

Table 1. Adolescents' self-report measures of helping

Helping Only					
Citation	Construct	Conceptual Definition	Operational Definition Behavior/ Tendencies	Subtypes (conceptual behavior type) Forms/ Functions (e.g., item)	Relative Power? Yes/No
Carlo & Randall, 2002	Prosocial behaviors	Behaviors intended to benefit others	Tendencies 'does not describe me well' to 'describes me greatly')	Forms of helping <i>Public:</i> 'helping others when I am being watched is when I work best' <i>Anonymous:</i> 'I prefer to donate money without knowing anyone' <i>Dire:</i> 'I tend to help people who are hurt badly' <i>Emotional:</i> 'I usually help others when they are very upset' <i>Compliant:</i> 'I never wait to help other when they ask for it' <i>Altruistic:</i> 'One of the best things about doing charity work is that it looks good' (reverse coded)	No

Table 2. Adolescents' self-report measures of aggressing

Aggressing Only					
Citation	Construct	Conceptual Definition	Operational Definition <i>Behavior/ Tendencies</i>	Subtypes <i>Forms/ Functions</i> <i>(e.g., item)</i>	Relative Power? <i>Yes/No</i>
Burt & Donnellan, 2009	Social aggression	'Uses social relationships as a means of harming others'	Behaviors 'never' to 'nearly all the time'	Forms of aggression 'how often do you ignore others?'	No
Felix et al., 2011	Bullying	Aggressive behavior with the 'elements of repetition, intentionality and power differential'	Behaviors ('never' to 'several times per week') Relative power 'less than me, same as me, more than me'	Form of aggressing (Bullying) 'how often have you threatened another student in a mean or hurtful way?'	Yes
Olweus, 1996	Bullying	'The intention to harm the victim, repetitive nature, and power imbalance between victim and perpetrator'	Behaviors ('never' to 'several times a week')	Form of aggressing (Bullying) 'hit, pushed, shoved around, or locked indoors'	Yes
Orpinas & Frankowski, 2001	Aggression	'Psychological or physical injury to other students'	Behaviors ('0' to 'six or more times')	Form of aggressing (Physical, verbal, anger)	No

Table 3. Adolescents' self-report measures of helping and aggressing in the same study

Helping and Aggressing					
Citation	Construct	Conceptual Definition	Operational Definition Behavior/ Tendencies	Subtypes Forms/ Functions (e.g., item)	Relative Power? Yes/No
Boxer, Tisak & Goldstein, 2004	Proactive aggression	Non-emotional, goal-directed behavior	Tendencies 'definitely not like me' to 'definitely like me'	Function of aggressing 'I often hit people to get what I want'	No
	Reactive aggression	Provoked (response) by a negative situation	Tendencies 'definitely not like me' to 'definitely like me'	Function of aggressing 'When someone makes me angry or upset, I will often hit them for it'	No
	Proactive prosocial	Not defined	Tendencies 'definitely not like me' to 'definitely like me'	Function of prosocial (helping) 'I often help people to get what I want'	No
	Reactive prosocial	Not defined	Tendencies 'definitely not like me' to 'definitely like me'	Function of prosocial (helping) 'When someone puts me in a good mood, I will often help them if they ask'	No
Belgrave, Nguyen, Johnson & Hood, 2011	Aggression	Intention to cause physical or emotional pain	Behaviors 'never' to 'all the time'	Form of aggressing 'Some kids hit other kids at school. How often do you do this?'	No
	Prosocial	Voluntary action, intended to benefit an individual(s)		Form of helping Some kids help others kids when they need it. How often do you do this?'	No
Hawley, 2003	Prosocial strategies		Tendencies 'never to often or always'	Function of coercion (aggressing) 'I influence others by doing something in return'	No

Coercive
strategies

Tendencies
'never to often or
always'

Function of prosocial (helping)
'I push others to do what I want'

No

Table 4. Demographic data of focus group participants

Class Status	Focus Group 1	Focus Group 2
Freshmen	2 (15.4%)	1 (9%)
Sophomore	2 (15.4%)	2 (18%)
Junior	5 (38.4%)	4 (36.5%)
Senior	4 (30.8%)	4 (36.5%)
Gender		
Boys	4 (31%)	1 (9%)
Girls	9 (69%)	10 (91%)
Total Students	13	11

Table 5. Demographic data of survey participants

Class Status	Count (%)
Freshmen	52 (26%)
Sophomore	32 (16%)
Junior	72 (35%)
Senior	45 (22%)
Not Reported	2 (1%)
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Gender	
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Boys	105 (52%)
Girls	98 (48%)
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Total Students	203
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Table 6. Example of Object x Object, Symmetric Matrix for MDS

	A	B	C	D	E	F
A						
B	5.48					
C	6.00	5.94				
D	6.15	5.40	6.14			
E	5.41	5.38	5.24	5.25		
F	5.14	6.00	4.89	5.10	5.60	