

# Appendices

**There are five appendices included in this report.**

***Please note that the Appendices may not be reproduced as part of any mechanical or electronic adaptation.*** For more information, please refer to the copyright information on the Contents page of the full report.

- Appendix A**      Frequently Asked Questions about Your Survey Report
  
- Appendix B**      Survey Item Percentages by Total Sample, Gender, and Grade
  
- Appendix C**      Item Mapping to Assets, Deficits, Risk Behavior Patterns, and Thriving Indicators
  
- Appendix D**      Bibliography of the Theory and Research on Search Institute's Framework of Developmental Assets
  
- Appendix E**      Search Institute Asset-Promoting Print and Video Resources

# Appendix A

## Frequently Asked Questions about Your Survey Report

### **What is the history behind the *Me and My World* survey?**

In the mid-1990s, Search Institute began conceptualizing Developmental Assets for children below 6th grade, based on its asset framework for adolescents (Leffert, Benson, & Roehlkepartain, 1997). From 2000 through 2003, Search Institute received generous support from the Donald W. Reynolds Foundation to more deeply examine the role of Developmental Assets in the first decade of life. This resulted in a newly created asset framework for children in grades 4-6 as well as a survey to measure these assets, using the adolescent framework and survey, and our prior work on assets for children, as guides. We concluded that while many of the underlying ideas present in the adolescent framework also seemed to be relevant for younger children, some modification was necessary to adequately reflect the unique developmental processes occurring during these middle childhood years.

### **How is the *Me and My World* survey different than the *Search Institute Profiles of Student Life: Attitudes & Behaviors* survey for adolescents?**

The adolescent survey has been taken by more than 1.5 million students, and has given a powerful voice to teenagers by allowing them to report on how they view their relationships with adults, their communities, and their own competencies and skills. This information has then been used to help reshape and rebuild communities to better promote positive youth development. The goal for the MMW is to provide a voice for younger students to describe the positive experiences in their lives.

However, the 4th – 6th grade survey differs in several important respects from the adolescent survey. Since it was designed for use by younger children, it has a 4th grade reading level (Flesch Grade Level of 4.4). Moreover, although some 4th – 6th graders do engage in risk behavior patterns, most high-risk behavior is typically much less common than it is during adolescence, and so the MMW includes fewer measures of risk behavior patterns than does the similar survey for adolescents. Finally, the adolescent survey was originally designed more for public communication purposes than as a research instrument, whereas the MMW is intended to serve both communication and research purposes. Thus, more constructs are measured at acceptable levels of statistical reliability in the MMW than is the case in the adolescent survey.

### **What is the difference between the definitions of risk behaviors and risk behavior patterns for children and adolescence, and why are risk behaviors not reported in the MMW report, like they are in the A & B adolescent report?**

Risk behaviors, on either the A&B or the MMW, are unhealthy actions done just once (MMW) or twice (A&B) by the child or adolescent in the specified time period. Risk behavior **patterns**, on the other hand, exemplify higher levels of these same unhealthy actions, i.e., two or more times in middle childhood or three or more times in adolescence during the relevant time period. We recognize that during middle childhood, just as in adolescence, children and youth sometimes engage in an isolated incidence of behavior that is bad for them. While troubling, this is not necessarily indicative of a more serious pattern of high risk behavior. So we distinguish behaviors and patterns for each developmental level, on their respective surveys. The major difference is that we apply a more stringent criterion at the middle childhood level (i.e., two or

more times versus three or more times for adolescents). We reason that adolescents, in their more sophisticated exploration and search for personal identity, on average may be able to engage in an occasional high risk behavior with less deleterious impact, both because experimentation is part of their work in identity development, and because they typically have greater skills for minimizing negative consequences or dealing with them. For younger children, however, we reason that anything more than one instance of such risk behaviors in the last year is cause for concern. Engaging in risk behaviors multiple times over a given period contributes to setting children on an adverse developmental path that has greater long-term consequences than would be the case for adolescents who participate in a similar frequency of risk behaviors.

### **Why did Search Institute decide to include risk behavior questions on the MMW given that risk behaviors are less prevalent for children at this age?**

Market research conducted prior to the development phase of the MMW indicated that a majority of school personnel and administrators preferred to track risk behavior data. Although there are only a few national reports to date on the prevalence of these risk behaviors for 4th and 5th graders, smaller studies do indeed suggest that anywhere from a few to 20 percent may have experimented with tobacco or alcohol, depending on the sample<sup>34</sup>. Moreover, the MMW includes students in 6th grade, a time at which some studies suggest that 40% of the sample may be experimenting with alcohol and other drugs<sup>5</sup>. Since indications of trend changes may be of interest to your school or community (as it is in research), examination of reported risk behaviors among 4th and 5th graders surveyed over multiple years may tell you whether the age of initial experimentation is lowering.

---

3 Andrews, J.A., Tildesley, E., Hops, H., Duncan, S.C., & Severson, H.H. (2003). Elementary school age children's future intentions and use of substances. *Journal of Clinical Child and Adolescent Psychology*, 32, 556-567.

4 Bush, P.J., & Iannotti, R.J. (1992). Elementary school children's use of alcohol, cigarettes and marijuana and classmates' attribution of socialization. *Drug & Alcohol Dependence*, 30, 275-287.

5 Andrews, J.A., Tildesley, E., Hops, H., Duncan, S.C., & Severson, H.H. (2003). Elementary school age children's future intentions and use of substances. *Journal of Clinical Child and Adolescent Psychology*, 32, 556-567.

## Appendix B

### Survey Item Percentages by Total Sample, Gender, and Grade

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<b>1. Age</b>						
8	0	0	0		0	
9	10	6	13		10	
10	74	65	84		74	
11	16	29	3		16	
12	0	0	0		0	
13 or older	0	0	0		0	
<b>2. Grade in school</b>						
4th	0	0	0		0	
5th	100	100	100		100	
6th	0	0	0		0	
<b>3. Gender</b>						
Boy	50	100	0		51	
Girl	50	0	100		49	
<b>4. Race / ethnicity</b>						
American Indian or Alaska Native	0	0	0		0	
Asian	21	11	30		21	
Black or African American	0	0	0		0	
Hispanic or Latino/Latina	5	11	0		5	
Native Hawaiian or Other Pacific Islander	0	0	0		0	
White	34	43	27		35	
Other	22	25	20		23	
Multi-racial	17	11	23		16	
<b>5. Which best describes your family?</b>						
I live with my two birth or biological parents	85	87	84		85	
I live with my two adoptive parents	3	3	3		3	
Sometimes I live with my mom and sometimes with my dad	3	3	3		3	
I live with one parent	2	0	3		2	
I live with one birth parent and one step-parent	0	0	0		0	
I live with foster parents	0	0	0		0	
I live with my grandparents or other adult relatives who take care of me	0	0	0		0	
Other	7	7	6		7	
<b>How much do you agree or disagree?</b>						
<b>6. I care about other people's feelings</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	8	10	6		8	
Agree	32	42	23		33	
Strongly Agree	60	48	71		59	
Missing Data	0	0	0		0	
<b>7. I get along well with people who aren't the same race or culture as me</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	6	10	3		7	
Agree	27	29	26		28	
Strongly Agree	65	58	71		64	
Missing Data	2	3	0		2	
<b>8. Most of the time, when I have a big job to do, I think about the things I need to do to get it done</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	16	23	10		16	
Agree	50	55	45		51	
Strongly Agree	29	19	39		28	
Missing Data	2	0	3		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>9. I am always friendly</b>						
Strongly Disagree	2	3	0		2	
Disagree	6	10	3		7	
Not Sure	26	23	29		26	
Agree	35	39	32		34	
Strongly Agree	27	23	32		28	
Missing Data	3	3	3		3	
<b>10. I always smile</b>						
Strongly Disagree	6	13	0		7	
Disagree	13	19	6		13	
Not Sure	32	32	32		33	
Agree	34	23	45		33	
Strongly Agree	13	13	13		13	
Missing Data	2	0	3		2	
<b>11. I can calm myself down pretty quickly when I get mad</b>						
Strongly Disagree	5	3	6		5	
Disagree	8	10	6		8	
Not Sure	19	19	19		20	
Agree	50	42	58		49	
Strongly Agree	18	26	10		18	
Missing Data	0	0	0		0	
<b>12. I stop talking when adults ask me to stop</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	18	23	13		18	
Agree	48	52	45		49	
Strongly Agree	32	23	42		31	
Missing Data	0	0	0		0	
<b>13. Kids can be my friends no matter what race or culture they are</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	5	10	0		5	
Agree	19	16	23		20	
Strongly Agree	74	71	77		74	
Missing Data	2	3	0		2	
<b>14. It makes me sad to see a girl or boy who can't find anyone to play with</b>						
Strongly Disagree	2	3	0		2	
Disagree	2	3	0		2	
Not Sure	18	23	13		18	
Agree	34	35	32		34	
Strongly Agree	44	32	55		43	
Missing Data	2	3	0		2	
<b>15. I am able to say no when someone wants me to do things that are wrong or dangerous</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	8	13	3		8	
Agree	37	42	32		38	
Strongly Agree	53	45	61		52	
Missing Data	2	0	3		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>16. I almost always turn in my homework on time</b>						
Strongly Disagree	0	0	0		0	
Disagree	5	10	0		5	
Not Sure	16	19	13		16	
Agree	39	39	39		39	
Strongly Agree	39	29	48		38	
Missing Data	2	3	0		2	
<b>17. I usually stay pretty calm when things don't go my way</b>						
Strongly Disagree	2	3	0		2	
Disagree	6	10	3		5	
Not Sure	16	19	13		16	
Agree	55	45	65		56	
Strongly Agree	21	23	19		21	
Missing Data	0	0	0		0	
<b>18. I am good at doing a lot of things</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	13	16	10		13	
Agree	42	35	48		43	
Strongly Agree	40	42	39		39	
Missing Data	3	6	0		3	
<b>19. I have special hobbies, skills, or talents</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	3	3	3		3	
Agree	26	29	23		26	
Strongly Agree	69	68	71		69	
Missing Data	0	0	0		0	
<b>20. Most of the time, I like myself</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	3	6	0		3	
Agree	52	52	52		51	
Strongly Agree	40	35	45		41	
Missing Data	2	3	0		2	
<b>21. If I set a goal, I feel as if I can reach it</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	18	19	16		18	
Agree	45	52	39		44	
Strongly Agree	34	26	42		34	
Missing Data	0	0	0		0	
<b>22. Most of the time, I am glad to be me</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	5	6	3		5	
Agree	37	42	32		38	
Strongly Agree	52	45	58		51	
Missing Data	3	3	3		3	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>23. I feel that I do not have much to be proud of</b>						
Strongly Disagree	44	35	52		43	
Disagree	31	35	26		31	
Not Sure	18	23	13		18	
Agree	5	3	6		5	
Strongly Agree	2	3	0		2	
Missing Data	2	0	3		2	
<b>24. I feel as if I will be happy and successful as I grow up</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	0	6		3	
Not Sure	13	19	6		13	
Agree	44	52	35		44	
Strongly Agree	39	26	52		38	
Missing Data	2	3	0		2	
<b>25. I like thinking about what my future will be like</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	21	13	29		21	
Agree	34	35	32		34	
Strongly Agree	44	48	39		43	
Missing Data	0	0	0		0	
<b>26. I feel hopeful when I think about my future</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	19	16	23		20	
Agree	45	52	39		44	
Strongly Agree	26	19	32		26	
Missing Data	6	10	3		7	
<b>27. There are some adults in my life who talk to me about planning for my future</b>						
Strongly Disagree	6	10	3		7	
Disagree	21	19	23		20	
Not Sure	26	26	26		26	
Agree	24	23	26		25	
Strongly Agree	21	19	23		21	
Missing Data	2	3	0		2	
<b>28. I am able to save my money for something I <u>really</u> want</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	6	0		3	
Not Sure	8	13	3		8	
Agree	31	23	39		31	
Strongly Agree	56	55	58		56	
Missing Data	2	3	0		2	
<b>29. Most of the time, I am good at staying away from people who will get me in trouble</b>						
Strongly Disagree	0	0	0		0	
Disagree	6	10	3		7	
Not Sure	6	6	6		7	
Agree	45	45	45		44	
Strongly Agree	40	39	42		41	
Missing Data	2	0	3		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>30. It's easy for me to wait for something I want</b>						
Strongly Disagree	6	10	3		7	
Disagree	10	10	10		8	
Not Sure	34	32	35		34	
Agree	29	29	29		30	
Strongly Agree	21	19	23		21	
Missing Data	0	0	0		0	
<b>31. Most of the time, I think carefully about what to do before I decide things</b>						
Strongly Disagree	0	0	0		0	
Disagree	8	10	6		8	
Not Sure	23	26	19		23	
Agree	53	58	48		52	
Strongly Agree	16	6	26		16	
Missing Data	0	0	0		0	
<b>32. Most of the time, I feel happy about the results of the decisions I make</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	18	19	16		18	
Agree	50	48	52		49	
Strongly Agree	26	23	29		26	
Missing Data	5	6	3		5	
<b>33. It makes me happy to see other people who are happy</b>						
Strongly Disagree	2	3	0		2	
Disagree	0	0	0		0	
Not Sure	8	13	3		8	
Agree	31	39	23		31	
Strongly Agree	60	45	74		59	
Missing Data	0	0	0		0	
<b>34. I feel as if I can solve most problems in my life</b>						
Strongly Disagree	3	6	0		3	
Disagree	0	0	0		0	
Not Sure	26	26	26		26	
Agree	47	52	42		48	
Strongly Agree	23	16	29		21	
Missing Data	2	0	3		2	
<b>35. I am a confident person</b>						
Strongly Disagree	0	0	0		0	
Disagree	5	6	3		5	
Not Sure	15	16	13		15	
Agree	39	42	35		38	
Strongly Agree	39	32	45		39	
Missing Data	3	3	3		3	
<b>36. Most of the time, when I make a decision, I think first about the good and bad things that can happen</b>						
Strongly Disagree	0	0	0		0	
Disagree	8	6	10		8	
Not Sure	31	32	29		31	
Agree	45	45	45		44	
Strongly Agree	15	13	16		15	
Missing Data	2	3	0		2	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<b>How often do you feel the following things?</b>						
<b>37. My life is just right</b>						
A lot	48	55	42		49	
Sometimes	42	32	52		41	
A little	6	6	6		7	
Never	3	6	0		3	
Missing Data	0	0	0		0	
<b>38. I have a good life</b>						
A lot	76	74	77		77	
Sometimes	15	13	16		13	
A little	6	6	6		7	
Never	2	3	0		2	
Missing Data	2	3	0		2	
<b>How much do you agree or disagree?</b>						
<b>39. I get along well with my parents</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	8	10	6		8	
Agree	39	32	45		38	
Strongly Agree	52	55	48		52	
Missing Data	2	3	0		2	
<b>40. My parents give me help and support</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	8	6	10		8	
Agree	16	13	19		16	
Strongly Agree	74	77	71		74	
Missing Data	2	3	0		2	
<b>41. My parents let me know in lots of ways that they love me</b>						
Strongly Disagree	2	0	3		2	
Disagree	0	0	0		0	
Not Sure	2	3	0		2	
Agree	10	10	10		10	
Strongly Agree	87	87	87		87	
Missing Data	0	0	0		0	
<b>42. If I were really worried about something, I would talk to my parents about it</b>						
Strongly Disagree	3	3	3		3	
Disagree	2	0	3		2	
Not Sure	19	23	16		20	
Agree	27	26	29		28	
Strongly Agree	47	45	48		46	
Missing Data	2	3	0		2	
<b>43. It's easy to talk with my parents, even about things we don't agree on</b>						
Strongly Disagree	0	0	0		0	
Disagree	6	3	10		7	
Not Sure	26	19	32		25	
Agree	32	39	26		33	
Strongly Agree	35	39	32		36	
Missing Data	0	0	0		0	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>44. My parents know what I am doing most of the time</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	21	16	26		21	
Agree	37	48	26		38	
Strongly Agree	40	32	48		39	
Missing Data	2	3	0		2	
<b>45. My parents spend time helping other people</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	29	29	29		30	
Agree	24	29	19		23	
Strongly Agree	45	39	52		46	
Missing Data	2	3	0		2	
<b>46. Sometimes, I'm afraid that someone in my family might hurt me</b>						
Strongly Disagree	45	48	42		46	
Disagree	24	16	32		25	
Not Sure	16	16	16		16	
Agree	6	10	3		7	
Strongly Agree	6	6	6		5	
Missing Data	2	3	0		2	
<b>47. My parents try to do their best at whatever they do</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	2	3	0		2	
Agree	15	16	13		15	
Strongly Agree	84	81	87		84	
Missing Data	0	0	0		0	
<b>48. My parents show me what is right and wrong</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	5	6	3		5	
Agree	27	19	35		28	
Strongly Agree	66	71	61		66	
Missing Data	0	0	0		0	
<b>49. My parents expect me to be the best I can be</b>						
Strongly Disagree	2	3	0		2	
Disagree	0	0	0		0	
Not Sure	8	13	3		8	
Agree	26	29	23		26	
Strongly Agree	63	52	74		62	
Missing Data	2	3	0		2	
<b>My parents tell me it is important... to help other people</b>						
<b>50.</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	8	10	6		8	
Agree	19	23	16		20	
Strongly Agree	71	65	77		70	
Missing Data	0	0	0		0	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>My parents tell me it is important...</b>						
<b>51. to speak up for everyone having the same rights and chances in life</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	21	19	23		21	
Agree	31	32	29		31	
Strongly Agree	48	48	48		48	
Missing Data	0	0	0		0	
<b>52. to stand up for what I believe, even when others don't agree with me</b>						
Strongly Disagree	0	0	0		0	
Disagree	6	10	3		7	
Not Sure	10	13	6		10	
Agree	27	23	32		28	
Strongly Agree	55	52	58		54	
Missing Data	2	3	0		2	
<b>53. not to smoke cigarettes or use chewing tobacco</b>						
Strongly Disagree	2	3	0		2	
Disagree	2	0	3		2	
Not Sure	2	0	3		2	
Agree	6	10	3		7	
Strongly Agree	89	87	90		89	
Missing Data	0	0	0		0	
<b>54. not to use alcohol</b>						
Strongly Disagree	3	3	3		3	
Disagree	3	3	3		3	
Not Sure	5	6	3		5	
Agree	6	6	6		7	
Strongly Agree	82	81	84		82	
Missing Data	0	0	0		0	
<b>55. to always wear a helmet when I ride a bike</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	2	3	0		2	
Agree	15	16	13		15	
Strongly Agree	82	81	84		82	
Missing Data	0	0	0		0	
<b>56. to admit it when I make a mistake or get into trouble</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	11	13	10		11	
Agree	32	35	29		33	
Strongly Agree	53	45	61		52	
Missing Data	3	6	0		3	
<b>57. to tell the truth, even when it is hard</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	6	10	3		7	
Agree	21	32	10		21	
Strongly Agree	71	58	84		70	
Missing Data	2	0	3		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b><i>My parents tell me it is important...</i></b> <b>58. to eat healthy foods like fruits and vegetables</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	2	3	0		2	
Agree	21	29	13		21	
Strongly Agree	74	61	87		74	
Missing Data	2	3	0		2	
<b>59. to be proud of my own cultural heritage</b>						
Strongly Disagree	0	0	0		0	
Disagree	5	6	3		5	
Not Sure	18	19	16		18	
Agree	21	32	10		21	
Strongly Agree	56	42	71		56	
Missing Data	0	0	0		0	
<b>How much do you agree or disagree?</b> <b>60. My parents tell me it's okay to ask them questions about the changes boys and girls go through as they grow up</b>						
Strongly Disagree	3	6	0		3	
Disagree	3	6	0		3	
Not Sure	27	35	19		28	
Agree	34	39	29		34	
Strongly Agree	31	13	48		30	
Missing Data	2	0	3		2	
<b>61. My parents let me help with family decisions</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	13	13	13		13	
Agree	35	48	23		36	
Strongly Agree	44	29	58		43	
Missing Data	5	6	3		5	
<b><i>My parents tell me it is important...</i></b> <b>62. to treat handicapped or disabled people the same way I treat everybody else</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	10	10	10		10	
Agree	31	29	32		31	
Strongly Agree	58	61	55		57	
Missing Data	2	0	3		2	
<b>63. to play with kids who are not the same race or culture as me</b>						
Strongly Disagree	2	0	3		2	
Disagree	3	3	3		3	
Not Sure	16	19	13		16	
Agree	24	23	26		25	
Strongly Agree	55	55	55		54	
Missing Data	0	0	0		0	
<b>64. to spend time with different kinds of people, not only people just like me</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	15	10	19		15	
Agree	31	39	23		31	
Strongly Agree	55	52	58		54	
Missing Data	0	0	0		0	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b><i>My parents tell me it is important...</i></b>						
<b>65. to have some friends who are not the same race or culture as me</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	21	19	23		21	
Agree	31	32	29		31	
Strongly Agree	47	45	48		46	
Missing Data	0	0	0		0	
<b>66. to learn from people who are different from me</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	16	19	13		16	
Agree	24	29	19		25	
Strongly Agree	55	48	61		54	
Missing Data	3	3	3		3	
<b><i>My parents have rules about...</i></b>						
<b>67. which TV shows I watch</b>						
Strongly Disagree	2	0	3		2	
Disagree	8	10	6		8	
Not Sure	16	19	13		16	
Agree	37	45	29		38	
Strongly Agree	37	26	48		36	
Missing Data	0	0	0		0	
<b>68. how late I stay up</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	10	10	10		10	
Agree	35	42	29		36	
Strongly Agree	48	39	58		48	
Missing Data	5	10	0		5	
<b>69. what I can do with my friends</b>						
Strongly Disagree	3	3	3		3	
Disagree	3	3	3		3	
Not Sure	23	13	32		23	
Agree	42	48	35		43	
Strongly Agree	29	32	26		28	
Missing Data	0	0	0		0	
<b>70. what I can do after school</b>						
Strongly Disagree	3	3	3		3	
Disagree	0	0	0		0	
Not Sure	19	13	26		20	
Agree	47	61	32		48	
Strongly Agree	27	19	35		26	
Missing Data	3	3	3		3	
<b><i>How often does one of your parents...</i></b>						
<b>71. help you with your schoolwork?</b>						
Always	23	23	23		21	
Almost always	23	26	19		23	
Sometimes	47	45	48		48	
Almost never	3	0	6		3	
Never	5	6	3		5	
Missing Data	0	0	0		0	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<i>How often does one of your parents...</i>						
<b>72. talk to you about what you are doing in school?</b>						
Always	52	48	55		51	
Almost always	26	23	29		26	
Sometimes	21	26	16		21	
Almost never	0	0	0		0	
Never	2	3	0		2	
Missing Data	0	0	0		0	
<b>73. ask you about homework?</b>						
Always	29	26	32		28	
Almost always	32	26	39		33	
Sometimes	29	35	23		30	
Almost never	3	3	3		3	
Never	3	3	3		3	
Missing Data	3	6	0		3	
<b>74. go to meetings or events at your school?</b>						
Always	34	23	45		33	
Almost always	32	32	32		33	
Sometimes	31	39	23		31	
Almost never	0	0	0		0	
Never	3	6	0		3	
Missing Data	0	0	0		0	
<b>75. talk with you about how doing well in school can help you in the future?</b>						
Always	40	35	45		39	
Almost always	16	10	23		16	
Sometimes	37	42	32		38	
Almost never	2	3	0		2	
Never	5	10	0		5	
Missing Data	0	0	0		0	
<b>In your family, how much do you get to HELP DECIDE these things?</b>						
<b>76. What you can watch on TV</b>						
A lot	32	26	39		33	
Some	50	61	39		51	
I don't get to help decide	16	13	19		15	
Missing Data	2	0	3		2	
<b>77. What clothes you wear to school</b>						
A lot	69	81	58		69	
Some	24	16	32		25	
I don't get to help decide	5	3	6		5	
Missing Data	2	0	3		2	
<b>78. Where you spend your time after school</b>						
A lot	47	45	48		46	
Some	42	45	39		43	
I don't get to help decide	10	10	10		10	
Missing Data	2	0	3		2	
<b>79. What music you can buy or listen to</b>						
A lot	37	35	39		38	
Some	47	45	48		46	
I don't get to help decide	15	19	10		15	
Missing Data	2	0	3		2	
<b>80. What your bedtime is on weekends</b>						
A lot	39	39	39		39	
Some	44	42	45		44	
I don't get to help decide	16	19	13		15	
Missing Data	2	0	3		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>Think about the adults in your family OTHER THAN your parents. How much do you agree or disagree? Most of those adults <u>in my family</u>...</b>						
<b>81. spend a lot of time helping other people</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	34	39	29		34	
Agree	40	39	42		41	
Strongly Agree	23	16	29		21	
Missing Data	3	6	0		3	
<b>82. show me what is right and wrong</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	18	16	19		18	
Agree	48	61	35		49	
Strongly Agree	34	23	45		33	
Missing Data	0	0	0		0	
<b>83. teach me to respect people who are not the same race or culture as me</b>						
Strongly Disagree	0	0	0		0	
Disagree	5	6	3		5	
Not Sure	35	32	39		36	
Agree	24	32	16		25	
Strongly Agree	34	26	42		33	
Missing Data	2	3	0		2	
<b>84. help me understand how to spend, share, and save money</b>						
Strongly Disagree	3	3	3		3	
Disagree	2	3	0		2	
Not Sure	32	39	26		33	
Agree	29	23	35		30	
Strongly Agree	32	29	35		31	
Missing Data	2	3	0		2	
<b>85. help me with decisions I have to make</b>						
Strongly Disagree	0	0	0		0	
Disagree	8	10	6		8	
Not Sure	31	39	23		31	
Agree	24	26	23		23	
Strongly Agree	34	19	48		34	
Missing Data	3	6	0		3	
<b>86. How much school has your dad (or step-dad or male foster parent) had?</b>						
Grade school or less	0	0	0		0	
Some high school	0	0	0		0	
Finished high school	3	6	0		3	
Some college	0	0	0		0	
Finished college	26	26	26		26	
Went past college	48	45	52		48	
Don't know	18	13	23		18	
Missing Data	5	10	0		5	
<b>87. How much school has your mom (or step-mom or female foster parent) had?</b>						
Grade school or less	0	0	0		0	
Some high school	0	0	0		0	
Finished high school	3	6	0		3	
Some college	3	0	6		3	
Finished college	26	23	29		26	
Went past college	55	55	55		54	
Don't know	10	10	10		10	
Missing Data	3	6	0		3	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<b>Other than in your family, think about the adults you have known for a long time. How many of the adults you've known for a long time ...</b>						
<b>88. do you really like to spend time with?</b>						
None	2	3	0		2	
1 or 2	34	29	39		34	
3	24	29	19		25	
More than 3	39	35	42		38	
Missing Data	2	3	0		2	
<b>89. do you get to talk with a lot?</b>						
None	5	6	3		5	
1 or 2	45	42	48		46	
3	23	29	16		21	
More than 3	27	23	32		28	
Missing Data	0	0	0		0	
<b>90. talk with you so you really get to know each other?</b>						
None	8	6	10		8	
1 or 2	47	48	45		48	
3	19	26	13		20	
More than 3	24	16	32		23	
Missing Data	2	3	0		2	
<b>How much do you agree or disagree? Most of the adults I've known for a long time ...</b>						
<b>91. spend a lot of time helping other people</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	32	32	32		33	
Agree	40	48	32		41	
Strongly Agree	26	16	35		25	
Missing Data	2	3	0		2	
<b>92. show me what is right or wrong</b>						
Strongly Disagree	0	0	0		0	
Disagree	5	3	6		5	
Not Sure	23	29	16		23	
Agree	31	42	19		31	
Strongly Agree	39	19	58		38	
Missing Data	3	6	0		3	
<b>93. teach me to respect people who are not the same race or culture as me</b>						
Strongly Disagree	2	0	3		2	
Disagree	6	3	10		7	
Not Sure	29	35	23		30	
Agree	27	26	29		28	
Strongly Agree	34	32	35		33	
Missing Data	2	3	0		2	
<b>94. help me understand how to spend, share, and save money</b>						
Strongly Disagree	5	6	3		5	
Disagree	13	13	13		13	
Not Sure	35	32	39		36	
Agree	21	19	23		21	
Strongly Agree	21	19	23		20	
Missing Data	5	10	0		5	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>Most of the adults I've known for a long time ...</b>						
<b>95. help me with decisions I have to make</b>						
Strongly Disagree	0	0	0		0	
Disagree	13	13	13		13	
Not Sure	24	23	26		25	
Agree	35	35	35		36	
Strongly Agree	26	26	26		25	
Missing Data	2	3	0		2	
<b>How much do you agree or disagree?</b>						
<b>96. My teachers really care about me</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	3	3	3		3	
Agree	37	42	32		38	
Strongly Agree	58	52	65		57	
Missing Data	0	0	0		0	
<b>97. The kids in my class are friendly to me</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	8	10	6		8	
Agree	42	42	42		41	
Strongly Agree	48	45	52		49	
Missing Data	2	3	0		2	
<b>98. My teachers make me feel good about what I do at school</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	10	13	6		10	
Agree	32	42	23		33	
Strongly Agree	58	45	71		57	
Missing Data	0	0	0		0	
<b>99. I like my teachers</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	6	10	3		7	
Agree	23	29	16		23	
Strongly Agree	69	58	81		69	
Missing Data	0	0	0		0	
<b>100. The kids in my class treat me with respect</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	19	13	26		20	
Agree	31	35	26		31	
Strongly Agree	47	45	48		46	
Missing Data	2	3	0		2	
<b>101. My teachers tell me I can do things well</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	5	3	6		5	
Agree	37	52	23		38	
Strongly Agree	58	45	71		57	
Missing Data	0	0	0		0	
<b>102. If I break a rule at school, I will get in trouble</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	18	23	13		18	
Agree	52	55	48		51	
Strongly Agree	29	23	35		30	
Missing Data	0	0	0		0	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>103. My teachers expect me to be the best I can be</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	6	6	6		7	
Agree	29	29	29		30	
Strongly Agree	63	61	65		62	
Missing Data	0	0	0		0	
<b>104. At school I try as hard as I can to do my best work</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	3	6	0		3	
Agree	29	32	26		30	
Strongly Agree	66	58	74		66	
Missing Data	2	3	0		2	
<b>105. It bothers me when I don't do something well at school</b>						
Strongly Disagree	2	3	0		2	
Disagree	10	10	10		8	
Not Sure	23	29	16		23	
Agree	35	35	35		36	
Strongly Agree	31	23	39		31	
Missing Data	0	0	0		0	
<b>106. One of my goals in class is to learn as much as I can</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	10	10	10		10	
Agree	31	35	26		31	
Strongly Agree	55	48	61		54	
Missing Data	2	3	0		2	
<b>107. It's important to me that I really understand my classwork</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	10	3	16		10	
Agree	52	68	35		52	
Strongly Agree	37	29	45		36	
Missing Data	2	0	3		2	
<b>108. I can do well in school if I want to</b>						
Strongly Disagree	2	0	3		2	
Disagree	2	3	0		2	
Not Sure	10	6	13		10	
Agree	34	42	26		34	
Strongly Agree	52	45	58		51	
Missing Data	2	3	0		2	
<b>109. I like other adults at my school (such as the librarian, principal, or school nurse)</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	8	13	3		8	
Agree	39	45	32		39	
Strongly Agree	52	39	65		51	
Missing Data	2	3	0		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>110. My teachers let me help with classroom decisions</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	13	13	13		11	
Agree	45	48	42		46	
Strongly Agree	40	35	45		41	
Missing Data	0	0	0		0	
<b>111. I am interested in the things we study at school</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	16	26	6		16	
Agree	44	48	39		44	
Strongly Agree	37	23	52		36	
Missing Data	2	3	0		2	
<b>112. I often skip school because I'm afraid of being hurt there</b>						
Strongly Disagree	87	84	90		87	
Disagree	8	13	3		8	
Not Sure	3	0	6		3	
Agree	0	0	0		0	
Strongly Agree	0	0	0		0	
Missing Data	2	3	0		2	
<b>113. I look forward to going to school</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	13	23	3		13	
Agree	37	35	39		38	
Strongly Agree	42	29	55		41	
Missing Data	6	13	0		7	
<b>114. What grades do you usually get in Math?</b>						
Mostly A's, or Outstanding/Excellent marks	44	35	52		43	
Mostly B's, or Good/Above average marks	32	23	42		33	
Mostly C's, or Satisfactory/Average marks	11	19	3		11	
Mostly D's, or Needs improvement/ Below average marks	2	3	0		2	
Mostly F's, or Failing marks	0	0	0		0	
Missing Data	11	19	3		11	
<b>115. What grades do you usually get in Reading and Writing, Language Arts, or English?</b>						
Mostly A's, or Outstanding/Excellent marks	47	32	61		46	
Mostly B's, or Good/Above average marks	27	32	23		28	
Mostly C's, or Satisfactory/Average marks	15	16	13		15	
Mostly D's, or Needs improvement/ Below average marks	2	3	0		2	
Mostly F's, or Failing marks	0	0	0		0	
Missing Data	10	16	3		10	
<b>116. What grades do you usually get in the rest of your classes other than Math and English?</b>						
Mostly A's, or Outstanding/Excellent marks	44	29	58		44	
Mostly B's, or Good/Above average marks	34	35	32		33	
Mostly C's, or Satisfactory/Average marks	13	19	6		13	
Mostly D's, or Needs improvement/ Below average marks	0	0	0		0	
Mostly F's, or Failing marks	0	0	0		0	
Missing Data	10	16	3		10	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>Think of your good friends around your age, either inside or outside of school. How many of these friends ...</b>						
<b>117. have <u>ever</u> drunk alcohol (such as beer or wine), not including for religious ceremonies?</b>						
None	90	94	87		90	
Some	8	3	13		8	
Most	0	0	0		0	
All	0	0	0		0	
Missing Data	2	3	0		2	
<b>118. have <u>ever</u> used other drugs that are bad for them?</b>						
None	100	100	100		100	
Some	0	0	0		0	
Most	0	0	0		0	
All	0	0	0		0	
Missing Data	0	0	0		0	
<b>119. get good grades in school?</b>						
None	2	0	3		2	
Some	10	13	6		10	
Most	58	68	48		59	
All	26	13	39		25	
Missing Data	5	6	3		5	
<b>120. get into trouble at school?</b>						
None	60	52	68		59	
Some	39	45	32		39	
Most	2	3	0		2	
All	0	0	0		0	
Missing Data	0	0	0		0	
<b>121. care about what is right and wrong?</b>						
None	0	0	0		0	
Some	11	16	6		11	
Most	32	32	32		33	
All	52	42	61		51	
Missing Data	5	10	0		5	
<b>122. show they respect you?</b>						
None	2	3	0		2	
Some	11	13	10		11	
Most	24	29	19		25	
All	61	52	71		61	
Missing Data	2	3	0		2	
<b>How much do you agree or disagree?</b>						
<b>123. I am good at making and keeping friends</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	10	6	13		10	
Agree	39	42	35		39	
Strongly Agree	50	48	52		49	
Missing Data	0	0	0		0	
<b>124. I feel really sad when one of my friends is unhappy</b>						
Strongly Disagree	0	0	0		0	
Disagree	5	6	3		5	
Not Sure	15	19	10		15	
Agree	40	42	39		41	
Strongly Agree	40	32	48		39	
Missing Data	0	0	0		0	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>125. I have friends at school</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	0	0	0		0	
Agree	23	32	13		23	
Strongly Agree	76	65	87		75	
Missing Data	2	3	0		2	
<b>126. I have friends to play with in my neighborhood</b>						
Strongly Disagree	10	13	6		10	
Disagree	10	3	16		10	
Not Sure	23	26	19		23	
Agree	26	35	16		26	
Strongly Agree	32	23	42		31	
Missing Data	0	0	0		0	
<b>127. My friends help me when I ask them to</b>						
Strongly Disagree	0	0	0		0	
Disagree	0	0	0		0	
Not Sure	8	10	6		8	
Agree	50	52	48		51	
Strongly Agree	42	39	45		41	
Missing Data	0	0	0		0	
<b>128. Adults in my neighborhood care about me</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	31	29	32		31	
Agree	39	39	39		39	
Strongly Agree	27	26	29		26	
Missing Data	2	3	0		2	
<b>129. Adults in my neighborhood know my name</b>						
Strongly Disagree	2	3	0		2	
Disagree	2	0	3		2	
Not Sure	35	39	32		36	
Agree	34	32	35		33	
Strongly Agree	27	26	29		28	
Missing Data	0	0	0		0	
<b>130. Adults in my neighborhood make me feel important</b>						
Strongly Disagree	0	0	0		0	
Disagree	11	13	10		11	
Not Sure	50	48	52		51	
Agree	21	23	19		20	
Strongly Agree	16	13	19		16	
Missing Data	2	3	0		2	
<b>131. Adults in my neighborhood listen to me</b>						
Strongly Disagree	0	0	0		0	
Disagree	8	10	6		8	
Not Sure	35	32	39		36	
Agree	40	42	39		39	
Strongly Agree	16	16	16		16	
Missing Data	0	0	0		0	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>132. If kids were being loud and bothering people in my neighborhood, my neighbors would tell them to stop</b>						
Strongly Disagree	2	0	3		2	
Disagree	6	6	6		7	
Not Sure	23	16	29		23	
Agree	52	55	48		52	
Strongly Agree	16	19	13		15	
Missing Data	2	3	0		2	
<b>133. Sometimes I play inside because I am afraid that someone in my neighborhood might hurt me</b>						
Strongly Disagree	58	55	61		57	
Disagree	29	39	19		30	
Not Sure	8	3	13		8	
Agree	2	0	3		2	
Strongly Agree	0	0	0		0	
Missing Data	3	3	3		3	
<b>134. My neighbors tell me if they see me do something good</b>						
Strongly Disagree	0	0	0		0	
Disagree	16	19	13		16	
Not Sure	40	42	39		41	
Agree	16	19	13		16	
Strongly Agree	24	16	32		23	
Missing Data	3	3	3		3	
<b>135. If kids were teasing or bullying someone in my neighborhood, my neighbors would tell them to stop</b>						
Strongly Disagree	0	0	0		0	
Disagree	3	3	3		3	
Not Sure	24	23	26		25	
Agree	45	55	35		46	
Strongly Agree	24	16	32		23	
Missing Data	3	3	3		3	
<b>136. I go to clubs or groups that give me chances to help others (such as reading to younger children or cleaning up a park)</b>						
Strongly Disagree	10	6	13		10	
Disagree	21	26	16		21	
Not Sure	32	32	32		31	
Agree	19	16	23		20	
Strongly Agree	16	16	16		16	
Missing Data	2	3	0		2	
<b>137. I like reading things for fun</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	3	0		2	
Not Sure	15	19	10		15	
Agree	24	29	19		25	
Strongly Agree	60	48	71		59	
Missing Data	0	0	0		0	
<b>138. I sometimes think about what my life means</b>						
Strongly Disagree	0	0	0		0	
Disagree	2	0	3		2	
Not Sure	29	32	26		28	
Agree	39	42	35		39	
Strongly Agree	31	26	35		31	
Missing Data	0	0	0		0	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you agree or disagree?</b>						
<b>139. When I'm at home, I spend most of my free time playing video games or watching TV</b>						
Strongly Disagree	24	16	32		25	
Disagree	34	35	32		33	
Not Sure	19	23	16		20	
Agree	16	13	19		16	
Strongly Agree	6	13	0		7	
Missing Data	0	0	0		0	
<b>140. I like to learn by going to places like museums, zoos, libraries, or science centers</b>						
Strongly Disagree	0	0	0		0	
Disagree	10	10	10		10	
Not Sure	23	26	19		23	
Agree	31	32	29		31	
Strongly Agree	35	29	42		34	
Missing Data	2	3	0		2	
<b>141. I like learning new things, even if they're not what we're studying at school</b>						
Strongly Disagree	2	3	0		2	
Disagree	0	0	0		0	
Not Sure	15	13	16		15	
Agree	47	65	29		48	
Strongly Agree	37	19	55		36	
Missing Data	0	0	0		0	
<b>142. Most days during the week, I read nonschool stuff just for fun (book, magazine, newspaper, or web pages)</b>						
Strongly Disagree	3	0	6		3	
Disagree	6	6	6		7	
Not Sure	8	10	6		8	
Agree	34	39	29		34	
Strongly Agree	48	45	52		48	
Missing Data	0	0	0		0	
<b>143. I sometimes wonder what my purpose is in life</b>						
Strongly Disagree	3	0	6		3	
Disagree	13	13	13		13	
Not Sure	32	35	29		31	
Agree	23	23	23		23	
Strongly Agree	29	29	29		30	
Missing Data	0	0	0		0	
<b>144. Most days during the week, I spend some of my free time doing things with my parents, like working on a project, playing, or reading together</b>						
Strongly Disagree	0	0	0		0	
Disagree	13	16	10		11	
Not Sure	26	19	32		26	
Agree	31	32	29		31	
Strongly Agree	29	32	26		30	
Missing Data	2	0	3		2	
<b>During a normal week, how many times do you ...</b>						
<b>145. go to things <u>outside of school</u> like music, art, drama, dance, or writing programs?</b>						
None	15	23	6		15	
1	26	32	19		26	
2 or more times	56	42	71		56	
Missing Data	3	3	3		3	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<b>146. During a normal week, how many times do you ... play on a sports team (or help with the team in some way)?</b>						
None	24	16	32		25	
1	15	10	19		13	
2 or more times	60	74	45		61	
Missing Data	2	0	3		2	
<b>147. go to clubs or activities other than sports (like computer club, chess club, 4-H, YMCA/YWCA, or Boys and Girls Clubs)?</b>						
None	47	52	42		46	
1	26	26	26		26	
2 or more times	24	23	26		25	
Missing Data	3	0	6		3	
<b>148. go to programs, activities, or services at a church, synagogue, temple, mosque, or other religious or spiritual place?</b>						
None	56	55	58		57	
1	23	29	16		21	
2 or more times	18	16	19		18	
Missing Data	3	0	6		3	
<b>149. If someone at my school hit me or pushed me for no reason, the FIRST thing I'd do would be ...</b>						
Hit or push them right back	6	3	10		7	
Try to hurt them worse than they hurt me	2	3	0		2	
Try to talk to this person and work out our problems	44	42	45		44	
Just ignore it and do nothing	16	19	13		16	
Talk to an adult	29	26	32		28	
Missing Data	3	6	0		3	
<b>150. How many days a week do you spend some time helping family members or friends?</b>						
None	2	3	0		2	
1	13	13	13		11	
2	24	23	26		25	
3	23	23	23		23	
4 or more days	39	39	39		39	
Missing Data	0	0	0		0	
<b>151. How many days a week do you spend some time helping neighbors?</b>						
None	44	42	45		44	
1	29	39	19		30	
2	16	6	26		16	
3	5	6	3		5	
4 or more days	6	6	6		5	
Missing Data	0	0	0		0	
<b>152. How many days a week do you spend some time helping other people at your school, church, synagogue, mosque, temple, or some other place?</b>						
None	26	29	23		26	
1	24	26	23		25	
2	21	13	29		20	
3	10	13	6		10	
4 or more days	19	19	19		20	
Missing Data	0	0	0		0	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>How much do you do each of the following things when you have a problem of any kind?</b>						
<b>153. I discuss the problem with my parents or other adults</b>						
A lot	40	39	42		41	
Sometimes	47	42	52		46	
A little	10	13	6		10	
Never	2	3	0		2	
Missing Data	2	3	0		2	
<b>154. I try to find different solutions to the problem</b>						
A lot	40	39	42		39	
Sometimes	47	48	45		48	
A little	11	10	13		11	
Never	0	0	0		0	
Missing Data	2	3	0		2	
<b>155. I look for information to help me in magazines or books or on the Internet</b>						
A lot	21	26	16		20	
Sometimes	29	35	23		30	
A little	26	19	32		26	
Never	21	13	29		21	
Missing Data	3	6	0		3	
<b>156. I ask my friends for help solving the problem</b>						
A lot	32	39	26		33	
Sometimes	44	42	45		44	
A little	21	13	29		20	
Never	0	0	0		0	
Missing Data	3	6	0		3	
<b>Some kids have done or felt the following things, and some have not. How often have <u>you</u> done or felt each of these things?</b>						
<b>157. During the <u>last year</u>, how many times have you had alcohol to drink (not including for religious ceremonies)?</b>						
4 or more times	0	0	0		0	
2 or 3 times	3	3	3		3	
1 time this year	3	3	3		3	
Never	90	87	94		90	
Missing Data	3	6	0		3	
<b>158. During the <u>last year</u>, how many times have you smoked cigarettes?</b>						
4 or more times	0	0	0		0	
2 or 3 times	0	0	0		0	
1 time this year	2	3	0		2	
Never	97	94	100		97	
Missing Data	2	3	0		2	
<b>159. During the last year, how many times have you used marijuana (grass, pot)?</b>						
4 or more times	0	0	0		0	
2 or 3 times	0	0	0		0	
1 time this year	0	0	0		0	
Never	98	97	100		98	
Missing Data	2	3	0		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<b>160. During the <u>last year</u>, how many times have you damaged property just for fun (such as breaking windows, scratching a car, spraying paint on buildings or sidewalks, etc.)?</b>						
4 or more times	0	0	0		0	
2 or 3 times	0	0	0		0	
1 time this year	0	0	0		0	
Never	98	97	100		98	
Missing Data	2	3	0		2	
<b>161. During the <u>last year</u>, how many times have you hit or beat up someone?</b>						
4 or more times	2	3	0		2	
2 or 3 times	0	0	0		0	
1 time this year	15	19	10		15	
Never	82	74	90		82	
Missing Data	2	3	0		2	
<b>162. How often did you feel really sad or depressed during the <u>last month</u>?</b>						
4 or more times	8	10	6		8	
2 or 3 times	19	23	16		18	
1 time this month	18	13	23		18	
1 time before this month	26	26	26		26	
Never	27	26	29		28	
Missing Data	2	3	0		2	
<b>163. In the last year, has anyone hurt you by punching, hitting, slapping, or scratching you?</b>						
Yes	31	42	19		30	
No	47	35	58		48	
Not Sure	21	19	23		21	
Missing Data	2	3	0		2	
<b>164. On a normal school day, how much time do you spend with <u>any adults (parents, other family, teachers, neighbors, etc.)</u> from when school ends until dinner?</b>						
I don't spend any time with an adult	5	6	3		5	
1 hour a day	15	10	19		13	
2 hours a day	18	23	13		18	
3 hours a day	5	6	3		5	
More than 3 hours a day	56	52	61		57	
Missing Data	2	3	0		2	
<b>165. On a normal school day, how many hours do you spend watching TV or videos or playing video games, counting before school, after school, and at night?</b>						
I don't spend any time that way	44	35	52		44	
1 hour a day	34	32	35		33	
2 hours a day	13	16	10		13	
3 hours a day	2	3	0		2	
More than 3 hours a day	5	6	3		5	
Missing Data	3	6	0		3	

# Appendix C

## Item Mapping to Assets, Deficits, Risk Behavior Patterns, and Thriving Indicators

### EXTERNAL ASSETS

Support Assets	Question #	Question Text
Family support	39. 40. 41.	I get along well with my parents. My parents give me help and support. My parents let me know in lots of ways that they love me.
Positive family communication	42. 43.	If I were really worried about something, I would talk to my parents about it. It's easy to talk with my parents, even about things we don't agree on.
Other adult relationships		<b>Other than your family, think about other adults you have known for a long time. These could be neighbors, teachers, coaches, parents of friends. How many of the adults you've known for a long time...</b>  88. do you really like spending time with? 89. do you get to talk with a lot? 90. talk with you so you really get to know each other?
Caring neighborhood	128. 129.	Adults in my neighborhood care about me. Adults in my neighborhood know my name.
Caring school climate <u>Teachers</u>  <u>Peers</u>	96. 98.  101.  97. 100.	My teachers really care about me. My teachers make me feel good about what I do at school. My teachers tell me I can do things well.  The kids in my class are friendly to me. The kids in my class treat me with respect.
Parent involvement in schooling		<b>How often does one of your parents...?</b>  71. help you with your schoolwork? 72. talk to you about what you are doing in school? 73. ask you about homework? 74. go to meetings or events at your school? 75. talk with you about how doing well in school can help you in the future?

<b>Empowerment Assets</b>	<b>Question #</b>	<b>Question Text</b>
Community values children	130. 131. 134.	Adults in my neighborhood make me feel important. Adults in my neighborhood listen to me. My neighbors tell me if they see me do something good.
Children as resources	61. 110.	My parents let me help with family decisions. My teachers let me help with classroom decisions.
Service to others	136.	I go to clubs or groups that give me chances to help others (such as reading to younger children or cleaning up a park).
Safety	46. 112. 133.	Sometimes, I'm afraid that someone in my family might hurt me. I often skip school because I'm afraid of being hurt there. Sometimes I play inside because I am afraid that someone in my neighborhood might hurt me.

<b>Boundaries and Expectations Assets</b>	<b>Question #</b>	<b>Question Text</b>
Family boundaries	44.  67. 68. 69. 70.	44. My parents know what I am doing most of the time.  <b>My parents have rules about:</b> which TV shows I watch. how late I stay up. what I can do with my friends. what I can do after school.
School boundaries	102.	If I break a rule at school, I will get in trouble.
Neighborhood boundaries	132. 135.	If kids were being loud and bothering people in my neighborhood, my neighbors would tell them to stop. If kids were teasing or bullying someone in my neighborhood, my neighbors would tell them to stop.



<b>Constructive Use of Time Assets</b>	Question #	Question Text
Creative activities	145.	<b>During a normal week, how many times outside of school do you. . .</b> go to things outside of school like music, art, drama, dance, or writing programs?
Child Programs	146. 147.	<b>During a normal week, how many times outside of school do you. . .</b> play on a sports team (or help with a team in some way)? go to clubs or activities other than sports (like a computer club, chess club, 4-H, Scouts, or Boys and Girls Clubs)?
Religious community	148.	<b>During a normal week, how many times do you...</b> go to programs, activities, or services at a church, synagogue, temple, mosque, or other religious or spiritual place?
Time at home	139. 144.	When I'm at home, I spend most of my free time playing video games or watching TV. Most days during the week, I spend some of my free time doing things with my parents like working on a project, playing, or reading together.

### INTERNAL ASSETS

<b>Commitment to Learning Assets</b>	Question #	Question Text
Achievement motivation	104. 105. 106. 107. 108.	At school I try as hard as I can to do my best work. It bothers me when I don't do something well at school. One of my goals in class is to learn as much as I can. It's important to me that I really understand my classwork. I can do well in school if I want to.
Learning engagement <u>In school</u>	111. 113.	I am interested in the things we study at school. I look forward to going to school.
<u>Out of school</u>	140. 141.	I like to learn by going to places like museums, zoos, libraries, or science centers. I like learning new things, even if they're not what we're studying at school.

<b>Commitment to Learning Assets (cont'd)</b>	Question #	Question Text
Homework	16.	I almost always turn in my homework on time.
Bonding to adults at school	99. 109.	I like my teachers. I like other adults at my school (such as the school nurse, librarian, principal).
Reading for pleasure	137. 142.	I like reading things for fun. Most days during the week, I read nonschool stuff just for fun (book, magazine, newspaper, or web pages).

<b>Positive Values Assets</b>	Question #	Question Text
Caring	50.	<b>My parents tell me it is important...</b> to help other people.
Equality and social justice	51.	<b>My parents tell me it is important...</b> to speak up for everyone having the same rights and chances in life.
Integrity	52.	<b>My parents tell me it is important...</b> to stand up for what I believe, even when others don't agree with me.
Honesty	57.	<b>My parents tell me it is important...</b> to tell the truth, even when it is hard.
Responsibility	56.	<b>My parents tell me it is important...</b> to admit it when I make a mistake or get into trouble.
Healthy lifestyle	53. 54. 55. 58.  60.	<b>My parents tell me it is important...</b> not to smoke cigarettes or use chewing tobacco. not to use alcohol. to always wear a helmet when I ride a bike. to eat healthy foods like fruits and vegetables .  My parents tell me it is okay to ask them questions about the changes boys and girls go through as they grow up.

Social Competencies Assets	Question #	Question Text
Planning and decision making	8. 31. 32. 36.	Most of the time, when I have a big job to do, I think about the things I need to do to get it done. Most of the time, I think carefully about what to do before I decide things. Most of the time, I feel happy about the results of the decisions I make. Most of the time, when I make a decision, I think first about the good and bad things that can happen.
Interpersonal competence <u>Empathy</u>  <u>Affiliation</u>  <u>Positive self-control</u>	6. 14. 33. 124. 9. 10. 123. 125. 126. 127. 11. 12. 17.	I care about other people's feelings. It makes me sad to see a girl or boy who can't find anyone to play with. It makes me happy to see other people who are happy. I feel really sad when one of my friends is unhappy. I am always friendly. I always smile. I am good at making and keeping friends. I have friends at school. I have friends to play with in my neighborhood. My friends help me when I ask them to. I can calm myself down pretty quickly when I get mad. I stop talking when adults tell me to stop. I usually stay pretty calm when things don't go my way.
Cultural competence		<b>My parents tell me it is important ...</b> 59. to be proud of my own cultural heritage. 62. to treat handicapped or disabled people the same way I treat everybody else. 63. to play with kids who are not the same race or culture as me. 64. to spend time with different kinds of people, not only people just like me. 65. to have some friends who are not the same race or culture as me. 66. to learn from people who are different from me.
Resistance skills	15. 29.	I am able to say no when someone wants me to do things that are wrong or dangerous. Most of the time, I am good at staying away from people who will get me in trouble.

<b>Social Competencies Assets (cont'd)</b>	Question #	Question Text
Peaceful conflict resolution	149.	<p><b>If someone at my school hit me or pushed me for no reason, the FIRST thing I'd do would be...</b></p> <p>hit or push them right back.  try to hurt them worse than they hurt me.  try to talk to this person and work out our problems.  just ignore it and do nothing.  talk to an adult.</p>

<b>Positive Identity Assets</b>	Question #	Question Text
Personal power	21. 34. 35.	<p>If I set a goal, I feel as if I can reach it.  I feel as if I can solve most problems in my life.  I am a confident person.</p>
Self-esteem	18. 19. 20. 22. 23.	<p>I am good at doing a lot of things.  I have special hobbies, skills, or talents.  Most of the time, I like myself.  Most of the time, I am glad to be me.  I feel that I do not have much to be proud of.</p>
Sense of purpose	138. 143.	<p>I sometimes think about what my life means.  I sometimes wonder what my purpose is in life.</p>
Positive view of personal future	24. 25. 26. 27.	<p>I feel as if I will be happy and successful as I grow up.  I like thinking about what my future will be like.  I feel hopeful when I think about my future.  There are some adults in my life who talk to me about planning for my future.</p>

## DEFICITS

Deficits	Question #	Question Text
Alone at home	164.	On a normal school day, how much time do you spend with any adults (parents, other family, teachers, neighbors, etc.) from when school ends until dinner?
TV overexposure	165.	On a normal school day, how many hours do you spend watching TV or videos or playing video games, counting before school, after school, and at night?
Victim of violence	163.	In the last year, has anyone hurt you by punching, hitting, slapping, or scratching you?

## RISK BEHAVIOR PATTERNS

Risk Behavior Patterns	Question #	Question Text
Alcohol	157.	During the last year, how many times have you had alcohol to drink (not including for religious ceremonies)?
Tobacco	158.	During the last year, how many times have you smoked cigarettes?
Marijuana	159.	During the last year, how many times have you used marijuana (grass, pot)?
Antisocial behavior	160.	During the last year, how many times have you damaged property just for fun (such as breaking windows, scratching a car, spraying paint on buildings or sidewalks, etc.)?
Physical aggression/Violence	161.	During the last year, how many times have you hit or beat up someone?
Sadness	162.	How often did you feel really sad or depressed during the last month?

## THRIVING INDICATORS

Thriving Indicators	Question #	Question Text
School success	114. 115. 116.	How well do you do in Math? How well do you do in Reading and Writing, Language Arts, or English? How well do you do in the rest of your classes other than Math and English?
Helps others	150. 151. 152.	How many days a week do you spend some time helping family members or friends? How many days a week do you spend some time helping neighbors? How many days a week do you spend some time helping other people at your school, church, synagogue, mosque, or temple, or some other place?
Values diversity	7. 13.	I get along well with people who aren't the same race or culture as me. Kids can be my friends no matter what race or culture they are.
Delays gratification	28. 30.	I am able to save my money for something I really want. It's easy for me to wait for something I want.
Coregulation		<b>In your family, how much do you get to HELP DECIDE these things:</b>  76. What you can watch on TV? 77. What clothes you wear to school? 78. Where you spend your time after school? 79. What music you can buy or listen to? 80. What your bedtime is on weekends?
Coping		<b>How much do you do each of the following things when you have any kind of a problem?</b>  153. I discuss the problem with my parents or other adults. 154. I try to find different solutions to the problem. 155. I look for information to help me in magazines or books or on the Internet. 156. I ask my friends for help solving the problem.
Life satisfaction		<b>How often do you feel the following things?</b>  37. My life is just right. 38. I have a good life.

## Appendix D

### Bibliography of the Theory and Research on Search Institute's Framework of Developmental Assets

(\*indicates peer-reviewed journal)

- Benson, P.L. (2003). Developmental assets and asset-building community: Conceptual and empirical foundations. In R.M. Lerner, & P.L. Benson (Eds.), *Developmental assets and asset-building communities: Implications for research, policy, and practice* (pp. 19-46). New York: Kluwer/Plenum.
- Benson, P. L. (1997). *All kids are our kids: What communities must do to raise healthy and responsible children and adolescents*. San Francisco: Jossey-Bass.
- Benson, P.L. (1990). *The troubled journey: A portrait of 6th – 12th grade youth*. Minneapolis, MN: Search Institute.
- Benson, P.L., & Saito, R.N. (2001). The scientific foundations of youth development. In P.L. Benson & K.J. Pittman (Eds.), *Trends in youth development: Visions, realities, and challenges* (pp. 135-154). Boston: Kluwer Academic Publishers.
- Benson, P. L., Scales, P. C., & Mannes, M. (2003). Developmental strengths and their sources: Implications for the study and practice of community building. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Handbook of applied developmental science, Vol. 1: Applying developmental science for youth and families: Historical and theoretical foundations* (pp. 369-406 Ch. 17). Thousand Oaks, CA: Sage.
- \*Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (1998). Beyond the 'village' rhetoric: Creating healthy communities for children and adolescents. *Applied Developmental Science, 2*, 138-159.
- Developmental assets: A profile of your youth*. (2001). Minneapolis: Search Institute, 1999-2000 school year aggregate dataset. Unpublished report.
- \*Leffert, N., Benson, P. L., Scales, P. C., Sharma, A., Drake, D., & Blyth, D. A. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. *Applied Developmental Science, 2*, 209-230.
- Leffert, N., Benson, P.L., & Roehlkepartain, J.L. (1997). *Starting out right: Developmental assets for children*. Minneapolis: Search Institute.
- Scales, P.C., Benson, P.L., Mannes, M., Hintz, N.R., Roehlkepartain, E.C., & Sullivan, T.K. (2003). *Other people's kids: Social expectations and American adults' involvement with children and adolescents*. New York: Kluwer/Plenum.
- \*Scales, P.C., Benson, P.L., Roehlkepartain, E.C., Hintz, N.R., Sullivan, T.K., & Mannes, M. (2001). The role of the neighborhood and community in building developmental assets for children and youth: A national study of social norms among American adults. *Journal of Community Psychology, 29*, 703-727.

- \*Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). Contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*, 4, 27-46.
- \*Scales, P.C. (1999). Developmental assets: Response to Price and Drake ("Asset building: Rhetoric versus Reality—a cautionary note"). *Journal of School Health*, 69, 217-218.
- Scales, P.C. & Leffert, N. (1999). *Developmental Assets: A synthesis of the scientific research on adolescent development*. Minneapolis: Search Institute.
- Scales, P.C., Sesma, A., Jr., & Bolstrom, B. (2004). *Coming into their own: How developmental assets promote positive growth in middle childhood*. Minneapolis: Search Institute.
- Scales, P.C., Sesma, A., Jr., & Bolstrom, B. (2003). *Me and My World: Technical Manual*. Minneapolis: Search Institute.

# Appendix E

## Search Institute Asset-Promoting Print and Video Resources

### **Building Assets is Elementary: Group Activities for Helping Kids Ages 8-12 Succeed**

This activity book offers practical, easy, fun strategies for building assets with groups of children in grades 4-6. Activities are flexible so group leaders can easily adapt them to any classroom or youth group setting.

### **Coming into Their Own: How Developmental Assets Promote Positive Growth in Middle Childhood**

Children in middle childhood are approaching the cusp of early adolescence and beginning the transition toward emerging selfhood and self-regulation—they are Coming into Their Own. This new resource provides the latest research findings from studies on development of children grades 4-6 and fascinating learnings from around the world about what truly can help kids at this age grow up well and healthy.

### **Great Places to Learn: How Asset-Building Schools Help Students Succeed**

Rooted in many years of research about the effectiveness of assets, this foundational book shines as a powerful, positive guide to infusing assets into any school community. A popular Search Institute resource for educators.

### **"You Have to Live It" Building Developmental Assets in School Communities**

Winner of The Association of Educational Publisher's 2000 Distinguished Achievement Award, this video lets you see and hear for yourself how schools around North America are building assets for and with students from elementary to the high school level.

### **Ideas That Cook: Activities for Asset Builders in School Communities**

Just as reading a great recipe can conjure up visions of a great meal, so too can this collection of great real-life activities inspire teachers and youth workers to "cook up" lasting good results with kids.

### **More Than Just a Place To Go *video***

Based on three different out-of-school programs, this video shows how to intentionally create and foster a developmentally-attentive environment, staff, and program for young people. (Call for information about More Than A Place To Go *book* and *training*.)

### **Powerful Teaching: Developmental Assets in Curriculum and Instruction**

In response to educators' requests to do more with Developmental Assets, Search Institute has designed this resource that exclusively deals with the core of everyday classroom teaching and learning. Powerful Teaching shows education professionals how to infuse the assets into their existing curriculum and instruction without starting a new program.

### **Building Developmental Assets in School Communities training**

Learn how to help your students succeed both academically and developmentally in this popular training.

### **Deepening Developmental Assets in School Communities training**

Engage your whole school in asset building and climate improvement efforts with this training. It's the next step after the Building Developmental Assets in School Communities training.

### **What's Up With Our Kids? Survey Data Presentation**

Release your *Me and My World* survey results as Search Institute presents your community or school's data.

### **Assets in Action: A Handbook for Making Communities Better Places to Grow Up**

How can we make positive, long-lasting community change? This book covers this and much more by showing you how to establish change, from the very first steps to the later stages with engaging, easy to read stories and interviews with asset champions and research findings from the National Case Study project.

### **Pass It On at School: Activity Handouts for Creating Caring Schools**

This activity-based resource equips everyone in the school community— teachers, students, administrators, cafeteria workers, parents, custodial staff, coaches, bus drivers, and others— with ready-to-use tip sheets and handouts to create change for the better by building Developmental Assets.

### **A Quick Start Guide to Building Assets in Your School: Moving from Incidental to Intentional**

This book offers teachers ideas and strategies to quickly and intentionally build assets in their classrooms. Each short segment consists of dozens of asset-building activities, self-reflection questions for teachers, and school-wide strategies to get everyone involved in creating healthy, caring classrooms.

### **Awareness Pack**

Get a variety of many of our most popular resources to help support and promote your initiative. Great for people starting or promoting asset-building initiatives and those who are engaging in public awareness campaigns.

### **In Our Own Words posters**

Eye-catching posters feature phrases and words that 17 young people used to describe what an asset category means to them.

### **40 Assets posters**

Show them your commitment with this colorful display poster of the 40 Developmental Assets. Bright colors and graphics make it an eye-catching message that YOUR youth are important.

**For a catalog of additional resources, call Search Institute at 1-800-888-7828, or view our online resource catalog at [www.search-institute.org/catalog](http://www.search-institute.org/catalog)**