, Gorman-Smith & Henry, 2001
	P4. Neighborhood/ Block Conditions; 13 items	Measures residents' perceptions of neighborhood conditions (e.g., severity of problems, sense of safety).	Urban residents, aged 18 and older.	Internal consistency: .90.	Perkins, Florin & Rich, 1990 *Adapted by Houston Community Demonstration Project, 1993*
Q. Neighborhood Integration and Exchange	Q1. Neighborhood Integration—Rochester Youth Development Study; 7 items	Measures the extent to which neighbors are familiar with one another and interact on a routine basis.	Parents of youths initially in grades 7-8 in 1988, and followed into adulthood.	Internal consistency: .85.	Thornberry, Krohn, Lizotte, Smith & Tobin, 2003
	Q2. Sense of Belonging—Chicago Youth Development Study; 6 items	Measures the extent to which youth and their caregivers feel a sense of loyalty and identity to their neighbors.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth belonging .52; Caregiver belonging .76.	Tolan, Gorman-Smith & Henry, 2001
	Q3. Reciprocated Exchange—Chicago Neighborhood Study; 5 items	Measures the relative frequency of social exchange within the neighborhood on issues of consequence for children.	Urban residents, aged 18 and older.	Internal consistency: .65.	Sampson, Morenoff & Earls, 1999

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
Q. Neighborhood Integration and Exchange (Continued)	Q4. Community Support—Chicago Youth Development Study; 6 items	Measures the extent to which youth and their caregivers feel comfortable with people in their neighborhoods, ask their advice, and interact with them.	Youths initially in grades 6 and 8 in 1990, and followed into adulthood. Primary caregivers of the youths.	Internal consistency: Youth support .61; Caregiver support .80.	Tolan, Gorman-Smith & Henry, 2001
	Q5. Intergenerational Connections—Chicago Neighborhood Study; 5 items	Measures intergenerational connections and active support of neighborhood children by parents and other adults.	Urban residents, aged 18 and older.	Internal consistency: .74.	Sampson, Morenoff & Earls, 1999
R. Neighborhood Satisfaction	R1. Neighborhood Satisfaction; 4 items	Measures residents' attitudes toward their neighborhood (e.g., good place to live).	Urban residents, aged 18 and older.	Internal consistency: .70.	Perkins, Florin & Rich, 1990 *Adapted by Houston Community Demonstration Project. 1993*
S. Social Control	S1. Neighborhood Action/Willingness to Intervene; 6 items	Measures perceived likelihood that someone will intervene when presented with a problem in the neighborhood (e.g., break up a fight, stop drug selling).	Urban residents, aged 18 and older.	Internal consistency: .71.	Perkins, Florin & Rich, 1990 *Adapted by Houston Community Demonstration Project. 1993*
	S2. Social Control of Children—Chicago Neighborhood Study; 3 items	Measures general aspects of social cohesion and neighborhood control in situations involving children.	Urban residents, aged 18 and older.	Internal consistency: .72.	Sampson, Morenoff & Earls, 1999