

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^{3,4}. 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 drugs⁵. 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
1. Age						
8	0	0	0		0	
9	9	8	10		9	
10	84	82	86		84	
11	7	9	4		7	
12	0	0	0		0	
13 or older	0	0	0		0	
2. Grade in school						
4th	0	0	0		0	
5th	100	100	100		100	
6th	0	0	0		0	
3. Gender						
Boy	50	100	0		50	
Girl	50	0	100		50	
4. Race / ethnicity						
American Indian or Alaska Native	1	1	1		1	
Asian	31	30	31		31	
Black or African American	2	1	2		2	
Hispanic or Latino/Latina	6	7	5		6	
Native Hawaiian or Other Pacific Islander	0	0	1		0	
White	37	38	37		37	
Other	10	10	9		9	
Multi-racial	14	12	15		13	
5. Which best describes your family?						
I live with my two birth or biological parents	81	82	80		81	
I live with my two adoptive parents	2	1	3		2	
Sometimes I live with my mom and sometimes with my dad	6	6	6		6	
I live with one parent	6	5	6		6	
I live with one birth parent and one step-parent	2	2	1		2	
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	4	3	4		3	
How much do you agree or disagree?						
6. I care about other people's feelings						
Strongly Disagree	0	0	0		0	
Disagree	1	1	1		1	
Not Sure	7	11	4		7	
Agree	46	53	39		46	
Strongly Agree	44	34	54		44	
Missing Data	2	2	2		1	
7. I get along well with people who aren't the same race or culture as me						
Strongly Disagree	0	0	0		0	
Disagree	1	2	1		1	
Not Sure	8	9	7		8	
Agree	30	32	27		30	
Strongly Agree	59	55	63		59	
Missing Data	2	2	2		1	
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						
Strongly Disagree	1	1	0		1	
Disagree	4	4	3		4	
Not Sure	19	18	19		19	
Agree	52	53	52		53	
Strongly Agree	23	21	26		23	
Missing Data	1	2	1		1	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
How much do you agree or disagree?						
9. I am always friendly						
Strongly Disagree	1	1	0		1	
Disagree	6	7	5		6	
Not Sure	23	25	19		23	
Agree	48	48	48		48	
Strongly Agree	20	16	25		20	
Missing Data	2	2	2		2	
10. I always smile						
Strongly Disagree	4	6	2		4	
Disagree	17	20	14		17	
Not Sure	32	36	28		32	
Agree	31	26	37		31	
Strongly Agree	14	9	18		14	
Missing Data	2	3	1		2	
11. I can calm myself down pretty quickly when I get mad						
Strongly Disagree	5	5	4		4	
Disagree	11	11	12		11	
Not Sure	25	26	25		25	
Agree	37	36	39		38	
Strongly Agree	21	21	20		21	
Missing Data	1	1	1		1	
12. I stop talking when adults ask me to stop						
Strongly Disagree	1	1	1		1	
Disagree	4	5	3		4	
Not Sure	19	20	18		19	
Agree	46	48	45		46	
Strongly Agree	30	26	33		30	
Missing Data	1	1	1		1	
13. Kids can be my friends no matter what race or culture they are						
Strongly Disagree	0	1	0		0	
Disagree	1	1	0		1	
Not Sure	6	7	5		6	
Agree	23	26	19		23	
Strongly Agree	69	64	75		69	
Missing Data	1	1	1		1	
14. It makes me sad to see a girl or boy who can't find anyone to play with						
Strongly Disagree	1	2	1		1	
Disagree	3	3	2		3	
Not Sure	19	26	12		19	
Agree	39	39	38		39	
Strongly Agree	37	28	46		37	
Missing Data	2	2	1		2	
15. I am able to say no when someone wants me to do things that are wrong or dangerous						
Strongly Disagree	1	1	2		1	
Disagree	2	2	2		2	
Not Sure	7	8	5		7	
Agree	24	27	21		24	
Strongly Agree	64	60	69		64	
Missing Data	2	2	2		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
How much do you agree or disagree?						
16. I almost always turn in my homework on time						
Strongly Disagree	0	1	0		0	
Disagree	4	5	3		4	
Not Sure	8	11	5		8	
Agree	31	35	27		31	
Strongly Agree	55	47	64		55	
Missing Data	1	2	1		1	
17. I usually stay pretty calm when things don't go my way						
Strongly Disagree	2	2	1		2	
Disagree	8	8	7		7	
Not Sure	24	27	20		23	
Agree	47	45	49		48	
Strongly Agree	20	18	21		20	
Missing Data	1	1	0		1	
18. I am good at doing a lot of things						
Strongly Disagree	1	1	1		1	
Disagree	4	3	4		4	
Not Sure	19	18	20		19	
Agree	39	41	38		39	
Strongly Agree	36	35	36		35	
Missing Data	2	3	1		2	
19. I have special hobbies, skills, or talents						
Strongly Disagree	1	1	1		1	
Disagree	1	2	1		1	
Not Sure	10	12	8		10	
Agree	32	31	32		32	
Strongly Agree	55	53	56		55	
Missing Data	1	1	1		1	
20. Most of the time, I like myself						
Strongly Disagree	1	1	1		1	
Disagree	3	3	3		3	
Not Sure	12	14	10		12	
Agree	41	41	41		41	
Strongly Agree	40	38	43		40	
Missing Data	3	4	2		3	
21. If I set a goal, I feel as if I can reach it						
Strongly Disagree	1	1	1		1	
Disagree	3	3	4		3	
Not Sure	19	21	18		19	
Agree	42	41	43		42	
Strongly Agree	33	32	34		33	
Missing Data	2	3	1		2	
22. Most of the time, I am glad to be me						
Strongly Disagree	1	1	2		1	
Disagree	2	2	2		2	
Not Sure	10	13	7		10	
Agree	37	38	35		37	
Strongly Agree	45	42	49		46	
Missing Data	5	4	6		5	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
How much do you agree or disagree?						
23. I feel that I do not have much to be proud of						
Strongly Disagree	33	30	36		33	
Disagree	32	34	30		32	
Not Sure	20	21	19		20	
Agree	9	10	9		9	
Strongly Agree	4	5	3		4	
Missing Data	2	1	3		2	
24. I feel as if I will be happy and successful as I grow up						
Strongly Disagree	0	0	1		0	
Disagree	2	2	2		2	
Not Sure	15	16	14		15	
Agree	39	44	34		39	
Strongly Agree	43	37	49		43	
Missing Data	1	1	1		1	
25. I like thinking about what my future will be like						
Strongly Disagree	2	3	2		2	
Disagree	6	6	6		6	
Not Sure	17	16	18		17	
Agree	32	33	33		33	
Strongly Agree	42	41	41		41	
Missing Data	1	1	1		1	
26. I feel hopeful when I think about my future						
Strongly Disagree	2	2	2		2	
Disagree	4	3	4		4	
Not Sure	20	19	21		20	
Agree	38	41	35		38	
Strongly Agree	34	32	36		34	
Missing Data	3	4	2		2	
27. There are some adults in my life who talk to me about planning for my future						
Strongly Disagree	8	9	8		8	
Disagree	18	16	19		17	
Not Sure	27	25	29		27	
Agree	26	28	24		26	
Strongly Agree	19	19	18		19	
Missing Data	2	3	2		2	
28. I am able to save my money for something I really want						
Strongly Disagree	2	2	2		2	
Disagree	3	4	2		3	
Not Sure	10	7	13		10	
Agree	31	31	31		31	
Strongly Agree	52	54	51		52	
Missing Data	1	2	1		1	
29. Most of the time, I am good at staying away from people who will get me in trouble						
Strongly Disagree	1	2	1		1	
Disagree	4	4	3		4	
Not Sure	17	19	14		17	
Agree	41	41	41		41	
Strongly Agree	35	32	39		35	
Missing Data	1	1	1		1	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
How much do you agree or disagree?						
30. It's easy for me to wait for something I want						
Strongly Disagree	4	5	4		4	
Disagree	11	11	10		11	
Not Sure	29	31	26		29	
Agree	38	36	40		38	
Strongly Agree	17	15	18		17	
Missing Data	1	1	1		1	
31. Most of the time, I think carefully about what to do before I decide things						
Strongly Disagree	2	2	2		2	
Disagree	8	10	6		8	
Not Sure	23	24	22		23	
Agree	46	46	46		46	
Strongly Agree	19	16	23		19	
Missing Data	2	2	1		2	
32. Most of the time, I feel happy about the results of the decisions I make						
Strongly Disagree	1	1	1		1	
Disagree	4	4	3		4	
Not Sure	24	26	21		24	
Agree	47	49	47		48	
Strongly Agree	22	18	27		23	
Missing Data	2	2	1		2	
33. It makes me happy to see other people who are happy						
Strongly Disagree	0	1	0		0	
Disagree	2	2	2		2	
Not Sure	11	13	7		10	
Agree	33	39	28		33	
Strongly Agree	54	45	63		54	
Missing Data	1	1	1		0	
34. I feel as if I can solve most problems in my life						
Strongly Disagree	1	1	1		1	
Disagree	6	6	6		6	
Not Sure	24	24	24		23	
Agree	47	50	43		47	
Strongly Agree	22	18	25		21	
Missing Data	1	1	2		1	
35. I am a confident person						
Strongly Disagree	1	1	1		1	
Disagree	4	4	4		4	
Not Sure	17	17	17		17	
Agree	41	44	38		41	
Strongly Agree	34	31	37		34	
Missing Data	3	3	3		3	
36. Most of the time, when I make a decision, I think first about the good and bad things that can happen						
Strongly Disagree	2	2	1		2	
Disagree	9	8	10		9	
Not Sure	27	29	25		27	
Agree	40	40	41		40	
Strongly Agree	21	20	23		21	
Missing Data	1	1	1		1	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
How often do you feel the following things?						
37. My life is just right						
A lot	44	41	48		45	
Sometimes	45	46	43		45	
A little	8	10	7		8	
Never	2	2	2		2	
Missing Data	1	1	1		1	
38. I have a good life						
A lot	63	60	67		64	
Sometimes	28	29	26		27	
A little	6	8	5		6	
Never	1	2	1		1	
Missing Data	1	1	1		1	
How much do you agree or disagree?						
39. I get along well with my parents						
Strongly Disagree	0	0	0		0	
Disagree	2	2	2		2	
Not Sure	11	12	10		11	
Agree	38	40	35		38	
Strongly Agree	48	45	51		48	
Missing Data	2	2	1		1	
40. My parents give me help and support						
Strongly Disagree	0	0	0		0	
Disagree	1	1	1		1	
Not Sure	4	5	4		4	
Agree	24	26	21		24	
Strongly Agree	70	66	74		70	
Missing Data	1	1	0		1	
41. My parents let me know in lots of ways that they love me						
Strongly Disagree	0	1	0		0	
Disagree	1	2	1		1	
Not Sure	4	5	3		4	
Agree	19	22	16		19	
Strongly Agree	73	68	78		73	
Missing Data	2	3	1		2	
42. If I were really worried about something, I would talk to my parents about it						
Strongly Disagree	2	3	1		2	
Disagree	5	5	5		5	
Not Sure	16	18	14		16	
Agree	32	35	31		33	
Strongly Agree	43	38	47		42	
Missing Data	1	1	2		1	
43. It's easy to talk with my parents, even about things we don't agree on						
Strongly Disagree	3	3	3		3	
Disagree	7	7	7		7	
Not Sure	23	24	22		23	
Agree	32	36	29		33	
Strongly Agree	33	27	38		33	
Missing Data	2	3	1		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
How much do you agree or disagree?						
44. My parents know what I am doing most of the time						
Strongly Disagree	1	1	1		1	
Disagree	3	4	2		3	
Not Sure	13	14	13		13	
Agree	36	41	33		37	
Strongly Agree	45	39	51		45	
Missing Data	2	2	2		2	
45. My parents spend time helping other people						
Strongly Disagree	1	1	0		1	
Disagree	3	2	3		3	
Not Sure	25	26	24		25	
Agree	32	34	30		32	
Strongly Agree	36	32	40		36	
Missing Data	3	5	2		3	
46. Sometimes, I'm afraid that someone in my family might hurt me						
Strongly Disagree	49	43	53		49	
Disagree	16	17	15		16	
Not Sure	14	16	13		14	
Agree	11	12	9		11	
Strongly Agree	7	9	6		7	
Missing Data	3	3	4		3	
47. My parents try to do their best at whatever they do						
Strongly Disagree	0	0	0		0	
Disagree	1	1	0		1	
Not Sure	6	6	5		6	
Agree	18	20	17		18	
Strongly Agree	74	72	76		74	
Missing Data	1	1	2		1	
48. My parents show me what is right and wrong						
Strongly Disagree	1	0	1		1	
Disagree	1	1	0		1	
Not Sure	5	6	4		5	
Agree	27	31	24		28	
Strongly Agree	65	59	70		64	
Missing Data	2	3	0		1	
49. My parents expect me to be the best I can be						
Strongly Disagree	0	0	1		0	
Disagree	1	1	1		1	
Not Sure	6	6	6		6	
Agree	23	25	20		23	
Strongly Agree	66	64	67		66	
Missing Data	5	4	5		5	
My parents tell me it is important... 50. to help other people						
Strongly Disagree	1	1	1		1	
Disagree	1	2	0		1	
Not Sure	8	8	7		7	
Agree	35	37	33		35	
Strongly Agree	55	51	59		55	
Missing Data	1	1	1		1	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
My parents tell me it is important...						
51. to speak up for everyone having the same rights and chances in life						
Strongly Disagree	1	1	1		1	
Disagree	3	4	2		3	
Not Sure	21	24	18		21	
Agree	30	32	27		30	
Strongly Agree	44	37	50		43	
Missing Data	1	1	1		1	
52. to stand up for what I believe, even when others don't agree with me						
Strongly Disagree	1	1	0		1	
Disagree	2	3	1		2	
Not Sure	12	13	10		12	
Agree	33	38	27		33	
Strongly Agree	51	42	60		51	
Missing Data	2	2	1		2	
53. not to smoke cigarettes or use chewing tobacco						
Strongly Disagree	2	2	2		2	
Disagree	1	1	1		1	
Not Sure	3	4	3		3	
Agree	7	9	6		7	
Strongly Agree	86	84	87		86	
Missing Data	1	1	1		1	
54. not to use alcohol						
Strongly Disagree	2	3	2		2	
Disagree	2	2	1		1	
Not Sure	5	6	4		5	
Agree	14	17	10		14	
Strongly Agree	75	68	82		75	
Missing Data	2	3	1		2	
55. to always wear a helmet when I ride a bike						
Strongly Disagree	1	1	0		1	
Disagree	1	1	2		1	
Not Sure	4	5	2		4	
Agree	20	22	17		20	
Strongly Agree	74	69	78		73	
Missing Data	1	1	1		1	
56. to admit it when I make a mistake or get into trouble						
Strongly Disagree	1	1	1		1	
Disagree	1	1	1		1	
Not Sure	8	9	6		8	
Agree	33	34	31		33	
Strongly Agree	56	51	61		56	
Missing Data	2	4	1		2	
57. to tell the truth, even when it is hard						
Strongly Disagree	1	0	1		1	
Disagree	1	1	1		1	
Not Sure	6	10	3		6	
Agree	25	29	22		25	
Strongly Agree	66	60	72		66	
Missing Data	1	1	1		1	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<i>My parents tell me it is important...</i> 58. to eat healthy foods like fruits and vegetables						
Strongly Disagree	1	1	1		1	
Disagree	1	1	0		1	
Not Sure	3	4	2		3	
Agree	22	28	16		22	
Strongly Agree	72	63	81		72	
Missing Data	2	3	1		2	
59. to be proud of my own cultural heritage						
Strongly Disagree	2	2	2		2	
Disagree	1	2	1		1	
Not Sure	17	21	13		17	
Agree	24	26	22		24	
Strongly Agree	54	48	61		54	
Missing Data	1	1	1		1	
How much do you agree or disagree? 60. My parents tell me it's okay to ask them questions about the changes boys and girls go through as they grow up						
Strongly Disagree	2	2	2		2	
Disagree	4	5	3		4	
Not Sure	29	36	23		29	
Agree	27	30	23		27	
Strongly Agree	36	25	47		36	
Missing Data	2	2	3		2	
61. My parents let me help with family decisions						
Strongly Disagree	3	4	2		3	
Disagree	6	5	6		5	
Not Sure	21	21	22		22	
Agree	37	38	35		37	
Strongly Agree	31	27	34		30	
Missing Data	3	4	2		3	
<i>My parents tell me it is important...</i> 62. to treat handicapped or disabled people the same way I treat everybody else						
Strongly Disagree	1	1	1		1	
Disagree	1	1	1		1	
Not Sure	13	14	12		13	
Agree	29	31	27		29	
Strongly Agree	55	52	58		55	
Missing Data	2	2	1		2	
63. to play with kids who are not the same race or culture as me						
Strongly Disagree	1	1	1		1	
Disagree	2	2	2		2	
Not Sure	14	16	12		14	
Agree	26	27	25		26	
Strongly Agree	56	53	60		56	
Missing Data	1	1	1		1	
64. to spend time with different kinds of people, not only people just like me						
Strongly Disagree	1	1	0		0	
Disagree	2	2	2		2	
Not Sure	15	17	14		15	
Agree	36	41	32		36	
Strongly Agree	45	37	52		45	
Missing Data	1	2	1		1	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
<i>My parents tell me it is important...</i>						
65. to have some friends who are not the same race or culture as me						
Strongly Disagree	1	1	1		1	
Disagree	2	2	1		2	
Not Sure	16	16	16		16	
Agree	29	34	25		29	
Strongly Agree	51	46	56		51	
Missing Data	1	1	1		1	
66. to learn from people who are different from me						
Strongly Disagree	1	1	0		1	
Disagree	2	2	2		2	
Not Sure	19	20	17		19	
Agree	31	34	27		31	
Strongly Agree	46	41	52		46	
Missing Data	2	2	2		2	
<i>My parents have rules about...</i>						
67. which TV shows I watch						
Strongly Disagree	4	4	3		4	
Disagree	8	9	8		8	
Not Sure	15	18	13		15	
Agree	34	35	33		34	
Strongly Agree	37	32	41		36	
Missing Data	2	3	1		2	
68. how late I stay up						
Strongly Disagree	1	1	1		0	
Disagree	4	5	3		4	
Not Sure	7	8	6		7	
Agree	39	42	36		39	
Strongly Agree	49	43	53		48	
Missing Data	1	1	1		1	
69. what I can do with my friends						
Strongly Disagree	4	6	3		5	
Disagree	8	6	10		8	
Not Sure	19	19	21		19	
Agree	33	37	30		34	
Strongly Agree	33	30	35		33	
Missing Data	2	2	2		2	
70. what I can do after school						
Strongly Disagree	4	4	3		4	
Disagree	4	5	3		4	
Not Sure	18	15	21		18	
Agree	35	39	32		36	
Strongly Agree	37	36	39		37	
Missing Data	1	1	2		1	
<i>How often does one of your parents...</i>						
71. help you with your schoolwork?						
Always	22	18	27		22	
Almost always	24	23	24		24	
Sometimes	39	43	36		39	
Almost never	11	13	9		11	
Never	2	3	1		2	
Missing Data	2	1	2		1	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
<i>How often does one of your parents...</i>						
72. talk to you about what you are doing in school?						
Always	44	40	48		44	
Almost always	29	32	27		29	
Sometimes	20	21	19		21	
Almost never	3	2	4		3	
Never	2	3	1		2	
Missing Data	1	1	1		1	
73. ask you about homework?						
Always	42	37	47		42	
Almost always	29	31	26		29	
Sometimes	21	22	18		21	
Almost never	4	4	4		4	
Never	2	2	1		2	
Missing Data	3	3	3		2	
74. go to meetings or events at your school?						
Always	32	29	36		32	
Almost always	34	34	33		34	
Sometimes	25	29	21		25	
Almost never	6	5	6		6	
Never	1	2	1		1	
Missing Data	2	2	2		2	
75. talk with you about how doing well in school can help you in the future?						
Always	37	37	39		37	
Almost always	25	26	25		26	
Sometimes	25	23	26		25	
Almost never	8	8	7		8	
Never	3	3	2		3	
Missing Data	2	3	1		2	
In your family, how much do you get to HELP DECIDE these things?						
76. What you can watch on TV						
A lot	25	24	26		25	
Some	56	55	56		56	
I don't get to help decide	17	18	15		16	
Missing Data	3	2	3		3	
77. What clothes you wear to school						
A lot	67	67	67		68	
Some	22	20	25		22	
I don't get to help decide	8	10	7		8	
Missing Data	2	2	1		2	
78. Where you spend your time after school						
A lot	32	30	34		32	
Some	48	47	49		48	
I don't get to help decide	18	20	15		17	
Missing Data	2	2	2		2	
79. What music you can buy or listen to						
A lot	37	32	42		37	
Some	43	46	42		44	
I don't get to help decide	18	21	14		17	
Missing Data	2	2	2		2	
80. What your bedtime is on weekends						
A lot	40	41	40		41	
Some	40	36	43		40	
I don't get to help decide	18	20	15		18	
Missing Data	2	2	2		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
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>...						
81. spend a lot of time helping other people						
Strongly Disagree	1	1	1		1	
Disagree	2	3	1		2	
Not Sure	39	40	38		39	
Agree	32	31	33		32	
Strongly Agree	24	22	26		24	
Missing Data	2	3	2		2	
82. show me what is right and wrong						
Strongly Disagree	1	2	1		1	
Disagree	2	3	2		2	
Not Sure	16	16	16		16	
Agree	42	44	40		42	
Strongly Agree	37	33	41		37	
Missing Data	2	2	2		2	
83. teach me to respect people who are not the same race or culture as me						
Strongly Disagree	2	3	1		2	
Disagree	4	3	4		4	
Not Sure	25	27	24		25	
Agree	30	30	30		30	
Strongly Agree	37	35	38		37	
Missing Data	2	2	3		2	
84. help me understand how to spend, share, and save money						
Strongly Disagree	3	4	3		3	
Disagree	7	7	8		7	
Not Sure	25	28	23		25	
Agree	29	27	30		29	
Strongly Agree	33	32	34		33	
Missing Data	2	2	2		2	
85. help me with decisions I have to make						
Strongly Disagree	3	4	2		3	
Disagree	6	7	4		6	
Not Sure	25	27	24		26	
Agree	35	36	35		35	
Strongly Agree	29	25	33		29	
Missing Data	2	3	2		2	
86. How much school has your dad (or step-dad or male foster parent) had?						
Grade school or less	1	1	1		1	
Some high school	0	0	1		0	
Finished high school	3	4	2		3	
Some college	1	1	1		1	
Finished college	23	23	23		23	
Went past college	46	46	48		47	
Don't know	21	21	20		21	
Missing Data	5	4	5		5	
87. How much school has your mom (or step-mom or female foster parent) had?						
Grade school or less	0	0	0		0	
Some high school	0	0	1		0	
Finished high school	2	3	1		2	
Some college	2	2	2		2	
Finished college	27	27	28		28	
Went past college	42	41	44		43	
Don't know	22	23	21		22	
Missing Data	3	3	3		3	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
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 ...						
88. do you really like to spend time with?						
None	5	8	2		5	
1 or 2	30	30	31		30	
3	14	14	15		14	
More than 3	47	45	50		47	
Missing Data	3	3	2		3	
89. do you get to talk with a lot?						
None	8	10	6		8	
1 or 2	36	37	35		36	
3	15	16	14		15	
More than 3	38	34	42		38	
Missing Data	2	2	2		2	
90. talk with you so you really get to know each other?						
None	12	12	12		12	
1 or 2	36	37	36		37	
3	15	15	16		16	
More than 3	34	32	35		33	
Missing Data	2	3	2		2	
How much do you agree or disagree? Most of the adults I've known for a long time ...						
91. spend a lot of time helping other people						
Strongly Disagree	1	1	1		1	
Disagree	1	2	1		1	
Not Sure	35	39	31		35	
Agree	36	33	39		36	
Strongly Agree	25	23	26		25	
Missing Data	2	3	1		2	
92. show me what is right or wrong						
Strongly Disagree	1	1	1		1	
Disagree	4	4	4		4	
Not Sure	24	24	23		24	
Agree	37	40	35		37	
Strongly Agree	33	28	37		32	
Missing Data	1	2	0		1	
93. teach me to respect people who are not the same race or culture as me						
Strongly Disagree	3	4	2		3	
Disagree	6	5	5		6	
Not Sure	26	26	25		26	
Agree	30	31	28		30	
Strongly Agree	33	30	37		33	
Missing Data	3	4	2		2	
94. help me understand how to spend, share, and save money						
Strongly Disagree	6	9	3		6	
Disagree	12	12	13		12	
Not Sure	36	36	35		36	
Agree	23	20	27		23	
Strongly Agree	21	20	21		20	
Missing Data	2	3	1		2	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
Most of the adults I've known for a long time ...						
95. help me with decisions I have to make						
Strongly Disagree	4	5	3		4	
Disagree	8	9	8		8	
Not Sure	28	28	27		28	
Agree	34	32	36		34	
Strongly Agree	23	23	24		23	
Missing Data	3	3	2		2	
How much do you agree or disagree?						
96. My teachers really care about me						
Strongly Disagree	0	1	0		0	
Disagree	1	1	1		1	
Not Sure	12	14	9		12	
Agree	34	38	30		34	
Strongly Agree	51	45	57		51	
Missing Data	2	1	2		2	
97. The kids in my class are friendly to me						
Strongly Disagree	0	0	1		0	
Disagree	3	4	3		3	
Not Sure	11	12	10		11	
Agree	45	45	46		45	
Strongly Agree	38	37	40		39	
Missing Data	2	2	1		1	
98. My teachers make me feel good about what I do at school						
Strongly Disagree	0	0	0		0	
Disagree	1	1	1		1	
Not Sure	12	16	8		12	
Agree	37	41	34		37	
Strongly Agree	47	39	55		48	
Missing Data	2	2	2		2	
99. I like my teachers						
Strongly Disagree	0	1	0		0	
Disagree	1	1	0		1	
Not Sure	7	10	4		7	
Agree	28	33	22		28	
Strongly Agree	62	53	72		62	
Missing Data	2	3	2		2	
100. The kids in my class treat me with respect						
Strongly Disagree	2	1	2		2	
Disagree	3	4	3		3	
Not Sure	17	19	15		17	
Agree	43	43	43		43	
Strongly Agree	32	30	34		32	
Missing Data	3	3	3		3	
101. My teachers tell me I can do things well						
Strongly Disagree	1	1	0		1	
Disagree	1	1	1		1	
Not Sure	11	13	9		11	
Agree	38	44	34		39	
Strongly Agree	47	40	55		47	
Missing Data	1	1	1		1	
102. If I break a rule at school, I will get in trouble						
Strongly Disagree	1	1	2		1	
Disagree	1	1	1		1	
Not Sure	14	11	18		14	
Agree	42	44	40		42	
Strongly Agree	39	40	37		39	
Missing Data	3	4	3		3	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
How much do you agree or disagree?						
103. My teachers expect me to be the best I can be						
Strongly Disagree	0	0	0		0	
Disagree	1	1	1		1	
Not Sure	8	9	7		8	
Agree	29	32	26		30	
Strongly Agree	60	57	64		60	
Missing Data	2	2	2		2	
104. At school I try as hard as I can to do my best work						
Strongly Disagree	0	0	0		0	
Disagree	1	1	0		1	
Not Sure	5	6	4		5	
Agree	32	36	27		31	
Strongly Agree	59	53	66		60	
Missing Data	3	4	2		3	
105. It bothers me when I don't do something well at school						
Strongly Disagree	2	2	1		2	
Disagree	5	6	5		5	
Not Sure	18	17	18		18	
Agree	34	35	33		34	
Strongly Agree	41	38	42		41	
Missing Data	1	1	1		1	
106. One of my goals in class is to learn as much as I can						
Strongly Disagree	1	1	1		1	
Disagree	2	2	1		2	
Not Sure	11	11	11		11	
Agree	35	40	30		35	
Strongly Agree	47	41	54		47	
Missing Data	4	5	3		4	
107. It's important to me that I really understand my classwork						
Strongly Disagree	0	0	0		0	
Disagree	1	1	1		1	
Not Sure	7	6	7		6	
Agree	40	45	34		40	
Strongly Agree	51	45	57		51	
Missing Data	2	2	2		2	
108. I can do well in school if I want to						
Strongly Disagree	1	1	2		1	
Disagree	1	1	1		1	
Not Sure	9	8	9		9	
Agree	32	36	27		32	
Strongly Agree	55	51	59		55	
Missing Data	2	3	2		2	
109. I like other adults at my school (such as the librarian, principal, or school nurse)						
Strongly Disagree	0	0	0		0	
Disagree	1	2	1		1	
Not Sure	9	10	8		9	
Agree	35	39	32		35	
Strongly Agree	51	44	58		51	
Missing Data	3	5	2		3	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
How much do you agree or disagree?						
110. My teachers let me help with classroom decisions						
Strongly Disagree	3	4	1		3	
Disagree	4	6	2		4	
Not Sure	27	27	27		27	
Agree	37	38	35		37	
Strongly Agree	28	24	32		27	
Missing Data	2	1	3		2	
111. I am interested in the things we study at school						
Strongly Disagree	1	1	1		1	
Disagree	3	3	3		3	
Not Sure	14	16	12		14	
Agree	44	43	44		44	
Strongly Agree	35	32	39		35	
Missing Data	2	4	1		2	
112. I often skip school because I'm afraid of being hurt there						
Strongly Disagree	82	79	86		82	
Disagree	11	12	9		11	
Not Sure	3	4	2		3	
Agree	1	1	1		1	
Strongly Agree	2	3	1		2	
Missing Data	2	1	2		2	
113. I look forward to going to school						
Strongly Disagree	3	3	3		3	
Disagree	4	6	3		5	
Not Sure	16	20	11		16	
Agree	38	38	38		38	
Strongly Agree	36	30	42		36	
Missing Data	3	3	2		3	
114. What grades do you usually get in <u>Math</u>?						
Mostly A's, or Outstanding/Excellent marks	53	58	48		53	
Mostly B's, or Good/Above average marks	31	25	37		31	
Mostly C's, or Satisfactory/Average marks	8	8	8		8	
Mostly D's, or Needs improvement/ Below average marks	1	1	2		1	
Mostly F's, or Failing marks	1	0	1		0	
Missing Data	6	7	5		6	
115. What grades do you usually get in <u>Reading and Writing, Language Arts, or English</u>?						
Mostly A's, or Outstanding/Excellent marks	42	34	51		43	
Mostly B's, or Good/Above average marks	38	42	34		38	
Mostly C's, or Satisfactory/Average marks	11	14	8		11	
Mostly D's, or Needs improvement/ Below average marks	2	2	1		2	
Mostly F's, or Failing marks	0	1	0		0	
Missing Data	7	8	5		6	
116. What grades do you usually get in <u>the rest of your classes</u> other than Math and English?						
Mostly A's, or Outstanding/Excellent marks	45	44	45		45	
Mostly B's, or Good/Above average marks	39	38	40		39	
Mostly C's, or Satisfactory/Average marks	9	10	8		9	
Mostly D's, or Needs improvement/ Below average marks	1	1	1		1	
Mostly F's, or Failing marks	0	0	0		0	
Missing Data	6	7	6		6	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
Think of your good friends around your age, either inside or outside of school. How many of these friends ...						
117. have <u>ever</u> drunk alcohol (such as beer or wine), not including for religious ceremonies?						
None	91	89	93		91	
Some	7	8	5		7	
Most	1	2	0		1	
All	0	0	0		0	
Missing Data	2	1	2		1	
118. have <u>ever</u> used other drugs that are bad for them?						
None	96	95	97		96	
Some	1	2	1		1	
Most	0	1	0		0	
All	0	0	0		0	
Missing Data	2	2	2		2	
119. get good grades in school?						
None	1	1	1		1	
Some	11	13	9		11	
Most	60	66	54		61	
All	26	18	33		25	
Missing Data	2	2	2		2	
120. get into trouble at school?						
None	45	32	57		45	
Some	50	61	40		51	
Most	3	4	1		2	
All	1	1	1		1	
Missing Data	2	2	1		2	
121. care about what is right and wrong?						
None	2	3	2		2	
Some	12	16	7		11	
Most	32	35	28		32	
All	53	43	62		53	
Missing Data	2	3	1		2	
122. show they respect you?						
None	1	1	1		1	
Some	9	10	9		9	
Most	26	31	21		26	
All	62	57	68		62	
Missing Data	1	1	2		1	
How much do you agree or disagree?						
123. I am good at making and keeping friends						
Strongly Disagree	0	1	0		0	
Disagree	2	1	3		2	
Not Sure	10	9	9		9	
Agree	40	41	39		40	
Strongly Agree	47	46	48		47	
Missing Data	2	2	1		2	
124. I feel really sad when one of my friends is unhappy						
Strongly Disagree	1	1	1		1	
Disagree	2	3	1		2	
Not Sure	16	23	10		17	
Agree	42	44	40		42	
Strongly Agree	38	28	47		38	
Missing Data	1	2	1		1	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
How much do you agree or disagree?						
125. I have friends at school						
Strongly Disagree	1	0	1		1	
Disagree	1	1	1		1	
Not Sure	2	1	2		2	
Agree	20	22	17		19	
Strongly Agree	74	73	75		74	
Missing Data	4	4	3		4	
126. I have friends to play with in my neighborhood						
Strongly Disagree	8	10	8		8	
Disagree	11	10	12		11	
Not Sure	13	12	13		13	
Agree	28	29	26		28	
Strongly Agree	38	37	39		38	
Missing Data	2	2	2		2	
127. My friends help me when I ask them to						
Strongly Disagree	0	0	0		0	
Disagree	2	2	1		2	
Not Sure	14	16	12		14	
Agree	44	45	42		44	
Strongly Agree	39	35	43		39	
Missing Data	2	2	2		2	
128. Adults in my neighborhood care about me						
Strongly Disagree	2	2	3		2	
Disagree	3	4	2		3	
Not Sure	32	35	30		32	
Agree	31	31	31		31	
Strongly Agree	29	25	33		29	
Missing Data	2	3	1		2	
129. Adults in my neighborhood know my name						
Strongly Disagree	5	6	4		5	
Disagree	5	6	5		5	
Not Sure	25	24	25		25	
Agree	35	35	36		35	
Strongly Agree	29	28	29		28	
Missing Data	1	1	2		1	
130. Adults in my neighborhood make me feel important						
Strongly Disagree	5	5	5		5	
Disagree	11	10	12		11	
Not Sure	40	46	35		40	
Agree	24	22	27		24	
Strongly Agree	16	14	18		16	
Missing Data	3	4	3		3	
131. Adults in my neighborhood listen to me						
Strongly Disagree	5	6	4		5	
Disagree	7	6	7		7	
Not Sure	34	37	30		34	
Agree	32	31	32		32	
Strongly Agree	20	17	22		20	
Missing Data	3	2	4		3	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
How much do you agree or disagree?						
132. If kids were being loud and bothering people in my neighborhood, my neighbors would tell them to stop						
Strongly Disagree	4	4	4		4	
Disagree	5	3	7		5	
Not Sure	34	37	31		34	
Agree	32	33	31		32	
Strongly Agree	22	19	24		22	
Missing Data	3	4	3		3	
133. Sometimes I play inside because I am afraid that someone in my neighborhood might hurt me						
Strongly Disagree	57	55	60		57	
Disagree	21	25	16		21	
Not Sure	11	10	12		11	
Agree	5	4	6		5	
Strongly Agree	4	3	4		4	
Missing Data	3	3	2		2	
134. My neighbors tell me if they see me do something good						
Strongly Disagree	7	8	7		7	
Disagree	12	13	11		12	
Not Sure	37	39	36		37	
Agree	23	23	24		23	
Strongly Agree	18	14	21		17	
Missing Data	3	4	2		3	
135. If kids were teasing or bullying someone in my neighborhood, my neighbors would tell them to stop						
Strongly Disagree	4	5	4		4	
Disagree	4	4	4		4	
Not Sure	34	34	33		34	
Agree	27	31	23		27	
Strongly Agree	30	25	34		29	
Missing Data	2	2	2		2	
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)						
Strongly Disagree	13	15	11		13	
Disagree	24	27	20		24	
Not Sure	29	29	28		29	
Agree	21	16	26		21	
Strongly Agree	10	9	12		10	
Missing Data	3	4	3		3	
137. I like reading things for fun						
Strongly Disagree	2	2	3		2	
Disagree	3	3	2		2	
Not Sure	9	12	5		9	
Agree	29	32	26		30	
Strongly Agree	55	50	62		55	
Missing Data	2	2	2		2	
138. I sometimes think about what my life means						
Strongly Disagree	4	4	4		4	
Disagree	7	8	7		7	
Not Sure	28	26	31		28	
Agree	34	34	33		34	
Strongly Agree	25	26	25		25	
Missing Data	2	2	1		2	

Survey Item	Total (%)	Gender (%)		Grade (%)		
		M	F	4	5	6
How much do you agree or disagree?						
139. When I'm at home, I spend most of my free time playing video games or watching TV						
Strongly Disagree	22	15	28		22	
Disagree	30	28	32		30	
Not Sure	20	22	17		19	
Agree	17	20	16		18	
Strongly Agree	9	13	5		9	
Missing Data	2	2	2		2	
140. I like to learn by going to places like museums, zoos, libraries, or science centers						
Strongly Disagree	3	4	3		4	
Disagree	11	12	10		11	
Not Sure	18	20	16		19	
Agree	34	34	34		34	
Strongly Agree	31	27	34		31	
Missing Data	2	3	2		2	
141. I like learning new things, even if they're not what we're studying at school						
Strongly Disagree	1	1	1		1	
Disagree	2	3	2		2	
Not Sure	15	16	13		14	
Agree	43	42	43		43	
Strongly Agree	37	36	39		37	
Missing Data	2	2	2		2	
142. Most days during the week, I read nonschool stuff just for fun (book, magazine, newspaper, or web pages)						
Strongly Disagree	3	4	3		4	
Disagree	6	5	7		6	
Not Sure	16	18	13		16	
Agree	36	37	35		36	
Strongly Agree	36	33	40		36	
Missing Data	3	3	2		3	
143. I sometimes wonder what my purpose is in life						
Strongly Disagree	7	8	6		7	
Disagree	11	10	12		11	
Not Sure	31	27	35		31	
Agree	28	30	26		28	
Strongly Agree	21	23	19		21	
Missing Data	2	3	2		2	
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						
Strongly Disagree	3	3	3		3	
Disagree	14	14	14		14	
Not Sure	24	26	21		24	
Agree	34	34	35		34	
Strongly Agree	23	20	25		22	
Missing Data	3	3	2		3	
During a normal week, how many times do you ...						
145. go to things <u>outside of school</u> like music, art, drama, dance, or writing programs?						
None	21	30	13		21	
1	20	23	17		20	
2 or more times	56	46	67		56	
Missing Data	3	2	3		3	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
146. During a normal week, how many times do you ... play on a sports team (or help with the team in some way)?						
None	27	24	30		27	
1	21	20	20		20	
2 or more times	51	55	47		51	
Missing Data	2	1	2		2	
147. go to clubs or activities other than sports (like computer club, chess club, 4-H, YMCA/YWCA, or Boys and Girls Clubs)?						
None	52	53	51		52	
1	25	28	22		25	
2 or more times	20	17	23		20	
Missing Data	3	2	3		3	
148. go to programs, activities, or services at a church, synagogue, temple, mosque, or other religious or spiritual place?						
None	54	57	50		54	
1	27	27	29		28	
2 or more times	17	14	19		16	
Missing Data	2	2	3		2	
149. If someone at my school hit me or pushed me for no reason, the FIRST thing I'd do would be ...						
Hit or push them right back	9	12	6		9	
Try to hurt them worse than they hurt me	1	2	1		1	
Try to talk to this person and work out our problems	36	35	37		36	
Just ignore it and do nothing	17	20	14		17	
Talk to an adult	31	25	37		31	
Missing Data	6	7	5		6	
150. How many days a week do you spend some time helping family members or friends?						
None	8	11	6		8	
1	17	23	12		17	
2	24	25	23		24	
3	17	14	19		17	
4 or more days	30	23	38		31	
Missing Data	3	4	3		3	
151. How many days a week do you spend some time helping neighbors?						
None	48	55	41		48	
1	28	27	29		28	
2	12	9	17		13	
3	5	4	5		5	
4 or more days	4	3	4		4	
Missing Data	2	2	3		2	
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?						
None	36	42	30		36	
1	21	20	22		21	
2	16	14	18		16	
3	9	9	9		9	
4 or more days	15	11	18		15	
Missing Data	3	3	3		3	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
How much do you do each of the following things when you have a problem of any kind?						
153. I discuss the problem with my parents or other adults						
A lot	37	32	41		36	
Sometimes	43	47	40		43	
A little	15	16	15		15	
Never	3	3	3		3	
Missing Data	3	3	2		3	
154. I try to find different solutions to the problem						
A lot	34	33	36		34	
Sometimes	44	43	46		45	
A little	16	17	14		16	
Never	3	4	2		3	
Missing Data	3	3	3		3	
155. I look for information to help me in magazines or books or on the Internet						
A lot	21	22	21		21	
Sometimes	24	24	24		24	
A little	22	22	22		22	
Never	29	28	30		29	
Missing Data	4	4	4		4	
156. I ask my friends for help solving the problem						
A lot	22	18	25		22	
Sometimes	45	46	45		45	
A little	21	23	20		22	
Never	9	11	6		8	
Missing Data	3	2	4		3	
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?						
157. During the <u>last year</u>, how many times have you had alcohol to drink (not including for religious ceremonies)?						
4 or more times	1	1	0		1	
2 or 3 times	2	3	1		2	
1 time this year	4	5	3		4	
Never	90	87	93		90	
Missing Data	3	4	3		3	
158. During the <u>last year</u>, how many times have you smoked cigarettes?						
4 or more times	0	1	0		0	
2 or 3 times	0	0	0		0	
1 time this year	0	0	0		0	
Never	97	97	97		97	
Missing Data	2	2	2		2	
159. During the last year, how many times have you used marijuana (grass, pot)?						
4 or more times	0	0	0		0	
2 or 3 times	0	0	0		0	
1 time this year	1	1	0		1	
Never	94	93	95		94	
Missing Data	5	5	5		5	

Survey Item	Total	Gender (%)		Grade (%)		
	(%)	M	F	4	5	6
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.)?						
4 or more times	0	1	0		0	
2 or 3 times	1	1	1		1	
1 time this year	1	2	1		1	
Never	95	94	97		95	
Missing Data	2	2	2		2	
161. During the <u>last year</u>, how many times have you hit or beat up someone?						
4 or more times	3	5	1		3	
2 or 3 times	4	5	2		4	
1 time this year	10	14	7		10	
Never	78	71	86		78	
Missing Data	4	5	4		4	
162. How often did you feel really sad or depressed during the <u>last month</u>?						
4 or more times	13	13	13		13	
2 or 3 times	18	19	17		18	
1 time this month	17	14	19		17	
1 time before this month	17	18	16		17	
Never	31	32	31		32	
Missing Data	4	4	4		4	
163. In the last year, has anyone hurt you by punching, hitting, slapping, or scratching you?						
Yes	39	47	30		39	
No	35	27	43		35	
Not Sure	22	22	23		22	
Missing Data	4	4	4		4	
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?						
I don't spend any time with an adult	7	10	4		7	
1 hour a day	13	13	12		13	
2 hours a day	15	15	14		14	
3 hours a day	11	11	11		11	
More than 3 hours a day	49	44	53		49	
Missing Data	6	6	6		6	
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?						
I don't spend any time that way	37	32	41		37	
1 hour a day	35	38	32		35	
2 hours a day	14	14	14		14	
3 hours a day	5	5	5		5	
More than 3 hours a day	4	7	2		5	
Missing Data	4	4	4		4	

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		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... 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		How often does one of your parents...? 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?

Empowerment Assets	Question #	Question Text
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.

Boundaries and Expectations Assets	Question #	Question Text
Family boundaries	44. 67. 68. 69. 70.	44. My parents know what I am doing most of the time. My parents have rules about: 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.

Boundaries and Expectations Assets (cont'd)	Question #	Question Text
<p>Adult role models <u>Parent role models/Other family adult role models</u></p> <p><u>Nonfamily adult role models</u></p>	<p>45. 47. 48.</p> <p>81. 82. 83. 84. 85.</p> <p>91. 92. 93. 94. 95.</p>	<p>My parents spend of time helping other people. My parents try to do their best at whatever they do. My parents show me what is right and wrong.</p> <p>Think about the adults in your family other than you parents, like your grandparents, aunts or uncles.</p> <p>How much do you agree or disagree? Most of those other adults in my family . . .</p> <p>spend a lot of time helping other people. show me what is right and wrong. teach me to respect people who are not the same race or culture than you. help me understand how to spend, share, and save money. help me with decisions you have to make.</p> <p>Other than in your family, think about adults you have known for a long time. These could be neighbors, teachers, coaches, parents of friends.</p> <p>How much do you agree or disagree? Most of the adults I've know for a long time. . .</p> <p>spend a lot of time helping other people. show me what is right and wrong. teach me to respect people who are not the same race or culture as me. help me understand how to spend, share, and save money. help me with decisions I have to make.</p>
Positive peer influence	<p>117. 118. 119. 120. 121. 122.</p>	<p>Think of your good friends around your age, either in or outside of school. How many of these friends...</p> <p>have ever drunk alcohol (such as beer or wine), not including for religious ceremonies? have ever used other drugs that are bad for them? get good grades in school? get into trouble at school? care about what is right and wrong? show they respect you?</p>
High expectations	<p>49. 103.</p>	<p>My parents expect me to be the best I can be. My teachers expect me to be the best I can be.</p>

Constructive Use of Time Assets	Question #	Question Text
Creative activities	145.	During a normal week, how many times outside of school do you. . . go to things outside of school like music, art, drama, dance, or writing programs?
Child Programs	146. 147.	During a normal week, how many times outside of school do you. . . 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.	During a normal week, how many times do you... 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

Commitment to Learning Assets	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.

Commitment to Learning Assets (cont'd)	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).

Positive Values Assets	Question #	Question Text
Caring	50.	My parents tell me it is important... to help other people.
Equality and social justice	51.	My parents tell me it is important... to speak up for everyone having the same rights and chances in life.
Integrity	52.	My parents tell me it is important... to stand up for what I believe, even when others don't agree with me.
Honesty	57.	My parents tell me it is important... to tell the truth, even when it is hard.
Responsibility	56.	My parents tell me it is important... to admit it when I make a mistake or get into trouble.
Healthy lifestyle	53. 54. 55. 58. 60.	My parents tell me it is important... 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		My parents tell me it is important ... 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.

Social Competencies Assets (cont'd)	Question #	Question Text
Peaceful conflict resolution	149.	<p>If someone at my school hit me or pushed me for no reason, the FIRST thing I'd do would be...</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>

Positive Identity Assets	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		In your family, how much do you get to HELP DECIDE these things: 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		How much do you do each of the following things when you have any kind of a problem? 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		How often do you feel the following things? 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