

**IMPACT OF COMMUNITY VIOLENCE ON AFRICAN-AMERICAN  
CHILDREN AND ADOLESCENTS IN A HIGH VIOLENT CRIME  
NEIGHBORHOOD**

by

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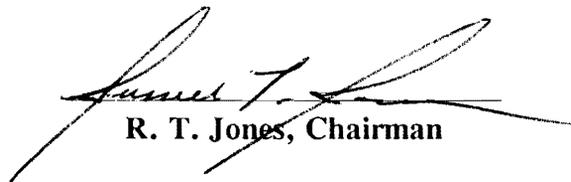
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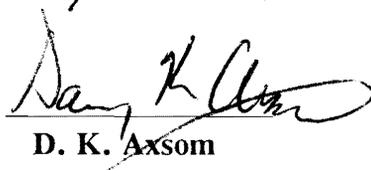
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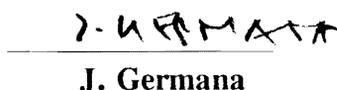
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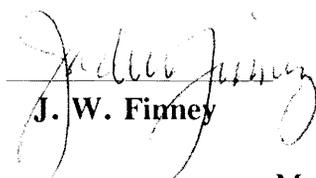
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# IMPACT OF COMMUNITY VIOLENCE ON AFRICAN-AMERICAN CHILDREN AND ADOLESCENTS IN A HIGH VIOLENT CRIME NEIGHBORHOOD

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(ABSTRACT)

This project examined psychosocial functioning associated with exposure to a chronic stressor, namely, community violence among randomly selected 8 to 17 year-old African-American children and adolescents residing in a relatively high violent-crime neighborhood. A structured psychiatric interview, the Diagnostic Interview for Children and Adolescents-Revised, and self-report measures including Sexual Abuse Fear Evaluation, Horowitz Impact of Events Scale, and Children's Depression Inventory were administered. Consistent with previous findings, the results indicate that inner-city African-American children are exposed to a considerable amount of community violence. As predicted, high levels of exposure to community violence was significantly associated with various measures of psychological distress, particularly with externalizing symptomatology. Additionally, regression analyses revealed that exposure to community violence added significant variance above and beyond that contributed by pertinent demographic characteristics. Partial support was found for the hypotheses that number and quality of social supports as well as self-perceived competence (self-esteem) across various domains moderated the relationship between

exposure to community violence and psychological distress. Discussion of the relatively low levels of PTSD, fear, and depression are discussed in terms of sample characteristics and cross-cultural relevance of current diagnostic nosology, as well as, instruments measuring psychological distress. Findings are also discussed within the context of the Conservation of Resources Model of stress.

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## **Introduction**

The violence epidemic gripping our nation is pervasive, affecting millions of Americans by devastating families, communities, and wasting young lives. Annually, one and a half million women experience severe violence in the form of spousal battery (Sugg & Inui, 1992). One and a half million individuals are victims of assault (Novello, Shosky, Froehlke, 1992). More than two million suffer nonfatal injuries (Houk & Warren, 1991), and approximately 50 thousand die prematurely as a result of homicide or suicide (Koop & Lundberg, 1992). Approximately, 1 out of every 10 U.S. households is also affected by violent crime (Cicchetti & Lynch, 1993). These numbers are indicative of the public health emergency engendered by violence, and mandate that this phenomenon be placed at the forefront of America's health care agenda.

Violence as a public health emergency is due largely to its psychosocial and economic consequences. In terms of psychosocial consequences, a recent national survey estimated that 3.1 - 4.7 million Americans annually receive professional counseling as a result of violence (Cohen, 1993). Although statistics are lacking, one can presume that violence reduces the quality of life for victims and their families, and fear of victimization severely restricts the range of normal activities by many Americans (U.S. Congress, Office of Technology Assessment, 1991). Economically, irrespective of law enforcement expenditures, the direct costs associated with violence include the loss of tax revenue due to the flight of businesses from urban areas, and the 5-6 billion-dollar annual cost of professional counseling as a result of criminal victimization (Cohen, 1993). Trauma

centers in many metropolitan areas are also facing financial crises as a direct result of the overwhelming numbers of inadequately insured victims of violence (U.S. Congress, Office of Technology Assessment, 1991).

Of all the adverse consequences of violence, most disturbing has been its increasing and devastating impact upon children. For example, America's youth homicide rate is 20 times higher than any other industrialized nation, and "represents a national disgrace" (Roper, 1991, pp. 229). In addition witnessing violence can have pernicious effects on children and adolescents, and serves as a major risk factor in the etiology of aggression (McNally, 1991; Neal & Turner, 1991; U. S. Congress, Office of Technology Assessment, 1991). Consequently, children have become intimately acquainted as victims and witnesses to the violent epidemic engulfing America.

That is, children have become victims and witnesses to daily incidents of community violence (Richters & Martinez, 1993). For example, almost every child in a Chicago public housing development had seen a shooting by age five (Bell & Jenkins, 1991). Similarly, a study of a Chicago school found that 26 percent of the children had witnessed shootings, and 29 percent had witnessed stabbings (Novello et al., 1991). Moreover, 17% of children in Detroit witnessed a murder in 1985 (Novello et al., 1991). Nationally, implications of these data indicate the emergence of an epidemiological mental health problem of frightening proportion (Garmezy, 1986).

The National Crime Survey Report (1991) estimated that more than 600,000 youth, 12-19 years of age, were victims of violent crimes involving robbery, simple

assault, aggravated assault, and rape (Fingerhut & Kleinman, 1990). Pynoos and Eth (1984) reported that of the two-thousand homicides which occurred in Los Angeles county, approximately 200 were witnessed by children. These statistics are a grim indicator of the number of children that are annually exposed to community violence as both victims and witnesses.

One group of children who seem particularly vulnerable to the current violent epidemic is urban African-Americans. Homicide is the fifth leading cause of death among African-Americans (O'Carroll & Mercy, 1986), and the number one cause of death among African-American males and females 15-24 years of age (cited in Rosenberg, 1989). Black males aged 15-24 are 7 times more likely to be murdered than similarly aged Caucasian males (Fingerhut & Kleinman, 1990). Black females are also represented in these appalling statistics. The homicide rate for Black females is 3.5 times higher than for similarly aged Caucasian females (cited in Mercy, Rosenberg, Powell, Broome, & Roper, 1993). Finally, violence-related injury rates for African-Americans aged 15-49 in a Philadelphia community surpassed any other type of injury (Wishner, Schwarz, Grisso, Holmes, & Sutton, 1991). Violence is not uniquely an African-American problem; however, the major brunt of this epidemic is being felt by children living in urban African-American communities.

The pervasive and serious problems presented by violence and experienced by many urban African-American children suggest that research attention should be directed toward ascertaining the mental health effects of such exposure. The present study seeks

to determine the extent to which African-American youth have been exposed to community violence, and to determine the psychosocial effects of such exposure. Consequently, this study examines association between self-reported violent events and psychological functioning in an African-American sample of 11-17 year-old children and adolescents residing in a relatively high violent-crime, urban community. Initially, reasons for targeting African-American youth are presented. Second, violence is defined. Third, the literature pertaining to community violence is reviewed. Fourth, factors related to whether or not youth will manifest psychological distress following exposure to community violence is discussed. Fifth, a conceptual model that may enable researchers to examine the aforementioned factors is also presented. Finally, a discussion of how these factors and the aforementioned conceptual model may explain the development of psychological distress in African American youth who experience or witness community violence is provided.

#### Rationale For Targeting African-American Youth

Although increased empirical attention has been given to the mental health consequences of children exposed to a variety of traumatic events, such as kidnaping (Terr, 1979), sexual abuse (McLeer, Deblinger, Henry, & Orvaschel, 1989), parental murder (Malmquist, 1986), and sniper attack (Pynoos, Nader, Frederick, Gonda, & Studer, 1988), only scant empirical attention has addressed the psychosocial effects for African-American children and adolescents exposed to chronic community violence (Martinez & Richters, 1993). The paucity of research examining the effects of violence on

African-Americans is unfortunate inasmuch as crime and violence disproportionately involve members of low SES ethnic minority communities (Wolfgang & Cohen, 1987). Also, traumatic events of human design, such as violence, have longer-lasting and more severe effects than events of natural origin (Beigel & Berren, 1985; Malmquist, 1986).

Targeting the effects of exposure to violence in urban African-American children and adolescents is imperative for several reasons. First, there is growing empirical evidence suggesting that violence against African-Americans is significantly higher than for other racial groups (Freeman, Mokros, & Poznanski, 1993; Wolfgang & Cohen, 1987; Wyatt, 1985). For example, urban African-American youth experience more violence than youth residing in middle-to-upper class communities (Gladstein, Rusonis, & Heald, 1992). It has already been noted that homicide has emerged as the number one cause of death among African-American males and females aged 15 to 24 (Rosenberg, 1989). Moreover, the absolute numbers are quite staggering, as 20, 315 young African-American males died via homicide between 1978 and 1987 (Center for Disease Control (CDC; 1991), a figure representing over a third of those killed during the entire Vietnam conflict. Additionally, between 1973 and 1990 the rate of victimization from crimes of violence for African-Americans ranged from 33.4 to 49.7 per hundred thousand, while for Whites it ranged from 27.5 to 33.4 (Bureau of Justice Statistics, 1992). African-Americans are also more likely to be robbed (Lurigio & Resick, 1990), and African-American females are more likely to experience sexual assault and rape, than other racial groups in America (Wyatt,

1985). No other American community has had to face such victimization in the modern era.

Second, African-American youth are more likely to live in urban areas that are typically impoverished and crime-ridden (Houk & Warren, 1991). Chronic exposure to community violence, coupled with impoverishment, appears to be a fertile breeding condition for varying levels of psychological distress. However, not everyone impoverished and exposed to chronic community violence evolves into a mental health or criminal justice system causality. Consequently, understanding how impoverished African-American youth adjust to the threats and challenges posed by chronic exposure to community violence may serve as a useful heuristic in understanding and treating stress-related childhood psychopathology. That is, studying urban African-American youth may allow us to find those correlates of resilience/protection, and, subsequently, lead to the development of better informed and more ecologically valid intervention strategies.

Third, a history of violent victimization has been associated with violent behavior (Pynoos & Nader, 1990; Summary Report of the American Psychological Association Commission on Violence and Youth, 1993; Wolfgang, Figlio, & Sellin, 1972). For example, Durant, Cadenhead, Pendergrast, Slavens, and Linder (1994), found that the strongest predictors of the use of violence among urban Black adolescents were previous exposure to violence and a history of victimization. The fact that violence disproportionately involves members of lower SES ethnic minority communities not only as victims, but as perpetrators as well (Wolfgang & Cohen, 1987), suggests that research

should target this population. Although the relationship between higher victimization and violent offending rates among African-Americans can be accounted for almost exclusively by socioeconomic factors (Durant et al., 1994), this finding fails to abdicate psychology's responsibility to ascertain the effects violence exposure has on this population. If we are going to make a difference as a profession in circumventing the deleterious effects that crime and violence have on our nation, and in many urban communities, we need to understand better those who suffer the most, urban African-American youths.

Fourth, and probably the most obvious reason to target urban African-American youth, is the changing demographics of the American population. Recent demographic shifts indicate that there is a "darkening" of the US population with the children of tomorrow increasingly more likely to be children of color (cited in Isaacs & Benjamin, 1991). Consequently, gathering information on how children of color adapt to the challenges posed by their environment may help prepare mental health professionals to treat these youth in a culturally competent manner. As McLoyd (1990) notes "minority children constitute a rapidly growing segment of the population on whose competence and productivity America will increasingly depend; hence, it is myopic, costly, and perilous to ignore the cultural, ecological, and structural forces that enhance and impede their development" (p. 263).

Finally, targeting children of color may enable mental health professionals to better understand how this population manifest stress-related symptomatology. Ethnicity has been found to influence patterns of coping, defensive styles, manifestation of anxiety and

depressive symptomatology, and emotions such as anger, fear, and guilt (Fitzpatrick, 1993; Isaacs & Benjamin, 1991). For example, Isaacs and Benjamin note that some ethnic groups reinforce internalizing symptoms, while others reward externalizing symptoms. They suggest that "Children learn patterns of illness and dysfunctional behavior that are culturally reinforced and tolerated" (p. 15). Consequently, targeting African-American youth may serve to enhance our collective knowledge of the role culture/ethnicity play in stress-related psychopathology and may serve as a useful heuristic in designing effective intervention strategies.

In summary, targeting the effects of exposure to community violence in urban African-American youth can increase our understanding of stress-related childhood psychopathology, increase our knowledge of the effects violence exposure has on children, help prepare mental professionals to treat a multicultural clientele, and serve as a useful heuristic in developing well-informed and culturally competent intervention strategies.

### Definitions of Violence

Violence has been defined as the intentional use of physical force to cause harm to others or with the intent to cause harm to oneself or another (Rosenberg, 1989; Rosenberg, O'Carroll, & Powell, 1992). The American Psychological Association (APA) Commission on Violence and Youth defined violence as "immediate or chronic situations which result in injury to psychological, social or physical well-being of all individuals or groups" (1992, pp. 1). This APA commission also defined interpersonal violence as "behavior by persons against persons that threatens, attempts, or completes intentional

infliction of physical or psychological harm" (1992, p. 1). Community violence has been subsequently defined by Cooley, Turner, and Beidel (1994) as "aggression inflicted by a person or persons in the community" (p. 10). Violence in its varying manifestations can be quite terrifying and may have immediate and long-term psychological consequences for youth so exposed (Figley, 1992; Pynoos & Eth, 1984; Rynearson, 1984). Although the literature is sparse, several recent studies have examined youth's exposure to community violence. These studies will now be reviewed.

### Effects of Community Violence on Children and Adolescents

In one of the first systematic efforts at assessing children's reactions to community violence, Pynoos et al. (1987) interviewed children one month after a fatal sniper attack on an elementary school playground. They found that PTSD symptoms covaried significantly with proximity to the violence. Children who were on the play ground at the time of the shooting experienced more moderate to severe PTSD symptoms than children who were in their respective classrooms (77% vs. 67%). Conversely, children on their way home or on vacation at the time of the shooting experienced mild or no PTSD symptoms, 74% and 83%, respectively. Children's symptoms paralleled those of adults suffering from PTSD, including intrusive imagery, nightmares, fear of recurrence, loss of interest, and constricted affect. Similarly, Fitzpatrick and Boldizar (1993) found that being victimized and witnessing violence were significantly related to reporting PTSD symptoms in a sample of 7 to 18- year-old low income African-American youth.

Richters and Martinez (1993), using a school-based sample of children from a moderately violent crime neighborhood, found that highly distressed (defined as elevated anxiety and depression ratings on the Checklist of Child Distress Symptoms [CCDS] developed specifically for this study by the authors) fifth and sixth graders were more likely than others to have witnessed drug deals, people being arrested, and someone carrying an illegal weapon. High distress was also associated with witnessing someone being slapped, punched, or hit by a family member. High-distress among first and second graders (elevated depression, anxiety/intrusive thoughts, sleep problems) was associated with witnessing drug deals and a gun in the home. Similarly, Osofsky, Wewers, Hann, and Fick (1993) found a significant relationship between exposure to community and family violence and overall stress symptoms observed in fifth graders.

Depressive symptomatology has also been found to be associated with community violence exposure. For example, Fitzpatrick (1993), using a school-based sample of African-American youth, found that victims of violence reported more depressive symptomatology, although witnessing violence was not significantly related to depression. Similarly, Freeman et al. (1993) found that 6-12 year-old urban youth who reported violent traumatic events happening to themselves, relatives, or friends were significantly more likely to report depression, dysphoric mood, low self-esteem, and worries about death or injury than children without such histories.

Although PTSD and depressive symptomatology have dominated the early studies of community violence exposure, clinical and descriptive case studies have noted declines

in cognitive functioning and school performance, lowered self-esteem, and increased aggressiveness and antisocial behavior in African-American youth (Shakoor & Chalmers, 1991). For example, Terr (1981), in addition to observing heightened anxiety, kidnap related fears and PTSD symptomatology, also observed perceptual distortions, poor concentration, and impaired school performance in traumatized children (following the Chowchilla kidnaping). Dyson (1989), in a study of children from a school in a high-crime area who had witnessed the murder of a family member, also observed behavior problems and poor academic functioning. Similarly, Dyson (1990) and Pynoos and Nader (1988), found that children exposed to violence exhibited behavior problems and poor school performance.

The association between childhood victimization and later antisocial behavior (for reviews see Widom, 1989a, 1989b) has received some attention in both the scientific and popular press, specifically as it relates to child abuse and neglect. Only recently have investigators begun to examine the association between community violence exposure and use of violence among African-American youth. For example, Durant et al. (1994) found that self-reported use of violence among African-American adolescents was significantly related with indices of previous exposure to violence. Although the data are limited, there appears to be an association between violence exposure and aggression.

To summarize, the development of psychosocial difficulties has been associated with children's exposure to community violence. Chief among these difficulties is PTSD. However, anxiety and depression have also been reported. Furthermore, although

understudied, it is likely that externalizing forms of psychopathology also exist. Inasmuch as all children exposed to community violence fail to evince psychosocial difficulties, a discussion of factors related to differential manifestation of disorder in this population will now be presented.

### Factors Related to Manifestation of Psychological Distress

Chronic exposure to community violence, coupled with impoverishment, would appear to be a fertile breeding condition for varying levels of psychological distress. However, not everyone impoverished and exposed to chronic community violence develops into a mental health or criminal justice system casualty. Several factors may account for these differential effects. These factors include mastery, locus of control, social support, coping and demographic characteristics.

Mastery refers to two interrelated ideas. The first idea is an individual's awareness of his or her destiny. The second idea is the individual's awareness of the consequences of certain actions that may enable him or her to attain their destiny (Hobfoll & Lerman, 1988, pp. 566). Mastery was found to be a robust resource, useful across varying circumstances for a group of Israeli mothers with acutely- or chronically-ill children. That is, mastery contributed significantly to post-trauma adjustment. In addition, Hobfoll, London, and Orr (1988) found that mastery had a direct positive effect on psychological well being of both sexes in a sample of 220 men and women, many of whom were combat veterans.

Locus of control refers to the general belief that reinforcement from one's environment is contingent or noncontingent upon one's behavior (Rotter, 1966).

Individuals who perceive that an event is contingent upon their own behavior and that the environment is responsive to their needs are said to have an internal locus of control (Derlega, Winstead, & Jones, 1991). Conversely, individuals who perceive an event as noncontingent and as occurring as the result of chance, luck, or powerful others, and that their environment is generally unresponsive to their needs are said to have an external locus of control. Research has suggested that individuals with an external locus of control are more likely to respond to stressors with increased anxiety and depression than internally oriented individuals (Derlega et al., 1991). Furthermore, research has indicated that blacks and lower SES individuals tend to be relatively more externally oriented (Rotter, 1966). Generally, impoverished African-American children and adolescents may be higher on measures of external locus of control, owing to life experiences characterized by instability and unpredictability engendered by external control agents or agencies, such as unemployment, governmental welfare policies, and racial prejudice (Anderson, 1991). The extent to which individuals are internally oriented may predict more favorable outcomes when confronted with traumatic events such as community violence.

Social support refers to interpersonal interactions that attempt to provide aid or give advice (Hobfoll & Lerman, 1988). It is posited to be an important factor in attenuating the adverse effects of violence exposure in children. For example, Anna Freud's reports of children exposed to the trauma of World War II noted that children in the care of their mother's or a familiar mother substitute were spared psychological devastation (cited in Garbarino, Kostelny, & Dobrow, 1991). Additionally,

Keppel-Benson (1992), in a sample of fifty children aged 6 to 16, found that less social support was associated with higher PTSD symptoms. It has been suggested that social support is particularly important for African-Americans as they depend more on familial and social ties and less on professional help providers (Anderson, 1991). Several studies have found that the black extended family has been instrumental in African-Americans economic mobility, child-care and development, and educational achievement (cited in Anderson, 1991). For example, Williams and Anderson (in press), found that black students at predominantly white universities experience less stress when they had a social network consisting of intimate black friends.

"Coping refers to cognitive and behavioral efforts to manage (master, reduce, or tolerate) a troubled person-environment relationship" (Folkman & Lazarus, 1985, pp. 152). Within this context coping has two major functions, regulating distressing emotions and actively doing something to change the environmental situation causing the distress (Folkman & Lazarus, 1985). The former function of coping is referred to as emotion-focused coping, while the latter is referred to as problem-focused coping. Ryan (1989) found that school age children, 8 to 12 years old, used both cognitive and behavioral strategies, either problem- or emotion-focused to cope with stressors. Baum, Fleming, and Singer (1983) found that self-blame and emotion focused coping reduced psychological distress following the Three Mile Island incident by replenishing a sense of personal control.

Demographic variables such as age and gender may also serve as relevant predictors of psychological distress. While there has been relatively little research carried out examining violence, several findings have emerged on age and sex differences from the disaster literature. In a review of the disaster literature, Korol (1990) found that preschool-age children exhibit less global psychological distress than children of older age groups. However, preschool-age children exhibited a high incidence of specific behavioral disturbances such as generalized and trauma-related fears, regressive toileting habits, and developmentally inappropriate levels of distractibility and disobedience. Conversely, school-age children's post-traumatic stress responses included trauma specific fears and anxieties, somatic concerns, headaches, sleep disturbance, and school problems. The only gender differences that were evident consisted of school-age girls exhibiting higher levels of symptoms/distress than boys. Finally, adolescent-age children exhibited diagnostic symptoms which paralleled PTSD symptomatology in adults. Gender differences evident within this age group paralleled those found in school-age children. That is, girls exhibited higher levels of symptoms than boys. In summary, several factors may account for the differential psychosocial effects engendered by exposure to community violence and resilience to that violence.

### Conceptual Model

What appears warranted is a conceptual model whose syntax explains the relationship among community violence exposure, impoverishment and psychological distress, as well as other salient factors. A specific question which may be addressed by

such a model is: To what extent do individual characteristics and one's social context influence psychological distress following exposure to community violence? A model which may shed light on this question is the Conservation Of Resource (COR) model proposed by Hobfoll (1988, 1989, 1990, 1991; Hobfoll, Lilly, & Jackson, 1992).

The COR model proposes that the extent to which individuals maintain normal social characteristics (e.g., family and work roles, social support) and personal characteristics (e.g., mastery, self-competence) serves to attenuate the adverse effects of negative life events (Hobfoll, 1989). This model conceptualizes social and personal characteristics as resources. Actual or perceived loss of resources are hypothesized to attenuate coping ability resulting in varying levels of psychological distress (Freedy, Shaw, Jarrell, & Masters, 1992).

The basic tenant of the COR model is that individuals to procure and defend those resources which they value (Hobfoll, 1989). Resource categories are defined as (1) objects (e.g., material possessions-clothing, household items), (2) conditions (e.g., social roles-membership in organizations), (3) personal attributes (e.g., world views-independence, sense of optimism, sense of meaning), and (4) energies (e.g., time, money, knowledge). Each of these resources are valued by individuals, or can garner that which they value (Hobfoll, 1991).

According to the model, what is threatening to the individual is the actual or potential loss of these valued resources. That is, individuals seek to create and maintain personal and social resources that will increase the probability of receiving and avoiding

the loss of these valued resources (Hobfoll, 1989). The definition of stress derived from the model includes the following three characteristics: (1) the threat of losing resources, (2) the actual loss of resources, and (3) the failure to gain resources pursuant to resource investment (Hobfoll, 1989, 1991).

It follows that in situations where individuals are lacking available resources (i.e., objects, conditions, personal attributes, energies) they are more vulnerable to psychological distress following negative life events (Freedy et al., 1992; Hobfoll, 1989, 1991). For example, a child living below the poverty line may be more vulnerable to resource loss (i.e., a decline in one's sense of optimism) after being robbed because he/she possessed few resources prior to this incident. Research has suggested that crime victims with little or no education and low SES are more traumatized than their more educated and affluent counterparts (Lurigio & Resick, 1990). For example, Burgess and Holmstrom (cited in Sales, Baum, & Shore, 1984) found that 40% of rape victims in their study who were experiencing economic distress continued to have reactions to the assault 4 to 6 years post-rape.

It also follows that to cope with environmental demands an individual must invest energy to secure or increase available resources. Hobfoll (1989, 1991) referred to resource expenditure following resource depletion as a "loss spiral." That is, loss begets further loss. The model predicts that individuals within a loss spiral, when confronted with a stressful event (i.e., actual or threatened loss), will invest resources in order to prevent the probability of future net resource loss (Hobfoll, 1989). That is, the loss spiral will

accelerate or gain momentum as the individual employs strategies that thwart short-term loss, but at the expense of long-term gain. For example, an impoverished child whose bike has been stolen will have to expend available resources (i.e., borrowing money from family and friends) to recoup the loss (i.e., to replace the bike). Given that the child has borrowed money to recoup the loss, this investment of available resources carries with it high costs, namely, favors may be used up. Loss spiral acceleration is predicted by the model because loss control strategies, in the context of loss depletion, have a high initial cost relative to gain. That is, in order to prevent future losses (e.g., having additional personal items stolen) one must rely on increasingly dwindling resource reserves. Consequently, individuals who find themselves in this predicament may become loss-oriented or preoccupied with loss, and the fear of future and/or actual resource depletion may be psychologically distressing (Hobfoll, 1988).

The traumatic stress reactions experienced by many victims of violent crimes may also be described within the COR model. Specifically, traumatic stress involves the rapid loss of resources (Hobfoll, 1991). Hobfoll (1991) states that: "The rapidness of resource loss is related to the fact that traumatic stressors (1) often attack people's basic values, (2) often occur unexpectedly, (3) often make excessive demands, (4) often are outside of the realm for which resource utilization strategies have been developed, and (5) often leave a powerful image that is easily evoked by cues associated with the event" (pp. 187). A classic example of a traumatic stressor would be the unexpected death of a loved one via criminal homicide, wherein one's sense of confidence and predictability in an orderly and benevolent world is shattered. Criminal homicide can be seen as rapidly depleting a

number of personal and social resources for which a person may not have been prepared, including loss of trust and general sense of control, loss of a sense of optimism, loss of an intimate relationship, and potential loss of income if the deceased was a wage earner.

The COR model can also easily accommodate the aforementioned factors that result in differential responses to community violence exposure. For example, social support can be conceptualized as an external resource that does not fit into any one resource category proposed in the COR model, but traverses each by providing or facilitating the preservation of other resources (Hobfoll, 1989; Hobfoll & Freedy, 1990). Conversely, mastery can be conceptualized as an executive resource, hypothesized to be more central to adaptation and may be used to manage other resources. For example, Hobfoll, Shoham, and Ritter (1991) found that women possessing greater mastery received more instrumental aid from social supports under high-stress and were more satisfied with their received support than low-mastery women.

The COR model proposes that coping behavior is important in decreasing psychological distress following traumatic events to the extent that the coping behavior results in the replenishment of depleted resources (Freedy et al., 1992; Hobfoll, 1989). For example, when violence-related resource loss allows for instrumental control (e.g., retaining one's reputation, and hence one's self-esteem, following being "jumped") active coping strategies may have positive effects on psychological well-being. Conversely, if the post-trauma environment precludes instrumental control, active coping strategies may be

less effective in replenishing resources. For example, there may be little a child can do following the murder of a parent, but employ emotion-focused strategies.

### Impact of Violence on African-American Youth

A neglected area of study has been the effect of chronic community exposure to violence on African-American children and adolescents (Richters & Martinez, 1993). This omission is particularly striking when one considers the level of violence in low SES African-American urban communities. The epidemic proportion of homicides and other violent crimes committed in these communities warrant systematic investigation of the psychological effects of exposure to violence on African-American children and adolescents. COR theory, as an explanatory and testable model, may provide a useful model for understanding how impoverished African-American children and adolescents adjust to the threats and challenges posed by exposure to chronic community violence. The COR model states explicitly factors that may influence the relationship between exposure to chronic community violence and psychological distress. Specifically, the model predicts that personal (i.e., an internal resource such as mastery or self-esteem) and social resources (i.e., an external resource such as social support) serve a buffering or stress resistance role in psychological adjustment when confronted with extremely stressful and hostile ecologies. In relative terms, resource availability (e.g., locus of control, social support, self-competence, coping) is assumed to be of primary importance in post-trauma adjustment.

The model predicts that resource loss engendered by traumatic events is a critical element in defining the impact of negative life events (Freedy et al., 1992). For example, Freedy et al. (1992) found a strong positive relationship between resource loss and psychological distress. Conversely, resource availability would be expected to be a critical element in defining post-trauma adjustment (i.e., mastery, social support, locus of control, self-esteem, coping). Impoverished African-American youths lacking basic external resources such as object, condition, and energy resources, but high on personal internal resources (e.g., mastery, locus of control, self-esteem, coping) are expected to be less psychologically distressed by negative life events such as exposure to community violence.

Concerning inner city youth exposed to chronic community violence, the COR model would predict that such exposure would result in widespread loss of specific resources falling within the personal attribute category (e.g., sense of optimism, physical integrity) owing to a depletion of these resources over time. To cope with loss, a child may have to invest available resources such as social support to offset the loss incurred. For example, a youngster who is constantly assaulted by neighborhood ruffians (leading to a decrease in one's sense of optimism) may require the aid of older brothers, sisters, or neighbors to intervene on his or her behalf. However, each occasion that such aid is required can be seen as depleting the valued resource of social support. Consequently, the more aid needed, the further social support as a resource is depleted. Thus, the youngster's ability to cope adequately with this stressor is compromised. The model may easily incorporate chronic community violence as a stressor, inasmuch as violence

exposure is seen as a real or perceived threat to an individual's resources (e.g., social support, locus of control, self-esteem).

In summary, the COR model has application in explicating African-American youths differential responses following exposure to community violence. Specifically, the model incorporates several factors that may moderate the relationship between exposure to violence and psychological distress. Some of these factors include mastery, social support, self-esteem, and coping. The overarching goals of the present investigation are three-fold. 1) to quantify the impact of exposure to community violence on urban African-American youth; 2) to examine the role of two possible moderators, self-esteem and social support, on African-American youth's level of psychological distress following exposure to community violence.

### **Rationale**

Given the advances in the area of trauma research and victimization with children, continued refinements and use of standardized assessment batteries are needed. According to Green et al. (1991), the lack of standardized assessment batteries employing psychometrically sound measures is a major problem in the trauma literature. Consequently, the current project examined children's adjustment to community violence in a more methodologically rigorous fashion than heretofore achieved by employing a multi-method assessment battery incorporating psychometrically sound instrumentation<sup>1</sup>. Specific hypotheses, and descriptions of instruments used in this study are presented in subsequent sections.

## Hypotheses

(1) High levels of exposure to community violence will be associated with high levels of psychological distress.

(2) The number of social supports will moderate the relationship between exposure to violence and psychological distress. Specifically, at high levels of social support the relationship between exposure to violence and psychological distress will be weaker than at lower levels.

(3) The quality of social supports will moderate the relationship between exposure to violence and psychological distress. Specifically, when the quality of social supports is high, the relationship between exposure to violence and psychological distress will be weaker than when the quality of social supports is low.

(4) Self-esteem will moderate the relationship between exposure to violence and psychological distress. Specifically, when self-esteem is high, the relationship between exposure to violence and psychological distress will be weaker than when self-esteem is low.

## Method

High-crime neighborhoods were identified using Richmond Police Department crime statistics and census tract data. These neighborhoods consisted primarily of federally funded housing developments under the administration of Richmond Redevelopment and Housing Authority (RRHA). Five communities were subsequently contacted, but due to time constraints and scheduling conflicts only one of the five

communities participated. As of June, 1992, housing developments accounted for 22.6% of Richmond's murders, 12.6% of rapes, 7.6% of robberies, 19.6% of aggravated assaults, 8% of burglaries, 4% of larcenies, and 7.2% of auto thefts (crime Analysis Unit Richmond Police Department, 1992). Overall, housing developments accounted for 13.6% of Richmond's violent crimes, 5.4% of it's property crimes, and 6.6% of it's major crimes. The targeted community was chosen because of it's relatively high crime rate and the support of it's community leaders and housing development staff. Richmond was chosen because it is has a high rate of homicides and other violent offenses making it a natural environment in which to assess the effects of community violence. In 1988, Richmond was ranked as the fourth highest city in homicide rate with populations of 100,000 or more ( FBI, 1989).

### Subjects

Seventy-one randomly selected African-American children and adolescents residing in a relatively high-violent crime, low-income, federally funded housing development, participated in this study. Subjects ranged in age from 8 to 17 (Mean = 10.9, SD = 2.31). The sample included 38 (53.5%) males and 33 (46.5%) females. Seventy-seven percent of the sample was between the ages of 8 and 12.

### Procedures

Prior to subject recruitment, tenant associations and parent groups within the targeted housing development were provided a written and verbal description of the proposed study, including costs and benefits, and asked for their permission to recruit

subjects. Once permission was obtained from these groups, the resident advisor of the targeted community-computer generated a random list of 100 housing units with children aged 8 to 17. Once the housing units were identified, the resident advisor and a community drug abuse counselor sent recruitment letters and went door-to-door to elicit participation. Recruitment letters were printed on Virginia Polytechnic Institute & State University letter head and described the study as an attempt to document "your child's exposure to violence in the community, and their growth and development." Of the one hundred letters sent and distributed door-to-door, 73 were returned (73%). However, two subjects could not complete the entire assessment battery and their data were excluded from analyses, consequently only 71% of the recruitment letters resulted in completed interviews. The relatively high rate of return can be attributed to community leaders and housing development staff (i.e., tenant association members, resident advisor and community drug abuse counselor) being fully informed of the study, asking their permission, and subsequently endorsing the project.

Parental permission was obtained for all subjects and each subject also rendered assent before an interview was conducted. As an incentive, subjects were paid five dollars for their participation. Prior to the start of the interviews, parents of the participants were also given an opportunity to discuss concerns about the project.

All data collection took place in a community center. A specific room within the center was identified and reserved for interviewing, which provided minimum interruptions, distractions, and noise. All subjects were interviewed individually. The

length of interviews ranged from 1.5 hours to 3 hours, with a mean interview duration of 2 hours. To reduce fatigue, breaks were provided periodically throughout the interview.

Prior to the start of the interview, subjects were given the opportunity to discuss concerns they may have had with the consent form, procedures, confidentiality, effects of participating, etc. Once the subject signed the consent form, the interview began.

Data were collected in June and July of 1993 on three separate occasions. Information concerning children's exposure to violence and psychological distress was elicited individually from the children themselves.

## Instruments

### Psychological Distress

Sexual Abuse Fear Evaluation. The Sexual Abuse Fear Evaluation (SAFE; Wolfe & Wolfe, 1986) is an 107-item instrument. This scale consists of the 80-item Fear Survey Schedule for Children-Revised (FSSC-R) (Ollendick, 1988) plus 27 additional items designed to assess several situations that sexually abused children may find distressing. Commensurate with the FSSC-R, respondents are asked to respond to specific fears on a 1 ("none") to 3 ("a lot") rating scale. A psychometric evaluation of the additional 27 items revealed two orthogonal factors that were subsequently labeled Sex-Associated Fears (11 items) and Interpersonal Discomfort (13 items) (Wolfe, Gentile, & Klink, 1988). Therefore the SAFE is composed of the five traditional factors derived from the FSSC-R items (namely, Failure and Criticism, The Unknown, Minor Injury and Small animals, Danger and Death, and Medical Fears) and the aforementioned two additional factors: Sex

Associated Fear and Interpersonal Discomfort. Consequently, the SAFE is comprised of 7 subscales.

Some of the items on the Sex Associated Fears and Interpersonal Discomfort factors appear to be appropriate for children and adolescents who have been a victim, witness, or heard about violent events. For example, one item asks children to respond to individual fears such as "Someone getting drunk", "Mom not at home", "Having older boys or men look after me", "Sleeping alone", etc. For the present sample, the SAFE was reliable yielding a Cronbach's alpha of .95. Sex-Associated Fears and Interpersonal Discomfort factors were also reliable, yielding Cronbach's alphas of .65 and .76, respectively.

Horowitz Impact of Events Scale. The Horowitz Impact of Events Scales is a 15-item self-report questionnaire derived from statements most frequently used by people to describe recently experienced distressful events (Horowitz, Wilner, & Alvarez, 1979). Items were selected which were found to be common qualities or response sets in patients following stressful life events. These common qualities or response sets included the following: 1) intrusive thoughts and affects; and 2) avoidance behaviors. Respondents were asked to use the most recent and significant stressful life as a referent to complete all scale items. For the purpose of this study the most recent instance of violence experienced by the respondent served as the referent. Symptom intensity/duration was assessed by asking respondents to indicate the frequency with which they had experienced each item during the past seven days. Total scores as well as intrusion and avoidance subscale

scores are obtained by adding the value of items (Not at all = 0, Rarely = 1, Sometimes = 3, and Often = 5). Horowitz et al. (1979) report split half reliability for the total scale as .86. Cronbach's alpha for intrusion was .78 and .80 for avoidance. Test-retest reliability using a one week testing interval was .87 for the total scale, .89 for the intrusion subscale, and .79 for the avoidance subscale. For this study, the IES was found to be reliable, reaching an overall Cronbach's alpha of .73. Cronbach's alphas for intrusion and avoidance subscales were .68 and .53, respectively.

Children's Depression Inventory The Children's Depression Inventory (CDI; Kovacs, 1980/81; Kovacs, 1985) is a 27-item self-report measure that is a downward extension of the BDI (Saylor, 1988) used with children between the ages of 8 and 17. Items describe a number of depressive symptoms including sad mood, hopelessness, self-depreciation, suicidal ideation, neurovegetative depressive symptoms, sleep and eating disturbances, and poor school performance (Saylor, 1988). Each item asks the respondent to describe the extent to which they are experiencing a given symptom. Items are scored on a scale of 0 to 2, with 2 indicating the most depression and 0 the absence of depressive symptoms, with a possible range of 0-54. Kuder-Richardson reliability in both normal and psychiatric populations has ranged from .80 to .94, while split-half reliability has ranged from .57 to .74 (Saylor, 1988). Test-retest reliability with inter-test durations of 1 to 6 weeks has produced coefficients ranging from .38 to .87. For this sample the CDI was reliable, yielding a Cronbach's alpha of .83.

Diagnostic Interview for Children and Adolescents-Revised The Diagnostic Interview for Children and Adolescents-R (DICA-R-C; Reich & Welner, 1990) is a revised version of the Diagnostic Interview for Children and Adolescents (DICA; Herjanic & Reich, 1982), which is a structured psychiatric interview modeled after the Diagnostic Interview Schedule (Robins, Helzer, Croughan, Williams, & Spitzer, 1981). It is designed to elicit psychiatric symptoms and diagnoses in children and adolescents as specified by DSM-III-R. The majority of the questions can be answered yes or no, with yes indicating symptom presence. For the purpose of this study, the following sections were used: Demographics, Attention Deficit Disorder (current and lifetime), Conduct Disorder, Oppositional Deviant Disorder, Overanxious Disorder, Posttraumatic Stress Disorder, Separation Anxiety Disorder, Avoidant Disorder, and Phobias. For ease of interpretation, youth's responses were grouped into two subscales constructed by combining DICA-R symptom clusters into behavioral and anxiety subscales. The Anxiety scale, was created by grouping the following sections of the DICA-R: Separation Anxiety, Avoidant Disorder, Phobias, Overanxious Disorder, and Obsessive Compulsive Disorder. The Behavioral scale, was created by grouping the following sections of the DICA-R: Current and Lifetime Attention Deficit Disorder, Oppositional deviant Disorder, and Conduct Disorder. These subscales were quite reliable achieving Cronbach's alphas of .93 (Anxiety scale) and .89 (Behavioral scale), respectively.

Archival Data. An attempt was made to obtain archival data from each participant's school including QCA, trips to the hospital and school nurse, and days

missed from school. Parents were asked for permission from the principal investigator to mail a letter requesting school records. Richmond public schools refused requests for archival data because of the possibility that this investigation would interfere with an ongoing study sponsored by the school system. As a result, only 12 records were made available for this study. Consequently, school data were not included in subsequent analyses.

## Violence

Survey of Children's Exposure to Community Violence The Survey of Children's Exposure to Community Violence (Richters & Saltzman, 1990) is a 54-item questionnaire which can be administered in a semi-structured interview format, or in a self-administered format. This instrument assesses the frequency with which a child or adolescent has been exposed (i.e., victim, witness, heard about) to 20 forms of violence and violence-related themes in their community. Each positive endorsement is followed by contextual questions related to (1) where the violence took place (e.g., home, school), (2) who committed the violence (e.g., friend, brother/sister, stranger), (3) if the respondent was not victimized, then who was victimized (e.g., family member, stranger), and (4) when the violence occurred (ranging from 1 week to 5 years). The Survey of Children's Exposure to Community Violence was administered in a semi-structured interview format.

Youths' responses from the Survey of Children's Exposure to Community Violence were used to create 6 scales of violence exposure constructed on the basis of youths' experiences as victims, witnesses, or hearing about specific violent acts. The first

scale, "*Frequency of Victimization*," consisted of 8 items scored from 0 (never) to 8 (almost every day). Frequency of victimization items included statements concerning the frequency with which the respondent had been chased by gangs, had been home when someone tried to break-in or force themselves into their home, had their home broken into when they were not home, been threatened with serious physical harm, been slapped, punched, or hit, been beaten up or mugged, been sexually assaulted, molested, or raped, and been attacked or stabbed with a knife. The item "being shot with a gun" was not endorsed by any of the respondents, and consequently, was excluded from the frequency of victimization scale. Responses to items on this scale were then summed producing a possible range of scores from 0 to 64. This scale was found to be moderately reliable obtaining a Cronbach's alpha of .53.

The second scale, "*Recency of Victimization*," consisted of the same 8 items as the frequency of victimization scale, but asked respondents "when was the last time" you experienced a specific event. This scale was scored from 1 (more than 5 years ago) to 9 (about a week ago). Summing these items produced a possible range of scores from 8 to 72. This scale was found to be moderately reliable obtaining a Cronbach's alpha of .63.

The third and fourth scales were frequency and recency of witnessing various violent acts. The "*Frequency of Witnessing*" violence consisted of 13 items scored from 0 (never) to 8 (almost every day). Frequency of witnessing violence items included statements concerning the number of times respondents had witnessed the following: someone being chased by gangs; someone trying to force their way into a house or

apartment; someone being threatened with serious physical harm; someone being slapped, punched, or hit by a member of their own family; someone being slapped, punched, or hit by someone who was not a member of their family; someone being beaten up or mugged; someone being sexually assaulted, molested, or raped; someone being attacked or stabbed with a knife; someone shot with a gun; someone carrying or holding a gun or knife; someone seriously wounded after an incident of violence; someone killed; and dead bodies. Responses to items on this scale were then summed producing a possible range of scores from 0 to 104. The *Frequency of Witnessing* scale exhibited good internal consistency with this sample ( $\alpha = .84$ ). The fourth scale consisted of the same 13 items as the frequency of witnessing scale, however respondents were asked "when was the last time" you witnessed a specific event. The "*Recency of Witnessing*" scale was scored from 1 (more than 5 years ago) to 9 (about a week ago). Summing these items produced a possible range of scores from 13 to 117. This scale was found to be reliable obtaining a Cronbach's alpha of .76.

The fifth and sixth scales were frequency and recency of hearing about various violent acts committed in the community. The "*Frequency of Hearing About*" violence scale consisted of 16 items scored from 0 (never) to 8 (almost every day). Frequency of hearing about violence items included statements concerning the number of times respondents had heard about the following: someone being chased by gangs; someone else's home being broken into; someone being threatened with serious physical harm; someone being slapped, punched, or hit by a member of their family; someone being

slapped, punched, or hit by someone who was not a member of their family; someone being beaten up or mugged; someone being sexually assaulted, molested, or raped; someone being attacked or stabbed with a knife; someone being shot with a gun; someone carrying a gun or knife; gunfire when at home; gunfire when at school; gunfire in your home; a person being seriously wounded after an incident of violence; a dead body; someone being killed. Responses to these items were then summed producing a possible range of scores from 0 to 128. This scale was found to be quite reliable obtaining a Cronbach's alpha of .89. The sixth scale, "*Recency of Hearing About*," consisted of the same 16 items as the frequency of hearing about scale, however respondents were asked "when was the last time" you heard about" a specific event. This scale was scored from 1 (more than 5 years ago) to 9 (about a week ago). Summing these items produced a possible range of scores from 16 to 144. This scale was found to be moderately reliable obtaining a Cronbach's alpha of .61.

Social Support Questionnaire 6 (Sarason, Sarason, Shearin, & Pierce, 1987). The SSQ6 is a six-item self-report questionnaire designed to measure the number and quality of social supports. The SSQ6 is a shortened version of the SSQ, which is composed of 27 items. The SSQ6 was found to be highly correlated with the SSQ (Sarason et al., 1987). Alpha coefficients reported have ranged from .90 to .93. The number and quality of social support scales were found to be reliable obtaining Cronbach's alphas of .90 and .69, respectively.

Self-perception Profile for Children Questionnaire (Harter, 1985). Self-perception Profile for Children Questionnaire is a 36-item questionnaire designed to measure level of self-esteem. The scale has 6 factors: scholastic competence, social acceptance, athletic competence, physical appearance, behavioral conduct, and global self-worth. Each factor allows one to identify a profile of an individual's valiative judgements of their competence across domains. Each factor contains 6 questions, 3 of which are worded so that the first part of the statement reflects high competence or self-worth. Conversely, the other 3 statements are worded so that the first part of the statement reflects low competence or self-worth. Cronbach alpha coefficients with subjects in grades 6 through 8 indicated that the lowest alpha coefficient was .77 for the behavioral conduct subscale. All other subscales ranged from .80 to .86 (see Appendix A for a copy of each of the measures). In the current study, Cronbach's alphas ranged from .39 to .64 (Mean = .53).

### Interviewers

Interviewer Selection and Training. Interviews were conducted by six carefully trained African-American graduate ( $n = 4$ ) and undergraduate ( $n = 2$ ) students from the Psychology program at Virginia Tech. Each interviewer went through an extensive training regimen. Training consisted of familiarization with each measure, observing and critiquing role-plays and interviews, observing the interview given at least once, detailed instructions about administration and scoring, testing over presented material, and reliability checks. Interviewers achieved inter-rater reliability of 95% or higher prior to the end of training. Training was conducted by the principal investigator, a fourth-year

doctoral candidate in clinical psychology at Virginia Tech who had extensive training and experience conducting similarly constructed interviews and assessment batteries.

### Results

Results are organized in seven sections: (1) Descriptive statistics of the sample are presented. These statistics were carried out to characterize the sample. (2) Descriptive statistics of each measure of psychological distress is provided. (3) Descriptive statistics on the measure of community violence exposure are presented. (4) Correlations among the violence measure and measures of psychological distress. These analyses were conducted to determine the association between exposure to violence and psychological distress. (5) Correlations between demographic characteristics and both youths' psychosocial functioning and community violence exposure. (6) Hierarchical and stepwise multiple regression analyses examining the associations between violence exposure, demographic characteristics, and psychosocial functioning. (7) Median splits and *t* comparisons between youth differing on number and quality of social supports, self-esteem, and exposure to community violence.

For descriptive purposes, and to examine the possibility of systematic age effects across the dependent measures, subjects were divided into two age groups, those 8-10 ( $n = 37$ ) and those 11-17 ( $n = 34$ ).

#### Descriptive Statistics on Demographic Variables

As indicated in Table 1, seventy-seven percent of the sample were between the ages of 8 and 12. Children were distributed between grades 2 thru 10, with the majority

(66.2%) in grades 3, 4, and 5 (see Table 2). Sixty (84.5%) children in the sample attended regular classrooms, 9 (12.6%) were in special education, and 2 (2.8%) either failed to report or their responses were coded incorrectly.

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Insert Tables 1 & 2 about here

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Depicted in Table 3 is a demographic breakdown of parents/or parental figures who completed the Family Information Form. The majority of the children (81.7%,  $n = 58$ ) live with their biological mothers. Over 60% ( $n = 43$ ) of these mothers were never married, 12.7% ( $n = 9$ ) were married but separated, 9.8% ( $n = 7$ ) were single or divorced, 4.2% ( $n = 3$ ) were married to the child's father, 4.2% ( $n = 3$ ) were single or widowed, and 1.4% ( $n = 1$ ) other. If the children were living with someone other than the biological mother that person was likely to be the grandmother (11.3%,  $n = 8$ ).

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Insert Table 3 about here

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Data on parental educational attainment revealed that 28% ( $n = 20$ ) were high school graduates or received a GED, 22.5% ( $n = 16$ ) completed some high school, 15.5% ( $n = 11$ ) completed the sixth grade or less, 12.7% ( $n = 9$ ) completed the 7th or 8th grade, 5.6% ( $n = 4$ ) completed trade or vocational school, 2.8% ( $n = 2$ ) completed some college, and 2.8% ( $n = 2$ ) had received associate degrees. Employment and family income data revealed that over 70% ( $n = 53$ ) were unemployed, and the median family income was less

than \$4,700, which is substantially below the average income of Richmond Redevelopment and Housing Authority residents (*Mean* = \$6,469; Richmond Redevelopment and Housing Authority, 1994). Seventy-six percent (*n* = 54) reported that welfare was providing some or all of their income.

### Descriptive Statistics of Psychological Distress Measures

Analyses focused on age and gender comparisons across all measures of psychological distress (i.e., SAFE, IES, CDI, DICA-R). Tables 4 and 5 provides frequencies and prevalence rates (i.e., percentages) of youth endorsing individual items composing SAFE subscales, as well as descriptive statistics of the SAFE subscale scores and SAFE total scores.

Table 5 depicts the means and standard deviations of SAFE and FSSC-R factor scores and SAFE overall total scores by age and gender. Two-way factorial ANOVAS were conducted on the SAFE total score, FSSC-R factors and SAFE subscales, with age and gender as independent variables. There were significant gender effects for the SAFE total score,  $F(1,69) = 5.31, p = .02$ , the Unknown factor,  $F(1,69) = 7.16, p < .01$ , and the Minor Injury and Small Animals factor,  $F(1,69) = 7.61, p < .01$ , but neither age effects nor interactions were significant. However, younger children reported a greater number of fears across all but one SAFE factor.

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Insert Tables 4 & 5 about here

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Table 6 reports the 20 most frequently endorsed fears from the SAFE. Fifty-percent of the most common fears were from the Danger and Death factor, 25% from the Minor Injury and Small Animal factor, 20% from the Unknown factor, and 5% from the SAFE Interpersonal Discomfort subscale. These findings are comparable to those reported by Ollendick, King, and Frary (1989). The most frequently endorsed fears are presented in Table 7. Males endorsed 11 of the 20 highest rated fears for the total sample. Conversely, females endorsed 15 of the 20 highest rated fears for the total sample.

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Insert Tables 6 & 7 about here

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Table 8, which summarizes the means and standard deviations of the IES subscales and total scores across gender and age groups, reveals some variability across youths, ranging from 0-48 (*Mean* = 25.7, *SD* = 13.02). Two-way factorial analysis of variance (ANOVA) were also conducted on IES total scores, and Avoidance and Intrusion subscales, separately with group and gender as the independent variables. The effects for age group, gender, nor the interaction were significant. Using Horowitz's (1982) cutoff scores for low (less than 8.5), medium (8.6 to 18.9), and high (19.0 and above) symptom levels, youth's in this sample scored in the high range (*Mean* = 25.7). As noted in Table 9, scores for this sample were comparable to others reported by Jones and Ribbe (1991a & b), Keppel-Benson (1992), and Ribbe (1993).

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Insert Tables 8 & 9 about here

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Tables 10 and 11 presents mean CDI scores for the sample across gender and age groups which indicate that females and those in the younger age group scored somewhat higher (Means = 9.4 and 9.3, respectively) than males (*Mean* = 7.4) and those in the older age group (*Mean* = 7.2). These results are comparable to those reported by Fitzpatrick (1993). Also, older males were particularly less likely to report depressive symptomatology (Means = 6.2 vs. 8.4, 8.5, and 10.3, respectively) (Table 11). Two-way factorial ANOVAs were conducted on the CDI total scores with group and gender as the independent variables. The effects for age group, gender, nor the interactions were significant. Overall, children in this sample reported a mean CDI score of 8.3 (SD = 6.43, range 0 -52) which is slightly lower than mean CDI scores (e.g., 9.09 - 9.6) found in normative samples (see Finch, Saylor, & Edwards, 1985; Smucker, Craighead, Craighead, & Green, 1986).

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Insert Tables 10 & 11 about here

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DICA-R data are presented by sections corresponding to their order of presentation. The first section "Behavior Disorders" includes the following symptom clusters: (1) Attention Deficit-Hyperactivity Disorder (ADHD), (2) Oppositional/Defiant

Disorder (ODD), and (3) Conduct Disorder (CD). Data concerning drug use and abuse were omitted from the analyses of DICA-R symptoms because only three subjects positively endorsed drug use (drug abuse items were not endorsed). The Behavior Disorders section was followed by the DICA-R "Anxiety Disorders" section which included the following symptom clusters: (1) Separation Anxiety Disorder (SAD), (2) Avoidant Disorder (AD), (3) Overanxious Disorder (OAD), (4) Phobias (PHO), (5) Obsessive Compulsive Disorder (OCD), and (6) Posttraumatic Stress Disorder (PTSD).

Table 12 summarizes the frequencies and percentages of youth who endorsed current and lifetime ADHD symptomatology. The three most frequently reported current ADHD symptoms were: (1) "getting bored pretty quickly" (47.9%,  $n = 34$ ), (2) "daydreaming a lot while doing homework or working in school" (46.8%,  $n = 33$ ), and (3) "always losing things" (42.3,  $n = 30$ ). Across all ADHD symptoms, lifetime rates were higher than current rates ( $Means = 6.4$  vs.  $4.5$ , respectively), although the pattern of symptom endorsement was consistent over the two reference points. As noted in Table 13, younger males and females reported more current ADHD symptoms ( $Means = 4.4$  and  $6.2$ , respectively) than older males ( $Mean = 3.9$ ) and females ( $Mean = 3.6$ ). Two-way factorial ANOVAs were conducted on current and lifetime ADHD total symptoms endorsed with age group and gender as the independent variables. The effects for age group, gender, nor the interactions were significant across the two reference periods

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Insert Tables 12 & 13 about here

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Oppositional Defiant Disorder (ODD). Table 14 provides a summary of the frequencies and percentages of youth who endorsed current individual ODD symptoms. The most frequently endorsed ODD symptoms were: (1) "people bug and get on your nerves a lot" (56.3%,  $n = 40$ ), (2) "always losing your temper" (45.1%,  $n = 32$ ), and (3) "angry or crabby with people a lot of the time" (38.0%,  $n = 27$ ). Table 15 reveals that youths in this sample endorsed an average of 2.4 ODD symptoms ( $SD = 2.0$ ) with a range of 0 to 8. Additionally, older males endorsed slightly more ODD symptoms ( $Mean = 3.22$ ) than younger females ( $Mean = 2.35$ ), younger males ( $Mean = 2.25$ ), and older females ( $Mean = 2.0$ ). Two-way factorial ANOVAs were conducted on total ODD symptoms with age group and gender as independent variables. The effects for age group, gender, nor the interactions were significant.

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Insert Tables 14 & 15 about here

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Conduct Disorder (CD). As can be seen in Table 16, the most frequently reported CD symptom was "fighting" endorsed by over two-thirds (71.8%,  $n = 51$ ) of the sample, followed by school suspension (39.4%,  $n = 28$ ), and being accused of lying (35.2%,  $n = 25$ ) or actually lying to get out of trouble (23.9%,  $n = 17$ ). Table 17 reveals that youths

endorsed an average of 3.04 CD symptoms ( $SD = 3.15$ , range 0 - 15), and older males endorsed significantly more of these symptoms ( $Mean = 5.33$ ) than younger males ( $Mean = 2.55$ ), and older ( $Mean = 2.25$ ) and younger ( $Mean = 1.94$ ) females. Two-way factorial ANOVAs were conducted on total CD symptoms with age group and gender as the independent variables. There were significant age ( $F = 6.57$ ,  $df = 1, 67$ ,  $p = .01$ ) and gender effects ( $F = 5.42$ ,  $df = 1, 67$ ,  $p = .02$ ) for total CD symptoms. However, there were no significant interactions.

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Insert Tables 16 & 17 about here

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### Anxiety Disorders

Separation Anxiety Disorder (SAD). Table 18 provide frequencies and percentages of youth endorsement of SAD symptoms as assessed by the DICA-R. The most frequently endorsed SAD symptoms were “worrying about something bad happening to parents” (52.1%,  $n = 37$ ) or self (43.7%,  $n = 31$ ), and “having scary dreams that something bad will happen to self or others” (38%,  $n = 27$ ). Younger and older females endorsed slightly more SAD symptoms ( $Means = 4.35$  and  $4.06$ , respectively) than younger and older males ( $Means = 3.25$  and  $2.77$ , respectively) (Table 19). Two-way factorial ANOVAs were conducted on total SAD symptoms with age group and gender as independent variables. The effects for age group, gender, nor the interactions were significant.

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Insert Tables 18 & 19 about here

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Avoidant Disorder (AD). Table 20 provide frequencies and percentages of youths endorsement of AD symptoms. Over twenty percent ( $n = 15$ ) of the youth acknowledged being able to have fun with family members but not with people outside the family. Slightly more than eleven percent of sampled youth ( $n = 8$ ) reported wanting to make friends outside of the family but couldn't. Older and younger females endorsed significantly more AD symptoms ( $Means = 1.12$  and  $.94$ , respectively) than younger and older males ( $Means = .30$  and  $.27$ , respectively) (Table 21). Two-way factorial ANOVAs were conducted on total AD symptoms with age group and gender as independent variables. There was a significant effect for gender ( $F = 4.83$ ,  $df = 1, 67$ ,  $p = .03$ ), but the effects for age group, nor the interactions were significant.

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Insert Tables 20 & 21 about here

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Overanxious Disorder (OAD). Table 22 reveals that at least 25% of youth in the current sample reported worry commensurate with OAD symptomatology. Over thirty percent of the youth endorsed being a "worrier" (32.5%,  $n = 23$ ) and being worried about things before they happened (35.2%,  $n = 25$ ). Additionally, 29.6% ( $n = 21$ ) endorsed needing constant reassurance from parents or teachers, and 26.8% ( $n = 19$ ) endorsed

worrying about parents or teachers and never being able to do things well. Overall, youths in this sample endorsed an average of 2.4 OAD symptoms ( $SD = 3.3$ , range 0-9), and older and younger females endorsed significantly more OAD symptoms ( $Means = 3.31$  and  $3.23$ , respectively) than younger and older males ( $Means = 2.30$  and  $1.16$ , respectively) (Table 23). Two-way factorial ANOVAs were conducted on total OAD symptoms with age group and gender as independent variables. There was a significant effect for gender ( $F = 3.88$ ,  $df = 1, 67$ ,  $p = .05$ ), but the effects for age group, nor the interactions were significant.

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Insert Tables 22 & 23 about here

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Phobias. Table 24 provide frequencies and percentages of youth's phobias. The most frequently endorsed phobias included bugs, spiders, mice, snakes ( $47.9\%$ ,  $n = 34$ ), high places ( $35.2\%$ ,  $n = 25$ ), riding in cars, airplanes, trains, elevators ( $35.2\%$ ,  $n = 25$ ), and bridges, highways, tunnels ( $33.8\%$ ,  $n = 24$ ). Overall, youth in this sample endorsed an average of 3.1 Phobias ( $SD = 2.6$ , range 0-10), and older and younger females endorsed more Phobias ( $Means = 4.18$  and  $3.52$ , respectively) than younger and older males ( $Means = 2.80$  and  $2.44$ , respectively) (Table 25). Two-way factorial ANOVAs were conducted on total Phobias with age group and gender as independent variables. The effects for age group, gender, nor the interactions were significant.

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Insert Tables 24 & 25 about here

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Obsessive Compulsive Disorder (OCD). Table 26 reveals that the most frequently endorsed obsessional thoughts were catching a sickness or disease (33.8%,  $n = 24$ ), germs or dirt (25.4%,  $n = 18$ ), and being alone, either in a house or outside (25.4%,  $n = 18$ ). The most frequently endorsed compulsions were special order (29.6%,  $n = 21$ ) and doing things over and over (21.1%,  $n = 15$ ). Overall, youth endorsed an average of 4.5 (SD = 5.3, range 0-18) OCD symptoms, and older youth endorsed slightly more OCD symptoms (*Means* = 6.62 and 4.44, respectively) than younger youth (*Means* = 4.41 and 3.10, respectively) (Table 27 & 28). Two-way factorial ANOVAs were conducted on total OCD symptoms with age group and gender as independent variables. The effects for age group, gender, nor the interactions were significant.

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Insert Tables 26, 27, & 28 about here

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Posttraumatic Stress Disorder. Table 29 provide a summary of the percentage of youth who endorsed individual PTSD symptoms. Fifteen youth (21.1%) endorsed experiencing "an event outside the range of usual human experience that would be markedly distressing for almost anyone." These events included, but were not limited to violence, however, violence was the most frequently reported. Nine of these subjects

(60%) met the diagnostic criteria for PTSD. None of the youths in this sample reported more than one criteria A event. A breakdown of PTSD symptomatology by DSM-III-R B (intrusion), C (increased arousal), and D (avoidance) criteria follow.

The intrusion symptoms most frequently reported were thinking about the event (15.5%) and being upset about reminders (15.5%); the most frequently reported avoidance symptom was avoidance of thoughts; and the most frequently reported increased arousal symptom was increased startle reflex. On average, youth in the current sample endorsed 2.1 (SD = 4.3, range 0-18) PTSD symptoms (Table 30).

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Insert Tables 29 & 30 about here

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For ease of interpretation, DICA-R symptom clusters were aggregated into 2 subscales representing Anxiety and Behavioral symptom subscales, respectively.

#### Correlations Among DICA-R Symptom Clusters and the DICA-R Anxiety and Behavioral Symptom Subscales

Correlations among each of the DICA-R symptom clusters and the Behavioral and Anxiety symptom subscales are presented in Table 31. The Behavioral subscale was significantly correlated ( $p < .0005$ ) with each of the symptom clusters comprising this subscale. Conversely, none of the symptom clusters comprising the Anxiety subscale were correlated with the Behavioral subscale. Comparable findings were obtained with the symptom clusters comprising the Anxiety subscale. However, two Behavioral symptom

clusters were marginally correlated ( $p \leq .05$ ) with the Anxiety subscale (Current ADHD, ODD). Clearly, these correlations suggest that the Behavioral and Anxiety symptom subscales are tapping two rather distinct symptom clusters. Correlations among the scales ( $r$  values ranging from .39 - .83 for the Anxiety symptom subscale, and .69 - .87 for the Behavioral symptom subscale) were sufficiently high to justify combining them into two indices of Anxiety and Behavioral symptom dimensions, respectively.

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Insert Table 31 about here

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#### Correlations Among Dependent Measures

Correlations among each of the dependent measures are depicted in Table 32. The most significant and consistent relationship to emerge in this analysis was the association between the SAFE and other measures of psychosocial functioning. Specifically, the SAFE was significantly correlated with the IES, CDI, and DICA-R symptom clusters. The latter finding was particularly strong with respect to DICA-R symptom clusters comprising the Anxiety subscale. The only Behavioral subscale symptom cluster significantly correlated with the SAFE was ADHDLIFE. The CDI was also strongly associated with DICA-R Anxiety symptom clusters. The IES was significantly correlated with the SAD symptom cluster and the Anxiety subscale, and marginally correlated with OCD symptomatology.

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Insert Table 32 about here

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The central purposes of the next set of analyses were to examine (a) associations between demographic characteristics, youths' psychosocial functioning and community violence exposure, (b) whether the links between violence exposure variables were independent of demographic characteristics and correlates of psychosocial functioning, and © whether number and quality of social supports, and self-esteem moderated the relationship between exposure to violence and psychological distress. First, Pearson Correlations were calculated, then descriptive statistics of the measure of violence exposure were provided, followed by hierarchical or stepwise multiple regression analyses (MRAs) to evaluate the hypotheses of this study.

#### Correlates of Youths' Psychosocial Functioning

As a preliminary step in identifying relevant factors to include in the MRAs, correlations were calculated between predictor variables (demographics, violence exposure) and criterion variables (i.e., SAFE, IES, CDI, DCIA-R). In light of the relatively small sample size and associated statistical power, Type II error was minimized by including predictor variables in the MRAs that were associated marginally ( $p \leq .05$ ) with the criterion variables. Also, in conducting the hierarchical multiple regression analyses it was necessary to limit the number of independent variables to 4-6 per MRA (i.e., one independent variable per 10 subjects). Consequently, in the case of multiple

predictor variables (demographic variables significantly correlated with the dependent measure) a stepwise regression analysis was conducted with the demographic variables serving as predictor variables and the dependent measure serving as the criterion. The demographic variable(s) significantly predicting the criterion were then used in the hierarchical procedure with the pertinent violence exposure variable(s) (demographic variables were entered in the first step and the violence variables in subsequent steps).

Sexual Abuse Fear Evaluation Subscale (SAFE). As shown in Table 33, three significant correlations were found between demographic variables and SAFE total scores. Specifically, females, the amount of family income supplied by welfare, and the amount of time the child lives with care givers were significantly correlated with SAFE total scores. The finding that females reported more fears than males is consistent with the results of Ollendick et al. (1989) and Ollendick, Matson, and Helsel (1985). The correlation between the amount of a family's income supplied by welfare and SAFE total scores suggests that even in relatively poor samples those with less are more likely to evince higher levels of fear symptomatology. The amount of time the child lives with care givers (scored none = 1, most of the time = 2, half of the time = 3, less than half of the time = 4, and never/rarely = 5) was also marginally associated with SAFE total scores. This association suggests that children with high levels of fear tend to move between multiple care givers (e.g., mother, father, maternal grandmother, aunts).

Horowitz Impact of Events Scale. The IES was marginally correlated with one demographic variable, the amount of time a family has lived at their current address (Table

33). Youth's who have lived in the targeted community longer tended to have higher IES total scores.

Children's Depression Inventory. Two demographic variables were significantly correlated with CDI total scores, number of children in the family and the amount of family income supplied by welfare (Table 33).

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Insert Table 33 about here

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Diagnostic Interview for Children and Adolescents-Revised. Tables 34 and 35 present correlations between each of the DICA-R symptom clusters by Behavioral and Anxiety symptom subscales and relevant demographic characteristics. Several correlations were consistent with previous research in the community violence area. The number of brothers and their ages (see Fitzpatrick & Boldizar, 1993 for related findings) were significantly, but negatively correlated with each of the symptom clusters in the Behavioral subscale. Youth in this sample with brothers who were older, reported fewer Behavioral subscale symptoms (e.g., Lifetime and Current ADHD, ODD, CD). The number of siblings was also negatively correlated with the Behavioral symptom subscale and two of the four symptom clusters constituting this subscale. Age was positively correlated, and gender negatively correlated with CD symptoms. Older males tended to endorse significantly more CD symptoms (Table 17). ODD and CD symptoms were also

positively correlated with the amount of time youths' lived with their biological mothers and inversely with the time youths' lived with their biological fathers.

As shown in Table 35, several marginal positive and negative correlations were found between Anxiety symptom clusters and demographic variables, descriptions of which follow.

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Insert Tables 34 and 35 about here

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Separation Anxiety Disorder (SAD). SAD symptoms were negatively correlated with number of brothers. Youth with brothers tended to endorse fewer SAD symptoms.

Avoidance Disorder (AD). AD symptoms were positively correlated with gender, age of sisters, and the number of other people living in the household. Females youths who had older sisters, and other people (i.e., aunts, uncles, partners of parents) living in their homes were more inclined to endorse AD symptoms.

Overanxious Disorder (OAD). Two demographic variables, gender and number of brothers were positively and negatively correlated, respectively, with OAD symptoms.

Females and youth with fewer brothers tended to endorse more OAD symptoms.

Phobias. Phobias were also positively correlated with gender but negatively correlated with income. Females and youth's from poorer families tended to endorse more phobias.

Obsessive Compulsive Disorder (OCD). Number of sisters and number of siblings were negatively correlated with OCD symptomatology. Youths with more sisters and siblings tended to report fewer OCD symptoms.

Posttraumatic Stress Disorder (PTSD). The number of sisters, age of sisters, and number of siblings were positively correlated with PTSD symptomatology.

Anxiety Symptom Subscale. The Anxiety symptom subscale was marginally correlated with gender.

In summary, many associations emerged between demographic characteristics and measures of youth's psychosocial functioning. With the exception of age, gender and number of siblings, demographic variables were usually not associated with measures of youth's psychosocial functioning. This was particularly true within the Behavioral Symptom subscale where the age, gender and number of siblings were consistently associated with youths psychosocial functioning across symptom clusters. However, among the Anxiety subscale symptom clusters, gender was the most consistent association to emerge. Prior to presenting the results of the MRAs, a descriptive analysis of youths responses to the Survey of Community Violence Exposure is presented.

#### Survey of Community Violence Exposure

Table 36 shows rates for youth being victimized, witnessing, and hearing about various forms of community violence. Consistent with previous research (Richters & Martinez, 1993), youth in this sample were more likely to report witnessing or hearing about violence than being victimized themselves. A breakdown of each violence exposure

scale by type of violence experience and related contextual elements (where the violence took place, who committed the violence, and when the violence occurred) follows.

### Frequency of Victimization

The frequency of victimization mean score for the sample was 4.7 (SD = 5.16, Range 0-19). On average, younger males (*Mean* = 5.45, SD = 5.2, range = 0-14) and females (*Mean* = 5.41, SD = 6.37, range = 0-19) had higher frequency of victimization scores than older males (*Mean* = 4.66, SD = 4.21, range = 0 - 14) and females (*Mean* = 3.12, SD = 4.75, range = 0 - 16).

Frequency of Being Chased Seventeen percent ( $n = 12$ ) of the sample endorsed being chased by gangs or individuals. Of these, 33% ( $n = 4$ ) endorsed being chased once, 16.6% ( $n = 2$ ) twice, 25% ( $n = 3$ ) three or four times, 16.6% ( $n = 2$ ) five or six times, and 8.3% ( $n = 1$ ) almost daily. "Being chased" occurred (1) in the neighborhood (40%,  $n = 6$ ), (2) near school (27%,  $n = 4$ ), (3) in school (20%,  $n = 3$ ), and (4) in other locations (13%,  $n = 2$ ).

Frequency of Forced Entry (When home) Nineteen percent ( $n = 14$ ) of the sample endorsed being home when someone broke into or tried to force their way into their home. Of these, 93% ( $n = 13$ ) endorsed this happening once and 7% ( $n = 1$ ) twice. Perpetrator(s) (i.e., their relationship to the respondent) included unknown perpetrators (35.7%,  $n = 5$ ), followed by adult acquaintances (28.6%,  $n = 4$ ), adult strangers (21.4%,  $n = 3$ ), adult friends (14.3%,  $n = 2$ ), and young acquaintances (7.1%,  $n = 1$ ).

Frequency of Forced Entry (When not at home) Twenty-one percent ( $n = 15$ ) of the sample endorsed having their home broken into when they were not home. Of these, 86.6% ( $n = 13$ ) endorsed this happening once and 13.3% ( $n = 2$ ) three or four times. Perpetrator(s) included the following: unknown perpetrators (60%,  $n = 9$ ), adult acquaintances (26.7%,  $n = 4$ ), and strangers (13.3%,  $n = 2$ ).

Frequency of Being Threatened Thirty-three percent ( $n = 24$ ) of the sample experienced threats of serious physical harm by someone. Of these, 86.6% ( $n = 13$ ) were threatened once and 13.3% ( $n = 2$ ) three or four times. The perpetrator(s) were often young acquaintances (33.3%,  $n = 8$ ), adult acquaintances (33.3%,  $n = 8$ ), followed by young (12.5%,  $n = 3$ ) and adult strangers (8.3%,  $n = 2$ ), adult (4.2%,  $n = 1$ ) and young friends (4.2%,  $n = 1$ ), and a parent or sibling (4.2%,  $n = 1$ ). The threats occurred (1) in the neighborhood (58.3%,  $n = 14$ ), (2) in school (37.50%,  $n = 9$ ), (3) in the home (8.3%,  $n = 2$ ), (4) near school (4.2%,  $n = 1$ ), and (4) in other locations (4.2%,  $n = 1$ ).

Frequency of Being Slapped, Hit, or Punched Fifty-three percent ( $n = 37$ ) of the sample endorsed having actually been slapped, punched, or hit by someone. Of these, 21.6% ( $n = 8$ ) reported being slapped, punched, or hit five or six times, 16.2% ( $n = 6$ ) once, 16.2% ( $n = 6$ ) twice, 13.5% ( $n = 5$ ) seven or eight times, 13.5% ( $n = 5$ ) at least once a week, 8.1% ( $n = 3$ ) three or four times, 8.1% ( $n = 3$ ) at least once a month, and 2.7% ( $n = 1$ ) almost every day.

Perpetrator(s) included the following: young friends (50.4%,  $n = 20$ ) and strangers (32.4%,  $n = 12$ ), young acquaintances (29.7%,  $n = 11$ ), parents (8.1%,  $n = 3$ ), an adult

stranger (2.7%,  $n = 1$ ) and acquaintance (2.7%,  $n = 1$ ), a sibling (2.7%,  $n = 1$ ), and another relative (2.7%,  $n = 1$ ). The slapping, hitting, or punching occurred (1) in the neighborhood (62.1%,  $n = 23$ ), (2) in school (51.3%,  $n = 19$ ), (3) near school (10.8%,  $n = 4$ ), (4) in the home (5.4%,  $n = 2$ ), and (5) in other locations (2.7%,  $n = 1$ ).

Frequency of Being Beaten Up or Mugged Twenty-one percent ( $n = 15$ ) of the sample have experienced being beaten up or mugged. Of these, 46.6% ( $n = 7$ ) reported having been beaten up or mugged once, 13.3% ( $n = 2$ ) twice, 6.7% ( $n = 1$ ) three or four times, 20% ( $n = 3$ ) five or six times, and 13.3% ( $n = 2$ ) seven or eight times.

The perpetrator(s) were often young strangers (53.3%,  $n = 8$ ) and acquaintances (26.7%,  $n = 4$ ), followed by young friends (13.3%,  $n = 2$ ) and an adult stranger (6.7%,  $n = 1$ ). The beatings or muggings occurred (1) in the neighborhood (53.3%,  $n = 8$ ), (2) in school (20%,  $n = 3$ ), (3) other locations (20%,  $n = 3$ ), and (3) near school (13.3%,  $n = 2$ ).

Frequency of Being Raped, Sexually Assaulted or Molested Three children (4.2%) endorsed having actually been sexually assaulted, molested, or raped. One of the children who reported being sexually assaulted, molested, or raped once, another twice, and one refused to answer. Each of these children indicated that a report had been made. The perpetrators included, an adult stranger ( $n = 1$ ), a parent ( $n = 1$ ), and some other relative ( $n = 1$ ). Children were not asked where the sexual assaults, molestations, or rapes took place.

Frequency of Being Attacked With a Knife One child (1.4%) endorsed once having been attacked or stabbed with a knife. The perpetrator was a young stranger and the attack occurred in the child's neighborhood.

#### Recency of Victimization

The recency of victimization mean score for the sample was 14.95 (SD = 9.29, range 2-35). On average, younger males (*Mean* = 17.30, SD = 8.84, range = 2-31) had higher recency of victimization scores than other age groups. Younger females (*Mean* = 16.36, SD = 10.03, range = 2-29) and older males (*Mean* = 16.21, SD = 9.31, range = 4-35) evidenced similar recency of victimization scores, which were almost twice as high as that of older females (*Mean* = 9.18, SD = 7.69, range = 2-29).

Recency of Being Chased The interval between youth being chased and the interview was: about a week ago (25%, *n* = 3), about a month ago (25%, *n* = 3), about a year ago (16.7%, *n* = 2), about 6 months ago (8.3%, *n* = 1), about 9 months ago (8.3%, *n* = 1), between 3 and 5 years ago (8.3%, *n* = 1), and more than 5 years ago (8.3%, *n* = 1).

Recency of Forced Entry (When home) The interval between youth being home and someone trying to break into or force their way into their home and the interview was: between 1 and 2 years ago (38.5%, *n* = 5), about a year ago (16.7%, *n* = 3), about a week ago (15.4%, *n* = 2), more than 5 years ago (15.4%, *n* = 1), and between 3 and 5 years ago (7.7%, *n* = 1).

Recency of Forced Entry (When not at home) The interval between youth having their homes broken into when they weren't home and the interview was: more than 5 years

ago (33.3%,  $n = 5$ ), about 6 months ago (26.7%,  $n = 4$ ), about a year ago (20.0%,  $n = 3$ ), about a week ago (13.3%  $n = 2$ ), and about 9 months ago ( 6.7%,  $n = 1$ ).

Recency of Being Threatened The interval between youth being threatened with serious physical harm and the interview was about a week ago (29.2%,  $n = 7$ ), about 3 months ago (20.8%,  $n = 5$ ), about a year ago (20.8%,  $n = 5$ ), about a month ago (12.5%  $n = 3$ ), about 6 months ago ( 4.2%,  $n = 1$ ), and more than 5 years ago (4.2%,  $n = 1$ ).

Recency of Being Slapped, Hit, or Punched The interval between youth being slapped, hit or punched and the interview was about a week ago (36.8%,  $n = 14$ , about 3 months ago (21.1%,  $n = 8$ ), about a month ago (18.4%,  $n = 7$ ), about a year ago (13.2%  $n = 5$ ), between 1 and 2 years ago (5.3%,  $n = 2$ ), about 6 months ago (2.6%,  $n = 1$ ), and between 3 and 5 years ago (2.6%,  $n = 1$ ).

Recency of Being Beaten Up or Mugged The interval between youth being beaten up or mugged and the interview was about a month ago (40.0%,  $n = 6$ ), about 3 months ago (20.0%,  $n = 3$ ), about a year ago (13.3%,  $n = 2$ ), between 1 and 2 years ago (13.3%,  $n = 2$ ), and between 3 and 5 years ago (6.7%,  $n = 1$ ).

Recency of Being Raped, Sexually Assaulted or Molested The interval between youth being sexually assaulted, molested, or raped was about 6 months ago (33.3%,  $n = 7$ ), about a year ago (33.3%,  $n = 1$ ), and one child refused to answer.

Recency of Being Attacked With a Knife The youth who endorsed being stabbed with a knife reported that the incident occurred about a month prior to the interview.

### Frequency of Witnessing Violence

The frequency of witnessing violence mean score for the sample was 18.97 (SD = 15.65, range 0-64). Older males (*Mean* = 25.16, SD = 18.26, range = 1-64) had higher frequency of witnessing violence scores than other age groups. Younger males (*Mean* = 17.90, SD = 16.88, range = 0-55) and females (*Mean* = 18.41, SD = 14.30, range = 1-45) had similar scores, which were higher than older females (*Mean* = 13.93, SD = 10.56, range = 1-44).

Frequency of Witnessing Others Being Chased Sixty-seven percent ( $n = 48$ ) of the sample endorsed witnessing "someone else" being chased by gangs or individuals. Of these, 47.36% ( $n = 18$ ) witnessed others being chased once, 18.42% ( $n = 7$ ) three or four times, 15.78% ( $n = 6$ ) twice, 15.78% ( $n = 6$ ) almost every day, 10.52% ( $n = 4$ ) five or six times, 10.52% ( $n = 4$ ) seven or eight times, 5.26% ( $n = 2$ ) at least once a week, and 2.63% at least once a month. Witnessing someone being chased occurred in (1) in the neighborhood (60.4%,  $n = 29$ ), (2) in other locations (22.9%,  $n = 11$ ), (3) near school (18.8%,  $n = 9$ ), (4) in school (8.3%,  $n = 4$ ), and (5) in the home (2.1%,  $n = 1$ ).

Frequency of Witnessing Forced Entry Over thirty-three percent ( $n = 24$ ) of the sample endorsed witnessing someone trying to force their way into somebody else's house or apartment. Of these, 62.5% ( $n = 15$ ) endorsed witnessing this once, 12.5% ( $n = 3$ ) three or four times, 8.3% ( $n = 2$ ) twice, 8.3% ( $n = 2$ ) five or six times, 4.16% ( $n = 1$ ) seven or eight times, and 4.16% ( $n = 1$ ) at least once a week.

The victim(s) were often young friends (20.8%,  $n = 5$ ), and adult strangers (20.8%,  $n = 5$ ) and acquaintances (20.8%,  $n = 5$ ). Other victims included relatives (16.7%,  $n = 4$ ), unknown victims (12.5%,  $n = 3$ ), adult friends (12.5%,  $n = 3$ ), a young stranger (4.2%,  $n = 1$ ), and a young acquaintance (4.2%,  $n = 1$ ).

Perpetrator(s) included the following individuals: adult strangers (45.8%,  $n = 11$ ), young friends (20.8%,  $n = 5$ ), unknown perpetrators (16.7%,  $n = 4$ ), young strangers (8.3%,  $n = 2$ ), an adult acquaintance (4.2%,  $n = 1$ ) and a relative (4.2%,  $n = 1$ ).

Frequency of Witnessing Threats Over forty-seven percent ( $n = 34$ ) of the sample endorsed witnessing others being threatened with serious physical harm by someone. Of these, 20.6% ( $n = 7$ ) endorsed witnessing someone being threatened once, 17.6% ( $n = 6$ ) twice, 17.6% ( $n = 6$ ) five or six times, 14.7% ( $n = 5$ ) almost every day, 11.8% ( $n = 4$ ) at least once a month, 8.8% ( $n = 3$ ) three or four times, 8.8% ( $n = 3$ ) seven or eight times, and 2.9% ( $n = 1$ ) at least once a week.

Those threatened included the following: young friends (41.2%,  $n = 14$ ), adult strangers (17.6%,  $n = 6$ ), acquaintances (17.6%,  $n = 6$ ), and friends (14.7%,  $n = 5$ ), young strangers (11.8%,  $n = 4$ ), acquaintances (8.8%,  $n = 3$ ), unknown victims (8.8%,  $n = 3$ ), siblings (5.9%,  $n = 2$ ), and a parent (2.9%,  $n = 1$ ), and other relatives (2.9%,  $n = 1$ ).

The perpetrator(s) included the following: adult strangers (32.4%,  $n = 11$ ), young friends (20.6%,  $n = 7$ ), young strangers (11.8%,  $n = 4$ ) and acquaintances (11.8%,  $n = 4$ ), adult acquaintances (8.8%,  $n = 3$ ) and friends (8.8%,  $n = 3$ ), relatives (8.8%,  $n = 3$ ), unknown perpetrators (5.9%,  $n = 2$ ), and a parent (2.9%,  $n = 1$ ). The threats were

witnessed (1) in the neighborhood (58.06%,  $n = 18$ ), (2) other locations (16.1%,  $n = 5$ ), (3) near school (9.67%,  $n = 3$ ), and (4) in the home (6.45%,  $n = 2$ ).

Frequency of Witnessing Someone Being Slapped, Hit, or Punched by a Non-Family Member Seventy-four percent ( $n = 53$ ) of the sample endorsed witnessing someone being slapped, punched, or hit by a non-family member. Of these, 22.6% ( $n = 12$ ) endorsed witnessing someone being slapped, punched, or hit by a non-family member once, 13.2% ( $n = 7$ ) twice, 11.3% ( $n = 6$ ) three or four times, 11.3% ( $n = 6$ ) five or six times, 13.2% ( $n = 7$ ) seven or eight times, 18.8% ( $n = 10$ ) at least once a week, and 9.4% ( $n = 5$ ) almost every day.

Perpetrator(s) included the following: young friends (43.4%,  $n = 23$ ), adult strangers (37.7%,  $n = 20$ ), young strangers (17.0%,  $n = 9$ ) and acquaintances (13.2%,  $n = 7$ ), unknown perpetrators (9.4%,  $n = 5$ ), relatives (7.5%,  $n = 4$ ), adult acquaintances (5.7%,  $n = 3$ ), siblings (3.8%,  $n = 2$ ), and an adult friend (1.9%,  $n = 1$ ).

Victims included the following individuals; adult (32.1%,  $n = 17$ ) and young strangers (22.6%,  $n = 12$ ), young friends (22.6%,  $n = 12$ ), young acquaintances (18.9%,  $n = 10$ ), adult acquaintances (11.3%,  $n = 6$ ), unknown victims (9.4%,  $n = 5$ ), adult friends (5.7%,  $n = 3$ ), parents (5.7%,  $n = 3$ ), a sibling (1.9%,  $n = 1$ ), and an other relative (1.9%,  $n = 1$ ).

The slapping, hitting, or punching were most often witnessed (1) in the neighborhood (60.4%,  $n = 23$ ), (2) in school (18.9%,  $n = 10$ ), (3) other locations (17.0%,  $n = 9$ ), (4) near school (9.4%,  $n = 5$ ), and (5) in the home (5.7%,  $n = 3$ ).

### Frequency of Witnessing Someone Being Slapped, Hit, or Punched by a Family

Member Fifty-two percent ( $n = 37$ ) of the sample endorsed witnessing someone being slapped, punched, or hit by a family member. Of these, 37.8% ( $n = 14$ ) endorsed witnessing someone being slapped, punched, or hit by a non-family member once, 5.4% ( $n = 2$ ) twice, 5.4% ( $n = 2$ ) three or four times, 8.1% ( $n = 3$ ) five or six times, 5.4% ( $n = 2$ ) seven or eight times, 10.8% ( $n = 4$ ) at least once a week, 5.4% ( $n = 2$ ) at least once a month, and 21.6% ( $n = 8$ ) almost every day.

Victims included the following: young friends (67.6%,  $n = 25$ ) and strangers (10.8%,  $n = 4$ ), adult strangers (8.1%,  $n = 3$ ), relatives (8.1%,  $n = 3$ ), adult friends (5.4%,  $n = 2$ ), parents (5.4%,  $n = 2$ ), siblings (5.4%,  $n = 2$ ), and an adult acquaintance (2.7%,  $n = 10$ ). The family member doing the slapping, punching, or hitting included the following: parents (66.7%,  $n = 24$ ), "other" relatives of the victim(s) (22.2%,  $n = 8$ ), siblings (8.3%,  $n = 3$ ), and unknown perpetrators (5.6%,  $n = 2$ ). The slapping, hitting, or punching were witnessed (1) in the neighborhood (64.9%,  $n = 23$ ), (2) in other locations (18.9%,  $n = 7$ ) and (3) in the home (16.2%,  $n = 6$ ).

Frequency of Witnessing Someone Being Beaten Up or Mugged Forty-seven percent ( $n = 34$ ) of the sample have witnessed someone being beaten up or mugged. Of these, 17.8% ( $n = 6$ ) have witnessed someone being beaten up or mugged once, 14.7% ( $n = 5$ ) twice, 11.7% ( $n = 4$ ) three or four times, 5.8% ( $n = 2$ ) five or six times, 17.8% ( $n = 6$ ) seven or eight times, 8.8% ( $n = 3$ ) at least once a week, 8.8% ( $n = 3$ ) at least once a month, and 14% ( $n = 5$ ) almost every day.

Victims included the following: young friends (60.0%,  $n = 21$ ), adult strangers (34.3%,  $n = 12$ ) and friends (20.0%,  $n = 7$ ), young strangers (20.0%,  $n = 7$ ) and acquaintances (14.3%,  $n = 5$ ), adult acquaintances (11.8%,  $n = 4$ ), relatives (5.7%,  $n = 2$ ), unknown victims (5.7%,  $n = 2$ ), a parent (2.9%,  $n = 1$ ) and a sibling (2.9%,  $n = 1$ ).

Perpetrators included the following adult strangers (31.4%,  $n = 11$ ), young strangers (31.4%,  $n = 11$ ), adult acquaintances (20.0%,  $n = 7$ ), young friends (17.1%,  $n = 6$ ) and acquaintances (14.3%,  $n = 5$ ), and adult friends (8.6%,  $n = 3$ ).

The slapping, hitting, or punching were observed (1) in the neighborhood (71.4%,  $n = 23$ ), (2) in other locations (22.9%,  $n = 7$ ), (3) in school (8.6%,  $n = 3$ ), and (4) near school (7.7%,  $n = 2$ ).

#### Frequency of Witnessing Someone Being Raped, Sexually Assaulted, or Molested

Eight children (11%) endorsed witnessing someone being sexually assaulted, molested, or raped. Of these, 50% ( $n = 4$ ) have witnessed someone being sexually assaulted, molested, or raped once, 12.5% ( $n = 1$ ) twice, 25% ( $n = 2$ ) three of four times, and 12.5% ( $n = 1$ ) five or six times.

Victims included the following: young friends (62.5%,  $n = 5$ ) and strangers (25.0%,  $n = 2$ ), an adult stranger (12.5%,  $n = 1$ ), and a young acquaintances (12.5%,  $n = 1$ ). Perpetrators included the following: adult strangers (37.5%,  $n = 3$ ), adult friends (25.0%,  $n = 2$ ), unknown perpetrators (25.0%,  $n = 2$ ), and a young acquaintance (12.5%,  $n = 1$ ).

The sexual assaults, molestations, or rapes were observed (1) in the neighborhood (62.5%,  $n = 5$ ), (2) in "other" locations (25%,  $n = 2$ ), and (3) near school (12.5%,  $n = 1$ ).

Frequency of Witnessing Someone Carrying a Gun or Knife Fifty children (70%) of the sample have witnessed someone carrying or holding a gun or knife. Of these, 28% ( $n = 14$ ) have witnessed someone carrying a gun or holding a gun or knife once, 12% ( $n = 6$ ) twice, 12% ( $n = 6$ ) three or four times, 8% ( $n = 4$ ) five or six times, 14% ( $n = 7$ ) seven or eight times, 8% ( $n = 4$ ) at least once a week, 2% ( $n = 1$ ) at least once a month, and 16% ( $n = 8$ ) almost every day.

The person(s) carrying the gun or holding the knife included the following: adult (32.0%,  $n = 16$ ) and young strangers (22.0%,  $n = 11$ ), young acquaintances (20%,  $n = 10$ ), adult acquaintances (16%,  $n = 8$ ), unknown perpetrators (14%,  $n = 7$ ), young friends (10%,  $n = 5$ ), and adult friends (6%,  $n = 3$ ).

Persons carrying or holding guns or knives were observed (1) in the neighborhood (72%,  $n = 36$ ), (2) in "other" locations (24%,  $n = 12$ ), (3) near school (8%,  $n = 4$ ), and (4) in school (8%,  $n = 4$ ).

Frequency of Seeing Seriously Wounded People After Incidents of Violence Thirty-five children (49.29%) have actually seen a seriously wounded person after an incident of violence. Of these, 37.1% ( $n = 13$ ) have seen a seriously wounded person once, 31.4% ( $n = 11$ ) twice, 14.2% ( $n = 5$ ) three or four times, 5.7% ( $n = 2$ ) five or six times, and 11.4% ( $n = 4$ ) seven or eight times.

The wounded person(s) included the following: adult strangers (45.7%,  $n = 16$ ) and acquaintances (17.1%,  $n = 6$ ), young strangers (17.1%,  $n = 6$ ) and friends (14.3%,  $n = 5$ ), and friends (20.0%,  $n = 7$ ), adult friends (11.48%,  $n = 4$ ), unknown victims (8.6%,  $n = 3$ ), and young acquaintances (5.7%,  $n = 2$ ).

Children observed these seriously wounded people (1) in the neighborhood (91.4%,  $n = 32$ ), (2) in "other" locations (11.4%,  $n = 4$ ), and (3) near school (2.9%,  $n = 1$ ).

Frequency of Witnessing Knife Attacks Twenty-two children (30.98%) reported witnessing someone being attacked or stabbed with a knife. Of these, 68.18% ( $n = 15$ ) have witnessed knife attacks once, 4.5% ( $n = 1$ ) twice, 4.5% ( $n = 1$ ) three or four times, 4.5% ( $n = 1$ ) five or six times, 13.6% ( $n = 3$ ) seven or eight times, and 4.5% ( $n = 1$ ) almost every day.

People attacked included the following: adult strangers (40.9%,  $n = 9$ ) and friends (18.2%,  $n = 4$ ), young friends (13.6%,  $n = 3$ ), "other" relatives (9.1%,  $n = 2$ ), unknown victims (9.1%,  $n = 2$ ), adult acquaintances (4.5%,  $n = 1$ ), and a young stranger (4.5%,  $n = 1$ ) and acquaintance (4.5%,  $n = 1$ ). Perpetrator(s) included the following: adult strangers (63.6%,  $n = 14$ ), young acquaintances (13.6%,  $n = 3$ ), unknown perpetrators (9.1%,  $n = 2$ ), a young friend (4.5%,  $n = 1$ ), and a parent (4.5%,  $n = 1$ ). The attacks were witnessed (1) in the neighborhood (86.4%,  $n = 19$ ), (2) "other" (9.1%,  $n = 2$ ), and (3) near school (4.5%,  $n = 2$ ).

Frequency of Witnessing Someone Getting Shot Thirty-four children (47.88%) reported witnessing someone get shot with a gun. Of these, 44.11% ( $n = 15$ ) have

witnessed one shooting, 20.58% ( $n = 7$ ) two, 8.8% ( $n = 3$ ) three or four, and 17.6% ( $n = 6$ ) five or six. Two children (5.88%) reported witnessing a shooting at least once a week, and another (2.9%) at least once a month.

People the children witnessed get shot included the following: adult strangers (41.2%,  $n = 14$ ) and acquaintances (17.6%,  $n = 6$ ), young strangers (17.6%,  $n = 6$ ), unknown victims (14.7%,  $n = 5$ ), adult friends (11.8%,  $n = 4$ ), young acquaintances (5.9%,  $n = 2$ ) and friends (5.9%,  $n = 2$ ), a sibling (2.9%,  $n = 1$ ), and "other" (2.9%,  $n = 1$ ). The perpetrator(s) included the following: adult strangers (44.1%,  $n = 15$ ), young strangers (29.4%,  $n = 10$ ), people the child did not know (11.8%,  $n = 4$ ), adult (5.9%,  $n = 2$ ) and young acquaintances (5.9%,  $n = 2$ ), young friends (5.9%,  $n = 2$ ), an adult friend (2.9%,  $n = 1$ ), and a sibling (2.9%,  $n = 1$ ) and "other relative" (2.9%,  $n = 1$ ). The shootings were witnessed (1) in the neighborhood (91.2%,  $n = 31$ ), and (2) "other" (14.7%,  $n = 5$ ).

Frequency of Seeing Dead Bodies Twenty-six children (36.61%) in this sample have seen dead bodies somewhere in their community. Of these, 57.69% ( $n = 15$ ) have seen one dead body, 34.61% ( $n = 9$ ) have seen two, 11.53% ( $n = 2$ ) have seen three or four, and 11.53% ( $n = 2$ ) have seen five or six. One child 3.8% ( $n = 1$ ) reported that they see a dead body almost every day.

The dead bodies included the following: adult strangers (57.7%,  $n = 15$ ) and acquaintances (15.4%,  $n = 4$ ), unknown victims (15.4%,  $n = 4$ ), adult friends (7.7%,  $n = 2$ ), young acquaintances (7.7%,  $n = 2$ ), "other relative" (7.7%,  $n = 2$ ), and a young friend

(3.8%,  $n = 1$ ). The bodies were seen (1) in the neighborhood (73.1%,  $n = 19$ ), (2) in "other" locations (19.2%,  $n = 5$ ), (3) near school (7.7%,  $n = 2$ ), and (4) in the home (3.8%,  $n = 1$ ).

Frequency of Witnessing Killings Seventeen children (23.94%) have witnessed someone being killed. Of these, 41.17% ( $n = 7$ ) have witnessed one killing, 35.29% ( $n = 6$ ) have witnessed two, 17.6% ( $n = 2$ ) three or four, 5.8% ( $n = 1$ ) five or six, and 5.8% ( $n = 1$ ) seven or eight.

People murdered included the following: adult strangers (52.9%,  $n = 9$ ) and acquaintances (29.4%,  $n = 5$ ), young strangers (11.8%,  $n = 2$ ), unknown victims (11.8%,  $n = 2$ ), an adult friend (5.9%,  $n = 1$ ), and a young friend (5.9%,  $n = 1$ ). Perpetrator(s) included the following: adult strangers (35.3%,  $n = 6$ ), unknown perpetrators (35.3%,  $n = 6$ ), young strangers (11.8%,  $n = 2$ ), an adult acquaintance (5.9%,  $n = 1$ ) and friend (5.9%,  $n = 1$ ), a young friend (5.9%,  $n = 1$ ), and a parent (5.9%,  $n = 1$ ). The killing(s) were witnessed (1) in the neighborhood (76.5%,  $n = 13$ ), (2) "other" (23.5%,  $n = 4$ ), and (3) near school (5.9%,  $n = 1$ ).

#### Recency of Witnessing Violence

The recency of witnessing violence mean score for the sample was 44.50 (SD = 26.11, range 4-115). On average, older males ( $Mean = 50.38$ , SD = 29.31, range = 4-115) evidenced higher recency of witnessing violence scores than the other age groups. Younger females ( $Mean = 45.17$ , SD = 26.87, range = 8-100) and males ( $Mean = 41.16$ ,

SD = 21.21, range = 10-83) had similar recency of witnessing violence scores, which were slightly higher than older females (*Mean* = 40.93, *SD* = 27.11, range = 9-115).

Recency of Witnessing Someone Being Chased The interval between youth witnessing someone being chased and the interview was about a week ago (50%, *n* = 24), about a month ago (22%, *n* = 11), about 3 months ago (10.4%, *n* = 5), about 6 months ago (2.1%, *n* = 1), about a year ago (6.3%, *n* = 3), between 1 and 3 years ago (2.1%, *n* = 1), and between 3 and 5 years ago (6.3%, *n* = 3).

Recency of Witnessing Forced Entry The interval between youth witnessing someone trying to force their way into someone else's house or apartment and the interview was about a week ago (16.7%, *n* = 4), about a month ago (33.3%, *n* = 8), about 3 months ago (8.3%, *n* = 2), about 6 months ago (12.5%, *n* = 3), about a year ago (12.5%, *n* = 3), between 1 and 2 years ago (8.3%, *n* = 2), between 3 and 5 years ago (4.2%, *n* = 1), and more than five years ago (4.2%, *n* = 1).

Recency of Witnessing Threats The interval between youth witnessing someone being threatened and the interview was about a week ago (41.2%, *n* = 14), about a month ago (26.5% *n* = 9), about 3 months ago (11.8%, *n* = 4), about a year ago (11.8%, *n* = 4), and between 1 and 2 years ago (8.8%, *n* = 3).

Recency of Witnessing Someone Being Slapped, Hit, or Punched by a Non-Family Member The interval between youth witnessing someone being slapped, hit or punched by a non-family member was about a week ago (60.4%, *n* = 32), about a month ago (24.5%,

$n = 13$ ), about 3 months ago (1.9%,  $n = 1$ ), about a year ago (5.7%  $n = 3$ ), between 1 and 2 years ago (5.7%,  $n = 3$ ), and more than 5 years ago (1.9%,  $n = 1$ ).

Recency of Witnessing Someone Being Slapped, Hit, or Punched by a Family

Member The interval between youth witnessing someone being slapped, hit or punched by a family member was about a week ago (66.7%,  $n = 24$ ), about a month ago (13.9%,  $n = 5$ ), about 3 months ago (11.1%,  $n = 4$ ), about a year ago (5.6%,  $n = 2$ ), and more than 5 years ago (2.8%,  $n = 1$ ).

Recency of Witnessing a Beating or Mugging

The interval between youth witnessing someone being beaten up or mugged and the interview was about a week ago (52.9%,  $n = 18$ ), about a month ago (20.6%,  $n = 7$ ), about 3 months ago (11.8%,  $n = 4$ ), about 9 months ago (2.9%,  $n = 1$ ), about a year ago (8.8%,  $n = 3$ ), and more than 5 years ago (2.9%,  $n = 1$ ).

Recency of Witnessing a Rape, Sexual Assault, or Molestation

The interval between youth witnessing someone being sexually assaulted, molested, or raped and the interview was about a week ago (37.5%,  $n = 3$ ), about a month ago (12.5%,  $n = 1$ ), about 3 month ago (12.5%,  $n = 1$ ), and about 6 months ago (12.5%,  $n = 1$ ).

Recency of Witnessing Someone Carrying a Gun or Knife

The interval between youth witnessing someone carrying a gun or knife and the interview was about a week ago (50.0%,  $n = 25$ ), about a month ago (22.0%,  $n = 11$ ), about 3 month ago (8.0%,  $n = 4$ ), about 6 months ago (8.0%,  $n = 3$ ), about a year ago (8.0%,  $n = 4$ ), between 1 and 2 years ago (4.0%,  $n = 2$ ), and more than five years ago (2.0%,  $n = 1$ ).

### Recency of Witnessing a Seriously Wounded Person After an Incident of Violence

The interval between youth seeing a seriously wounded person after an incident of violence and the interview was about a week ago (38.2%,  $n = 13$ ), about a month ago (23.5%,  $n = 8$ ), about 3 month ago (11.8%,  $n = 4$ ), about 6 months ago (5.9%,  $n = 2$ ), about a year ago (11.8%,  $n = 4$ ), between 1 and 2 years ago (5.9%,  $n = 2$ ), and more than five years ago (2.9%,  $n = 1$ ).

Recency of Witnessing a Knife Attack The interval between youth a knife attack and the interview was about a week ago (36.4%,  $n = 8$ ), about a month ago (9.1%,  $n = 2$ ), about 3 month ago (13.6%,  $n = 3$ ), about 6 months ago (4.5%,  $n = 1$ ), about 9 months ago (4.5%,  $n = 1$ ), about a year ago (13.6%,  $n = 3$ ), and between 1 and 2 years ago (18.2%,  $n = 4$ ).

Recency of Witnessing a Shooting The interval between youth witnessing a shooting and the interview was about a week ago (27.3%,  $n = 9$ ), about a month ago (33.3%,  $n = 11$ ), about 3 month ago (12.1%,  $n = 4$ ), about 6 months ago (3.0%,  $n = 1$ ), about 9 months ago (3.0%,  $n = 1$ ), about a year ago (9.1%,  $n = 3$ ), and between 1 and 2 years ago (12.1%,  $n = 4$ ).

Recency of Seeing a Dead Body The interval between youth seeing a dead body somewhere in their community and the interview was about a week ago (7.7%,  $n = 2$ ), about a month ago (30.8%,  $n = 8$ ), about 3 month ago (19.2%,  $n = 5$ ), about 6 months ago (15.4%,  $n = 4$ ), about a year ago (15.4%,  $n = 4$ ), between 1 and 2 years ago (7.7%,  $n = 2$ ), and between 3 and 5 years ago (3.8%,  $n = 1$ ).

Recency of Witnessing a Killing The interval between youth witnessing a killing and the interview was about a week ago (18.8%,  $n = 3$ ), about a month ago (31.3%,  $n = 5$ ), about 3 month ago (6.3%,  $n = 1$ ), about 6 months ago (6.3%,  $n = 1$ ), about a year ago (18.8%,  $n = 3$ ), and between 1 and 2 years ago (18.8%,  $n = 3$ ).

#### Frequency of Hearing About Violence

The frequency of hearing about violence mean score for the sample was 28.67 (SD = 22.12, range 2-96). Older males ( $Mean = 38.55$ , SD = 28.04, range = 4-83) had higher frequency of witnessing violence scores than the other age groups. Younger males ( $Mean = 24.65$ , SD = 23.32, range = 2-96), females ( $Mean = 26.70$ , SD = 17.42, range = 6-66), older females ( $Mean = 24.68$ , SD = 14.86, range = 4-62) had similar frequency of hearing about violence scores.

Frequency of Hearing About Others Being Chased Sixty percent ( $n = 43$ ) of the sample have heard about "someone" being chased by gangs or individuals. Of these, 25.6% ( $n = 11$ ) heard about others being chased once, 9.3% ( $n = 4$ ) twice, 20.9% ( $n = 9$ ) three or four times, 4.7% ( $n = 2$ ) five or six times, 9.3% ( $n = 4$ ) seven or eight times, 9.3% ( $n = 4$ ) at least once a week, 9.3% ( $n = 4$ ) at least once a month, and 11.6% ( $n = 5$ ) almost every day.

People the children heard about being chased (i.e., their relationship to the child) included the following: young friends (34.1%,  $n = 15$ ), adult (22.7%,  $n = 10$ ) and young strangers (22.7%,  $n = 10$ ), unknown victims (22.7%,  $n = 10$ ), young acquaintances (15.9%,  $n = 7$ ), adult friends (4.5%,  $n = 2$ ), an adult acquaintance (2.3%,  $n = 1$ ), and a

sibling (2.3%,  $n = 1$ ). "Chasing" occurred (1) in the neighborhood (55.8%,  $n = 24$ ), (2) near school (18.6%,  $n = 8$ ), (3) in "other" locations (18.6%,  $n = 8$ ), (4) in school (9.3%,  $n = 4$ ), and (5) in the home (4.7%,  $n = 2$ ).

Perpetrator(s) included the following: young strangers (27.3%,  $n = 12$ ), unknown perpetrators (27.3%,  $n = 12$ ), young acquaintances (18.2%,  $n = 8$ ) and friends (15.9%,  $n = 7$ ), adult strangers (13.6%,  $n = 6$ ) and acquaintances (4.5%,  $n = 2$ ), an adult friend (2.3%,  $n = 1$ ), and an "other relative" (2.3,  $n = 1$ ).

Frequency of Hearing About Forced Entry Forty-five percent ( $n = 32$ ) of have heard about someone trying to force their way into somebody else's house or apartment. Of these, 50% ( $n = 16$ ) have heard of this once, 12.5% ( $n = 4$ ) twice, 15.6% ( $n = 5$ ) five or six times, 6.3% ( $n = 2$ ) seven or eight times, 9.4% ( $n = 3$ ) at least once a month, 3.1% ( $n = 1$ ) between 1 and 2 years ago, and 3.1% ( $n = 1$ ) between 3 and 5 years ago.

The victim(s) included the following: unknown victims (55.9%,  $n = 19$ ), adult strangers (29.4%,  $n = 11$ ) and acquaintances (8.8%,  $n = 3$ ), adult friends (8.8%,  $n = 3$ ), a young friend (5.9%,  $n = 2$ ), and a young stranger (2.9%,  $n = 1$ ). The perpetrator(s) included the following: unknown perpetrators (26.5%,  $n = 9$ ), young friends (26.5%,  $n = 9$ ), adult friends (23.5%,  $n = 8$ ), relatives (14.7%,  $n = 5$ ), adult acquaintances (11.8%,  $n = 4$ ) and strangers (8.8%,  $n = 3$ ), a young acquaintance (2.9%,  $n = 1$ ), a parent (2.9%,  $n = 9$ ), and a sibling (2.9%,  $n = 1$ ).

Frequency of Hearing About Threats Thirty-six percent ( $n = 26$ ) of the sample have heard about someone being threatened with serious physical harm. Of these, 23.1%

( $n = 6$ ) have heard of others being threatened once, 19.2% ( $n = 5$ ) twice, 19.2% ( $n = 5$ ) three or four times, 15.4% ( $n = 4$ ) five or six times, 3.8% ( $n = 1$ ) seven or eight times, 7.7% ( $n = 2$ ) at least once a week, 3.8% ( $n = 1$ ) at least once a month, and 7.7% ( $n = 2$ ) almost every day.

The victim(s) included the following: adult friends (34.6%,  $n = 9$ ), and strangers (26.9%,  $n = 7$ ), young strangers (15.4%,  $n = 4$ ), unknown victims (15.4%,  $n = 4$ ), young friends (11.5%,  $n = 3$ ) and acquaintances (7.7%,  $n = 2$ ), and adult acquaintance (7.7%,  $n = 2$ ), and a parent (3.8%,  $n = 1$ ). The perpetrator(s) included the following: adult strangers (50%,  $n = 13$ ), unknown perpetrators (19.2%,  $n = 5$ ), young friends (15.4%,  $n = 4$ ), young strangers (11.5%,  $n = 3$ ), adult acquaintances (7.7%,  $n = 2$ ) and friends (7.7%,  $n = 2$ ), young acquaintances (7.7%,  $n = 2$ ), a parent (3.8%,  $n = 1$ ), and an "other" relative (3.8%,  $n = 1$ ). The threats occurred (1) in the neighborhood (44%,  $n = 11$ ), (2) near school (20%,  $n = 5$ ), (3) in "other" locations (20%,  $n = 5$ ), (4) in school (12%,  $n = 3$ ), and (5) in the home (4%,  $n = 1$ ).

Frequency of Hearing About Someone Being Slapped, Hit, or Punched by a Non-Family Member Fifty-three percent ( $n = 38$ ) of the sample have heard about someone being slapped, hit, or punched by someone who was not a member of their family. Of these, 21.1% ( $n = 8$ ) have heard about someone being slapped, punched, or hit by a non-family member once, 7.9% ( $n = 3$ ) twice, 18.4% ( $n = 7$ ) three or four times, 5.3% ( $n = 2$ ) five or six times, 21.1% ( $n = 8$ ) seven or eight times, 5.3% ( $n = 10$ ) at least once a week, 13.2% ( $n = 5$ ) at least once a month, and 7.9% ( $n = 3$ ) almost every day.

Victims included the following: young friends (50%,  $n = 19$ ), adult strangers (18.4%,  $n = 7$ ), young strangers (15.8%,  $n = 6$ ), unknown victims (13.2%,  $n = 5$ ), young acquaintances (10.5%,  $n = 4$ ), adult friends (5.3%,  $n = 2$ ), and an acquaintance (2.6%,  $n = 1$ ). Perpetrator(s) included the following: unknown victims (26.3%,  $n = 10$ ), young friends (26.3%,  $n = 10$ ), young (21.1%,  $n = 8$ ) and adult strangers (18.4%,  $n = 7$ ), young acquaintances (15.8%,  $n = 6$ ), adult acquaintances (5.3%,  $n = 2$ ), an adult friend (2.6%,  $n = 1$ ), and a parent (2.6%,  $n = 1$ ).

The slapping, hitting, or punching occurred (1) in the neighborhood (60.5%,  $n = 23$ ), (2) in "other" locations (28.9%,  $n = 11$ ), (3) in school (15.8%,  $n = 6$ ), (4) near school (5.3%,  $n = 2$ ), and (5) in the home (2.6%,  $n = 1$ ).

Frequency of Hearing About Someone Being Slapped, Hit, or Punched by a Family Member Forty-five percent ( $n = 32$ ) of the sample have heard about someone being slapped, punched, or hit by a member of their family. Of these, 25% ( $n = 8$ ) endorsed hearing about someone being slapped, punched, or hit by a member of their family twice 6.3% ( $n = 2$ ), 21.9% ( $n = 7$ ) three or four times, 12.5% ( $n = 4$ ) five or six times, 12.5% ( $n = 4$ ) seven or eight times, 9.4% ( $n = 3$ ) at least once a week, 3.1% ( $n = 1$ ) at least once a month, and 9.4% ( $n = 3$ ) almost every day.

Victims included the following: young friends (56.3%,  $n = 18$ ), acquaintances (12.5%,  $n = 4$ ), and strangers (12.5%,  $n = 4$ ), adult strangers (9.4%,  $n = 3$ ), unknown victims (9.4%,  $n = 3$ ), adult acquaintances (6.3%,  $n = 2$ ), "other relative" (6.3%,  $n = 2$ ), and an adult stranger (3.1%,  $n = 1$ ). The person's family member who slapped, hit or

punched included the following: parents (56.3%,  $n = 18$ ), siblings (25%,  $n = 8$ ), "other" relative (18.8%,  $n = 6$ ), and unknown perpetrators (9.4%,  $n = 3$ ). The slapping, hitting, or punching occurred (1) in the neighborhood (46.9%,  $n = 15$ ), (2) in the home (34.4%,  $n = 11$ ), (3) near school (12.5%,  $n = 7$ ), and (4) in school (3.1%,  $n = 1$ ).

Frequency of Hearing About Beatings and Muggings Fifty-two percent ( $n = 37$ ) of the sample have heard about someone else being beaten up or mugged. Of these, 18.9% ( $n = 7$ ) have heard about someone else being beaten up or mugged once, 8.1% ( $n = 3$ ) twice, 16.2% ( $n = 6$ ) three or four times, 5.4% ( $n = 2$ ) five or six times, 13.5% ( $n = 6$ ) seven or eight times, 10.8% ( $n = 4$ ) at least once a week, 8.1% ( $n = 3$ ) at least once a month, and 18.9% ( $n = 7$ ) almost every day.

Victims included the following young friends (32.4%,  $n = 12$ ), unknown victims (32.4%,  $n = 12$ ), adult (24.3%,  $n = 9$ ) and young strangers (18.9%,  $n = 7$ ), adult friends (8.1%,  $n = 3$ ) and acquaintances (5.4%,  $n = 2$ ), "other relative" (5.4%,  $n = 2$ ), and a young acquaintance (2.7%,  $n = 1$ ). Perpetrator(s) included the following: unknown perpetrators (37.8%,  $n = 14$ ), adult (29.7%,  $n = 11$ ) young strangers (16.2%,  $n = 6$ ), young acquaintances (10.8%,  $n = 4$ ) and friends (8.1%,  $n = 3$ ), adult acquaintances (8.1%,  $n = 3$ ) and friends (8.1%,  $n = 3$ ), and an "other relative" (2.7%,  $n = 1$ ).

The slapping, hitting, or punching occurred (1) in "other" locations (57.1%,  $n = 20$ ), (2) in the neighborhood (37.1%,  $n = 13$ ), (3) near school (14.3%,  $n = 5$ ), and (4) in school (14.3%,  $n = 5$ ).

Frequency of Hearing About Sexual Assaults, Molestations, and Rapes Twenty-three children (32.4%) endorsed hearing about someone being sexually assaulted, molested, or raped. Of these, 43.5% ( $n = 10$ ) have heard about someone being sexually assaulted, molested, or raped once, 8.7% ( $n = 2$ ) twice, 30.4% ( $n = 7$ ) three or four times, 8.7% ( $n = 2$ ) five or six times, 4.3% ( $n = 1$ ) seven or eight times, and 4.3% ( $n = 1$ ) almost every day.

Victim(s) included the following: young friend (43.5,  $n = 10$ ), adult strangers (17.4%,  $n = 4$ ) and adult acquaintances (13%,  $n = 3$ ), unknown victims (13%,  $n = 3$ ), young strangers (13%,  $n = 3$ ), a young acquaintance (4.3%,  $n = 1$ ), a parent (4.3%,  $n = 1$ ), and an "other relative" (4.3%,  $n = 1$ ). Perpetrator(s) included the following: adult strangers (39.1%,  $n = 9$ ), unknown perpetrators (34.8%,  $n = 8$ ), young strangers (17.4%,  $n = 4$ ), adult acquaintances (13%,  $n = 3$ ), and a young acquaintance (4.3%,  $n = 1$ ).

The sexual assaults, molestations, or rapes took place (1) in the neighborhood (43.5%,  $n = 10$ ), (2) in "other" locations (39.1%,  $n = 9$ ), (3) near school (8.7%,  $n = 2$ ), and (4) in school (4.3%,  $n = 1$ ).

Frequency of Hearing About Someone Carrying a Gun or Knife Thirty-five children (49.3%) have heard about someone carrying or holding a gun or knife. Of these, 11.4% ( $n = 4$ ) have heard about someone carrying a gun or holding a gun or knife once, 11.4% ( $n = 4$ ) twice, 17.1% ( $n = 6$ ) three or four times, 8.6 ( $n = 3$ ) five or six times, 17.1% ( $n = 6$ ) seven or eight times, 11.4% ( $n = 4$ ) at least once a week, 5.7% ( $n = 2$ ) at least once a month, 17.1% ( $n = 6$ ) almost every day.

The person(s) carrying the gun or holding the knife included the following: adult (40%,  $n = 14$ ) and young strangers (28.6%,  $n = 10$ ), both adult (20%,  $n = 7$ ) and young acquaintances (14.3%,  $n = 5$ ), unknown individuals (11.4%,  $n = 4$ ), and both young (8.6%,  $n = 3$ ) and adult friends (8.6%,  $n = 3$ ). The persons carrying or holding guns or knives were (1) in the neighborhood (57.1%,  $n = 20$ ), (2) in "other" locations (28.6%,  $n = 10$ ), (3) in school (14.3%,  $n = 5$ ), and (4) near school (8.6%,  $n = 3$ ).

Frequency of Hearing Gunfire When at Home Eighty-five percent ( $n = 61$ ) have heard gunfire when they were at home. Of these, 11.5% have heard gunfire ( $n = 7$ ) once, 11.5% ( $n = 7$ ) twice, 1.6% ( $n = 3$ ) three or four times, 3.3% ( $n = 2$ ) five or six times, 18% ( $n = 11$ ) seven or eight times, 11.3% ( $n = 10$ ) at least once a week, 8.2% ( $n = 2$ ) at least once a month, and 29.5% ( $n = 18$ ) every day.

Frequency of Hearing Gunfire When in or Near School Eighteen percent ( $n = 13$ ) have heard gunfire when they were in or near school. Of these, 46.2% ( $n = 6$ ) have heard gunfire when they were at school once, 15.4% ( $n = 2$ ) twice, 23.1% ( $n = 3$ ) three or four times, 7.7% ( $n = 1$ ) five or six times, and 7.7% ( $n = 1$ ) at least once a month.

Frequency of Hearing or Seeing a Gun Fired in the Home Four children (5.6%) reported that they have seen or heard a gun fired in their home. Two children reported that they have heard or seen a gun fired in their home three or four times, and the other two, almost every day.

The person(s) shooting the gun included the following: unknown perpetrators (50%,  $n = 2$ ), an adult acquaintance (25%,  $n = 11$ ), and a young stranger (25%,  $n = 1$ ).

Two children reported that the guns were fired because of arguments. The other two children reported that the guns were fired for "other" reasons.

Frequency of Hearing About A Seriously Wounded Person After an Incident of Violence Thirty-four children (48.6%) have heard about seriously wounded people after incidents of violence. Of these, 8.8% ( $n = 3$ ) have heard about seriously wounded people once, 20.6% ( $n = 7$ ) twice, 29.4% ( $n = 10$ ) three or four times, 14.7% ( $n = 5$ ) five or six times, 8.8% ( $n = 3$ ) seven or eight times, 11.8% ( $n = 4$ ) at least once a month, and 5.9% ( $n = 2$ ) almost every day.

The wounded included the following: adult (50%,  $n = 17$ ) and young strangers (20.6%,  $n = 7$ ), unknown victims (17.6%,  $n = 6$ ), adult (11.8%,  $n = 4$ ) and young friends (8.8%,  $n = 3$ ), and adult (5.9%,  $n = 2$ ) and young acquaintances (5.9%,  $n = 2$ ). These individuals were wounded (1) in the neighborhood (57.6%,  $n = 19$ ), and (2) in "other" locations (48.5%,  $n = 16$ ).

Frequency of Hearing About Knife Attacks Twenty-two children (33.8%) reported hearing about someone else being attacked or stabbed with a knife. Of these, 33.3% ( $n = 8$ ) have heard about knife attacks once, 8.3% ( $n = 2$ ) twice, 20.8% ( $n = 5$ ) five or six times, 8.3% ( $n = 2$ ) seven or eight times, 8.3% ( $n = 2$ ) almost every day, and 20.8% ( $n = 5$ ) at least once a month.

Victim(s) included the following: adult strangers (33.3%,  $n = 8$ ), adult acquaintances (16.7%,  $n = 4$ ), young friends (16.7%,  $n = 4$ ), unknown victims (16.7%,  $n = 4$ ), young strangers (12.5%,  $n = 3$ ), adult acquaintances (8.3%,  $n = 2$ ), a young

acquaintance (4.2%,  $n = 1$ ), a parent (4.2%,  $n = 1$ ), and a "other relative" (4.2%,  $n = 1$ ).

Perpetrator(s) included the following: adult strangers (41.7%,  $n = 10$ ), people the child did not know (33.3%,  $n = 8$ ), young strangers (20.8%,  $n = 5$ ), a young friend (4.2,  $n = 1$ ), and an adult friend (4.2%,  $n = 1$ ).

The knife attacks occurred (1) in the neighborhood (56.5%,  $n = 13$ ), (2) in "other" locations (30.4%,  $n = 7$ ), (3) near school (13%,  $n = 3$ ), and (4) in school (4.3%,  $n = 1$ ).

Frequency of Hearing About Someone Getting Shot Forty-four children (62%) have heard about someone else getting shot with a gun. Of these, 31.8% ( $n = 14$ ) have heard about someone else getting shot once, 13.6% ( $n = 6$ ) twice, 18.2% ( $n = 8$ ) three or four times, 2.3% ( $n = 1$ ) five or six times, 22.7% ( $n = 10$ ) seven or eight times, 2.3% ( $n = 1$ ) at least once a month, and 9.1% ( $n = 4$ ) almost every day.

Victims included the following: adult strangers (47.7%,  $n = 21$ ), unknown victims (18.2%,  $n = 8$ ), young strangers (15.9%,  $n = 7$ ), adult acquaintances (11.4%,  $n = 5$ ), both young (11.4%,  $n = 5$ ) and adult friends (9.1%,  $n = 4$ ), and "other relative" (9.1%,  $n = 4$ ).

Perpetrator(s) included the following: adult strangers (43.2%,  $n = 19$ ), unknown perpetrators (38.6%,  $n = 17$ ), young strangers (13.6%,  $n = 6$ ), adult acquaintances (6.8%,  $n = 3$ ), an adult friend (2.3%,  $n = 1$ ), a young acquaintance (2.3%,  $n = 1$ ), and a parent (2.3%,  $n = 1$ ). The shootings occurred (1) in the neighborhood (66.7%,  $n = 28$ ), (2) "other" (38.1%,  $n = 16$ ), (3) in the home (2.4%,  $n = 1$ ), (4) near school (2.4%,  $n = 1$ ), and (5) in school (2.4%,  $n = 1$ ).

Frequency of Hearing About Dead Bodies Twenty-six children (37.1%) have heard about a dead body somewhere in their community. Of these, 34.6% ( $n = 9$ ) have heard about a dead body somewhere in their community once, 23.1% ( $n = 6$ ) twice, 11.5% ( $n = 3$ ) three or four times, 7.7% ( $n = 2$ ) five or six times, 19.2% ( $n = 4$ ) seven or eight times, and 7.7% ( $n = 2$ ) almost every day.

The bodies were seen (1) in the neighborhood (53.8%,  $n = 14$ ), (2) in "other" locations (30.8%,  $n = 8$ ), and (3) near school (19.2%,  $n = 5$ ).

The dead persons included the following: adult strangers (46.2%,  $n = 12$ ), unknown victims (30.8%,  $n = 8$ ), young strangers (11.5%,  $n = 3$ ), adult acquaintances (7.7%,  $n = 2$ ), a young acquaintance (3.8%,  $n = 1$ ), and a young friend (3.8%,  $n = 1$ ). The persons who saw the bodies included the following: young friends (50%,  $n = 13$ ), adult strangers (15.4%,  $n = 4$ ), people the children did not know (15.4%,  $n = 4$ ), young strangers (11.5%,  $n = 3$ ), "other relative" (7.7%,  $n = 2$ ), a young acquaintance (3.8%,  $n = 1$ ), and a parent (3.8%,  $n = 1$ ).

Frequency of Hearing About Killings Thirty-four children (47.9%) have heard about someone being killed. Of these, 20.6% ( $n = 7$ ) have heard about killing someone being killed once, 20.6% ( $n = 7$ ) two, 17.6% ( $n = 6$ ) three or four, 5.9% ( $n = 2$ ) five or six, 20.6% ( $n = 7$ ) seven or eight, 2.9% ( $n = 1$ ) at least once a week, 5.9% ( $n = 2$ ) at least once month, and 5.9% ( $n = 2$ ) almost every day.

Those who killed included the following: adult strangers (47.1%,  $n = 16$ ), unknown victims (33.3%,  $n = 11$ ), young friends (18.2%,  $n = 6$ ), young strangers (17.6%,

$n = 6$ ), young acquaintances (11.8%,  $n = 4$ ), and an adult acquaintance (2.9%,  $n = 1$ ).

Perpetrator(s) included the following: unknown perpetrators (45.5%,  $n = 15$ ), adult strangers (36.4%,  $n = 12$ ), young strangers (12.1%,  $n = 4$ ), adult friends (9.1%,  $n = 3$ ), young friends (6.1%,  $n = 2$ ), and a young acquaintance (3%,  $n = 1$ ).

The killing(s) took place (1) in "other" locations (47.1%,  $n = 16$ ), (2) in the neighborhood (32.5%,  $n = 13$ ), and (3) near school (5.9%,  $n = 2$ ).

#### Recency of Hearing About Violence

The recency of hearing about violence mean score for the sample was 47.38 (SD = 30.19, range 4-110). On average, older males ( $Mean = 57.61$ , SD = 37.71, range = 9-110) evidenced higher recency of hearing about violence scores than the other age groups. Younger females ( $Mean = 45.17$ , SD = 26.87, range = 8-100) and older females ( $Mean = 44.56$ , SD = 24.36, range = 16-107) had similar recency of hearing about violence scores, which were slightly higher than those of younger males ( $Mean = 40.94$ , SD = 27.51, range = 4-103).

Recency of Hearing About Someone Being Chased The interval between youth hearing about someone being chased and the interview was about a month ago (60%,  $n = 26$ ), about 3 months ago (14%,  $n = 6$ ), about 6 months ago (7%,  $n = 3$ ), about 9 months ago (9.3%,  $n = 4$ ), between 1 and 2 years ago (4.7%,  $n = 2$ ), between 3 and 5 years ago (2.3%,  $n = 1$ ), and more than 5 years ago (2.3%,  $n = 1$ ).

Recency of Hearing About Forced Entry The interval between youth hearing about someone trying to force their way into someone else's house or apartment and the

interview was about a week ago (16.7%,  $n = 4$ ), about a month ago (33.3%,  $n = 8$ ), about 3 months ago (8.3%,  $n = 2$ ), about 6 months ago (12.5%,  $n = 3$ ), about a year ago (12.5%,  $n = 3$ ), between 1 and 2 years ago (8.3%,  $n = 2$ ), between 3 and 5 years ago (4.2%,  $n = 1$ ), and more than five years ago (4.2%,  $n = 1$ ).

Recency of Hearing About Threats The interval between youth hearing about someone being threatened and the interview was about a week ago (65.2%,  $n = 15$ ), about a month ago (26.5%,  $n = 9$ ), about 3 months ago (8.9%,  $n = 2$ ), about 6 months ago (4.3%,  $n = 1$ ), about 9 months ago (8.9%,  $n = 2$ ), about a year ago (13%,  $n = 3$ ), and between 1 and 2 years ago (4.3%,  $n = 1$ ). There was missing data for 3 subjects.

Recency of Hearing About Someone Being Slapped, Hit, or Punched by a Non-Family Member The interval between youth hearing about someone being slapped, hit or punched by a non-family member was about a week ago (65.8%,  $n = 25$ ), about a month ago (21.5%,  $n = 8$ ), about 3 months ago (7.9%,  $n = 3$ ), about 6 months ago (2.6%,  $n = 1$ ), and between 1 and 2 years ago (2.6%,  $n = 1$ ).

Recency of Hearing About Someone Being Slapped, Hit, or Punched by a Family Member The interval between youth hearing about someone being slapped, hit or punched by a family member was about a week ago (51.4%,  $n = 18$ ), about a month ago (21.8%,  $n = 5$ ), about 3 months ago (15.6%,  $n = 5$ ), about a 6 months ago (3.1%,  $n = 1$ ), and about a year ago (3.1%,  $n = 1$ ).

Recency of Hearing About a Beating or Mugging The interval between youth hearing about someone being beaten up or mugged and the interview was about a week

ago (59.5%,  $n = 22$ ), about a month ago (18.9%,  $n = 7$ ), about 3 months ago (8.1%,  $n = 2$ ), about a year ago (8.1%,  $n = 2$ ), between 3 and 5 years ago (8.1%,  $n = 2$ ). Data for 1 subject was missing.

Recency of Hearing About a Rape, Sexual Assault, or Molestation The interval between youth hearing about someone being sexually assaulted, molested, or raped and the interview was about a week ago (21.7%,  $n = 5$ ), about a month ago (21.7%,  $n = 5$ ), about 3 months ago (8.7%,  $n = 2$ ), about a year ago (21.7%,  $n = 5$ ), between 1 and 2 years ago (17.4%,  $n = 4$ ), and between 3 and 5 years ago (8.7%,  $n = 2$ ).

Recency of Hearing About Someone Carrying a Gun or Knife The interval between youth hearing about someone carrying a gun or knife and the interview was about a week ago (42.9%,  $n = 15$ ), about a month ago (37.1%,  $n = 13$ ), about 3 month ago (11.4%,  $n = 4$ ), about a year ago (2.8%,  $n = 1$ ). Data for 2 subjects was missing.

Recency of Hearing Gunfire When Home or In or Near School The interval between youth hearing gunfire when they were at home, or in or near school and the interview was about a week ago (52.5%,  $n = 32$ ), about a month ago (21.3%,  $n = 13$ ), about 3 month ago (6.5%,  $n = 4$ ), about 6 month ago (4.9%,  $n = 3$ ), about 9 months ago (1.6%,  $n = 1$ ), about a year ago (6.5%,  $n = 4$ ), between 1 and 2 years ago (1.6%,  $n = 1$ ), and between 3 and 5 years ago (4.9%,  $n = 3$ ).

Recency of Hearing About a Seriously Wounded Person After an Incident of Violence The interval between youth hearing about a seriously wounded person after an incident of violence and the interview was about a week ago (41.1%,  $n = 14$ ), about a

month ago (32.4%,  $n = 11$ ), about 3 month ago (14.7%,  $n = 5$ ), about 6 months ago (2.9%,  $n = 1$ ), and about a year ago (5.9%,  $n = 2$ ). Data for 2 subjects was missing.

Recency of Hearing About a Knife Attack The interval between youth hearing about a knife attack and the interview was; about a week ago (40.9%,  $n = 9$ ), about a month ago (31.8%,  $n = 7$ ), about 3 month ago (4.5%,  $n = 1$ ), about 6 months ago (4.5%,  $n = 1$ ), about a year ago (9.1%,  $n = 2$ ), and between 1 and 2 years ago (9.1%,  $n = 2$ ).

Recency of Hearing About Someone Getting Shot With a Gun The interval between youth hearing about someone getting shot and the interview was about a week ago (40.9%,  $n = 18$ ), about a month ago (18.2%,  $n = 8$ ), about 3 month ago (18.2%,  $n = 8$ ), about 6 months ago (4.5%,  $n = 2$ ), about a year ago (4.5%,  $n = 2$ ), more than five years ago (4.5%,  $n = 2$ ), between 1 and 2 years ago (2.3%,  $n = 1$ ), and between 3 and 5 years ago (2.3%,  $n = 1$ ). Data was missing for 2 subjects.

Recency of Hearing About a Dead Body The interval between youth hearing about a dead body somewhere in their community and the interview was about a week ago (15.4%,  $n = 4$ ), about a month ago (38.5%,  $n = 10$ ), about 3 months ago (7.7%,  $n = 2$ ), about 6 months ago (7.7%,  $n = 2$ ), about a year ago (15.4%,  $n = 4$ ), between 1 and 2 years ago (3.8%,  $n = 1$ ), and between 3 and 5 years ago (3.8%,  $n = 1$ ). Data for 2 subjects was missing.

Recency of Hearing About a Killing The interval between youth hearing about someone being killed by another person and the interview was about a week ago (29.4%,  $n = 10$ ), about a month ago (29.4%,  $n = 10$ ), about 3 months ago (17.6%,  $n = 6$ ), about 6

months ago (2.9%,  $n = 1$ ), about a year ago (2.9%,  $n = 1$ ), between 1 and 2 years ago (8.8%,  $n = 3$ ), and between 3 and 5 years ago (5.9%,  $n = 2$ ).

To examine the association between violence exposure and psychological distress Pearson Correlations were calculated between violence exposure variables and the dependent measures, followed by multiple regression analyses.

#### Correlations Between Violence Exposure Variables and Dependent Measures

A number of significant correlations were found between violence exposure variables and measures of psychological distress. As seen in Table 37, two violence exposure variables were significantly correlated with several of the dependent measures. Specifically, frequency and recency of witnessing violence were significantly correlated with SAFE total scores. Additionally, recency of witnessing violence was significantly correlated with IES total scores. Violence exposure variables were significantly correlated with lifetime ADHD symptoms and the Behavioral Symptom subscale (Tables 38 & 39). Four of the violence exposure variables were significantly correlated with current ADHD symptoms and CD symptomatology. Additionally, both frequency and recency of victimization were significantly correlated with ODD symptomatology. Five of the violence exposure variables (the exception was recency of victimization) were significantly correlated with SAD symptomatology and the Anxiety Symptom subscale (the exception was frequency of victimization) (Table 39). The other violence exposure variables that were significantly correlated with Anxiety Symptom subscale clusters included frequency

and recency of hearing about violence (OCD), recency of both victimization and witnessing violence (PTSD), and recency of hearing about violence (Phobia).

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Insert Tables 38 and 39 about here

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In summary, many associations emerged between the violence exposure variables and the measures of psychological distress. The strongest and most consistent associations to emerge were between violence exposure variables and the symptom clusters of the DICA-R and its two subscales. Specifically, symptom clusters constituting the Behavioral Symptom subscale of the DICA-R evinced a stronger and more consistent relationship than the Anxiety symptom subscale, which was stronger and more consistent than the SAFE, IES and the CDI total scores. All of the violence exposure variables were significantly correlated with the Behavioral Symptom subscale. Conversely, five of the six violence exposure variables were significantly correlated with the Anxiety Symptom subscale. In addition, the magnitude and probability values for the Anxiety Symptom subscale were less than those found with the Behavioral symptom subscale.

#### Hierarchical Multiple Regression Analyses Predicting Youths' Psychosocial Functioning

Hierarchical Multiple regression analyses were used to evaluate whether exposure to community violence added a significant amount of variance to youths' psychosocial functioning (psychological distress) when pertinent demographic variables were controlled (Hypothesis 1). Criterion variables included total scores on the SAFE, IES, CDI, and

DICA-R Anxiety and Behavioral symptom subscales. Predictor variables included demographic and violence exposure variables that were associated significantly or marginally with the respective criterion variables in the preceding correlational analyses. In the Multiple regression analyses, demographic characteristics were entered in the first step, and violence exposure variables were entered in subsequent steps. The results of the Multiple regression analyses predicting youths' psychosocial functioning are reported in Table 40.

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Insert Table 40 about here

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SAFE Total Scores. As indicated in Table 33, three demographic characteristics gender, amount of family income supplied by welfare, and the amount of time the child lived with care givers were significantly or marginally correlated with SAFE total scores. As shown in Table 37, two violence exposure variables, frequency of witnessing violence and recency of witnessing violence, were significantly correlated with SAFE total scores. Because we were interested in whether violence exposure predicted psychological distress above and beyond that predicted by demographic characteristics, demographic variables were entered first in step 1, and violence exposure variable(s) entered in subsequent steps 2 (Table 40). As shown in Table 40, a significant amount of variance was added in the first step by demographic variables, but gender and amount of time living with care givers were the only significant predictors in this step; together these variables accounted for

29% of the variance in SAFE total scores. Frequency of witnessing violence was a relatively strong predictor of SAFE total scores, contributing 7% of additional variance; together these predictors accounted for 36% of the variance in SAFE total scores.

IES total scores. As indicated in Table 33, length of time living at current address was the only demographic characteristic significantly correlated with IES total scores. Recency of Witnessing violence was the only violence exposure variable significantly correlated with IES total scores (Table 37). As shown in Table 40, a significant amount of variance was added at each step. In the first step, length of time living at current address accounted for 13% of the variance in IES total scores. In the second step, recency of witnessing violence was also a strong predictor of IES total scores, contributing 9% of additional variance; together these predictors accounted for 22% of the variance.

CDI total scores. As indicated in Table 33, number of children in the family and amount of income supplied by welfare were the only demographic characteristics significantly correlated with CDI total scores. As indicated in Table 37, none of the violence variables were significantly correlated with CDI total scores. Because I wanted to know if any of the violence variables would contribute to the prediction of CDI total scores, several marginal correlations ( $p < .1$ ) were added to the regression equations predicting CDI total scores. Table 40 reveal that in step 1, demographic variables accounted for 19% of the variance in CDI total scores, with number of children in the family being the only significant predictor. At step 2, frequency of victimization,

frequency of witnessing violence, and frequency of hearing about violence were entered into the regression equation (each were marginally correlated with CDI total scores). However, in step 3, frequency of hearing about violence was the only violence exposure variable that contributed significantly in the final equation, accounting for 7% of additional variance; together the predictors accounted for 26% of the variance in CDI total scores (i.e., number of children in the family and frequency of hearing about violence). Frequency of hearing about violence had a strong negative effect on depressive symptomatology ( $p < 0.03$ ) in that as frequency of hearing about violence increased level of depressive symptomatology decreased. However, there was a positive relationship between frequency of victimization and depressive symptomatology which approached significance ( $p < 0.08$ ). That is, as frequency of victimization increased level of depressive symptomatology also increased.

DICA-R Anxiety Symptom Subscale total scores. As indicated in Table 35, gender was the only demographic characteristic significantly correlated with DICA-R Anxiety Symptom Subscale total scores (i.e., total symptoms). Table 39 reveals that five of the six violence variables were significantly correlated with Anxiety Symptom Subscale total scores. Because of the high number of violence variables significantly correlated with the Anxiety Symptom subscale total scores, a stepwise regression procedure was used prior to the hierarchical regression. The only violence exposure to significantly predict Anxiety Symptom Subscale total scores was recency of witnessing violence ( $p < 0.003$ ). Consequently, recency of witnessing violence was used in the hierarchical

regression analysis. As indicated in Table 40, each of the predictors were entered in a separate step. At step 1, gender was a significant predictor of Anxiety Symptom Subscale total scores, accounting for 6% of the variance. Recency of Witnessing violence significantly predicted the Anxiety Symptom Subscale total scores in the final equation, contributing 12% of additional variance. Because PTSD is often cited in the literature as a consequence of community violence exposure, hierarchical multiple regression analyses were run separately for total number of PTSD symptoms and for meeting PTSD criteria.

DICA-R Total PTSD Symptoms. As indicated in Table 35, three demographic variables were significantly correlated with Total PTSD symptoms, number of sisters, age of sisters, and number of siblings. However, number of sisters was the only demographic variable that significantly predict Total PTSD symptoms, and consequently was used in the subsequent hierarchical multiple regression analysis. Table 39 reveal that two of the violence exposure variables were significantly correlated with total PTSD symptoms, Recency of Victimization and Recency of Witnessing violence. As shown in Table 40, at step 1 number of sisters contributed significantly to the final equation, accounting for 6% of the variance. Only Recency of Victimization contributed significantly in the final equation, accounting for 12% of the variance. Together the predictors accounted for 18% of the variance in total PTSD symptoms.

DICA-R PTSD Criteria. There were two demographic variables significantly correlated with meeting PTSD criteria, parental age and number of sisters. However, number of sisters was the only demographic variable to significantly predict meeting PTSD

criteria. Only one of the six violence exposure variables was significantly correlated with PTSD criteria, recency of victimization. As indicated in Table 40, number of sisters contributed significantly ( $p < 0.05$ ) in the final equation, accounting for 5% of the variance in PTSD criteria. Similarly, Recency of Victimization was a strong and significant predictor of PTSD criteria, which accounted for 9% of the variance; together the predictors accounted for 14% of the variance in meeting PTSD criteria.

DICA-R Behavioral Symptom Subscale total scores. As indicated in Table 34, four demographic characteristics were significantly correlated with Behavioral Symptom Subscale total scores, amount of time child lives with mother, number of brothers, brothers ages, and number of siblings. Each of these variables were entered into a stepwise regression procedure. The only demographic variable that significantly predicted Behavioral Symptom Subscale total scores was the number of brothers ( $p < 0.0007$ ), which was subsequently used in the hierarchical regression. Each of the violence exposure variables was significantly correlated with Behavioral Symptom Subscale total scores. However, only recency of victimization significantly predicted Behavioral Symptom Subscale total scores ( $p < 0.002$ ). Number of brothers and recency of victimization served as predictors in the hierarchical regression analysis. As indicated in Table 40, a significant amount of variance was added in each step. At step 1, number of brothers contributed significantly in the final equation (Table 40), accounting for 16% of the variance. As the number of brothers increased the number of Behavioral Symptom Subscale scores decreased. Recency of Victimization was also a strong predictor of Behavioral Symptom

Subscale total scores, contributing 15% of additional variance; together the predictor variables accounted for 31% of the variance.

### Moderating Variables

Social Support and Self-esteem. In order to examine the role social support and self-esteem play in psychological distress, subjects were divided into two groups via median splits on the SSQ6 (i.e., number, and quality of social supports) and factor scores on the Self-Perception Profile for Children Questionnaire. Then, *t*-tests were performed across each of the dependent measures with High and Low groupings serving as the independent variables. High and Low groups were compared on their violence experiences via independent *t*-tests to determine if High and Low groups differed in their level of exposure to various forms of community violence. Finally, hierarchical multiple regression analyses were used to evaluate whether social support and self-perceived competence (self-esteem) moderated the relationship between exposure to community violence and psychological distress.

Social Support Questionnaire 6 Examination of Table 41 reveal that youth within the High group on number of social supports consistently reported lower levels of symptomatology across each of the dependent measures. However, the only significant difference between High and Low groups were on the DICA Behavioral symptom subscale, within the High group reporting significantly fewer behavioral symptoms than youth in the Low group (Means = 9.58 vs. 13.00,  $t = 2.02$ ,  $df = 69$ ,  $p = .0472$ ). There were no significant differences between High and Low quality of social support groups on the

dependent measures (Table 42). Although trends were evident, suggesting that the number and the quality of social supports may serve a protective function in impoverished inner-city youths' exposed to community violence, this was not borne by the results.

Self-Perception Profile for Children Questionnaire Self-Perception Profile for Children Questionnaire data are presented by the six factor scores. Median splits were used to divide youth into High and Low groups based on their respective scores on each of the Self-Perception Profile for Children Questionnaire factors. Comparisons across groups on each of the dependent measures was achieved with *t*-tests.

Table 43 reveal that youth in the High Scholastic group scored consistently lower on the dependent measures than youth in the Low Scholastic Competence group. However, independent *t*-tests revealed that the only significant difference was on IES total scores in which the High group scored significantly lower than the Low group (Means = 21.21 vs. 29.92,  $t = 2.42$ ,  $df = 44.7$ ,  $p = .0196$ ).

As indicated in Table 44, youth in the High Social Acceptance group scored significantly lower than youth in the Low group on the SAFE (Means = 56.82 vs 80.20,  $t = 3.08$ ,  $df = 67.9$ ,  $p = .003$ ), the CDI (Means = 5.85 vs 11.54,  $t = 3.97$ ,  $df = 55.9$ ,  $p = .0002$ ), and the DICA Anxiety Symptom subscale (Means = 13.32 vs 20.80,  $t = 2.20$ ,  $df = 55.4$ ,  $p = .0318$ ).

As shown in Table 45, youth High on Athletic Competence consistently scored lower on the dependent measures than youth Low on Athletic Competence. These differences were significant for the SAFE (Means = 52.94 vs 82.42,  $t = 3.97$ ,  $df = 55.9$ ,  $p$

= .0002), the CDI (Means = 6.62 vs 10.20,  $t = 1.96$ ,  $df = 46.0$ ,  $p = .05$ ), and the DICA Anxiety Symptom subscale (Means = 13.37 vs 20.08,  $t = 2.40$ ,  $df = 63.1$ ,  $p = .0192$ ).

Commensurately, youth in the High Physical Appearance group (Table 46) scored lower on measures of psychological distress than youth in the Low Physical Appearance group. These differences were significant on the SAFE (Means = 57.35 vs 77.48,  $t = 2.52$ ,  $df = 67.7$ ,  $p = .0140$ ), the CDI (Means = 5.75 vs 11.14,  $t = 2.37$ ,  $df = 65.4$ ,  $p = .02$ ), and the DICA Anxiety Symptom subscale (Means = 12.86 vs 20.64,  $t = 3.86$ ,  $df = 69.0$ ,  $p = .0004$ ).

As shown in Table 47, youth High on the Behavioral Conduct factor scored higher on three of the five indices of psychological distress. However, youth High on the Behavioral Conduct Competence also scored significantly lower on the DICA Behavioral Symptom subscale (Means = 8.34 vs 15.26,  $t = 4.46$ ,  $df = 69.0$ ,  $p = .0001$ ) than youth Low on Behavioral Conduct Competence.

As indicated in Table 48, youth High on Global self-Worth consistently scored lower on measures of psychological distress than youth Low on Global Self-Worth. However, independent  $t$ -tests revealed that the only significant difference was on CDI total scores in which the High group scored significantly lower than the Low group (Means = 6.16 vs. 10.57,  $t = 3.04$ ,  $df = 65.5$ ,  $p = .0034$ ).

In order to examine if groups differed on their exposure to community violence, independent  $t$ -tests were performed with High vs. Low social support and self-esteem groupings serving as the independent variables and the violence exposure scales (e.g.,

Frequency of Victimization, Recency of Victimization) serving as the dependent variables. Bonferroni corrections were also applied to control for an inflated Type I error rate due to the multiple tests of significance performed in these analyses. With the Bonferroni correction, none of the groups differed significantly in their exposure to community violence.

Hierarchical Multiple Regression Analyses Examining the Moderating Role of Social Support and Self-Perceived Competence (Self-Esteem). Hierarchical multiple regression analyses were used to examine whether social support and self-perceived competence (self-esteem) moderated the relationship between exposure to community violence and psychological distress. Criterion variables included total scores on the SAFE, IES, CDI, and DICA-R Anxiety and Behavioral Symptom Subscale total scores. Predictor variables included violence exposure variables that were associated significantly or marginally with the respective criterion variables in the correlational analyses. In the hierarchical multiple regression analyses, violence exposure variables and social support and self-perceived competence factor scores were entered in the first step. In Step 2, the interaction term (product) of the violence exposure variables and social support and self-perceived competence factor scores were entered. The moderator hypotheses (2-4) would be supported if the interaction term added a significant increment in  $R^2$  while the effects for violence exposure, and social support and self-perceived competence (self-esteem) are controlled. The results of these hierarchical multiple regression analyses are reported in Table 49.

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Insert Table 49 about here

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SAFE Total Scores. As indicated in Table 49, four of the eight interaction terms accounted for a significant increment in  $R^2$  for SAFE total scores. Specifically, number of social supports, social acceptance competence, behavioral conduct competence, physical appearance competence, by frequency of witnessing violence accounted for a significant amount of variance (Mean = 8.75, range 6% - 10%) in SAFE total scores.

There were differences between youth who were high on number of social support regarding the impact of exposure to violence on SAFE total scores. Youth who were high on number of social supports and exposed to a low level of violence (*Mean* = 163.2) reported less fear than youth who were low on number of social supports and exposed to a low level of violence (*Mean* = 173.2). Conversely, youth who were low on number of social support and exposed to high level of violence (*Mean* = 175.4) reported a lower level of fear than youth who were high on number of social supports exposed to a high level of violence (*Mean* = 180.0). The interaction between number of social supports and frequency of witnessing violence was significant ( $p < .05$ ).

There were differences between youth who were high on social acceptance competence regarding the impact of exposure to violence on SAFE total scores. Youth who were high on social acceptance competence and exposed to a high level of violence (*Mean* = 173.4) reported more fear than youth who were high on social acceptance

competence and exposed to a low level of violence (*Mean* = 152.1). Conversely, youth who were low on social acceptance competence and exposed to high level of violence (*Mean* = 185.1) reported a comparable level of fear to youth who were low on social acceptance competence and exposed to a low level of violence (*Mean* = 189.2). The interaction between social acceptance competence and frequency of witnessing violence was significant ( $p < .005$ ).

There were differences between youth who were high on behavioral conduct competence regarding the impact of exposure to violence on SAFE total scores. Youth who were high on social acceptance competence and exposed to a low level of violence (*Mean* = 163.4) reported less fear than youth who were high on behavioral conduct competence and exposed to a high level of violence (*Mean* = 177.5). Conversely, youth who were high on behavioral conduct competence and exposed to high levels of violence (*Mean* = 185.1) reported more fear than youth who were low on social acceptance competence and exposed to high levels of violence (*Mean* = 170.2). The interaction between behavioral conduct competence and frequency of witnessing violence was significant ( $p < .009$ ).

There were also differences between youth who were high on physical appearance competence regarding the impact of exposure to violence on SAFE total scores. Youth who were high on physical appearance competence and exposed to a low level of violence (*Mean* = 157.3) reported less fear than youth who were high on physical appearance competence and exposed to a high level of violence (*Mean* = 172.6). Conversely, youth

who were low on physical appearance competence and exposed to a low level of violence (*Mean* = 186.9) reported a comparable level of fear as youth who were low on physical appearance competence and exposed to a high level of violence (*Mean* = 182.9). The interaction between physical appearance competence and frequency of witnessing violence was significant ( $p < .005$ ).

Additionally, the interaction of global self-worth and frequency of witnessing violence approached significance ( $p = < .1$ ) accounting for 5% of additional variance in SAFE total scores. There were differences between youth who were exposed to a high versus a low level of violence regarding the effect of global self-worth on SAFE total scores. Youth who were exposed to a high level of violence and had a high level of global self-worth (*Mean* = 174.6) reported a lower SAFE total score than youth who were exposed to a high level of violence and had a low global self-worth score (*Mean* = 181.6). Similarly, youth who were exposed to a low level of violence and had high global self-worth (*Mean* = 164.4) reported a lower SAFE total score than youth who were exposed to a low level of violence and a had a low global self-worth score (*Mean* = 174.3).

IES total scores. As indicated in Table 49, only one of the interaction terms accounted for a significant increment in  $R^2$  for IES total scores. Specifically, physical appearance competence by recency of witnessing violence accounted for an additional 9% of the variance in IES total scores. Additionally, two of the seven remaining interaction terms approached significance ( $p = < .1$ ), specifically, global self-worth and social acceptance competence by recency of witnessing violence. There were no differences

between youth who were exposed to high levels of violence regarding the effect of physical appearance competence on IES total scores (*Means* = 29.8 vs. 28.3, respectively). However, youth who were exposed to low levels of violence and who were high on physical appearance competence (Mean = 17.3) reported lower IES total scores than youth who were exposed to low levels of violence and who were low on physical appearance competence (Mean = 28.6). The interaction between physical appearance competence and recency of witnessing violence was significant ( $p < .05$ ).

CDI total scores. As indicated in Table 49, two of the eight interaction terms accounted for a significant increment in  $R^2$  for CDI total scores. Specifically, social acceptance competence and physical appearance competence by frequency of hearing about violence accounted 6% and 12%, respectively, of additional variance in CDI total scores. Additionally, two of the six remaining interaction terms approached significance ( $p = < .1$ ), specifically, global self-worth and behavioral conduct competence by frequency of hearing about violence. There were differences between youth who were high on social acceptance competence regarding the impact of exposure to violence on CDI total scores. Youth who were high on social acceptance competence and exposed to a high level of violence (Mean = 5.2) reported comparable depressive symptomatology as youth who were high on social acceptance competence and exposed to a low level of violence (Mean = 6.3). In contrast, youth who were low on social acceptance competence regardless of their level of exposure to violence (Means = 12.7 and 10.8) reported a comparable levels

of depressive symptomatology. The interaction between social acceptance competence and frequency of hearing about violence was significant ( $p < .05$ ).

There were also differences between youth who were high on physical appearance competence regarding the impact of exposure to violence on CDI total scores. Youth who were high on physical appearance competence and exposed to a high level of violence ( $Mean = 6.7$ ) reported comparable depressive symptomatology as youth who were high on social acceptance competence and exposed to a low level of violence ( $Mean = 5.3$ ). In contrast, youth who were low on physical appearance competence and exposed to a low level of violence ( $Means = 15.6$ ) reported more depressive symptomatology than youth who were low on physical appearance competence and exposed to a low level of violence ( $Mean = 9.0$ ). The interaction between physical appearance competence and frequency of hearing about violence was significant ( $p < .0007$ ).

DICA-R Anxiety Symptom Subscale total scores. As indicated in Table 49, only one of the interaction terms accounted for a significant increment in  $R^2$  for Anxiety Symptom Subscale total scores. Specifically, physical appearance competence by recency of witnessing violence accounted for an additional 5% of the variance in Anxiety Symptom Subscale total scores. There were differences between youth who were high on physical appearance competence regarding the impact of exposure to violence on Anxiety Symptom Subscale total scores. Youth who were high on physical appearance competence and exposed to a low level of violence ( $Mean = 10.7$ ) reported fewer anxiety symptoms than youth who were high on physical appearance competence and exposed to

a high level of violence (*Mean* = 16.3). Conversely, youth who were low on physical appearance competence and exposed to a low level of violence (*Mean* = 23.1) reported a comparable level of anxiety as youth who were low on physical appearance competence and exposed to a high level of violence (*Mean* = 19.1). The interaction between physical appearance competence and frequency of witnessing violence was significant ( $p < .05$ ).

DICA-R Behavioral Symptom Subscale total scores. As indicated in Table 49, none of the interaction terms accounted for a significant increment in  $R^2$  for Behavioral Symptom Subscale total scores.

### **Discussion**

Consistent with previous work (Bell & Jenkins, 1993; Fitzpatrick, 1993; Fitzpatrick & Boldizar, 1993; Martinez & Richters, 1993; Shakoor & Chalmers, 1991; Richters & Martinez, 1993), the results of this study indicate that a random sample of inner-city African-American children are exposed to a considerable amount of community violence. Moreover, such exposure to community violence is not psychologically benign but malignant, as evinced by the significant levels of stress-related symptomatology observed in the current sample. Specifically, exposure to community violence was associated with several dimensions of youths' psychosocial functioning. These findings are noteworthy because violence exposure added significant variance above and beyond that contributed by pertinent demographic characteristics. Thus, these findings suggest that violence exposure contributes an independent source of variance in predicting psychosocial functioning in youths at the lower extremes of the SES continuum. Also noteworthy,

were the findings that youths' with greater personal resources (i.e., number and quality of social supports, self-esteem), with similar community violence experiences, consistently scored lower across measures of psychological distress than youths' with fewer personal resources (Tables 41-48). These differences reached significance across a subset of both the dependent and the independent variables. Additionally, self-perceived competence (self-esteem) moderated the effects of exposure to violence. To highlight these findings, the association among exposure to violence and trauma-related symptomatology across each dependent measure will be presented. Additionally, the role of social support and self-esteem as moderators of trauma-related symptomatology across each of the dependent measures will be discussed. Finally, methodological strengths and limitations, and future directions are noted.

#### Association Among Exposure to Violence and Dependent Measures

SAFE/FSSC-R Generally, youth in the current sample reported frequencies and intensity of fears (Table 4), as well as similar FSSC-R factor scores (Tables 5 & 6), comparable to those reported by normative samples (e.g., Ollendick et al., 1989; Ollendick et al., 1985; Wolfe et al., 1989). Interestingly, six of the top ten fears for the current sample were the same as those reported by Ollendick et al. (1989). Additionally, scores on the Interpersonal Discomfort and Sex Associated Fears subscales of the SAFE were found to be only slightly higher than those of a normative sample, but slightly lower than those of a sample of sexually abused children (see Wolfe et al., 1989). Also, consistent with previous research, females scored higher on the FSSC-R subscales than did males.

Age was not a significant predictor of SAFE total scores nor FSSC-R factor scores, however, there was a trend toward younger youth obtaining higher scores. This finding is commensurate with that of Ollendick et al., (1985).

Gender, amount of time the child lives with care givers, and recency of witnessing violence were all significant predictors of SAFE total scores. Consistent with Ollendick et al. (1989) and Ollendick et al. (1985) females consistently reported more fears and a higher intensity of fear than did males. The reason for gender differences are unclear. As noted by Ollendick et al. (1985), gender differences may reflect “real differences” in fears or the tendency for females to report more truthfully on self-report measures than boys. Although the empirical evidence is lacking, gender differences may also reflect child-rearing practices in which females are socialized to manifest internalizing symptoms and males are socialized to manifest externalizing symptoms (Kendall-Tackett, Williams, & Finkelhor, 1993). Unfortunately, the current data set was not designed to address this issue.

The amount of time the child lives with care givers was also a significant predictor of SAFE total scores. This association may reflect the instability, unpredictability and mobility (i.e., frequent moves) characteristic of many impoverished urban families that struggle with such issues as unemployment or underemployment, poor housing and health care, and changes in policies governing welfare, AFDC, and/or subsidized housing (Huang, & Gibbs, 1990; Myers, 1989). It is suggested that these factors may contribute to normative levels of fear in impoverished urban children.

Although youths in the current sample reported frequencies and intensities of fears similar to those of normative samples, there still may be qualitative differences in their phenomenological experiences giving rise to their fear; one more subjective, the other more objective. That is, normative samples may experience fear of danger and death that is based on vicarious learning while urban poor children may experience the same fear of death and danger due to “real” probabilities inherent in their environment (i.e., actual exposure). There are two lines of evidence from the current data set to support such a contention. First, of the ten most frequently reported fears, three of these (“Germs or Getting a Serious Illness”, “Guns,” and “Mean looking people”) were different than those found in normative samples and would appear more germane to impoverished urban settings. Second, while youth in the current sample evinced similar fears to that of normative samples, their scores across the SAFE and FSSC-R factor scores were lower. That is, lower scores obtained from this sample may suggest SAFE/FSSC-R items represent less salient fears for these impoverished youngsters. Conversely, the SAFE/FSSC-R items may represent universal fears common across racially and economically diverse groups of children, but fail to tap idiosyncratic fears specific of a particular group. For example, children in the general population may experience normative fears related to animals, darkness, and separation from parents (Ollendick et al., 1985), but are less likely to evince fears related to “crack-heads,” police officers, and slow moving automobiles. These latter fears may, however, represent “normative” fears for children residing in impoverished urban communities. Future studies assessing fears in

non-normative samples may want to first allow such children to generate lists of specific fears. Additionally, assessing the degree to which such fears impact day-to-day behavior would also be a worthwhile line of investigation.

Interestingly, children high on social acceptance competence, athletic competence, and physical appearance, scored significantly lower on the SAFE than children low on these factors (see Tables, 45, 46, 47). Given that social acceptance competence, physical appearance, and athletic competence reflect aspects of social approval, may be indicative of the moderating role external supports play in moderating stressful life events. For example, Werner (1989) in her longitudinal study of high-risk children, found that external supports systems at home, school, or church served an important protective function. Additionally, physical appearance and athletic prowess in impoverished urban youth may function as protective factors via increasing the quantity and quality of supportive relationships in their social network.

CDI The distributional characteristics of the CDI for this sample were largely consistent with those reported for both normative samples (Finch et al., 1985; Smucker et al., 1986) and a low income African-American sample (Fitzpatrick, 1993). The current sample yielded a mean CDI score of 8.33 (SD = 6.43, range 0 - 32) that is only slightly lower than Fitzpatrick's sample which yield a mean CDI score of 9.09 (SD = 6.81, range 0-33).

The demographic variable significantly predicting depression was number of children in the family. Those children from families with fewer children reported lower

CDI scores than children from families with higher densities of children. This finding may be indicative of the effect family size has on children's psychosocial functioning. For example, Rutter (1979) found that overcrowding or large family size was one of six variables significantly associated with increased likelihood of psychiatric disorder.

Frequency of hearing about violence was the only violence exposure variable significantly predicting depression. Specifically, as the frequency of hearing about violence increased, level of depressive symptomatology decreased. These results are partially consistent with Fitzpatrick's (1993) recent study which found that victimization resulted in higher reports of depressive symptomatology, whereas witnessing violence led to lower reports of depressive symptomatology. One likely explanation is that children who are directly exposed to violence as victims, as indicated by the PTSD literature, are likely to exhibit internalizing symptomatology. Conversely, children who are exposed to community violence via hearing about violent incidents report lower levels of depressive symptomatology. The latter finding may suggest that children repeatedly exposed to information regarding violent incidents may eventually habituate to similar information. Overall, these findings suggest that experiencing violence versus hearing about violence may be qualitatively different. That is, direct victimization represents a discrete and infrequent event which results in depressive symptomatology, whereas hearing about violence may represent chronic events which result in habituation. This contention is borne out by the current results, given that frequency of hearing about violence scores were higher than frequency of victimization scores.

Although the frequency of hearing about violence was a significant predictor of depression, externalizing symptomatology was more consistently associated with exposure to violence (this topic is discussed below). Given our current understanding of trauma-related symptomatology, especially in African-American youth, the failure to find consistent relations between violence exposure and depressive symptomatology may suggest that these youth are less likely to respond to traumatic events with internalizing symptomatology. As noted by Issacs and Benjamin (1991), children from various ethnic groups learn patterns of dysfunction that are culturally reinforced and tolerated. Consequently, African-American children may be less likely to evince depression as an outcome in response to their exposure to community violence. Clearly, further study in the area of trauma-related emotional symptomatology is warranted.

The hypotheses (2 & 3) that children who report higher numbers and a greater quality of social supports, and with high self-esteem would exhibit lower levels of psychological distress (in this case depression) was partially confirmed. That is, children with greater numbers and quality of social support, and those with higher levels of self-esteem exhibited lower levels of depressive symptomatology. Although there were no significant between group differences on the CDI, there was a trend toward children with higher numbers and greater quality of social supports to score lower. Conversely, on four of six indices of self-esteem, children with higher scores were significantly lower on the CDI than their lower self-esteem counterparts. Specifically, children higher on social acceptance competence, athletic competence, physical appearance, and global self-worth

scored significantly lower on the CDI. These findings suggest that impoverished children with greater personal resources are better able to insulate themselves from the threats and challenges posed by chronic exposure to community violence.

IES The results of this study show that the recency of witnessing violence significantly predicted IES total scores inasmuch as mean scores on the IES were above Horowitz's (1982) cutoff score of 19 indicative of "high" symptom levels (*Mean* = 25.7, *SD* = 13.02). These IES scores were comparable to scores reported by Jones and Ribbe (1991a; 1991b), Keppel-Benson (1992), and Ribbe (1993) (Table 9). It should be noted that comparison IES scores were based on samples of subjects who experienced discrete traumatic events (e.g., residential fires, automobile accidents), however, it does buttress the contention that exposure to community violence can result in trauma related emotional symptoms in low-SES African-American youth.

That recency of witnessing violence was the only violence exposure variable to significantly predict IES total scores, may suggest that events within close temporal proximity are more psychologically salient for these youth. That is, given the number of potentially traumatic events these youth reported experiencing (as indicated on the Survey of Community Violence), those events that occurred within the more recent past are better predictors of current IES symptomatology than those events directly experienced or those events one only "heard" about. Also, the salience and valence of witnessing violence may be a reflection of the impact these recent events have on youths' day-to-day experience with intrusive thoughts and avoidance of the daily reminders of them. Anecdotal reports

from several parents and the resident advisor indicated that police lines (which mark off crime scenes) and blood of victims often remain for several days following violence in the community (e.g., shootings, murders). More shocking, however, are the anecdotal reports that many of the perpetrators of these events remain in the community while police investigations proceed. For example, after a number of children reported witnessing the recent murder/robbery of the “Candy man,” the principal investigator asked the resident advisor about the validity of the children’s reports. He indicated that not only were the reports valid, but “If you look across the street, those guys on the porch did it” (committed the murder/ robbery). Consequently, many youth within impoverished urban communities are daily confronted with reminders of horrific events they recently witnessed. Given that the IES assesses levels of distress in the areas of intrusion and avoidance within a narrow time frame (during the past seven days), this finding may actually reflect children’s efforts to “cope” with trauma related stimuli. That is, endorsement of these items may actually reflect childrens day-to-day efforts to contend with violence-related intrusive thoughts and avoidance of aversive stimuli.

Generally, children with greater personal resources (i.e., social supports, self-esteem) tended to have lower scores on the IES than children with fewer personal resources. The only significant difference between high and low resource groups on the IES was in the area of scholastic competence. Children higher on scholastic competence scored significantly lower than children low on scholastic competence. This finding may suggest that children from impoverished environments who perceive themselves as

competent scholastically, and may reflect positive regard received from teachers and parents for academic sagacity, are relatively better able to cope with trauma-related emotional symptoms associated with community violence exposure. This finding may also reflect a greater level of cognitive development in these scholastically competent youngsters. Cognitive development/skills have been found to be an important protective factor in resilient children (for reviews of protective factors in resilient children see Anthony, 1987; Garmezy, 1985; Luthar & Zigler, 1991). Although youths with greater personal resources scored lower than their resource poor counterparts, they were still negatively affected by their violence experiences such that their mean IES total scores were within the “high” symptom range. Consequently, these results likely indicate, as suggested by Fitzpatrick (1993), that these children’s capacity to adapt and survive in a “War zone” may not be without some physical, psychological, and social consequences.

DICA-R Anxiety Symptoms Generally, children in this sample endorsed a number of anxiety symptoms from each of the symptom clusters comprising the Anxiety Disorder section of the DICA-R. Surprisingly, children on average endorsed more SAD (Mean = 3.6), OAD (Mean = 2.4), Phobias (Mean = 3.1), and OCD (Mean = 4.5) symptoms than PTSD (Mean = 2.1) symptoms. These findings are surprising given that recent studies have demonstrated a strong link between exposure to community violence and PTSD symptomatology in samples of African-American children (Fitzpatrick & Boldizar, 1993; Martinez & Richters, 1993; Pynoos et al., 1987). However, the current (past month) prevalence of PTSD related to exposure to community violence was 12.7%, compared to

14% among accident victims (Keppel-Benson, 1992), 6.7% among burn victims (McNally, 1991), and 1.5% to 2.2% among the general population (Kulka et al., 1989). Thus, these data suggest that other anxiety disorders are as likely as PTSD as an outcome of exposure to community violence.

There are three plausible reasons why other anxiety symptoms were more prevalent than PTSD symptoms. First, few studies have examined children's responses to community violence. That is, most studies have reported on children's exposure to discrete traumatic events such as residential fires, car accidents, and sniper shootings. Second, few studies have reported the presence of other anxiety disorders in traumatized children other than PTSD. Third, the level of trauma associated with community violence may be higher than that associated with discrete traumatic events. For example, the prevalence rate of PTSD in this community violence sample is approximately 13% compared to 6.7% in burn victims.

Recency of witnessing violence was the strongest predictor of anxiety symptomatology to emerge, accounting for 12% of the variance. Correlational analyses (Table 35) revealed that gender was the only demographic variable significantly associated with anxiety symptomatology, with females reporting more anxiety symptoms than males. In the multiple regression analyses, gender was a significant predictor of anxiety symptomatology, accounting for 6% of the variance; together the two predictors accounted for 18% of the variance. Thus, exposure to community violence contributed unique variance to anxiety symptomatology.

The hypotheses (2-4) that children who report higher numbers and a greater quality of social supports, and with high self-esteem would exhibit lower levels of psychological distress (in this case anxiety symptomatology) was partially confirmed. Although there were no significant between group differences on the mean number of anxiety symptoms endorsed, there was a trend toward children with higher numbers and greater quality of social supports to score lower. Conversely, on three of the six indices of self-esteem, children with higher scores endorsed significantly fewer anxiety disorder symptoms than those children lower on these indices. Specifically, children higher on social acceptance competence, athletic competence, and physical appearance endorsed significantly fewer anxiety symptoms. As mentioned above, these findings suggest that impoverished children with greater personal resources are better able to insulate themselves from the threats and challenges posed by chronic exposure to community violence. Also, these findings may suggest that for impoverished urban youth the antecedents and correlates of their self-worth (personal resources), and hence their self-esteem, is mediated by the reflected appraisals (Harter, 1985) of significant others (e.g., parents, teachers, coaches).

DICA-R Behavioral Symptoms The most consistent finding of the current study was that exposure to community violence was significantly correlated with a high percentage of ADHD, CD, and ODD symptoms (Table 38). Additionally, hierarchical regression analyses revealed that recency of victimization accounted for approximately 15% of the variance above and beyond that predicted by pertinent demographic variables.

These findings are in direct contrast to those of internalizing symptomatology characteristic of the community violence literature, particularly PTSD and depression.

Three hypotheses may help explain the present findings.

First, children with externalizing symptomatology may be at a higher risk of exposure to violence due to their poor impulse control and propensity to engage in high risk behaviors (Cuffe, McCullough, & Pumariega, 1994). For example, it has been found that youth who engage in antisocial behavior also engage in behaviors that place them at high-risk for criminal victimization (e.g., carrying weapons, association with deviant peers) (cited in Mercy et al., 1993).

Second, externalizing symptomatology may be a reflection of hyperarousal induced by severe and chronic trauma and manifested in hypervigilance, and poor concentration and attention (Cuffe et al., 1994). Indeed, externalizing symptomatology has been found in a number of studies of children exposed to war-related trauma (for a more detailed discussion see Swenson & Klingman, 1993). Finally, hyperarousal in response to stressful conditions may serve an adaptive role. For example, children who are hypervigilant are more likely to succeed in avoiding potential trauma inherent in their environment (e.g., drive-by shootings, muggings, possible sexual molestation by strangers). Moreover, children who are perceived as being aggressive are probably less likely to be random targets of aggression (e.g., gang-members).

Overall, it is likely that the presence of externalizing symptomatology may be stress-related. High levels of externalizing symptomatology to a violent community may

have both adaptive and maladaptive features. Externalizing problems such as ADHD may impair children's ability to learn adaptive modes of responding, however, adaptive features of PTSD symptomatology such as hypervigilance may increase children's ability to survive in chronically violent communities. Thus, the nosological system of DSM-III-R with its attendant focus on pathology fails to appreciate the adaptive function that certain symptoms (e.g., hypervigilance) may represent. Moreover, these data would suggest that children are likely to evince various trauma-related emotional symptoms that on the surface fail to meet traditional schemas for stress-related psychopathology (i.e., PTSD). Consequently, a large number of such children may receive externalizing diagnostic labels, but who are experiencing trauma-related emotional symptomatology. That is, when brought to the attention of mental health professionals because of externalizing symptoms, inner-city youth are probably more likely to receive a diagnosis of Conduct Disorder than PTSD.

Although the data indicate a rather bleak picture in terms of trauma-related symptomatology and exposure to community violence, several variables were shown to moderate the manifestation of externalizing symptomatology. Specifically, higher number of social supports was associated with significantly lower levels of behavioral symptoms than low levels of social supports. This finding is consistent with previous literature. It is likely that having more social supports create greater opportunities to discuss personal concerns related to being exposed to violence. It is also quite possible that having a large social support network increases the opportunity to receive positive reinforcement for

prosocial behavior but also punishment for antisocial behavior. One implication of increasing children's social supports is that it provides them with a powerful resource that enables them to obtain additional resources and moderates their experiences with community violence.

Another variable that was found to impact childrens' manifestations of behavioral symptoms was their level of Behavioral Conduct competence. Children with high levels of behavioral conduct competence exhibited significantly lower levels of externalizing symptomatology than children low on this factor. One possible explanation of this finding is that children who exhibit high levels of behavioral conduct competence may cope better with exposure to violence than children with low levels of behavioral competence. For example, a child with high behavioral conduct competence may be better able (due to a positive reinforcement history for appropriate behavior) to exhibit prosocial behaviors in the aftermath of exposure to violence. Stated differently, children with high levels of behavioral conduct competence may be reinforced at higher rates for prosocial behaviors than children that have low levels of behavioral competence. Collectively, children who are high on behavioral conduct competence and/or social support appear to have more resources available to cope with exposure to violence than children who are low on these dimensions.

The findings of this study support the suggestion that exposure to community violence may serve as an important risk factor in the etiology of aggression and trauma-related symptomatology (Neal & Turner, 1991). That behavioral disorders (externalizing

symptoms) were strongly correlated with violence exposure variables may be indicative of PTSD related hyperarousal symptoms children experience when exposed to external stressors (Whalen, 1989). Equally plausible, however, is that youth exhibiting "externalizing" symptomatology may place themselves in potentially dangerous situations, and thus, are more likely to report exposure to violence (Bandura, 1973; Bell & Jenkins, 1991).

That frequency of victimization failed to emerge as a significant predictor of psychological distress may represent a "floor effect" (i.e., few youth were directly victimized). Conversely, that recency of witnessing community violence and victimization, and frequency of hearing about community violence emerged as significant predictors of psychological distress may represent the salience temporally close violence experiences have on current psychosocial among impoverished inner-city youth. Generally, these findings may suggest that the effects of exposure to community violence as indirect victims (i.e., witnessing and hearing about violence) may dissipate over time. However, these results also suggest that youth habituate to these forms of community violence.

Three implications of this study are 1) researchers and policy makers should continue efforts to make inner-city communities safer thereby reducing the likelihood of children being exposed to violence, 2) social support and other external sources of support should be made available to children in inner-city communities, and 3) need for programs that enhance childrens self-esteem by providing them with opportunities for success. One possible approach would be to make counselors available for children within their

communities (e.g., at local churches, community centers) in the aftermath of violent incidents.

The current findings can be couched in terms of the COR model of stress and coping. Although this study was not designed as a test of the COR model, the model nonetheless has heuristic value for conceptualizing children's differential responses to exposure to community violence in impoverished urban African-American children. In addition to the models' heuristic value, findings of the current investigation can be explained by the model. For example, the finding that personal resources (i.e., social support, self-esteem) moderate children's level of psychological distress following exposure to community violence is consistent with the predictions of the COR model. Collectively, the COR model offers both heuristic and theoretical value for conceptualizing the relative impact exposure to community violence may have for impoverished African-American youth residing in urban environments.

#### Methodological Strengths and Limitations

The present study examined children's adjustment to community violence in a more methodologically rigorous fashion than heretofore achieved by 1) employing a multi-method and comprehensive assessment battery incorporating psychometrically sound instrumentation, and 2) employing a random sampling technique. The current study was also culturally sensitive to the extent that members of the community were asked for their permission to conduct the study. Moreover, concerns raised by tenant associations and

parent groups were addressed by the principal investigator prior to the start of interviews. Additionally, this study examined possible moderators of stress-related psychopathology.

While this investigation has contributed to the understanding of trauma-related emotional symptomatology resulting from community violence exposure in inner-city African-American youth, several limitations should be mentioned. First, the external validity of the findings is limited due to the homogeneous nature of the sample. The sample was restricted to youths living in a very impoverished inner-city community, from families that were relatively worse off, economically, than the average RRDH family, and it remains to be determined whether these findings will generalize to other samples exposed to a chronic stressor such as community violence.

Second, a sample selection bias may have existed, which may also limit the external validity of this study. The randomization process of this study was totally under the control of the resident advisor who both generated the random list of housing units and participated in recruiting and contacting potential subjects. Although the resident advisor assured the principal investigator of following the experimental protocol, this could not be more empirically verified.

Third, the findings are correlational. It is certainly plausible that, for example, youths' level of psychological distress are longstanding and predated their exposure to community violence. It is also plausible that youths with behavioral or externalizing problems may place themselves in dangerous predicaments which increase their risk of violence exposure. Most likely, associations between behavioral problems and community

violence exposure are synergistic and bidirectional, and mediated by important socio-ecological factors.

Fourth, the sample size may have affected the results of this study in two ways. First, due to the small sample size, the significant results of this study should be interpreted cautiously. Second, it is likely that some of the “trend” results would likely become significant with a larger sample. That is, the size of the current sample may have limited the statistical power of this study, thereby failing to detect relationships that were actually present. In light of the numerous ‘trends’ evident in the results of this study, Type II error is a distinct possibility.

Finally, this study relied solely on youth reported violence exposure and trauma-related symptomatology. While children have been found to be reliable and valid reporters of their psychiatric symptomatology as compared to their parents (Herjanic & Reich, 1982), the level of violence exposure and psychosocial functioning was determined by perceptions of the children only. Future investigations should gather data from multiple perspectives, including parents, siblings, peers, teachers.

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## Footnotes

<sup>1</sup> While locus of control and coping are both discussed as potential predictors of psychological distress following violence exposure, they will not be examined in this investigation due to their somewhat weaker contribution to functioning than other hypothesized predictors.

Table 1  
Age Frequencies, Percentages, and Cumulative Percentages

Age	Frequency	%	Cumulative %
8	10	14.1	14.1
9	16	22.5	36.6
10	11	15.5	52.1
11	8	11.3	63.4
12	10	14.1	77.5
13	6	8.5	85.9
14	3	4.2	90.1
15	4	5.6	95.8
16	2	2.8	98.6
17	1	1.4	100.0

Table 2  
Grade Frequencies, Percentages, and Cumulative Percentages

Grade	Frequency	%	Cumulative %
2	7	9.9	9.9
3	16	22.5	32.4
4	10	14.1	46.5
5	14	19.7	66.2
6	7	9.9	76.1
7	7	9.9	85.9
8	4	5.6	91.5
9	5	7.0	98.6
10	1	1.4	100.0

Table 3  
Demographic Characteristics of Sampled Youth's  
Parents/Parental Figures

	<i>n</i>	Percentage
<b>Mean Age</b> <b>29.85</b>	<b>57</b>	
<u>Marital Status</u>		
Married to Child's Father	3	4.2
Married but separated	9	12.7
Single, never married	43	60.6
Single, widowed	3	4.2
Single, divorced	7	9.8
Other	1	1.4
Refused/Missing	5	7.0
<u>Racial Status</u>		
Black	69	97.2
Missing	2	2.8
<u>Annual Household Income</u>		
Under \$2,400	7	9.8
\$2,400 to \$4,700	28	39.4
\$4,800 to \$7,199	11	15.5
\$7,200 to \$9,599	6	8.4
\$9,600 to \$11,999	1	1.4
\$12,000 to \$14,399	2	2.8
Refused/Missing	16	22.5
<u>Proportion of Income From Welfare</u>		
None	12	16.9
Less than half	7	9.8
About half	8	11.3
Most	4	5.6
All	35	49.3
Refused/Missing	5	7.0
<u>Education</u>		
6th grade or less	11	15.5
7th or 8th grade	9	12.7
Some high school	16	22.5
High school grad. /GED	20	28.2
Trade school /Vocational	4	5.6

Table 3 continued on next page,

Table 3 *continued*,  
Demographic Characteristics of Sampled Youth's  
Parents/Parental Figures

	<i>n</i>	Percentage
Some college	2	2.8
Two-year college grad	2	2.8
Refused/Missing	7	9.8
<u>Employment</u>		
Employed full-time	4	5.6
Employed part-time	4	5.6
Unemployed but looking	34	47.9
Unemployed but not looking	19	26.8
Refused/Missing	9	12.7
<u>Religion</u>		
Catholic	1	1.4
Jewish	2	2.8
Jehovah's Witness	1	1.4
Baptist	56	78.9
Other	4	5.6
Refused/Missing	7	9.8
<u>Relationship to Child</u>		
Biological mother	57	80.3
Biological father	1	1.4
Aunt	3	4.2
Grandmother	8	11.3
Refused/Missing	2	2.8
<u>Responsible for Care of the Child</u>		
Biological mother	58	81.7
Aunt	2	2.8
Grandmother	8	11.3
Grandfather	1	1.4
Refused/Missing	2	2.8

**Table 4**  
**Frequencies and Percentages (%) of Specific Fears\* Endorsed**  
**Across Each FSSC-R Factor Score and Each SAFE Subscale for**  
**the Entire Sample (n = 70)**

Item	Frequency	Percentages (%)
<b>Factor 1. Failure and Criticism</b>		
1. Giving an oral report	10	14.5**
4. Getting punished by mom	12	17.1
6. Looking foolish	12	17.1
18. Getting sick at school	12	17.1
19. Being sent to the principal	16	22.9
25. Meeting someone for the first time	17	24.3
31. Being teased	8	11.4
36. Being called on by the teacher	7	10.0
37. Getting poor grades	12	17.1
40. My parents criticizing me	6	8.6
49. Having to eat foods I don't like	18	25.7
52. Failing a test	14	20.0
54. Having to go to school	14	20.0
56. Having my parents argue	15	21.4
58. Having to put on a recital	7	10.0
61. Being criticized by others	9	12.9
67. Getting a report card	19	27.1
80. Having to wear clothes different from others	12	17.1
81. Getting punished by my father	6	8.7
82. Having to stay after school	8	11.4
86. Making mistakes	10	14.3
88. Doing something new	14	20.0
107. Taking a test	12	17.1
<b>Factor 2. The Unknown</b>		
8. Ghosts or spooky things	12	17.1
12. Death or dead people	30	42.9
17. Roller coaster or carnival ride	21	30.0
22. Being left at home with a sitter	5	7.1
45. Being in a big crowd	6	8.6
48. Thunderstorms	11	15.7
57. Dark rooms or closets	6	8.6
60. Being alone	8	11.4
62. Strange looking people	22	31.4
66. Cemeteries	20	28.6
70. Deep water or the ocean	22	31.4
71. Nightmares	11	15.7
76. Going to bed in the dark	7	10.0

\* = Items rated 3 (i.e., "A lot" of fear)

\*\* = Based on an n of 69

Table 4 continued on next page,

**Table 4 continued,  
Frequencies and Percentages (%) of Specific Fears\* Endorsed  
 Across Each FSSC-R Factor Score and Each SAFE Subscale for  
 the Entire Sample (n = 70).**

Item	Frequency	Percentages (%)
87. Mystery movie	10	14.3
89. Loud sirens	10	14.3
92. Closed places	10	14.3
96. Elevators	7	10.0
98. Dark places	6	8.6
<b>Factor 3. Minor injury and Small Animals</b>		
5. Lizards	16	22.9
9. Sharp objects	17	24.3
21. Snakes	25	35.7
24. Bears or wolves	33	47.1
39. Bats or birds	13	18.6
41. Guns	23	32.9
42. Being in a fight	7	10.0
44. Getting a cut or injury	12	17.1
51. Cats	8	11.4
55. Playing rough games during recess	11	15.7
59. Ants and beetles	8	11.4
65. Strange or mean looking dogs	20	28.6
84. Spiders	19	27.1
85. The sight of blood	13	18.6
102. Getting a bee sting	15	21.4
104. Worms or snails	14	20.0
106. Rats or mice	22	31.4
<b>Factor 4. Danger and Death</b>		
14. Getting lost in a strange place	23	32.9
26. Bombing attacks--being invaded	21	30.0
30. High places like on mountains	18	25.7
33. Fire--getting burned	24	34.3
34. A burglar breaking into our house	22	31.4
53. Being hit by a car or truck	25	35.7
73. Falling from high places	26	37.1
74. Getting a shock from electricity	22	31.4
91. Germs or getting a serious illness	24	34.3
94. Earthquakes	21	30.0
95. Russia	8	11.4
100. Not being able to breathe	31	44.3
<b>Factor 5. Medical Fears</b>		
11. Having to go to the hospital	14	20.0

\* = Items rated 3 (i.e., "A lot" of fear)

Table 4 continued on next page,

Table 5

Means and Standard Deviations of FSSC-R Factor Scores, SAFE Subscale Scores, and Overall Total Scores by Gender and Age Groups

Factors	Gender				Age			
	Males		Females		8 - 10		11 - 17	
	X	SD	X	SD	X	SD	X	SD
Fac 1	34.8	8.3	37.8	7.4	37.3	8.6	34.9	7.3
Fac 2	26.3	6.4	30.4***	6.1	29.1	6.6	27.2	6.5
Fac 3	26.1	6.8	30.9***	7.6	28.3	7.5	28.3	7.5
Fac 4	21.0	6.2	22.8	6.7	22.8	6.9	20.7	5.7
Fac 5	6.6	2.2	6.7	2.0	6.9	2.0	6.4	2.1
Fac 6	20.8	4.8	23.3	5.7	22.6	5.6	21.2	4.9
Fac 7	15.9	3.6	17.2	4.1	16.9	3.9	16.1	3.8
<b>Total</b>	165.3	33.9	183.9**	33.3	177.9	35.8	169.2	33.3

\*  $P = .05$

\*\*  $p < .05$

\*\*\*  $P < .01$

*Note.* Fac 1 = Failure and Criticism, Fac 2 = The Unknown, Fac 3 = Minor Injury and Small Animals, Fac 4 = Danger and Death, Fac 5 = Medical Fears, Fac 6 = Interpersonal Discomfort Scale, Fac 7 = Sex Associated Fears Scale.

Table 6

Twenty Most Common Fears in the Sample (percentage of youth endorsing) Compared to Most Frequently Endorsed Fears of Normal United States Children

Item	Percent Endorsing	Ollendick et al. (1989)
24. Bears or wolves	47.1	
100. Not being able to breathe	44.3	45.8
12. Death or dead people	42.9	36.0
73. Falling from high places	37.1	37.4
21. Snakes	35.7	28.6
53. Being hit by a car or truck	35.7	48.4
33. Fire--getting burned	34.3	37.9
91. Germs or getting a Serious illness	34.3	
14. Getting lost in a strange place	32.9	
41. Guns	32.9	
13. Mean looking people	31.4	
34. A burglar breaking into our house	31.4	36.5
62. Strange looking people	31.4	
70. Deep water or the ocean	31.4	
74. Getting a shock from electricity	31.4	
106. Rats or mice	31.4	
26. Bombing attacks--being invaded	30.0	38.7
94. Earthquakes	30.0	28.5
65. Strange or mean looking dogs	28.6	
66. Cemeteries	28.6	

Table 7  
Twenty Most Common Fears in the Sample (percentage of youth endorsing) by Gender

Item	Males		Females	
	%	<i>n</i>	%	<i>n</i>
100. Not being able to breathe	39	(15)	50	(16)
24. Bears or wolves	37	(14)	59	(19)
53. Being hit by a car or truck	34	(13)	37	(12)
73. Falling from high places	34	(13)	40	(13)
99. Being taken away from my parents*	34	(13)	40	(13)
12. Death or dead people	31	(12)	56	(18)
30. High places*	31	(12)	--	---
35. Flying in a plane*	31	(12)	--	---
91. Germs or getting a serious illness	31	(12)	--	---
26. Bombing attacks-- being invaded	29	(11)	--	---
7. People who seem crazy*	29	(11)	--	---
14. Getting lost in a strange place	26	(10)	40	(13)
19. Being sent to the principal*	26	(10)	--	---
33. Fire--getting burned	26	(10)	44	(14)
49. Having to eat food I don't like*	26	(10)	--	---
65. Strange or mean looking dogs	26	(10)	--	---
67. Getting a report card	26	(10)	--	---
13. Mean looking people	24	(9)	40	(13)
16. Talking on the telephone*	24	(9)	--	---
17. Roller coaster or carnival rides*	24	(9)	37	(12)

\* Indicates that this fear was not one of the top 20 for this particular subsample.  
*Note.* Dashes indicate that this fear was not one of the top 20 for females.

Table 8  
Means and Standard Deviations of Horowitz Impact of Events Scale (IES) Intrusion, Avoidance & Total Scores by Gender and Age Group

IES Subscale		<u>Gender</u>		<u>Age</u>	
		<u>Male</u> (n=25)	<u>Female</u> (n=23)	<u>8 - 10</u> (n=24)	<u>11 - 17</u> (n=24)
Intrusion	<b>Mean</b>	11.1	12.1	12.3	10.9
	<b>SD</b>	7.8	7.9	7.9	7.8
Avoidance	<b>Mean</b>	14.2	14.0	14.9	13.4
	<b>SD</b>	6.9	7.8	6.2	8.3
<b>TOTAL</b>	<b>Mean</b>	25.4	26.2	27.1	24.4
	<b>SD</b>	12.3	14.0	11.7	14.3
<b>Total Sample</b>	<b>Mean</b>	25.7			
	<b>SD</b>	13.0			

Table 9  
Mean Horowitz Impact of Events Scale (IES) Scores Across Five Studies by Age and Number of Subjects

Study	Ages	<i>n</i>	IES Subscale		Total
			Intrusion	Avoidance	
Jones & Ribbe (1991a)	7-18	23	17.1	22.8	39.8
Jones & Ribbe (1991b)	14-19	25	13.4	14.6	28.0
Keppel-Benson (1992)	6-16	50	----	----	16.2
Ribbe (1993)	16-20	11	8.8	6.0	14.8
Cunningham (1994)	8-17	48*	11.6	14.1	25.7

\*Due to recording errors on the part of one interviewer (number of cases affected = 8) and lack of endorsement by respondents (*n* = 15) only 48 of a possible 71 subjects completed the IES.

Table 10  
Frequencies, Means, and Standard Deviations for the Children's Depression Inventory (CDI) Across Gender and Age Group

Variable	<i>n</i>	CDI Score	
		Mean	SD
Gender			
Male	38(102)*	7.4(8.6)	5.6(7.3)
Female	33(119)	9.4(9.4)	7.2(6.0)
Age Group (years)			
8-10	37(86)**	9.3(10.1)	6.8(6.7)
11-17	34(83)	7.2(7.8)	5.8(6.2)

\*Numbers in parentheses were taken from Fitzpatrick (1993).

\*\*Fitzpatrick (1993) reported data on three age groups (i.e., 7-10, 11-14, 15-19), only data from comparable age groups across the two studies are compared.

Table 11  
Means and Standard Deviations for the Children's Depression Inventory (CDI) by Gender and Age Group

Gender	<u>Age Group</u>	
	8 - 10	11 - 17
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	8.5	6.2
SD	6.8	3.7
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	10.3	8.4
SD	6.9	7.5
Total Sample		
Mean	8.3	
SD	6.4	

Table 12

Frequencies and Percentages of Sample Endorsing Current and Past Attention Deficit-Hyperactivity Disorder (ADHD) Symptomatology on the DICA-R

ADHD Symptoms*	Current		Lifetime	
	Frequency	Percentage	Frequency	Percentage
1. People always asking you to sit still	24	33.8	38	53.5
2. Trouble sitting in seat at school	17	23.9	29	40.8
3. Difficulty doing work when something else going on in room	23	32.4	37	52.1
4. Hard waiting your turn during games	15	21.1	23	32.4
5. Started answering questions before others finished asking it	25	35.2	33	46.5
6. Daydream a lot while doing homework or working in school	33	46.5	40	56.3
7. Gotten bored pretty quickly	34	47.9	43	60.6
8. Moving on to other things before finishing what you were doing	29	40.8	38	53.5
9. Hard to play quietly either alone or with others	23	32.4	24	33.8
10. Have people told you that you talked all the time or you never stopped talking?	13	18.3	20	28.2
11. Has others complained that you often interrupt their activities?	10	14.1	16	22.5
12. Have your parents or teachers told you that you never listen to them?	12	16.9	23	32.4

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 12 *continued* on next page

Table 12 *continued*,  
Frequencies and Percentages of Sample Reporting Current and Past Attention Deficit-Hyperactivity Disorder (ADHD) Symptomatology on the DICA-R

ADHD Symptoms*	Current		Lifetime	
	Frequency	Percentage	Frequency	Percentage
13. Have there been a time when you were always losing things?	30	42.3	40	56.3
14. Did people ever get upset with you for doing dangerous things?	13	18.3	25	35.2
15. Ever have problems in school or at home because even after you were told what to do you still did not get it done?	21	29.6	27	38.0

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

**Table 13**  
**Means and Standard Deviations for the Sample Endorsing Current and Past Attention Deficit-Hyperactivity Disorder (ADHD) Symptomatology on the DICA-R by Gender and Age Group**

Gender	Age Group	
	8 - 10	11 - 17
<b>Current ADHD</b>		
Male	(n=20)	(n=18)
	Mean	3.9
	SD	3.6
Range	0-14	0-11
Female	(n=17)	(n=16)
	Mean	3.6
	SD	3.6
Range	0-14	0-11
<b>Lifetime ADHD</b>		
Male	(n=20)	(n=18)
	Mean	6.8
	SD	4.8
Range	0-14	0-14
Female	(n=17)	(n=16)
	Mean	5.0
	SD	3.3
Range	0-14	0-11
Total Sample	Mean	4.5
	SD	4.1
	Range	0-14

Table 14

Frequencies and Percentages of Sample Reporting Current Oppositional/Defiant Disorder (ODD) Symptomatology on the DICA-R

ODD Symptoms*	Frequency	Percentage
1. Are you always losing your temper?	32	45.1
2. Do get into a lot of arguments with adults?	10	14.1
3. Do you ever just refuse to do things adults have asked you to do?	15	21.1
4. Do people say you do on purpose to annoy or bug them?	24	33.8
5. Do people bug and get on your nerves a lot?	40	56.3
6. Do you get angry or crabby with people a lot of the time?	27	38.0
7. When someone does something unfair to you do you try	21	29.6
8. Do you swear a lot or use curse words even in front of adults?	6	8.5

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 15  
Means and Standard Deviations of Sample Reporting Oppositional/Defiant Disorder (ODD) Symptomatology by Gender and Age Group

Gender	Age Group	
	8 - 10	11 - 17
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	2.25	3.22
SD	1.97	2.23
Range	0-5	0-8
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	2.35	2.0
SD	1.96	1.86
Range	0-6	0-6
Total Sample	( <i>n</i> =71)	
Mean	2.4	
SD	2.0	
Range	0-8	

**Table 16**  
**Frequencies and Percentages of Sample Reporting Current Conduct Disorder (CD)**  
**Symptoms on the DICA-R**

CD Symptoms*	Frequency	Percentage
1. Have you ever been suspended from school?	28	39.4
2. Have you ever been expelled from school?	2	2.8
3. Have you ever skipped school?	9	12.7
4. Have you ever stolen anything?	2	2.8
5. Have you ever shop-lifted or stolen anything from someone's house?	5	7.0
6. Have you ever used someone's credit card or signed another's check?	0	---
7. Do you lie or make up stories to get out of trouble?	17	23.9
8. Do you get into trouble because people say you are lying?	25	35.2
9. Have you ever set set fires you weren't suppose to set?	9	12.7
10. Have you ever run away from home overnight or longer?	3	4.2
11. Have you ever gotten into fights with other kids?	51	71.8
12. Have you ever started any of these fights?	15	21.1

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 16 *continued* on next page

Table 16 *continued*,  
Frequencies and Percentages of Sample Reporting Current Conduct Disorder (CD)  
Symptoms on the DICA-R

CD Symptoms*	Frequency	Percentage
13. Have you ever hurt someone badly in a fight?	8	11.3
14. When fighting have you ever used other things besides your hands?	13	18.3
15. Have you ever mugged someone or held them up and robbed them?	1	1.4
16. Have you ever injured or killed an animal?	6	8.5
17. Have you ever done anything on purpose to hurt someone?	6	8.5
18. Have you ever broken into someone's house or car, or in a building?	1	1.4
19. Have you ever wrecked someone else's property on purpose?	5	7.0
20. Have you ever forced anyone to do sexual things with you?	0	---
21. Have you ever been in trouble with the police?	7	9.9
22. Have you ever appeared in juvenile court?	3	4.2

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 17

Means and Standard Deviations of Sample Reporting Current Conduct Disorder (CD) Symptomatology on the DICA-R by Gender and Age Group

Gender	<u>Age Group</u>	
	8 - 10	11 - 17
Male	(n=20)	(n=18)
Mean	2.55	5.33
SD	2.45	4.37
Range	0-7	1-15
Female	(n=17)	(n=16)
Mean	1.94	2.25
SD	2.38	1.57
Range	0-8	0-5
Total Sample	(n=71)	
Mean	3.04	
SD	3.15	
Range	0-15	

Table 18  
Frequencies and Percentages of Sample Reporting and Current Separation Anxiety Disorder (SAD) Criteria on the DICA-R

SAD Symptoms*	Frequency	Percentage
1. Worried about parents	37	52.1
2. Worried about self	31	43.7
3. Afraid to go to school	16	22.5
4. Afraid at night	9	12.7
5. Afraid to left alone	15	21.1
6. Afraid to leave home	12	16.9
7. Returned home due to worry	15	21.1
8. Scary dreams about family	27	38.0
9. Feeling sick when leaving home	26	36.6
10. Tantrums due to fear	20	28.2
11. Worried when away	24	33.8
12. Need for reassurance that parents are OK	22	31.0

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 19  
Means and Standard Deviations of Sample Reporting Current Separation Anxiety Disorder (SAD) Symptomatology on the DICA-R by Gender and Age Group

Gender	<u>Age Group</u>	
	8 - 10	11 - 17
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	3.25	2.77
SD	3.83	4.12
Range	0-10	1-11
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	4.35	4.06
SD	3.83	3.90
Range	0-10	0-11
Total Sample	( <i>n</i> =71)	
Mean	3.6	
SD	3.9	
Range	0-11	

Table 20  
Frequencies and Percentages of Sample Reporting Current Avoidance Disorder (AD)  
Symptoms on the DICA-R

AD Symptoms*	Frequency	Percentage
1. Don't like being with people outside the family	15	21.1
2. Wanting to make friends but couldn't	8	11.3
3. No close friends outside the family	6	8.5
4. Hard to meet new people outside of the family	7	9.9
5. Difficult being with people outside of the family	5	7.0
6. Try to stay away from meeting new people	4	5.6

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 21

Means and Standard Deviations of Sample Reporting Current Avoidant Disorder (AD) Symptomatology on the DICA-R by Gender and Age Group

Gender	<u>Age Group</u>	
	8 - 10	11 - 17
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	.30	.27
SD	.70	.95
Range	0-3	0-4
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	.94	1.12
SD	1.74	1.99
Range	0-4	0-6
Total Sample	( <i>n</i> =71)	
Mean	.6	
SD	1.4	
Range	0-6	

Table 22  
Frequencies and Percentages of Sample Reporting Current Overanxious Disorder (OAD)  
 Symptoms on the DICA-R

OAD Symptoms*	Frequency	Percentage
1. Are you a worrier	23	32.4
2. Worried about things before they happened	25	35.2
3. Worried a lot about little things	18	25.4
4. Worried about parents or teachers	19	26.8
5. Worried you would never do things well	19	26.8
6. Sick from worry	19	26.8
7. Worried about looks	16	22.5
8. Reassurance from parents or teachers	21	29.6
9. Hard to relax	15	21.1

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 23

Means and Standard Deviations of Sample Reporting Current Overanxious Disorder (OAD) Symptomatology on the DICA-R by Gender and Age Group

Gender	<u>Age Group</u>	
	8 - 10	11 - 17
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	2.30	1.16
SD	2.67	2.50
Range	0-8	0-9
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	3.23	3.31
SD	4.08	3.51
Range	0-9	0-9
Total Sample	( <i>n</i> =71)	
Mean	2.4	
SD	3.3	
Range	0-9	

Table 24

Frequencies and Percentages of Sample Reporting Current Phobias (PHO) on the DICA-R

PHO Symptoms*	Frequency	Percentage
1. Anything really afraid of?	28	39.4
2. Dark	6	8.5
3. Thunderstorms	14	19.7
4. Bugs, spiders, mice snakes	34	47.9
5. Dogs, cats, or other animals	18	25.4
6. High places	25	35.2
7. Bridges, highways, tunnels	24	33.8
8. Being alone, either in house or outside	18	25.4
9. Being in crowds	10	14.1
10. Riding in cars, airplanes, trains, elevators	25	35.2
11. Afraid to go to school	3	4.2
12. Speak in front of people	14	19.7
13. Anything else	8	11.3

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 25  
Means and Standard Deviations of Sample Reporting Current Phobias on the DICA-R by Gender and Age Group

Gender	<u>Age Group</u>	
	8 - 10	11 - 17
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	2.80	2.44
SD	2.94	2.43
Range	0-10	0-8
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	3.52	4.18
SD	2.18	2.48
Range	0-8	0-8
Total Sample	( <i>n</i> =71)	
Mean	3.1	
SD	2.6	
Range	0-10	

Table 26  
Frequencies Percentages of Sample Reporting Current Obsessions (OB) on the DICA-R

OB Symptoms*	Frequency	Percentage
1. Intrusive thoughts or ideas	12	16.9
2. Germs or dirt	18	25.4
3. Catching sickness or disease	24	33.8
4. Doing something bad	7	9.9
5. Bad words	15	21.1
6. Poor concentration	15	21.1

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 27

Frequencies and Percentages of Sample Reporting Current Compulsions (CMP) on the DICA-R

CMP Symptoms*	Frequency	Percentage
1. Do you do things over and over?	15	21.1
2. Do you do things in a special way?	10	14.1
3. Upset or starting things over	7	9.9
4. Special order	21	29.6
5. Feel shouldn't do these things	12	16.9

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 28  
Means and Standard Deviations of Sample Reporting Current Obsessive Compulsive Disorder (OCD) Symptomatology on the DICA-R by Gender and Age Group

Gender	Age Group	
	8 - 10	11 - 17
Male	(n=20)	(n=18)
Mean	3.10	4.44
SD	5.23	5.07
Range	0-18	0-13
Female	(n=17)	(n=16)
Mean	4.41	6.62
SD	5.08	5.64
Range	0-14	0-16
Total Sample	(n=71)	
Mean	4.5	
SD	5.3	
Range	0-18	

Table 29

Frequencies and Percentages of the Number of Reexperiencing, Avoidance, Increased Arousal and Total PTSD Symptoms, and Number of Youth Meeting PTSD Criteria as Reported on the DICA-R

PTSD Symptoms* By Criterion	<i>n</i>	Percentages (%)
<u>Traumatic Experience</u>		
1. Have you ever....*	15	21.1
<u>Reexperiencing</u>		
1. Thinking about ....	11	15.5
2. Dreaming about ....	6	8.5
3. Sense of recurrence	9	12.7
4. Upset at reminders	11	15.5
<u>Avoidance</u>		
1. Avoidance of reminders	14	19.7
2. Avoidance of thoughts	16	22.5
3. Amnesia for details	7	9.9
4. Lost interest usual activities	6	8.5
5. Loss interest in people	3	4.2
6. Loss caring feelings	5	7.0
7. Outlook on future changed	4	5.6
<u>Increased Arousal</u>		
1. Trouble falling/staying asleep	7	9.9
2. Increased irritability	8	11.3
3. Increased temper outbursts	5	7.0
4. Decreased attention	5	7.0
5. Increased restlessness	5	7.0
6. Increased startle reflex	10	14.1
7. Increased autonomic reactivity	7	9.9
<u>Meeting PTSD Criteria</u>	9	12.7

Note: Questions concerning PTSD symptomatology were based on respondents answer to DSM-III-R PTSD Criteria A (i.e., "an event outside the range of usual human experience that would be markedly distressing for almost anyone"). However, if a respondent answered "negatively" their most recent experience with violence became the referent.

\*Symptoms are abbreviated questions from the DICA-R and listed according to order of presentation.

Table 30

Means and Standard Deviations of Sample Reporting Current PTSD Symptomatology Across Reexperiencing, Avoidance and Increased Arousal Clusters on the DICA-R by Gender and Age Group

Gender	<u>Age Group</u>	
	8 - 10	11 - 17
		<u>Reexperiencing</u>
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	.35	.33
SD	.93	.84
Range	0-3	0-3
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	1.11	.31
SD	1.53	1.01
Range	0-4	0-4
		<u>Avoidance</u>
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	.30	1.00
SD	.80	1.84
Range	0-3	0-5
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	1.35	.50
SD	1.57	1.75
Range	0-4	0-7
		<u>Increased Arousal</u>
Male	( <i>n</i> =20)	( <i>n</i> =18)
Mean	.70	.66
SD	1.78	1.49
Range	0-6	0-5
Female	( <i>n</i> =17)	( <i>n</i> =16)
Mean	.88	.37
SD	1.36	1.50
Range	0-4	0-6
<b>Total Sample</b>	( <i>n</i> =71)	
Mean	2.1	
SD	4.2	
Range	0-18	

Table 31

Pearson Correlation Coefficients Among Behavioral and Anxiety Symptom Subscales by Diagnostic Interview for Children and Adolescents-Revised (DICA-R) Symptom Clusters

DICA-R Symptom Clusters	Anxiety Symptom Cluster	Behavioral Symptom Cluster
ADHDL	.18	.87**
ADHDC	.25*	.69**
ODD	.23*	.78**
CD	-.10	.81**
SAD	.83**	.18
AD	.39**	.11
OAD	.79**	.18
PHO	.63**	-.08
OCD	.80**	-.04
PTSD	.44**	.15

*Note.* ADHDL = Attention Deficit Hyperactivity Disorder-Lifetime; ADHDC = Attention Deficit Hyperactivity Disorder-Current; ODD = Oppositional Defiant Disorder; CD = Conduct Disorder; SAD = Separation Anxiety Disorder; AD = Avoidance Disorder; OAD = Overanxious Disorder; PHO = Phobia; OCD Obsessive Compulsive Disorder; PTSD = Posttraumatic Stress Disorder.

\*  $p \leq .05$

\*\*  $p < .0007$

Table 32  
Pearson Correlation Coefficients Among Dependent Measures

	SAFE	IES	CDI
SAFE	1.00	.42****	.35****
IES		1.00	.19
CDI			1.00

*Note.* SAFE = Sexual Abuse Fear Evaluation (Total scores); IES = Impact of Events Scale (Total scores); CDI = Children's Depression Inventory (Total scores).

- \*  $p = .05$
- \*\*  $p < .05$
- \*\*\*  $p < .01$
- \*\*\*\*  $p < .005$

Table 32 *continued* on next page

Table 32 *continued*,  
 Pearson Correlation Coefficients Among Dependent Measures

DICA-R Symptom Clusters	SAFE	IES	CDI
ADHDLIFE	.29**	.16	.18
ADHDCURR	.13	.13	.24**
ODD	.02	.04	.41****
CD	-.13	-.14	-.02
SAD	.56*****	.40****	.42*****
AD	.13	-.10	.32***
OAD	.41*****	.26	.32***
PHO	.44*****	.26	.20
OCD	.43*****	.33**	.34****
PTSD	.16	.18	.14
Anxiety Subscale	.55*****	.38***	.43*****
Behavioral Subscale	.10	.04	.18

*Note.* SAFE = Sexual Abuse Fear Evaluation (Total scores); IES = Impact of Events Scale (Total scores); CDI = Children's Depression Inventory (Total scores); ADHDLIFE = Attention Deficit Hyperactivity Disorder-Lifetime; ADHDCURR = Attention Deficit Hyperactivity Disorder-Current; ODD = Oppositional Defiant Disorder; CD = Conduct Disorder; SAD = Separation Anxiety Disorder; AD = Avoidance Disorder; OAD = Overanxious Disorder; PHO = Phobia; OCD Obsessive Compulsive Disorder; PTSD = Posttraumatic Stress Disorder.

\*  $p = .05$

\*\*  $p < .05$

\*\*\*  $p < .01$

\*\*\*\*  $p < .005$

\*\*\*\*\*  $p < .0005$

Table 33

Demographic Correlates of African-American Youth's Psychosocial Functioning as Measured by the Sexual Abuse Fear Evaluation, Horowitz Impact of Events Scale and the Children's Depression Inventory

Variable	SAFE	Psychosocial Functioning IES	CDI
<b>Demographics</b>			
Age	-.11	-.04	-.17
Gender	.26*	.03	.15
No. of Children	-.13	-.02	-.25*
Welfare	.27*	.10	.21**
Time with Child	.30*	.07	-.11
Current Address	.13	.36*	.16

*Note.* SAFE = Sexual Abuse Fear Evaluation; IES = Impact of Events Scale; CDI = Children's Depression Inventory; No. = Number.

\*  $p < .05$

\*\*  $P < .09$

Table 34

Demographic Correlates of African-American Youth's Psychosocial Functioning Across Each of the Diagnostic Interview for Children and Adolescents-Revised Behavioral Symptom Clusters

Variable	Psychosocial Functioning				
	ADHDL	ADHDC	ODD	CD	BehSym
<b>Demographics</b>					
Age	.01	-.03	.13	.37****	.18
Gender	-.05	.09	-.13	-.28**	-.17
Income	-.02	.00	.28**	.25	.14
Time with M	.07	.05	.23	.28**	.24*
Time with F	-.02	.07	-.11	-.26**	-.14
No. Bros.	-.32***	-.36****	-.36****	-.29**	-.38****
Bros. Age	-.27**	-.33***	-.28**	-.22*	-.31***
No. Sibs.	-.12	-.11	-.30**	-.25**	-.25**

*Note.* ADHDL = Attention Deficit Hyperactivity Disorder-Lifetime; ADHDC = Attention Deficit Hyperactivity Disorder-Current; ODD = Oppositional Defiant Disorder; CD = Conduct Disorder; BehSym = Behavioral Symptoms; No. = Number; Bros. = Brothers; M = Mother; Sibs. = Siblings.

\*  $p = .05$

\*\*  $p < .05$

\*\*\*  $p < .01$

\*\*\*\*  $p < .005$

\*\*\*\*\*  $p < .001$

Table 35

Demographic Correlates of African-American Youth's Psychosocial Functioning Across Each of the Diagnostic Interview for Children and Adolescents-Revised Anxiety Symptom Clusters

Variable	Psychosocial Functioning				
	SAD	AD	OAD	PHO	OCD
<b>Demographics</b>					
Gender	.15	.25**	.23*	.23**	.16
Income	-.07	.00	-.10	-.27**	.02
No. Bros.	-.25**	-.22	-.25**	.13	-.18
No. Sis.	-.04	.20	-.07	-.10	-.23**
Age Sis.	-.01	.25**	-.06	-.08	-.18
No. Sibs.	-.20	.00	-.22	.01	-.27**
Hou. Size	-.15	.23**	-.04	-.02	-.03

Note. SAD = Separation Anxiety Disorder; AD = Avoidance Disorder; OAD = Overanxious Disorder; PHO = Phobia; OCD Obsessive Compulsive Disorder; No. = Number; Bros. = Brothers; Sis. = Sisters; Sibs. = Siblings; Hou. Size = Number of Other People Living in the Household.

\*  $p = .05$

\*\*  $p < .05$

Table 35 *continued* on next page

Table 35 *continued*,  
Demographic Correlates of African-American Youth's Psychosocial Functioning Across  
Each of the Diagnostic Interview for Children and Adolescents-Revised Anxiety Symptom  
Clusters

Variable	Psychosocial Functioning	
	PTSD	Anxiety Symptom Cluster
<hr/>		
Demographics		
Gender	.08	.25**
Income	-.10	-.10
No. Bros.	.08	-.17
No. Sis.	.26**	-.03
Age Sis.	.23**	-.00
No. Sibs.	.25**	-.14
Hou. Size	-.04	-.06

*Note.* PTSD = Posttraumatic Stress Disorder; No. = Number; Bros. = Brothers; Sis. = Sisters; Sibs. = Siblings; Hou. Size = Number of Other People Living in the Household.

\*  $p = .05$

\*\*  $p < .05$

Table 36

Frequencies and Percentages of Victimization, Witnessing, and Hearing About Different Forms of Community Violence

<b>Categories of Exposure</b>	<b>Victim</b>	<b>Witness</b>	<b>Heard About</b>
Chased by gang	12(17%)	48(67%)	43(60%)
Drug Use	-----	44(62%)	-----
Drug Trade	10(14%)	22(30%)	28(39%)
Forced Entry <sup>a</sup>	29(40%)*	24(33%)	32(45%)
Arrests	10(14%)	58(81%)	48(67%)
Physical Threats	24(33%)	34(48%)	26(36%)
Slapped/Punched/Hit <sup>1</sup>	37(52%)	37(52%)	38(53%)
Slapped/Punched/Hit <sup>2</sup>	74(53%)	53(74%)	32(45%)
Beating/Mugging	15(21%)	34(48%)	37(52%)
Rape/Molestation	3(4%)	8(11%)	23(32%)
Guns/Knives	-----	50(70%)	34(48%)
Serious Woundings	-----	35(49%)	34(49%)*
Knife Attacks	1(1.4%)	22(30%)	24(34%)
Shootings	0(0%)	34(47%)	44(61%)
Dead Bodies	-----	26(36%)	26(37%)*
Suicides	-----	9(12%)	13(18%)*
Killings	-----	17(23%)	34(47%)

\*based on an  $n=70$

<sup>a</sup>Includes being home, and being away from home when someone broke into or tried to force their way into the home of the respondent.

<sup>1</sup>Slapped/Punched/Hit by a Family Member.

<sup>2</sup>Slapped/Punched/Hit by Non-Family Member.

*Note:* Dashed line refers to question(s) not asked or logically possible.

Table 37  
Pearson Correlation Coefficients of Violence Exposure Variables and Measures of Psychological Distress

Violence Variables	SAFETot	IESStot	CDIItot
Victimization Frequency	.10	.11	.19
Victimization Recency	.00	.13	.20
Witnessing Frequency	.25*	.13	-.09
Witnessing Recency	.27*	.35*	-.16
Hearing About Frequency	.18	.13	-.14
Hearing About Recency	.22	.25	-.18

*Note.* SAFETot = Sexual Abuse Fear Evaluation total score; IESStot = Impact of Events Scale total score; CDIItot = Children's Depression Inventory total score.

\*  $p \leq .05$

\*\*  $p < .01$

\*\*\*  $p < .005$

Table 38  
Pearson Correlation Coefficients of Violence Exposure Variables and Diagnostic Interview for Children and Adolescents-Revised Behavioral Symptom Clusters

Violence Variables	ADHDL	ADHDC	ODD	CD
Victimization Frequency	.40***	.34***	.50****	.42****
Victimization Recency	.34*	.31*	.45***	.33*
Witnessing Frequency	.32**	.15	.19	.30*
Witnessing Recency	.33***	.27*	.11	.21
Hearing About Frequency	.37***	.20	.17	.29*
Hearing About Recency	.36***	.27*	.17	.20

*Note.* ADHDL = Attention Deficit Hyperactivity Disorder-Lifetime; ADHDC = Attention Deficit Hyperactivity Disorder-Current; ODD = Oppositional Defiant Disorder; CD = Conduct Disorder; Exp. = Experiences.

\*  $p \leq .05$

\*\*  $p < .01$

\*\*\*  $p \leq .005$

\*\*\*\*  $p \leq .0005$

Table 38 *continued* on next page

Table 38 *continued*,  
Pearson Correlation Coefficients of Violence Exposure Variables and Diagnostic Interview for Children and Adolescents-Revised Behavioral Symptom Clusters

Violence Variables	Behavioral Symptom Subscale
Victimization Frequency	.51****
Victimization Recency	.44***
Witnessing Frequency	.34***
Witnessing Recency	.30*
Hearing About Frequency	.36***
Hearing About Recency	.33**

\*  $p \leq .05$

\*\*  $p < .01$

\*\*\*  $p < .005$

\*\*\*\*  $p \leq .0005$

Table 39

Pearson Correlation Coefficients of Violence Exposure Variables and Diagnostic Interview for Children and Adolescents-Revised Anxiety Symptom Clusters

Violence Variables	SAD	AD	OVD	PHO
Victimization Frequency	.25*	.10	.19	-.01
Victimization Recency	.18	.01	.20	.18
Witnessing Frequency	.23*	-.00	.06	.14
Witnessing Recency	.30*	.03	.19	.18
Hearing About Frequency	.23*	.04	.14	.15
Hearing About Recency	.31**	.06	.21	.26*

*Note.* SAD = Separation Anxiety Disorder; AD = Avoidance Disorder; OAD = Overanxious Disorder; PHO = Phobia; OCD Obsessive Compulsive Disorder; Exp. = Experiences.

\*  $p \leq .05$

\*\*  $p < .01$

\*\*\*  $p < .005$

\*\*\*\*  $p < .0005$

Table 39 *continued* on next page

Table 39 *continued*,

Pearson Correlation Coefficients of Violence Exposure Variables and Diagnostic Interview for Children and Adolescents-Revised Behavioral Symptom Clusters

Violence Variables	OCD	PTSD	Anxiety Symptom Subscale
Victimization Frequency	.07	.19	.21
Victimization Recency	.03	.30*	.24**
Witnessing Frequency	.24*	.18	.25*
Witnessing Recency	.20	.33***	.34***
Hearing About Frequency	.29*	.11	.27*
Hearing About Recency	.34***	.16	.36***

*Note.* OCD = Obsessive Compulsive Disorder; PTSD= Posttraumatic Stress Disorder.

\*  $p \leq .05$

\*\*  $p < .01$

\*\*\*  $p < .005$

\*\*\*\*  $p < .0005$

Table 40  
Hierarchical Multiple Regression Analyses Predicting Youths' Psychosocial Functioning

Predictor Variable	$R^2$ at each step	$F$	$df$	$p$
Criterion: SAFE Total Score				
Step 1 variable entered				
Demographic Variable(s)				
Gender		8.86	3, 56	.004
Time With Welfare		11.17	3, 56	.001
		3.31	3, 56	.05
Total $R^2$	.29			
Step 2 variable entered				
Violence Variable(s)				
Frequency of Witnessing Violence		5.76	4, 56	.02
Total $R^2$	.36			
Criterion: IES Total Score				
Step 1 variable entered				
Demographic Variable(s)				
Current Address		6.42	1, 44	.01
Total $R^2$	.13			
Step 2 variable entered				
Violence Variable(s)				
Recency of Witnessing Violence		4.72	2, 44	.03
Total $R^2$	.22			
Criterion: CDI Total Score				
Step 1 variable entered				
Demographic Variable(s)				
Number of Children in Family		7.21	2, 45	.01
Welfare		3.49	2, 45	.05
Total $R^2$	.19			
Step 2 variable entered				
Violence Variable(s)				

Table 40 *continued*, on next page

Table 40 *continued*,  
Hierarchical Multiple Regression Analyses Predicting Youths' Psychosocial Functioning

Predictor Variable	$R^2$ at each step	$F$	$df$	$p$
Criterion: CDI Total Score				
Frequency of Hearing About Violence		4.26	3, 45	.04
Recency of Victimization		1.69	4, 45	>.05
Total $R^2$	.29			
Step 3 variable removed				
Recency of Victimization				
Total $R^2$	.26			
Criterion: DICA-R Anxiety Symptom Subscale Total Score				
Step 1 variable entered				
Demographic Variable(s)				
Gender		5.04	2, 68	<.03
Total $R^2$	.06			
Step 2 variable entered				
Violence Variable(s)				
Recency of Witnessing Violence		10.25	2, 68	<.003
Total $R^2$	.12			
Total $R^2$	.18			
Criterion: Total PTSD Symptoms				
Step 1 variable entered				
Demographic Variable(s)				
Number of Sisters		5.34	2, 48	<.03
Total $R^2$	.06			
Step 2 variable entered				
Violence Variable(s)				
Recency of Victimization		7.07	2, 48	<.02
Total $R^2$	.12			
Total $R^2$	.18			

Table 40 *continued*, on next page

Table 40 *continued*  
Hierarchical Multiple Regression Analyses Predicting Youths' Psychosocial Functioning

Predictor Variable	$R^2$ at each step	$F$	$df$	$p$
Criterion: PTSD Criteria				
Step 1 variable entered				
Demographic Variable(s)				
Number of Sisters		3.80	2, 48	<.05
Total $R^2$	.05			
Step 2 variable entered				
Violence Variable(s)				
Recency of Victimization		5.07	2, 48	<.03
Total $R^2$	.09			
<b>Total <math>R^2</math></b>	.14			
Criterion: DICA-R Behavioral Symptom Subscale Total				
Score				
Step 1 variable entered				
Demographic Variable(s)				
Number of brothers		7.70	2, 48	<.008
Total $R^2$	.16			
Step 2 variable entered				
Recency of Victimization		9.74	2, 48	<.004
Total $R^2$	.15			
<b>Total <math>R^2</math></b>	.31			

Table 41

Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Social Support Supports Groups

Dependent Measure	Number of Social Supports	
	Low	High
SAFETOT	( <i>n</i> =34)	( <i>n</i> =36)
Mean	174.15	173.50
SD	27.36	40.81
Range	118-228	110-243
CDITOT	( <i>n</i> =35)	( <i>n</i> =36)
Mean	9.42	7.27
SD	7.16	5.52
Range	1-32	0-29
IESTOT	( <i>n</i> =26)	( <i>n</i> =22)
Mean	26.61	24.72
SD	11.39	14.93
Range	1-48	0-46
DICA Anxiety Symptoms	( <i>n</i> =35)	( <i>n</i> =36)
Mean	17.62	15.58
SD	15.11	13.28
Range	0-58	0-49
DICA Behavioral Symptoms	( <i>n</i> =35)	( <i>n</i> =36)
Mean	13.00	9.58*
SD	8.49	5.46
Range	0-33	1-22

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

\*  $p = .0472$ ,  $t = 2.02$ ,  $df = 69$

Table 42  
Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Groups by Quality of Social Supports

Dependent Measure	Quality of Social Supports	
	Low	High
SAFETOT	( <i>n</i> =32)	( <i>n</i> =38)
Mean	179.90	168.80
SD	29.39	38.22
Range	124-230	110-243
CDITOT	( <i>n</i> =33)	( <i>n</i> =38)
Mean	9.78	7.07
SD	6.78	5.91
Range	2-32	0-29
IESTOT	( <i>n</i> =26)	( <i>n</i> =22)
Mean	28.15	22.90
SD	12.71	13.10
Range	0-48	0-44
DICA Anxiety Symptoms	( <i>n</i> =33)	( <i>n</i> =38)
Mean	18.81	14.65
SD	15.62	12.62
Range	1-58	0-49
DICA Behavioral Symptoms	( <i>n</i> =33)	( <i>n</i> =38)
Mean	11.12	11.39
SD	7.52	7.15
Range	1-25	0-33

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

Table 43

Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Groups by Self-Perception for Children Questionnaire Scholastic Competence Factor Scores

Dependent Measure	Scholastic Competence Factor Groups	
	Low	High
SAFETOT	( <i>n</i> =34)	( <i>n</i> =36)
Mean	176.20	171.55
SD	28.78	39.75
Range	125-241	110-243
CDITOT	( <i>n</i> =35)	( <i>n</i> =36)
Mean	9.25	7.44
SD	6.72	6.09
Range	0-32	1-29
IESTOT	( <i>n</i> =25)	( <i>n</i> =23)
Mean	29.92	21.21*
SD	11.87	12.94
Range	0-48	0-46
DICA Anxiety Symptoms	( <i>n</i> =35)	( <i>n</i> =36)
Mean	18.45	14.77
SD	15.41	12.76
Range	1-58	0-43
DICA Behavioral Symptoms	( <i>n</i> =35)	( <i>n</i> =36)
Mean	11.34	11.19
SD	6.64	7.94
Range	1-24	0-33

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

\*  $p = .0196$ ,  $t = 2.42$ ,  $df = 44.7$

Table 44

Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Groups by Self-Perception for Children Questionnaire Social Acceptance Factor Scores

Dependent Measure	Social Acceptance Factor Groups	
	Low	High
SAFETOT	( <i>n</i> =30)	( <i>n</i> =40)
Mean	187.17	163.80**
SD	26.39	37.02
Range	136-243	110-241
CDITOT	( <i>n</i> =31)	( <i>n</i> =40)
Mean	11.54	5.85***
SD	6.55	5.16
Range	0-30	1-32
IESTOT	( <i>n</i> =20)	( <i>n</i> =28)
Mean	25.40	26.00
SD	11.09	14.44
Range	0-41	0-48
DICA Anxiety Symptoms	( <i>n</i> =31)	( <i>n</i> =40)
Mean	20.80	13.32*
SD	15.41	12.76
Range	1-58	0-49
DICA Behavioral Symptoms	( <i>n</i> =31)	( <i>n</i> =40)
Mean	12.22	10.52
SD	6.57	7.77
Range	1-24	0-33

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

\*  $p = .0318$ ,  $t = 2.20$ ,  $df = 55.4$

\*\*  $p = .003$ ,  $t = 3.08$ ,  $df = 67.9$

\*\*\*  $p = .0002$ ,  $t = 3.97$ ,  $df = 55.9$

Table 45

Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Groups by Self-Perception for Children Questionnaire Athletic Competence Factor Scores

Dependent Measure	Athletic Competence Factor Groups	
	Low	High
SAFETOT	( <i>n</i> =33)	( <i>n</i> =37)
Mean	189.42	159.94***
SD	29.13	33.63
Range	128-243	110-229
CDITOT	( <i>n</i> =34)	( <i>n</i> =37)
Mean	10.20	6.62**
SD	6.90	5.51
Range	0-32	1-29
IESTOT	( <i>n</i> =24)	( <i>n</i> =24)
Mean	29.33	22.16
SD	12.59	12.70
Range	0-48	0-44
DICA Anxiety Symptoms	( <i>n</i> =34)	( <i>n</i> =37)
Mean	20.08	13.37*
SD	14.81	12.89
Range	0-58	0-49
DICA Behavioral Symptoms	( <i>n</i> =34)	( <i>n</i> =37)
Mean	12.02	10.56
SD	6.58	7.89
Range	1-24	0-33

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

\*  $p = .0192$ ,  $t = 2.40$ ,  $df = 63.1$

\*\*  $p = .05$ ,  $t = 1.96$ ,  $df = 46.0$

\*\*\*  $p = .0002$ ,  $t = 3.93$ ,  $df = 68.0$

Table 46

Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Groups by Self-Perception for Children Questionnaire Physical Appearance Factor Scores

Dependent Measure	Physical Appearance Factor Groups	
	Low	High
SAFETOT	( <i>n</i> =33)	( <i>n</i> =37)
Mean	184.48	164.29*
SD	32.58	34.13
Range	110-243	111-229
CDITOT	( <i>n</i> =34)	( <i>n</i> =37)
Mean	11.14	5.75***
SD	7.40	3.98
Range	0-32	1-16
IESTOT	( <i>n</i> =24)	( <i>n</i> =24)
Mean	28.45	23.04
SD	12.78	12.95
Range	0-48	0-44
DICA Anxiety Symptoms	( <i>n</i> =34)	( <i>n</i> =37)
Mean	20.64	12.86**
SD	14.73	12.86
Range	1-58	0-49
DICA Behavioral Symptoms	( <i>n</i> =34)	( <i>n</i> =37)
Mean	12.94	9.72
SD	7.56	6.74
Range	1-33	0-25

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

\*  $p = .0140$ ,  $t = 2.52$ ,  $df = 67.7$

\*\*  $p = .0004$ ,  $t = 3.86$ ,  $df = 69.0$

\*\*\*  $p = .02$ ,  $t = 2.37$ ,  $df = 65.4$

Table 47

Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Groups by Self-Perception for Children Questionnaire Behavioral Conduct Factor Scores

Dependent Measure	Behavioral Conduct Factor Groups	
	Low	High
SAFETOT	( <i>n</i> =29)	( <i>n</i> =41)
Mean	173.44	174.07
SD	28.68	38.72
Range	118-228	110-243
CDITOT	( <i>n</i> =30)	( <i>n</i> =41)
Mean	9.90	7.19
SD	7.24	5.58
Range	0-32	1-29
IESTOT	( <i>n</i> =22)	( <i>n</i> =26)
Mean	25.04	26.34
SD	12.78	12.95
Range	0-48	0-46
DICA Anxiety Symptoms	( <i>n</i> =30)	( <i>n</i> =41)
Mean	15.40	17.46
SD	14.59	13.93
Range	1-58	0-49
DICA Behavioral Symptoms	( <i>n</i> =30)	( <i>n</i> =41)
Mean	15.26	8.34*
SD	7.72	5.35
Range	1-33	0-20

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

\*  $p = .0001$ ,  $t = 4.46$ ,  $df = 69.0$

Table 48

Means, Standard Deviations, Ranges and *t* Comparisons of Low vs. High Groups by Self-Perception for Children Questionnaire Global Self-Worth Factor Scores

Dependent Measure	<u>Global Self-Worth Factor Groups</u>		
		Low	High
SAFETOT		( <i>n</i> =34)	( <i>n</i> =36)
	Mean	178.35	169.52
	SD	30.10	38.45
	Range	110-243	111-241
CDITOT		( <i>n</i> =35)	( <i>n</i> =36)
	Mean	10.57	6.16*
	SD	6.68	5.43
	Range	0-32	1-29
IESTOT		( <i>n</i> =27)	( <i>n</i> =21)
	Mean	27.51	23.47
	SD	13.40	12.46
	Range	0-48	0-46
DICA Anxiety Symptoms		( <i>n</i> =35)	( <i>n</i> =36)
	Mean	18.48	14.75
	SD	15.34	12.83
	Range	1-58	0-49
DICA Behavioral Symptoms		( <i>n</i> =35)	( <i>n</i> =36)
	Mean	11.82	10.72
	SD	7.03	7.56
	Range	1-24	0-33

Note: SAFETOT = Sexual Abuse Fear Evaluation total score, CDITOT = Children's Depression Inventory total score, IESTOT = Impact of Events total score, DICA = Diagnostic Interview for Children and Adolescents-Revised.

\*  $p = .0034$ ,  $t = 3.04$ ,  $df = 65.5$

Table 49

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-.40	-.19	.69
Number of Social Supports		-1.74	-.98	.08
Total $R^2$	.06			
Step 2				
Frequency of Witnessing x Number of Social Supports		1.98	.04	.05
Total $R^2$	.12			
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-.09	-.16	.92
Quality of Social Supports		-1.18	-1.16	.24
Total $R^2$	.085			
Step 2				
Frequency of Witnessing x Quality of Social Supports		.44	.02	.34
Total $R^2$	.088			

Table 49 *continued*, on next page

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	$b$	$p$
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-1.38	-1.74	.17
Global Self Worth		-1.91	-3.28	.06
Total $R^2$	.07			
Step 2				
Frequency of Witnessing x Global Self Worth		1.85	.11	.06
Total $R^2$	.12			
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-.06	-.82	.49
Scholastic Competence		-1.45	-2.66	.15
Total $R^2$	.075			
Step 2				
Frequency of Witnessing x Scholastic Competence		1.15	.08	.25
Total $R^2$	.094			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-2.51	-2.78	.01
Social Acceptance Competence		-4.49	-6.86	.0001
Total $R^2$	.19			
Step 2				
Frequency of Witnessing x Social Acceptance Competence		3.05	.19	.003
Total $R^2$	.29			
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-2.17	-2.64	.03
Behavioral Conduct Competence		-1.86	-2.61	.07
Total $R^2$	.07			
Step 2				
Frequency of Witnessing x Behavioral Conduct Competence		2.69	.17	.008
Total $R^2$	.16			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-2.52	-3.22	.01
Physical Appearance Competence		-3.46	-6.98	.0009
Total $R^2$	.11			
Step 2				
Frequency of Witnessing x Physical Appearance Competence		2.93	.19	.004
Total $R^2$	.21			
Criterion: SAFE Total Score				
Step 1				
Frequency of Witnessing		-.77	-.88	.44
Athletic Competence		-2.43	-3.89	.01
Total $R^2$	.14			
Step 2				
Frequency of Witnessing x Athletic Competence		1.23	.08	.22
Total $R^2$	.16			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		-.49	.06	.62
Number of Social Supports		-1.61	-.43	.11
Total $R^2$	.16			
Step 2				
Recency of Witnessing x Number of Social Supports		1.01	.005	.31
Total $R^2$	.17			
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		.02	.007	.98
Quality of Social Supports		-.94	-.67	.34
Total $R^2$	.17			
Step 2				
Recency of Witnessing x Quality of Social Supports		.29	.004	.76
Total $R^2$	.17			

Table 49 *continued*, on next page

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		-1.006	-.25	.32
Global Self Worth		-1.78	-1.61	.08
Total $R^2$	.13			
Step 2				
Recency of Witnessing x Global Self Worth		1.70	.02	.09
Total $R^2$	.18			
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		-1.01	-.28	.31
Scholastic Competence		-2.23	-2.32	.03
Total $R^2$	.18			
Step 2				
Recency of Witnessing x Scholastic Competence		1.55	.02	.12
Total $R^2$	.22			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		-1.17	-.30	.24
Social Acceptance Competence		-1.80	-1.57	.07
Total $R^2$	.12			
Step 2				
Recency of Witnessing x Social Acceptance Competence		1.87	.02	.06
Total $R^2$	.19			
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		-.88	-.23	.38
Behavioral Conduct Competence		-1.63	-1.38	.10
Total $R^2$	.12			
Step 2				
Recency of Witnessing x Behavioral Conduct Competence		1.59	.02	.11
Total $R^2$	.17			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		-1.64	-.51	.11
Physical Appearance Competence		-2.26	-2.37	.02
Total $R^2$	.13			
Step 2				
Recency of Witnessing x Physical Appearance Competence		2.20	.03	.03
Total $R^2$	.22			
Criterion: IES Total Score				
Step 1				
Recency of Witnessing		-.64	-.19	.52
Athletic Competence		-1.72	-1.81	.09
Total $R^2$	.16			
Step 2				
Frequency of Witnessing x Athletic Competence		1.16	.02	.25
Total $R^2$	.19			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About		-.93	-.06	.35
Number of Social Supports		-.67	-.07	.50
Total $R^2$	.027			
Step 2				
Frequency of Witnessing x Number of Social Supports		.34	.0009	.73
Total $R^2$	.029			
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About		-.19	-.03	.91
Quality of Social Supports		-1.41	-.24	.16
Total $R^2$	.07			
Step 2				
Frequency of Hearing About x Quality of Social Supports		.01	.00006	.99
Total $R^2$	.07			

Table 49 *continued*, on next page

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About Global Self Worth		-2.21	-.32	.03
		-3.00	-.97	.003
Total $R^2$	.10			
Step 2				
Frequency of Hearing About x Global Self Worth		1.90	.01	.06
Total $R^2$	.15			
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About Scholastic Competence		-1.96	-.28	.05
		-2.89	-.96	.005
Total $R^2$	.11			
Step 2				
Frequency of Hearing About x Scholastic Competence		1.67	.01	.10
Total $R^2$	.15			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	$b$	$p$
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About Social Acceptance		-2.80	-.37	.006
Competence		-4.94	-1.42	.0001
Total $R^2$	.29			
Step 2				
Frequency of Hearing About x Social Acceptance				
Competence		2.41	.01	.01
Total $R^2$	.35			
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About Behavioral Conduct		-2.01	-.26	.04
Competence		-2.89	-.07	.005
Total $R^2$	.09			
Step 2				
Frequency of Witnessing x Behavioral Conduct				
Competence		1.73	.01	.08
Total $R^2$	.14			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About Physical Appearance		-3.95	-.67	.0002
Competence		-5.76	-2.17	.0001
Total $R^2$	.26			
Step 2				
Frequency of Hearing About x Physical Appearance				
Competence		3.62	.03	.0006
Total $R^2$	.38			
Criterion: CDI Total Score				
Step 1				
Frequency of Hearing About Athletic Competence		-1.55	-.21	.12
		-2.53	-.74	.01
Total $R^2$	.11			
Step 2				
Frequency of Hearing About x Athletic Competence				
		1.26	.009	.21
Total $R^2$	.13			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: Anxiety Symptom Subscale Total Scores				
Step 1				
Recency of Witnessing		2.10	.22	.03
Number of Social Supports		.31	-.07	.75
Total $R^2$	.13			
Step 2				
Recency of Witnessing x Number of Social Supports		-.33	-.001	.73
Total $R^2$	.13			
Criterion: Anxiety Symptom Subscale Total Scores				
Step 1				
Recency of Witnessing		1.09	.45	.27
Quality of Social Supports		-.30	-.16	.76
Total $R^2$	.14			
Step 2				
Recency Of Witnessing x Quality of Social Supports		- .64	-.008	.52
Total $R^2$	.15			

Table 49 *continued*, on next page

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: Anxiety Symptom Subscale Total Score				
Step 1				
Recency of Witnessing		-.07	-.01	.93
Global Self Worth		-.67	-.55	.50
Total $R^2$	.11			
Step 2				
Recency of Witnessing x Global Self Worth		.86	.01	.39
Total $R^2$	.12			
Criterion: Anxiety Symptom Subscale Total Score				
Step 1				
Recency of Witnessing		.63	.01	.95
Scholastic Competence		-.82	-.73	.41
Total $R^2$	.11			
Step 2				
Recency of Witnessing x Scholastic Competence		.67	.009	.51
Total $R^2$	.12			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: Anxiety Symptom Subscale Total Score				
Step 1				
Recency of Witnessing		-.55	-.13	.58
Social Acceptance Competence		-2.51	-2.00	.01
Total $R^2$	.21			
Step 2				
Recency of Witnessing x Social Acceptance Competence		1.29	.01	.19
Total $R^2$	.23			
Criterion: Anxiety Symptom Subscale Total Score				
Step 1				
Recency of Witnessing		-.64	-.16	.52
Behavioral Conduct Competence		-.96	-.07	.34
Total $R^2$	.12			
Step 2				
Recency of Witnessing x Behavioral Conduct Competence		1.41	.01	.16
Total $R^2$	.14			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	$b$	$p$
Criterion: Anxiety Symptom Subscale Total Score				
Step 1				
Recency of Witnessing		-1.58	-.49	.11
Physical Appearance Competence		-2.67	-2.64	.009
Total $R^2$	.15			
Step 2				
Recency of Witnessing x Physical Appearance Competence		2.13	.03	.03
Total $R^2$	.20			
Criterion: Anxiety Symptom Subscale Total Score				
Step 1				
Recency of Witnessing		-.35	-.09	.72
Athletic Competence		-1.51	-.99	.25
Total $R^2$	.12			
Step 2				
Recency of Witnessing x Athletic Competence		1.02	.01	.31
Total $R^2$	.13			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: Behavioral Symptom Subscale Total Score				
Step 1				
Recency of Victimization		2.68	.53	.009
Number of Social Supports		1.22	.32	.22
Total $R^2$	.20			
Step 2				
Recency of Victimization				
Number of Social Supports		-1.17	-.01	.24
Total $R^2$	.22			
Criterion: Behavioral Symptom Subscale Total Scores				
Step 1				
Recency of Victimization		.02	.01	.97
Quality of Social Supports		.25	.09	.80
Total $R^2$	.24			
Step 2				
Recency Of Victimization x Quality of Social Supports		.25	.09	.60
Total $R^2$	.25			

Table 49 *continued*, on next page

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: Behavioral Symptom Subscale Total Score				
Step 1				
Recency of Victimization		-.86	.44	.39
Global Self Worth		-.48	-.24	.63
Total $R^2$	.23			
Step 2				
Recency of Victimization x Global Self Worth		-.32	-.001	.74
Total $R^2$	.23			
Criterion: Behavioral Symptom Subscale Total Score				
Step 1				
Recency of Victimization		.47	.25	.63
Scholastic Competence		-.07	-.03	.94
Total $R^2$	.18			
Step 2				
Recency of Victimization x Scholastic Competence		.12	.003	.89
Total $R^2$	.18			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: Behavioral Symptom Subscale Total Score				
Step 1				
Recency of Victimization		-.88	.40	.38
Social Acceptance Competence		.15	.07	.87
Total $R^2$	.18			
Step 2				
Recency of Victimization x Social Acceptance Competence		-.20	.005	.83
Total $R^2$	.19			
Criterion: Behavioral Symptom Subscale Total Score				
Step 1				
Recency of Victimization		1.84	.87	.43
Behavioral Conduct Competence		.28	.12	.77
Total $R^2$	.23			
Step 2				
Recency of Victimization x Behavioral Conduct Competence		-1.26	-.03	.21
Total $R^2$	.26			

Table 49 *continued* on next page,

Table 49 *continued*

Hierarchical Multiple Regression Analyses Examining the Moderating Effects of Number and Quality of Social Supports and Self-Perception for Children Questionnaire Factor Scores

Predictor Variable	$R^2$ at each step	$t$	b	$p$
Criterion: Behavioral Symptom Subscale Total Score				
Step 1				
Recency of Victimization		-.60	.16	.81
Physical Appearance Competence		-.60	-.38	.55
Total $R^2$	.20			
Step 2				
Recency of Victimization x Physical Appearance Competence		.20	.007	.84
Total $R^2$	.20			
Criterion: Behavioral Symptom Subscale Total Score				
Step 1				
Recency of Victimization		.67	.27	.50
Athletic Competence		-.46	-.19	.64
Total $R^2$	.19			
Step 2				
Recency of Victimization x Athletic Competence		.12	.003	.90
Total $R^2$	.19			

## APPENDICES

## **APPENDIX A**

### **PARENT'S INFORMED CONSENT FORM**

We invite your child to take part in a research study. It is important that you read and understand several general principles that apply to all who take part in this study. Taking part in the study is entirely voluntary. Personal benefit may not result from taking part in this study, but knowledge may be gained that will benefit others. Your child may withdraw from the study at any time without penalty. You are urged to discuss any questions you have about this study with the principal investigator or any of the interviewers who explain it to you.

Your child will be interviewed and asked questions about violent things that may have happened to him/her, or that your child may have seen or heard about. The interview usually takes no more than 1-2 hours to complete. Your child will be asked things about your family, about how they are at home including fears and/or problems they may have experienced. In addition, your child will be asked similar questions about school, and will be asked to tell us how many times these things have happened.

#### **Risks and Discomforts**

There will be no risks or discomforts associated with your child's participation in this study. We will ask your child questions in a way designed to be relaxing for children and not causing any discomfort. In the case that your child becomes upset during the interview, the interviewer will stop the interview for approximately 10 minutes. If after the 10 minutes your child is still upset or does not want to continue the interview will be stopped.

#### **Benefits**

Many children have reported that they enjoy these types of interviews, and like being able to tell someone about things that have happened to them, and how they feel about those things.

#### **Confidentiality**

Many of the findings from this research may be published for scientists to read. However, no one will be told that your child participated in this study. Your child's participation will be known only to the investigators and to the interviewers who helped with this

study. There is one exception. If your child reports child abuse, we are obligated by our concern for you and your child to ensure that a report is made and that outside assistance is obtained.

**Consent**

I have read and understand the content and purpose of this study. I understand that my child may stop answering questions, interrupt the procedures or withdraw from the study at anytime and that the information collected will be combined with information from other children for purposes of data analysis, and no member of my family will be identified by name in any presentation of the data. I also understand that all records will be kept confidential, and the findings of this study may be distributed through scientific channels.

**Parent's Permission for Minor Participation**

I have read the explanation about this study and have been given the opportunity to discuss it and ask questions. I hereby give permission for my child to take part in this study.

---

Signature of Parent(s) & Date Signed

---

Signature of Witness & Date Signed

## APPENDIX B

### CHILD'S ASSENT FORM

We invite you to take part in a research study. It is important that you read and understand several general principles that apply to all who take part in this study. Taking part in the study is entirely voluntary. Personal benefit may not result from participation, but knowledge may be gained that will benefit others. You may withdraw from the study at any time without penalty. You are urged to discuss any questions you have about this study with the principal investigator, your parent, or any of the interviewers who explain it to you.

This study is concerned with your exposure to violence in the community, and your growth and development. In this interview you will be asked questions about violent things that may have happened to you, or that you may have seen or heard about. The interview lasts approximately 1-2 hours. You will be asked things about your family, about how things are at home, and about things such as fears and/or problems you may have experienced. In addition, you will be asked similar questions about school, and will be asked to tell us how many times these things have happened.

#### **Confidentiality**

Many of the findings from this research may be published for scientists to read. However, no one will be told that you participated in this study. Your participation will be known only to the investigators and to the interviewers who helped with this study. There are 2 exceptions. If you report child abuse or report that you want to hurt yourself or someone else we are obligated by our concern for you and your family to ensure that a report is made and that outside assistance is obtained.

#### **Risks and Discomforts**

There will be no risks or discomforts associated with your participation in this study. The interview usually takes no more than a couple of hours to complete. The procedure we will use to ask you questions is designed to be relaxing for you and will not cause any discomfort. Some of your neighbors and friends will be asked the same questions about themselves.

#### **Benefits**

Many children have reported that they enjoy these types of interviews, and like being able to tell someone about

things that have happened to them, and how they feel about those things.

**Assent**

I have read and understand the content and purpose of this study. I consent to participate in this study. I understand that I may stop answering questions, interrupt the procedures or withdraw from the study at any time. I understand that the information collected will be combined with information from other children for purposes of data analysis, and no member of my family will be identified by name in any presentation of the data. I also understand that all records will be kept confidential, and the findings of this study may be distributed through scientific channels.

**Minor Participation Consent**

I have read the explanation about this study and have been given the opportunity to discuss it and ask questions. I hereby agree to voluntarily participate in the research project described above and under the conditions described above.

---

Signature of Child & Date Signed

---

Signature of Witness & Date Signed

## **APPENDIX C**

### **Measures**

Family Information Form

The following questions are being asked so we can learn more about your child \_\_\_\_\_'s current family situation and background. Remember, your answers are completely confidential.

1. Your age: \_\_\_ years

2. What is your relationship to your child? (circle only one)

- |                       |                           |
|-----------------------|---------------------------|
| (a) Biological mother | (g) Grandfather           |
| (b) Biological father | (h) Grandmother           |
| (c) Step mother       | (i) Brother               |
| (d) Step father       | (k) Sister                |
| (e) Aunt              | (l) Friend                |
| (f) Uncle             | (m) Other (specify) _____ |

3. Who is the mostly responsible for caring for your child on a day to day basis? (circle only one)

- |                       |                           |
|-----------------------|---------------------------|
| (a) Biological mother | (g) Grandfather           |
| (b) Biological father | (h) Grandmother           |
| (c) Step mother       | (i) Brother               |
| (d) Step father       | (k) Sister                |
| (e) Aunt              | (l) Friend                |
| (f) Uncle             | (m) Other (specify) _____ |

4. What is your religion? (circle only one)

- |                      |                            |
|----------------------|----------------------------|
| (a) Protestant       | (e) Seventh Day Adventist  |
| (b) Catholic         | (f) Baptist                |
| (c) Jewish           | (g) Other (describe) _____ |
| (d) Jehovahs Witness | (h) None                   |

5. What is your race or ethnic background? (circle only one)

- |              |                           |
|--------------|---------------------------|
| (a) Black    | (f) Puerto Rican          |
| (b) White    | (g) Central American      |
| (c) Chinese  | (h) Cuban                 |
| (d) Korean   | (i) Other (specify) _____ |
| (e) Japanese |                           |

6. What is the highest grade you completed in school? (circle only one)

- (a) 6th grade or less
- (b) 7th or 8th grade
- (c) some high school but did not graduate
- (d) high school graduate or GED
- (e) trade school/vocational training
- (f) some college but did not graduate
- (g) two-year college graduate
- (h) four-year college graduate
- (i) Master's degrees
- (j) Ph.D., M.D., J.D.L, or other doctoral degree

7. What is your employment status? (circle only one)

- (a) employed full time
- (b) employed part time
- (c) unemployed but looking for full-time job
- (d) unemployed but looking for part-time job
- (e) unemployed but not looking for job

8. We need to know approximately the amount of your family's annual income, including regular child support (if any), and all other sources of income. Please indicate below the average income your family gets each year before taxes are taken out. (circle only one)

- |                                |                                 |
|--------------------------------|---------------------------------|
| (a) under \$2,400 per year     | (g) \$14,400 - 19,199 per year  |
| (b) \$2,400 - 4,700 per year   | (h) \$19,200 - 23,999 per year  |
| (c) \$4,800 - 7,199 per year   | (i) \$24,000 - 34,799 per year  |
| (d) \$7,200 - 9,599 per year   | (j) \$34,800 - 47,999 per year  |
| (e) \$9,600 - 11,999 per year  | (k) \$48,000 - 59,999 per year  |
| (f) \$12,000 - 14,399 per year | (l) \$60,000 - 79,999 per year  |
|                                | (m) more than \$80,000 per year |

9. How much of the family's income comes from welfare? (circle only one)

- |                    |          |
|--------------------|----------|
| (a) None           | (d) Most |
| (b) Less than half | (e) All  |
| (c) About half     |          |

10. What is your current marital status? (circle only one)

- (a) married to child's father      (d) single, widowed  
(b) married but separated      (e) single, divorced  
(c) single, never married      (f) other (describe) \_\_\_\_\_

11. Please list the age, sex, and status of each child in your family:

	Age	Sex	Living at home? (yes/no)
1.	—	—	—
2.	—	—	—
3.	—	—	—
4.	—	—	—
5.	—	—	—
6.	—	—	—
7.	—	—	—
8.	—	—	—
9.	—	—	—
10.	—	—	—

12. Please list any other people who live in your household:

	Age	Sex	Status (for example, husband, partner, aunt, uncle)
1.	—	—	_____
2.	—	—	_____
3.	—	—	_____
4.	—	—	_____
5.	—	—	_____
6.	—	—	_____
7.	—	—	_____
8.	—	—	_____
9.	—	—	_____
10.	—	—	_____

13. How long have you lived at your current address? \_\_\_\_ years

14. How many times have you moved during the past 5 years? \_\_\_\_ times

15. Describe current living arrangement. (circle only one)

- (a) house      (b) apartment

16. Do you live with another family or with relatives? (circle only one)

- (a) yes                      (b) no

17. How much of the time does the child live with you? (circle only one)

- (a) All the time                      (d) Less than half the time  
(b) Most of the time                (e) Never/rarely  
(c) Half of the time

18. How much of the time does the child live with his/her biological mother?  
(circle only one)

- (a) All the time                      (d) Less than half the time  
(b) Most of the time                (e) Never/rarely  
(c) Half of the time

19. How much of the time does the child live with his/her biological father?  
(circle only one)

- (a) All the time                      (d) Less than half the time  
(b) Most of the time                (e) Never/rarely  
(c) Half of the time

*Survey of Exposure to Community Violence*  
*Self Report Version*

Survey of Exposure to Community Violence

I am going to read a list of various kinds of violence and things related to violence that you may have experienced, seen, or heard about. (For each question, please tell me what best describes your experience.) Do not include things you may have seen or heard about only on **TV, Radio, the News, or in the Movies**. This is a confidential interview. No one will know that these are your answers.

*John E. Richters, Ph.D.*  
*Child And Adolescent Disorders Research Branch*  
*National Institute of Mental Health<sup>1</sup>*

*William Saltzman*  
*University of Maryland*

*June, 1990*

---

<sup>1</sup> 5600 Fishers Lane, Room 10-104  
Rockville, Maryland 20857

Telephone: (301)443-5944  
FAX: (301)443-4045  
BITNET: GRJ@NIHCU

Survey of Exposure to Community Violence

Listed below are various kinds of violence and things related to violence that you may have experienced, seen, or heard about. For each question circle the letter that best describes your experience. DO NOT INCLUDE IN YOUR ANSWERS THINGS YOU MAY HAVE SEEN OR HEARD ABOUT ONLY ON TV, RADIO, THE NEWS, OR IN THE MOVIES. Do not write your name anywhere on this form. This is a confidential survey. No one will know that these are your answers.

**Being Chased**

1. How many times have you *yourself* been chased by gangs or individuals? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

If you circled never, skip to question 2

Where were you chased? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you were chased? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

2. How many times have you *seen someone else* get chased by gangs or older kids? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

If you circled never, skip to question 3

Who did this happen to? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did you see this happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you saw someone being chased? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

3. How many times have you *only heard about* someone being chased by gangs or older kids? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

If you circled never, skip to question 4

Who was being chased? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Who did the chasing? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where were they being chased? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you heard of this happening? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

**Drug Activity**

4. How many times have you *seen other people* using or selling illegal drugs? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

If you circled never, skip to question 5

Who was using or selling drugs? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did you see this happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you saw this? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

5. How many times have you *yourself* actually been asked to get involved in any aspect of selling or distributing illegal drugs? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 6.~~

Who asked? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

6. How many times have you *yourself* actually been asked to use illegal drugs? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 7.~~

Who asked? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

7. How many times have you *seen someone else* being asked to get involved in any aspect of selling or distributing illegal drugs? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 8.~~

Who was asked? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Who did the asking? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where were they when they were asked? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

8. How many times have you *only heard* about someone else being asked to get involved in any aspect of selling or distributing illegal drugs? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 9.~~

Who was being asked? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Who did the asking? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where were they when they were asked? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you heard of this happening? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

**Serious Accidents**

9. How many times have you *yourself* actually been in a serious accident where you thought that you or someone else would get hurt very badly or die? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 10.~~

Where did this happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

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When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

10. How many times have you *seen someone else* have a serious accident where you thought that the person would get hurt very badly or die? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

**If you circled never, skip to question 11.**

Who was in the accident? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did you see this happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you saw this happen? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

11. How many times have you *only heard about* someone else having a serious accident where you thought the person could have been hurt very badly or died? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

**If you circled never, skip to question 12.**

Who was in the accident? (What was the person's relationship to you?) (circle one or more)

- (a) parent(s) (d) young friend (g) adult friend (j) don't know  
(b) brother/sister (e) young acquaintance (h) adult acquaintance  
(c) other relative (f) young stranger (i) adult stranger

Where did the accident happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you heard of such an accident? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

**Forced Entry**

1. How many times have you *yourself* actually been at home when someone has broken into or tried to force their way into your home? (circle only one)

- (a) never                      (d) 3 or 4 times                      (g) at least once a month
- (b) 1 time                      (e) 5 or 6 times                      (h) at least once a week
- (c) 2 times                      (f) 7 or 8 times                      (i) almost every day

**If you circled never, skip to question 13.**



Who broke into the house? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger                      (d) young stranger                      (g) parent(s)                      (j) don't know
- (b) adult acquaintance                      (e) young acquaintance                      (h) brother/sister
- (c) adult friend                      (f) young friend                      (i) other relative

When was the last time this happened? (circle only one)

- (a) about a week ago                      (d) about 6 months ago                      (g) between 1 and 2 years ago
- (b) about a month ago                      (e) about 9 months ago                      (h) between 3 and 5 years ago
- (c) about 3 months ago                      (f) about a year ago                      (i) more than 5 years ago

13. How many times has your house been broken into when you *weren't* home? (circle only one)

- (a) never                      (d) 3 or 4 times                      (g) at least once a month
- (b) 1 time                      (e) 5 or 6 times                      (h) at least once a week
- (c) 2 times                      (f) 7 or 8 times                      (i) almost every day

**If you circled never, skip to question 14.**



Who broke into the house? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger                      (d) young stranger                      (g) parent(s)                      (j) don't know
- (b) adult acquaintance                      (e) young acquaintance                      (h) brother/sister
- (c) adult friend                      (f) young friend                      (i) other relative

When was the last time this happened? (circle only one)

- (a) about a week ago                      (d) about 6 months ago                      (g) between 1 and 2 years ago
- (b) about a month ago                      (e) about 9 months ago                      (h) between 3 and 5 years ago
- (c) about 3 months ago                      (f) about a year ago                      (i) more than 5 years ago

14. How many times have you *seen someone* trying to force their way into *somebody else's* house or apartment? (circle only one)

- (a) never                      (d) 3 or 4 times                      (g) at least once a month
- (b) 1 time                      (e) 5 or 6 times                      (h) at least once a week
- (c) 2 times                      (f) 7 or 8 times                      (i) almost every day

**If you circled never, skip to question 15.**



Who did this happen to? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger                      (d) young stranger                      (g) parent(s)                      (j) don't know
- (b) adult acquaintance                      (e) young acquaintance                      (h) brother/sister
- (c) adult friend                      (f) young friend                      (i) other relative

Who tried to break into the house? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

15. How many times have you *only heard about* someone trying to force their way into somebody else's house or apartment? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 16~~

Who tried to break into the house? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Whose house was broken into? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

When was the last time you heard of this happening? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

### Arrests

16. How many times have you *yourself* actually been picked-up, arrested, or taken away by the police? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 17~~

Where were you when this happened? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

17. How many times have you *seen someone else* being picked-up, arrested, or taken away by the police? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

**If you circled never, skip to question 18**

Who did this happen to? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time you saw this happen? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

18. How many times have you *only heard about* someone else being picked-up, arrested, or taken away by the police? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

**If you circled never, skip to question 19**

Who did this happen to? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time you heard about this happening? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

Threats

19. How many times have you *yourself* actually been threatened with serious physical harm by someone?  
(circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled never, skip to question 20.**

Who did the threatening? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did it happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time this happened? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

20. How many times have you *seen someone else* being threatened with serious physical harm?  
(circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled never, skip to question 21.**

Who was threatened? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Who did the threatening? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where were they when they were threatened? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time this happened? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

21. How many times have you *only heard about* someone else being threatened with serious physical harm? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled a, c, or skip to question 22**

Who was threatened? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Who did the threatening? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did the threat take place? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you heard of this happening? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

**Slapping, Hitting, Punching**

22. How many times have you *yourself* actually been slapped, punched, or hit by someone? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled never, skip to question 23**

Who did this? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did it happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time this happened? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

23. How many times have you *seen someone else* being slapped, punched or hit by a member of their family? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

~~If you circled never, skip to question 24~~

Who did this happen to? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Which one of this person's family members did this? (circle one or more)

- |                    |                |
|--------------------|----------------|
| (a) parent(s)      | (d) don't know |
| (b) brother/sister |                |
| (c) other relative |                |

Where did it happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you saw this happen? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

24. How many times have you *only heard about* someone else being slapped, punched or hit by a member of their family? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

~~If you circled never, skip to question 25~~

Who did it happen to? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Which one of this person's family members did this? (circle one or more)

- |                    |                |
|--------------------|----------------|
| (a) parent(s)      | (j) don't know |
| (b) brother/sister |                |
| (c) other relative |                |

Where did it happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you heard about this happening? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

25. How many times have you *seen another person* getting slapped, punched or hit by someone who was *not* a member of their family? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled never, skip to question 26**

Who did this happen to? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Who did it? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did this happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time this happened? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

26. How many times have you *only heard about* someone else getting slapped, punched or hit by a person who was *not* a member of their own family? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled never, skip to question 27**

Who did this happen to? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Who did it? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did this happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you heard of this happening? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

Beatings and Muggings

27. How many times have you *yourself* actually been beaten up or mugged? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

~~If you circled never, skip to question 28~~

Who did the beating up or mugging? (What was the person's relationship to you?)  
(circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did the beating or mugging happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time this happened? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

28. How many times have you *seen someone else* getting beaten up or mugged? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

~~If you circled never, skip to question 29~~

Who was beaten up or mugged? (What was the person's relationship to you?)  
(circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Who did the beating up or mugging? (What was the person's relationship to you?)  
(circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did you see the beating or mugging? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time this happened? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

29. How many times have you *only heard about* someone else being beaten up or mugged? (circle only one)

- (a) never
- (b) 1 time
- (c) 2 times
- (d) 3 or 4 times
- (e) 5 or 6 times
- (f) 7 or 8 times
- (g) at least once a month
- (h) at least once a week
- (i) almost every day

~~If you circled never, skip to question 31~~

Who was beaten up or mugged? (What was the person's relationship to you?)  
(circle one or more)

- (a) adult stranger
- (b) adult acquaintance
- (c) adult friend
- (d) young stranger
- (e) young acquaintance
- (f) young friend
- (g) parent(s)
- (h) brother/sister
- (i) other relative
- (j) don't know

Who did the beating up or mugging? (What was the person's relationship to you?)  
(circle one or more)

- (a) adult stranger
- (b) adult acquaintance
- (c) adult friend
- (d) young stranger
- (e) young acquaintance
- (f) young friend
- (g) parent(s)
- (h) brother/sister
- (i) other relative
- (j) don't know

Where did the beating or mugging happen? (circle one or more)

- (a) near home
- (b) in the home
- (c) near school
- (d) in school
- (e) other \_\_\_\_\_

When was the last time you heard of this happening? (circle only one)

- (a) about a week ago
- (b) about a month ago
- (c) about 3 months ago
- (d) about 6 months ago
- (e) about 9 months ago
- (f) about a year ago
- (g) between 1 and 2 years ago
- (h) between 3 and 5 years ago
- (i) more than 5 years ago

### Rape and Molestation

30. How many times have you *yourself* actually been sexually assaulted, molested, or raped? (circle only one)

- (a) never
- (b) 1 time
- (c) 2 times
- (d) 3 or 4 times
- (e) 5 or 6 times
- (f) 7 or 8 times
- (g) at least once a month
- (h) at least once a week
- (i) almost every day

~~If you circled never, skip to question 31~~

Who did this to you? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger
- (b) adult acquaintance
- (c) adult friend
- (d) young stranger
- (e) young acquaintance
- (f) young friend
- (g) parent(s)
- (h) brother/sister
- (i) other relative
- (j) don't know

When was the last time this happened? (circle only one)

- (a) about a week ago
- (b) about a month ago
- (c) about 3 months ago
- (d) about 6 months ago
- (e) about 9 months ago
- (f) about a year ago
- (g) between 1 and 2 years ago
- (h) between 3 and 5 years ago
- (i) more than 5 years ago

31. How many times have you *seen someone else* being sexually assaulted, molested, or raped?  
(circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled never, skip to question 32**

Who was being assaulted, molested, or raped? (What was the person's relationship to you?)  
(circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Who did this? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did you see this happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you saw this happen? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

32. How many times have you *only heard about* someone being sexually assaulted, molested, or raped?  
(circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

**If you circled never, skip to question 33**

Who was assaulted, molested, or raped? (What was the person's relationship to you?)  
(circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Who did it? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did this happen? (circle one or more)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| (a) near home   | (c) near school | (e) other _____ |
| (b) in the home | (d) in school   |                 |

When was the last time you heard about this? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

**Carrying Guns and Knives**

33. How many times have you actually seen someone carrying or holding a gun or knife? (do not include police, military, or security officers) (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

If you circled never, skip to question 34

Who had the weapon? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did you see this? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you saw someone carrying or holding the weapon? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

34. How many times have you only heard about someone carrying or a gun or knife? (do not include police, military, or security officers) (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

If you circled never, skip to question 35

Who had the weapon? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where was the person carrying or holding the weapon? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you heard of this happening? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

35. How many times have you *yourself* heard the sound of gunfire *outside* when you were in the following settings?

When in or near the home? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

When in or near the school building? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

When was the last time this happened? (circle only one)

- |                        |                        |                               |
|------------------------|------------------------|-------------------------------|
| (a) about a week ago   | (d) about 6 months ago | (g) between 1 and 2 years ago |
| (b) about a month ago  | (e) about 9 months ago | (h) between 3 and 5 years ago |
| (c) about 3 months ago | (f) about a year ago   | (i) more than 5 years ago     |

36. How many times have you seen or heard a gun fired *in your home*?

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

~~If you circled never, skip to question 37~~

Who shot the gun? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Why was the gun fired? (circle one or more)

- (a) argument  
(b) accidental discharge  
(c) other \_\_\_\_\_

**Serious Woundings**

37. How many times have you *actually seen* a seriously wounded person after an incident of violence? (circle only one)

- |             |                  |                           |
|-------------|------------------|---------------------------|
| (a) never   | (d) 3 or 4 times | (g) at least once a month |
| (b) 1 time  | (e) 5 or 6 times | (h) at least once a week  |
| (c) 2 times | (f) 7 or 8 times | (i) almost every day      |

~~If you circled never, skip to question 38~~

Who was wounded? (What was the person's relationship to you?) (circle one or more)

- |                        |                        |                    |                |
|------------------------|------------------------|--------------------|----------------|
| (a) adult stranger     | (d) young stranger     | (g) parent(s)      | (j) don't know |
| (b) adult acquaintance | (e) young acquaintance | (h) brother/sister |                |
| (c) adult friend       | (f) young friend       | (i) other relative |                |

Where did you see this? (circle one or more)

- (a) near home                      (c) near school                      (e) other \_\_\_\_\_  
(b) in the home                      (d) in school

When was the last time you saw this? (circle only one)

- (a) about a week ago    (d) about 6 months ago    (g) between 1 and 2 years ago  
(b) about a month ago    (e) about 9 months ago    (h) between 3 and 5 years ago  
(c) about 3 months ago    (f) about a year ago    (i) more than 5 years ago

38. How many times have you *only heard about* a person seriously wounded after an incident of violence?  
(circle only one)

- (a) never                      (d) 3 or 4 times                      (g) at least once a month  
(b) 1 time                      (e) 5 or 6 times                      (h) at least once a week  
(c) 2 times                      (f) 7 or 8 times                      (i) almost every day

~~If you circled never, skip to question 39~~

Who was wounded? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger                      (d) young stranger                      (g) parent(s)                      (j) don't know  
(b) adult acquaintance                      (e) young acquaintance                      (h) brother/sister  
(c) adult friend                      (f) young friend                      (i) other relative

Where did this happen? (circle one or more)

- (a) near home                      (c) near school                      (e) other \_\_\_\_\_  
(b) in the home                      (d) in school

When was the last time you heard about this? (circle only one)

- (a) about a week ago    (d) about 6 months ago    (g) between 1 and 2 years ago  
(b) about a month ago    (e) about 9 months ago    (h) between 3 and 5 years ago  
(c) about 3 months ago    (f) about a year ago    (i) more than 5 years ago

**Knife Attacks**

39. How many times have you *yourself* actually been attacked or stabbed with a knife?  
(circle only one)

- (a) never                      (d) 3 or 4 times  
(b) 1 time                      (e) 5 or more times  
(c) 2 times

~~If you circled never, skip to question 40~~

Who was the attacker? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger                      (d) young stranger                      (g) parent(s)                      (j) don't know  
(b) adult acquaintance                      (e) young acquaintance                      (h) brother/sister  
(c) adult friend                      (f) young friend                      (i) other relative

Where did it happen? (circle one or more)

- (a) near home                      (c) near school                      (e) other \_\_\_\_\_  
(b) in the home                      (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

40 How often have you seen someone else being attacked or stabbed with a knife? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 41~~

Who was attacked? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Who did the attacking? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

41 How many times have you only heard about someone else being attacked or stabbed with a knife? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 42~~

Who was attacked? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Who did the attacking? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time you heard of this happening? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

Shootings

42. How many times have you yourself actually been shot with a gun? (circle only one)

- (a) never (d) 3 or 4 times  
(b) 1 time (e) 5 or more times  
(c) 2 times

If you circled never, skip to question 43

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

Who did the shooting? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

43. How often have you seen someone else get shot with a gun? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a week  
(b) 1 time (e) 5 to 8 times (h) almost every day  
(c) 2 times (f) at least once a month

If you circled never, skip to question 44

Who got shot? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Who did the shooting? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time this happened? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

44. How many times have you *only heard about* someone else getting shot with a gun? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 45~~

Who got shot? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Who did the shooting? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Where did it happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time you heard of this happening? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
 (b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
 (c) about 3 months ago (f) about a year ago (i) more than 5 years ago

Dead Bodies

45. How many times have you *actually seen* a dead person somewhere in the community? (do not include wakes and funerals) (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
 (b) 1 time (e) 5 or 6 times (h) at least once a week  
 (c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 46~~

Who was the dead person? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
 (b) adult acquaintance (e) young acquaintance (h) brother/sister  
 (c) adult friend (f) young friend (i) other relative

Where did you see this? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
 (b) in the home (d) in school

When was the last time you saw this? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

46. How many times have you *only heard* about a dead body somewhere in the community? (do not include wakes and funerals) (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 47.~~

Where was the dead person seen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

Who was the dead person? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Who saw the dead person? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

When was the last time you heard about someone seeing a dead body? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

### Suicides

47. How many times have you *actually seen* someone committing suicide? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circled never, skip to question 48.~~

Who committed suicide? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did you see this happen? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you saw this happen? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

48. How many times have you *only heard* about someone committing suicide? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

If you circled never, skip to question 49.

Who committed suicide? (What was the person's relationship to you?) (circle one or more)

- (a) parent(s) (d) young friend (g) adult friend (j) don't know  
(b) brother/sister (e) young acquaintance (h) adult acquaintance  
(c) other relative (f) young stranger (i) adult stranger

Where did the suicide take place? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you heard about someone committing suicide? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

### Killings

49. How many times have you *actually seen* someone being killed by another person? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

If you circled never, skip to question 50.

Who got killed? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Who did the killing? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did you see the killing? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you saw someone being killed? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

50. How many times have you *only heard about* someone being killed by another person? (circle only one)

- (a) never (d) 3 or 4 times (g) at least once a month  
(b) 1 time (e) 5 or 6 times (h) at least once a week  
(c) 2 times (f) 7 or 8 times (i) almost every day

~~If you circle never, skip to question 51~~

Who got killed? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Who did the killing? (What was the person's relationship to you?) (circle one or more)

- (a) adult stranger (d) young stranger (g) parent(s) (j) don't know  
(b) adult acquaintance (e) young acquaintance (h) brother/sister  
(c) adult friend (f) young friend (i) other relative

Where did the killing take place? (circle one or more)

- (a) near home (c) near school (e) other \_\_\_\_\_  
(b) in the home (d) in school

When was the last time you heard about someone being killed? (circle only one)

- (a) about a week ago (d) about 6 months ago (g) between 1 and 2 years ago  
(b) about a month ago (e) about 9 months ago (h) between 3 and 5 years ago  
(c) about 3 months ago (f) about a year ago (i) more than 5 years ago

Coding

NO.....1  
 RARELY.....2  
 SOMETIMES OR SOMEWHAT.....3  
 YES.....5

Introduction

In this interview I'm going to ask you some questions about yourself. For example, I'll be asking questions about what you like to do and how you feel. I'd also like to ask you about your family, your friends, and about school.

Now if I ask you a question that you don't want to answer, just say that you don't want to answer that question, and we'll skip to the next one. Now, remember! I won't tell anyone what you tell me -- not even your parent(s), unless we find out that somebody might be getting hurt in some way. O.K.? All set to go!

II. DEMOGRAPHICS

1. SEX OF CHILD (OBSERVED) (28)

MALE.....1  
 FEMALE.....2

2. RACE OF CHILD (OBSERVED) (29)

CAUCASIAN.....1  
 BLACK.....2  
 HISPANIC.....3  
 ASIAN.....4  
 AMERICAN INDIAN.....5  
 OTHER (SPECIFY).....6

3. How old are you? (30 - 31)

4. When is your birthday? (32-33) / (34-35) / (36-37)  
MONTH      DAY      YEAR

NOTE TO INTERVIEWER:  
 SUBTRACT BIRTH DATE FROM CURRENT  
 DATE TO VERIFY AGE IN Q.3.

5. What grade are you in? (38 - 39)

NOTE TO INTERVIEWER:  
 IF SUMMER OR CHILD IS NO LONGER IN  
 SCHOOL, CODE LAST GRADE COMPLETED.  
 KINDERGARTEN = 55  
 NURSERY SCHOOL = 44  
 IF UNGRADED, TRY TO GET GRADE EQUIVALENT.  
 IF THIS IS NOT POSSIBLE, CODE 33.

6. Have you been in special education? (40)

IF NO, SKIP TO Q.9.  
 IF YES, CONTINUE:

DEMOGRAPHICS

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

7. In which grade did you start special education? (41 - 42)
8. What was your last grade in special education? (43 - 44)
9. Have you ever failed a grade? (45)
- IF NO, SKIP TO Q.12.  
IF YES, CONTINUE:
10. Have you failed more than one grade? (46)
11. Which one(s) did you fail? (47 - 48)
- INTERVIEWER:  
IF THE CHILD FAILED THE SAME GRADE  
TWICE, CODE THE SAME GRADE TWICE.
- (49 - 50)
- (51 - 52)
- (53 - 54)
12. Have you ever skipped a grade? (55)
- IF NO, SKIP TO Q.15.  
IF YES, CONTINUE:
13. Have you skipped more than one grade? (56)
14. Which one(s) did you skip? (57 - 58)
- (59 - 60)
- (61 - 62)
15. Can you tell me how many people live in your home at the present time? (63 - 64)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

16. Can you tell me who they are and how old they are?

INTERVIEWER: HAVE CHILD NAME PEOPLE WITH RESPECT TO HIS RELATIONSHIP TO THEM. I.E. SISTER, GRANDPA, STEPDAD. DON'T PRESS CHILD TOO HARD FOR AGES, OR ABOUT PEOPLE MOVING IN AND OUT OF THE HOME.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17A. Do you have any brothers or sisters who live away from home?

(65)

IF NO, SKIP TO Q. 18A.  
IF YES, CONTINUE:

B. How many brothers and sisters who live away from home do you have?

(66 - 67)

18A. Have you ever been very sick, so sick that you had to go to the hospital or stay home for a long time?

(68)

INTERVIEWER:  
CODE "YES" FOR MAJOR ILLNESSES ONLY,  
I.E., NOT CHICKEN POX OR THE FLU.  
ASK AGES AND DURATION OF MAJOR ILLNESS  
AND RECORD.

IF NO, SKIP TO Q.19.  
IF YES, CONTINUE:

B. How old were you when you were so sick?

(69 - 70)

C. How long did it last?  
(CODE IN DAYS: 01, 02, 03, ETC.  
98 + DAYS = 98.)

(01 - 02)

RECORD DETAILS INCLUDING NAME OF ILLNESS:

\_\_\_\_\_  
\_\_\_\_\_

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

19. Do you have to see a doctor about any sickness that you have a lot of the time? (03)  
(FOR EXAMPLE: BREATHING PROBLEMS (LIKE ASTHMA), HEARING PROBLEMS, PROBLEMS WITH YOUR HEART. ANYTHING ELSE LIKE THAT.)

RECORD: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Has there ever been a time when you were having troubles or problems and went to talk to a counselor or doctor, or someone else about them? (04)

Would you mind telling me a bit about these problems?  
RECORD: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INTERVIEWER:  
DO NOT COUNT ROUTINE VISITS TO THE  
SCHOOL COUNSELOR TO SCHEDULE CLASSES  
OR PLAN NEXT YEAR'S COURSES.

	<u>Coding</u>
NO.....	1
RARELY .....	2
SOMETIMES OR SOMEWHAT.....	3
YES.....	5

III. BEHAVIOR DISORDERS

A. ATTENTION DEFICIT - HYPERACTIVITY DISORDER

Now I'd like you to answer some questions about what you're like at home, at school, or with your friends, o.k.?

INTERVIEWER:  
 THE CODING THROUGHOUT THE INTERVIEW IS:  
 "I DON'T KNOW" = 9 OR 99  
 "ALWAYS - AS LONG AS I CAN REMEMBER" = 22

STANDARD PROBES:

Did (Does) this happen a lot (over and over)?

Did (Do) you get in trouble for that a lot?

Was (is) this a big problem for you?

Has your mom, the teacher or any adult spoken to you about this?

NOTE TO INTERVIEWER:  
 THE CHILD'S INTERVIEW IS ASKED "LIFETIME" AND "NOW," SO THAT WE DO NOT MISS KIDS WHOSE SYMPTOMS HAVE ABATED NATURALLY, OR WHO HAVE BEEN TREATED WITH RITALIN, OR IN SOME OTHER FASHION. ASK ABOUT "LIFETIME" FIRST. IF POSITIVE TO "LIFETIME," ASK ABOUT "NOW." NOW MEANS THIS ACADEMIC YEAR, OR IF SUMMER, THE ACADEMIC YEAR JUST FINISHED.

BE SURE TO ASK IF PROBLEM HAPPENED A LOT.

		<u>LIFE TIME</u>	<u>NOW</u>
21.	<p>Has there ever been a time when people were always telling you to sit still or to stop moving or squirming about in your seat?</p> <p>(PROBE: WIGGLING IN YOUR SEAT, PLAYING WITH YOUR HANDS AND FINGERS; JUST NEVER ABLE TO SIT STILL?)</p>	(05)	(20)
22.	<p>When you've been in school was there ever a time when you had trouble sitting in your seat for a long time?</p> <p>(PROBE: DID YOU GET OUT OF YOUR SEAT AND WALK AROUND THE CLASSROOM? DID THE TEACHER TELL YOU TO GO BACK TO YOUR SEAT? AT HOME, WAS IT HARD TO SIT THROUGH DINNER?)</p>	(06)	(21)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

LIFE TIME      NOW

23. Did you ever find it hard to do your work when something else was going on in the same room?      (07)      (22)

(PROBE: FOR EXAMPLE, WHEN OTHER CHILDREN AROUND YOU TALKED IN CLASS DID YOU LISTEN TO THEM INSTEAD OF DOING YOUR WORK, OR PAYING ATTENTION TO THE TEACHER? IF YOU HEARD NOISES OUTSIDE THE CLASS WOULD YOU LISTEN TO THAT INSTEAD OF PAYING ATTENTION?)

24. Has there ever been a time when you found it very hard waiting your turn when you were playing with other kids or waiting in line?      (08)      (23)

(PROBE: DID YOU GET BORED WHEN YOU HAD TO WAIT IN LINE AND DID YOU START CLOWNING AROUND OR PUSHING AHEAD? DID YOU HAVE TROUBLE WAITING IN LINE TO SEE A MOVIE OR LINING UP FOR CLASS? WHAT ABOUT WAITING YOUR TURN WITH OTHER KIDS? DID THE TEACHER OR DID THE OTHER KIDS TELL YOU THAT YOU WERE ALWAYS BREAKING IN BEFORE IT WAS YOUR TURN?)

25. Has there been a time when the teacher or your parents said that you started answering a question before they finished asking it -- that you would jump in with the answer before they'd finish asking the question?      (09)      (24)

(PROBE: DID THEY TELL YOU TO WAIT UNTIL THEY'VE FINISHED TALKING BEFORE YOU SAID SOMETHING? DID THAT HAPPEN A LOT?)

26A. When you've been working in school or doing your homework, have there been times when you would daydream a lot? Did you find it hard to do your work because you would start thinking about other things?      (10)      (25)

(PROBE: DID THE TEACHER COMPLAIN THAT YOU WEREN'T PAYING ATTENTION TO YOUR WORK?)

B. When you've been playing with other kids, have there been times when you've gotten bored pretty quickly and wanted to move on to something else? Did you get tired of what you were doing and start doing something else even if the other kids didn't want to stop? When you were doing something by yourself did you get bored pretty quickly?      (11)      (26)

(PROBE: DID YOUR MOM, OR DID THE OTHER KIDS TELL YOU THAT YOU NEVER DID ONE THING FOR A VERY LONG TIME?)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

	<u>LIFE TIME</u>	<u>NOW</u>
27. Has there been a time when you would get tired of doing one thing, and then move on to something else, even if you didn't finish what you were doing?	(12)	(27)
(PROBE: DID YOU LEAVE THINGS UNFINISHED A LOT OF THE TIME?)		
28. Has there been a time when it was really hard for you to play quietly either by yourself or with other kids?	(13)	(28)
(PROBE: WERE PEOPLE ALWAYS TELLING YOU THAT YOU WERE TOO NOISY; THAT YOU WERE ALWAYS RUNNING AROUND, OR THAT YOU NEVER PLAYED QUIETLY?)		
29. Have people told you that you talked all the time or that you never stopped talking?	(14)	(29)
30. Has your teacher or the other kids complained that you would jump in and start talking when they were busy, or when they were talking to someone else? Did the other kids say that you were always butting into their games?	(15)	(30)
(PROBE: DID THE OTHER KIDS GET MAD AT YOU BECAUSE THEY SAID THAT YOU BARGED INTO WHATEVER THEY WERE DOING?)		
31. Has there been a time when your parents or teachers told you that you never listened to them? Did they say that they had to tell you the same thing over and over?	(16)	(31)
32. Has there been a time when you were always losing things like pencils, notebooks, or papers from school? Other examples might be losing the keys to the house or losing your homework.	(17)	(32)
(PROBE: WHEN YOU GOT READY TO DO HOMEWORK OR SCHOOLWORK, DID IT SEEM LIKE YOU NEVER HAD ALL THE THINGS YOU NEEDED? WHEN YOU WERE READY TO PLAY SOME KIND OF GAME, DID YOU HAVE TROUBLE FINDING ALL THE PARTS?)		

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

LIFE TIME      NOW  
(18)            (33)

33. Did people ever get upset with you for doing dangerous things, like running out into the street without looking?

(PROBE: CLIMBING UPON THINGS THAT WERE DANGEROUS, WHERE IT WAS EASY TO FALL AND GET HURT; RIDING YOUR BIKE OR SKATEBOARDING IN DANGEROUS PLACES; JUST NOT BEING CAREFUL.)

ELIMINATE THRILL SEEKERS; ASK IF THE CHILD DOES THESE THINGS BECAUSE HE DOESN'T THINK ABOUT WHAT MIGHT HAPPEN, WHICH IS THE CRITERIA FOR THE SYMPTOM. WE WANT TO EXCLUDE CHILDREN WHO ARE EXCITED BY THE DANGER, I.E. THE THRILL SEEKERS.

34. Did you ever have problems in school because even after the teacher explained the lesson to you, you still didn't manage to get it done? Were you the same way with your chores at home? Did your Mom or Dad tell you what to do, and it just didn't get done?

(19)            (34)

(PROBE: DID THIS HAPPEN A LOT, THAT YOUR MOM OR THE TEACHER TOLD YOU TO DO SOMETHING AND YOU JUST DIDN'T SEEM TO GET IT DONE?)

IF NO POSITIVES IN QS.21-34, SKIP TO OPPOSITIONAL/DEFIANT DISORDER, Q.43.  
IF ONLY 1 POSITIVE, SKIP TO Q. 35B.  
IF TWO OR MORE POSITIVES, CONTINUE.

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

35A. Let's see. You've told me that you have had problems like \_\_\_\_\_ (NAME POSITIVES). Have most of these problems happened at about the same time? For example, when you were \_\_\_\_\_ were you also \_\_\_\_\_?

(35)

INTERVIEWER: WORK OUT CLUSTERING WITH CHILD. I.E. WAS IT IN THE SAME GRADE, ETC. IN MOST CASES THE SYMPTOMS WILL CLUSTER. SEE MANUAL FOR FURTHER EXPLANATION.

B. How old were you when you first had these problems that you've just told me about? (36 - 37)

(PROBE: WERE YOU LIKE THAT IN FIRST GRADE? IN KINDERGARTEN? WERE YOU ALWAYS LIKE THAT?)

CODE AGE, NOT GRADE.  
ALWAYS = 22.  
IF BEFORE AGE 7, BUT EXACT AGE UNKNOWN  
CODE = 33.  
IF AGE 7 OR OLDER, BUT EXACT AGE UNKNOWN, CODE = 44.

NOTE TO INTERVIEWER:  
A DIAGNOSIS OF ADHD CANNOT BE MADE UNLESS THE SYMPTOMS STARTED BEFORE THE AGE OF 7, I.E. 6 OR YOUNGER. WE DON'T WANT TO LEAD THE CHILD, BUT WE DO WANT TO WORK WITH HIM TO ESTABLISH WHEN THE SYMPTOMS STARTED.

C. When was the last time you had any of these problems? Was it (38)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

D. How old were you then? (39 - 40)  
(PROBE: WHAT GRADE WERE YOU IN?)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

35E.

INTERVIEWER: IN ORDER TO MEET CRITERIA FOR ATTENTION DEFICIT DISORDER, THE SYMPTOMS MUST HAVE LASTED A MINIMUM OF 6 MONTHS. IF OBVIOUS FROM AGES OF ONSET AND RECENCY QUESTIONS, OR FROM INFORMATION IN THE CONTEXT OF THE INTERVIEW, CODE WITHOUT ASKING. OTHERWISE, PROBE FOR A 6 MONTH DURATION.

(41)

36.

Have these problems (ever) cause a problem with how you get along with people at home?

(42)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

37.

Have these problems (ever) cause problems with how you get along with your friends?

(43)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

38.

Have these problems (ever) cause problems for you with your school work?

(44)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

39.

Did you ever go to a doctor because you were having problems like the ones we've been talking about?

(45)

IF NO, SKIP TO OPPOSITIONAL DISORDER, Q. 43.  
IF YES, CONTINUE:

40.

Did the doctor give you any medicine to help you with these problems?

(46)

IF NO, SKIP TO OPPOSITIONAL DISORDER, Q. 43.  
IF YES, CONTINUE:

Coding  
NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

41. Do you remember the name of the medicine?

(47)

RECORD: \_\_\_\_\_

IF MEDICINE IS RITALIN, CODE 5.  
ALL OTHER MEDICINE, CODE 6.

42. After you started taking the medicine, did these problems get better?

(48)

	<u>Coding</u>	
NO.....		1
RARELY.....		2
SOMETIMES OR SOMEWHAT.....		3
YES.....		5

III. (continued)

B. OPPOSITIONAL/DEFIANT DISORDER

STANDARD PROBES

DOES THIS HAPPEN A LOT?

IS THIS A BIG PROBLEM FOR YOU?

IS THIS A BIG PROBLEM FOR YOUR PARENTS?

DO YOUR PARENTS OR THE TEACHERS COMPLAIN  
A LOT ABOUT THIS?

43. Are you always losing your temper and shouting or getting mad with adults or other kids? (49)

44A. Do you get into a lot of arguments with your parents, your teachers or other adults? (Not when you shout or lose your temper, but when you are just arguing.) (50)

IF NO, SKIP TO Q.45.  
IF YES, CONTINUE:

B. With whom do you argue? (51)

(PROBE: DO YOU ARGUE WITH ANYONE ELSE?)

RECORD: \_\_\_\_\_

IF MORE THAN ONE, CIRCLE  
ONES WHICH APPLY AND CODE 7.

MOTHER.....	1
FATHER.....	2
GRANDPARENT.....	3
SIBLING.....	4
CLOSE FRIEND, ADULT.....	5
OTHER.....	6
MORE THAN ONE.....	7

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

45. Do you ever just refuse to do things that your teachers, or other adults have asked you to do? (52)

(PROBE: FOR EXAMPLE, IF ANYONE LIKE YOUR MOM ASKED YOU TO TAKE OUT THE GARBAGE, OR RUN AN ERRAND, WOULD YOU JUST SAY "NO" IF YOU DIDN'T FEEL LIKE DOING IT? WOULD YOU REFUSE TO DO CHORES AROUND THE HOUSE? I DON'T MEAN SAYING THAT YOU'LL DO IT LATER, BUT SAYING THAT YOU DON'T WANT TO DO IT?)

RECORD: \_\_\_\_\_

46. Do people say that you do things on purpose to annoy or bug them? (53)

(PROBE: BOTHERING PEOPLE WHEN THEY WANT TO BE LEFT ALONE, FOR INSTANCE. GRABBING SOMETHING FROM ANOTHER KID, MAKING FUNNY NOISES, PLAYING PRACTICAL JOKES, TEASING PEOPLE, LIKE MAKING FUN OF THEM OR CALLING THEM NAMES, THINGS LIKE THAT?)

47. Do people bug you and get on your nerves a lot? (54)

INTERVIEWER: MAKE SURE THERE IS MORE THAN JUST ONE PARTICULAR PERSON WHO GETS ON THE CHILD'S NERVES. SIBLINGS DON'T COUNT.

48. Do you get angry or crabby with people a lot of the time? Do you get angry with your parents, your teachers, or friends? (55)

49. When someone does something unfair to you do you try to get back at them in some mean way? For example, do you say mean things to them or about them? (56)

(PROBE: WOULD YOU TELL OTHER PEOPLE THINGS ABOUT THEM THAT WEREN'T TRUE? WOULD YOU TELL A SECRET THAT THEY HAD TOLD YOU?)

50. Do you swear a lot or use curse words even in front of adults? (57)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

51. Everyone makes mistakes or has things that go wrong for them. Do you feel that your mistakes and troubles are mostly caused by people messing things up for you? Or, are your troubles mostly your own fault? (58)

(PROBE: FOR EXAMPLE: IF YOU GET A BAD GRADE AT SCHOOL, IS IT BECAUSE THE TEACHER IS NO GOOD, OR THAT THE TEST WASN'T FAIR? ARE THINGS "NEVER" YOUR FAULT?)

- SELF TO BLAME.....1
- OTHERS TO BLAME.....2
- SOME OF BOTH.....3
- NO ONE TO BLAME.....4

RECORD: \_\_\_\_\_  
\_\_\_\_\_

IF NO POSITIVES IN QS. 43-51, SKIP TO CONDUCT DISORDER, Q. 56A.  
IF ONLY 1 POSITIVE, SKIP TO Q. 52B.  
IF TWO OR MORE POSITIVES, CONTINUE.

52A.

INTERVIEWER: WORK OUT CLUSTERING WITH CHILD, I.E. WAS IT IN THE SAME GRADE; WERE THESE THINGS GOING ON AT ABOUT THE SAME TIME? ETC. IF CLUSTERING IS NOT CLEAR FROM CHILD'S ANSWERS, PROBE. OTHERWISE CODE WITHOUT ASKING. (59)

B. How old were you when you first had these problems that you've just told me about? (60 - 61)

(PROBE: DO YOU REMEMBER WHAT GRADE YOU WERE IN?)

C. When was the last time you had any of these problems? Was it (62)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

52D. How old were you then?

(63 - 64)

(PROBE: WHAT GRADE WERE YOU IN?)

E.

INTERVIEWER: IN ORDER TO MEET CRITERIA FOR OPPOSITIONAL/DEFIANT DISORDER, THE SYMPTOMS MUST HAVE LASTED A MINIMUM OF 6 MONTHS. IF OBVIOUS FROM AGES OF ONSET AND RECENCY QUESTIONS, OR FROM THE INFORMATION IN THE CONTEXT OF THE INTERVIEW, CODE WITHOUT ASKING. OTHERWISE, PROBE FOR A 6 MONTH DURATION.

(65)

53. Have these things (ever) caused a problem with how you get along with people at home?

(66)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

54. Have these things (ever) caused problems with how you get along with your friends?

(67)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

55. Have these things (ever) caused problems for you with your school work?

(68)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

Coding  
NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

III. (continued)

C. CONDUCT DISORDER

Most kids do things that get them in trouble with their parents or teachers. I'm going to ask you about different ways of getting into trouble.

56A. Have you ever been suspended from school? (69)

IN-SCHOOL SUSPENSIONS COUNT.

IF NO, THEN SKIP TO Q. 57A.  
IF YES, CONTINUE:

B. How many times has it happened? (70)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

C. Can you tell me why you were suspended?  
RECORD: \_\_\_\_\_  
\_\_\_\_\_

D. How old were you when you were first suspended? (01 - 02)

E. When was the last time you were suspended? Was it (03)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

F. How old were you the last time you were suspended? (04 - 05)

Coding  
NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

57A. Have you ever been expelled from school (kicked out for the rest of the year)? (06)

IF NO, SKIP TO Q. 58A.  
IF YES, CONTINUE:

B. Why were you expelled?

RECORD: \_\_\_\_\_  
\_\_\_\_\_

C. How old were you the first time you were expelled? (07 - 08)

D. When was the last time you were expelled? Was it (09)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you the last time you were expelled? (10 - 11)

58A. Have you ever skipped school? (12)

(PROBE: PLAYED HOOKEY; TAKEN A DAY OFF FROM SCHOOL WITHOUT PERMISSION?)

IF NO, SKIP TO Q. 60A.  
IF YES, CONTINUE:

B. How often have you skipped school? (13)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

C. Do you remember how old you were the first time you skipped school? (14 - 15)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

58D. When was the last time you skipped school?  
Was it

(16)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you the last time?

(17 - 18)

59A. OMITTED.

SKIP  
(19)

B. OMITTED.

SKIP  
(20)

C. OMITTED.

SKIP SKIP  
(21 - 22)

D. OMITTED.

SKIP  
(23)

E. OMITTED.

SKIP SKIP  
(24 - 25)

60A. Have you ever stolen anything, like money from  
someone's purse, or have you swiped something  
that belonged to another kid?

(26)

(PROBE: DID YOU EVER SWIPE ANYTHING FROM  
SOMEBODY'S LOCKER, OR THEIR DESK?)

B. Have you ever stolen anything else, for instance  
have you shoplifted something from a store or  
have you stolen anything from someone's home?

(27)

(PROBE: LIPSTICKS, MAGAZINES, CLOTHES, JEWELRY,  
CDS., STEREO, TV)

RECORD WHAT WAS TAKEN AND AMOUNT ITEM(S)  
WAS WORTH: \_\_\_\_\_  
\_\_\_\_\_

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

60C. Have you ever used a credit card when you weren't supposed to or signed someone else's name on a check? (28)

RECORD WHAT WAS CHARGED TO CREDIT CARDS AND/OR AMOUNTS ON FORGED CHECKS:

\_\_\_\_\_  
\_\_\_\_\_

IF NO TO A, B AND C, SKIP TO Q. 61A.  
IF ANY POSITIVES, CONTINUE:

D. How many times have you stolen things (or used a credit card or signed someone else's name on a check)? (29)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

E. How old were you the first time you \_\_\_\_\_ (NAME WHAT CHILD DID)? (30 - 31)

F. When was the last time you did anything like that? Was it (32)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

G. How old were you then? (33 - 34)

61A. Do you lie a lot or make up stories to get out of trouble? (35)

(PROBE: LIKE TELLING THE TEACHER THAT YOU HAD A BAD HEADACHE AND COULDN'T DO YOUR HOMEWORK WHEN YOU REALLY JUST HADN'T DONE THE HOMEWORK. OR, SAYING YOU WERE ONE PLACE, WHEN YOU WERE REALLY SOMEPLACE ELSE.)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

61B. Do you get into trouble because people say you're lying? (36)

(PROBE: DO YOUR TEACHERS/FRIENDS/PARENTS GET UPSET OR COMPLAIN ABOUT YOUR LYING)

IF NO TO A, AND B, SKIP TO Q. 62A.  
IF YES TO EITHER A OR B, CONTINUE:

C. How old were you when you first started telling lies, or when people said you were lying? (37 - 38)

D. When was the last time you told a lie or people said you were lying? Was it (39)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you the last time? (40 - 41)

62A. Have you ever set any fires that you weren't supposed to set? (42)

IF NO, SKIP TO Q. 63A.  
IF YES, CONTINUE:

B. How did it happen and what happened because of the fire(s)? (43)

RECORD: \_\_\_\_\_

- ACCIDENTAL.....1
- DELIBERATE.....2
- SOME ACCIDENTAL/SOME DELIBERATE...3

IF CODED 1, SKIP TO Q. 63A.  
IF CODED 2 OR 3, CONTINUE:

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

62C. How many times have you set fires that you weren't supposed to set? (44)

- 1 TIME.....1
- 2 TIMES.....2
- 3-4 TIMES.....3
- 5-9 TIMES.....4
- 10+ TIMES.....5

D. How old were you the first time you set a fire that you weren't supposed to set? (45 - 46)

E. When was the last time you set a fire that you weren't supposed to set? (47)  
Was it

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

F. How old were you then? (48 - 49)

63A. Have you ever run away from home overnight or longer? (50)

MUST HAVE RUN AWAY FROM HOME WITHOUT LETTING PARENT KNOW HIS WHEREABOUTS.

IF NO, SKIP TO Q. 64A.  
IF YES, CONTINUE:

RECORD: \_\_\_\_\_

B. How many times have you run away like that? (51)

- 1 TIME.....1
- 2 TIMES.....2
- 3-4 TIMES.....3
- 5-9 TIMES.....4
- 10+ TIMES.....5

C. How old were you the first time you ran away? (52 - 53)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

63D. When was the last time you ran away? Was it (54)  
within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you then? (55 - 56)

64A. Have you ever gotten into fights with other kids? (57)

(PROBE: FIGHTS IN WHICH YOU HAVE REALLY HIT ONE ANOTHER, NOT JUST SCREAMING MATCHES?)

IF NO, SKIP TO Q. 66A.  
IF YES, CONTINUE:

B. Have you ever started any of these fights? (58)

IF NO, SKIP TO Q. 65A.  
IF YES, CONTINUE:

64C. How often have you started fights with other kids? (59)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

D. How old were you the first time you started a fight? (60 - 61)

E. When was the last time you started a fight? Was it (62)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

64F. How old were you the last time you started a fight? (63 - 64)

G. Have you ever hurt someone badly in a fight - like giving them a black eye or a bloody nose? (65)

(PROBE: WHAT WAS THE WORST INJURY YOU EVER GAVE SOMEONE?)

RECORD: \_\_\_\_\_

IF NO, SKIP TO Q. 65A.  
IF YES, CONTINUE:

H. How many times have you hurt someone in a fight? (66)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

65A. When you've been fighting, have you ever used other things besides your hands, such as weapons like sticks, rocks, or sharp objects? (Did you ever use a knife or a gun?) (67)

RECORD: \_\_\_\_\_

IF NO, SKIP TO Q. 66A.  
IF YES, CONTINUE:

B. How often have you used a \_\_\_\_\_ (WHAT CHILD USED) in a fight? (68)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

C. How old were you the first time you used \_\_\_\_\_ (WHAT CHILD USED) in a fight? (69 - 70)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

65D. When was the last time you got into a fight and used a \_\_\_\_\_ (WHAT CHILD USED)? Was it \_\_\_\_\_ (01)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you the last time you used a \_\_\_\_\_ (WHAT CHILD USED)? \_\_\_\_\_ (02 - 03)

66A. Have you ever mugged someone or held them up and robbed them? Have you ever bullied other kids until they handed over something like their lunch money or a jacket? \_\_\_\_\_ (04)

IF NO, SKIP TO Q. 67A.  
IF YES, CONTINUE:

B. How many times have you done that? \_\_\_\_\_ (05)

- 1 TIME.....1
- 2 TIMES.....2
- 3-4 TIMES.....3
- 5-9 TIMES.....4
- 10+ TIMES.....5

C. How old were you the first time this happened? \_\_\_\_\_ (06 - 07)

D. When was the last time? Was it \_\_\_\_\_ (08)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you the last time it happened? \_\_\_\_\_ (09 - 10)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

67A. Have you ever injured or killed an animal such as a cat, a dog, a squirrel, a hamster or a gerbil? (11)

(PROBE: TORMENTED A LARGER ANIMAL, SUCH AS A HORSE OR COW? DO NOT COUNT ORDINARY INSECT KILLING, SUCH AS SWATTING FLIES OR GETTING RID OF HOUSEHOLD PESTS LIKE ROACHES. DO NOT COUNT LEGITIMATE HUNTING ACTIVITIES.)

IF NO, SKIP TO Q. 68A.  
IF YES, CONTINUE:

B. How did it happen (the death or injury)? (12)

ACCIDENTAL, UNINTENTIONAL.....1  
DELIBERATE.....2  
SOME ACCIDENTAL/SOME DELIBERATE...3

IF CODED 1, SKIP TO Q. 68A.  
IF CODED 2 OR 3, CONTINUE:

RECORD: \_\_\_\_\_  
\_\_\_\_\_

C. How often have you done that? (13)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

D. How old were you the first time it happened? (14 - 15)

E. When was the last time? Was it (16)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

F. How old were you the last time it happened? (17 - 18)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

68A. Have you ever done anything on purpose to hurt someone, like doing something that would put them in pain?

(19)

(PROBE: SOME EXAMPLES WOULD BE TYING SOMEONE TO A TREE AND LEAVING THEM; SMOTHERING THEM WITH A PILLOW; OR HOLDING THEIR HEAD UNDER WATER; TWISTING THEIR ARM BEHIND THEIR BACK SO IT REALLY HURT; CUTTING THEM WITH A KNIFE (NOT IN A FIGHT, BUT JUST TO HURT THEM).)

IF NO, SKIP TO Q. 69A.  
IF YES, CONTINUE:

B. What did you actually do?

RECORD: \_\_\_\_\_  
\_\_\_\_\_

C. INTERVIEWER: USE YOUR JUDGEMENT; DO NOT ASK RESPONDENT a AND b. THE HARMING HAS TO BE SERIOUS AND DELIBERATE.

- a. WAS THE HARM DONE SERIOUS?
- b. WAS IT DELIBERATE?

(20)

(21)

D. How often have you harmed someone on purpose?

(22)

- 1 TIME.....1
- 2 TIMES.....2
- 3-4 TIMES.....3
- 5-9 TIMES.....4
- 10+ TIMES.....5

E. How old were you the first time?

(23 - 24)

F. When was the last time you did this? Was it

(25)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

68G. How old were you the last time? (26 - 27)

69A. Have you ever broken into someone's house or car, or have you ever broken into a building? (28)

IF NO, SKIP TO Q. 70A.  
IF YES, CONTINUE:

B. How often have you done that? (29)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

C. How old were you the first time? (30 - 31)

D. When was the last time you did this? Was it (32)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you the last time? (33 - 34)

70A. Have you ever wrecked someone else's property on purpose? (35)

(PROBE: HERE ARE SOME EXAMPLES: BREAKING WINDOWS IN A SCHOOL OR SOME OTHER BUILDING; SCRATCHING A CAR; THROWING ROCKS AT CARS; "EGGING" CARS).

IF NO, SKIP TO Q.72A.  
IF YES, CONTINUE:

B. How often have you done things like that on purpose? (36)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

70C. How old were you the first time you did anything like that? (37 - 38)

D. When was the last time you did that? Was it (39)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

E. How old were you the last time it happened?

71A. OMITTED. (40 - 41) SKIP (42)

B. OMITTED. SKIP SKIP (43 - 44)

C. OMITTED. SKIP SKIP (45 - 46)

72A. Have you ever forced anyone to do sexual things with you? (47)

RECORD WHATEVER RESPONDENT VOLUNTEERS:

\_\_\_\_\_

\_\_\_\_\_

IF NO, SKIP TO Q. 73A.  
IF YES, CONTINUE:

B. How old were you the first time? (48 - 49)

73A. Have you ever been in trouble with the police? (50)

IF NO, SKIP TO INSTRUCTION  
AFTER Q. 73H.  
IF YES, CONTINUE:

B. How many times have you been in trouble with the police? (51)

- 1 TIME.....1
- 2 TIMES.....2
- 3-4 TIMES.....3
- 5-9 TIMES.....4
- 10+ TIMES.....5

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

73C. Have you ever appeared in juvenile court?

(52)

IF NO, SKIP TO F.  
IF YES, CONTINUE:

D. How many times have you appeared in juvenile court?

(53)

- 1 TIME.....1
- 2 TIMES.....2
- 3-4 TIMES.....3
- 5-9 TIMES.....4
- 10+ TIMES.....5

E. Can you tell me what happened?

(PROBE: WITH POLICE, JUVENILE COURT, OR BOTH.)

RECORD: \_\_\_\_\_  
\_\_\_\_\_

F. How old were you the first time you got in trouble with the police or appeared in juvenile court?

(54 - 55)

G. When was the last time that happened? Was it

(56)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

H. How old were you the last time?

(57 - 58)

IF NO POSITIVES IN QS. 58-72, SKIP TO ALCOHOL USE/ABUSE, Q. 78.  
IF ONLY 1 POSITIVE, SKIP TO Q. 74B.  
IF TWO OR MORE POSITIVES, CONTINUE.

74A.

(59)

INTERVIEWER: WORK OUT CLUSTERING WITH CHILD, I.E. WERE THERE PROBLEMS HAPPENING AT ABOUT THE SAME TIME, E.G. THE SAME GRADE? THEY SHOULD NOT BE DISCRETE INCIDENTS BUT SHOULD FORM A PATTERN OF CHRONIC BAD BEHAVIOR. IF CLUSTERING IS NOT CLEAR FROM THE CHILD'S ANSWERS, PROBE. OTHERWISE CODE WITHOUT ASKING.

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

74B. How old were you when you first began to do these things that you've told me about? (60 - 61)

(PROBE: DO YOU REMEMBER WHAT GRADE YOU WERE IN?)

C. When was the last time you were doing any of these things? Was it (62)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

74D. How old were you then? (63 - 64)

(PROBE: WHAT GRADE WERE YOU IN?)

E.

INTERVIEWER: IN ORDER TO MEET CRITERIA FOR CHILD CONDUCT DISORDER, THE SYMPTOMS MUST HAVE LASTED A MINIMUM OF 6 MONTHS. IF OBVIOUS FROM AGES OF ONSET AND RECENCY QUESTIONS, OR FROM INFORMATION IN THE CONTEXT OF THE INTERVIEW, CODE WITHOUT ASKING. OTHERWISE, PROBE FOR A 6 MONTH DURATION.

(65)

75. Have these things (ever) caused a problem with how you get along with people at home? (66)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

76. Have these things (ever) caused problems with how you get along with your friends? (67)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

77. Have these things (ever) caused problems for you with your school work? (68)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

III. (continued)

D. ALCOHOL USE AND ABUSE

I just want to remind you that everything you tell me is just between you and me. I won't tell your parents or anyone else. Please answer the questions as best as possible.

78. Have you ever taken a drink of wine, beer, or other alcohol? (69)

DO NOT COUNT SIPS GIVEN BY PARENTS ON SOCIAL OCCASIONS. BUT DO COUNT DRINKS TAKEN WITH PARENTS PERMISSION.

IF NO, SKIP TO NEXT SECTION, CIGARETTE SMOKING, Q. 109. IF YES, CONTINUE:

79A. How old were you the first time you took a drink? (01 - 02)

B. When was the last time you took a drink? (03)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

C. How old were you the last time? (04 - 05)

80A. Have you taken a drink more than once or twice? (06)

IF NO, SKIP TO NEXT SECTION, CIGARETTE SMOKING, Q. 109. IF YES, CONTINUE:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

80B. Have you taken a drink...

(07)

INTERVIEWER: READ ALL OPTIONS AND  
CODE THE LAST POSITIVE RESPONSE.

3 OR MORE TIMES?.....1  
5 OR MORE TIMES?.....2  
10 OR MORE TIMES?.....3  
20 OR MORE TIMES?.....4  
40 OR MORE TIMES?.....5

81. What do you usually drink?

COOLERS

(08)

BEER

(09)

WINE

(10)

HARD LIQUOR (GIN, WHISKEY, VODKA)

(11)

OTHER \_\_\_\_\_

(12)

82. What's the most you've had to drink at one time?

(13)

1 GLASS OF WINE/1 CAN OF BEER  
1 DRINK OF HARD LIQUOR.....1

2-5 GLASSES OF WINE/2 TO 5  
CANS OF BEER/2-5 DRINKS  
OF HARD LIQUOR.....2

SIX PACK OF BEER/WHOLE BOTTLE  
OF WINE/6 DRINKS OF HARD  
LIQUOR OR MORE THAN THIS  
AMOUNT.....3

83A. Have you ever been drunk? (Your speech became  
slurred or you were unsteady on your feet.)

(14)

IF NO, SKIP TO INSTRUCTION AFTER  
Q. 83B.  
IF YES, CONTINUE.

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

- 83B. How many times have you been drunk? (15)
- 1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

INTERVIEWER:  
IF QS. 80B=1 OR 2, AND 82=1, AND 83A=1,  
SKIP TO NEXT SECTION, CIGARETTE  
SMOKING, Q. 109.  
OTHERS CONTINUE:

- 84A. Has there ever been a time when you drank every day or nearly every day? (16)

IF NO, SKIP TO Q. 85A.  
IF YES, CONTINUE:

- B. How old were you when you first started drinking every day, or nearly every day? (17 - 18)
- C. When was the last time you drank every day or nearly every day? Was it (19)
- within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

- D. How old were you the last time you drank every day? (20 - 21)
- 85A. Has there ever been a time when you drank every week or nearly every week? (22)

IF NO, SKIP TO Q. 89A.  
IF YES, CONTINUE:

- B. How old were you the first time you drank every week, or nearly every week? (23 - 24)

Coding  
NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

85C. When was the last time you drank every week or  
nearly every week? Was it (25)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

D. How old were you the last time you drank every  
week or nearly every week? (26 - 27)

86. OMITTED. SKIP (28)

87. OMITTED. SKIP (29)

88. OMITTED. SKIP (30)

89A. Have you ever taken a drink in the morning  
before breakfast, or just after you got up? (31)

IF NO, SKIP TO Q. 90.  
IF YES, CONTINUE:

B. How often have you done this? (32)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

90. Have you ever gone on binges or benders? (33)

(PROBE: WHEN YOU KEPT DRINKING FOR A  
COUPLE OF DAYS WITHOUT SOBERING UP?)

91. Have you ever had "blackouts" - that is, you did  
something while you were drinking and you  
couldn't remember having done it? (34)

(PROBE: THE ONLY WAY YOU FOUND OUT ABOUT IT IS  
THAT SOMEONE TOLD YOU ABOUT IT.  
EXAMPLE: YOU CAN'T REMEMBER HOW YOU GOT HOME.  
FRIENDS SAY YOU SHOUTED AT THEM BUT YOU CAN'T  
REMEMBER ANY SHOUTING.)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

92A. When you've been using alcohol, have you ever done anything that might have gotten you hurt? For example, did you ride your bike, or skate board, or do anything else that could be dangerous, like climbing on something, crossing against traffic, swimming? (35)

IF NO, SKIP TO Q. 93A.  
IF YES, CONTINUE:

B. How often has that happened? (36)  
1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

93A. Have you ever missed school because you had been drinking and were too sick to go? (37)

IF NO, SKIP TO Q. 94.  
IF YES, CONTINUE:

B. How often has that happened? (38)  
1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

94. When you were drinking a lot did your grades go down? (39)

95. Have you ever had a drink at school? (40)

96. Have you ever been sent home from school (or suspended) because of drinking? (41)

97A. Have you been criticized a lot for drinking? (42)

B. Have your friends told you that they thought you drank too much? (43)

C. Have there been times when you found that all of your friends were other kids who drank? (44)

D. Have there been times when you and your friends did hardly anything else but drink? For example, did you stop going to movies? Anything like that? (45)

E. Have there been times when you found that you were staying away from everyone, and just drinking on your own? (46)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

97F. Have you ever gotten angry and shouted or yelled at your friends when you had been drinking? (47)

G. Did you ever get into a fight with someone when you were drinking? (48)

(PROBE: WHEN YOU HIT SOMEONE?)

H. Have you ever lost friends when you were doing a lot of drinking? (49)

IF NEGATIVE TO QS. 97A-97H,  
SKIP TO Q. 98A.  
IF ANY POSITIVE, CONTINUE:

I. When you were having these problems (NAME POSITIVES IN QS.97A-97H) did you think that your drinking might be the reason you were having them? (50)

IF NO, SKIP TO Q. 98A.  
IF YES, CONTINUE:

J. Did you keep on drinking anyway? (51)

98A. Did you ever keep on drinking, knowing that you had a sickness or health problems that might be made worse by drinking? (52)

B. Have there been times when you would drink while you were taking drugs or medicine that you knew were dangerous if you took them when you were drinking? (53)

99A. When you were drinking, did you feel really depressed or not interested in things? (54)

B. When you were drinking, did you feel very suspicious? What I mean is, did you feel that people were out to get you in some way; that they were leaving you out of things for no reason; that they were lying to you or not telling you things? (55)

C. When you were drinking, did you have trouble keeping your mind on your school work, or other things you might be doing? (56)

D. When you were drinking, did you ever see or hear things that weren't there? (57)

IF NEGATIVE TO QS. 99A-99D,  
SKIP TO Q. 100A.  
IF ANY POSITIVES, CONTINUE:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

99E. When you were having these problems ( \_\_\_\_\_ NAME  
POSITIVES IN QS.99A-D) did you think that your  
drinking might be the reason you were having  
them? (58)

IF NO, SKIP TO Q. 100A.  
IF YES, CONTINUE:

F. Did you keep on drinking anyway? (59)

100A. Have there been times when you ended up  
drinking more than you intended to drink? (60)

(PROBE: YOU DIDN'T REALIZE HOW MUCH YOU WERE  
DRINKING, OR YOU JUST ENDED UP DRINKING A LOT  
MORE THAN YOU MEANT TO.)

IF NO, SKIP TO Q. 101A.  
IF YES, CONTINUE:

B. How often has that happened? (61)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

101A. Have there been times when you found yourself  
drinking for a much longer time than you meant  
to? (62)

(PROBE: DID YOU MEAN TO STOP AFTER A CERTAIN  
TIME, BUT YOU JUST LOST TRACK AND WENT ON AND  
DRANK FOR A MUCH LONGER TIME?)

IF NO, SKIP TO Q. 102.  
IF YES, CONTINUE:

B. How often has that happened? (63)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

102. Have you ever felt that alcohol was taking up a  
lot of your time? For example, were you  
spending a lot of time getting alcohol,  
drinking alcohol and getting to feel better  
after you had been drinking a lot? (64)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

103. When you were drinking a lot, did you stop doing some of the things you used to do, like sports, after school things, clubs, or activities at church? Maybe you still did some of these things but not as much as you used to. (65)
- 104A. Did you ever find you couldn't get high on the amount you used to drink? (66)
- B. Has there ever been a time when you needed to drink more and more in order to get high? (67)
- 105A. Have you thought a lot about wanting to cut down on drinking? (68)
- B. Have you ever tried to cut down on drinking and found that you couldn't? (69)
- C. Were you ever really able to stop drinking or cut down a lot on your drinking? (70)

IF NO TO Q. 105C, SKIP TO Q. 107.  
IF YES TO Q. 105C, CONTINUE:

106. Some people, when they stop drinking after drinking steadily for some time, may not feel well. These feelings are usually a lot worse than the usual hangover. When you stopped or cut down on drinking, did you ever have any of the following problems?
- A. Did you have the shakes, where your hands trembled and it was hard to hold anything without dropping it? (01)
- B. Did you have trouble sleeping? (02)
- C. Did you feel nervous, tense, restless, or irritable? (03)
- D. Did you sweat? (04)
- E. Did you heart beat fast? (05)
- F. Did you see or hear things that weren't really there? (06)
- G. Did you feel sick to your stomach, or throw up? (07)
- H. Did your body feel weak? (08)
- I. Did you have headaches? (09)
- J. Did you get confused? For example, did you get confused about where you were or what time it was? (10)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

106K. Did anything else happen to you? (11)

RECORD: \_\_\_\_\_

IF NEGATIVE TO QS. 106A-106K,  
SKIP TO Q. 107.  
IF ANY POSITIVES, CONTINUE:

L. So you had \_\_\_\_\_ (NAME POSITIVES IN QS. 106A-K) when you stopped or cut down on drinking. Did you take something to drink more than once to avoid any of these problems, or to make them go away? (12)

107. Have you ever thought that perhaps you were drinking too much? (13)

IF NO POSITIVES IN QS. 86-107, SKIP TO CIGARETTE SMOKING, Q. 109.  
IF ONLY 1 POSITIVE, SKIP TO Q. 108B.  
IF TWO OR MORE POSITIVES, CONTINUE.

108A. INTERVIEWER: WORK OUT CLUSTERING WITH CHILD, I.E. WAS IT IN THE SAME GRADE, WERE THESE THINGS GOING ON AT ABOUT THE SAME TIME? ETC. IF CLUSTERING IS NOT CLEAR FROM CHILD'S ANSWERS, PROBE. OTHERWISE CODE WITHOUT ASKING. (14)

B. How old were you when you first started to have these problems that you've just told me about? (15 - 16)

(PROBE: DO YOU REMEMBER WHAT GRADE YOU WERE IN?)

C. When was the last time you had any of these problems? Was it (17)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

D. How old were you then? (18 - 19)

(PROBE: WHAT GRADE WERE YOU IN?)

INTERVIEWER: IN ORDER TO MEET CRITERIA FOR ALCOHOL DEPENDENCE, THE SYMPTOMS MUST HAVE LASTED A MINIMUM OF 1 MONTH OR REPEATEDLY OVER A LONGER PERIOD OF TIME. IF OBVIOUS FROM AGES OF ONSET AND RECENCY QUESTIONS, OR FROM INFORMATION IN THE CONTEXT OF THE INTERVIEW, CODE WITHOUT ASKING. OTHERWISE, PROBE FOR ABOVE DURATION. (20)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

III. (continued)

G. MARIJUANA

120. Have you ever used marijuana? (41)

IF NO, SKIP TO STREET DRUGS,  
Q. 144A.  
IF YES, CONTINUE:

121A. How old were you the first time you used marijuana? (42 - 43)

B. When was the last time you used marijuana? Was it (44)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF ANSWER IS OVER A YEAR AGO, ASK:

C. How old were you the last time you used marijuana? (45 - 46)

122A. Have you used marijuana more than once or twice? (47)

IF NO, SKIP TO NEXT SECTION,  
STREET DRUGS, Q. 144A.  
IF YES, CONTINUE:

B. Have you used marijuana... (48)

NOTE TO INTERVIEWER: READ ALL OPTIONS AND  
CODE THE LAST POSITIVE RESPONSE.

- 3 OR MORE TIMES?.....1
- 5 OR MORE TIMES?.....2
- 10 OR MORE TIMES?.....3
- 20 OR MORE TIMES?.....4
- 40 OR MORE TIMES?.....5

123. Have you ever used marijuana almost everyday for as long as a month or more? (49)

124. Have there been times when you felt very nervous or anxious after using marijuana? (50)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

125. When you've been using marijuana have you ever felt very suspicious? Like people were doing things behind your back, that they were lying to you, or not telling you things? (51)

126A. When you've been using marijuana, have you ever done anything that might have gotten you hurt? For example, did you ride a bike, or skateboard when you were using marijuana, or do anything else that could have been dangerous, like climbing on something, swimming, or crossing against traffic? (52)

IF NO, SKIP TO Q.127A.  
IF YES, CONTINUE:

B. How often has that happened? (53)  
1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

127A. Have you ever missed school (or work) because you had used marijuana and were feeling too sick to go? (54)

IF NO, SKIP TO Q. 128.  
IF YES, CONTINUE:

B. How often has that happened? (55)  
1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

128. When you were using marijuana did your grades go down? (56)

129A. Have you been criticized a lot for using marijuana? (57)

B. Have your friends told you that they thought you used too much marijuana, or used it too often? (58)

C. Have there been times when you found that all your friends were other kids who used marijuana? (59)

D. Have there been times when you found that you were staying away from everyone and just using marijuana on your own? (60)

E. Have you ever gotten into a physical fight with someone when you were using marijuana? (61)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

129F. Have you ever lost friends because of using marijuana? (62)

IF NEGATIVE FOR QS. 129A-129F, SKIP TO Q. 130A.  
IF ANY POSITIVES, CONTINUE:

G. When you were having these problems (NAME POSITIVES IN QS. 129A-F) did you think that your using marijuana might be causing these problems? (63)

IF NO, SKIP TO Q. 130A.  
IF YES, CONTINUE:

H. Did you keep on using marijuana anyway? (64)

130A. Did you ever keep on using marijuana even though you knew that you had some sickness or health problem that might be made worse by using marijuana? (65)

B. Have there been times when you used marijuana at the same time that you were taking other drugs or medicines that you knew were dangerous to take with marijuana? (66)

131A. When you were using marijuana, were there times when you felt really depressed or not interested in things? (67)

B. When you were using marijuana, have there been times when you had trouble concentrating, or trouble thinking clearly? (68)

C. When you were using marijuana, did you ever see or hear things that weren't there? (69)

IF NEGATIVE FOR QS. 131A-131C, SKIP TO Q. 132A.  
IF ANY POSITIVES, CONTINUE:

D. When you were having these problems (NAME POSITIVES IN QS. 131A-C) did you think that your using marijuana might be causing these problems? (70)

IF NO, SKIP TO Q. 132A.  
IF YES, CONTINUE:

E. Did you keep on using marijuana anyway? (01)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

132A. Have there been times when you ended up using marijuana more than you meant to use? (02)

(PROBE: YOU DIDN'T REALIZE HOW MUCH YOU WERE USING; OR YOU JUST ENDED UP USING A LOT MORE MARIJUANA THAN YOU THOUGHT YOU WOULD USE.)

IF NO, SKIP TO Q. 133A.  
IF YES, CONTINUE:

B. How often has that happened? (03)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

133A. Have there been times when you found yourself using marijuana for a longer period of time than you had meant to? (04)

(PROBE: DID YOU MEAN TO STOP AFTER A CERTAIN TIME, BUT YOU JUST LOST TRACK AND WENT ON AND USED IT FOR A MUCH LONGER PERIOD OF TIME?)

IF NO, SKIP TO Q. 134.  
IF YES, CONTINUE:

B. How often has that happened? (05)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

134. Have you ever felt that marijuana was taking a lot of your time? For example, did you find that you were spending a lot of time getting marijuana, using marijuana, and then getting back to feeling yourself after using marijuana? (06)

135. Have you ever quit an after school activity, or stopped doing things with you friends because of your marijuana use? (07)

136A. Has there ever been a time when you needed to use more and more marijuana in order to get high? (08)

B. Did you ever find that you could no longer get high on the amount of marijuana that you used to use? (09)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

- 137A. Have you often wanted to cut down on marijuana? (10)
- B. Have you ever tried to cut down on marijuana and found that you couldn't? (11)
- C. Have you ever managed to really stop or really cut down on your use of marijuana? (12)

IF NO TO Q. 137C, SKIP TO Q. 139.  
IF YES TO Q. 137C, CONTINUE:

138. After using marijuana for quite awhile, some people may not feel well when they stop. When you stopped or cut down on marijuana did you find that you:
- A. felt nervous, tense, restless or irritable? (13)
- B. had trouble sleeping? (14)
- C. trembled or twitched? (15)
- D. sweated, or had a fever? (16)
- E. felt sick to your stomach or threw up? (17)
- F. had diarrhea or stomachaches? (18)
- G. had a change in your appetite, like getting hungrier, or losing your appetite? (19)

IF NEGATIVE FOR QS. 138A-138G, SKIP TO Q. 139.  
IF ANY POSITIVES, CONTINUE:

- H. So, you have had problems such as (NAME POSITIVES IN QS. 138A-G) when you stopped or cut down on marijuana. Did you ever use marijuana more than once or twice to keep from having any of these problems or to make them go away? (20)
139. Have you ever thought that perhaps you were using marijuana too much? (21)

IF NO POSITIVES IN QS. 124-139, SKIP TO STREET DRUGS, Q. 144A.  
IF ONLY 1 POSITIVE, SKIP TO Q. 140B.  
IF TWO OR MORE POSITIVES, CONTINUE.

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

140A.

INTERVIEWER: WORK OUT CLUSTERING WITH CHILD,  
I.E. WAS IT IN THE SAME GRADE, WERE THESE THINGS  
GOING ON AT ABOUT THE SAME TIME? ETC.  
IF CLUSTERING IS NOT CLEAR FROM CHILD'S ANSWERS,  
PROBE. OTHERWISE CODE WITHOUT ASKING.

(22)

B. How old were you when you first had these problems  
that you've just told me about?

(23 - 24)

(PROBE: DO YOU REMEMBER WHAT GRADE YOU WERE IN?)

C. When was the last time you had any of these  
problems? Was it

(25)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

D. How old were you then?

(PROBE: WHAT GRADE WERE YOU IN?)

(26 - 27)

E.

INTERVIEWER: IN ORDER TO MEET CRITERIA  
FOR MARIJUANA DEPENDENCE, THE SYMPTOMS  
MUST HAVE LASTED A MINIMUM OF 1 MONTH OR  
REPEATEDLY OVER A LONGER PERIOD OF TIME.  
IF OBVIOUS FROM AGES OF ONSET AND RECENCY  
QUESTIONS, OR FROM INFORMATION IN THE  
CONTEXT OF THE INTERVIEW, CODE WITHOUT  
ASKING. OTHERWISE PROBE FOR ABOVE DURATION.

(28)

141. Has using marijuana (ever) caused a problem with  
how you get along with people at home?

(29)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

142. Has using marijuana (ever) caused problems with  
how you get along with your friends?

(30)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

143. Has using marijuana (ever) caused problems for you  
with your school work?

(31)

- Not at all.....1
- Not too much.....2
- Somewhat.....3
- Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

III. (continued)

H. Street Drugs

144A. Have you ever taken any "street drugs"? (32)

(PROBE: COCAINE, CRACK, SPEED, UPPERS,  
DOWNERS, THAT SORT OF THING?)

B. Have you ever taken any drugs that weren't given to you by a doctor? (33)

(PROBE: LIKE GETTING VALIUM OR SLEEPING PILLS FROM A FRIEND, OR SWIPING SOME OF MOM OR DAD'S PRESCRIPTION MEDICINES?)

IF NO TO A AND B, SKIP TO MOOD DISORDERS, Q. 168.  
IF EITHER POSITIVE, CONTINUE:

RECORD ALL "STREET DRUGS" AND DRUGS NOT PRESCRIBED FOR YOU BY A DOCTOR:

---

145A. How old were you the first time you took any of these drugs? (34 - 35)

B. When was the last time? Was it (36)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

C. How old were you the last time? (37 - 38)

Coding  
NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

146A. Have you used \_\_\_\_\_ (NAME DRUGS) more than  
once or twice?

(39)

IF NO, SKIP TO NEXT SECTION,  
MOOD DISORDERS, Q. 168.  
IF YES, CONTINUE:

INTERVIEWER: READ ALL OPTIONS  
LISTED BELOW FOR EACH OF THE  
DRUGS THAT HAVE BEEN USED.

3 OR MORE TIMES?.....1  
5 OR MORE TIMES?.....2  
10 OR MORE TIMES?.....3  
20 OR MORE TIMES?.....4  
40 OR MORE TIMES?.....5

B. Have you used \_\_\_\_\_ (NAME DRUGS)...

COCAINE

(40)

CRACK

(41)

SPEED: AMPHETAMINES, DEXEDRINE,  
RITALIN, ETC.

(42)

HEROIN

(43)

PSYCHEDELICS: LSD, Mescaline, PEYOTE,  
DMT, PCP, ETC.

(44)

DOWNERS: BARBITURATES, SECONAL,  
SLEEPING PILLS, TRANQUILIZERS, ETC.

(45)

OTHER (RECORD) \_\_\_\_\_

(46)

147. Have you ever used \_\_\_\_\_ (NAME DRUGS) every  
day, or nearly every day, for two weeks or  
maybe even longer than two weeks?

(47)

148A. Have you ever done anything when using \_\_\_\_\_  
(NAME DRUGS) that could gotten you hurt? For  
example, did you ride a bike or skateboard  
while you were using drugs, or did you do  
anything else that could be dangerous, like  
climbing on something or swimming, crossing  
against traffic?

(48)

IF NO, SKIP TO Q. 149A.  
IF YES, CONTINUE:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

148B. How often has that happened? (49)  
1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

149A. When you were using (NAME DRUGS), did you ever hurt or cut yourself? Did you ever have a bad fall, burn yourself, or get hurt in a traffic accident? (50)

IF NO, SKIP TO Q. 150.  
IF YES, CONTINUE:

B. How often has that happened? (51)  
1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

150. Did taking \_\_\_\_\_ make you give up some of the things you used to do, like sports — or anything after school like a club or an activity? Things like that? (52)

151A. Have you ever missed school (or work) because you had used \_\_\_\_\_ (NAME DRUGS), and were too sick to go? (53)

IF NO, SKIP TO Q. 152.  
IF YES, CONTINUE:

B. How often has this happened? (54)  
1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

152. When you were using \_\_\_\_\_ (NAME DRUGS) a lot, did you grades go down? (55)

153A. Have you been criticized a lot for using \_\_\_\_\_ (NAME DRUGS)? (56)

B. Have your friends told you that they thought you used \_\_\_\_\_ (NAME DRUGS) too much? (57)

C. Have there been times when you found that all of your friends were other kids who used \_\_\_\_\_ (NAME DRUGS)? (58)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

- 153D. Have there been times when you found that you were staying away from everyone, and just using \_\_\_\_\_ (NAME DRUGS) on your own? (59)
- E. Did you ever get in trouble with the police because of \_\_\_\_\_ (NAME DRUGS)? (60)
- F. Have you ever lost friends because of using \_\_\_\_\_ (NAME DRUGS)? (61)

IF NEGATIVE FOR QS. 153A-153F, SKIP TO Q. 154A.  
IF ANY POSITIVES, CONTINUE:

- G. When you were having these problems (\_\_\_\_\_ NAME POSITIVES IN QS.153A-F) did you think that your using drugs might be causing these problems? (62)

IF NO, SKIP TO Q. 100A.  
IF YES, CONTINUE:

- H. Did you keep on using \_\_\_\_\_ (NAME DRUGS) anyway? (63)
- 154A. Did you ever keep on using \_\_\_\_\_ (NAME DRUGS) even though you knew that you had some sickness or health problem that might be made worse by using \_\_\_\_\_ (NAME DRUGS)? (64)
- B. Have you used more than one drug at the same time (This includes alcohol and marijuana and medicine that a doctor might have given you) even though you knew it was dangerous to take these drugs at the same time? (65)
- 155A. When you were using drugs, did you feel really depressed or not interested in things? (66)
- B. When you were using \_\_\_\_\_ (NAME DRUGS) did you feel very suspicious? What I mean is, did you feel as if people were doing things behind your back, that they were lying to you or that they were out to get you in some way? (67)
- C. When you've been using drugs, have you had trouble concentrating, or trouble thinking clearly? (68)
- D. When using \_\_\_\_\_ (NAME DRUGS), did you ever see or hear things that weren't there? (69)

IF NEGATIVE FOR QS. 155A-155D, SKIP TO Q. 156A.  
IF ANY POSITIVES, CONTINUE:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

155E. When you were having these problems ( \_\_\_\_\_  
NAME POSITIVES IN QS.155A-D) did you think that  
your using drugs might be causing these  
problems? (70)

IF NO, SKIP TO Q. 156A.  
IF YES, CONTINUE:

F. Did you keep on using \_\_\_\_\_ (NAME DRUGS)  
anyway? (01)

156A. Have you ever had the experience of using more  
\_\_\_\_\_ (NAME DRUGS) than you had intended to  
use? (02)

(PROBE: YOU DIDN'T REALIZE HOW MUCH YOU WERE  
USING, OR YOU LOST CONTROL AND ENDED UP USING A  
LOT MORE THAN YOU MEANT TO USE.)

IF NO, SKIP TO Q. 157A.  
IF YES, CONTINUE:

B. How often has this happened? (03)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

157A. Have there been times when you ended up using  
\_\_\_\_\_ (NAME DRUGS) for a longer period of time  
than you had intended to use them? (04)

IF NO, SKIP TO Q. 158.  
IF YES, CONTINUE:

B. How often has this happened? (05)

1 TIME.....1  
2 TIMES.....2  
3-4 TIMES.....3  
5-9 TIMES.....4  
10+ TIMES.....5

158. Have you ever felt that \_\_\_\_\_ (NAME DRUGS) was  
taking a lot of your time? For example, did  
you find that you were spending a lot of time  
getting \_\_\_\_\_, taking \_\_\_\_\_, and then having to  
get over the effects of \_\_\_\_\_? (05)

159. Have you ever quit an after school activity,  
or stopped doing things with friends, be-  
cause of using \_\_\_\_\_ (NAME DRUGS)? (07)

Coding  
NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

160A. Has there ever been a time when you found that you were taking more and more \_\_\_\_\_ (NAME DRUGS) to feel the effect? (08)

B. Did you ever find that you could no longer get high on the amount of \_\_\_\_\_ (NAME DRUGS) you used to use? (09)

161A. Have you often wanted to cut down on \_\_\_\_\_ (NAME DRUGS)? (10)

B. Have you ever tried to cut down on \_\_\_\_\_ (NAME DRUGS) and found that you couldn't? (11)

C. Have you ever managed to stop or cut down a lot on \_\_\_\_\_ (NAME DRUGS)? (12)

IF NO TO Q. 161C, SKIP TO Q. 163.  
IF YES TO Q. 161C, CONTINUE:

162. After using \_\_\_\_\_ (NAME DRUGS) for awhile, some people may not feel well after they stop. When you stopped or cut down on \_\_\_\_\_ (NAME DRUGS) did you find that you:

A. felt nervous, tense, restless, or irritable? (13)

B. had trouble sleeping? (14)

C. trembled or twitched? (15)

D. ever sweated or had a fever? (16)

E. had diarrhea or stomachaches? (17)

F. felt sick to your stomach or threw up? (18)

G. had a change in your appetite, like getting a lot hungrier than usual, or losing your appetite (being a lot less hungry than usual)? (19)

IF NEGATIVE FOR QS. 162A-162G, SKIP TO Q. 163.  
IF ANY POSITIVES, CONTINUE:

H. So you've had problems such as (NAME POSITIVES IN QS. 162A-G) when you've stopped or cut down on \_\_\_\_\_ (NAME DRUGS). Did you ever use \_\_\_\_\_ (NAME DRUGS) more than once or twice to keep from getting any of these problems or to make them go away? (20)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

163. Have you ever thought that perhaps you were using \_\_\_\_\_ (NAME DRUGS) too much? (21)

IF NO POSITIVES IN QS. 148-163, SKIP TO MOOD DISORDER, Q. 168.  
IF ONLY 1 POSITIVE, SKIP TO Q. 164B.  
IF TWO OR MORE POSITIVES, CONTINUE.

164A. INTERVIEWER: WORK OUT CLUSTERING WITH CHILD, I.E. WAS IT IN THE SAME GRADE, WERE THESE THINGS GOING ON AT ABOUT THE SAME TIME? ETC. IF CLUSTERING IS NOT CLEAR FROM CHILD'S ANSWERS, PROBE. OTHERWISE CODE WITHOUT ASKING. (22)

B. How old were you when you first had these problems that you've just told me about? (23 - 24)  
(PROBE: DO YOU REMEMBER WHAT GRADE YOU WERE IN?)

C. When was the last time you had any of these problems? Was it (25)  
within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

D. How old were you then? (26 - 27)  
(PROBE: WHAT GRADE WERE YOU IN?)

INTERVIEWER: IN ORDER TO MEET CRITERIA FOR DRUG DEPENDENCE, THE SYMPTOMS MUST HAVE LASTED A MINIMUM OF 1 MONTH OR REPEATEDLY OVER A LONGER PERIOD OF TIME. IF OBVIOUS FROM AGES OF ONSET AND RECENCY QUESTIONS, OR FROM INFORMATION IN THE CONTEXT OF THE INTERVIEW, CODE WITHOUT ASKING. OTHERWISE, PROBE FOR ABOVE DURATION. (28)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

165. Has using \_\_\_\_\_ (NAME DRUGS) (ever) caused a  
problem with how you get along with people at  
home? (29)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

166. Has using \_\_\_\_\_ (NAME DRUGS) (ever) caused  
problems with how you get along with your  
friends? (30)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

167. Has using \_\_\_\_\_ (NAME DRUGS) (ever) caused  
problems for you with your school work? (31)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

VI. ANXIETY DISORDERS

A. SEPARATION ANXIETY DISORDER

I'm going to ask you some questions about how you might feel when you're away from your parents or away from home.

224. Has there ever been a time when you were away from your parents, and you worried a lot about something bad happening to them? (17)

(PROBE: LIKE YOUR PARENTS MIGHT GET SICK OR HURT OR DIE?)

225. Has there ever been a time when you really worried that something bad might happen to you (LIKE GETTING KIDNAPPED OR KILLED), so that your parents couldn't see you anymore? (18)

226. Has there ever been a time when you refused to go to school (OR TRIED TO STAY HOME), because you were afraid that something bad (LIKE SICKNESS, ACCIDENT, OR DEATH) might happen to your parents while you were away? (19)

IF NO TO QUESTIONS 224- 226  
SKIP TO AVOIDANT DISORDER, Q.240.  
IF ANY POSITIVES, CONTINUE:

227. Did you ever need to have your mom or dad (OR ANOTHER ADULT) stay close to you in order to get to sleep at night because you were afraid to be by yourself? (20)

228. Has there ever been a time in your life when you were afraid to be left all by yourself in a room at home? (21)

(PROBE: WOULD YOU FOLLOW YOUR MOM OR SOMEONE ELSE AROUND THE HOUSE BECAUSE YOU DIDN'T WANT TO BE ALONE?)

229. Have you ever had a chance to visit a friend or sleep over at someone's house and refused to go, because you were afraid to leave home? (22)

230. Have you ever gone away from home for a few days, to visit relatives or go to camp, and been so upset and worried that you had to come back home? (23)

231. Has there ever been a time when you had scary dreams about something bad happening to you or other people in the family? (24)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

- 232. Has there ever been a time when you had to leave home to go to school or some place else, and you got headaches or stomachaches or felt sick to your stomach or threw up? (25)
- 233. Has there ever been a time when you threw tantrums or cried and begged your mom or dad to stay home when they planned to go out because you were afraid of something bad happening to them? (26)
- 234. Have there been times when you've been away from home, and you kept asking over and over about your mom or dad? Or, when you've been away from home have you called home a lot because you were worried that something terrible might have happened? (27)
- 235. Have there been times when your parents were away from home, and you kept telephoning them because you worried that something bad might happen? (28)
- 236A. How long did these feelings \_\_\_\_\_ (NAME POSITIVES) last? (29 - 30 - 31)

CODE IN DAYS

- B. How old were you when you first started having these feelings that we've been talking about? (32 - 33)
- C. When was the last time you had any of these feelings we've been talking about? Was it (34)
  - within the past two weeks?.....1
  - within the past month?.....2
  - within the past six months?....3
  - within the past year?.....4
  - over a year ago?.....5

IF OVER A YEAR AGO, ASK:

- D. How old were you the last time you had any of these feelings? (35 - 36)
- 237. Have these feelings (ever) caused a problem with how you get along with people at home? (37)
  - Not at all.....1
  - Not too much.....2
  - Somewhat.....3
  - Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

238. Have these feelings (ever) caused problems with  
how you get along with your friends?

(38)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

239. Have these feelings (ever) caused problems for  
you with your school work?

(39)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

VI. (continued)

B. AVOIDANT DISORDER

240. Do you find that you have fun with your family but that you don't like to be with people outside the family? That includes kids and grown-ups. (40)

IF NO TO Q.240, SKIP TO NEXT SECTION, OVERANXIOUS DISORDER, Q.250.

241. Have there ever been times when you wished you could make some friends outside the family but somehow you just couldn't? (41)

242. Has there ever been a time when you didn't have any close friends outside the family? (42)  
(PROBE: NOT JUST BECAUSE YOU CHANGED SCHOOLS, BUT BECAUSE YOU COULDN'T MAKE FRIENDS.)

243. Do you find it really hard to meet new people outside the family? (43)

244. Was there ever a time when you found that it was easy to be with the family but difficult to be with other people including other kids? (44)

245. Do you try your best to stay away from meeting new people? (45)

246A. How old were you when you started being upset around new people outside the family? (46 - 47)

B. When was the last time you were upset being around new people? Was it (48)  
within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

C. How old were you the last time you had any of these feelings? (49 - 50)

247. Have these feelings (ever) caused a problem with how you get along with people at home? (51)  
Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

248. Have these feelings (ever) caused problems with  
how you get along with your friends?

(52)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

249. Have these feelings (ever) caused problems for  
you with your school work?

(53)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

VI. (continued)

C. OVERANXIOUS DISORDER

250. Are you a worrier? (54)  
(PROBE: HAVE THERE BEEN TIMES WHEN YOU WORRIED MORE THAN MOST CHILDREN YOUR AGE?)
251. Have you worried a lot about things before they happen; for example, starting school in the fall, taking a test, or going to see a doctor? (55)  
(PROBE: DO YOU THINK ABOUT WHAT'S GOING TO HAPPEN, AND WORRY THAT IT'S GOING TO BE REALLY BAD?)
- 252A. Have you worried a lot about little things that you've done in the past, such as something you've said that might have been taken the wrong way? For example, you said something to someone and then kept worrying that maybe it made them mad, or that it upset them in some way? (56)

B. Could you give me an example?

RECORD: \_\_\_\_\_  
\_\_\_\_\_

IF NEGATIVE TO QS. 250-252, SKIP TO  
PHOBIAS, Q. 263.  
IF ANY POSITIVES, CONTINUE:

253. Have there been times when you worried a lot that your parents or your teachers would be unhappy with your grades? (57)
254. Have there been times when you were always worried that you would never be able to do things as well as you wanted to? This includes school, sports, making friends, doing well in scouts, brownies, or anything else that kids your age do after school. (58)
255. Have you actually been sick from worry, that is, have you worried so much that your head hurt or your stomach got upset? (59)
256. Have there been times when you've worried a lot about how you looked, about what you said, or about how you acted in front of your friends? (60)
257. Have you gone through times when you were always asking your mom or dad or the teacher to check and see if your work was done right? Are you always asking your parents or your friends if they think you're doing the right thing, or wearing the right clothes - things like that? (61)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

258. Do you find it really hard to relax? Do you feel nervous and jumpy a lot of the time? (62)

IF ONLY 1 POSITIVE IN Q.250- 258,  
SKIP TO Q. 259B.  
IF TWO OR MORE POSITIVES, CONTINUE.

259A. INTERVIEWER: WORK OUT CLUSTERING WITH CHILD, I.E. WAS IT IN THE SAME GRADE, WERE THESE THINGS GOING ON AT ABOUT THE SAME TIME? ETC. IF CLUSTERING IS NOT CLEAR FROM CHILD'S ANSWERS, PROBE. OTHERWISE CODE WITHOUT ASKING. (63)

B. How old were you when you first had these problems that you've just told me about? (64 - 65)  
(PROBE: DO YOU REMEMBER WHAT GRADE YOU WERE IN?)

C. When was the last time you had any of these problems? Was it (66)  
within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

D. How old were you then? (67 - 68)  
(PROBE: WHAT GRADE WERE YOU IN?)

E. INTERVIEWER: IN ORDER TO MEET CRITERIA FOR OVERANXIOUS DISORDER, THE SYMPTOMS MUST HAVE LASTED A MINIMUM OF 6 MONTHS. IF OBVIOUS FROM AGES OF ONSET AND RECENCY QUESTIONS, OR FROM INFORMATION IN THE CONTEXT OF THE INTERVIEW, CODE WITHOUT ASKING. OTHERWISE, PROBE FOR A 6 MONTH DURATION. (69)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

260. Have these worries (ever) caused a problem with how you get along with people at home? (70)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

261. Have these worries (ever) caused problems with how you get along with your friends? (01)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

262. Have these worries (ever) caused problems for you with your school work? (02)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

I. (continued)

D. PHOBIAS

263. **Has there ever been anything that you've been really afraid of?** (03)

DESCRIBE: \_\_\_\_\_

Lots of kids are afraid of things, like the dark, or thunder, or bugs and spiders, things like that. I'm going to name some things that many kids are afraid of, and you tell me if you're afraid of any of these things. If you used to be afraid of them when you were younger, please tell me about that too.

264A. **Are you afraid of the dark?** (04)

IF NO, SKIP TO Q.265A.  
IF YES, CONTINUE:

B. **Are you so afraid of the dark that you have to sleep with a light on? Not just a night light, but a regular lamp, or a ceiling light.** (05)

C. **Are you more afraid of the dark than most kids your age?** (06)

D. **Do you try really hard to keep from being in the dark, or if you can't keep from being in the dark, are you absolutely terrified?** (07)

265A. **Are you afraid of thunderstorms?** (08)

IF NO, SKIP TO Q. 266A.  
IF YES, CONTINUE:

B. **Are you more afraid of thunderstorms than most kids your age?** (09)

C. **When there are thunderstorms, are you absolutely terrified?** (10)

266A. **Are you afraid of bugs, spiders, mice, or snakes?** (11)

IF NO, SKIP TO Q.267A.  
IF YES, CONTINUE:

B. **Are you more afraid of bugs, spiders, mice and snakes than most kids your age?** (12)

C. **Do you try really hard to stay away from bugs, spiders, mice and snakes, like running out of the room screaming, or if you can't stay away from them are you absolutely terrified?** (13)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

267A. Are you afraid of dogs or cats or other animals? (14)

IF NO, SKIP TO Q.268A.  
IF YES, CONTINUE:

B. Are you more afraid of dogs or cats or other animals than most people your age? (15)

C. Do you try really hard to stay away from dogs or cats or other animals, or if you can't stay away from them, are you absolutely miserable? (16)

268A. Are you afraid of high places? (17)

IF NO, SKIP TO Q.269A.  
IF YES, CONTINUE:

B. Are you more afraid of high places than most kids your age? (18)

C. Do you try really hard to stay away from high places, but if somebody made you go up in a high place, would you be absolutely terrified? (19)

269A. Are you afraid to be on bridges, or highways, or to be in tunnels? (20)

IF NO, SKIP TO Q.270A.  
IF YES, CONTINUE:

B. Are you more afraid of bridges or highways or tunnels than most kids your age? (21)

C. Do you really try hard to stay away from bridges or highways or tunnels, or if you can't stay away from them, are you absolutely terrified? (22)

270A. Are you afraid of being alone, either in the house or outside? (23)

IF NO, SKIP TO Q.271A.  
IF YES, CONTINUE:

B. Are you more afraid of being alone (at home or outside) than most kids your age? (24)

C. Do you try really hard not to be alone (at home or outside) or if you have to be alone, are you absolutely terrified? (25)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

271A. Are you afraid of being in crowds? For example,  
are you afraid to be in a crowded department  
store or mall? (26)

IF NO, SKIP TO Q.272A.  
IF YES, CONTINUE:

B. Are you more afraid of being in crowds than most  
kids your age? (27)

C. Do you try really hard to stay away from crowds,  
or if you can't stay away, are you absolutely  
terrified? (28)

272A. Are you afraid of riding in cars, airplanes,  
trains, or elevators? (29)

IF NO, SKIP TO Q.273A.  
IF YES, CONTINUE:

B. Are you more afraid of riding in cars,  
airplanes, trains or elevators than most kids  
your age? (30)

C. Do you really try to stay away from riding in a  
car, or an airplane, or train, or an elevator,  
or if someone makes you go, are you absolutely  
terrified? (31)

273A. Have you ever been afraid to go to school, even  
if your mom or dad went with you? (32)

IF NO, SKIP TO Q.274A.  
IF YES, CONTINUE:

B. Have you ever been more afraid of going to  
school than most people your age? (33)

C. Have you tried really hard to keep from going to  
school (pretending you were sick, or just  
screaming and refusing to go), or if your mom or  
dad made you go to school, were you absolutely  
terrified? (34)

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

274A. Are you afraid to speak in front of other people or in front of the class? (35)

IF NO, SKIP TO Q.275A.  
IF YES, CONTINUE:

B. Are you more afraid to speak in front of people or in front of the class than most kids your age? (36)

C. Do you really try to get out of speaking in front of people or in front of the class, or if your parents or your teachers make you, are you absolutely terrified? (37)

275A. Is there anything else that you're afraid of? (38)

RECORD: \_\_\_\_\_

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IF NO, SKIP TO INSTRUCTION BEFORE Q.276A.  
IF YES, CONTINUE:

B. Are you more afraid of \_\_\_\_\_ (OTHER FEAR) than most people your age? (39)

C. Have you tried really hard to stay away from \_\_\_\_\_ (OTHER FEAR), or if you can't stay away from it, have you been absolutely terrified? (40)

IF NEGATIVE FOR ALL PHOBIAS, SKIP TO OBSESSIVE COMPULSIVE DISORDER, Q.280.  
IF ANY POSITIVE, CONTINUE:

276A. Can you remember how old you were the first time you had any of these fears? (41 - 42)

B. When was the last time you had any of these fears? Was it (43)

- within the past two weeks?.....1
- within the past month?.....2
- within the past six months?.....3
- within the past year?.....4
- over a year ago?.....5

IF OVER A YEAR AGO, ASK:

C. How old were you then? (44 - 45)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

277. Have these fears (ever) caused a problem with how you get along with people at home? (46)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

278. Have these fears (ever) caused problems with how you get along with your friends? (47)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

279. Have these fears (ever) caused problems for you with your school work? (48)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding  
NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

VII. OBSESSIVE COMPULSIVE DISORDER

A. OBSESSIONS

280. Have you ever had thoughts or ideas that you couldn't keep out of your mind no matter how hard you tried? I don't mean worries, but strange thoughts that just wouldn't go away? (49)

(PROBE: EVEN THOUGH YOU TRIED NOT TO HAVE THESE THOUGHTS YOU COULDN'T HELP HAVING THEM?)

RECORD: \_\_\_\_\_

281. Has there ever been a time when you worried a lot about having germs or dirt on your hands that you couldn't get off? (50)

282. Has there ever been a time when you were always worrying that you might catch some sickness or disease? (51)

IF NO, SKIP TO Q.284.  
IF YES, CONTINUE:

283. Most kids worry about that some of the time, I mean, did you worry a lot more than other kids your age? (52)

(PROBE: DID IT STAY ON YOUR MIND AND REALLY BOTHER YOU?)

284. Has there ever been a time when you wouldn't use public bathrooms because you were always worrying you might catch some sickness or disease? (53)

285. Have you ever worried about doing something bad, like hurting someone you really liked? (54)

(PROBE: KILLING SOMEONE IN YOUR FAMILY? FOR EXAMPLE, STABBING THEM WITH A KNIFE.)

RECORD: \_\_\_\_\_

286. Have you ever worried that you might do something you shouldn't, like using bad words in class or saying something to your parents or other adults that would make them mad? (55)

IF NO TO Q.280 - 286, SKIP TO  
COMPULSIONS, Q.292A.  
IF ANY POSITIVES, CONTINUE:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

287A. Was this \_\_\_\_\_ (NAME POSITIVES) a real problem  
for you? Did you find that you couldn't  
concentrate on other things because these  
thoughts kept coming back to your mind? (56)

B. How much time did you spend thinking about \_\_\_\_\_  
(CHILD'S THOUGHTS)? (57)

ONE HOUR OR LESS.....1  
MORE THAN ONE HOUR.....2

C. Have you ever tried to stop these thoughts by  
thinking of something else? (58)

D. These thoughts that you've been telling me  
about, are they your own thoughts? What I mean  
is, are they coming from your own mind, or is it  
more like somebody is putting them inside your  
head? (59)

SOMEONE PUTTING THEM IN HEAD....1  
OWN THOUGHTS.....2

288A. How old were you when you first started having  
these thoughts? (60 - 61)

B. When was the last time you had these thoughts?  
Was it (62)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?.....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

C. How old were you then? (63 - 64)

289. Have these thoughts or worries (ever) caused a  
problem with how you get along with people at  
home? (65)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

290. Have these thoughts or worries (ever) caused  
problems with how you get along with your  
friends? (66)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

291. Have these thoughts or worries (ever) caused  
problems for you with your school work?

(67)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

VII. (continued)

B. COMPULSIONS

292A. Some kids have things that they do over and over, I'm going to read you a list of things that some kids do over and over, and you tell me if you do any of these or anything like them, o.k.?

INTERVIEWER: READ PROBE.

(68)

(PROBE: SOME COMMON EXAMPLES ARE WASHING YOUR HANDS OVER AND OVER, BECAUSE YOU'RE WORRIED YOU MIGHT HAVE GERMS ON THEM; TAKING BATHS OR SHOWERS OVER AND OVER AGAIN BECAUSE YOU WORRY ABOUT BEING DIRTY; GOING BACK OVER AND OVER TO CHECK ON SOMETHING, LIKE WHETHER OR NOT YOU LEFT THE WATER RUNNING; COUNTING ALL THE TILES ON THE FLOOR OR CEILING; OR COUNTING TO 100 BEFORE YOU MAKE A TELEPHONE CALL?)

RECORD: \_\_\_\_\_

B. Are you the kind of person who has to do things in a special way or else it bothers you a lot?

(69)

(PROBE: PUTTING YOUR CLOTHES ON IN THE SAME ORDER IN THE MORNING; DOING YOUR SCHOOLWORK IN THE SAME ORDER; EATING YOUR FOOD IN THE SAME ORDER AT EVERY MEAL; THINGS LIKE THAT.)

IF NO TO B, SKIP TO D.  
IF YES TO B, ASK C.

C. If you do things out of order, do you get very upset, or do you have to start all over again?

(70)

D. Do you like to keep your things in a special order, for example, lining up all the books on your shelf with the tallest on one end and the shortest at the other, putting all the blue things in one place and all the red things in another. Do you have to touch things in a certain order before you leave the room. For example, your bed, your pillow, and the door?

(71)

IF NO TO QS. 292A-D, SKIP TO  
POST TRAUMATIC STRESS DISORDER, Q.298.  
IF ANY POSITIVES, CONTINUE:

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

293A. Do you feel, deep down, that really you  
shouldn't have to do these things? (01)

B. Is this \_\_\_\_\_ (CHILD'S WORDS) a big problem  
for you? For example, does it upset you that  
you have to do these things or does it take a  
lot of your time? Does this take more than an  
hour a day? (02)

ONE HOUR OR LESS.....1  
MORE THAN ONE HOUR.....2

294A. Do you remember how old you were when you first  
\_\_\_\_\_ (NAME POSITIVES CHILD HAS GIVEN)? (03 - 04)

B. When was the last time you found yourself doing  
things over and over again? Was it (05)

within the past two weeks?.....1  
within the past month?.....2  
within the past six months?....3  
within the past year?.....4  
over a year ago?.....5

IF OVER A YEAR AGO, ASK:

C. How old were you the last time you did things  
over and over like this? (06 - 07)

295. Has doing these things (ever) caused a problem  
with how you get along with people at home? (08)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

296. Has doing these things (ever) caused problems  
with how you get along with your friends? (09)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

297. Has doing these things (ever) caused problems  
for you with your school work? (10)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

Coding

- NO.....1
- RARELY.....2
- SOMETIMES OR SOMEWHAT.....3
- YES.....5

VIII. POST TRAUMATIC STRESS DISORDER

298. **Have you ever had something terribly frightening happen to you? For example, were you ever in danger of being killed or badly hurt?** (11)

(PROBE: HAS YOUR HOUSE EVER BEEN DESTROYED BY A FLOOD OR FIRE? WERE YOU THERE WHEN SOMEONE ELSE WAS KILLED, MURDERED, OR BEATEN? HAS ANYONE CLOSE TO YOU KILLED THEMSELVES? ~~HAVE YOU BEEN IN A WAR,~~ OR HAS SOMEONE CLOSE TO YOU GONE OFF TO WAR?)

INTERVIEWER: IF YOU KNOW OF SOME TRAUMATIC EVENT THAT HAS HAPPENED TO THE CHILD ASK ABOUT THAT. IF EVENT WAS PHYSICAL OR SEXUAL ABUSE, WORD QUESTIONS VERY CAREFULLY.

RECORD EVENT(S): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IF NO, SKIP TO EATING DISORDERS, Q.323.  
 IF YES, CONTINUE:

299. **How old were you when that happened?** (12 - 13)

IF TRAUMATIC EVENT IS STILL HAPPENING, I.E., WARFARE, TERRORIST ACTIVITIES, OR PHYSICAL OR SEXUAL ABUSE. ASK QUESTIONS IN THE PRESENT TENSE.

Now I'm going to ask you some questions about how you felt after the \_\_\_\_\_ (TRAUMATIC EVENT).

300. **After the \_\_\_\_\_, did you find that you couldn't stop thinking about it?** (14)

301. **After the \_\_\_\_\_, did you dream about it over and over?** (15)

302. **After the \_\_\_\_\_, was there ever a time when maybe just for a minute or so, you felt like it was happening all over again, then after a minute you knew it really wasn't happening again?** (16)

303. **Have you ever been really upset because you saw or heard something that reminded you of the \_\_\_\_\_ (TRAUMATIC EVENT)?** (17)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

304. Have you ever stayed away from things that made you think about \_\_\_\_\_ (TRAUMATIC EVENT)? (18)
305. Have you ever tried to stop yourself from thinking about it? (19)
- (PROBE: HAVE YOU TRIED TO PUSH THE THOUGHTS OUT OF YOUR HEAD, AND DO YOU GET REALLY UPSET IF THEY DON'T GO AWAY?)
306. After the \_\_\_\_\_ was over, did it ever seem to you that you couldn't remember some things about the \_\_\_\_\_? (20)
- (PROBE: LIKE YOU HAD AMNESIA FOR PARTS OF THE \_\_\_\_\_?)
307. After the \_\_\_\_\_ was over, did it seem to you as though you just couldn't get interested in things that you used to like? (21)
- (PROBE: LIKE SPORTS, MUSIC, WATCHING YOUR FAVORITE TV PROGRAMS, OR BEING WITH FRIENDS, OR GOING PLACES?)
308. After the \_\_\_\_\_, did it seem to you that you weren't very interested in what people said or did? (22)
- (PROBE: YOU WANTED TO BE ALONE A LOT MORE THAN USUAL.)
309. After the \_\_\_\_\_, did it ever seem to you as though you really didn't have caring feelings about anyone any more? That is, it was harder for you to feel love for anyone? (23)
310. After the \_\_\_\_\_, did you ever feel that you had nothing to look forward to in the future? (24)
- (PROBE: THAT YOU DIDN'T SEEM TO CARE ABOUT WHAT YOU WANTED TO BE WHEN YOU GREW UP? THAT YOU DIDN'T THINK THAT YOU MIGHT GET MARRIED OR HAVE CHILDREN. PERHAPS YOU THOUGHT YOU WOULDN'T LIVE VERY LONG?)

RECORD: \_\_\_\_\_

INTERVIEWER:  
IF NO POSITIVES SO FAR IN QS.300-310.  
SKIP TO EATING DISORDERS, Q.323.  
IF ANY POSITIVES, CONTINUE:

311. After the \_\_\_\_\_, did you find that you were having a lot more trouble than usual either falling asleep or staying asleep? (25)

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

312. After the \_\_\_\_\_, did you feel crabby or in a bad mood a lot more than usual? (26)

(PROBE: DID THINGS SEEM TO GET ON YOUR NERVES A LOT MORE THAN USUAL?)

313. Did you lose your temper a lot more than usual? (27)

(PROBE: DID YOU GET ANGRY AND SHOUT AT PEOPLE A LOT MORE THAN YOU USED TO?)

314. After the \_\_\_\_\_, did you have a lot more trouble than usual keeping your mind on things, for example, your schoolwork or homework? (28)

315. Did you feel jumpy or not able to be still a lot more than you used to? (29)

(PROBE: TENSE, NOT ABLE TO RELAX.)

316. After the \_\_\_\_\_, were there times when you would "jump" when you heard a door slam, or if someone came up from behind you when you didn't know they were coming? (30)

317. Did you ever start to sweat, feel tearful or start to shake when you saw something that reminded you of \_\_\_\_\_? (31)

318A. You've told me that you \_\_\_\_\_ (NAME POSITIVES IN Q300 - Q317). How long after \_\_\_\_\_ (NAME EVENT) did any of these things start? (32 - 33)

RECORD: \_\_\_\_\_  
\_\_\_\_\_

CODE IN WEEKS: 01, 02, 03, ETC.  
LESS THAN A WEEK = 01 WEEK.

B. How long did they last? (34 - 35)

CODE IN WEEKS: 01, 02, 03, ETC.  
LESS THAN A WEEK = 01 WEEK.

C. Have these feelings been a very big problem for you? (36)

RECORD: \_\_\_\_\_  
\_\_\_\_\_

Coding

NO.....1  
RARELY.....2  
SOMETIMES OR SOMEWHAT.....3  
YES.....5

319. Have these feelings (ever) caused a problem with how you get along with people at home? (37)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

320. Have these feelings (ever) caused problems with how you get along with your friends? (38)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

321. Have these feelings (ever) caused problems for you with your school work? (39)

Not at all.....1  
Not too much.....2  
Somewhat.....3  
Quite a bit.....4

322. Did you have any of these problems before this \_\_\_\_\_ (traumatic event) happened? (40)

None.....1  
Some present.....2  
Most or all present.....3

RECORD: \_\_\_\_\_

Coding

- NO.....1
- RARELY.....2
- SOMETIME OR SOMEWHAT.....3
- YES.....5

XV. PSYCHOSOCIAL STRESSORS

Now I'd like to ask you some questions about what things are like at home. I'm going to read a list of problems that other families have and you tell me if your family has any of these problems.

406. Is there anything about your home or family which keeps you upset a lot of the time? (64)

RECORD: \_\_\_\_\_  
\_\_\_\_\_

407. Do people in the family fight a lot (argue and shout)? (65)

408A. Have your parents separated or divorced? (66)

IF NO, SKIP TO Q. 409.  
IF YES, CONTINUE:

B. How old were you when that happened? (67 - 68)

409. Are there big money worries, like not having enough money for food or new clothes, or to pay the rent? (69)

410A. Has someone you cared a lot about died? (70)

IF NO, SKIP TO Q.411A.  
IF YES, CONTINUE:

B. Who was it? (01)

IF MORE THAN ONE, CODE PERSON  
CHILD MISSED THE MOST.

- MOTHER.....1
- FATHER.....2
- GRANDPARENT.....3
- SIBLING.....4
- CLOSE FRIEND, ADULT.....5
- CLOSE FRIEND, PEER.....6
- OTHER.....7

RECORD: \_\_\_\_\_

C. How old were you when \_\_\_\_\_ (NAME CLOSEST PERSON) died? (02 - 03)

D. Are you still very upset about that person's death? (04)

Coding

NO.....1  
RARELY.....2  
SOMETIME OR SOMEWHAT.....3  
YES.....5

411A. Does anyone in the home have a problem with drinking too much?

(05)

IF NO, SKIP TO Q.412A.  
IF YES, CONTINUE:

B. Who is it?

(06)

IF MORE THAN ONE, CODE PERSON  
CAUSING MOST PROBLEMS.

MOTHER.....1  
FATHER.....2  
GRANDPARENT.....3  
SIBLING.....4  
OTHER.....7

RECORD: \_\_\_\_\_

412A. Does anyone from your home have problems with the police?

(07)

IF NO, SKIP TO Q. 413.  
IF YES, CONTINUE:

B. Who is it?

(08)

IF MORE THAN ONE, CODE PERSON  
CAUSING MOST PROBLEMS.

MOTHER.....1  
FATHER.....2  
GRANDPARENT.....3  
SIBLING.....4  
OTHER.....7

RECORD: \_\_\_\_\_

413. Are you afraid that someone might hit you or hurt you in some way?

(09)

414A. Have you ever been beaten so badly that you had bruises or marks on your body or were hurt in some other way?

(10)

IF NO, SKIP TO Q.415A.  
IF YES, CONTINUE:

Coding

NO.....1  
RARELY.....2  
SOMETIME OR SOMEWHAT.....3  
YES.....5

414B. Who hurt you that way?

(11)

IF MORE THAN ONE, CODE PERSON  
WHO DID THE MOST HURTING.

MOTHER.....1  
FATHER.....2  
GRANDPARENT.....3  
SIBLING.....4  
CLOSE FRIEND, ADULT.....5  
CLOSE FRIEND, PEER.....6  
OTHER.....7

RECORD: \_\_\_\_\_

C. How old were you the first time that happened?

(12 - 13)

D. How old were you the last time that happened?

(14 - 15)

415A. Has anyone else in the family been hurt like that, beaten up or knocked around by someone else?

(16)

IF NO, SKIP TO Q. 416A.  
IF YES, CONTINUE:

B. Who was hurt?

(17)

IF MORE THAN ONE, CODE PERSON  
RECEIVING WORST TREATMENT.

MOTHER.....1  
FATHER.....2  
GRANDPARENT.....3  
SIBLING.....4  
OTHER.....7

RECORD: \_\_\_\_\_

416A. Are there any other big problems like the ones we've been talking about? (Have there been in the past?)

(18)

RECORD: \_\_\_\_\_

\_\_\_\_\_

Coding

NO.....1  
RARELY.....2  
SOMETIME OR SOMEWHAT.....3  
YES.....5

417. Do you have any problems that you think you'd like help with?

(19)

IF NO, SKIP TO Q.418A.  
IF YES, CONTINUE:

Would you tell me about them? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

418A. Was there anything I asked you about in the interview which bothered you?

(20)

IF NO, SKIP TO Q. 419.  
IF YES, CONTINUE:

B. Please tell me what it was: \_\_\_\_\_

\_\_\_\_\_

C. How does it bother you? \_\_\_\_\_

\_\_\_\_\_

419. TIME THIS PART OF QUESTIONNAIRE ENDED (21-22) : (23-24) 24 HOUR TIME

420A. WAS THE INTERVIEW INTERRUPTED FOR SOME REASON?

(25)

IF NO, SKIP TO Q. 422A.  
IF YES, CONTINUE:

B. FOR HOW MANY MINUTES?  
(CODE IN MINUTES)

(26 - 27 - 28)

Coding  
NO.....1  
RARELY.....2  
SOMETIME OR SOMEWHAT.....3  
YES.....5

**NOTE TO INTERVIEWER: DO NOT FILL OUT IN PRESENCE OF CHILD**

XVI. OBSERVATIONS

421. SKIP SKIP  
(29)

422. A. General appearance

(1) Does he act his age?             
(30)

YES.....1  
WOULD MISTAKE HIM FOR YOUNGER CHILD.....2  
WOULD MISTAKE HIM FOR AN OLDER CHILD.....3

(2) Is he appropriately and cleanly dressed?             
(31)

YES.....1  
DIRTY AND UNKEMPT.....2  
AGE INAPPROPRIATE.....3  
ODD, BIZARRE.....4  
OTHER: \_\_\_\_\_5

(3) General air, pervasive attitude is:             
(32)

OPEN AND FRIENDLY, OR SHY BUT WARMS UP...1  
HOSTILE AND SUSPICIOUS.....2  
EXCESSIVELY SHY, WITHDRAWN,  
ANXIOUS OR SCARED.....3  
BLASE, OVERCONFIDENT.....4  
OTHER: \_\_\_\_\_5

(4) State of nutrition:             
(33)

AVERAGE, LOOKS WELL-FED.....1  
UNDERNOURISHED AND/OR EXTREMELY THIN.....2  
OVERWEIGHT OR OBESE.....3  
THIN, BELOW AVERAGE, BUT NOT  
UNDERNOURISHED.....4  
CHUBBY, BUT APPEARS NORMAL FOR AGE.....5

(5) Facial expression (pattern during interview)             
(34)

NATURAL AND UNREMARKABLE.....1  
EXPRESSIONLESS, NO VARIATION  
WITH THOUGHT CONTENT.....2  
ANXIOUS AND WORRIED.....3  
SAD, TEARFUL OR CRYING, DEPRESSED.....4  
HOSTILE, ANGRY (FROWNS, POUTS).....5  
HIDES FACE FROM VIEW  
(AVOIDS EYE CONTACT).....6  
FLUCTUATED MARKEDLY DURING INTERVIEW.....7  
OTHER: \_\_\_\_\_8

Coding

NO.....1  
RARELY.....2  
SOMETIME OR SOMEWHAT.....3  
YES.....5

422. B. Affect

(35)

SHOWS FEELINGS APPROPRIATE TO CONTENT  
OF THOUGHT AND SITUATION.....1  
INAPPROPRIATELY SAD, ELATED, SILLY  
OR HOSTILE.....2  
UNUSUALLY FLAT, DISTANT, COLD.....3  
OTHER: \_\_\_\_\_4

C. Motor Behavior

(36)

SITS OR STANDS WITH NORMAL AMOUNT  
OF MOVEMENT.....1  
OVERACTIVE, IN OR OUT OF CHAIR.....2  
REPETITIVE, STEREOTYPED MOVEMENTS.....3  
BIZARRE, PURPOSELESS OR UNUSUAL  
MOVEMENTS, NOT NECESSARILY REPETITIVE...4  
SITS OR STANDS STIFF, RIGID, TENSE.....5  
TICS.....6  
OTHER: \_\_\_\_\_7

D. Speech

(37)

(1) General description

NORMAL, INTELLIGIBLE,  
APPROPRIATE AMOUNT.....1  
EXCESSIVE AMOUNT, CONSTANT.....2  
REDUCED AMOUNT, ANSWERS QUESTIONS  
WITH AS FEW WORDS AS POSSIBLE.....3  
OTHER: \_\_\_\_\_4

(2) Pattern

(38)

REGULAR, SMOOTH, EVEN.....1  
POOR ARTICULATION (LISPING, SLURRING,  
"BABY TALK," DIFFICULTY WITH  
CONSONANTS, ETC).....2  
STUTTERING, STAMMERING.....3  
INTERMITTENT, UNUSUAL SOUNDS,  
EXPLETIVES, GRUNTS, BARKS, ETC.....4  
OTHER: \_\_\_\_\_5

E. Attention

(39)

NORMALLY ATTENTIVE FOR AGE.....1  
INATTENTIVE, EASILY DISTRACTED.....2  
OTHER: \_\_\_\_\_3

Coding

NO.....1  
RARELY.....2  
SOMETIME OR SOMEWHAT.....3  
YES.....5

422F. Flow of thought

RELEVANT, COHERENT, NORMAL.....1  
THOUGHTS SEEM TO RACE CAUSING  
PUSH OF SPEECH.....2  
THINKING PROCESS IS SLOW  
WITH SLOW RESPONSES.....3  
PERSERVATION (REPEATS WORDS  
OR PHRASES).....4  
CIRCUMSTANTIAL AND/OR IRRELEVANT.....5  
DIFFICULT TO FOLLOW.....6  
DOESN'T MAKE SENSE.....7  
MORE THAN ONE ABOVE (CIRCLE).....8

(40)

G. General response to interview

NO SPECIAL PROBLEMS, COOPERATIVE,  
ADEQUATE EFFORT.....1  
SHOWED PERSISTENT, EXCESS ANXIETY  
RELATED TO INTERVIEW OR OVER-CONCERN  
ABOUT "RIGHT ANSWERS".....2  
EXCESS USE OF FANTASY OR CONFABULATION.....3  
GAVE UP EASILY, DID NOT TRY.....4  
OPEN DISGUST AND LACK OF COOPERATION.....5  
HAD TO BE COAXED CONTINUALLY.....6  
TIRED EASILY, WANTED TO STOP, BUT  
KEPT ON WITH ENCOURAGEMENT.....7  
QUIT AND REFUSED TO GO ON.....8

(41)

H. Clinical impression from the interview:

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\*SEXUAL ABUSE FEAR EVALUATION SUBSCALE (SAFE)

Wolfe and Wolfe (1986) developed the SAFE, which is a 27-item scale embedded into the 80-item Fear Survey Schedule for Children-Revised (FSSC-R; Ollendick, 1978) to assess several situations that sexually abused children may find particularly distressing. Like the FSSC-R, children respond to individual fears with 3 point ratings from none to alot (none = 1, some = 2, and alot = 3).

A recent psychometric evaluation of the SAFE (Wolfe, Gentile & Klink, 1988), with a sample of 171 school children and 62 sexually abused children, revealed two orthogonal factors that were subsequently labeled Sex-Associated Fears (11 items) and Interpersonal Discomfort (13 items). Alpha values for the two scales were .80 and .81, respectively. The Sex-Associated Fear Scale included: being alone on a playground, talking or thinking about sex, watching people kiss on TV, someone kissing or hugging me, naked people, taking my clothes off, being tickled, having older or boys or men look after me alone, taking a bath, sleeping alone, and mom not at home (Items 3, 15, 20, 27, 32, 38, 46, 50, 64, 69 and 105). The Interpersonal Discomfort Scale included: mean looking people, doing something that is nasty, people not believing me, telling on someone for bothering me, saying "no" to an adult, mom finding out about something I did, someone in my family getting into bad trouble, being lied to by someone I trust, being told to something I shouldn't do, going to court to talk to a judge, being blamed unfairly, being taken away from my parents, and someone getting drunk (Items 13, 43, 47, 72, 75, 77, 79, 83, 90, 93, 97, 99, 103).

For the SAFE, composite scores from the Sex-Associated Fear scale and the Interpersonal Discomfort scale were compared with the scores from the normative sample. Comparisons were limited to girls since the number of boys in the sexually abused sample was relatively small. Out of 13 items on the Interpersonal Discomfort scale, the mean composite score for both groups was 27 (school sample s.d. = 6; sexual abuse sample s.d. = 4.5), indicating that most children have at least "some" fear of each of those items. Out of 11 items on the sex-related fears factor, the mean composite score for the normative sample was 16 (s.d. = 3.9) and for the sexually abused children 18 (s.d. = 4.3). T-tests comparing the two subscales for the school sample and the sexually abused sample revealed a significant group difference for the Sex-Associated Fear Scale ( $p < .041$ ) but not for the Interpersonal Discomfort scale.

\* All references can be found in the attached article 'The Impact of Sexual Abuse on Children: A PTSD Formulation'

## SAFE

I am going to read a number of statements that people use to describe the fears they have. I will read each fear carefully. Looking at the card in front of you, please indicate to me the word or words that best describes your fear. There are no right or wrong answers. Remember, find the words on the card that best describe how much fear you have.

- |     |     |                                    |     |      |     |      |     |       |
|-----|-----|------------------------------------|-----|------|-----|------|-----|-------|
|     | 1.  | Giving an oral report              | ___ | None | ___ | Some | ___ | A lot |
|     | 2.  | Riding in the car                  | ___ | None | ___ | Some | ___ | A lot |
| * R | 3.  | Being alone on a playground        | ___ | None | ___ | Some | ___ | A lot |
|     | 4.  | Getting punished by Mom            | ___ | None | ___ | Some | ___ | A lot |
|     | 5.  | Lizards                            | ___ | None | ___ | Some | ___ | A lot |
|     | 6.  | Looking foolish                    | ___ | None | ___ | Some | ___ | A lot |
| R   | 7.  | People who seem crazy              | ___ | None | ___ | Some | ___ | A lot |
|     | 8.  | Ghosts or spooky things            | ___ | None | ___ | Some | ___ | A lot |
|     | 9.  | Sharp objects                      | ___ | None | ___ | Some | ___ | A lot |
| D   | 10. | Speaking to police                 | ___ | None | ___ | Some | ___ | A lot |
|     | 11. | Having to go to the hospital       | ___ | None | ___ | Some | ___ | A lot |
|     | 12. | Death or dead people               | ___ | None | ___ | Some | ___ | A lot |
| R   | 13. | Mean looking people                | ___ | None | ___ | Some | ___ | A lot |
|     | 14. | Getting lost in a strange place    | ___ | None | ___ | Some | ___ | A lot |
| A   | 15. | Talking or thinking about sex      | ___ | None | ___ | Some | ___ | A lot |
|     | 16. | Talking on the telephone           | ___ | None | ___ | Some | ___ | A lot |
|     | 17. | Roller coaster or carnival ride    | ___ | None | ___ | Some | ___ | A lot |
|     | 18. | Getting sick at school             | ___ | None | ___ | Some | ___ | A lot |
|     | 19. | Being sent to the principal        | ___ | None | ___ | Some | ___ | A lot |
| A   | 20. | Watching people kiss on TV         | ___ | None | ___ | Some | ___ | A lot |
|     | 21. | Snakes                             | ___ | None | ___ | Some | ___ | A lot |
|     | 22. | Being left at home with a sitter   | ___ | None | ___ | Some | ___ | A lot |
|     | 23. | Riding on a train                  | ___ | None | ___ | Some | ___ | A lot |
|     | 24. | Bears or wolves                    | ___ | None | ___ | Some | ___ | A lot |
|     | 25. | Meeting someone for the first time | ___ | None | ___ | Some | ___ | A lot |
|     | 26. | Bombing attacks -- being invaded   | ___ | None | ___ | Some | ___ | A lot |
| A   | 27. | Someone kissing or hugging me      | ___ | None | ___ | Some | ___ | A lot |
|     | 28. | Getting a shot from the doctor     | ___ | None | ___ | Some | ___ | A lot |
|     | 29. | Going to the dentist               | ___ | None | ___ | Some | ___ | A lot |
|     | 30. | High places                        | ___ | None | ___ | Some | ___ | A lot |
|     | 31. | Being teased                       | ___ | None | ___ | Some | ___ | A lot |
| A   | 32. | Naked people                       | ___ | None | ___ | Some | ___ | A lot |
|     | 33. | Fire -- getting burned             | ___ | None | ___ | Some | ___ | A lot |
|     | 34. | A burglar breaking into our house  | ___ | None | ___ | Some | ___ | A lot |
|     | 35. | Flying in a plane                  | ___ | None | ___ | Some | ___ | A lot |

\* SAFE (Sexual Abuse Fear Evaluation): R = Revictimization Injury; A = Abuse

	36.	Being called on by a teacher	___	None	___	Some	___	A lot
	37.	Getting poor grades	___	None	___	Some	___	A lot
A	38.	Taking my clothes off	___	None	___	Some	___	A lot
	39.	Bats or birds	___	None	___	Some	___	A lot
	40.	My parents criticizing me	___	None	___	Some	___	A lot
	41.	Guns	___	None	___	Some	___	A lot
	42.	Being in a fight	___	None	___	Some	___	A lot
A	43.	Doing something that is nasty	___	None	___	Some	___	A lot
	44.	Getting a cut or an injury	___	None	___	Some	___	A lot
	45.	Being in a big crowd	___	None	___	Some	___	A lot
A	46.	Being tickled	___	None	___	Some	___	A lot
D	47.	People not believing me	___	None	___	Some	___	A lot
	48.	Thunderstorms	___	None	___	Some	___	A lot
	49.	Having to eat foods I don't like	___	None	___	Some	___	A lot
R	50.	Having older boys or men look after me alone	___	None	___	Some	___	A lot
	51.	Cats	___	None	___	Some	___	A lot
	52.	Failing a test	___	None	___	Some	___	A lot
	53.	Being hit by a car or truck	___	None	___	Some	___	A lot
	54.	Having to go to school	___	None	___	Some	___	A lot
	55.	Playing rough games	___	None	___	Some	___	A lot
	56.	Having my parents argue	___	None	___	Some	___	A lot
	57.	Dark rooms or closets	___	None	___	Some	___	A lot
	58.	Having to put on a recital	___	None	___	Some	___	A lot
	59.	Ants and beetles	___	None	___	Some	___	A lot
	60.	Being alone	___	None	___	Some	___	A lot
	61.	Being criticized by others	___	None	___	Some	___	A lot
	62.	Strange looking people	___	None	___	Some	___	A lot
	63.	Going to the doctor	___	None	___	Some	___	A lot
A	64.	Taking a bath	___	None	___	Some	___	A lot
	65.	Strange or mean-looking dogs	___	None	___	Some	___	A lot
	66.	Cemeteries	___	None	___	Some	___	A lot
	67.	Getting a report card	___	None	___	Some	___	A lot
	68.	Getting a haircut	___	None	___	Some	___	A lot
R	69.	Sleeping alone	___	None	___	Some	___	A lot
	70.	Deep water or the ocean	___	None	___	Some	___	A lot
	71.	Nightmares	___	None	___	Some	___	A lot
D	72.	Telling on someone for bothering me	___	None	___	Some	___	A lot
	73.	Falling from high places	___	None	___	Some	___	A lot

	74.	Getting a shock from electricity	___	None	___	Some	___	A lot
A	75.	Saying "no" to an adult	___	None	___	Some	___	A lot
	76.	Going to bed in the dark	___	None	___	Some	___	A lot
D	77.	Mom finding out about something I did	___	None	___	Some	___	A lot
	78.	Getting car sick	___	None	___	Some	___	A lot
D	79.	Someone in my family getting in bad trouble	___	None	___	Some	___	A lot
	80.	Having to wear clothes different from others	___	None	___	Some	___	A lot
	81.	Getting punished by my father	___	None	___	Some	___	A lot
	82.	Having to stay after school	___	None	___	Some	___	A lot
A	83.	Being lied to by someone I trust	___	None	___	Some	___	A lot
	84.	Spiders	___	None	___	Some	___	A lot
	85.	The sight of blood	___	None	___	Some	___	A lot
	86.	Making mistakes	___	None	___	Some	___	A lot
	87.	Mystery movie	___	None	___	Some	___	A lot
	88.	Doing something new	___	None	___	Some	___	A lot
	89.	Loud sirens	___	None	___	Some	___	A lot
A	90.	Being told to do something I shouldn't do	___	None	___	Some	___	A lot
	91.	Germs or getting a serious illness	___	None	___	Some	___	A lot
	92.	Closed places	___	None	___	Some	___	A lot
D	93.	Going to court to talk to a judge	___	None	___	Some	___	A lot
	94.	Earthquakes	___	None	___	Some	___	A lot
	95.	Russia	___	None	___	Some	___	A lot
	96.	Elevators	___	None	___	Some	___	A lot
D	97.	Being blamed unfairly	___	None	___	Some	___	A lot
	98.	Dark places	___	None	___	Some	___	A lot
D	99.	Being taken away from my parents	___	None	___	Some	___	A lot
	100.	Not being able to breathe	___	None	___	Some	___	A lot
D	101.	People knowing bad things about me	___	None	___	Some	___	A lot
	102.	Getting a bee sting	___	None	___	Some	___	A lot
R	103.	Someone getting drunk	___	None	___	Some	___	A lot
	104.	Worms or snails	___	None	___	Some	___	A lot
R	105.	Mom not at home	___	None	___	Some	___	A lot
	106.	Rats or mice	___	None	___	Some	___	A lot
	107.	Taking a test	___	None	___	Some	___	A lot

HOROWITZ IMPACT OF EVENTS SCALE

Recently you experienced \_\_\_\_\_

I am going to read a list of comments made by people after stressful life events. Please look at the card in front of you and indicate to me how frequently these comments were true for you **DURING THE PAST SEVEN DAYS**. If they did not occur during the past seven days, please tell me "Not at all."

Comment	FREQUENCY			
	Not at all	Rarely	Sometimes	Often
1. I thought about it when I didn't mean to.				
2. I avoided letting myself get upset when I thought about it or was reminded of it.				
3. I tried to remove it from memory				
4. I had trouble falling asleep or staying asleep because of pictures or thoughts about it that came into my mind.				
5. I had waves of strong feeling about it.				
6. I had dreams about it.				
7. I stayed away from reminders of it.				
8. I felt as if it hadn't happened or it wasn't real.				
9. I tried not to talk about it.				
10. Pictures about it popped into my mind.				
11. Other things kept making me think about it.				
12. I was aware that I still had a lot of feelings about it, but I didn't deal with them.				
13. I tried not to think about it.				
14. Any reminder brought back feelings about it.				
15. My feelings about it were kind of numb.				

CHILD DEPRESSION INVENTORY

(Kovaks & Beck, 1977)

People sometimes have different feelings and ideas. I read a list of feelings and ideas in groups. From each one sentence that describes you best for the past TWO WEEK. you pick a sentence from the first group, I will go on to the next groups. There is no right or wrong answers. Just the sentence that best describes the way you have been recent. Tell me your choice after I read the group of sentences.

1. (a) I am sad once in a while  
(b) I am sad many times  
(c) I am sad all the time  

---
2. (a) Nothing will ever work out for me  
(b) I am not sure if things will work out for me  
(c) Things will work out for me  

---
3. (a) I do most things o.k.  
(b) I do many things wrong  
(c) I do everything wrong  

---
4. (a) I have fun in many things  
(b) I have fun in some things  
(c) Nothing is fun at all  

---
5. (a) I am bad all the time  
(b) I am bad many times  
(c) I am bad once in a while  

---
6. (a) I think about bad things happening to me all the time  
(b) I worry that bad things will happen to me  
(c) I am sure that bad things will happen to me

7. (a) I hate myself

(b) I do not like myself

(c) I like myself

---

8. (a) All bad things are my fault

(b) Many bad things are my fault

(c) Bad things are usually not my fault

---

9. (a) I do not think about killing myself

(b) I think about killing myself but would not want to

(c) I want to kill myself

---

10. (a) I feel like crying every day

(b) I feel like crying many days

(c) I feel like crying once in a while

---

11. (a) Things bother me all the time

(b) Things bother me many times

(c) Things bother me once in a while

---

12. (a) I like being with people

(b) I do not like being with people many times

(c) I do not want to be with people at all

---

13. (a) I cannot make up my mind about things

(b) It is hard for me to make up my mind about things

(c) I make up my mind about things easily

---

14. (a) I look o.k.

(b) There are some bad things about my looks

- (c) I look ugly
15. (a) I have to push myself all the time to do my school work  
(b) I have to push myself many times to do my schoolwork  
(c) Doing schoolwork is not a big problem
- 
16. (a) I have trouble sleeping every night  
(b) I have trouble sleeping many nights  
(c) I sleep pretty well
- 
17. (a) I am tired once in a while  
(b) I am tired many days  
(c) I am tired all the time
- 
18. (a) Most days I do not feel like eating  
(b) many days I do not feel like eating  
(c) I eat pretty well
- 
19. (a) I do not worry about aches and pains  
(b) I worry about aches and pains many times  
(c) I worry about aches and pains all the time
- 
20. (a) I do not feel alone  
(b) I feel alone many times  
(c) I feel alone all the time
- 
21. (a) I never have fun at school  
(b) I have fun at school once in a while  
(c) I have fun at school many times

22. (a) I ~~have~~ plenty of friends  
(b) I have some friends but I wish I had more  
(c) I do not have any friends
- 

23. (a) My school work is alright  
(b) My school work is not as good as before  
(c) I do very badly in subjects I used to be good in
- 

24. (a) I can never be as good as other kids  
(b) I can be as good as other kids if I want to  
(c) I am just as good as other kids
- 

25. (a) Nobody really loves me  
(b) I am not sure if anybody loves me  
(c) I am sure that somebody loves me
- 

26. (a) I usually do what I am told  
(b) I do not do what I am told most times  
(c) I never do what I am told
- 

27. (a) I get along with people  
(b) I get into fights many times  
(c) I get into fights all the time
-

SOCIAL SUPPORT QUESTIONNAIRE

Now, please think about people in your life who provide you with help or support. I am going to read some situations, and for each situation I read, first tell me all of the people you know, not including yourself, who you can count on for help or support in that situation. Give me each persons initials, plus their relationship to you and whether they are male or female. After you list the people you can count on for help and support in each situation, then tell me, by looking at this card, your overall level of satisfaction with the help or support you are currently receiving as a whole from all of these people. For any given situation, you may feel that you have no support. If so, please tell me "NO ONE."

1. Who can you really count on to be dependable when you need help?  
 No One \_\_\_\_\_ [IF NONE, CHECK & GO TO Q#3]

Initials (Relationship to you)	male or female	Initials (Relationship to you)	male or female
1. _____ (_____)	_____	6. _____ (_____)	_____
2. _____ (_____)	_____	7. _____ (_____)	_____
3. _____ (_____)	_____	8. _____ (_____)	_____
4. _____ (_____)	_____	9. _____ (_____)	_____
5. _____ (_____)	_____		

2. How satisfied are you overall with the support these people provide, that is, with their being dependable when you need help? \_\_\_\_\_

SCALE

1= very dissatisfied      3= a little dissatisfied      5= fairly satisfied  
 2= fairly dissatisfied    4= a little satisfied          6= very satisfied

3. Who can you really count on to help you feel more relaxed when you are under pressure or tense?  
 No One \_\_\_\_\_ [IF NONE, CHECK & GO TO Q#5]

Initials (Relationship to you)	male or female	Initials (Relationship to you)	male or female
1. _____ (_____)	_____	6. _____ (_____)	_____
2. _____ (_____)	_____	7. _____ (_____)	_____
3. _____ (_____)	_____	8. _____ (_____)	_____
4. _____ (_____)	_____	9. _____ (_____)	_____
5. _____ (_____)	_____		

4. How satisfied are you overall with the support these people provide, that is, with their helping you feel more relaxed when you are under pressure or tense? \_\_\_\_\_

SCALE

1= very dissatisfied      3= a little dissatisfied      5= fairly satisfied  
 2= fairly dissatisfied    4= a little satisfied          6= very satisfied

(over)

5. Who accepts you totally, including both your worst and your best points?  
 No One \_\_\_\_\_ [IF NONE, CHECK & GO TO Q#7]

Initials (Relationship) to you	male or female	Initials (Relationship) to you	male or female
1. _____ (_____)	_____	6. _____ (_____)	_____
2. _____ (_____)	_____	7. _____ (_____)	_____
3. _____ (_____)	_____	8. _____ (_____)	_____
4. _____ (_____)	_____	9. _____ (_____)	_____
5. _____ (_____)	_____		

6. How satisfied are you overall with the support these people provide, that is, with their accepting you totally, including both your worst and best points? \_\_\_\_\_

SCALE

1= very dissatisfied      3= a little dissatisfied      5= fairly satisfied  
 2= fairly dissatisfied      4= a little satisfied      6= very satisfied

7. Who can you really count on to care about you, regardless of what is happening to you?  
 No One \_\_\_\_\_ [IF NONE, CHECK & GO TO Q#9]

Initials (Relationship) to you	male or female	Initials (Relationship) to you	male or female
1. _____ (_____)	_____	6. _____ (_____)	_____
2. _____ (_____)	_____	7. _____ (_____)	_____
3. _____ (_____)	_____	8. _____ (_____)	_____
4. _____ (_____)	_____	9. _____ (_____)	_____
5. _____ (_____)	_____		

8. How satisfied are you overall with the support these people provide, that is, with their caring about you regardless of what is happening to you? \_\_\_\_\_

SCALE

1= very dissatisfied      3= a little dissatisfied      5= fairly satisfied  
 2= fairly dissatisfied      4= a little satisfied      6= very satisfied

9. Who can you count on to help you feel better when you are feeling generally down-in-the-dumps?  
 No One \_\_\_\_\_ [IF NONE, CHECK & GO TO Q#11]

Initials (Relationship to you)	male or female	Initials (Relationship to you)	male or female
1. _____ (_____)	_____	6. _____ (_____)	_____
2. _____ (_____)	_____	7. _____ (_____)	_____
3. _____ (_____)	_____	8. _____ (_____)	_____
4. _____ (_____)	_____	9. _____ (_____)	_____
5. _____ (_____)	_____		

10. How satisfied are you overall with the support these people provide, that is, with their helping you feel better when you are feeling generally down-in-the-dumps? \_\_\_\_\_

SCALE

1= very dissatisfied      3= a little dissatisfied      5= fairly satisfied  
 2= fairly dissatisfied      4= a little satisfied      6= very satisfied

11. Who can you count on to console you when you are very upset?  
 No One \_\_\_\_\_ [IF NONE, CHECK & GO TO Q#12]

Initials (Relationship to you)	male or female	Initials (Relationship to you)	male or female
1. _____ (_____)	_____	6. _____ (_____)	_____
2. _____ (_____)	_____	7. _____ (_____)	_____
3. _____ (_____)	_____	8. _____ (_____)	_____
4. _____ (_____)	_____	9. _____ (_____)	_____
5. _____ (_____)	_____		

12. How satisfied are you overall with the support these people provide, that is, with their consoling you when you are very upset? \_\_\_\_\_

SCALE

1= very dissatisfied      3= a little dissatisfied      5= fairly satisfied  
 2= fairly dissatisfied      4= a little satisfied      6= very satisfied

WHAT I AM LIKE AS AN INDIVIDUAL

For each number choose one sentence that describes you the most. Then decide if the sentence is sort of true for you or really true for you. Mark only one line for each number.

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
(a)	—	—	Some kids would rather play outdoors in their spare time.	BUT	Other kids would rather watch T.V.	—	—
1.	—	—	Some kids feel that they are very good at their school work.	BUT	Other kids worry about whether they can do the school work assigned to them.	—	—
2.	—	—	Some kids find it hard to make friends.	BUT	Other kids find it's pretty easy to make friends.	—	—
3.	—	—	Some kids do very well at all kinds of sports.	BUT	Other kids don't feel that they are very good when it comes to sports.	—	—
4.	—	—	Some kids are happy with the way they look.	BUT	Other kids are not happy with the way they look.	—	—
5.	—	—	Some kids often do not like the way they behave.	BUT	Other kids usually like the way they behave.	—	—
6.	—	—	Some kids are often unhappy with themselves.	BUT	Other kids are pretty pleased with themselves.	—	—
7.	—	—	Some kids feel like they are just as smart as other kids their age.	BUT	Other kids aren't so sure and wonder if they are as smart.	—	—
8.	—	—	Some kids have a lot of friends.	BUT	Other kids don't have very many friends.	—	—
9.	—	—	Some kids wish they could be a lot better at sports.	BUT	Other kids feel they are good enough at sports.	—	—
10.	—	—	Some kids are happy with their height and weight.	BUT	Other kids wish their height or weight were different.	—	—
11.	—	—	Some kids usually do the right thing.	BUT	Other kids often don't do the right thing.	—	—
12.	—	—	Some kids don't like the way they are leading their life.	BUT	Other kids do like the way they are leading their life.	—	—

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
13.	—	—	Some kids are pretty slow in finishing their school work.	BUT	Other kids can do their school work quickly.	—	—
14.	—	—	Some kids would like to have a lot more friends.	BUT	Other kids have as many friends as they want.	—	—
15.	—	—	Some kids think they could do well at just about any new sports activity they haven't tried before.	BUT	Other kids are afraid they might not do well at sports they haven't ever tried.	—	—
16.	—	—	Some kids wish their body was different.	BUT	Other kids like their body the way it is.	—	—
17.	—	—	Some kids usually act the way they know they are supposed to.	BUT	Other kids often don't act the way they are supposed to.	—	—
18.	—	—	Some kids are happy with themselves as a person.	BUT	Other kids are often not happy with themselves.	—	—
19.	—	—	Some kids often forget what they learn.	BUT	Other kids can remember things easily.	—	—
20.	—	—	Some kids are always doing things with a lot of kids.	BUT	Other kids usually do things by themselves.	—	—
21.	—	—	Some kids feel that they are better than others their age at sports.	BUT	Other kids don't feel they can play as well.	—	—
22.	—	—	Some kids wish their physical appearance (how they look) was different.	BUT	Other kids like their physical appearance the way it is.	—	—
23.	—	—	Some kids usually get in trouble because of things they do.	BUT	Other kids usually don't do things that get them in trouble.	—	—
24.	—	—	Some kids like the kind of person they are.	BUT	Other kids often wish they were someone else.	—	—
25.	—	—	Some kids do very well at their classwork.	BUT	Other kids don't do very well at their classwork.	—	—
26.	—	—	Some kids wish that more people their age liked them.	BUT	Other kids feel that most people their age do like them.	—	—

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
27.	—	—	In games and sports some kids usually watch instead of play.	BUT	Other kids usually play rather than watch.	—	—
28.	—	—	Some kids wish something about their face or hair looked different.	BUT	Other kids like their face and hair the way they are.	—	—
29.	—	—	Some kids do things they know they shouldn't do.	BUT	Other kids hardly ever do things they know they shouldn't do.	—	—
30.	—	—	Some kids are very happy being the way they are.	BUT	Other kids wish they were different.	—	—
31.	—	—	Some kids have trouble figuring out the answers in school.	BUT	Other kids almost always can figure out the answers.	—	—
32.	—	—	Some kids are popular with others their age.	BUT	Other kids are not very popular.	—	—
33.	—	—	Some kids don't do well at new outdoor games.	BUT	Other kids are good at new games right away.	—	—
34.	—	—	Some kids think that they are good looking.	BUT	Other kids think that they are not very good looking.	—	—
35.	—	—	Some kids behave themselves very well.	BUT	Other kids often find it hard to behave themselves.	—	—
36.	—	—	Some kids are not very happy with the way they do a lot of things.	BUT	Other kids think the way they do things is fine.	—	—

—STOP—

## VITAE

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1990-1993        Graduate Research Assistant: Family Survivors of Homicide Victims. Virginia Polytechnic Institute & State University, Blacksburg, VA

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- 1989-1992 Graduate Research: Assistant Animal Processes. Virginia Polytechnic Institute & State University, Blacksburg, VA
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**PUBLICATIONS:**

- Henggeler, S.W., Cunningham, P.B., Pickrel, S.G., & Schoenwald, S.K. (in press). Multisystemic Therapy for Serious juvenile offenders and their families. In R.R. Ross (Ed.) Going straight: Effective delinquency prevention and offender rehabilitation. Ottawa, Ontario: Center for Cognitive Development.
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### **PRESENTATIONS AND WORKSHOPS:**

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- Henggeler, S. W., Pickrel, S. G., Schoenwald, S. K., & Cunningham, P. B. (August, 1994). Multisystemic Family Preservation Therapy with substance abusing delinquent adolescents. Symposium conducted at: The 102nd Annual Convention of the American Psychological Association, Los Angeles, California.
- Cunningham, P. B., & Rotenberg, S. (June, 1994). Serving youth in the juvenile justice system. Workshop presented at: Training Institutes: Developing Local Systems of Care for Children and Adolescents With Severe Emotional Disturbances. Traverse City, Michigan.
- Cunningham, P.B., Jones, R.T., & Yang, B. (February, 1994). Impact of Community Violence on African-American Children and Adolescents in High Violent Crime Neighborhoods: Preliminary Findings. Poster presented at: The Seventh Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base, Tampa, FL.
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- Jones, R.T., Ribbe, D.P., & Cunningham, P.B., (August, 1991). Child and adolescent victims of fire: Psychological consequences. Paper presented in symposium entitled Short-and long-term effects of trauma in children and adolescents.' Presented at: The 99th Annual American Psychological Association Convention, San Francisco, California.
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Changing attitudinal correlates of rape: A preliminary analysis. Paper presented at: Minnesota  
Association of Behavioral Analysis. Minneapolis, Minnesota.

**PRESENTATIONS AND WORKSHOPS (continued):**

Wylie, A.M., Layng, M.P., Meyer, K.A., Mattke, T.G., Hanson, D., Tuma, L., Woods, W.S., Bothern, J.,  
Hoodin, F. & Cunningham, P.B. (May, 1988). Adjunctive patterns of defecation by rats under yoked  
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Association for Behavior Analysis, Philadelphia, PA.

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State University, Mankato, Minnesota.

Cunningham, P.B., & Carey, P. (April, 1987). Behavioral assessment of migraine headaches: A literature  
review. Paper resented at: The Minnesota Association for Behavior Analysis Conference, St. Louis  
Park, Minnesota.

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