

# **National Study of Delinquency Prevention in Schools**

## Appendix E Measures

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Gary D. Gottfredson, Denise C. Gottfredson, Ellen R. Czeh  
Gottfredson Associates, Inc.

David Cantor, Scott B. Crosse, Irene Hantman  
Westat

GOTTFREDSON ASSOCIATES, INC.  
3239 B Corporate Court @Ellicott City, Maryland 21042  
(410) 461-5530 @<http://www.gottfredson.com>

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## E. Measures

This appendix provides information about the item content of measures. It provides the item content for the scales specially constructed for the present research, and it also presents item content or sample items from published scales. The listing immediately following usually refers the reader to a table in this appendix. In some cases (where a single item is used to provide a measure) the listing refers the reader to a specific item in a questionnaire. In other cases, the listing refers the reader to the location in the text where the measure is described.

<b>Category and Specific Measure</b>	<b>Table</b>
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Organizational focus, teachers	E2
School amenability to program implementation, principal phase 2	E3
School amenability to program implementation, activity coordinators	E4
Teacher-administration obstacles to program development, principal phase 1	E5
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Open problem identification, principal phase 1	E7
Teacher-principal communication, principal phase 1	E8
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School enrollment, principal phase 1	E9
<b>Leadership, personality style, and record of accomplishment</b>	
Administrator leadership, teachers	E10
Principal's leadership emphasis, principal phase 2	E11
Supervision and feedback	E11
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Presence and visibility	E11
Planning	E11
Total leadership behavior (includes all items in previous four scales)	E11

<b>Category and Specific Measure</b>	<b>Table</b>
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Accomplishment record, principal phase 2 and activity coordinators	E12
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Budget control over discretionary activities, activity coordinators	E14
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<b>Organizational support</b>	
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Quantity and quality of training in school discipline, principal phase 2	E15
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Quality of training in activity or program, activity coordinators	E16
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Principal’s performance appraisal depends on discipline management, principal phase 2 – See questionnaire item 138	
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Standardization, activity coordinators	E18
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Category and Specific Measure	Table
Degree of local initiative in use of Safe and Drug Free School and Community funds, principal phase 2 – See questionnaire item 145	
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Variety of information sources used in selection of discipline practices, principal phase 2	E21
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Provider is full-time – See item 32 in the prevention, curriculum, instruction, or training activity questionnaire	
Paid workers deliver program or activity – See item 33 in the prevention, curriculum, instruction, or training activity questionnaire	
Local initiative versus Safe-and-Drug-Free-Schools-and-Communities coordinator initiative, principal phase 2 – See questionnaire item 145	
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Obstacles to program implementation, activity coordinators	E24
Timing of activity, activity coordinators – See item 30 in the prevention, curriculum, instruction, or training activity questionnaire	
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School safety, students	E26
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Victimization, teachers	E28

<b>Category and Specific Measure</b>	<b>Table</b>
Victimization, students	E29
Selectivity, principal phase 1	E30
Magnet for problem students, principal phase 1	E31
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Last-year variety drug use, students	E34
Delinquent behavior, students	E35
<b>Community characteristics</b>	
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Urbanicity, 1990 census	E36
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<b>Discretionary prevention activity quality</b>	
Amount of training, activity coordinators – See item 43 in the prevention, curriculum, instruction, or training activity questionnaire	
Best practices with respect to <u>content</u> , activity coordinators	
Prevention curriculum, instruction or training	E37
Behavioral programming or behavior modification	E38
Classroom organization and management	E39
Improvements to instructional practices or methods	E40
Best practices with respect to <u>methods</u> , activity coordinators	
Prevention curriculum, instruction or training	E41
Behavioral programming or behavior modification	E42
Counseling, social work, psychological or therapeutic activity, n.e.c.	E43
Individual attention such as mentoring or coaching, n.e.c.	E44
Tutoring, n.e.c.	E45

<b>Category and Specific Measure</b>	<b>Table</b>
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Improvements to instructional practices or methods	E41
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Duration, activity coordinators – See item 29 in the prevention, curriculum, instruction, or training activity questionnaire	
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Number of lessons/sessions, activity coordinators – See item 27 in the prevention, curriculum, instruction, or training activity questionnaire	
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Frequency of staff participation, activity coordinators	E51
Ratio of providers to students in the school, activity coordinators – See page 4-7	4.2
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Communication and documentation, principal phase 2	E52
Range of appropriate responses to misconduct, principal phase 2	E53
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Disciplinarian consistency, principal phase 2	E55
Predictable disciplinary decision making, principal phase 2	E56
<b>Objectives</b>	
Variety of activity objectives, activity coordinators	E57

Table E1

*Item Content of Teacher Morale Scale*

---

Students here don't really care about the school. (-)

Our problems in this school are so big that it is unrealistic to expect teachers to make much of a dent in them. (-)

I feel my ideas are listened to and used in this school. (+)

I want to continue working with the kind of students I have now. (+)

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false *about the faculty*.

Apathetic (-)

Cohesive (+)

Enthusiastic (+)

Frustrated (-)

Satisfied (+)

Tense (-)

Unappreciated (-)

---

*Note.* Response of above items were “true” or “false.” Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E2

*Item Content of Teacher Organizational Focus Scale*

---

- This school clearly signals to faculty and staff what performance is expected of them. (+)
- Rules and operating procedures are clear and explicit in this school. (+)
- It is difficult to determine what is expected of a person in this school. (-)
- The goals of this school are clear. (+)
- Everyone understands what behavior will be rewarded in this school. (+)
- Some persons in positions of power or authority in this school have conflicting expectations for others. (-)
- Everyone here is working towards the same ends. (+)
- In this school, people who accomplish the same thing are rewarded in the same way. (+)
- People are often confused about what objective they should go for in this school. (-)
- In this school people know what to do and when to do it. (+)
- People know how to achieve rewards here. (+)
- People have often said that it is difficult to decide what aims to work towards in this school. (-)
- This school simultaneously pursues many conflicting goals. (-)
- My school has a clear focus. (+)
- My school is torn up by leaders with different agendas. (-)
- Rules and procedures are often ignored in this school. (-)
- 

*Notes.* Respondents were presented with a list of statements to show how well each described their school. Possible responses were “false,” “mostly false,” “mostly true,” and “true.” Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Organizational Focus Questionnaire* copyright © 1996 by Gary D. Gottfredson and John L. Holland. Not to be further reproduced without written permission of the authors.

Table E3

*Item Content of School Amenability to Program Implementation Scale for Principals (Phase 2)*

---

Special programs and projects are worth the effort here. (+)

Faculty are open to identifying and trying to solve problems. (+)

Teachers help in making changes when they are needed. (+)

We take the time to plan for changes before we put them in place. (+)

Teachers openly discuss problems. (+)

Teams of faculty members work together to accomplish something of importance. (+)

Faculty are attuned to pressure from the community about education in this school. (+)

Faculty are aware of school district demands. (+)

Teachers in this school resist changes. (-)

---

*Note.* Principals were presented with a list of statements to describe their general experience in the school in working with teachers to put educational and other programs in place. Possible responses were “often,” “sometimes,” and “rarely.” Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E4

*Item Content of School Amenability to Program Implementation Scale for Activity Coordinators*

---

Special programs and projects are worth the effort here. (+)

Faculty are open to identifying and trying to solve problems. (+)

Teachers help in making changes when they are needed. (+)

We take the time to plan for changes before we put them in place. (+)

Teachers openly discuss problems. (+)

Teams of faculty members work together to accomplish something of importance. (+)

Faculty are attuned to pressure from the community about education in this school. (+)

Faculty are aware of school district demands. (+)

Teachers in this school resist changes imposed from outside the school. (-)

Teachers in this school resist change. (-)

The school obtains many resources from the community. (+)

---

*Note.* Respondents were asked about their experiences in developing programs to implement in their school. Responses for the items were “often,” “sometimes,” and “rarely.” Score is the mean of the items. Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E5

*Item Content of Teacher-Administration Obstacles to Implementation Scale*

---

Many teachers will identify obstacles rather than cooperate (+)

We have a list of problems, but there is disagreement on the most important ones to address (+)

Getting cooperation from teachers is like pulling teeth (+)

Every teacher can be counted on to help (-)

Faculty or administrators avoid attempts to solve difficult problems (+)

Something thwarts the plan at the outset (+)

Something interferes with the success of the activity (+)

Teachers avoid letting the principal know about problems they are having (+)

Teachers in this school resist changes imposed from outside the school (+)

Faculty or administrators identify obstacles to desired programs and develop strategies to cope with them (-)

Teachers share information with the principal only when required (+)

Teams of faculty members work together to accomplish something of importance (-)

---

*Note.* Principals were asked about their experience related to the above items. Possible responses to the first four items were “yes,” or “no.” Possible responses to the rest of the items were “often,” “sometimes,” and “seldom.” Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E6

*Item Content of School Capacity for Program Development Scale*

---

This school obtains many resources from the community. (+)

There is little the school can do about the problems it inherits from the community. (-)

Much of the problem behavior displayed by students who get into trouble is due to causes beyond the school's control (poverty, family, discrimination). (-)

How much involvement in school affairs do parents have in your school? (very much = +)

Think about special programs that have been initiated in your school in past years. How would you describe these programs on the whole? (usually successes = +)

Is it easy or difficult to recruit new staff (or replace existing staff) with first-rate teachers? (easy = +)

---

*Note.* Principals were asked about their experience related to the above items. Possible responses to the first three items were “often,” “sometimes,” and “seldom.” Possible responses to the next item were “none,” “a little,” “some,” “fairly much,” and “very much.” Possible responses to the next item were “usually failures — a waste of time or worse,” “unproductive — usually did not amount to much,” “mixed — sometimes helpful and sometimes not,” “helpful — usually benefitted the school or our students,” and “usually successes — have produced important benefits.” Possible responses to the last item were “it is easy to fill openings with first rate teachers,” “our openings are usually filled by really good teachers,” “it is sometimes difficult to find a really good teacher for an opening,” “it is usually difficult to obtain good teachers to fill openings,” and “openings are often filled by poor teachers.” Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E7

*Item Content of Open Problem Identification Scale*

---

The school has not listed problems to address (-)

Faculty, administrators and staff have agreed on one or two problems to address (+)

We have publicly announced one or two top problems to address as a school (+)

---

*Note.* Principals were asked about directing their efforts at a few matters of priority. Possible responses were “yes,” or “no.” Scoring direction is indicated in parentheses at the end of each line. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E8

*Item Content of Faculty-Administration Communication Scale*

---

Teachers report their successful experiences directly to the principal

Teachers report problems they are experiencing directly to the principal

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*Note.* Principals were asked how often the above statements described the communication between the principal and teachers in the school. Possible responses were “often,” “sometimes,” and “seldom.” Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E9

*How Teacher Turnover and School Enrollment Were Measured*

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Turnover

Principals reported the number of full time teachers in the current ( $f_1$ ) and previous ( $f_0$ ) year. Separately they reported the number of teachers new to the school this year ( $n_1$ ). Turnover was calculated as follows:

$$\text{for } f_1 - f_0 > 0, t = 100[n_1 - (f_1 - f_0)]/f_0; \quad (1)$$

$$\text{for } f_1 - f_0 \neq 0, t = 100n_1/(f_0 + (f_1 - f_0)). \quad (2)$$

Small negative values were trimmed to 0 for a few cases.  $t$  was made missing for the nine schools with  $t = 100$ , assuming errors in reporting. This made no substantive difference in the correlations reported.

Enrollment

Principals were asked, “How many students are currently enrolled in your school?” Their open-ended numerical responses were compared with other information about enrollment from the Common Core of Data and data provided by Market Data Retrieval. When substantial discrepancies occurred, schools were contacted by telephone for clarification.

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Table E10

*Item Content of Teacher Administrator Leadership Scale*

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The school's administration makes it easy to get supplies, equipment, or arrangements needed for instruction. (+)

In your opinion, how well do teachers and administrators get along at your school? (+)

Administrators and teachers collaborate toward making the school run effectively. (+)

There is little administrator-teacher tension in this school. (+)

Our principal is a good representative of our school before the superintendent and the board. (+)

The principal is aware of and lets staff members and students know when they have done something particularly well. (+)

Teachers or students can arrange to deviate from the prescribed program of the school. (+)

Teachers feel free to communicate with the principal. (+)

The administration is supportive of teachers. (+)

It is hard to change established procedures here. (+)

The principal of our school is informal. (+)

The principal of our school is open to staff input. (+)

---

*Note.* Response for the first item was “strongly agree,” “agree somewhat,” “disagree somewhat,” and “strongly disagree.” Response for the next item was “not well,” “fairly well,” “very well,” and “does not apply.” Responses for the rest of the items were “true” or “false.” Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E11  
*Item Content of Principal Leadership Behavior Scale*

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Supervision and feedback

Discuss quality of work performance with staff members

Review teacher performance with individual teachers in a formal evaluation

Mention observed strengths and weaknesses in performance to teachers at the time of observation

Communicate performance expectations

Consideration

Check with teachers before making changes that may affect them

Praise teachers or recognize effective staff performance

Being patient with and helpful to faculty

Offer support or sympathy when a staff member experiences a difficulty

Presence and visibility

Tour the school to establish my presence

Observe teacher's instruction and classroom management practices

Use reason or passion to generate staff commitment to tasks

Plan staff meetings

Planning

Formally assess the needs or problems of the school

Evaluate the effectiveness of existing school practices

Discuss alternative plans for school improvement with staff, district personnel, or community members

Review progress on improvement plans with individual staff members

Set school improvement goals, taking into account such things as time, resources, obstacles, and cost

Other

Assign responsibilities to teachers

Establish policies or standard operating procedures to cover most day-to-day decisions

---

*Note.* Principals were asked to rate their leadership emphasis in their work to lead the school. Possible responses for their emphasis on each work activity were "top," "high," "some," and "little." The total leadership behavior scale is composed of all items. Copyright©1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission from Gottfredson Associates.

Table E12

*Item Content of Accomplishment Record*

---

Principal scale
Conducted a formal training workshop for other principals
Been elected an officer in a local, state, or national educational organization
Presented an address on an educational, social, or scientific topic before a community group other than at your school (e.g., service club, church, or business group)
Published a paper in an educational journal or magazine or authored a book that was commercially published
Received an award or honor for your performance as a principal from a school system for which you worked
Served as a paid consultant on educational problems outside your own school system
Been appointed by a local or state school superintendent to serve on a committee or task force involving educators from diverse locations

---

Activity coordinator scale
Conducted a formal training workshop for other educators
Prepared a detailed budget proposal for a project
Presented an address before a community group other than at your school (e.g., service club, church, or business group)
Written a program manual
Received an award or honor for your performance as an educator
Been appointed by a principal or other administrator to serve on a committee or task force involving educators from more than one school
Used revenue and expenditure reports to manage the budget for a project
Supervised the work of another educator
Raised money for a program
Developed an instructional method or plan adopted by other educators
Organized a group of three or more people to develop a plan for a program
Observed someone else at work and provided advice on how their work could be improved

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*Note.* Respondents were asked to describe their background and experiences. Responses for the items were “yes,” or “no.” Copyright ©1997, 2000 Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E13

*Illustrative Items for the Conscientiousness Scale*

---

Careful (+)

Careless (-)

Negligent (-)

Organized (+)

---

*Note.* Respondents were presented with a list of twenty adjectives to describe themselves and their leadership style. Possible responses were “yes, I am very much like this,” “yes, I am like this,” “no, I am not like this,” and “no, I am not at all like this.” Scoring direction is indicated in parentheses at the end of each line. Adapted from the unipolar markers for conscientiousness developed by Goldberg (1992).

Table E14

*Questions Pertaining to Discretionary Prevention Activities' Degree of Assurance for Funding and of Budget Control, and About Safe and Drug-Free School and Community Act Funds for School Prevention Activity*

---

Assured funding

Activity coordinators were asked: "To what extent is necessary funding for the program assured for the next school year?" Respondents marked one answer to indicate whether "no funding is required" or whether funding was "certain," "probable," "doubtful," or "will not be funded." Certain funding and no funding required were coded as "assured" funding.

Budget control

Activity coordinators responded to the following:

Which of the following best describes the budget control for these activities? (*Mark one.*)

- G The person responsible for the activity in this school has direct control (signature authority) over this budget.
- G Someone in this school other than the person who organizes or is responsible for the activity has direct control (signature authority) over this budget.
- G Someone outside the school controls the funds for this activity.
- G This activity has no funds to control.

A score of 1 (last option) to 4 (first option) was employed.

Safe and Drug Free School and Community Act funding for any prevention activities

Principals responded to the following:

Do safe and Drug-Free School and Community Act funds support any of the prevention activities in your school? (*Mark one.*)

- G Yes
  - G No
  - G Don't know
-

Table E15

*Item Content of Quality and Quantity of Training in Discipline Scale*

---

How much initial in-service training in school discipline procedures was completed by administrators, staff, or faculty who manage discipline in this school? (Do not include training in classroom management or behavior management other than school-wide discipline policies and procedures.)

The presentation was clear and organized.

Principles to be followed were presented.

Principles were illustrated with examples.

Participants practiced applying the principles.

Participants received feedback on their performance in applying the principles.

Participants' questions and concerns about possible obstacles in applying the principles were addressed.

How much formal follow-up training on school discipline was completed by the average individual who manages discipline?

---

*Note.* Principals were asked about the training in school discipline completed by administrators, faculty or staff who manage discipline in the school. For the first item above, possible responses were “none,” “short demonstration or orientation only,” “one-half day,” “one full day,” “2 or 3 days,” and “4 days or more.” For the next six items, possible responses were “yes” or “no.” For the last item, possible responses were “none,” “one occasion,” “two occasions,” and “three or more occasions.” Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E16

*Item Content of Amount of Training and Quality of Training Scales*

---

Amount of training
How much initial in-service training was completed by the average individual applying these methods? <sup>a</sup>
How much formal follow-up training was completed by the average individual who applies _____? <sup>b</sup>
Is on-going coaching, facilitation, or support provided for those who conduct _____? <sup>c</sup>

---

Quality of training
If there was in-service training, which of the following describe the training?
The presentation was clear and organized.
Principles to be followed were presented.
Principles were illustrated with examples.
Participants practiced applying the principles.
Participants received feedback on their performance in applying the principles.
Participants' questions and concerns about possible obstacles in applying the principles were addressed.

---

*Note.* For amount of training, items are standardized and averaged to create scale. For quality of training, responses for the items were “yes,” or “no.” Score is the number of “yes” responses. For program category “Youth Participation in School Discipline,” two versions of the scale are computed. The first pertains to the training of the students operating the program. The second pertains to the training of the adults who supervise these students. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

<sup>a</sup> Possible responses were “none,” “short demonstration or orientation only,” “one-half day,” “one full day,” “2 or 3 days,” and “4 days or more.”

<sup>b</sup> Possible responses were “none,” “one occasion,” “two occasions,” and “three or more occasions.”

<sup>c</sup> Possible responses were “yes” or “no.”

Table E17

*Item Content of Activity Coordinator Supervision or Monitoring Scale*

---

Does a supervisor *directly* observe [this program or practice] as it takes place?

Is [the person responsible for conducting the program] required to keep records documenting the activity?

Does the personnel appraisal for the [person responsible for the program] depend on performance in this activity?

---

*Note.* Possible responses for the first question were “No direct observation,” “About once a year,” “More than once a year, but less than once a month,” and “Once a month or more.” Responses for the second question were “No,” “Sometimes,” “Usually,” and “Always.” Possible responses for the last question were “No,” “Probably not,” “Yes, a supervisor may take this aspect of the work into consideration,” and “Yes, a supervisor’s assessment explicitly considers the performance of this aspect of the work.” Score is the average of the three responses. For program category “Youth Participation in School Discipline,” two versions of the scale are computed. The first pertains to the supervision of the students operating the program. The second pertains to the adults who supervise these students. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E18

*Item Content of Standardization*

---

Is there an instructor's manual?

Are videos, films, or other audio-visual aids used in this program?

Are the specific activities to be carried out or methods to be used described in written form?

Do instructors have lists of the materials to be used during lessons?

Are reproducible materials, handouts, overheads, or other audio-visual aids provided to the teachers?

---

*Note.* Possible responses for the first question were “No,” “There is a manual, but not in the school,” “Yes, there is a copy of the manual in the school,” “Yes, each person conducting the instruction or training has a manual,” “Yes, instructors follow the manual closely in delivering instruction or training,” “Yes, there is a mechanism to ensure that instructors follow the manual in delivering instruction or training.” Possible responses for the second question were “No,” “Yes, optional,” and “Yes, required.” Possible responses for questions three and four were “No,” “Sometimes,” “Usually,” and “Always.” Possible responses for the last question were “None required,” “No,” “Sometimes,” “Usually,” and “Always.” Score is the mean of the standardized items. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E19

*Item Content of Teacher Planning Scale*

---

How often do you work on a planning committee with other teachers or administrators from your school? (+)

The principal encourages experimentation in teaching. (+)

Teacher evaluation is used in improving teacher performance. (+)

Are the following statements mostly true or mostly false *about the principal* of your school?

Plans effectively (+)

Progressive (+)

Please indicate which of the following descriptors are mostly true of the teaching faculty of your school and which are mostly false *about the faculty*.

Conservative (-)

Innovative (+)

Open to Change (+)

Traditional (-)

---

*Note.* Response for the first item was “several times a month,” “about once a month,” and “less than once a month.” Responses for the rest of the items were “true” or “false.” Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E20

*Item Content of Local Development of Discipline Practices Scale*

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How much responsibility did the following have in developing your school's discipline practices?

Administrators in this school

Teachers

Other school staff

Students

Parents

---

*Note.* Possible responses were "Top," "High," "Some," and "Little."

Table E21

*Item Content of Variety of Information Sources Used in the Selection of Discipline Practices*

---

Did the following sources of information influence the selection of discipline practices in your school?

Another principal or other principals

Conferences in school district

Conferences outside school district

Marketing information (e.g., brochures)

Outcome evaluation data

Research publications

School needs assessment data

---

*Note.* Possible responses were "yes," or "no."

Table E22

*Item Content of Responsibility for Program Initiation Scales*

---

Local responsibility
Classroom teachers
Clerical or secretarial staff
Custodial staff
Food service staff
Family liaison workers
Librarians
Maintenance or repair workers
Paraprofessionals
Parents
Principal
School-based planning team
Security personnel
Students
Vice Principal

---

School district responsibility
District-level coordinators or supervisors
Safe and Drug-Free Schools and Community Coordinator
School board
Superintendent

---

*Note.* Respondents were asked how much responsibility each of the above persons or groups had in getting the program started in their school. Responses for the items were “very much,” “much,” “not much,” and “none.” Score is the mean of the items.

Table E23

*Item Content of Variety of Information Sources Used to Select Program Scale*

---

People with jobs similar to mine

Professional conferences or meetings inside my school district

Professional conferences or meetings outside my school district

Marketing brochures, videos or other information

Formal outcome evaluation data from a previous demonstration of the program or practice

Publications summarizing research on what works to prevent problem behavior or to increase school safety

Formal needs assessment (e.g. collection or compilation of data to identify areas for improvement) done specifically for your school

---

*Note.* Respondents were asked which of the above sources of information were used to select the program or practice for their school. Responses for the items were “yes” or “no.” Score is the number of items marked “yes.”

Table E24

*Item Content of Obstacles to Program Implementation Scale*

---

Special equipment

Special supplies

Unusual transportation

Parent or community volunteers

Releasing school staff from their regular job duties

Staff to provide voluntary service beyond their job description

The provision of child care services

Additional personnel not usually available to the school

Additional space, or the use of school space at an unusual time

Unusual levels of communication and coordination

Cash to purchase goods or services

Other (*please specify*)

---

*Note.* Respondents were asked if the program required any of the above. Responses for the items were “yes” or “no.” Score is the number of the items marked “yes.” Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E25

*Item Content of Teacher School Safety Scale*

---

At your school *during school hours*, how safe from vandalism, personal attacks, and theft is each of the following places?

Your classroom while teaching

Empty classrooms

Hallways and stairs

The cafeteria

The restrooms used by the students

Locker room or gym

Parking lot

Elsewhere outside on school grounds

---

*Note.* Respondents were presented with a list of possible areas where they may or may not feel safe. Response of items were “very unsafe,” “fairly unsafe,” “average,” “fairly safe,” “very safe,” and “does not apply.” Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E26

*Item Content of Student School Safety Scale*

---

How often do you feel safe while in your school building? (+)

How often are you afraid that someone will hurt or bother you at school? (-)

How often are you afraid someone will hurt you on the way to or from school? (-)

Do you usually stay away from any of the following places because someone might hurt or bother you there?

The shortest way to the school or bus (-)

Any entrances into the school (-)

Any hallways or stairs in the school (-)

Parts of the school cafeteria (-)

Any school restrooms (-)

Other places inside school building (-)

Other places on the school grounds (-)

This year in school have you . . .

Had to fight to protect yourself? (-)

Seen a teacher threatened by a student? (-)

Seen a teacher hit or attacked by a student? (-)

---

*Note.* Responses to the first three items were “almost always,” “sometimes,” and “almost never.” Responses for the rest of the items were “yes,” or “no.” Scoring direction is indicated in parentheses at the end of each line. Adapted from the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E27

*Item Content of Teacher Classroom Orderliness Scale*

---

Students pay attention in class. (+)

Students take things that do not belong to them. (-)

Students do what I ask them to do. (+)

Students destroy or damage property. (-)

Students talk at inappropriate times. (-)

Students make disruptive noises (like yelling, animal noises, tapping, etc.). (-)

Students try to physically hurt other people (by tripping, hitting, throwing objects, etc.). (-)

Students tease other students. (-)

Students make threats to others or curse at others. (-)

Students are distracted by the misbehavior of other students. (-)

The classroom activity comes to a stop because of discipline problems. (-)

I spend more time disciplining than I do teaching. (-)

How much of your time in the classroom is directed to coping with disruptive student behavior? (-)

How much does the behavior of some students in your classroom (talking, fighting, etc.) keep you from teaching? (-)

---

*Note.* Responses for the first 12 items were “almost always,” “often,” “sometimes,” “seldom,” and “never.” Response for the next item was “none of my time,” “some time each day,” “about half of my time,” and “most of my time.” Response for the last item was “a great deal,” “a fair amount,” “not very much,” and “not at all.” Scoring direction is indicated in parentheses at the end of each line. Adapted from a research edition of the *Effective School Battery* copyright ©1990, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E28

*Item Content of Teacher Victimization Scale*

---

This year in school have any of the following happened to you *personally in this school*?

- Damage to personal property worth more than \$10.00
  - Theft of personal property worth less than \$10.00
  - Theft of personal property worth more than \$10.00
  - Was physically attacked and had to see a doctor
  - Was physically attacked but not seriously enough to see a doctor
  - Received obscene remarks or gestures from a student
  - Was threatened in remarks by a student
  - Had a weapon pulled on me
- 

*Note.* Responses were “true” or “false.” Adapted with permission from the Personal Security Scale of the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E29

*Item Content of Student Victimization Scale*

---

- This year in school, did anyone steal something worth less than \$1 from your desk, locker, or other place at school?
  - This year in school, did anyone steal something worth \$1 or more from your desk, locker, or other place at school?
  - At school this year, did anyone physically attack and hurt you?
  - At school this year, did anyone force you to hand over money or things worth less than \$1?
  - At school this year, did anyone take money or things worth \$1 or more directly from you by force, weapons, or threats?
  - At school this year, did anyone threaten you with a beating?
  - At school this year, did anyone threaten you with a knife?
- 

*Note.* Responses were “yes,” or “no.” Adapted with permission from the Personal Security Scale of the *Effective School Battery* copyright ©1984, 1999 by Gary D. Gottfredson, Ph.D. Reproduced by special permission of the publisher, Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission of the publisher.

Table E30

*Item Content of Selectivity Scale*

---

Admission fees or tuition

Scholarships or tuition waivers

Selective admissions practices (e.g., high test scores, good conduct, high grade average, or other entry requirements)

Student recruitment programs

Preference for students of a particular religion, faith, culture, ethnicity, or political inclination

---

*Note.* Principals were asked if their school used any of these activities or arrangements that influence who attends their school. Possible responses were “yes,” or “no.”

Table E31

*Item Content of Magnet for Problem Students Scale*

---

Assignment of students with behavior or adjustment problems to this school

Assignment of students with academic or learning problems to this school

Assignment of students under court or juvenile services supervision to this school

---

*Note.* Principals were asked if their school used any of the above activities or arrangements that influence who attends their school. Possible responses were “yes,” or “no.”

Table E32

*Item Content of School Crime Scale*

---

Physical attack or fight with a weapon

Physical attack or fight without a weapon

Robbery — the taking of things directly from a person by force

Theft/larceny — the taking of things without personal confrontation

Vandalism — damage or destruction of school property

---

*Note.* Principals were asked how many incidents involving each type of the above crimes or offenses occurred at their school during the 1997-98 school year. Respondents reported the number of incidents in which police or other law enforcement representatives were contacted. Scale was scored as the sum of standardized log-transformed number of incidents of each type.

Table E33

*Item Content of Gang-Problem Scale*

---

Are gangs a problem in the school?

Are gangs a problem in the community?

---

*Note.* Principals were told that a “gang” is a somewhat organized group, sometimes having turf concerns, symbols, special dress or colors. A gang has a special interest in violence for status-providing purposes and is recognized as a gang by its members and by others. Possible responses were “yes” or “no.”

Table E34

*Item Content of Student Last Year Variety Drug Use Scale*

---

In the last 12 months, have you . . .

Sold marijuana or other drugs?

Smoked cigarettes?

Used smokeless tobacco?

Drunk beer, wine, or “hard” liquor?

Gone to school when you were drunk or high on some drugs?

Sniffed glue, paint, or other spray?

Other than for medical reasons, in the last 12 months have you . . .

Smoked marijuana (weed, grass, pot, hash, ganja)?

Taken hallucinogens (LSD, mescaline, PCP, peyote, acid)?

Taken sedatives (barbiturates, downers, quaaludes, reds)?

Taken amphetamines (uppers, speed, whites)?

Taken tranquilizers (Valium, Librium)?

Taken heroine (horse, smack)?

Taken cocaine (coke)?

Used crack?

Used other narcotics (codeine, Demerol, dilaudid)?

Taken steroids?

---

*Note.* Responses were “yes” or “no.” Adapted with permission from *What About You* (Form DC) copyright ©1994, 2000 Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission from Gottfredson Associates, Inc.

Table E35

*Item Content of Student Delinquent Behavior Scale*

---

In the last 12 months have you . . .

Purposely damaged or destroyed property belonging to a school?

Purposely damaged or destroyed other property that did not belong to you, not counting family or school property?

Stolen or tried to steal something worth more than \$50?

Carried a hidden weapon other than a pocket knife?

Been involved in gang fights?

Hit or threatened to hit a teacher or other adult at school?

Hit or threatened to hit other students?

Taken a car for a ride (or drive) without the owner's permission?

Used force or strong-arm methods to get money or things from a person?

Stolen or tried to steal things worth less than \$50?

Stolen or tried to steal something at school, such as someone's coat from a classroom, locker, or cafeteria, or a book from the library?

Broken into or tried to break into a building or car to steal something or just to look around?

Belonged to a gang that has a name and engages in fighting, stealing, or selling drugs?

---

*Note.* Responses were "yes," or "no." Adapted with permission from *What About You* (Form DC) copyright ©1994, 2000 Gottfredson Associates, Inc., Ellicott City, Maryland 21042. Not to be further reproduced without written permission from Gottfredson Associates, Inc.

Table E36

*Marker Variables for Three Community Characteristics Indicators Based on 1990 Census Data for School Zip Code Areas*

---

Concentrated Poverty and Disorganization

Average household public assistance income.

Ratio of households with children which are female-headed to households with children which have husband and wife present.

Proportion of households below median income.

Ratio of persons below 1.24 times the poverty income level to persons above that level.

Ratio of divorced or separated persons to married persons with spouse present.

Male unemployment rate.

Female unemployment rate.

Proportion of housing units not owner-occupied.

Urbanicity

Proportion of population living in an urbanized area.

Population size.

Proportion of persons aged 25 years and over college educated.

Immigration and Crowding

Ratio of households with five or more persons to other households.

Proportion of households not English speaking.

---

Table E37

*Items Included in Best Practices Scale: Content — Prevention Curriculum, Instruction or Training*

---

Which of the following topics is covered by this instruction or training?

Social influence (e.g., recognizing and resisting social influences to engage in misbehavior; recognizing and resisting risky situations, refusal or resistance skills training; assertiveness training)

Social problem solving skills (e.g., identifying problem situations, generating alternative solutions, evaluating consequences, decision making)

Self-management (e.g., personal goal-setting, self-monitoring, self-reinforcement, self-punishment)

Attribution (e.g., attributing the cause of events or circumstances to ones own behavior -- as in teaching students that poor grades are due to insufficient effort on the part of the student rather than the task being too difficult)

Communication skills (e.g., interpreting and processing social cues, understanding non-verbal communication, negotiating)

Emotional control (e.g., anger management, stress control)

Emotional perspective taking (e.g., anticipating the perspectives or reactions of others)

Please indicate the *main* instructional strategies used in this program.

Behavioral modeling (including use of peer models or videotapes to demonstrate a new skill)

Role-playing

Rehearsal and practice of new skill

Use of cues to remind individual to display a behavior

---

*Note.* Responses for the items were “yes,” or “no.” Score is the proportion of these activities selected. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E38

*Items Included in Best Practices Scale: Content — Behavioral Programming or Behavior Modification*

---

Which of the following describe this activity?

Individual behavioral or behavior modification programs (e.g., programs in which the behavior of an individual is monitored and reinforced)

Token economy systems in which individuals earn tokens for meeting specified goals

Individual education plans in which rewards or punishments in school are contingent on meeting individual *educational* goals

Individual behavioral plans in which rewards or punishments in school are contingent on meeting individual *behavioral* goals

Home-based backup reinforcement for individual behavior in school

Group or classroom behavior modification programs in which the behavior of a group is monitored and reinforced

Token economy systems in which all members of a group or classroom participate in a system of earning tokens, points, or scrip for the behavior of the group as a whole

---

*Note.* Responses for the items were “yes,” or “no.” Score is the proportion of these activities selected.  
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Table E39

*Items Included in Best Practices Scale: Content — Classroom Organization and Management Practices*

---

Which of the following classroom management methods are the main elements of this program?

Management of time (e.g., reducing "down time")

Changing physical arrangement of the classroom for greater efficiency, better surveillance, or to make materials more easily accessible

Establishing procedures for student transitions and mobility

Establishing procedures for routine classroom instruction and student work

Establishing classroom rules and consequences for rule violation

Changing procedures for student evaluation, feedback, or accountability

Use of rewards and punishments

Changes in the groupings of students by ability, achievement, or effort *within the classroom*

---

*Note.* Responses for the items were "yes," or "no." Score is the proportion of these activities selected. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E40

*Items Included in Best Practices Scale: Content — Improvements to Instructional Practices or Methods*

---

Which of the following instructional strategies are the main elements of this program?

Formal cooperative learning (e.g., Student Team Learning, Johnson and Johnson)

Mastery learning

Individualized instruction

Computerized instruction

Behavioral modeling (including use of peer models or videotapes to demonstrate a new skill)

Role-playing

Rehearsal and practice of new skill

Use of cues to remind individual to display a behavior

---

*Note.* Responses for the items were "yes," or "no." Score is the proportion of these activities selected. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E41

*Item Content of Best Practices Scale: Methods — Prevention Curriculum, Instruction or Training and Improvements to Instructional Practices or Methods*

---

**G** Does the instructor assess student mastery and re-teach material that has not been mastered?

Keyed response = Yes, continual student assessment and corrective instruction is required, or Yes, the instructor is expected to assess student progress and alter instruction accordingly

Which of the following describe the application of rewards for student learning when this method is used?

**G** *Groups* are rewarded for *group accomplishments*

Keyed response = Yes

**G** *Individuals* are rewarded for their *own achievement*

Keyed response = Yes

**G** *No special rewards* are applied for student achievement

Keyed response = No

Please describe the distribution of recognition, rewards, evaluation criteria, or grades for students when this instructional method is used.

**G** Rewards, recognition, or evaluation criteria are not a part of this program

Keyed response = No

**G** Students are frequently recognized for the effort they expend

Keyed response = Yes

**G** Students are frequently recognized for their improvement over prior levels

Keyed response = Yes

**G** Students are frequently recognized for successful competition against students with similar levels of past performance

Keyed response = Yes

**G** Teachers usually avoid calling attention to the level of individual student performance

Keyed response = No

**G** Does this instructional method involve any of the following strategies for increasing the amount of time in instruction?

Keyed response = Any affirmative response

---

*Note:* Possible responses for the first question were “Yes, continual student assessment and corrective instruction is required,” “Yes, the instructor is expected to assess student progress and alter instruction accordingly,” “Instructors pretty much move through the curriculum according to schedule,” and “Instructors are required to deliver instruction according to a schedule.” Responses for questions two through nine were “yes,” or “no.” Possible responses for the last question were “No, the method does not increase instructional time,” “Class periods are made longer,” “More class periods in the day are devoted to instruction,” “Better use is made of available classroom time,” “The instructional day is extended (made longer),” and “Instruction occurs over the summer.” Score is the proportion of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E42

*Item Content of Best Practices Scale: Methods — Behavioral Programming or Behavior Modification*

---

**G** Are there different specific behavioral or educational goals for different individuals or groups?

Keyed response = Yes, specific goals are set for each individual or group

**G** How often do the behavioral or educational plans involved in this program include a method of monitoring or tracking the behavior over time?

Keyed response = Always

**G** How often is behavior monitored or tracked for a period of time before attempting to change it?

Keyed response = Always

**G** How often are specific behavioral goals a written part of each behavioral plan?

Keyed response = Always

**G** How often are the specific rewards or punishments to be applied in response to specific behaviors made a written part of each behavioral plan?

Keyed response = Always

**G** How often is behavior tracked and responded to by a behavior modifier in this program?

Keyed response = Daily or more often than daily

**G** What most often occurs when student behavior does not change when a behavior modification program is applied?

Keyed response = Different reinforcers or a different schedule are sought

**G** What usually occurs when the desired changes in student behavior *do* occur when a behavior modification program is applied?

Keyed response = The program is adjusted so that a reward is given less frequently or is more difficult for the individual to earn

---

*Note.* Possible responses for the first item were “Yes, specific goals are set for each individual or group,” “Yes, goals usually differ for different individuals or groups,” “No, goals are usually the same for all individuals or groups,” and “Goals are always the same for all individuals or groups.” Possible responses for questions two through five were “Always,” “Usually,” “Rarely,” and “Never.” Possible responses for question six were “Monthly or less often,” “Weekly,” “Daily,” and “More often than daily.” Possible responses for question seven were “The program is discontinued,” “A nonbehavioral approach is tried,” “Different reinforcers or a different schedule are sought,” and “The program is continued for a longer period of time.” Possible responses for the last question were “The program is adjusted so that a reward is given less frequently or is more difficult for the individual to earn,” “The program is discontinued,” “A nonbehavioral approach is substituted,” and “The program is continued with no change.” Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E43

*Item Content of Best Practices Scale: Methods — Counseling, Social Work, Psychological or Therapeutic Activity*

---

- G** Are formal assessments made to understand or diagnose the individual person or his or her situation?

Keyed response = Sometimes, usually, or always

- G** Is a written diagnosis or problem statement prepared for each participant?

Keyed response = Always

- G** Are written treatment goals developed for each participating student?

Keyed response = Always

- G** Does the student agree to treatment plan contract?

Keyed response = Usually or always

- G** Is a contract to implement a treatment plan agreed to by the client?

Keyed response = Always

- G** Are there different specific treatment goals for different individual students?

Keyed response = Yes, individual goals depend on individual needs as indicated by assessment

- G** If referrals are made, are follow-up activities conducted by school-based personnel who made the referral?

Keyed response = The service provider is contacted to verify that service was provided, or  
The service provider is contacted periodically to monitor the client's progress

- G** How often do the counseling or social work plans involved in this program include a method of monitoring or tracking student behavior over time?

Keyed response = Always

---

*Note.* This category excludes counseling or therapeutic activity that involves curriculum, instruction or training, or behavior modification or behavior programming. Possible responses for questions one through five were “No,” “Sometimes,” “Usually,” and “Always.” Possible responses to the sixth question were “Yes, individual goals depend on individual needs as indicated by assessment,” “Yes, goals differ from student to student,” “No, goals are generally the same for all students,” and “All students are provided the same assistance.” Possible responses to the seventh question were “Referrals are not made,” “Contact is not usually made to follow-up on the referral,” “The service provider is contacted to verify that service was provided,” and “The service provider is contacted periodically to monitor the client's progress.” Possible responses to the final question were “Always,” “Usually,” “Seldom,” and “Never.” Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E44

*Item Content of Best Practices Scale: Methods — Mentoring or Coaching*

---

**G** Is formal attempt made to match the individual tutor or mentor with the individual youth based on interests or personality?

Keyed response = Yes

**G** Does this program involve the application of rewards or reinforcers based on student performance or behavior?

Keyed response = Always

**G** Is a written contract between the student and the mentor or tutor (or between the student and the program) signed by the student?

Keyed response = Always

**G** How often do the tutoring or mentoring plans involved in this program include a method of monitoring or tracking student behavior over time?

Keyed response = Always

**G** What do the tutors, mentors, or coaches usually do with the students? Do they help them with social or interpersonal situations or skills (such as manners, self-control, or grooming)?

Keyed response = Yes

**G** What do the tutors, mentors, or coaches usually do with the students? Do they engage in recreation (such as attend sporting events or movies) or eating (such as visits to restaurants)?

Keyed response = Yes

**G** What do the tutors, mentors, or coaches usually do with the students? Do they help with family situations or problems?

Keyed response = Yes

**G** What do the tutors, mentors, or coaches usually do with the students? Do they help them prepare for employment?

Keyed response = Yes

---

*Note.* Excludes activities classified as instruction, behavioral programming, or counseling. Possible responses for the first question were “Yes” or “No.” Possible responses for questions two and three were “No,” “Sometimes,” “Usually,” and “Always.” Possible responses for question four were “Always,” “Usually,” “Rarely,” and “Never.” Possible responses for questions five through eight were “Yes” or “No.” Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E45

*Item Content of Best Practices Scale: Methods — Tutoring (Not Elsewhere Classified)*

---

**G** Is formal assessment activity conducted to understand the individual youth or his or her situation?

Keyed response = Always

**G** Are written learning, social, or behavioral objectives developed for each participating student?

Keyed response = Always

**G** Does this program involve the application of rewards or reinforcers based on student performance or behavior?

Keyed response = Always

**G** Do tutors, mentors, or coaches *actually receive* materials or information from teachers or other school personnel to be used with students?

Keyed response = Always

**G** How often do the tutoring or mentoring plans involved in this program include a method of monitoring or tracking student behavior over time?

Keyed response = Always

**G** Does the *intended* way of operating the tutoring or mentoring activity require that the tutors, mentors, or coaches receive materials or information from teachers or other school personnel to be used with students?

Keyed response = Yes

**G** What do the tutors, mentors, or coaches usually do with the students?

Keyed response = Help them with academic tasks

**G** Are there different specific objectives or activities for different individual students?

Keyed response = Yes, individual objectives depend on individual needs as indicated by assessment

**G** Who decides on the specific activities in which students will be involved together with the tutor or mentor?

Keyed response = Usually or almost always decided by the adult

---

*Note.* Possible responses for the first four questions were “No,” “Sometimes,” “Usually,” and “Always.” Possible responses for question five were “Always,” “Usually,” “Rarely,” and “Never.” Possible responses for questions six and seven were “Yes” or “No.” Possible responses for question eight were “Yes, individual objectives depend on individual needs as indicated by assessment,” “Yes, objectives and activities usually differ from student to student,” “No, objectives and activities are generally the same for all students,” and “No, objectives and activities are always the same for all students.” Possible responses for the last question were “Almost always decided by the youth,” “Usually decided by the youth,” “Usually decided by youth and adult more or less equally,” “Usually decided by the adult,” and “Almost always decided by the adult.” Score is the percentage of items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E46

*Item Content of Best Practices Scale: Methods — Classroom Organization and Management Practices*

---

Does your classroom management program focus on establishing procedures for any of the following routine classroom activities?

Beginning the class period (e.g., checking attendance, handling tardy students, what students begin to work on when they enter the class)

Leaving the room (e.g., to visit the locker or lavatory)

Use of materials or equipment (e.g., pencil sharpeners, reference books, microscopes)

What students must bring to class (e.g., pencils, paper)

Ending the class period (e.g., returning materials to storage, cleaning up work areas, announcements, the signal for dismissal)

Does your classroom management program focus on any of the following procedures for student ***seat work and teacher directed instruction***?

Expectations for student behavior during presentations

Expectations for the nature and amount of student participation

Procedures for student seat work (e.g., level of talking among students permitted, how students get help, out-of-seat procedures)

Does your classroom management program focus on any of the following procedures for ***student group work***?

Procedures for the use of materials and supplies by groups

The assignment of students to groups

Assignment of roles within groups

Setting goals for groups

Expectations for level of students' participation in their groups

Does your classroom management program require establishment of classroom rules?

Does this classroom management procedure require the teaching of the classroom rules during the first week of class?

---

*continued . . .*

Table E46 (continued . . .)

*Item Content of Best Practices Scale: Methods — Classroom Organization and Management Practices*

---

Does this classroom management procedure involve procedures for student evaluation, feedback, and accountability?

It clarifies (or requires teachers to clarify) criteria for evaluating student performance.

It provides a specific structure or schedule for the monitoring of student progress.

It requires teachers to give students feedback on their performance with a specified frequency or schedule.

It provides specific procedures for the communication of student assignments.

Does the program involve training or technical assistance to help teachers employ any of the following classroom or instructional procedures, skills, or activities to prevent student behavior?

Vigilance for potential student misconduct before it occurs and signaling this awareness to students.

Prompt identification and correction of student misbehavior

Keeping instruction moving rather than allowing infractions, diversions, or student management activity to interfere with instruction.

Engaging all students in the class even when only one student is performing (e.g., by signaling that reactions from other students will be sought).

Making efficient transitions among activities in the classroom.

Giving clear instructions to students.

Which of the following describes the application of rewards for student conduct when this method is used?

**Groups** are rewarded for **group conduct**

**Individuals** are rewarded for their **own behavior**

**No special rewards** are applied for student conduct (Keyed response = No)

Please describe how recognition, rewards, or punishments are used in this classroom management method.

---

*continued . . .*

Table E46 (*continued . . .*)

*Item Content of Best Practices Scale: Methods — Classroom Organization and Management Practices*

---

Rewards, recognition, or punishments are not a part of this program (Keyed response = No)

Students are frequently recognized for their behavior so that students with superior conduct receive rewards and students who misbehave receive few rewards

Students are frequently recognized for the effort they expend

Students are frequently recognized for improving their conduct over prior levels

Students are frequently recognized for improving their behavior in competition against students with similar levels of past behavior

Does the classroom management procedure require the same response to all instances of inappropriate behavior for all students on all occasions, or is flexibility used in responding to misconduct?

The responses are tailored to the individual student (Keyed response = No)

Classroom rules are in effect only on certain days or on certain occasions (Keyed response = No)

The rules apply to all situations and are always applied

The program does not involve responses to student misconduct (Keyed response = No)

Does your classroom management program make use of any of the following techniques or procedures **in response to student misconduct**?

Nonverbal cues such as making eye contact

Quickly returning the class to on-task behavior

Moving closer to the student

Using group alerting, accountability, or higher participation formats to draw students back into a lesson

Redirecting off-task behavior

Providing needed instruction

Telling students to stop the undesired behavior

---

*continued . . .*

Table E46 (continued . . .)

*Item Content of Best Practices Scale: Methods — Classroom Organization and Management Practices*

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Giving the student a choice between behaving appropriately or being punished

Using "I-messages"

Withholding privilege or desired activity

Isolating or removing students

Using fines or penalties

Assigning detention

Using individual contract with a student

Having a conference with the parent

Using a check or demerit system

Sending a student to the office

Using other school-based consequences

Does this classroom management program have requirements about the consequences for violations of classroom rules? (Keyed response = Consequences are specified in advance and posted in the classroom)

---

*Note.* Responses for the all of the items except for the last one were "yes" or "no." Except where indicated, the keyed response for these items is "yes." Possible responses for the last item were "No, the program does not involve consequences for rule violation," "Consequences are specified in advance and posted in the classroom," "The teacher decides upon consequences for specific violations when violations occur." Score is the percentage of these items answered in the keyed direction. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E47

*Item Content of Best Practices Scale: Methods — Security and Surveillance*

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Parents visiting teachers

Reporting intruders to the office

Monitoring potential trouble spots (e.g., restrooms, cafeteria)

Monitoring during likely times of disturbances (e.g., dismissal, changing of classes)

Requirements that visitors carry passes

Visitor sign-in

Visitor sign-out

---

*Note.* Respondents were asked if their school had written rules or procedures for any of the above. Responses were “yes” or “no.” Score is the percentage of these items answered yes. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E48

*Level of Use Scale*

---

Which of the following best describes the level of use of \_\_\_\_\_ in the school? (*Mark one.*)

- G** At least one person in the school knows something about it
- G** At least one person in the school has obtained information about it
- G** One or more persons has been trained in it
- G** One or more persons is conducting \_\_\_\_\_ from time to time
- G** One or more persons is conducting \_\_\_\_\_ on a regular basis

---

*Note.* Blank lines indicate location where specific wording to identify the activity is inserted. This is a Likert-type scale with higher values assigned to levels of use listed lower among the response alternatives. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E49

*Frequency of Program or Activity Operation Scale*

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What is the duration and extent of the use of [these classroom management methods] by [teachers] who are regular users? (*Mark one*)

- G There are no regular users
- G Used occasionally
- G Used much of the time this school year
- G Used almost every day all school year.

Please describe the nature of this program to [influence norms or expectations for behavior]? (*mark one*)

- G It operates continuously throughout the school year
- G It involves special events or communications occurring more than twice during the school year
- G It occurs on special occasions once or twice a year

---

*Note.* Frequency of activity operation was represented by a single item in each of the eight activity coordinator questionnaires that sought to measure frequency of operation. The two questions displayed in the table show two items used in different questionnaires. Material in brackets is changed to reflect the type of activity for which the respondent is to report. Frequency of operation was recoded to form a 3-point scale as follows: For the “duration and extent” question, 1 = no regular users; 2 = used occasionally; 3 = used much of the time or almost every day all school year. For the “nature of this program” question, 1 = occurs on special occasions once or twice a year; 2 = involves special events or communications occurring more than twice during the school year; 3 = operates continuously throughout the school year. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E50

*Item Content of Intensity Scale*

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How many lessons does the *average* student participant complete in a school year?

Considering only those students who participate in this activity, how often does the *typical* student participate in this activity?

How many school days elapse between the first lesson and the last lesson?

---

*Note.* For the first question, respondents were asked to write in the number of lessons. The natural logarithm of this number (plus one) was included in the scale. For the second question, possible responses were “More than once a day,” “Daily,” “More than once a week,” “Weekly,” “2 or 3 times a month,” “Monthly,” “Less than once a month,” and “Once or twice during a school year.” For the third question, possible responses were “All completed in one day,” “All completed in about a week,” “All completed in about a month,” “All completed in less than a half school year,” “All completed in a school year,” and “Requires more than a school year to complete.” The score is the average of these three items in standardized form. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E51

*Frequency of Staff Participation*

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Considering all the *school personnel* targeted by this [activity or practice], how often is the *typical* school worker exposed to this activity? (*Mark one.*)

- School personnel are not targeted by the program
  - More than once a day
  - Daily
  - More than once a week
  - Weekly
  - 2 or 3 times a month
  - Monthly
  - Less than once a month
  - Once or twice per school year
- 

*Note.* Wording of bracketed material is changed to match the activity category being described. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E52

*Item Content of Best Practices Scale for Communication and Documentation*

---

To which of the following groups have printed copies of the school's discipline policy been distributed *this school year*?

Teachers

Parents

Students

Please indicate whether your school is *currently engaged* in each of the following:

**Current effort to communicate** rules or consequences (e.g., handbooks, posters)

**Current use** of printed discipline forms, a referral system, or other method for identifying and recording rule violations when they occur

**Active maintenance** of records or files of individual students' conduct — using forms, files, or computers

**Current use of a specific method** of achieving and documenting due process upon suspending a student from school

---

*Note.* Response of items were “yes,” or “no.” Keyed response is “yes.” Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E53

*Item Content of Best Practices Scale for Range of Appropriate Responses to Student Misconduct*

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Brief exclusion of students from attendance in regular classes (e.g., in-school suspension, cooling-off room)

Probation (a trial period in which a student is given an opportunity to demonstrate improved behavior)

Restitution (requiring a student repay the school or a victim for damages or harm done)

Community service

Mandatory participation of *student* in a special program

Mandatory participation of *parent* in a special program

Peer mediation

Student court

After-school detention

Saturday detention

Work duties, chores, or tasks as punishment

Short-term (5 days or less) withdrawal of a privilege (e.g., riding the bus, playground access, participation in athletics, use of the library)

Sending student to school counselor

Written reprimand

Parent is called or notified by mail [when a student is tardy]

Student loses a privilege or points [when a student is tardy]

Detention – lunch period or after school [when a student is tardy]

---

*Note.* Respondents were presented with a list of possible responses to student misconduct that administrators might use. They were asked to indicate whether their school makes use of each response. Response alternatives were “not used,” “used,” and “used often;” keyed responses are the latter two alternatives. Items about tardiness had a yes/no response format; keyed response is “yes.”

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Table E54

*Item Content of Scale for Range of Responses to Desirable Student Conduct*

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Material rewards (e.g., food, toys, supplies, etc.)

Redeemable token reinforcers (e.g., coupons, tokens, or paper “money”)

Formal recognition or praise (e.g., certificates, awards, postcard to the home, non-redeemable tokens)

Informal recognition or praise (e.g., happy faces, oral praise, hugs)

Activity reinforcers (e.g., access to games, free time, library, playground)

Job or privilege reinforcers (e.g., allowing student to erase the chalkboard, help the teacher, decorate the class)

Social rewards (e.g., lunch with a teacher, parties, trips with faculty)

---

*Note.* Respondents were presented with a list of possible responses to *desirable student behavior* that administrators might use. They were asked to indicate whether their school makes use of each response. Response alternatives were “not used,” “used,” and “used often;” “used often” is the keyed response. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E55

*Item Content of Scale for Disciplinary Consistency*

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The specific response would depend somewhat on which disciplinarian handled the incident.

How often does the administration's disciplinary response when a student is sent to the office depend on which teacher made the referral?

How often does the administration's disciplinary response when a student is sent to the office depend on which administrator receives the referral?

---

*Note.* Possible responses for item one were “yes” or “no;” keyed response is “no.” Possible responses for items two and three were “almost always,” “most of the time,” “about half of the time,” “rarely,” and “almost never;” keyed responses are the latter two alternatives. Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E56

*Item Content of Predictable Disciplinary Decision Making Scale*

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How often can a student who is sent to the office predict the administration’s disciplinary response because he or she knows the punishment for the offense?

How often can teachers who send a student to the office predict the administration’s disciplinary response because they know the punishment for each offense?

---

*Notes.* Possible responses were “almost always,” “most of the time,” “about half of the time,” “rarely,” and “almost never.” Keyed response is “almost always.” Copyright © 1997, 2000 Gottfredson Associates, Inc. Not to be reproduced without written permission of Gottfredson Associates, Inc.

Table E57

*Item Content of Objectives Named Scale*

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Is this program or practice intended to reduce student problem behavior (e.g., misconduct in school, delinquency, drug use, truancy, dropout)?

Is this program or practice intended to prevent or reduce gang participation?

Is this program or practice intended to increase academic performance, educational attainment, or employment?

Is this program or practice intended to increase knowledge about laws, rules, harmful effects of drugs, manners, or other factual information thought to reduce the likelihood of problem behavior?

Is this program or practice intended to increase religious beliefs?

Is this program or practice intended to increase social skills and competencies (e.g., self-management, social problem-solving, anger management, emotional perspective-taking)?

Is this program or practice intended to increase learning or job skills (e.g., study skills, job-seeking skills)?

Is this program or practice intended to increase attitudes, beliefs, intentions, or dispositions (e.g., self-esteem, belief in rules, anxiety, assertiveness, likability, commitment to education)?

Is this program or practice intended to change rules, norms, or expectations for behavior (e.g., to signal the expected behavior)?

Is this program or practice intended to change responsiveness to behavior (e.g., applying rewards or punishments in response to behavior)?

Is this program or practice intended to change opportunities for students to engage in problem behavior in and around school (e.g., limiting availability of weapons or drugs, increasing surveillance, limiting unstructured time)?

Is this program or practice intended to change organizational capacity for self-management (e.g., strengthening leadership, morale, parent or staff involvement in planning for school improvement)?

Is this program or practice intended to change parental supervision or management of their children's behavior?

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*Note.* Responses for the items were “yes” or “no.” Score is the number of the items answered “yes.”  
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