

The Effect of Coping on the Relationship Between Child Behavior Problems and  
Exposure to Community Violence in Low Risk School Children

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(ABSTRACT)

Research has found that the prevalence of community violence exposure is relatively high among suburban and urban middle school-aged children. Exposure through witnessing and victimization has been related to antisocial behavior. Active coping has been related to fewer emotional and behavioral problems, whereas avoidant coping is related to conduct disorder. This study examines effects of community violence exposure on antisocial behavior problems (in terms of school infractions) and coping as a moderator of these negative effects of violence exposure.

It was hypothesized that 1) there would be a main effect for community violence exposure such that adolescents with high levels of violence exposure (either as a victim or witness) would exhibit greater school misbehavior problems than those with low levels of exposure; 2) there would be main effects for coping such that children with high (vs. low) levels of active coping would exhibit fewer school misbehavior problems, and those with high (vs. low) levels of avoidant coping would exhibit greater school misbehavior problems.; 3) there would be an interaction effect such that children with high levels of violence exposure and high (vs. low) levels of avoidant coping and low (vs. high) levels of active coping would exhibit the greatest level of school misbehavior problems relative to all other groups.

Seventy-eight ninth grade male and female students from a predominantly rural setting were recruited and grouped according to high and low self-reports of community violence exposure and active and avoidant coping strategies. School misbehavior was measured through school discipline records.

Results indicated high prevalence rates of community violence exposure among school children in a rural setting, replicating previous findings and acknowledging violence exposure beyond at-risk and urban populations. Fifty-five percent reported being a victim of community violence and 86% reported witnessing community violence at least once in their lifetime. A significant interaction indicated that individuals with low levels of both active and avoidant coping exhibited more school infractions as well as more severe and aggressive types of infractions. In addition, for severity and aggressiveness, this interaction effect of coping on school misbehavior was strongest only in individuals with higher levels of community violence exposure.

The results of this study provide support for the position that community violence exposure exists among school-aged children in urban and rural communities and this exposure negatively impacts the behavior of children when it is combined with poor coping. Coping appears to play a role in the difference observed among children who experience community violence in relation to school misbehavior.

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# The Effect of Coping on the Relationships Between Child Behavior Problems and Exposure to Community Violence in a Rural Setting

## Introduction

Research has found that prevalence of community violence exposure is relatively high among suburban and urban middle school-aged children, particularly African-American children in low-income families, living in high crime rate urban communities (Campbell & Scwharz, 1996). Due to the violence perpetuated in such environments, children may witness and be victims of community violence. Subsequently, Knapp (1998) reported high incidents of children witnessing violence, predominantly black children in several urban areas. As reported, children witness 10% to 20% of homicides in Los Angeles. In a sample of 53 fifth-graders in New Orleans, 91% of the children reported that they had witnessed violence. Knapp (1998) also described a 1993 National Institutes of Mental Health report that indicated that 19% of younger children (first and second grade students) and 32% of older children (fifth and sixth grade students) had been victimized; whereas, 61% of the younger children and 72% of the older children reported witnessing violence. Similarly, others purport that exposure to violence is a part of everyday life for many youth in urban neighborhoods (Miller, Wasserman, Neugebauer, Gorman-Smith & Kamboukos, 1999). According to Richters (1993), little attention has been focused on the consequences of individuals living in violent environments. These experiences may lead to negative effects such as an increased risk of violent behavior throughout life (Knapp, 1998).

Researchers have examined the effects of violence in urban youth and suggest that the tendency to use violence is a consequence of exposure to violence (Schwab-Stone et al., 1995). Due to the prevalence of community violence and its reported negative effects on antisocial behavior in youth, this study will examine the relationship between exposure to community violence, in terms of witnessing and victimization, and child behavior problems in the school setting. Furthermore, coping skills will be assessed and examined as a possible moderating effect on the relationship between exposure to violence and child behavior problems in the school setting. Knapp (1998) has suggested that coping influences children's responses to violence. It has also been suggested that

schools may provide children with coping skills necessary to overcome the negative effects of community violence.

#### Child Behavior Problems and Witnessing Community Violence

Epidemiological studies have suggested that the regularity, severity, and impact of children witnessing violence is growing (Knapp, 1998). Typically, there is a larger number of children witnessing violence than being victimized by violence.

Subsequently, the relationship between witnessed community violence and child antisocial behavior has been examined in high-risk elementary school-age urban boys (Miller, Wasserman, Neugebauer, Gorman-Smith & Kamboukos, 1999). Participants in the study were 97 boys considered to be high risk because of their neighborhood, gender, and having a sibling with a juvenile conviction. Parents and children were interviewed at three different times. At Time 1, parents reported child functioning and parenting practices and behavioral observations of the family environment were conducted. At Time 2, 15 months after baseline, parents reported on child functioning and children reported their exposure to community violence. At Time 3, parents reported child functioning again and many of the children had witnessed violence in the community. For example, 84% had heard gunshots, 25% had seen someone get killed, and 75% had seen violent events. Antisocial behavior was stable over time and it was positively related to witnessed violence. Witnessed violence was also positively related to changes in antisocial behavior from Time 2 to Time 3.

An epidemiological study also revealed a relationship between exposure to urban community violence and antisocial child behaviors (Schwab-Stone et al., 1995). Sixth, 8th, and 10th grade students in an urban public school system were given a survey of high-risk indicators, attitudes, and indicators of adaptation. High-risk indicators included exposure to violence and feelings of safety. Attitudes surveyed included willingness to use physical aggression, diminished perception of risk taking, and expectations about the future. Depressed mood and anxiety, antisocial activities, alcohol use, and school achievement were used as indicators of adaptation. Results of this study indicated that exposure to violence predicted a willingness to use physical aggression and participation in antisocial activities.

## Child Behavior Problems and Victimization by Community Violence

Schwab-Stone et al. (1999) discovered a relationship between violence exposure and externalizing behavior in cross-sectional longitudinal samples of 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade students. Specifically, 18% reported being threatened, 18% reported being chased by a gang or individual, and between 5% and 10% reported being shot or shot at, attacked or stabbed with a knife, beaten or mugged, or seriously wounded. Externalizing behavior of interest associated with violence exposure was overt aggressiveness and the tendency to engage in antisocial behavior. A correlation of .74 was found between violence exposure and externalizing behavior in 1994 and .75 in 1996.

Similarly, Bell and Jenkins (1993) examined the prevalence of victimization in a sample of 1035 students between the ages of 10 and 19 living in low income and high crime areas of Chicago. 47% of these students reported being victimized, 11% being shot at, 3% being shot, and 4% being stabbed. In addition to the reports of victimization, 33% of the students reported carrying a weapon and 12% reported having injured someone with a weapon. There appeared to be a relationship between victimization and perpetration evidenced in the type of victimization and the victimization of others. That is, the most frequent type of victimization was being threatened with a knife (23%) or a gun (17%) and, similarly, the most frequent perpetration was pulling a knife (16%) on someone.

Although not specific to community violence, researchers have found a relationship between victimization by child physical abuse and behavior problems. For example, Feldman et al. (1995) focused on social behavior problems rated by parents, teachers, and peers in 106 abuse cases of 4<sup>th</sup> to 6<sup>th</sup> graders who were matched on gender, age, and ethnicity to a control classmate whose family showed no signs of maltreatment. Abused children were rated as showing higher levels of behavior problems and lower levels of adaptive functioning relative to the control children. Likewise, Widom (1989) examined the relationship of abuse to aggressive behavior and found that problem behavior manifests at an early age in abused children. Kolko (1992) also reviewed the impact of physical child maltreatment on psychosocial functioning, and concluded that physically maltreated children demonstrated more externalizing behaviors (i.e.,

aggression and delinquency). Although not directly assessing community violence, these findings support the idea that victimization affects child behavior negatively.

### The Effect of Coping

Researchers are questioning why some children do not exhibit the negative effects of community violence, particularly aggression (O’Kane, 1996). There are suggestions that exposure to violence requires children to cope with stressful events. Shakoor and Chalmers (1991), for example, found that violence exposure increases the experience of psychological disorders and stress, and they interpret this finding to suggest that children are struggling to cope in an environment over which they have little control. As such, the ability of children to cope with these violent experiences may explain why these experiences do not predict antisocial behavior in some children.

Sandler, Wolchik, MacKinnon, Ayers, and Roosa (1997) suggest that the way children appraise or interpret a situation and cope with it is one mechanism through which positive outcomes may result from stressful conditions. Coping is defined as changing cognitive and behavioral efforts in resolving stressful events (Lazarus & Folkman, 1984). The functions of coping are to manage affect and/or change a stressful or threatening situation. Thus, the adaptive process of coping involves changing behavior, beliefs, affect, and the approach to future stressful situations.

Several categorization systems have been proposed in studying the effects of coping; however, a four-dimensional model comprised of active coping, avoidance, distraction, and support seeking proves to be most adequate (Ayers, Sandler, West, & Roosa, 1996). Some of these dimensions are related to lower levels of problems. For example, active coping, which includes problem solving and positive cognitions about stressful situations, is related to fewer emotional and behavioral problems (Sandler et al., 1997). It is suggested that this positive relationship between active coping and better child adjustment may be a result of the child improving the situation or interpreting the situation as less threatening. For example, Ayers (1999) found that the children who use avoidant coping strategies, rather than active coping strategies, were more likely to report depression, decreased self-esteem and conduct disorder. Therefore, if a child is capable of improving or re-interpreting a situation through active coping, this may be a buffering influence on the negative behavioral effects of community violence.



### Gaps in the Literature

Previous studies (Huesmann et al., 1998; Miller et al., 1999; Schwab-Stone et al., 1999) have focused attention on high-risk boys in examining the effects of community violence. In addition to the emphasis on boys in a high-risk population, researchers have conducted most of the research in inner city urban areas (Bell et al., 1993; Knapp, 1998). Focusing on these areas exclusively ignores the possible effects of community violence to be found in other areas. As well, assessing the effects of community violence on antisocial behavior in high-risk populations and only in boys assumes that the general population of children is not adversely affected by community violence.

Also, in the examination of community violence exposure and its relation to child antisocial behaviors, exposure has been limited primarily to the act of witnessing violence or overall exposure has been assessed without distinguishing witnessing versus victimization (Bell et al., 1993; Miller et al., 1999; Schwab-Stone et al., 1999). Exposure to community violence, specifically through victimization has received little attention (Centerwall, 1992; Huesmann et al., 1998; Richters et al., 1993). Also, the assessment of antisocial behaviors has been limited to self-reports or parent-reports, which offer little detail about the manifestation of antisocial behaviors in particular settings, such as in the schools (Miller et al., 1999; Schwab-Stone et al., 1999). Lastly, the effect of coping has not been assessed in relation to community violence exposure (Knapp, 1998).

### Aims of Study

In contrast to previous studies (Huesmann et al., 1998; Miller et al., 1999; Schwab-Stone et al., 1999), this study focused on a general population of students, including boys and girls, rather than a subset of high-risk students in order to assess the prevalence of violence exposure and its effects. An understanding of these effects in a general population of school children will facilitate intervention and prevention of negative behavioral outcomes. More specifically, this study will contribute to the area of community violence exposure by shifting attention from urban environments and examining youth in a rural setting. Furthermore, both males and females in high school, rather than just males were studied. Additionally, community violence was assessed using the Children's Report of Exposure to Violence (CREV; Cooley et al., 1995), which assesses violence exposure both in terms of witnessing and victimization. As effects of

exposure to community violence, behavior problems will be directly assessed through reports of school infractions. Lastly, coping styles of the children were examined as a possible protective factor from behavioral problems.

Therefore, the objectives of this study were: a) to examine the prevalence of exposure to community violence via witnessing and victimization in a general population of high school-children in a predominantly rural setting; b) to assess the effects of violence exposure on antisocial behavior problems (in terms of school infractions) in this population; and c) to assess coping as a moderator of the negative effects of violence exposure. As such, the present study can facilitate a longitudinal study investigating antisocial behaviors throughout high school. Such antisocial behaviors over the long-term may include truancy, delinquency and school dropout.

### Hypotheses

The following hypotheses were set forth in this study:

#### Hypothesis 1 (Effect of violence exposure)

There will be a main effect for community violence exposure such that adolescents with high levels of violence exposure (either as a victim or witness) will exhibit greater school misbehavior problems than those with low levels of exposure.

#### Hypothesis 2 (Effect of coping)

There will be main effects for coping such that children with high (vs. low) levels of active coping will exhibit fewer school misbehavior problems, and those with high (vs. low) levels of avoidant coping will exhibit greater school misbehavior problems.

#### Hypothesis 3 (Interaction of coping and violence exposure)

There will be an interaction effect such that children with high levels of violence exposure and high (vs. low) levels of avoidant coping and low (vs. high) levels of active coping will exhibit the greatest level of school misbehavior problems relative to all other groups.

### Method

#### *Participants*

The participants in the study consisted of 78 children (57 females, 21 males) who ranged in age from 13 to 16 ( $M = 14.6$ ). The racial makeup of the students consisted of 89.1% Caucasian, 5.1% African-Americans, 1.3% Hispanic, and 1.3% Asian. The

children were recruited from a local Public High School. Approximately 116 ninth grade male and female students in health classes were petitioned to participate in this study, with participation being dependent upon parental consent and child assent. Health classes were chosen in efforts to minimize the amount of lost instructional time. Any participants identified with serious mental or emotional malfunctioning (i.e., mental retardation, psychosis, and autism) were excluded from the study. The counseling faculty identified these children.

### *Measures*

***Exposure to Community Violence (See Appendix A).*** The Children's Report of Exposure to Violence (CREV) is a self-report questionnaire designed to assess community violence exposure for children between the ages of 9 and 15 (Cooley, Turner, & Beidel, 1995). It consists of 32 items; 29 rated questions and 3 open-ended questions that allow children to indicate exposure to violence not assessed by previous questions. The 29 questions, rated on a 5-point Likert scale ranging from *never* (0) to *everyday* (4), screen the frequency of violence exposure through four mediums: media violence (film or television exposure), violence reported by others (other people's accounts of violence), witnessed violence (violence directly observed), and violence as a result of victimization (violence directly experienced). Examples of scenarios assessed in the CREV include being stabbed or killed, chased or threatened, robbed or mugged, beaten up or shot.

The CREV has demonstrated moderate to good reliability and validity. A test-retest reliability of .75 ( $p < .001$ ) was obtained using Pearson correlation coefficients for the total score of the instrument. The test-retest reliability correlations of the individual factors of media exposure and direct exposure (reported, witnessed, and victim) were .52 and .78 respectively (Cooley et al., 1995). Internal consistency was estimated using Cronbach's alpha. The alpha coefficient obtained for the instrument was .78. The alpha coefficients of the individual factors of media exposure and direct exposure were .75 and .93 respectively. Because this study does not make predictions for media or reported violence, only the victim and witness scales were used in analyses. The sums of these sub-scales were combined to form a total score for exposure. This instrument was used in the current study to determine self-reported levels of community violence exposure via victimization and witnessing. Internal consistency was calculated

as Cronbach alpha = .48 and .79 for factors of victimization and witnessing respectively. Groups were formed using a median split of victim and witness scores. Those above the median (i.e., 6.50) were placed in the high victim/witness group ( $M = 11.36$ ) and those below the median were placed in the low victim/witness group ( $M = 3.00$ ). In addition, missing item values were replaced with 0 in the analyses of the data for four participants and 32 items. This strategy was chosen to eliminate missing data and to allow all participants' data to be included in the analyses. It is a conservative solution with the effect of minimizing group differences.

***Coping Style (See Appendix B).*** The Children's Coping Strategies Checklist (CCSC-R1) is a 54-item self-report measure of children's coping behaviors (Ayers, 1999). This version assesses how children generally cope with any problem. The items are grouped by dimensions and factors. These dimensions were generated from a content analysis based on responses from children (ages 8-15). There are four major factors and eleven dimensions. The factors include Active Coping Strategies, Distraction Strategies, Avoidance Strategies, and Support Seeking Strategies. The dimensions of the CCSC-R1 include Cognitive Decision Making, Direct Problem Solving, Seeking Understanding, Positive Cognitive Restructuring, Expressing Feelings, Physical Release of Emotions, Distracting Actions, Avoidant Actions, Cognitive Avoidance, Problem Focused Support, and Emotion Focused Support. The 54 items are rated on a 4-point Likert scale ranging from *never* (1) to *most of the time* (4).

The CCSC-R1 has demonstrated moderate to good reliability and validity. The test-retest reliability correlations of the four factors of active coping strategies, avoidance strategies, distraction strategies, and support seeking strategies were .80, .64, .79, and .79 respectively. Internal consistency was estimated using Cronbach's alpha. The alpha coefficients of the individual factors of active coping, distraction strategies, avoidance strategies, and support seeking strategies were .88, .72, .77, and .75 respectively. Only the active coping and avoidance strategies factor scales were used in analyses for this study. This instrument was used in the current study to determine self-reported coping strategies. Internal consistency was calculated as Cronbach alpha = .92 and .78 for factors of active coping and avoidant strategies respectively. Groups were formed using a median split. Those above the median (i.e., 2.48) for active coping were placed in the

high active group ( $\underline{M}$  = 2.96) and those above the median (i.e., 2.46) for avoidant coping were placed in the high avoidant group ( $\underline{M}$  = 2.84). In contrast, those below the median (i.e., 2.48) for active coping were placed in the low active group ( $\underline{M}$  = 2.09) and those below the median (i.e., 2.46) for avoidant coping were placed in the low avoidant group ( $\underline{M}$  = 2.01). Missing item values were replaced with 0 in the analyses of the data for one participant and one item. Again, this strategy was chosen to eliminate missing data and to allow all participants to be included in the analyses.

*School Misbehavior (See Appendix C).* A list of all possible school infractions was obtained from school personnel. There were 146 possible infractions, but only a small number of infractions were observed in this sample (See Table 1). Ten randomly selected teachers were asked to rate the 146 school infractions along 4-point scales on the degree to which each infraction was severe and aggressive (See Appendix C). Scales ranged from *not severe/aggressive* (0) to *extremely severe/aggressive* (3). Two teachers rated the infractions incorrectly, therefore only eight of the teachers' ratings were used to create scores for the infractions. The mean rating for each infraction determined the severity and aggressiveness scores assigned to the infractions (See Table 1). Forty of the 78 participants had discipline records. The school discipline records of each participant were reviewed and the number and nature of discipline infractions was determined. These data were used to measure school misbehavior. Each participant, then, received a total score (total number of infractions), mean severity score (mean of severity scores), and mean aggressiveness score (mean of aggressiveness scores). The total score was calculated by summing the number of reported infractions. Each infraction was assigned a specific severity and aggressiveness score, and then a mean severity and aggressiveness score was calculated for each individual's reported infractions.

### *Procedures*

Permission was obtained from the Superintendent's office of Montgomery County Public Schools. Following this, permission was obtained from the principal of the participating school. Upon approval from the school board, parents of potential participants were mailed passive consent forms via registered mail with a stamped envelope returnable to the primary researcher (See Appendix D). Consent forms were returned only if the parents chose not to allow their child(ren) to participate. Assent was

obtained from those children where the researcher had received receipt of delivery of the parental consent form and also chose to participate (See Appendix E). Participants were in same sex Health classrooms. The participants were informed that it would take approximately 45 minutes to complete the questionnaires. Each participant was administered the CREV and CCSC-R1 respectively. The primary researcher administered the measures and was present to answer any questions pertaining to the measures.

It should be noted that a large number of potential participants in the male classrooms were resistant and encouraged fellow classmates not to participate in the study. Also, there were verbal conversations that suggested that these individuals had experienced community violence. Consequently, there may have been a higher rate of exposure within this population of students.

## Results

### Subject Characteristics

Descriptive statistics were computed on gender in relation to the CREV, active and avoidant factors of the CCSC-R1, and discipline infractions. Significant differences were only evident for the total number of infractions (males  $\underline{M} = 4.57$ ,  $\underline{SD} = 8.36$ ; females  $\underline{M} = 1.88$ ,  $\underline{SD} = 3.14$ ;  $t(76) = 2.08$ ,  $p = .04$ ) and avoidant coping (males  $\underline{M} = 2.14$ ,  $\underline{SD} = .46$ ; females  $\underline{M} = 2.52$ ;  $t(76) = 3.05$ ,  $p = .00$ ), indicating a greater number of infractions in males and a more avoidant coping style in females. These differences were not consistent among the criterion (i.e. total number of infractions) and predictor variables (i.e. avoidant coping) as expected if gender were accounting for the variance. Specifically, males experienced more school infractions, but females indicated a more avoidant coping style than males. There were also no gender differences among other variables. Therefore, gender was not considered further in the following analyses.

Descriptive statistics (i.e., means, standard deviations, and ranges) were also performed on the CREV, factors of the CCSC-R1 (active and avoidant strategies) and scores from discipline infractions. These data are reported in Table 2. Overall findings suggest a sample with a low frequency of exposure to community violence, few school infractions, and fairly effective coping styles. In other words, this is a relatively low-risk population.

### Prevalence Rates for CREV

Each form (i.e., witness and victim) of community violence exposure was endorsed (i.e., incident experienced at least one time). The prevalence rates of community violence exposure (i.e., witness and victim) are reported in Table 3. Prevalence rates were higher for witnessing community violence as opposed to being a victim.

Among this sample, 86% reported witnessing community violence and 55% reported being a victim of community violence at least once in their lifetime. In the form of witnessing, prevalence rates were the highest for observing a stranger being beaten up (65.4%) and observing a familiar person being beaten up (76.9%), respectively. In the form of victim, the prevalence rate of being chased/threatened (39.7%) was the highest. Being beaten up and chased/threatened were the two types of violence exposure that received the highest prevalence rates for both victim and witness categories. Overall, observing a familiar person being beaten up was observed at the highest rate of 76.9%.

### Moderating Effects of Coping

Univariate 2 (high/low violence exposure group) x 2 (high/low active group) x 2 (high/low avoidant group) ANOVAs were conducted to assess the main effects and interactions on each school infraction variable (i.e. total infraction score, mean severity score and mean aggressiveness score). For each school infraction variable, N = 13 (7 females and 6 males) in the low active, low avoidant, and low violence exposure group; N = 14 (4 males and 10 females) in the low active, low avoidant, and hi violence exposure group; N = 7 (1 male and 6 females) in the low active, high avoidant, and low violence exposure group; N = 5 (females) in the low active, high avoidant, and high violence exposure group; N = 7 (2 males and 5 females) in the high active, low avoidant, and low violence exposure group; N = 5 (1 male and 4 females) in the high active, low avoidant, and high violence exposure group; N = 12 (2 males and 10 females) in the high active, high avoidant, and low violence exposure group; N = 15 (4 males and 11 females) in the high active, high avoidant, and high violence exposure group. Results indicated no significant main effect for total infraction score. However, there was a significant interaction effect between active and avoidant coping,  $F(1,70) = 3.79, p=.05$ , whereby the highest total number of infractions occurred for individuals categorized as low in both active and avoidant coping. Refer to Figure 1.

For mean aggressiveness, results indicated a main effect for active coping,  $F(1, 70) = 7.11, p = .01$ , whereby the mean aggressiveness scores were higher for individuals categorized in the low active group ( $M = .81$ ) than those in the high active group ( $M = .45$ ). In addition, a trend toward significance was found for the interaction between active and avoidant coping,  $F(1,70) = 3.70, p = .06$ , indicating that the highest mean aggressiveness scores occurred for individuals categorized as low in both active and avoidant coping. Refer to Figure 2. However, in the high community violence exposure group, there was a significant three-way interaction effect found for active coping, avoidant coping, and community violence exposure,  $F(1,70) = 5.85, p = .02$ , whereby the highest mean aggressiveness scores occurred for individuals categorized as low in both active and avoidant coping. Yet, among the low violence exposure group, even higher mean aggressiveness scores occurred for individuals categorized as low in active coping and high in avoidant coping. Further, it appears that heightened aggressiveness scores among the high community violence exposure group also occurred for those individuals categorized as high in both active and avoidant coping. Refer to Figures 4 and 5.

For mean severity, a main effect was found for active coping,  $F(1,70) = 4.00, p = .05$ , whereby the mean severity scores were higher for individuals categorized in the low active group ( $M = 1.12$ ) than the high active group ( $M = .75$ ). Results also indicated a significant two-way interaction effect for active and avoidant coping,  $F(1,70) = 5.37, p = .02$ , whereby the highest mean severity scores among the high violence exposure group were higher for individuals categorized as low in both active and avoidant coping. Refer to Figure 3. As well, a significant three-way interaction was found for active coping, avoidant coping, and community violence exposure,  $F(1,70) = 4.63, p = .03$ , whereby the highest mean severity scores among the high community violence exposure group occurred for individuals categorized as low in both active and avoidant coping. However, among the low community violence exposure group, even higher mean severity scores occurred for individuals categorized as low in active coping and high in avoidant coping. Further, it appears that heightened severity scores among the high community violence exposure group also occurred for those individuals categorized as high in both active and avoidant coping. Refer to Figures 6 and 7.



## Discussion

The primary focus of this study was the examination of community violence exposure among school children in a rural setting, the relationship between violence exposure and school behavior problems, and the moderating effects of coping on this relationship. Similar to previous studies of urban youth (i.e., Bell & Jenkins, 1993; Campbell & Scwharz, 1996; Knapp, 1998; Miller et al., 1999), these findings revealed high rates of community violence exposure. Among 78 males and females, 55% reported being a victim of community violence and 86% reported witnessing community violence at least once in their lifetime. These prevalence rates are comparable to the 32% who reported being victimized and 72% who witnessed community violence in previous studies. These rates may have been even higher if a larger number of the petitioned participants had completed the CREV. Nevertheless, high rates of community violence exposure among ninth grade students were observed. While the frequencies of events were relatively low (i.e., the mean was 7.17), prevalence rates were high and notable.

Contrary to initial predictions, these high rates of community violence exposure did not evidence a significant main effect on greater school misbehavior problems. These results suggest that the population under study is not an at-risk population, perhaps as evidenced by the low mean frequency of violence exposure, few school infractions and fairly effective coping styles observed in this sample. As well, this population was in its first academic year in which school infractions were archived, therefore, limiting the amount of time for observing school misbehavior. On the other hand, effects of community violence exposure were found in some students depending upon their level of coping. That is, coping, as further described below, moderated community violence effects.

Another purpose of this study was to assess the effect of coping on the negative effects (i.e., school misbehavior) of community violence exposure. Researchers have questioned the effect of coping on children's outcome after experiencing community violence (O'Kane, 1996; Shakoor & Chalmers, 1991). The predicted hypothesis that individuals with high (vs. low) levels of active coping would exhibit fewer school misbehavior problems and those with high (vs. low) levels of avoidant coping would exhibit greater school behavior problems was partially supported. Individuals

categorized as high (vs. low) in the active coping group received both lower severity and lower aggressiveness scores. These results suggest that students with active coping styles exhibit less severe and less aggressive types of school infractions. This pattern was not observed for total number of infractions. In addition, there were no main effects for avoidant coping on any of the school infraction variables.

Lastly, this study assessed the interaction of coping and violence exposure. Results showed that the highest total number of infractions and mean severity scores occurred when individuals were categorized as low in both active and avoidant coping groups, with a trend toward significance for the same interaction effect in regards to mean aggressiveness scores. In other words, the main effect for active coping on fewer behavior problems, as described above, was only observed for those in the low avoidant group. Further, results indicated a significant 3-way interaction effect such that those with low levels of avoidant coping and low levels of active coping exhibited the highest mean severity and aggressiveness scores only in the high violence exposure group. Additionally, in the high violence exposure group, high active coping became a risk factor for heightened severity and aggressiveness of infractions in the low avoidant group. These results partially supported the initial hypothesis, which predicted that the greatest levels of school infractions would occur for individuals with high levels of violence exposure, high (vs. low) levels of avoidant coping and low (vs. high) levels of active coping. Specifically, coping effects were found primarily for active coping and this difference depended upon the level of avoidant coping. Surprisingly, the interaction was observed in low levels of both active and avoidant coping, rather than in low levels of active coping and high levels of avoidant coping. Nevertheless, these results suggest that low functioning in coping, active or avoidant may result in negative behavioral outcomes only in individuals with high levels of community violence exposure. It is also interesting that, for individuals with high violence exposure, active coping was associated with increased misbehavior when combined with high avoidance.

As such, the implications of this study suggest that the level of community violence exposure coupled with coping style may indeed be the critical factor in behavioral outcomes of children. The act of coping effectively may buffer the effect of this violence exposure. However, coping with low levels of both active and avoidant

strategies may not result in effective coping. This seemingly ambivalent style of coping appears to predict the worst outcome, but may reflect a lack of coping ability overall. Moreover, this style of coping may be a result of the high levels of violence exposure. For example, individuals who experience community violence with great frequency may consider their active coping strategies ineffective if the exposure continues with negative repercussions. Subsequently, these individuals' ability to cope effectively declines. Also, individuals that exercise high levels of both active and avoidant coping strategies appear to be at risk for negative behavioral outcomes. Specifically, the nature of the active coping strategies used may be more aggressive and negative. As such, these high levels of negative active coping strategies coupled with high levels of avoidant coping strategies may result in detrimental effects.

In sum, results indicated a high prevalence rate of community violence among school children (boys and girls) in a small town, replicating previous findings (Campbell & Scwharz, 1996; Knapp, 1998; Miller et al., 1999) and acknowledging violence exposure beyond at-risk and urban populations. Further, results indicated that low levels of both active and avoidant coping predict more school infractions as well as more severe and aggressive types of infractions. In addition, the effect of coping on school misbehavior was observed in higher levels of community violence exposure. This finding further supported the positive relationship observed between violence exposure and antisocial behavior (Miller et al., 1999) when individuals have difficulties in coping generally. Thus, it appears that coping has a moderating effect on the relationship between behavior problems and exposure to community violence.

#### Limitations

When examining this study, there are certain limitations that need to be considered and taken into account. First, a self-report instrument protocol inherently creates a situation of bias, which raises a potential question of validity and accuracy of the results and implications for other sources of measurement. In an attempt to control for this limitation, steps were taken to ensure that the instrument administration was standardized within the classroom and across classrooms within the same school. Thus, the results achieved are as valid and accurate as possible under the given circumstances.

Secondly, there was no validated rating system for the school infractions. Therefore ratings were based on the arbitrary ratings of teachers who endorse the infractions and who differ on their levels of conservatism. Also, teachers may have rated many infractions that had not been personally experienced which suggest a limited knowledge of the infractions. Nevertheless, random selection of teachers was the method used to control for this limitation.

Thirdly, the sample size of this study was relatively small and all petitioned participants capable of participating did not participate. Therefore, the ability to make accurate conclusions concerning this sample or generalize to other similar populations is questionable.

### Conclusion

The results of this study provide support for the position that community violence exposure exists among school-aged children in urban and rural communities and this exposure negatively impacts the behavior of children. In addition, coping appears to play a role in the difference observed among children who experience community violence in relation to school misbehavior. As such, coping strategies may predict the behavioral outcome of a child exposed to community violence (Sandler et al., 1997).

Future studies are needed in order to confirm the role of coping in positive and/or negative outcomes as a result of community violence exposure. This study has considered coping and found some support for active coping, specifically, as a protective factor. However, additional studies are needed to further understand the role of various coping strategies in relation to community violence exposure. In addition, more non-risk populations need to be examined in order to generalize the effects of coping on the relationship between violence exposure and antisocial behavior.

Nevertheless, the results of this study can be instrumental for psychologists, educators, public health officials, and others who work with youth. These results suggest that an emphasis on healthy coping may be beneficial for youth in order to effectively handle stressful situations such as violence exposure.

Table 1. School Infractions and Ratings of Aggressiveness and Severity

<b>Infraction</b>	<b>Aggressiveness</b>	<b>Severity</b>
Bus Conduct	1.43	2.00
Disrespectful	2.14	2.29
Disruption	1.57	1.57
Excessive Tardies	.50	1.50
Failure to Serve Detention	.71	1.86
Fighting/No injuries	2.50	2.50
Improper Language	2.00	2.13
Misbehavior	1.13	1.75
Noncompliance	1.37	2.13
Skipping Class	.75	1.63
Tobacco Use/Possession	.88	2.00
Unauthorized Area	1.00	1.50

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Scale: 0= Not Aggressive/Severe, 1= Mildly Aggressive/Severe, 2= Moderately Aggressive/Severe, 3= Extremely Aggressive/Severe

Table 2. Descriptive Statistics for the CREV, CCSC-R1, and Discipline Infractions

<u>Measure</u>	<u>Mean</u>	<u>SD</u>	<u>Potential Range</u>	<u>Actual Range</u>
<b>CREV</b>				
Witness	5.72	4.63	0-40	0-20
Victim	1.45	1.76	0-16	0-7
Total	7.17	5.60	0-56	0-24
<i>CCSC-R1</i>				
Active	2.22	.54	0-4	1-3.79
Avoidant	2.42	.51	0-4	1-3.50
<i>School Infractions</i>				
Total Number	2.60	5.18	0-∞	0-32
Aggressiveness				
Score	.63	.66	0-3	0-2.07
Severity Score	.94	.93	0-3	0-2.19

Table 3. Prevalence Rates (%) of Community Violence Exposure

	1	2	3	4	Total
<b><u>Witness Stranger</u></b>					
Beaten up	7.7	47.4	9.0	1.3	65.4
Chased/Threat	10.3	28.2	10.3	1.3	50.1
Robbed/Mugged	6.4	3.8	1.3	0	11.5
Shot/Stabbed	3.8	1.3	0	0	5.1
Killed*	5.1	0	1.3	0	6.4
<b><u>Witness Familiar</u></b>					
Beaten up	11.5	35.9	26.9	2.6	76.9
Chased/Threat	14.1	21.8	12.8	0	48.7
Robbed/Mugged	7.7	3.8	1.3	0	12.8
Shot/Stabbed	5.1	1.3	0	0	6.4
Killed*	1.3	1.3	0	0	2.6
<b><u>Victim</u></b>					
Beaten up	17.9	15.4	3.8	0	37.1
Chased/Threat	20.5	11.5	7.7	0	39.7
Robbed/Mugged	6.4	1.3	0	0	7.7
Shot/Stabbed	1.3	3.8	0	0	5.1

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Scale: 1= one time, 2= few times, 3= many times, 4= everyday

\*Not logically possible in Victim category

## The Effect of Coping on Total Number of School Infractions

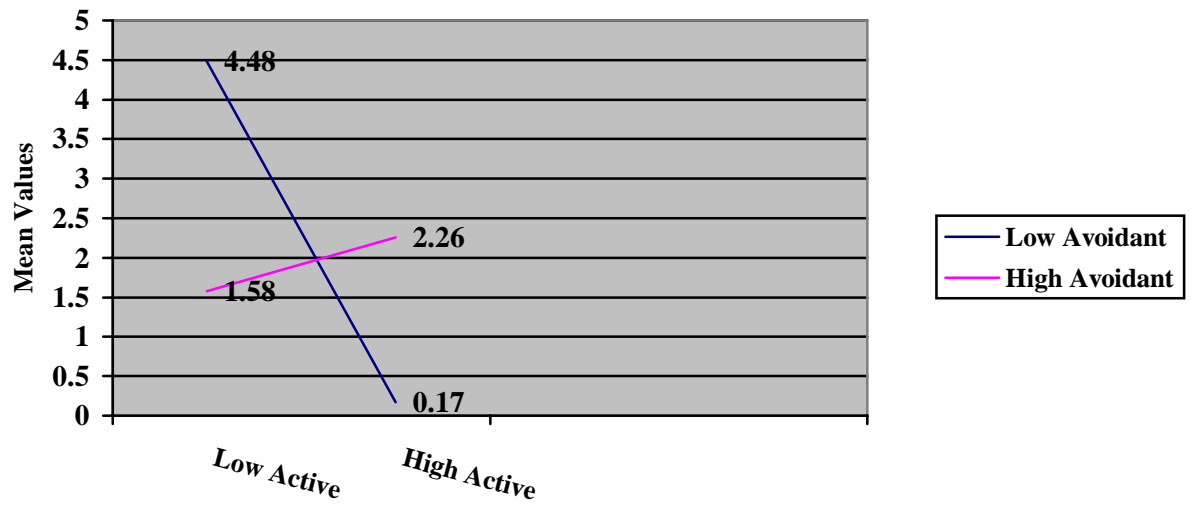


Figure 1.



## The Effect of Coping on the Aggressiveness of School Infractions

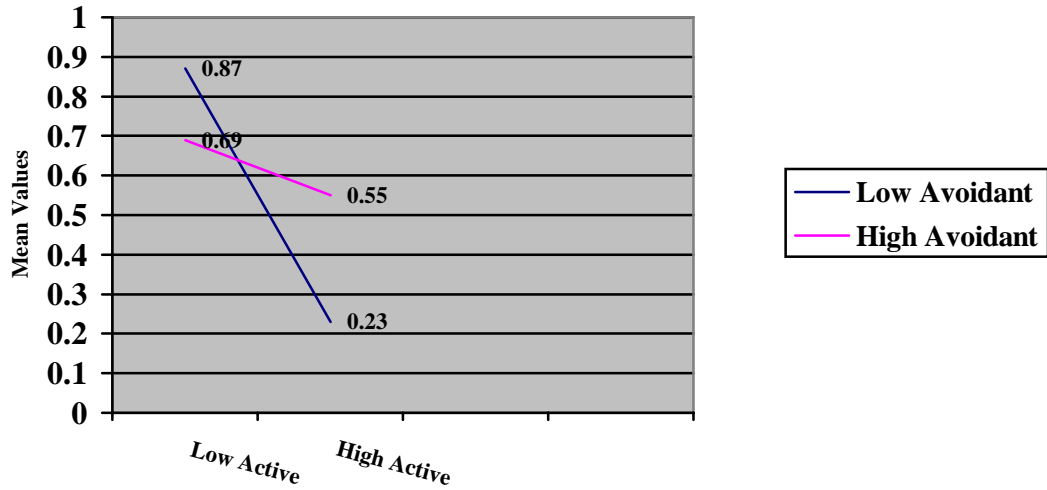


Figure 2.

## The Effect of Coping on the Severity of School Infractions

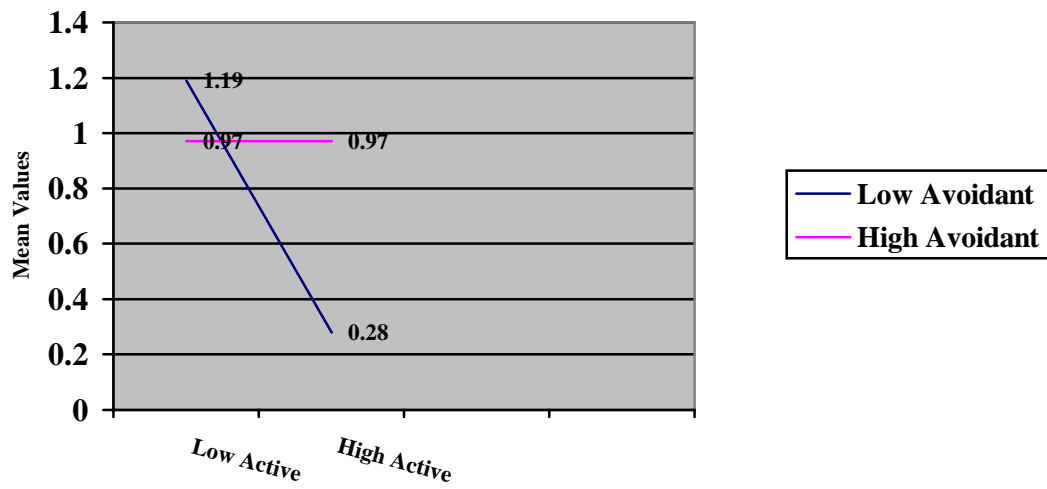


Figure 3.

### The Effect of Coping and High Community Violence Exposure on the Aggressiveness of School Infractions

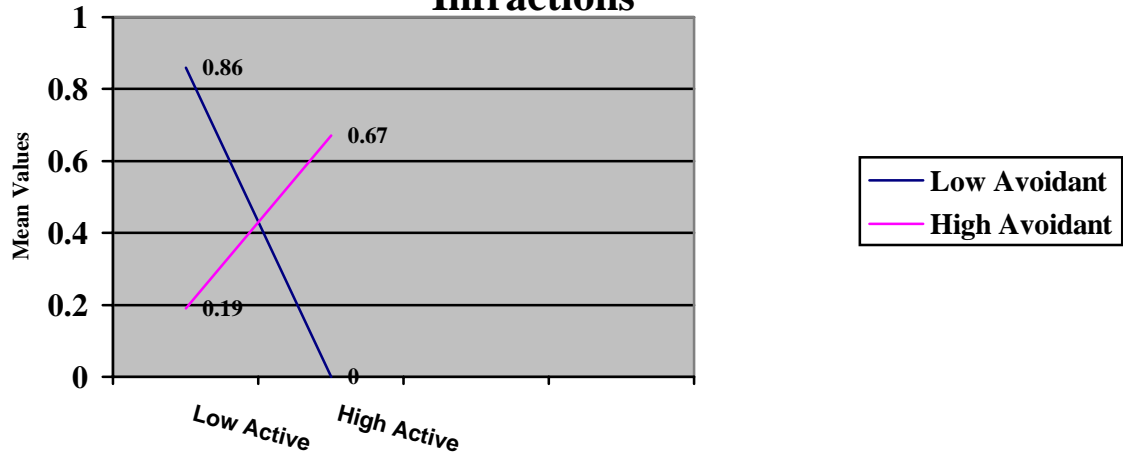


Figure 4.

### The Effect of Coping and Low Community Violence Exposure on the Aggressiveness of School Infractions

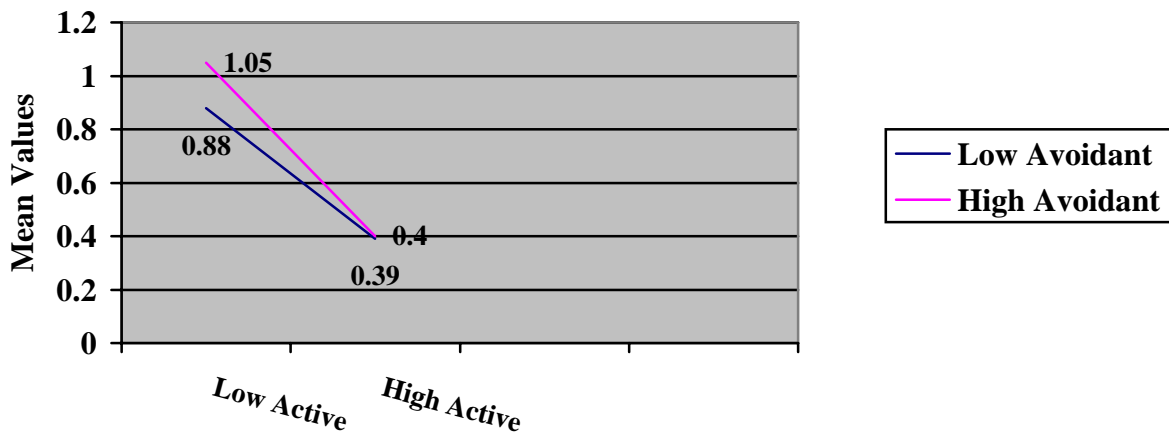


Figure 5.

## The Effect of Coping and High Community Violence Exposure on the Severity of School Infractions

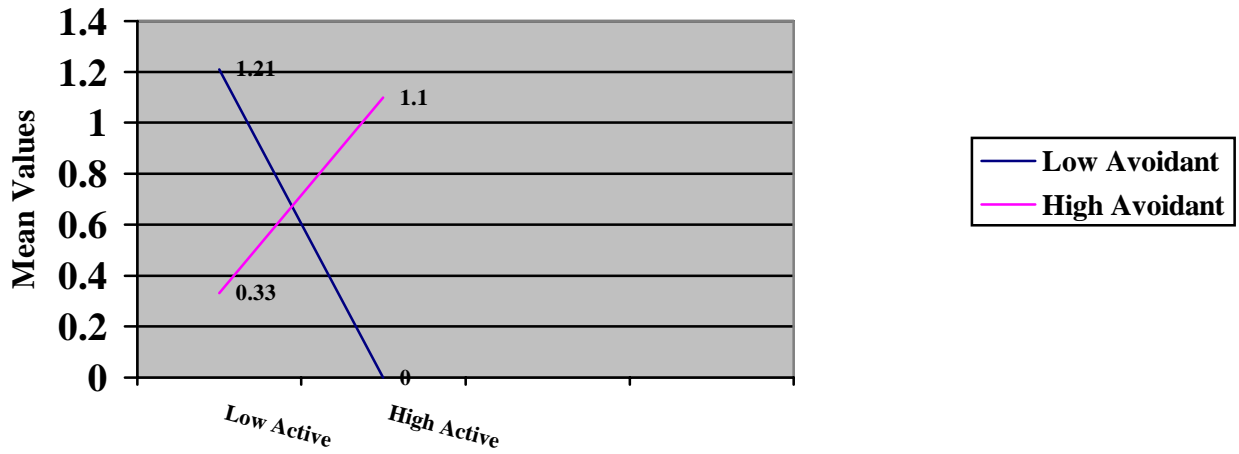


Figure 6.

## The Effect of Coping and Low Community Violence Exposure on the Severity of School Infractions

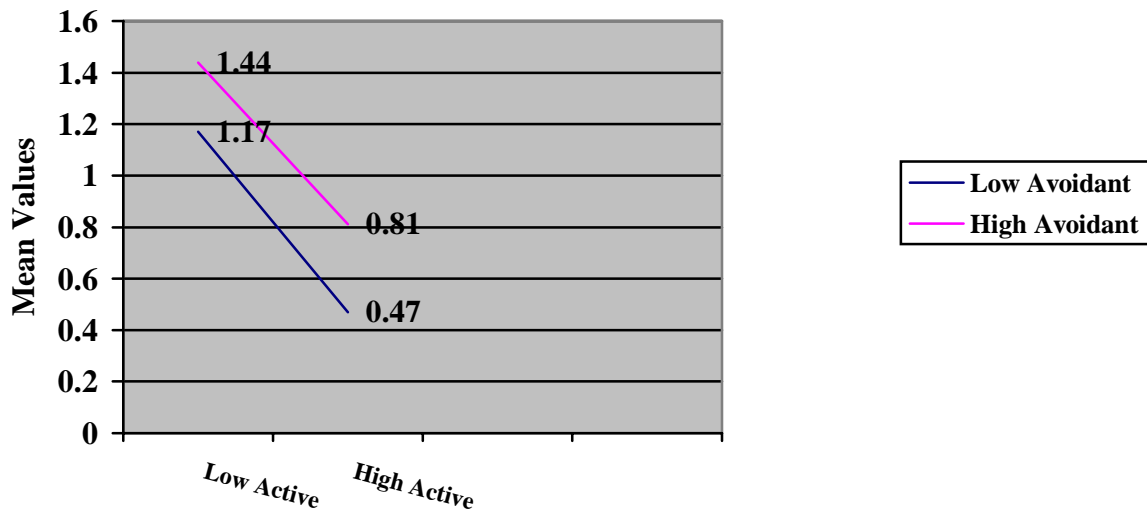


Figure 7.

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Appendix A  
BACKGROUND INFORMATION

Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher's Name \_\_\_\_\_

School \_\_\_\_\_

Age(How old are you?) \_\_\_\_\_ Years Old

When is your birthday?

Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Are you a girl \_\_\_\_\_ or a boy? \_\_\_\_\_

What race are you?

Black \_\_\_\_\_ White \_\_\_\_\_ Hispanic/Mexican \_\_\_\_\_

Indian \_\_\_\_\_ Asian \_\_\_\_\_ Other \_\_\_\_\_

CREV

Developed by M.R. Cooley, S.M. Turner and D.C. Beidel

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:**

These questions ask about **VIOLENCE**. Violence is when somebody attacks or hurts another person. The questions are about things that may have happened at home, school, or in your neighborhood. Make sure you answer each question by putting a **circle** around the phrase that is most true for you. Raise your hand if you do not understand a question.

Some questions ask about violence that you **watched on TV** or in the **movies**. This means that it did **not** happen in real life.

Some questions ask about violence that you **heard** happened to someone else. This means that somebody **told** you this happened in real life.

Other questions ask about violence that you **saw** happening to someone else. This means that you were there and saw it happening in real life.

And more questions ask about violence that happened to **you**. This means that it happened to you in real life.

**Here is a practice question:**

**Sample:** Have you ever eaten ice cream?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**THESE QUESTIONS ASK ABOUT VIOLENCE AGAINST A STRANGER. A STRANGER IS SOMEBODY YOU DON'T KNOW.**

**Has a stranger (anyone you didn't know) been beaten up (or slapped, kicked, bitten, hit, punched)?**

1. Have you ever **watched** somebody being **beaten up** on TV or in the movies?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

2. Has anyone ever **told** you that a **stranger** was **beaten up**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

3. Have you ever **seen** a **stranger** being **beaten up**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has a stranger (anyone you didn't know) been chased (had somebody come after them to hurt them) or threatened (or warned) to have their bodies badly or seriously hurt?**

4. Have you ever **watched** somebody being **chased** or seriously **threatened** on TV or in the movies?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

5. Has anyone ever **told** you that a **stranger** was **chased** or seriously **threatened**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

6. Have you ever **seen** a **stranger** being **chased** or seriously **threatened**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has a stranger (anyone you didn't know) been robbed (or held up) or mugged?**

7. Have you ever **watched** somebody being **robbed** or **mugged** on TV or in the movies?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

8. Has anyone ever **told** you that a **stranger** was **robbed** or **mugged**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

9. Did you **see** a **stranger** being **robbed** or **mugged**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has a stranger (somebody you didn't know) been shot (or hit with a bullet from a gun) or stabbed with a knife?**



10. Have you ever **watched** somebody being **shot** or **stabbed** on TV or in the movies?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

11. Has anyone ever **told** you that a **stranger** was **shot** or **stabbed**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

12. Have you ever **seen** a **stranger** being **shot** or **stabbed**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has a stranger (anyone you didn't know) been killed (shot, stabbed, or beaten to death)?**

13. Have you ever **watched** somebody being **killed** on TV or in the movies?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

14. Has anyone ever **told** you about a **stranger** being **killed**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

15. Have you ever **seen** a **stranger** being **killed**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**These questions ask about violence against familiar people. Familiar people are people you know, like friends, classmates, relatives, cousins, sisters, brothers, and parents.**

**Has anyone you know (like a friend, relative, parent) been beaten up (slapped, kicked bitten, hit, punched)?**

16. Has anyone ever **told** you about somebody **you know** being **beaten up**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

17. Have you ever seen somebody **you know** being beaten up?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has anyone you know (a friend, relative, parent) been chased (had somebody come after them to hurt them) or threatened (or warned) to have their bodies badly or seriously hurt?**

18. Has anyone ever told you that somebody **you know** was chased or seriously threatened?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

19. Have you ever seen somebody **you know** being chased or seriously threatened?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has a person you know (a friend, relative, parent) been robbed (or held up) or mugged?**

20. Has anyone ever told you about somebody **you know** being robbed or mugged?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

21. Have you seen somebody **you know** being robbed or mugged?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has anyone you know (a friend, relative, parent) been shot (hit with a bullet from a gun) or stabbed with a knife?**

22. Has anyone ever told you about somebody **you know** being shot or stabbed?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

23. Have you ever **seen** somebody **you know** being **shot** or **stabbed**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**Has anyone you know (a friend, relative, parent) been killed (shot, stabbed, or beaten to death)?**

24. Has anyone ever **told** you about somebody **you know** **being killed**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

25. Have you ever **seen** somebody **you know** being **killed**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

**These questions ask about violence that has happened to you.**

26. Have **you** ever been **beaten up** (slapped, kicked, bitten, hit, punched)?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

27. Have **you** ever been **chased** (had somebody come after you to hurt you) or **threatened** ( or warned) to have your body badly or seriously hurt?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

28. Have you ever been **robbed** (or held up) or **mugged**?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

29. Have **you** ever been **shot** (hit with a bullet from a gun or **stabbed** with a knife)?

No, Never	One Time	A Few Times	Many Times	Every Day
0	1	2	3	4

Appendix B

CHILDREN'S COPING STRATEGIES CHECKLIST-REVISION 1 (CCSC-R1)

**Instructions**

Sometimes kids have problems or feel upset about things. When this happens, they may do different things to solve the problem or to make themselves feel better. For each item below, choose the answer that BEST describes how often you usually did this to solve your problems or make yourself feel better during the past month. There are no right or wrong answers, just indicate how often YOU USUALLY did each thing in order to solve your problems or make yourself feel better during the past month.

1. When you had problems in the past month, you thought about what you could do before you did something.

Never	Sometimes	Often	Most of the time
1	2	3	4

2. You tried to notice or think about only the good things in your life.

Never	Sometimes	Often	Most of the time
1	2	3	4

3. You tried to ignore it.

Never	Sometimes	Often	Most of the time
1	2	3	4

4. You told people how you felt about the problem.

Never	Sometimes	Often	Most of the time
1	2	3	4

5. You tried to stay away from the problem.

Never	Sometimes	Often	Most of the time
1	2	3	4

6. You did something to make things better.

Never	Sometimes	Often	Most of the time
1	2	3	4

7. You talked to someone who could help you figure out what to do.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

8. You told yourself that things would get better.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

9. You listened to music.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

10. You reminded yourself that you are better off than a lot of other kids.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

11. When you had problems in the past month, you daydreamed that everything was okay.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

12. You went bicycle riding.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

13. You talked about your feelings to someone who really understood.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

14. You told other people what you wanted them to do.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

15. You tried to put it out of your mind.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

16. You thought about what would happen before you decided what to do.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

17. You told yourself that it would be OK.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

18. You told other people what made you feel the way you did.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

19. When you had problems in the past month, you told yourself that you could handle this problem.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

20. You went for a walk.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

21. You tried to stay away from things that made you feel upset.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

22. You told others how you would like to solve the problem.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

23. When you had problems in the last month, you tried to make things better by changing what you did.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

24. You told yourself you have taken care of things like this before.

Never      Sometimes      Often      Most of the time  
1                      2                      3                      4

25. You played sports.

Never	Sometimes	Often	Most of the time
1	2	3	4

26. You thought about why it happened.

Never	Sometimes	Often	Most of the time
1	2	3	4

27. You didn't think about it.

Never	Sometimes	Often	Most of the time
1	2	3	4

28. You let other people know how you felt.

Never	Sometimes	Often	Most of the time
1	2	3	4

29. You told yourself you could handle what ever happens.

Never	Sometimes	Often	Most of the time
1	2	3	4

30. You told other people what you would like to happen.

Never	Sometimes	Often	Most of the time
1	2	3	4

31. You told yourself that in the long run, things would work out for the best.

Never	Sometimes	Often	Most of the time
1	2	3	4

32. You read a book or magazine.

Never	Sometimes	Often	Most of the time
1	2	3	4

30. When you had problems during the past month, you imagined how you'd like things to be.

Never	Sometimes	Often	Most of the time
1	2	3	4

34. You reminded yourself that you knew what to do.

Never	Sometimes	Often	Most of the time
1	2	3	4

35. You thought about which things are best to do to handle the problem.

Never	Sometimes	Often	Most of the time
1	2	3	4

36. You just forgot about it.

Never	Sometimes	Often	Most of the time
1	2	3	4

37. You told yourself that it would work itself out.

Never	Sometimes	Often	Most of the time
1	2	3	4

38. When you had problems in the past month, you talked to someone who could help you solve the problem.

Never	Sometimes	Often	Most of the time
1	2	3	4

39. You went skateboard riding or roller skating.

Never	Sometimes	Often	Most of the time
1	2	3	4

40. You avoided the people who made you feel bad.

Never	Sometimes	Often	Most of the time
1	2	3	4

41. You reminded yourself that overall things are pretty good for you.

Never	Sometimes	Often	Most of the time
1	2	3	4

42. You did something like video games or a hobby.

Never	Sometimes	Often	Most of the time
1	2	3	4



43. You did something to solve the problem.

Never	Sometimes	Often	Most of the time
1	2	3	4

44. When you had problems in the last month, you tried to understand it better by thinking more about it.

Never	Sometimes	Often	Most of the time
1	2	3	4

45. You reminded yourself about all the things you have going for you.

Never	Sometimes	Often	Most of the time
1	2	3	4

46. You wished that bad things wouldn't happen.

Never	Sometimes	Often	Most of the time
1	2	3	4

47. You thought about what you needed to know so you could solve the problem.

Never	Sometimes	Often	Most of the time
1	2	3	4

48. When you had problems in the last month, you avoided it by going to your room.

Never	Sometimes	Often	Most of the time
1	2	3	4

49. You did something in order to get the most you could out of the situation.

Never	Sometimes	Often	Most of the time
1	2	3	4

50. You thought about what you could learn from the problem.

Never	Sometimes	Often	Most of the time
1	2	3	4

51. You wished that things were better.

Never	Sometimes	Often	Most of the time
1	2	3	4

52. You watched TV.

Never	Sometimes	Often	Most of the time
1	2	3	4

53. You did some exercise.

Never	Sometimes	Often	Most of the time
1	2	3	4

54. You tried to figure out why things like this happen.

Never	Sometimes	Often	Most of the time
1	2	3	4

## Appendix C

Directions: Please rate these school infractions typed in bold in terms of aggressiveness and severity by circling the appropriate number for each. Aggressiveness in this case means acting out in a forceful, hostile, and/or violent manner. Severity means the degree of seriousness. Rate these infractions according to what **you** think is aggressive and/or severe and to what degree. For example, if you think that **alcohol consumption/possession** is not an *aggressive* infraction, you would circle 0, but you think that **alcohol consumption/possession** is a moderately *severe* infraction, you would then circle 2. You will rate each infraction twice; first for aggressiveness and second for severity.

### **Alcohol Consumption/Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

### **Bullying**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

### **Bus Conduct**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

### **Cheating**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Computer Policy Violation**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Defiance**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Drug Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Drug Look Alike Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Dangerous Object**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Non-Prescription Drug Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Drug Paraphernalia Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Disrespectful**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Dress Code Violation**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Driving Offense**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Disruption**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Excessive Detentions**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Failure to Serve Detention**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**False Fire Alarm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Failure to Serve ISS**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Fighting- Minor Injuries**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Fighting- No Injuries**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
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0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Forgery**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Failure to Serve Evening School**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Fighting-Serious Illness**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Failure to Serve Sat In-School**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Failure to Serve Extended Day**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
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0                      1                      2                      3

**Harassment**

Not Aggressive    Mildly Aggressive    Moderately Aggressive    Extremely Aggressive  
0                      1                      2                      3

Not Severe            Mildly Severe            Moderately Severe            Extremely Severe  
0                      1                      2                      3

**Homicide; Faculty-Firearm**

Not Aggressive    Mildly Aggressive    Moderately Aggressive    Extremely Aggressive  
0                      1                      2                      3

Not Severe            Mildly Severe            Moderately Severe            Extremely Severe  
0                      1                      2                      3

**Homicide; Student-Firearm**

Not Aggressive    Mildly Aggressive    Moderately Aggressive    Extremely Aggressive  
0                      1                      2                      3

Not Severe            Mildly Severe            Moderately Severe            Extremely Severe  
0                      1                      2                      3

**Homicide; Faculty-Knife**

Not Aggressive    Mildly Aggressive    Moderately Aggressive    Extremely Aggressive  
0                      1                      2                      3

Not Severe            Mildly Severe            Moderately Severe            Extremely Severe  
0                      1                      2                      3

**Homicide; Student-Knife**

Not Aggressive    Mildly Aggressive    Moderately Aggressive    Extremely Aggressive  
0                      1                      2                      3

Not Severe            Mildly Severe            Moderately Severe            Extremely Severe  
0                      1                      2                      3

**Homicide; Faculty-Other**



Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Homicide; Student-Other**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Homicide; Faculty-Striking**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Homicide; Student-Striking**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Improper Language (VRBL, Gestures, Etc.)**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**ISS Limit Exceeded**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Misbehavior in ISS**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Lying**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Misbehavior**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Noncompliance**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Public Display of Affections**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Physical Assault; Faculty-Firearm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Physical Assault; Student-Firearm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Physical Assault; Faculty-Knife**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Physical Assault; Student-Knife**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Physical Assault; Faculty-Other**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Physical Assault; Student-Other**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Physical Assault; Faculty-Striking**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Prohibited School Item**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Physical Assault; Student-Striking**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Sexual Harassment-Faculty**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Sexual Harassment- Student**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Skipping Class**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Skipping School**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Sexual Assault; Faculty-Rape**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Sexual Assault; Student-Rape**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Sexual Assault; Faculty-Inappropriate Touching**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Sexual Assault; Student-Inappropriate Touching**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
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0	1	2	3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Theft**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Tobacco Use/Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Trespassing**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Threatening-Faculty**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Threatening-Student**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe

0 1 2 3

**Excessive Tardies**

Not Aggressive 0 Mildly Aggressive 1 Moderately Aggressive 2 Extremely Aggressive 3

Not Severe 0 Mildly Severe 1 Moderately Severe 2 Extremely Severe 3

**Unauthorized Area**

Not Aggressive 0 Mildly Aggressive 1 Moderately Aggressive 2 Extremely Aggressive 3

Not Severe 0 Mildly Severe 1 Moderately Severe 2 Extremely Severe 3

**Vandalism**

Not Aggressive 0 Mildly Aggressive 1 Moderately Aggressive 2 Extremely Aggressive 3

Not Severe 0 Mildly Severe 1 Moderately Severe 2 Extremely Severe 3

**Verbal Abuse/Assault**

Not Aggressive 0 Mildly Aggressive 1 Moderately Aggressive 2 Extremely Aggressive 3

Not Severe 0 Mildly Severe 1 Moderately Severe 2 Extremely Severe 3

**Verbal Threat to Faculty**

Not Aggressive 0 Mildly Aggressive 1 Moderately Aggressive 2 Extremely Aggressive 3

Not Severe 0 Mildly Severe 1 Moderately Severe 2 Extremely Severe 3

**Verbal Threat to Student**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Weapon Possession- Look Alike**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Weapon Possession- Non-Firearm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Weapon Possession- Firearm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Alcohol Consumption/Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Bullying**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Bus Conduct**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Cheating**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Computer Policy Violation**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Defiance**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Drug Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Drug Look Alike Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Dangerous Object**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Non-Prescription Drug Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Drug Paraphernalia Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Disrespectful**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Dress Code Violation**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Driving Offense**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Disruption**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Excessive Detentions**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Failure to Serve Detention**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory False Fire Alarm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Failure to Serve ISS**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Fighting- Minor Injuries**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
-----------------	--------------------	------------------------	-----------------------

**Accessory Fighting- No Injuries**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
---------------------	------------------------	----------------------------	---------------------------

Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Forgery**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Failure to Serve Evening School**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Fighting-Serious Illness**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Failure to Serve Sat In-School**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Failure to Serve Extended Day**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Harassment**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Homicide; Faculty-Firearm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Homicide; Student-Firearm**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
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0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Homicide; Faculty-Knife**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Homicide; Student-Knife**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Homicide; Faculty-Other**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Homicide; Student-Other**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Homicide; Faculty-Striking**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3

Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Homicide; Student-Striking**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Improper Language (VRBL, Gestures, Etc.)**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory ISS Limit Exceeded**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Misbehavior in ISS**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Lying**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Misbehavior**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Noncompliance**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Public Display of Affections**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Physical Assault; Faculty-Firearm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Physical Assault; Student-Firearm**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Physical Assault; Faculty-Knife**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Physical Assault; Student-Knife**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Physical Assault; Faculty-Other**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Physical Assault; Student-Other**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Physical Assault; Faculty-Striking**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Prohibited School Item**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3

**Accessory Physical Assault; Student-Striking**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Sexual Harassment-Faculty**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Sexual Harassment- Student**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Skipping Class**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Skipping School**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Sexual Assault; Faculty-Rape**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Sexual Assault; Student-Rape**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Sexual Assault; Faculty-Inappropriate Touching**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Sexual Assault; Student-Inappropriate Touching**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Theft**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Tobacco Use/Possession**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Trespassing**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Threatening-Faculty**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Threatening-Student**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Excessive Tardies**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Unauthorized Area**

Not Aggressive 0	Mildly Aggressive 1	Moderately Aggressive 2	Extremely Aggressive 3
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Not Severe 0	Mildly Severe 1	Moderately Severe 2	Extremely Severe 3
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**Accessory Vandalism**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
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0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Verbal Abuse/Assault**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Verbal Threat to Faculty**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Verbal Threat to Student**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Weapon Possession- Look Alike**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe
0	1	2	3

**Accessory Weapon Possession- Non-Firearm**

Not Aggressive	Mildly Aggressive	Moderately Aggressive	Extremely Aggressive
0	1	2	3
Not Severe	Mildly Severe	Moderately Severe	Extremely Severe

0

1

2

3

**Accessory Weapon Possession- Firearm**

Not Aggressive

Mildly Aggressive

Moderately Aggressive

Extremely Aggressive

0

1

2

3

Not Severe

Mildly Severe

Moderately Severe

Extremely Severe

0

1

2

3

Appendix D

Date \_\_\_\_\_

Dear Parent/Guardian,

I am writing to obtain your consent for your child to participate in my master's research study aimed at promoting children's adjustment in school. We are currently conducting a project examining the coping styles of middle school students. This research project is being conducted by Felicia Bowser, a graduate student in clinical psychology, under the supervision of Dr. Angela Scarpa, a licensed clinical psychologist and professor of psychology at Virginia Tech.

To participate in this project, your child will be asked to complete two questionnaires with other students on two separate days. The questionnaires will be administered during the school day at a time approved by the principal. It will take approximately one hour for your child to complete the questionnaires each day. Your child's responses will be combined with all other sixth graders' responses and his/her identity will not be revealed.

The Montgomery County School Board, as well as the Human Subjects Committee and the Institutional Review Board of Virginia Tech have approved this study.

If you agree to allow your child to participate, please keep the enclosed consent form for your records and **do not return it to the researcher**. I am sending this letter and consent form registered mail to insure that you receive all information. By not returning this form, you will be providing your consent for your child to participate. However, if you do not want your child to participate in this study, return the attached form within one week of receiving this letter. A stamp and self-addressed envelope is enclosed. Please keep the stamp for personal use if you do not use it to return the attached form.

Thank you for your time and consideration. Should you have any questions, please contact me at 231-2532 or Dr. Scarpa at 231-2615.

Sincerely,

---

Felicia Bowser  
Graduate Student  
Psychology Department of Virginia Tech

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Angela Scarpa, Ph.D.  
Licensed Clinical Psychologist  
Professor of Psychology  
Faculty Advisor

**REMEMBER, YOU DO NOT HAVE TO RETURN THIS FORM. ONLY DO SO IF YOU DO NOT WANT YOUR CHILD TO PARTICIPATE IN THIS STUDY.**

No, I do not want my child \_\_\_\_\_ to participate in your study.

My reason for not allowing my child to participate is

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Parent/Guardian Signature

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Date



## INFORMED CONSENT FORM FOR PARENT

### Purpose of this Study and Procedure

The purpose of this study is to assess activities in the community and the coping strategies experienced by middle school aged children. There will be approximately 260 students who will participate in this study. If you provide consent, your child will be given two questionnaires on two separate occasions in which each questionnaire should take 45 minutes to an hour to complete. Your child's participation is strictly *voluntary* and *he/she may stop answering the questions at any time*.

The study will be conducted in the following manner. Your child will be read a description of the study contained on an assent form and will be asked to sign it if he/she agrees to participate in the study. If your child agrees, he/she will complete the questionnaires with the examiner while seated among other students in a room at school.

### Risks

This study should not cause any discomfort. If any questions do upset your child, he/she will be encouraged to talk to you and/or the school psychologist.

### Benefits

The benefit of this study will be a better understanding of ways children cope with different situations. By answering the questions, your child is helping the school staff to better understand problem solving strategies used by middle school students and create ways to help them more with problem solving. Note there is no guarantee of benefits made to encourage you to participate. The participation of your child is completely voluntary.

### Confidentiality and Freedom to Withdraw

Any information obtained during this research will be kept confidential. However, his/her answers may be shared with the school psychologist if your child's responses indicate that he/she needs help. All information is coded after it is obtained so

there is no way to associate your child's name with the information. Such information that will carry identifying material will be kept in locked files accessible only to the researcher. Results of this study may be published or presented for scientific purposes, but your child's identity will not be revealed.

Your child's participation in this study is completely voluntary. He/she will not receive any compensation for participating. Your child may withdraw from the study at any time. If he/she decides not to finish, his/her questionnaires will be discarded.

#### Approval of Research

This research project has been approved, as required by the Institutional review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Psychology and by the Montgomery County Public School Board.

#### Permission

I have read and understand the Informed Consent and conditions of this project. I understand that my child will complete questionnaires and that he/she may withdraw from this study at any time. I have had all my questions answered. I give my voluntary consent for my child to participate in this project by keeping this form and not returning it to the researcher.

### Appendix E

#### CHILD ASSENT TO PARTICIPATE IN STUDY

A student from Virginia Tech has asked me to be in a study. I am being asked to fill out two questionnaires that ask questions about the way I solve problems and my experiences in the community. I will listen to the questions and read along as the tester reads the questions to me. I will follow the directions given on each questionnaire. It will take me about 45 minutes to finish each questionnaire.

I understand that I will not receive anything for completing these questionnaires. If I do not want to be in the study, I do not have to. I understand that my answers to the questions are private, but there may be a time when something I say must be told to a counselor or my parents to help me, specifically if I am being hurt or if I am going to hurt someone else.

If I have any questions now, I can ask the tester. If I have any questions after the study is finished, I can talk to the school psychologist.

I can stop being in this study at any time. Even if I do say I want to be in this study now, I can change my mind after I start. I understand what I am asked to do and who to ask if I have a question.

I want to say “yes” to be in the study.

\_\_\_\_\_  
Child’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness’s Signature

\_\_\_\_\_  
Date

**FELICIA M. BOWSER**

**EDUCATION**

**Virginia Polytechnic Institute & State University**, M.S., Clinical Psychology,  
March 2001

Thesis Title: The Effect of Coping on the Relationship between Child  
Behavior Problems and Exposure to Community Violence in Low Risk  
School Children

Thesis Chair: Angela Scarpa, Ph.D.

**Fisk University**, B.A., summa cum laude, Psychology, May 1996

Certification: Elementary Education 1-8  
GPA: 3.77

**EXPERIENCE**

*Clinical*

Department of Social Services Extern, August 2000-Present

Montgomery County  
Christiansburg, VA  
Supervisor: Angela Scarpa, Ph.D.

Conduct psychological assessment on children and adults. Assessment methods include administration of the WISC-III, WAIS-III, MMPI, ADIS-IV, BDI, CDI, MASC, and a clinical interview. Provide parenting classes and individual/couples therapy. Conduct home visits and attend staff meetings.

Graduate Clinician, October 1999-May 2000  
Christiansburg High School, Christiansburg, VA  
Supervisors: Angela Scarpa, Ph.D.  
Carl Williams, M.S.

Provided group therapy to antisocial youth implementing the EQUIP Program.

Graduate Clinician, August 1998-May 2000  
Psychological Services Center and Child Study Center, Virginia Polytechnic Institute & State University, Blacksburg, VA

Supervisors:  
August 1999-May 2000 Angela Scarpa, Ph.D.  
Richard Eisler, Ph.D.  
August 1998-May 1999 Robert S. Stephens, Ph.D.

Participated on practicum team and provided outpatient counseling and assessment. Collaborated with Department of Social Services and provide therapy to clients.

### *Teaching*

Graduate Teaching Assistant, August 1998-May 1999  
Department of Psychology, Virginia Polytechnic Institute & State University, Blacksburg, VA

Taught two Introductory Psychology lab courses. Prepared quizzes for the course and assigned and graded essays. Proctor lecture exams. Wrote summary for course supplemental text and workbook.

Elementary School Teacher, August 1996-August 1998  
Betty Best Elementary School, Houston, TX

Planned and implemented academic instruction.

## *Research*

### Research Assistant, January 2000-Present

Department of Psychology, Virginia Polytechnic Institute & State University,  
Blacksburg, VA

Supervisor: Angela Scarpa, Ph.D.

Gathered assessment tools for community violence study. Created database and administer questionnaires to study participants. Supervise data entry

Thesis Research, December 1999-February 2001, Department of Psychology,  
Virginia Polytechnic Institute & State University, Blacksburg, VA

Proposed study examining the moderating effect of coping on the relationship between community violence exposure and school behavior problems.

### Research Assistant, August 1998-Present

Department of Psychology, Virginia Polytechnic Institute & State University,  
Blacksburg, VA

Supervisor: Angela Scarpa, Ph.D.

Assisted in preparing for the running of subjects in aggression study. Specific responsibilities included scheduling assistants and preparing subject forms. Train undergraduate assistants, schedule subjects, run subjects and manage participant incentive receipts.

### Research Assistant, January 1999-December 1999

Department of Psychology, Virginia Polytechnic Institute & State University,  
Blacksburg, VA

Supervisor: Angela Scarpa, Ph.D.

Gathered assessment tools for the Department of Social Services assessment battery and constructed structured interview.

### Research Assistant, August 1998-December 1999

Department of Psychology, Virginia Polytechnic Institute & State University,  
Blacksburg, VA

Supervisor: Angela Scarpa, Ph.D.

Brainstormed and gathered family assessment tools for school safety project.

### Research Participant, Summer 1994

Howard University Summer Research Program, Washington, D.C.

Assisted professors and graduate students and conducted independent research.

### *Other Professional Experience*

ASSIST Program, Undergraduate Mentoring Program, August 1998-Present  
Department of Psychology, Virginia Polytechnic Institute & State University,  
Blacksburg, VA

Responsible for providing African-American undergraduate students with  
academic and career information pertaining to psychology and aiding in personal  
growth and development.

#### Work Study Assistant, August 1998-November 1999

Psychological Services Center and Child Study Center, Virginia Polytechnic and  
State University, Blacksburg, VA.

Supervisor: Lee Cooper, Ph.D.

Prepared weekly reports of clinic contact hours and reviewed client charts.  
Performed a variety of other tasks as assigned.

#### Field Representative, June 1999-July 1999

Nashville Center for Career Advancement, Nashville, TN

Monitored and taught academic skills to youth in a summer employment program.

#### Evaluator, May 1999-June 1999

Measurement Incorporated, Nashville, TN

Scored standardized achievement tests.

#### Therapeutic Preschool Volunteer, 1993-1995

Lloyd C. Elam Mental Health Center, Nashville, TN

Assisted teachers with classroom preparations and served as receptionist.

### **POSTERS/PRESENTATIONS**

Bowser, F., Scarpa, A., Ollendick, T., & Jones, R.T. (September 2000). The  
relationship between child behavior problems and exposure to community violence in  
school children. 5<sup>th</sup> National Conference on Advancing School-Based Mental Health  
Programs.

Scarpa, A., Hirai, M., Fikretoglu, D., Bowser, F., & Romero, N. (October 2000).  
Emotional and behavioral correlates of reactive and proactive aggression in children.  
The Kansas Conference in Clinical Child Psychology.

Scarpa, A., Romero, N., Fikretoglu, D., Bowser, F. M., & Wilson, J. W. (November 1999). Community violence exposure and aggression: Biosocial interactions. Paper presented at the meeting of the American Society of Criminology, Toronto, Canada.

Scarpa, A., Bowser, F. M., Fikretoglu, D., Romero, N., & Wilson, J. W. (October 1999). Effects of community violence II: Interactions with psychophysiological functioning. Paper presented at the meeting of the Society for Psychophysiological Research, Grenada, Spain.

Scarpa, A., Fikretoglu, D., Bowser, F. M., Romero, N., & Wilson, J. W. (October 1999). Effects of community violence I: Relationship between psychologic and psychophysiological functioning. Paper presented at the meeting of the Society for Psychophysiological Research, Grenada, Spain.

Wilson, J. & Bowser, F. (March 1999). Emotional aggression in children. 3<sup>rd</sup> Annual Virginia Collegiate Psychology Conference.

## **HONORS/ AFFILIATIONS**

Recipient, State Dean's Fellowship  
Recipient, Dr. Francine Kee Peterson Memorial Scholarship Award  
Recipient, Dan Galper Award  
Phi Beta Kappa  
Beta Kappa Chi Scientific Honor Society  
National Dean's List  
Psi Chi National Honor Society, President (1994-1996)  
Who's Who Among American Colleges and Universities  
Minority Undergraduate Students of Excellence  
Fisk University's Academic Scholarship Award (1992-1996)  
Delta Sigma Theta Sorority, Incorporated  
Student Member, Association for the Advancement of Behavior Therapy (AABT)  
Student Affiliate, American Psychological Society (APS)