

### ***What is this survey designed to measure?***

This survey is designed to measure *attitudes and behaviors associated with violence (ATOD)*. More specifically, it measures perceived violence at school (item #1) and attitudes toward violence (item #2-8). These items were developed by O'Neill (2002), some of which were adapted from 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.

### ***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 (#11-13) 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 an urban school sample of 380 middle school students, most of whom were Latino, showed a statistically significant correlation ( $p < .05$ ) between attitudes toward violence and attitudes toward bullying, suggesting adequate convergent validity. Data from several samples showed a significantly higher level of aggressive attitudes 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., "YES" and "yes") or a grouping of similar response choices (e.g., YES/yes). 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 #2 and #4 to make high scores represent attitudes against violence.

***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>

# 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, please fill in the circle that best fits your opinion:**

|   | YES! | yes | no | NO! |
|---|------|-----|----|-----|
| 1. There is too much violence at my school.   | ①    | ②   | ③  | ④   |
| 2. If a fight between students is going to happen, I could do something to stop it. | ①    | ②   | ③  | ④   |
| 3. It's OK to use violence to solve problems.                                       | ①    | ②   | ③  | ④   |
| 4. Violence creates more problems than it solves.                                   | ①    | ②   | ③  | ④   |
| 5. I would rather use violence to handle problems.                                  | ①    | ②   | ③  | ④   |
| 6. Violence is easier than trying to handle problems peacefully.                    | ①    | ②   | ③  | ④   |
| 7. If I walk away from a fight, I'd be a coward ("chicken").                        | ①    | ②   | ③  | ④   |
| 8. It's OK to hit someone who hits you first.                                       | ①    | ②   | ③  | ④   |

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

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

**THANK YOU!**

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| 3. It's OK to use violence to solve problems.                                       | ①    | ②   | ③  | ④   |
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| 6. Violence is easier than trying to handle problems peacefully.                    | ①    | ②   | ③  | ④   |
| 7. If I walk away from a fight, I'd be a coward ("chicken").                        | ①    | ②   | ③  | ④   |
| 8. It's OK to hit someone who hits you first.                                       | ①    | ②   | ③  | ④   |

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

10. 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.**

11. If you were to grade this program, what grade would you give it?   ① A   ② B   ③ C   ④ D   ⑤ F
12. Would you recommend this program to other kids your age?   ① Yes   ② Maybe   ③ No
13. What is the most useful thing you've learned in this program?

**THANK YOU!**