

level of despair was also correlated with use of violence. No relationship was found between use of violence and the following variables: exposure to domestic violence, certainty of being alive at age 25, social skills, or locus of control. Further, none of the psychosocial variables tested in this study were found to moderate the relationship between use of violence and exposure to domestic and community violence combined. However, when exposure to community and domestic violence were analyzed separately, two interaction effects were found. Social skills did appear to have a slight moderating effect on the relationship between exposure to domestic violence and use of violence. Also, certainty of being alive at age 25 was found to interact with exposure to community violence to influence use of violence. Specifically, the belief that one would not live to be age 25 operated as a vulnerability mechanism. The findings of this study best supported the compensatory model as one conceptualization of use of violence.

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## INTRODUCTION

In recent years, violence has become a national epidemic (American Psychological Association (APA), 1993; Spivak, Hausman & Prothrow-Stith, 1989). Consequently, researchers have given this topic a great deal of attention. Due to the nature and consequences of violence, research endeavors have often focused on violence prevention and intervention. Although some literature identifies risk factors for violent behavior, much remains unknown about the etiology of violent behavior. Exposure to violence through the media and through the family have been cited as factors that increase the likelihood of a child exhibiting violence (APA, 1993; Whitman, 1988). Similarly, researchers have begun to focus on community exposure to violence and its effects on children (Bell & Jenkins, 1991; Shakoor & Chalmers, 1991). Researchers have acknowledged that many factors determine whether one will exhibit violence; however, very little is known about what protects a child from the effects of violence or the moderators of exposure to violence (Kazdin, 1993). A key to prevention of violent behavior is determining what these factors are and

how they might be manipulated to enhance more desirable outcomes.

### Violence

According to the American Psychological Association Commission on Violence and Youth (1993), "violence refers to immediate or chronic situations that result in injury to the psychological, social, or physical well-being of individuals or groups" (p. 1). While several settings exist where violence often occurs (i.e., workplace, school, home), this project will focus on violence which occurs in the home and the community. Exposure to violence in the home has been shown to have detrimental effects on children and adolescents. Although such individuals may believe that violence is an appropriate response to conflict or that internalizing aggression is an adaptive coping mechanism, negative consequences often ensue (Spivak *et al.*, 1989). In a study examining the hypothesis that "violence begets violence," Widom (1989) found that children exposed to violence, in the form of abuse or neglect, are more likely to evidence delinquency, adult criminality, and arrests.

Not only is the rate of violence continuing to grow in the home but is also growing in communities also. Koop & Lundberg (1992) reported that approximately 50,000 Americans die as a result of suicide and homicide. A growing number of these individuals are children and adolescents. In response to the growing rate of violence, the Surgeon General said, "Violence in the United States is a public health emergency" (Novello, Shoskey & Froehlke, 1992, p.3007).

#### Child and Adolescent Violence

The rate of juvenile arrests for violent crimes (i.e., murder, forcible rape, robbery, or aggravated assault) increased steadily from 1965-1980; however, this rate increased most dramatically in 1980 (Federal Bureau of Statistics, 1992). In 1990, the nation experienced the highest amount of arrests in history for juvenile violent crime. During this time, 430 per 100,000 juveniles were arrested for committing acts of violent crime. According to frequently cited statistics, homicide is the leading cause of death for African-American males aged 15-24 and also for African-American females (APA, 1993; Mercy & O'Carroll, 1988). Estimates indicate that 1 out of 27 African-American males will die by violence, in comparison

to 1 out of 205 white males. In addition, thousands of children are injured each year through nonfatal assault (Mercy & O'Carroll, 1988). According to the APA Commission on Youth and Violence (1993), teenagers are more than twice as likely to be victims of violent crime than people over twenty.

Such violence has far-reaching effects. Both victim and the perpetrator may be affected (Bell & Jenkins, 1991). The threat of violence increases the need for security in a variety of settings (i.e., recreational facilities, employment sites, and on public transportation) (Spivak *et al.*, 1989; Whitman, 1988). Specifically with adolescents, this need for security is even seen on school grounds. Violence taxes society economically through cost of emotional and physical care for victims and witnesses of violence (Bell & Jenkins, 1991; Whitman, 1988).

#### Effects of Community and Domestic Violence on Children and

##### Adolescents

African-American males are often victims of community violence. In an African-American community in Philadelphia, it was reported that interpersonal violence-related injury rates were the most frequent type of injury

among individuals age 15-49 (APA Commission on Youth and Violence, 1993). Many inner-city children and adolescents witness violence. Recent studies suggest that witnessing violence can be as traumatic as experiencing violence (Bell & Jenkins, 1991; Fitzpatrick & Boldizar, 1993). In fact, studies have shown that children often display symptoms of post-traumatic stress disorder after witnessing a violent event. These symptoms include intrusive images or dreams, reliving the experience through play, psychic numbing illustrated by decreased activity and subdued behavior, sleep disorders, constricted affect, avoidance behaviors, and startle activity (Bell & Jenkins, 1991). In addition, these children may feel guilt concerning the incidence and worry that it will reoccur. Some children also feel that their future is short and that they will not live to adulthood.

In addition to experiencing the problems mentioned above, children who witness violence (ranging from seeing a person stabbed to seeing someone get shot) may exhibit decreased cognitive performance and academic achievement (Bell & Jenkins, 1991; Shakoor & Chalmers, 1991). These children may have difficulty concentrating and evidence a decline in academic performance. Other problems include

low self-esteem, emotional withdrawal, and passivity. Some children may engage in self-destructive behaviors such as substance abuse, delinquent behavior, or promiscuity. It is not uncommon for children who are exposed to violence to engage in aggressive acts. Often, engaging in violence is viewed as a way of protecting one's self from violence.

The home is another setting where children may be exposed to violence. Child abuse, which often takes place in the context of the home, is another risk factor that figures prominently into violent behavior (Widom, 1989). Children who see violence in the home are more likely to exhibit violence (Spivak, *et al.*, 1989). Though child abuse is generally cited as having a strong association with later displays of violence, exposure to abuse of a parent or sibling can also be detrimental, in that a child is taught to use violence as a tool of persuasion (Morton, 1987). Also, exposure may be indirect and may stem from parental attitudes concerning aggression and violence. For example, adolescents who carry weapons and fight at school are more likely to report having parents who condoned such behaviors (Center for Disease Control, 1992).

### Contributing Determinants to Violence

Unfortunately no profile exists which accurately predicts which individuals are most likely to engage in violent behavior. Hopefully future research will allow us to better predict violent behavior. There is a range of factors found to correlate with youth who engage in violent acts. Among these factors are biology, living conditions, parenting styles, gender, peer interaction, emotional and cognitive development, and economic and cultural factors (American Psychological Association, 1993). As pointed out by the American Psychological Association's Commission on Violence (1993), the "strongest developmental predictor of a child's involvement in violence is a history of previous violence" (p.17). This finding strongly supports the role of social learning as an explanation of violence. While biological factors may play a role in the development and maintenance of violent behavior through processes such as temperament and activity levels, the role of one's environment obviously holds a vital place in this equation.

This contention is consistent with findings related to the role of family characteristics in the development of aggressive or violent behavior. For instance, parents who are abusive, who engage in inconsistent disciplinary

styles and who frequently commit violent acts are more likely to have children who exhibit violent behavior (Spivak *et al.*, 1989). The literature strongly supports the notion that children who are abused are more prone to engage in violent behavior (Widom, 1989).

More recently, research has shown that increased exposure to violence (via television, radio, and newspaper) may result in individuals engaging in higher levels of violence (APA Task Force on Television and Society, 1992). Most often children and adolescents who are members of underprivileged minority groups (i.e., Hispanics, African-Americans, and Native Americans) are at greater risk for such behavior (APA Commission on Violence and Youth, 1993; Luthar, 1991). Also, individuals who come from communities where violence, unemployment, and poverty are prevalent are at greater risk for violence than individuals who come from communities without such characteristics (DuRant, Cadenhead, Pendergras, Slavens, & Linder, 1994).

Gender is another variable which has been shown to predict violent behavior. Spivak *et al.* (1989) suggest that adolescent males are at a greater risk for violence due to developmental variations (i.e., social, physical,

and cognitive) that occur during adolescence. Although adolescent females engage in violence, they are less likely to seriously injure another or experience injury than their male counterparts, because they do not carry weapons as frequently.

Adolescents who engage in risk-taking behaviors are more prone to engage in violence than those teens who do not (Kazdin, 1993; Valois *et al.*, 1993). Some behaviors that appear related to violence include weapon-carrying and consumption of alcohol or drugs. Valois *et al.* (1993) sampled 2,299 eleventh and twelfth grade South Carolinian students and found that the greatest predictor of weapon carrying was gender, with the male being more likely to carry a weapon. Although no difference was observed in weapon-carrying rate between African-American males and white males, African-American males were more likely to be involved in physical altercations resulting in injury and most carried a handgun as a weapon of choice. The researchers also found that binge drinking was related to fighting but that general alcohol consumption correlated with weapon carrying.

As alluded to earlier, adolescence is a period during which many developmental changes take place. Changes in

social, physical, and cognitive functioning are quite prevalent during this period (Feindler, 1990). The rate of development can potentially cause problems. If an adolescent physically matures faster than his/her peers, this can lead to feelings of self-consciousness and potentially cause conflict. The same is true if one matures at a much slower rate than his/her peers. This can be particularly awkward for male adolescents who may be subjected to the taunts of his peers.

In summary, while the above mentioned factors contribute to the occurrence of aggressive and violent behavior, economic disparity, racism, and sexism have also been linked to such behaviors (APA, 1993; Hammond & Yung, 1991; Spivak, Hausman, & Prothrow-Stith, 1989). While this review is in no way exhaustive, it points out several major contributing factors to violent behavior.

For the purposes of this study, at-risk adolescents were defined as those adolescents having a combination of high-risk sociodemographic variables. These high-risk sociodemographic variables include, minority group membership, low-status parental occupation, low minority group membership maternal education, large family size, and absence of one parent (Luthar, 1991). Considering that all

the subjects for this study belonged to a minority group, participants were deemed at-risk if they met two additional criteria of those listed above.

#### Moderators of Violence for at Risk Adolescents

Although abuse is cited as a risk factor for violence, all abused children do not evidence violence or aggression later in life (Widom, 1989). In fact, Widom's study of the cycle of violence found that ninety percent of her sample population did not have an arrest for a violent criminal act. Other studies, using self-report methods in addition to arrest records, have corroborated the finding that, while abuse is definitely a risk factor for violence, all abused children do not become violent adults (Spivak *et al*, 1989). Hence, it seems important to ascertain those factors that may moderate violent behavior. Unfortunately, little literature exists which discusses moderators of violence for at-risk adolescents.

Some of the protective factors thought to decrease the probability of the occurrence of violence when exposed to risk factors include stable care from a capable adult, good learning and problem-solving abilities, perceived self-efficacy, and social responsiveness to others (Kazdin, 1993). Conversely, factors hypothesized to

impact on the probability of individuals engaging in violent behavior include exposure to violence, exposure to domestic conflict and violence, depression, hopelessness, purpose in life, future aspirations, social skills, and locus of control (DuRant *et al.*, 1994; Luthar, 1991).

DuRant *et al.* (1994), in one of the few empirical studies in this area, examined social and psychological factors thought to moderate violent behavior among adolescents at-risk for using violence. Their sample consisted of 225 adolescents, ranging from 11-19 years of age. Subjects were recruited from housing projects in a community with an immense level of violence. Subjects were assessed for use of violence, exposure to violence, exposure to domestic conflict and violence, home disciplinary activity, depression, hopelessness, purpose in life, and future aspirations. Results showed that eighty-four percent of the respondents reported engaging in at least one violent act. The researchers found use of violence to be correlated with exposure to violence. Level of depression was also significantly correlated with use of violence. Conversely, subjects reporting low levels of hopelessness and having high purpose in life scores reported less violent behavior than other subjects.

Also, an inverse relationship was found for religious activity (i.e., attending church service) higher socioeconomic status, and higher purpose in life scores and degree of violence usage.

### Conceptual Model

As discussed earlier, various risk factors appear to increase the likelihood of violence among adolescents; however, not all individuals exposed to similar risk factors exhibit violence. Considering that many adolescents continue to function in an adaptive or resilient manner (i.e., resisting displays of violence) research should focus on identifying those attributes, competencies, and characteristics possessed by individuals who behave adaptively despite exposure to risk.

Before proceeding further, definitions of some of the basic constructs salient to this study will be briefly presented. Resilience is conceptualized as the expression of competence despite exposure to stressors that predispose one to certain disorders or behaviors (Rutter, 1990). In order for one to be deemed resilient, one must be exposed to a significant amount of stress and exhibit hardiness or appropriate and adaptive behavior in various situations, i.e. exhibit competency. Hence, competence is

seen as the manifestation of resilience (Pellegrini, 1990). Those who are able to perform effectively in social arenas, despite exposure to adverse conditions, are viewed as competent (Garmezy and Masten, 1986; Luthar, 1991; and Pellegrini, 1990). Competence can be operationally defined along both social and academic dimensions. Considering that use of violence is generally viewed as an antisocial act (Kazdin, 1993), one can infer that use of violence, as a general method of dealing with stressful situations or to resolve conflicts, reflects a lower level of social competence.

Garmezy, Masten, and Tellegen (1984) presented two models used to examine one's adjustment or adaptive abilities when encountering various forms of stress. The authors' conceptualizations are summarized below.

The compensatory model is a simple additive one, wherein stressors tend to lower levels of competence, whereas various personal attributes help to improve adjustment levels. The operative mechanism, therefore, is a simple counteractive one. The protective versus vulnerability model implies an interactive relationship between stress and personal attributes in predicting adjustment. A protective

function is implied if, for example, individuals with high levels of a trait are relatively unaffected by increasing stress, whereas low levels on the trait show declines in competence with increasing stress levels. Conversely, in a vulnerability process, individuals with high levels of a certain attribute are more susceptible to increasing stress than are those low in the attribute...(Luthar & Zigler, 1991, p. 13).

A study supporting both the compensatory model and the immunity vs. vulnerability models, tested in this study, follows.

Luthar (1991) conducted an investigation which examined competence exhibited by adolescents exposed to a number of stressful experiences. The identification of those factors that promoted resilience in children who were at risk for psychopathology was the primary purpose of this study. The sample consisted of 144 ninth-grade adolescents enrolled in an inner-city public school. Over seventy-five percent of the sample belonged to a minority group (approximately thirty percent Hispanic and forty-five percent African-American). Personal attributes targeted were intelligence, locus of control, social

skills, and ego development. It was postulated that these factors would moderate the impact of adverse stressful events. Stress was defined by subjects' scores on a negative life events scale, while social competence scores were obtained through teacher and peer ratings and academic achievement scores.

Results showed that an internal locus of control and interpersonal skills acted as protective factors, supporting previous findings (Leadbeater, Hellner, Allen, & Aber, 1989; Luthar & Zigler, 1988; Morison & Masten, 1991; Ollech, 1992; Werner & Smith, 1982). Surprisingly, intelligence and positive life events were found to be vulnerability factors.

Although previous studies have indicated that intelligence serves as a protective factor (Garmezy *et al.*, 1984), Luthar's study showed that intelligence was positively related to competence when stress level was low; but when stress level was high, intelligence appeared to adversely affect competence. Resilient adolescents were significantly more anxious and depressed than were competent adolescents with a low amount of stress.

These findings lend some support to the theoretical premises of the compensatory and the protective vs.

vulnerability models. That internal locus of control and interpersonal skills counteracted the effects of stress, the operative mechanism of the compensatory model was supported (i.e., personal attributes improve adjustment). The protective vs. vulnerability model focuses on the interaction between stress and personal attributes explicates why intelligence may serve as a vulnerability factor as levels of stress increase yet serve as a protective factor during periods of low stress. The need for continued study in this area is obvious given several counterintuitive findings. It appears plausible to examine the separate and interactive nature of stress and personal attributes within the theoretical frameworks of the compensatory and protective vs. vulnerability models.

While researchers have examined the impact of a variety of stressors (e.g., negative life events) on individual's functioning, little attention has been given to the study of the impact of violence on functioning. As mentioned earlier, exposure to violence has been documented as a stressor (Bell & Jenkins, 1991; Fitzpatrick & Boldizar, 1993). Given that such exposure to stress may enhance the likelihood of violent behavior, the examination of this possible relationship seems valuable. Therefore, a

specific question addressed in this study was the following: Are there certain psychological or environmental characteristics that might serve as a protective factor against the expression of violent behavior? The design of this investigation stemmed from the classic work of Garmezy and his associates (1984) who have studied preadolescents and children at-risk for pathology. The major aim of this study was to examine those factors that promote resilience, whereby adolescents are able to engage in competent behavior despite exposure to violence.

#### Shortcomings

When examining resilience, problems arise in measuring stress and competence. One of the difficulties with measuring stress is operationally defining it (Garmezy & Masten, 1986; Luthar, 1991; Luthar & Zigler, 1991). Past research used different methods, including assessing life events, small events or hassles, and specific life stresses (Luthar & Zigler, 1991). Each approach is encumbered with problems and limitations, although the life events method is most commonly used. Although developers of recent scales, such as the Life Events Checklist (LEC; Johnson & McCutcheon, 1980) have

corrected previous flaws, such as heterogeneous mixture of stressors, psychometric inadequacies have been criticized. Secondly, using small events or hassles as a measure of life stress and adaptive ability presents problems because of measurement confounds. It is possible that predictors (hassle items) could be confounded with criteria (psychological health). The last method, utilization of specific life stresses, has also been criticized for the manner in which it has been used. Past researchers have failed to use control groups when examining resilient individuals exposed to specific risk factors. Also, making causal inferences is difficult when using specific life stresses, particularly if individuals at-risk are not evaluated prior to exposure to stressors. For these reasons, evaluating stress can pose a number of difficulties when assessing resilience.

The present study focused on exposure to violence and high-risk sociodemographic variables as indicators of stress, utilizing specific life stresses to operationalize stress. Exposure to violence and low-socioeconomic status are assumed to be prevailing conditions for those subjects adversely affected, making it impossible to assess them prior to exposure to these specific stressors. The

premise of this study was based on the compensatory model (see Figure 1) and the immunity vs. vulnerability model (see Figure 2) posited by Garmezy *et al.* (1984). The compensatory model postulates that, because one's resources are drained, competent behavior decreases in the face of adversity or stress; however, this behavior is a function of one's assets or liabilities (i.e., the person with greater assets should exhibit greater competence during times of adversity or stress). The latter model suggests a conditional relationship between stress and personal attributes in regards to adaptation. Personal characteristics can provide "immunity" against stress, such that the presence of certain personal attributes (e.g., interpersonal skills, intelligence, internal locus of control, problem-solving skills, ego development,) deflect the impact of stress, reflecting greater adaptive skills. The absence of the aforementioned attributes can result in an amplification of the impact of stress, reflecting lower levels of adaptation. This model seems particularly appropriate for assessing the context in which violent behavior occurs, considering that research has indicated that exposure to violence is associated with violent behavior (Bell & Jenkins, 1991). Since all

adolescents exposed to violence do not use violence to the same degree, some factors apparently play a role in differential responding to this stressor (exposure to violence). These two models should help determine what these factors are.

### **Goals**

The purpose of this study was to determine which factors play a role in protecting adolescents who are at-risk for violence from exhibiting violence. Additionally, this study examined the factors which may make adolescents more prone to use violence. Considering that exposure to violence has been found to be a strong predictor of use of violence, this study attempted to determine factors which moderate the relationship between exposure to violence and use of violence. This information will aid in the future development of more efficacious prevention and intervention strategies to reduce the occurrence of adolescent violence.

### **Hypotheses**

(1) Adolescents who are exposed to a higher level of domestic violence will use more violence than adolescents who are exposed to lower levels of domestic violence.

(2) Adolescents who are exposed to high levels of community violence will use more violence than adolescents who are exposed to low levels of community violence.

(3) Adolescents who are exposed to both community and domestic violence will use more violence than adolescents who are exposed to equivalent (i.e., sum) levels of either community or domestic violence alone.

(4) Adolescents with high social skills will use less violence than adolescents with low social skills.

(5) Adolescents with lower levels of despair (as operationalized by an index created by a composite of depression, hopelessness, and purpose in life scores) will use less violence than adolescents with higher despair scores.

(6) Adolescents who expect to be alive beyond age 25 will use less violence than those adolescents who do not expect to be alive beyond age 25.

(7) Adolescents who demonstrate an internal locus of control will use less violence than adolescents who demonstrate an external locus of control.

(8) Social skills will moderate the relationship between exposure to violence and use of violence. Specifically, social skills will interact with exposure to violence in

predicting use of violence. Adolescents with low social skills and a high level of exposure to violence will show a greater use of violence than those adolescents with high social skills.

(9) Despair will moderate the relationship between exposure to violence and use of violence. Specifically, despair will interact with exposure to violence in predicting use of violence. Adolescents who show a high level of despair and a high level of exposure to violence will show a greater use of violence than those adolescents showing lower levels of despair.

(10) Certainty of being alive at age 25 will moderate the relationship between exposure to violence and use of violence. Specifically, certainty of being alive at age 25 will interact with exposure to violence in predicting use of violence. Adolescents who are uncertain that they will be alive at age 25 and are exposed to high levels of violence will show a greater use of violence than adolescents who are certain that they will be alive at age 25.

(11) Locus of control will moderate the relationship between exposure to violence and use of violence. Specifically, locus of control will interact with exposure

to violence in predicting use of violence. Adolescents with an external locus of control and high level of exposure to violence will show a greater use of violence than those adolescents with an internal locus of control.

## **METHOD**

### Participants

Participants were 32 (15 females; 17 males) adolescents, ages 13-18 (mean = 15), recruited from communities in the Southeast (one rural, two suburban and one urban). Two of these communities were chosen because of their high violent crime rates. The other two communities were selected because of subject accessibility. Subjects were informed of the study by recruiters and participation was voluntary. All participants were members of a minority group (27 African-Americans; 5 Hispanics).

### Procedures

Participants were informed of the study through either volunteer recruiters or by the examiner at various community sites (i.e., after-school programs, church groups, YMCA, etc.). Letters giving information about the

study and parental consent forms were distributed to those interested (See Appendix A). Administration times were set and participants who returned their parental consent forms were given participant consent forms to read along with the administrator. Administration of the survey took place in groups of two to eight. Participants were given an opportunity to ask questions after reading the consent form. Administration time was approximately one hour. Participants were given the first half of the survey and then allowed to take a break. Then, they completed the second half of the survey.

### Instruments

#### Demographic Information

##### Sociodemographic Status Questionnaire      Subjects

completed a self-report questionnaire devised by the researcher which assessed information on family size, household composition, and ethnicity.

#### Stressors/Predictors

##### Survey of Exposure to Community Violence Scale

(Richters & Martinez, 1990). This instrument consists of 54-items and can be self-administered or administered as a semi-structured interview. This instrument was used to determine the frequency of a child's exposure to violence.

This scale assessed frequency of witnessing violence, hearing about violence, and being the victim of violence. A modified, self-administered version of this scale, consisting of 24-items was used in this study. In this study, this version was found to have a Cronbach's alpha of .82.

Conflict Tactics Scale (Straus, 1979). This instrument measures exposure to domestic conflict and violence. The scale used in this study is a revised version of the Conflict Tactics Scale and consists of twenty items that measure verbal and physical aggression. DuRant *et al.*, (1994) found this revised scale to have a Cronbach's alpha of .86 and a test-retest reliability of .97. In the present study, this instrument had a Cronbach's alpha of .80.

#### Moderators (Protective or Vulnerability Factors)

Social Skills Inventory (SSI; Riggio & Throckmorton, 1986). This is a self-report scale designed to measure social skills, consisting of 90 items. The SSI divides communication into two domains--the emotional domain, nonverbal communication, and the social domain, verbal communication. Each domain is further divided into three different skills: sending skill or expressivity, receiving

skill or sensitivity, and regulatory skill or control. Luthar (1991) modified this scale for use with adolescents. This is the version that will be used in this study. Coefficient alphas for this scale ranged from .75 to .88 (Riggio, 1986). Two-week test-retest reliability ranged from .81 to .96. In the present study, the total score was used to represent social skills. Cronbach's alpha for this measure was .78.

Nowicki-Strickland Locus of Control Scale (Nowicki & Strickland, 1973). This scale consists of forty items. The purpose of this instrument is to measure whether children make external or internal attributions. In the present study, Cronbach's alpha for this scale was .55.

Children's Depression Inventory (CDI) (Kovacs, 1985). This scale is a self-report measure consisting of 27 items and is utilized to assess symptoms of depression. In a study conducted by DuRant *et al.* (1994), this scale's Cronbach's alpha was .82 and test-retest reliability was .84. In the present study, Cronbach's alpha was .77.

Hopelessness Scale for Children (Kazdin, Rodgers, & Colbus, 1986). This instrument consists of 16 items designed to assess one's negative expectations concerning

the future (DuRant *et al.*, 1994). In the present study, this measure had a Cronbach's alpha of .57.

Purpose in Life Test (Crumbaugh, 1977). This scale is a self-report measure used to assess the level of perceived meaning in a person's life (DuRant *et al.*, 1994). This measure had a Cronbach's alpha of .86.

Certainty of being alive at age 25 (DuRant *et al.*, 1994). DuRant *et al.* (1994) devised a five-point scale for use with adolescents to ascertain their beliefs about living to the age of twenty-five.

#### Criterion Variable

Use of Violence Scale (DuRant *et al.*, 1994). In this study, degree of non-use of violence will reflect level of social competence. To assess violence, the experimenter utilized a scale composed of seven questions drawn from the Youth Risk Behavior Survey and the Denver Youth Study Self-Reported Delinquency Questionnaire. This scale was utilized previously in a study in which researchers examined factors associated with the use of violence (DuRant *et al.*, 1994). This scale to have a Cronbach's alpha of .60. Instruments are found in Appendix B.

## Results

Data analysis proceeded in several stages. Initially, descriptive statistics were performed on all variables, specifically gender, maternal education, family structure, family composition, parental occupation, and ethnic group orientation. Descriptive statistics are also presented on all measures utilized in the study. Pearson Product Moment correlations involving all possible variables were performed. The Bonferoni correction was used to control for Type I errors with the correlational data, the new  $p$  was set at .005. Next, a series of hierarchical multiple regressions were carried out and will be presented. These regressions indicate the level of prediction of use of violence from specific predictor variables. Regression analyses were used to determine the moderating role of social skills, level of despair, certainty of being alive at age 25, and locus of control on the relationship between exposure to violence and use of violence. The main effects of exposure to violence and the aforementioned personal attributes were forced into the model first. Next, the interaction between exposure to violence and personal attributes was tested to determine the extent to which the

interaction contributed to predictions of the use of violence beyond the main effects.

#### Descriptive Statistics on Demographic Variables

As indicated in Table 1, fifty-three percent of the sample were males (n = 17); forty-seven percent were females (n = 13). Eighty-four percent of the sample was African-American (n = 27); sixteen percent was Hispanic (n = 5). The ages ranged from 13-18 and grades/educational level ranged from seventh to first year of college. In this sample, fifty-six percent (n=18) reported living with their father; eighty-four percent (n=27) reported living with their mother; nine percent (n=3) lived with stepfathers; and three percent (n=1) lived with a stepmother.

In addition, the data indicated that almost 22% (n=7) of the sample resided in a single-parent home with the father most often being reported as the head of household. The majority of the participants described their parents as having a low-status or as being unemployed. These data along with information regarding the educational level of the head of the household are listed in Table 2.

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Insert Table 1 & 2 about here

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Sociodemographic status was not estimated because of lack of information regarding parental income; however, at-risk status was determined (see Table 3) by having three or more of the following sociodemographic variables: minority group membership, low-status parental occupation, low head of household education, large family size (i.e., four or more children in household), and absence of one parent. Sameroff *et al.* (1987) found these factors to adversely impact developmental outcomes. All the participants had minority group membership; 40.6% (n=13) listed their parent's as having a low-status occupation; while 28.1% (n=9) reported the head of their household as being unemployed; 28.1% (n=9) listed the head of their household as having low education; 9.4% (n=5) were determined to have a large household (as defined by having four or more children in the household); and 21.9% (n=7) reported living in a single-parent household. Further analysis revealed that 46.9% (n=15) of this sample were determined to be at-risk based on meeting three or more of the above sociodemographic variables. However, when minority group status was controlled for, 43.8% (n=9) of the sample were defined by at least two of the above-mentioned variables

but only 3.1% (n=1) were defined as having three of the remaining at-risk sociodemographic variables. Over half of the sample (n=17) either were not defined or defined by only one of the aforementioned sociodemographic variables. Considering that the sample was not largely comprised of at-risk adolescents and that a t-test revealed no significant difference between those adolescents defined as at-risk and non at-risk, this discriminatory variable was not considered in the remainder of the analyses.

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Insert Table 3 about here

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Descriptive Statistics on Stressors, Moderators, and  
Outcome Variable

Table 4 depicts the means and deviations for the following scales: Richter's Community Survey of Violence, Conflict Tactics Scale, CDI, Hopelessness Scale, Purpose in Life Scale, Locus of Control scale, Social Skills Inventory, Certainty of Being Alive at Age 25, and Use of Violence. This data illustrates that all of the sample had been exposed to some degree of community and domestic

violence. In addition, it depicts that the average use of violence was fairly low.

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Insert Table 4 about here

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#### Correlations Among all Measures

Table 5 shows Pearson Product moment correlations among all the measures used to examine the variables associated with use of violence in this study. As illustrated, many measures are significantly correlated with each other and with use of violence. As indicated below, hypothesis one through seven focuses on those variables correlated with use of violence.

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Insert Table 5 about here

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#### Hypothesis 1: Exposure to Domestic Conflict and Use of Violence

Hypothesis one predicted that adolescents exposed to a high level of domestic conflict will use more violence than those exposed to low levels of domestic conflict. This

hypothesis was tested through computation of the Pearson Product moment correlation. Levels of exposure to domestic conflict was operationalized by scores on the Conflict Tactics Scale. Scores on this scale ranged from 20 (indicating low levels of domestic conflict) to 80 (indicating high levels of domestic conflict). The mean score for this sample was 42. In this sample, no significant correlation was found between use of violence and exposure to domestic conflict. Results are reported in Table 6.

Hypothesis 2: Exposure to Community Violence and Use of  
Violence

Hypothesis two predicted that adolescents exposed to a high level of community violence would use more violence than adolescents exposed to a low level of community violence. Exposure to violence was operationalized by scores on Richter's Survey of Community Violence, scores ranged from 0 (no exposure)-186 (high exposure), mean = 32. There was a significant relationship between use of violence and exposure to community violence,  $r = .73, p \leq .005$ . (See Table 6.)

Hypothesis 3: Exposure to domestic and community violence  
and use of violence

Hypothesis three was also tested through the computation of the Pearson's product moment correlation. This hypothesis predicted that a stronger relationship would be found between use of violence and the combined effects of exposure to violence than either community or domestic exposure alone. Total exposure to violence scores were determined by adding together composite scores from the Richter's Survey of Community Violence scale and the Conflict Tactics Scale. Although this relationship was significant, the relationship was not found to be stronger than the relationship between exposure to community violence and use of violence,  $r = .66, p \leq .005$ . See Table 6.

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Insert Table 6

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#### Hypothesis 4: Social Skills and Use of Violence

Hypothesis four predicted that level of social skills would be related to use of violence. Specifically, people with highly developed social skills should use less violence than those who lack social skills. This hypothesis was also tested through correlational methods.

Social skills were operationalized by a composite score on the Social Skills Inventory, with possible scores ranging from 90 (low social skills) to 810 (high social skills). The mean score for this scale was 453. No significant relationship was found between social skills and use of violence (see Table 7).

#### Hypothesis 5: Level of Despair and Use of Violence

Hypothesis five was tested through Pearson product moment correlations. This hypothesis predicted that level of despair would be positively correlated with use of violence. A significant relationship was found between despair and use of violence  $r = .37, p < .05$ . The index of despair was created by adding together composite scores from the depression, purpose in life, and hopelessness scales. Scores on the purpose in life scale were recoded in the positive direction. Individual analyses of these measures are as follows. No significant relationship was found between depression, as operationalized by composite scores (range 0-54, mean = 7) on the Children's Depression Inventory, and use of violence. However, a significant relationship was found between one's purpose in life and use of violence,  $r = .35, p < .05$ . Purpose in life was operationalized by composite scores on this scale which

ranged from fourteen (minimum) to ninety-eight (maximum), mean = 39.47. Also, a significant relationship emerged between level of hopelessness, as operationalized by composite scores on the Hopelessness Scale ranging from 0 (no hopelessness) to 16 (high hopelessness), (mean scale score = 2.25) and use of violence,  $r = .47$ ,  $p < .01$ . See Table 7.

Hypothesis 6: Certainty of Being Alive at age 25 and Use  
of Violence

Hypothesis six predicted that adolescents who were certain of living to age 25 would use less violence than those adolescents uncertain of being alive at age 25. This variable was assessed through a five point scale, with one representing "Absolutely certain I will live to be 25," and five representing "Absolutely certain I will not live to be 25." Over half of the sample (53%,  $n = 17$ ) were certain or fairly certain they would be alive at 25. 41% ( $n = 13$ ) were ambivalent and 6% ( $n = 2$ ) responded that they were certain that they would not be alive at age 25. No significant relationship was found between this variable and use of violence. See Table 7.

Hypothesis 7: Locus of Control and Use of Violence

Hypothesis seven predicted that adolescents who demonstrate an internal locus of control will use less violence than adolescents who demonstrate an external locus of control. Locus of control was operationalized by a composite score on the Nowicki-Strickland Locus of Control scale, scores ranged from 0 (indicating internal locus of control) to 39 (indicating external locus of control). The mean score for this scale was 15.78. Overall, no significant relationship was found between locus of control and use of violence (see Table 7).

#### Hypothesis 8: Moderating Effects of Social Skills

To determine whether social skills moderated the relationship between exposure to violence and use of violence, a hierarchical multiple regression was performed. Use of violence was the criterion variable and exposure to violence (combined composite scores of community and domestic violence) and social skills were the predictor variables. In the first step, exposure to violence and social skills were entered into the regression equation. This accounted for 46% of the variance,  $p \leq .0001$ . The interaction between exposure to violence and social skills (product term) was entered in Step 2: this did not result in a significant increment in  $R^2$  (see Table 8).

#### Hypothesis 9: Moderating Effects of Locus of Control

To determine whether locus of control moderated the relationship between exposure to violence and use of violence, another hierarchical multiple regression was performed. Again, use of violence was the criterion variable and exposure to domestic and community violence and locus of control were the predictor variables. In the first step, exposure to violence and locus of control were entered into the regression equation. As indicated in Table 8, this accounted for 44% ( $p \leq .0002$ ) of the variance. The interaction between exposure to violence and locus of control was entered in Step 2: this did not result in a significant increment in  $R^2$ .

#### Hypothesis 10: Moderating Effects of Level of Despair

To determine whether level of despair moderated the relationship between exposure to violence and use of violence, a hierarchical multiple regression was performed. The criterion and predictor variables are again use of violence and exposure to violence, in addition to level of despair. In the first step, exposure to violence and despair entered into the regression equation. This accounted for 50% of the variance,  $p < .0001$ . The interaction between exposure to violence and despair was

entered in Step 2: this did not result in a significant increment in  $R^2$  (see Table 8).

Hypothesis 11: Moderating Effects of Certainty of Being Alive

In this equation, the criterion variable was use of violence. Exposure to domestic and community violence and certainty of being alive at age 25 were the predictor variables. In the first step, exposure to violence and certainty of not being alive were entered into the regression equation. This accounted for 54% ( $p < .0001$ ) of the variance in use of violence. In the second step, the interaction between these two variables was entered. Again, this did not result in a significant increment in  $R^2$  (see Table 8).

Domestic vs. Community Violence Exposure Analyses

To determine the extent to which domestic conflict or community violence exposure impacted the equation, separate hierarchical multiple regression analyses were performed with these two variables as individual predictor variables, with use of violence remaining the criterion variable. This analysis revealed that community violence exposure appears to account for a significant more amount of variability in use of violence than does exposure to

domestic conflict/violence; however, as will be explicated below, an examination of domestic conflict produced one finding that approached significance. These results are also reported in Table 8.

Hierarchical multiple regressions utilizing use of violence and exposure to domestic conflict as the criterion and predictor variables, respectively, did not reveal significant relationships or moderating effects except in the analysis involving social skills. In the first step of this equation, domestic conflict and social skills were entered simultaneously. This accounted for 7% of the variance in use of violence. In the second step, the interaction between these two variables was entered. This did result in an increment in  $R^2$ , accounting for an additional 10% of the variance. This interaction approached significance,  $p < .08$ . Further descriptive analyses revealed that those adolescents with high social skills used less violence when exposed to high or low amounts of domestic violence than those with low social skills. These findings also revealed a small difference in use of violence among those with low social skills regardless of high or low domestic violence exposure. However, those individuals with low social skills and low domestic

violence exposure used more violence than those with low social skills and high violence exposure. See Figure 3.

In independent regression equations in which exposure to community violence was entered along with a potential moderator variable in Step 1, the equation accounted for over 50% of the variance,  $p < .0001$ . However, the interaction between these terms did not result in a significant increase in  $R^2$  in any equation, with the exception of one. When certainty of being alive at age 25 and exposure to community violence was entered in Step 1, this accounted for 60% of the variance,  $p < .0001$ . When the interaction between exposure to community violence and certainty of being alive at age 25 was entered, this accounted for an additional 6% of the variance,  $p < .05$ . Further descriptive analyses revealed that those who were absolutely or fairly certain that they would be alive at age 25 and exposed to low amounts of community violence used less violence than those who were absolutely certain they would not be alive at age 25 with low violence exposure. This group also used less violence than individuals with similar beliefs (i.e., absolute or fair certainty in regards to living to age 25) who were exposed to high amounts of community violence. Those individuals

who were absolutely certain they would not be alive at age 25 used the greatest amounts of violence, despite whether they were exposed to low or high amounts of community violence. This indicates that the belief that one will not live to age 25 operates as a vulnerability factor. Those individuals who were ambivalent about being alive at age 25 used less amounts of violence than either of the above groups when exposed to high amounts of community violence. See Figure 4.

### **Discussion**

This study had two aims: one was to examine the relationship among exposure to community and domestic violence, personal attributes and the use of violence. The second major aim of this study attempted to examine use of violence within the framework of resiliency. Previous studies have found that some children at-risk for negative outcomes display resiliency or demonstrate adaptive behavior despite exposure to severe stressors (Garmezy *et al.*, 1984; Luthar, 1991). This study examined this phenomenon by testing the role of personal attributes in the differential use of violence in response to the stressor of exposure to violence.

Hypotheses one through three examined the relationships among exposure to domestic and community violence and use of violence. The results of this study indicated that exposure to community violence, as well as the combination of exposure to domestic and community violence, are positively correlated with use of violence, indicating that as one's exposure to violence increases so does one's use of violence. Considering that an association was not found between exposure to domestic violence and use of violence, the finding that a combination of domestic and community violence exposure is related to use of violence is likely the effect of the strong association between community exposure and use of violence.

Researchers posit that social learning theory helps explain aggressive and violent behavior, suggesting that children exposed to violence in the home are more likely to use violence (APA, 1993; Spivak *et al.*, 1989). As reported earlier in this study, strong links have been made between domestic violence and use of violence; however, the strongest association is between use of violence and child abuse (Spivak *et al.*, 1989; Widom, 1989). The measure of domestic conflict/violence did not directly assess violence

perpetrated on the individual by a family member. Considering this, it is plausible that while an individual may see violence in the home, he/she may not be a victim of this violence. This may explain the lack of a significant relationship between use of violence and domestic violence found in this study. Considering that studies have shown that child abuse does not necessarily predict use of violence (Spivak *et al.*, 1989; Widom, 1989), it is probable that the relationship between violence use and exposure is less apparent with exposure to domestic violence, particularly as assessed in this study.

The next four hypotheses examined the relationship between use of violence and the following personal attributes: social skills, level of despair, certainty of being alive at age 25, and locus of control. Social skills were not found to be significantly related to use of violence. The inventory used to measure social skills in this study was revised for use with adolescents by Luthar (1991). The scale was originally normed on college students (Riggo, 1986); consequently, the items on this scale may not adequately represent social situations experienced by non-majority children and adolescents. This was indicated by the responses made by some of the participants in the

present study during the completion of this inventory. Some of the language of the questionnaire was unfamiliar to the participants and had to be explained. Further, this inventory consisted of ninety items and was the last inventory to be given before the participants were allowed to take a break; so, fatigue may have played a role in response patterns.

Level of despair was found to be associated with use of violence. Considering that the level of despair index was created by using scores on scales assessing hopelessness, purpose in life, and depression, it is not surprising that level of hopelessness and purpose in life are also strongly related to use of violence. These findings suggest that as one's feelings of hopelessness and lack of purpose in life increase so does one's use of violence. Considering that these feelings are often related to depression, it is surprising that in this study depression was not statistically related to the use of violence (Kazdin, Rodgers, & Colbus, 1986). The final two personal attributes examined in this study, certainty of being alive at age 25 and locus of control, were not found to be significantly related to use of violence.

As alluded to earlier, the second part of this study focused on examining the potential of psychological and personality variables to moderate the relationship between use of violence and exposure to violence. Results indicated that none of the variables in this study significantly moderated the relationship between overall exposure to violence (i.e., community and domestic) and use of violence. However, separate regression analyses of domestic versus community exposure to violence revealed that social skills interacted with exposure to domestic violence to predict use of violence. Social expressivity, a component of social skills, has been found to act as a protective factor when faced with stress (Luthar, 1991). Likewise, the finding that social skills appears to moderate the relationship between exposure to domestic conflict and use of violence may indicate that having social skills gives one an alternative to using violence when faced with a conflict. This moderator effect may have been more apparent with a larger sample size. In addition, this finding could indicate that personality variables are more likely to moderate use of violence when domestic conflict is the stressor as opposed to community violence. When one is exposed to community violence, this may be

highly correlated with use of violence. This is probably less likely the case with domestic conflict. In addition, one may not be able to avoid use of violence as readily if exposed to it consistently in one's community. This is likely because of the extent to which use of violence and community exposure to violence covary. (DuRant *et al.*, 1994).

The finding that certainty of being alive at age 25 appeared to moderate the relationship between use of violence and exposure to community violence is not surprising. It seems probable that those individuals who do not believe that they will be alive at age 25 will engage in more violence than those who do. Only two of the subjects reported believing that they would not be alive at age 25. These subjects also reported a high community exposure to violence and had high use of violence scores in comparison to the remainder of the subjects.

The finding that main effects (i.e., exposure to violence) in addition to personality variables accounted for a significant amount of the variance involved in use of violence could indicate that the model is sufficient in predicting use of violence. This further suggests that the compensatory model may more adequately conceptualize the

effects of exposure to stress (violence) on use of violence. Some researchers have suggested that the difficulties in finding significant interaction effects is indicative of the utility of the compensatory model and the shortcomings of the protective vs. vulnerability model (Luthar & Zigler, 1991). Conceptualization of use of violence with the compensatory framework suggests that a person exposed to violence will likely use violence but that possessing certain personal attributes would decrease the likelihood of a negative outcome, in this case use of violence. Although this model has implications for violence prevention, the implications are not as optimistic as those afforded within the framework of the protective vs. vulnerability model, which suggests that use of violence can be prevented altogether if certain protective mechanisms are in place.

Another possible reason for the finding that the interaction terms in this study added little to the predictive value of the model is the examination of exposure to violence as a stressor would be better assessed over a period of time. As Luthar and Zigler (1991) maintain, determining adjustment level prior to exposure to a stressor, in this case violence, is imperative to

understanding adaptive and maladaptive behavior. In addition, a longitudinal design would yield useful information the role of sociodemographic factors in this equation and what factors negate the effect of risk in relation to these variables.

Finally, the small sample size likely did not provide enough variability on the criterion variables or statistical power to find significant interaction effects. This is supported by analyses which indicated that for some scales, either no one or a small number of participants met the criterion score. This could indicate that the participants for this study were well-adjusted, but is likely the result of the small sample size. Large samples are needed to test interaction effects (Luther & Zigler, 1991; Masten, 1989); however, this was not possible due to time constraints and difficulties recruiting participants for this study.

#### Implications

Findings from this study indicate that exposure to violence is pervasive among adolescents everywhere. Over half the sample reported moderate exposure to violence; while, eighty-eight percent of the participants in this study reported engaging in at least one act of violence;

and almost sixty percent reported having been in a fight in the past year. These findings may indicate that those who are exposed to violence are often in situations where they may feel compelled to use violence. This seems to be exacerbated by feelings of hopelessness and believing that one is not going to live to the age of 25.

Consistent with previous studies (APA, 1992; Spinach et al., 1989), these findings suggest that exposure to violence is one of the main predictors of use of violence. However, feelings of hopelessness, lack of a purpose in life, and believing that one would not live to be twenty-five were also associated with use of violence. These findings suggest that prevention programs focusing on changing one's outlook on life may help reduce use of violence or at least help one consider and care about the consequences of using violence. Further, comprehensive programs teaching adolescents skills and giving them positive outlets may help prevent exposure to violence and thereby reduce use of violence.

These findings further indicate that exposure to domestic violence and community violence may lead to very different outcomes; thus have different moderators. Further research is needed to explicate the relationship

between the two. It appears that exposure to domestic violence may have less adverse outcomes than exposure to community violence; however, this distinction may result from one's status as an observer of domestic violence as opposed to a victim/participant in community violence. Again, future research with a larger sample is needed to make this delineation. Also, future research should compare children exposed to violence in urban areas with those exposed to violence in suburban or rural areas to determine differential predictors, moderators and outcomes. Most of the research conducted on adolescent violence has focused on urban teenagers; however, as evident from data collected in this study and recent media coverage, adolescent violence is a growing problem in communities throughout the country. Studying different populations would provide information on which factors contributed to use of violence in different settings and regional areas and aid in the development and implementation of the most effective interventions.

This study seems to further suggest that the compensatory or main effect model is sufficient in predicting the use of violence. Considering the limitation posed by the small sample size, the researcher would

suggest replication of this study with a larger, more diverse sample to determine the utility of the protective vs. vulnerability model.

#### Limitations

The data utilized in this study came from self-reports of the participants. In this regard, it is difficult to ascertain the accuracy of it--particularly in regards to sociodemographic variables and reported use of violence. Future studies should attempt to obtain data from multiple sources. Also, considering that the sample was cross-sectional, the participants standing on the predictor variables prior to assessment were unknown, making it difficult to remark upon their level of adjustment to the criterion variable. Therefore, caution should be exercised in generalizing these results to other populations.

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**APPENDIX A**  
**LETTER TO PARENTS**

Dear Parent (s),

I am a graduate student at Virginia Tech University. I would like your child to participate in a project that I am doing which examines adolescent violence. Participating in this project only requires that your child complete surveys asking about his/her feelings about himself, violence seen at home or in the community and use of violence. All of your child's responses will be completely confidential and anonymous. Your child will not put his/her name on any of the surveys. I would really appreciate your help. If you want to know more about the project and are interested in letting your child participate, please read and sign the enclosed consent form.

If you have any questions, please call me at (540) 231-7322. Thank you for your time.

Most Sincerely Yours,

Rosell L. Jeffries

**APPENDIX B**  
**PARENTAL AND PARTICIPANT CONSENT FORMS**

PARENT'S INFORMED CONSENT FORM

We would like your child to take part in a research study looking at factors that influence the occurrence of violence among high school teenagers. 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 this study at any time without penalty. You are urged to discuss any questions that you have about this study with the principal investigator.

1. PURPOSE OF EXPERIMENT

This study examines the relationship between seeing violence in the community and home and using violence. We will look at your child's feelings and thoughts about him/herself and your life and how these feelings and thoughts affect his or her use violence.

2. PROCEDURE TO BE FOLLOWED IN THE STUDY

Initially, your child will complete a questionnaire about him/herself and family. This questionnaire will take between 3-5 minutes. The other surveys that your child will complete will ask about violent things that may have happened to him/her or that your child may have seen. Your child will also be asked questions about violent things he or she may have done. Other questions concern your child's feelings about him/herself and his/her life. In all, these questions will take no more than one hour total to answer.

3. ANONYMITY OF SUBJECTS AND CONFIDENTIALITY OF RESULTS

Many of the findings from this research may be published for scientists to read. However, at no time will your child's answers be given to anyone other than individuals working on this project. The information your child provides will not have his/her name associated with it. Therefore, all responses are strictly confidential and anonymous. This means that no one will know who you are or who your child is or how your child answers each question.

4. RISKS AND DISCOMFORTS

Participation in this study may provide slight discomfort for your child after answering questions about difficult feelings and situations. In the case that your child becomes

upset while answering questions, he/she may stop answering questions for a period of time or may choose to stop participating altogether. Your child does not have to answer any question that he/she does not want to answer.

#### 5. EXPECTED BENEFITS

This research may help with developing programs designed to reduce and prevent the occurrence of violence. Also your child may enjoy knowing that he/she is helping others understand violence. In addition, many children have reported that they enjoy being able to express how they feel about their life and things that have happened to them.

#### 6. FREEDOM TO WITHDRAW

Your child is free to withdraw from this study at a nytime without penalty .

#### 7. USE OF RESEARCH DATA

The information from this research may be used by scientists or educational teachers. It may be presented at scientific meetings , or published in professional journals and books, or used by Virginia Tech's Department of Psychology.

#### 8. APPROVAL OF RESEARCH

This research project has been approved by the Human Subjects Committee of the Department of Psychology and by the Institutional Review Board of Virginia Tech.

#### 9. PARTICIPANT CONSENT

I have read and understand the purpose of this study and have been given the opportunity to discuss and ask questions. I hereby voluntar ily give my permission for my child to take part in this study. I understand that my child may stop answering questions, interrupt the procedures or withdraw from the study at any time 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 used for scientific or educational purposes. I further understand that if I have any questions about this research and its conduct, I should contact one of the following:

Primary researc her: Rosell Jeffries Phone: 540 /231-7322

Faculty Advisor: R ussell T. Jones,Ph.D. Phone: 540 /231-5934

Chair, Human Subjects Committee: R.Eisler, Ph.D.

Phone: 540/231-7001

Chair, Institutional Review Board: Earnest B. Stout, Ph.D.  
Phone: 540/231-9359

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Signature of Parent(s) & Date Signed

## PARTICIPANT INFORMED CONSENT FORM

### 1. PURPOSE OF EXPERIMENT

We would like you to take part in a research study looking at factors that influence the occurrence of violence among high school teenagers. This study examines the relationship between seeing violence in the community and home and using violence. We will also look at your feelings and thoughts about yourself and your life and how these feelings and thoughts affect whether or not you use violence.

### 2. PROCEDURE TO BE FOLLOWED IN THE STUDY

Initially, you will complete a questionnaire about you and your family. This questionnaire will take between 3-5 minutes. The other surveys that you will complete ask about violent things that may have happened to you or that you may have seen. You will also be asked questions about violent things you may have done to others. Other questions concern your feelings about yourself and your life. In all, these questions will take no more than one hour total to answer.

### 3. ANONYMITY OF SUBJECTS AND CONFIDENTIALITY OF RESULTS

Many of the findings from this research may be published for scientists to read. However, at no time will your answers be given to anyone other than individuals working on this project. All responses are strictly confidential. Since you will not put your name on any part of the survey, there is no way of identifying who you are and what your responses are. You will be completely anonymous. This means that no one will know who you are or how you answer each question.

### 4. RISKS AND DISCOMFORTS

Participation in this study may provide slight discomfort for you after answering questions about difficult feelings and situations. It is important for you to realize that you do not have to answer any question that you do not want to answer and that you can stop at any time. It should not take more than one hour total for you to complete your questionnaires. Many of your classmates will be asked the same questions as you are asked.

### 5. EXPECTED BENEFITS

This research may help with developing programs designed to reduce and prevent the occurrence of violence. Also you may get enjoyment from participating in this study by knowing that you are helping others understand why violence occurs and also by being able to express how you feel about your life and things that have happened to you.

### 6. FREEDOM TO WITHDRAW

You are free to withdraw from this study at any time without penalty (nothing will happen to you if you stop).

### 7. USE OF RESEARCH DATA

The information from this research may be used by scientists or educational teachers. It may be presented at scientific meetings, or published in professional journals and books, or used by Virginia Tech's Department of Psychology.

8. APPROVAL OF RESEARCH

This research project has been approved by the Human Subjects Committee of the Department of Psychology and by the Institutional Review Board of Virginia Tech.

9. PARTICIPANT CONSENT

I have read and understand the purpose of this study. I have had an opportunity to ask questions and have had them all answered. I voluntarily consent to participate in this study. I understand that I may stop answering questions at any time and withdraw from the study. I also understand that the information collected will be combined with information from other teenagers for purposes of data analysis, and no member of my family will be identified by name in any presentation of the data. I further understand that if I have any questions about this project, I should call one of the following:

Primary research her: Rosell Jeffries Phone: 540 /231-7322

Faculty Advisor: Russell T. Jones, Ph.D. Phone: 540 /231-5934

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Signature of Participant & Date Signed

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Signature of Witness & Date Signed

## APPENDIX C

### ADOLESCENT QUESTIONNAIRE

**I am going to read you instructions for completing these questionnaires, while you read them along with me. For each question, please check the answer that best describes you or the way you feel. All answers will be kept completely confidential. Your name will not be on any of the questionnaires. No one except for those on the research team will see your questionnaires. It is very important that you answer each question as close to the way you really feel or act as possible. We may ask some questions that are a little embarrassing or that may make you laugh. Please do not talk to one another about a question or how you have answered it. If you have any questions about a question that you are answering or do not understand what something means, please raise your hand and I will come assist you. Are there any questions?**

**Please turn the page.**

**These questions deal with you and your family. Please check the answer(s) which best describe you and your family.**

1. What is your sex or gender?

Male

Female

2. What is your race? \_\_\_\_\_

3. What is your age? \_\_\_\_\_

4. What is your current grade level? \_\_\_\_\_

5-A. Are you still living in the home of a parent, grandparent, or other adult relative?

Yes (If yes, please go to question 5C)

No (If not, please answer question 5B)

5-B. If the answer to question 5-A was **NO**, are you living...

Under the care of an adult not related to you

On your own

5-C. Please check whether or not any of the following people live with you in your household.

Yes    No

       Father

       Mother

       Stepfather

       Stepmother

       Grandfather

\_\_\_ \_\_\_ Grandmother (**Continued on next page**)

\_\_\_ \_\_\_ Uncle

\_\_\_ \_\_\_ Aunt

\_\_\_ \_\_\_ Adult male cousin

\_\_\_ \_\_\_ Adult female cousin

\_\_\_ \_\_\_ Other male adult(s) (not related to you)

\_\_\_ \_\_\_ Other female adult(s) (not related to you)

6. How many brothers and other male children or teenagers live in the same house with you? \_\_\_\_\_

7. How many sisters and other female children or teenagers live in the same house with you? \_\_\_\_\_

8. In total, how many people live in your house, including yourself? \_\_\_\_\_

9. Who of the following people is in charge of or is head of your household? (Please check only one.)

\_\_\_\_\_ Father

\_\_\_\_\_ Uncle

\_\_\_\_\_ Mother

\_\_\_\_\_ Aunt

\_\_\_\_\_ Stepfather

\_\_\_\_\_ Other male adult (not related to you)

\_\_\_\_\_ Stepmother

\_\_\_\_\_ Other female adult (not related to you)

\_\_\_\_\_ Grandfather

\_\_\_\_\_ I am the head of my household

\_\_\_\_\_ Grandmother

\_\_\_\_\_ Don't know

10. What is the highest level of school or college completed by this person (the head of your household)?

\_\_\_\_\_ less than 12th grade

\_\_\_\_\_ 4 years of college

\_\_\_\_\_ 12th grade

\_\_\_\_\_ 5 years of college

\_\_\_\_\_ 1 year of college

\_\_\_\_\_ 6 years or more of college and/or post graduate work

\_\_\_\_\_ 2 years of college

\_\_\_\_\_ 3 years of college

\_\_\_\_\_ Don't know

11. Is that person currently employed?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

12. If yes, what is his/her job?

---

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---

---



People sometimes have different feelings and ideas. This section lists feelings and ideas in groups. From each group, pick one sentence that describes you best for the PAST TWO WEEKS. There is no right or wrong answer. Just pick the sentence that best describes the way you have been feeling recently. Please check the answer that best describes you.

Remember, pick out the sentence that describes you best for the past TWO WEEKS.

1.  0 I am sad once in a while  
 1 I am sad many times  
 2 I am sad all the time
  
2.  2 Nothing will ever work out for me  
 1 I am not sure if things will work out for me  
 0 Things will work out for me O.K.
  
3.  0 I do most things O.K.  
 1 I do many things wrong  
 2 I do everything wrong
  
4.  0 I have fun in many things  
 1 I have fun in some things  
 2 Nothing is fun at all
  
5.  2 I am bad all the time  
 1 I am bad many times  
 0 I am bad once in a while
  
6.  0 I think about bad things happening to me once in a while  
 1 I worry that bad things will happen to me  
 2 I am sure that terrible things will happen to me
  
7.  2 I hate myself  
 1 I do not like myself

- \_\_\_\_\_ 0 I like myself
8. \_\_\_\_\_ 2 All bad things are my fault  
\_\_\_\_\_ 1 Many bad things are my fault  
\_\_\_\_\_ 0 Bad things are not usually my fault
9. \_\_\_\_\_ 0 I do not think about killing myself  
\_\_\_\_\_ 1 I think about killing myself but I would not do it  
\_\_\_\_\_ 2 I want to kill myself
10. \_\_\_\_\_ 2 I feel like crying every day  
\_\_\_\_\_ 1 I feel like crying many days  
\_\_\_\_\_ 0 I feel like crying once in a while
11. \_\_\_\_\_ 2 Things bother me all the time  
\_\_\_\_\_ 1 Things bother me many times  
\_\_\_\_\_ 0 Things bother me once in a while
12. \_\_\_\_\_ 0 I like being with people  
\_\_\_\_\_ 1 I do not like being with people many times  
\_\_\_\_\_ 2 I do not want to be with people at all
13. \_\_\_\_\_ 2 I cannot make up my mind about things  
\_\_\_\_\_ 1 It is hard to make up my mind about things  
\_\_\_\_\_ 0 I make up my mind about things easily

14. \_\_\_\_\_ 0 I look O.K.  
\_\_\_\_\_ 1 There are some bad things about my looks  
\_\_\_\_\_ 2 I look ugly
15. \_\_\_\_\_ 2 I have to push myself all the time to do my schoolwork  
\_\_\_\_\_ 1 I have to push myself many times to do my schoolwork  
\_\_\_\_\_ 0 Doing schoolwork is not a big problem
16. \_\_\_\_\_ 2 I have trouble sleeping every night  
\_\_\_\_\_ 1 I have trouble sleeping many nights  
\_\_\_\_\_ 0 I sleep pretty well
17. \_\_\_\_\_ 0 I am tired once in a while  
\_\_\_\_\_ 1 I am tired many days  
\_\_\_\_\_ 2 I am tired all the time
18. \_\_\_\_\_ 2 Most days I do not feel like eating  
\_\_\_\_\_ 1 Many days I do not feel like eating  
\_\_\_\_\_ 0 I eat pretty well
19. \_\_\_\_\_ 0 I do not worry about aches and pains  
\_\_\_\_\_ 1 I worry about aches and pains many times  
\_\_\_\_\_ 2 I worry about aches and pains all the time
20. \_\_\_\_\_ 0 I do not feel alone  
\_\_\_\_\_ 1 I feel alone many times  
\_\_\_\_\_ 2 I feel alone all the time
21. \_\_\_\_\_ 2 I never have fun at school  
\_\_\_\_\_ 1 I have fun at school only once in a while  
\_\_\_\_\_ 0 I have fun at school many times

22. \_\_\_\_\_ 0 I have plenty of friends  
 \_\_\_\_\_ 1 I have some friends but I wish I had more  
 \_\_\_\_\_ 2 I do not have any friends
23. \_\_\_\_\_ 0 My schoolwork is alright  
 \_\_\_\_\_ 1 My schoolwork is not as good as before  
 \_\_\_\_\_ 2 I do very badly in subjects I used to be good in
24. \_\_\_\_\_ 2 I can never be as good as other kids  
 \_\_\_\_\_ 1 I can be as good as other kids if I want to  
 \_\_\_\_\_ 0 I am just as good as other kids
25. \_\_\_\_\_ 2 Nobody really loves me  
 \_\_\_\_\_ 1 I am not sure if anybody loves me  
 \_\_\_\_\_ 0 I am sure that somebody loves me
26. \_\_\_\_\_ 0 I usually do what I am told  
 \_\_\_\_\_ 1 I do not do what I am told most times  
 \_\_\_\_\_ 2 I never do what I am told
27. \_\_\_\_\_ 0 I get along well with people  
 \_\_\_\_\_ 1 I get into fights many times  
 \_\_\_\_\_ 2 I get into fights all the time

These sentences are about how some teenagers feel about their lives. Your answers let us know about how teenagers feel about things. After reading each sentence, decide if the sentence is true for you or false for you. If the sentence describes how you feel, you would say it is like you or true. If the sentence is not how you think you feel, you would say it is not like you or false. There are no right or wrong answers, just tell us if the sentence is like you or not like you, true or false. Circle T for True, and F for False.

T        F            1. I want to grow up because I think things will be better.

T F 2. I might as well give up because I can't make things better for myself.

T F 3. When things are going badly, I know they won't be bad all of the time.

T F 4. I have enough time to finish the things I really want to do.

T F 5. Someday, I will be good at doing the things I really care about.

T F 6. I will get more of the good things in life than most other kids.

T F 7. I don't have good luck and there's no reason to think I will when I grow up.

T F 8. All I can see ahead of me are bad things, not good things.

T F 9. I don't think I will get what I really want.

T F 10. When I grow up, I think I will be happier than I am now.

T F 11. Things just won't work out the way I want them to.

T F 12. I never get what I want, so it's dumb to want anything.

T F 13. I don't think I will have any real fun when I grow up.

T F 14. Tomorrow seems unclear and confusing to me.

T F 15. I will have more good times than bad times.

T F 16. There's no use in really trying to get something I want because I probably won't get it.

**Listed below are statements concerning attitudes or behaviors that may or may not be true of you. Read each statement carefully and circle the number that best indicates your answer. The closer your answer is to one, the more you believe the statement is false in relation to you. The closer your answer is to nine, the more you believe the statement is true of you. There are no right or wrong answers. Please circle only one answer per item.**

	Not at all true for me					Very true for me			
	1	2	3	4	5	6	7	8	9
1. It is difficult for others to know when I am feeling depressed or sad.									
2. When someone is speaking, I spend as much time watching their movements, as I do									



end on just about any subject.

17. I am often concerned with what other people are thinking about me. 1 2 3 4 5 6 7 8 9
18. Sometimes, I find it difficult to look at others when I am talking about something very personal. 1 2 3 4 5 6 7 8 9

		Not at all							
Very		true for me				true for			
me		1	2	3	4	5	6	7	8
19.	I have been told that people can tell what I'm feeling by looking at my eyes.	1	2	3	4	5	6	7	8
9									
20.	I am interested in knowing what makes people "tick".	1	2	3	4	5	6	7	8
9									
21.	I am not very good at "keeping my cool".	1	2	3	4	5	6	7	8
9									
22.	I prefer jobs that require working with a large number of people.	1	2	3	4	5	6	7	8
9									
23.	I am greatly influenced by the moods of the people I am with.	1	2	3	4	5	6	7	8
9									
24.	I am not good at making prepared speeches.	1	2	3	4	5	6	7	8
9									
25.	I usually feel uncomfortable when touching other people.	1	2	3	4	5	6	7	8
9									
26.	People often tell me that I am a sensitive and understanding person.	1	2	3	4	5	6	7	8
9									
27.	People can always "read" my true feelings--even when I am trying to hide them.	1	2	3	4	5	6	7	8
9									
28.	Quite often, I tend to be the	1	2	3	4	5	6	7	8
9									





minute and sad the next.

Very me	Not at all								
	true for me				true for				
52. 9	When in discussions, I find myself doing a large share of the talking.	1	2	3	4	5	6	7	8
53. 9	While growing up, my parents were always stressing the importance of good manners.	1	2	3	4	5	6	7	8
54. 9	At parties, I am not good at interacting with different people.	1	2	3	4	5	6	7	8
55. 9	I often touch my friends when speaking to them.	1	2	3	4	5	6	7	8
56. 9	I really dislike people telling me their problems.	1	2	3	4	5	6	7	8
57. 9	When I may be nervous on the inside, I am very good at not letting people see my nervousness.	1	2	3	4	5	6	7	8
58. 9	At parties, I enjoy speaking to a great number of different people.	1	2	3	4	5	6	7	8
59. 9	I can be strongly affected by someone smiling or frowning at me.	1	2	3	4	5	6	7	8
60. 9	If I went to a party where there were very important people, I would feel out of place.	1	2	3	4	5	6	7	8
61. 9	I am able to liven up a dull party.	1	2	3	4	5	6	7	8
62. 9	I sometimes cry at sad movies.	1	2	3	4	5	6	7	8

Very	Not at all							
me	true for me				true for			
63. 9	1	2	3	4	5	6	7	8
	When I am at a party, I am able to seem as though I'm having a good time, even if I'm not.							
64. 9	1	2	3	4	5	6	7	8
	I am a "loner".							
65. 9	1	2	3	4	5	6	7	8
	I am very sensitive to criticism.							
66. 9	1	2	3	4	5	6	7	8
	I can very easily adjust to being in almost any social situation.							
67. 9	1	2	3	4	5	6	7	8
	I dislike being the center of attention.							
68. 9	1	2	3	4	5	6	7	8
	When my friends are angry or upset, they seek me out to help calm them.							
69. 9	1	2	3	4	5	6	7	8
	I am rarely able to hide it when I am feeling a very strong emotion.							
70. 8 9		1	2	3	4	5	6	7
	I enjoy going to large parties and meeting new people.							
71. 9	1	2	3	4	5	6	7	8
	I often worry that people will misunderstand something that I have said to them.							
72. 9	1	2	3	4	5	6	7	8
	I often feel uncomfortable when I am with people who are not from neighborhoods like mine.							
73. 9	1	2	3	4	5	6	7	8
	I rarely show my feelings or emotions.							

Not at all

Very

		true for me				true for			
me									
74.	I can tell what a person	1	2	3	4	5	6	7	8
9	is really like the first time I meet him or her.								
75.	I can easily pretend to be	1	2	3	4	5	6	7	8
9	mad, even when I am really feeling happy.								
76.	I usually introduce myself	1	2	3	4	5	6	7	8
9	to strangers, rather than waiting for them to introduce themselves to me first.								
77.	When I feel really happy or	1	2	3	4	5	6	7	8
9	sad, it is generally because of something other people have done or said.								
78.	When in a group of friends, I	1	2	3	4	5	6	7	8
9	often take the lead in speaking for the group.								
79.	Friends have sometimes told	1	2	3	4	5	6	7	8
9	me that I talk too much.								
80.	I can always tell what a	1	2	3	4	5	6	7	8
9	person is like by watching him/her interact with others.								
81.	I am able to hide my true	1	2	3	4	5	6	7	8
9	feelings from just about anyone.								
82.	I always move around and	1	2	3	4	5	6	7	8
9	talk to many different people at parties.								
83.	It does not really matter	1	2	3	4	5	6	7	8
9	to me what others think of the things I do.								
		Not at all							
Very		true for me				true for			
me									

84. I am usually very good at leading group discussions. 1 2 3 4 5 6 7 8  
9
85. Usually, the expression on my face does not show what I am feeling. 1 2 3 4 5 6 7 8  
9
86. I am easily able to touch or hug a person who is unhappy, in order to comfort them. 1 2 3 4 5 6 7 8  
9
87. I usually change my ideas and behaviors to fit in with the group I am with at that time. 1 2 3 4 5 6 7 8  
9
88. I love to be with other people. 1 2 3 4 5 6 7 8  
9
89. I would rather state my own views than listen to and analyze what the other people are saying. 1 2 3 4 5 6 7 8  
9
90. Sometimes, people from neighborhoods different from mine, will feel uncomfortable around me. 1 2 3 4 5 6 7 8  
9

Listed below are questions about your opinions about different things. For each item check whether you believe the statement.

1. Do you believe that most problems will solve themselves if you just don't fool with them?  
Yes \_\_\_\_ No \_\_\_\_
2. Do you believe that you can stop yourself from catching a cold?  
Yes \_\_\_\_ No \_\_\_\_
3. Are some kids just born lucky? Yes \_\_\_\_ No \_\_\_\_
4. Most of the time do you feel that getting good grades means a great deal to you? Yes \_\_\_\_ No \_\_\_\_
5. Are you often blamed for things that just aren't your fault? Yes \_\_\_\_ No \_\_\_\_
6. Do you feel that if somebody studies hard enough he or she can pass any subject? Yes \_\_\_\_ No \_\_\_\_
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?  
Yes \_\_\_\_ No \_\_\_\_
8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?  
Yes \_\_\_\_ No \_\_\_\_
9. Do you feel that most of the time parents listen to what their children have to say? Yes \_\_\_\_ No \_\_\_\_
10. Do you believe that wishing can make good things happen to you?  
Yes \_\_\_\_ No \_\_\_\_
11. When you get punished does it usually seem its for no good reason at all? Yes \_\_\_\_ No \_\_\_\_
12. Most of the time do you find it hard to change a friend's (mind) opinion? Yes \_\_\_\_ No \_\_\_\_
13. Do you think that cheering more than luck helps a team to win? Yes \_\_\_\_ No \_\_\_\_
14. Do you feel that it's nearly impossible to change your parent's mind about anything? Yes \_\_\_\_ No \_\_\_\_
15. Do you believe that your parents should allow you to make most of your own decisions? Yes \_\_\_\_ No \_\_\_\_
16. Do you feel that when you do something wrong there's very little you can do to make it right? Yes \_\_\_\_ No \_\_\_\_

17. Do you believe that most kids are just born good at sports?  
Yes \_\_\_\_ No \_\_\_\_
18. Are most of the other kids your age stronger than you are? Yes \_\_\_\_ No \_\_\_\_
19. Do you feel that one of the best ways to handle most problems is just not to think about them?  
Yes \_\_\_\_ No \_\_\_\_
20. Do you feel that you have a lot of choice in deciding who your friends are? Yes \_\_\_\_ No \_\_\_\_
21. If you find a four leaf clover do you believe that it might bring you good luck? Yes \_\_\_\_ No \_\_\_\_
22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?  
Yes \_\_\_\_ No \_\_\_\_
23. Do you feel that when someone your age decides to hit you, there's little you can do to stop him or her?  
Yes \_\_\_\_ No \_\_\_\_
24. Have you ever had a good luck charm?  
Yes \_\_\_\_ No \_\_\_\_
25. Do you believe that whether or not people like you depends on how you will act? Yes \_\_\_\_ No \_\_\_\_
26. Will your parents usually help if you ask them to?  
Yes \_\_\_\_ No \_\_\_\_
27. Have you felt that when people were mean to you it was usually for no reason at all? Yes \_\_\_\_ No \_\_\_\_
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?  
Yes \_\_\_\_ No \_\_\_\_
29. Do you believe that when bad things are going to happen they are just going to happen no matter what you try to do to stop them? Yes \_\_\_\_ No \_\_\_\_
30. Do you think that kids can get their own way if they just keep trying? Yes \_\_\_\_ No \_\_\_\_
31. Most of the time do you find it useless to try to get your own way at home? Yes \_\_\_\_ No \_\_\_\_
32. Do you feel that when good things happen they just happen because of hard work? Yes \_\_\_\_ No \_\_\_\_

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?  
Yes \_\_\_\_ No \_\_\_\_
34. Do you feel that it's easy to get friends to do what you want them to? Yes \_\_\_\_ No \_\_\_\_
35. Do you usually feel that you have little to say about what you get to eat at home? Yes \_\_\_\_ No \_\_\_\_
36. Do you feel that when someone doesn't like you there's little you can do about it? Yes \_\_\_\_ No \_\_\_\_
37. Do you usually feel that it's almost useless to try in school because most other students are just plain smarter than you? Yes \_\_\_\_ No \_\_\_\_
38. Are you the kind of person who believes that planning ahead makes things turn out better?  
Yes \_\_\_\_ No \_\_\_\_
39. Most of the time, do you feel that you have little to say about what your family decides to do?  
Yes \_\_\_\_ No \_\_\_\_
40. Do you think it's better to be smart than to be lucky?  
Yes \_\_\_\_ No \_\_\_\_

For each of the following statements, circle the number that would be most nearly true for you. The numbers extend from one extreme feeling to its opposite kind of feeling. "Neutral" implies no judgment either way; try to use this rating as little as possible.

1. I am usually:

	1	2	3	4	5	6
7						
	completely					neutral
	"turned on"					bored
	enthusiastic					

2. To me, life seems:

	7	6	5	4	3	2
1						
	always					neutral
	completely					exciting
	routine					

3. In life I have:

	1	2	3	4	5	6
7						
	no goals or		neutral			very
	clear					goals
	plans at all					
	and plans					

4. For me, being alive on earth today:

	1	2	3	4	5	6
7						
	means nothing,					neutral
	means a lot					there's
	has no purpose					I'm
	a reason					
	here					

5. Every day is:

	7	6	5	4	3	2
1						
	a new beginning		neutral			the
	same as					
	yesterday					

6. If I could choose, I:

	1	2	3	4	5	6
7						

wish I had	neutral	would
like to		live my
never been born		just the
life		turned
way it's		
out		

7. In reaching my life goals I have:

1	2	3	4	5	6
7					
made no progress					neutral
fulfilled all					my goals
at all					life
to this		in		my	
point					

8. My life is:

1	2	3	4	5	6
7					
empty, has		neutral			packed
full of			no		hope
exciting good		things			

9. In thinking of my life, I:

1	2	3	4	5	6
7					
often wonder					neutral
always see a					
why I exist					
reason for my					
being here					

10. When I think about the world around me, it:

1	2	3	4	5	6
7					
completely		neutral			fits into
my life					makes
confuses me					
sense					

11. The chance that I can find a meaning, purpose, or mission in life is:

	7	6	5	4	3	2
1						neutral
	very great					
	practically zero					

12. My life is:

	7	6	5	4	3	2
1				neutral		out of my
	in my hands and I					control
	control					
	am in control of it					I am a
	victim of					outside
						forces

13. Facing the things I have to do each day makes me feel:

	7	6	5	4	3	2
1						neutral
	happy, satisfied					
	hurt, bored					

14. I have found:

	1	2	3	4	5	6
7				neutral		a
	no mission or					
	purpose for					living
	purpose in life					
	and clear					goals
	for the					
	future					

15. How certain are you that you will live to be 25 years of age?

\_\_\_\_\_ I'm absolutely sure that I won't live to be 25 years of age.

\_\_\_\_\_ I'm fairly sure that I won't live to be 25 years of age.

\_\_\_\_\_ I'm not sure if I will or will not live to be 25 years of age.

\_\_\_\_\_ I'm fairly sure that I will live to be 25 years of age.

\_\_\_\_\_ I'm absolutely sure that I will live to be 25 years of age.

No matter how well people in a family get along, there are times when they disagree, get annoyed with each other, or just have fights because one or the other is in a bad mood or is tired. There are also many ways to handle these times. Here is a list of some things that might happen when people in your family disagree. Please tell us, for each one, how often in the past year the people involved settled the disagreement in that way. Circle the number that corresponds to your response.

WHEN PEOPLE IN MY FAMILY DISAGREED	Never	Once or Twice	Some- times	Often
1. They discussed the issue calmly	1	2	3	4
2. They got information to back up their side of things	1	2	3	4
3. They brought in someone to help settle things	1	2	3	4
4. Someone insulted or swore at the other	1	2	3	4
5. Someone sulked or refused to talk about it	1	2	3	4
6. Someone stomped out of the room or house or yard	1	2	3	4
7. Someone cried	1	2	3	4
8. Someone did or said something to spite the other	1	2	3	4
9. I felt afraid	1	2	3	4
10. I thought someone was acting crazy	1	2	3	4
11. Someone threatened to hit or throw something at the other	1	2	3	4
12. Someone threw, smashed, hit, or kicked something	1	2	3	4
13. Someone threw something at the other	1	2	3	4
14. Someone pushed, grabbed or shoved the other	1	2	3	4
15. Someone slapped or spanked the other	1	2	3	4
16. Someone kicked, bit, or hit the other with a fist	1	2	3	4
17. Someone hit or tried to hit	1	2	3	4

the other with something

18.	Someone was beat up	1	2	3	4
19.	Someone threatened the other with a gun or knife	1	2	3	4
20.	Someone used a gun or knife	1	2	3	4

Listed below are various kinds of violence and things related to violence that you may have experienced, seen or heard about. For each question check the number 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.

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

<input type="checkbox"/> Never	<input type="checkbox"/> 5 or 6 times
<input type="checkbox"/> 1 time	<input type="checkbox"/> 7 or 8 times
<input type="checkbox"/> 2 times	<input type="checkbox"/> at least once a month
<input type="checkbox"/> 3 or 4 times	<input type="checkbox"/> at least once a week
	<input type="checkbox"/> almost every day

2. 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?

<input type="checkbox"/> Never	<input type="checkbox"/> 5 or 6 times
<input type="checkbox"/> 1 time	<input type="checkbox"/> 7 or 8 times
<input type="checkbox"/> 2 times	<input type="checkbox"/> at least once a month
<input type="checkbox"/> 3 or 4 times	<input type="checkbox"/> at least once a week
	<input type="checkbox"/> almost every day

3. How many times have you *yourself* actually been at home when someone has broken into or tried to force their way into your home?

<input type="checkbox"/> Never	<input type="checkbox"/> 5 or 6 times
<input type="checkbox"/> 1 time	<input type="checkbox"/> 7 or 8 times
<input type="checkbox"/> 2 times	<input type="checkbox"/> at least once a month
<input type="checkbox"/> 3 or 4 times	<input type="checkbox"/> at least once a week
	<input type="checkbox"/> almost every day

4. How many times have you *yourself* actually been picked up, arrested, or taken away by the police?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

5. How many times have you *yourself* actually been threatened with serious physical harm by someone?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

6. How many times have you seen *someone else* being threatened with serious physical harm?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

7. How many times have you *yourself* been slapped, punched, or hit by someone?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

8. How many times have you *yourself* actually been beaten up or mugged?

- |                                |                                       |
|--------------------------------|---------------------------------------|
| <input type="checkbox"/> Never | <input type="checkbox"/> 5 or 6 times |
|--------------------------------|---------------------------------------|

- 1 time
- 2 times
- 3 or 4 times
- 7 or 8 times
- at least once a month
- at least once a week
- almost every day

9. How many times have you seen *someone else* getting beaten up or mugged?

- Never
- 1 time
- 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or 8 times
- at least once a month
- at least once a week
- almost every day

10. How many times have you *yourself* actually been sexually assaulted, molested, or raped?

- Never
- 1 time
- 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or 8 times
- at least once a month
- at least once a week
- almost every day

11. How many times have you seen *someone else* being sexually assaulted, molested, or raped?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

12. How many times have you actually *seen someone* carrying or holding a gun or knife? (Do not include police, military, or security officers)

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

13. How many times have you *yourself* heard the sound of gunfire *outside* when you were in the following settings?

A. When in or near the home?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

B. When in or near the school building?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

14. How many times have you seen or heard a gun fired in *your* home?

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> 5 or 6 times |
| <input type="checkbox"/> 1 time | <input type="checkbox"/> 7 or 8 times |

\_\_\_ 2 times                    \_\_\_ at least once a month  
\_\_\_ 3 or 4 times                \_\_\_ at least once a week  
   \_\_\_ almost every day

15. How many times have you *actually* seen a seriously wounded person after an incident of violence?

\_\_\_ Never                        \_\_\_ 5 or 6 times  
\_\_\_ 1 time                        \_\_\_ 7 or 8 times  
\_\_\_ 2 times                        \_\_\_ at least once a month  
\_\_\_ 3 or 4 times                \_\_\_ at least once a week  
   \_\_\_ almost every day

16. How many times have you *yourself* actually been attacked or stabbed with a knife?

\_\_\_ Never                        \_\_\_ 3 or 4 times  
\_\_\_ 1 time                        \_\_\_ 5 or more times  
\_\_\_ 2 times

17. How often have you seen *someone else* being attacked or stabbed with a knife?

\_\_\_ Never                        \_\_\_ 5 or 6 times  
\_\_\_ 1 time                        \_\_\_ 7 or 8 times  
\_\_\_ 2 times                        \_\_\_ at least once a month  
\_\_\_ 3 or 4 times                \_\_\_ at least once a week  
   \_\_\_ almost every day

18. How many times have you *yourself* actually been shot with a gun?

\_\_\_ Never                        \_\_\_ 3 or 4 times  
\_\_\_ 1 time                        \_\_\_ 5 or more times  
\_\_\_ 2 times

19. How often have you seen *someone else* get shot with a gun?

\_\_\_ Never                        \_\_\_ 5 or 6 times  
\_\_\_ 1 time                        \_\_\_ 7 or 8 times  
\_\_\_ 2 times                        \_\_\_ at least once a month  
\_\_\_ 3 or 4 times                \_\_\_ at least once a week  
   \_\_\_ almost every day

20. How many times have you *actually seen* a dead person somewhere in the community? (Do not include wakes and funerals)

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

21. How many times have you *actually seen* someone committing suicide?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

22. How many times have you *only heard about* someone committing suicide?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |
|                                       | <input type="checkbox"/> almost every day      |

23. How many times have you *actually seen* someone being killed by another person?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |

24. How many times have you *only heard about* someone being killed by another person?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Never        | <input type="checkbox"/> 5 or 6 times          |
| <input type="checkbox"/> 1 time       | <input type="checkbox"/> 7 or 8 times          |
| <input type="checkbox"/> 2 times      | <input type="checkbox"/> at least once a month |
| <input type="checkbox"/> 3 or 4 times | <input type="checkbox"/> at least once a week  |

This interview asks about behavior that people sometimes get into trouble for. Remember that all your answers are confidential. No one except our research staff will ever see them. Specifically, your answers can never be seen by police, the courts, or your parents.

This questionnaire describes some behaviors to you. Try to recall whether or not you have done this behavior. Where asked, please give your best estimate of the exact number of times you've done each thing.

1. During the past 30 days, did you carry a weapon such as a gun, knife or club? (check one)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

2. During the past 12 months, how many times were you in a physical fight?

\_\_\_\_\_ 0 times

\_\_\_\_\_ 1-3 times

\_\_\_\_\_ 4-6 times

\_\_\_\_\_ 7 or more times

3. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?

\_\_\_\_\_ 0 times

\_\_\_\_\_ 1-3 times

\_\_\_\_\_ 4-6 times

\_\_\_\_\_ 7 or more times

4. Have you ever carried a hidden weapon?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

5. Have you ever been so angry with someone you lived with that you hit them?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

6. Have you ever attacked someone with a weapon or with the idea of seriously hurting or killing them?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

7. Have you ever been involved in a gang fight?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

**TABLE 1**Demographic Characteristics of Sample

	<b>Frequency</b>	<b>Percentage</b>		
<b>Sex</b>				
Males	17	53.1		
Females	15	46.9		
<b>Race</b>				
African-American	27	84.4		
Hispanic	5	15.6		
<b>Age</b>				
			<b>Mean</b>	<b>Std. Dev.</b>
			15.13	1.66
13	8	25.0		
14	5	15.6		
15	4	12.5		
16	7	21.9		
17	6	18.8		
18	2	6.3		
<b>Grade</b>				
			<b>Mean</b>	<b>Std. Dev.</b>
			9.69	1.60
7	2	6.3		
8	8	21.9		
9	6	18.8		
10	6	18.8		
11	8	25.0		
12	1	3.1		
13	2	6.3		

**TABLE 2**Demographic Characteristics of Sample's Family

<b>Head of Household</b>	<b>Frequency</b>	<b>Percentage</b>
Father	15	46.9
Mother	11	34.4
Grandfather	3	9.4
Grandmother	1	3.1
Aunt	1	3.1
Don't Know	1	3.1
<b>Educational Level of Head of Household</b>		
Less than Grade 12	5	15.6
High School	4	12.5
1 year of college	1	3.1
2 years of college	4	12.5
3 years of college	1	3.1
4 years of college	3	9.4
6 or more years of college	3	9.4
Don't Know (Missing Data)	10 1	31.3 3.1
<b>Employment Status of Head of Household</b>		
Employed	22	68.6
Unemployed (Missing Data)	9 1	28.1 3.1
<b>Occupation of Head of Household</b>		
Professional Job-Advanced Degree	2	6.3
Professional Job-Bachelor's Degree	3	9.4
Job Requiring Technical Degree	1	3.1
Job Requiring High School Degree	7	21.9
Job Not Requiring High School Degree	6	18.8
No Job Listed/Unemployed	13	40.6

**TABLE 3**

**Sociodemographic Variables Defining At-Risk Status**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Absence of one parent	7	21.9
Low status parental occupation/ unemployed	22	68.7
Low head of household education level	9	28.1
Four or more children in household	3	9.4
<b>Sociodemographic Status</b>		
Defined by three of above variables	1	3.1
Defined by two of above variables	14	43.8
Defined by one of the above variables	10	31.3
Not defined by any of the above variables	7	21.9

**TABLE 4**Scale Means and Standard Deviations

<u>Scale</u>	<u>Mean</u>	<u>Std. Dev.</u>
Conflict Tactics (Exposure to Domestic Conflict)	42.40	8.58
Exposure to Community Violence	31.94	18.60
Total Exposure	74.34	22.21
Social Skills Inventory	452.94	52.34
Certainty of Being Alive at age 25	2.31	1.09
Despair	48.56	17.13
(Hopelessness Scale)	2.25	1.95
(Purpose in Life Scale)	39.47	13.81
(Children's Depression Inventory)	6.84	4.94
Locus of Control	15.78	4.36
Use of Violence	2.94	2.21

**TABLE 5**

- - Correlation Coefficients - -

	HS	SSI	CDI	LOC	PIL	CT	COMVIO	AGE 25	VIOL
HS	---	-.20	.34	.32	.43*	.09	.32	.54**	.47**
SSI		---	.27	.06	.09	-.11	-.12	-.30	-.24
CDI			---	.13	.33	-.08	.03	.22	.10
LOC				---	.17	.56**	.15	.16	.27
PIL					---	.02	.20	.21	.35*
CT						---	.23	-.17	.14
COMVIO							---	.10	.73**
AGE 25								---	.30
VIOL									---

Note: HS= Hopelessness Scale; SSI = Social Skills Inventory; CDI = Children's Depression Inventory; LOC = Locus of Control Scale; PIL = Purpose in Life Scale; CT = Conflict Tactics (measure of domestic conflict/violence) COMVIO = Survey of Community Exposure to Violence; AGE 25 = Certain Won't Be Alive at Age 25; VIOL = Use of Violence Scale

\*  $P < .05$

\*\*  $P < .01$

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

**TABLE 6**

**PEARSON CORRELATION COEFFICIENTS OF VIOLENCE EXPOSURE  
VARIABLES AND PSYCHOSOCIAL VARIABLES**

Correlations Between Use of Violence and Exposure to Violence

	Use of Violence	
Domestic Violence Exposure	.23	
Community Violence Exposure		.73***
Combined Domestic & Community Violence Exposure	.66***	

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

**TABLE 7**

Correlations Between Use of Violence and Psychosocial Variables

	Use of Violence
SS	-.24
Despair	.37*
Hopelessness	.47**
CDI	.10
PIL	.35*
Cert. Alive at 25	.30
LOC	.27

*Note:* SSI = Social Skills Inventory; CDI = Children's Depression Inventory; PIL = Purpose in Life Scale; LOC = Locus of Control Scale.

\* $p \leq .05$

\*\* $p \leq .01$

\*\*\* $p \leq .004$

**TABLE 8**

Hierarchical Multiple Regression Analyses Predicting Use of Violence

<b>Predictor Variable</b>	<b>R<sup>2</sup> at each step</b>	<b>F</b>	<b>df</b>	<b>p</b>
Criterion: Use of Violence Score				
Step 1 variable entered Exposure to Community and Domestic Violence Social Skills <b>Total R<sup>2</sup></b>	.46	12.30	2,29	.0001
Step 2 variable entered Interaction between violence exposure and social skills <b>Total R<sup>2</sup></b>	.46	7.92	3,28	.0006
<b>Change in R<sup>2</sup></b>	.00			.97
Criterion: Use of Violence Score				
Step 1 variable entered Exposure to Community and Domestic Violence Despair <b>Total R<sup>2</sup></b>	.50	14.54	2,29	<.0001
Step 2 variable entered Interaction between violence exposure and Despair <b>Total R<sup>2</sup></b>	.50	9.40	3,28	.0002
<b>Change in R<sup>2</sup></b>	.00			.80
Criterion: Use of Violence Score				
Step 1 variable entered Exposure to Community and Domestic Violence Certainty of Being Alive at 25 <b>Total R<sup>2</sup></b>	.54	17.44	2,29	<.0001
Step 2 variable entered Interaction between violence exposure and Certainty of Being Alive at 25 <b>Total R<sup>2</sup></b>	.56	11.98	3,28	<.0001
<b>Change in R<sup>2</sup></b>	.02			.32

Table 8 *continued*, on next page  
 Table 8 *continued*

Hierarchical Multiple Regression Analyses Predicting Use of Violence

Predictor Variable	R <sup>2</sup> at each step	F	df	p
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Community and Domestic Violence				
Locus of Control				
<b>Total R<sup>2</sup></b>	.44	11.34	2,29	.0002
Step 2 variable entered				
Interaction between violence exposure and locus of control				
<b>Total R<sup>2</sup></b>	.44	7.33	3,28	.0009
<b>Change in R<sup>2</sup></b>	.00	.83		
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Domestic Violence				
Social Skills				
<b>Total R<sup>2</sup></b>	.07	1.10	2,29	.35
Step 2 variable entered				
Interaction between domestic violence exposure and social skills				
<b>Total R<sup>2</sup></b>	.17	7.92	3,28	.14
<b>Change in R<sup>2</sup></b>	.10	.07		
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Community Violence				
Social Skills				
<b>Total R<sup>2</sup></b>	.55	17.96	2,29	<.0001
Step 2 variable entered				
Interaction between community violence exposure and social skills				
<b>Total R<sup>2</sup></b>	.57	12.43	3,28	<.0001
<b>Change in R<sup>2</sup></b>	.01	.29		

Table 8 *continued*, on next page

Table 8 *continued*

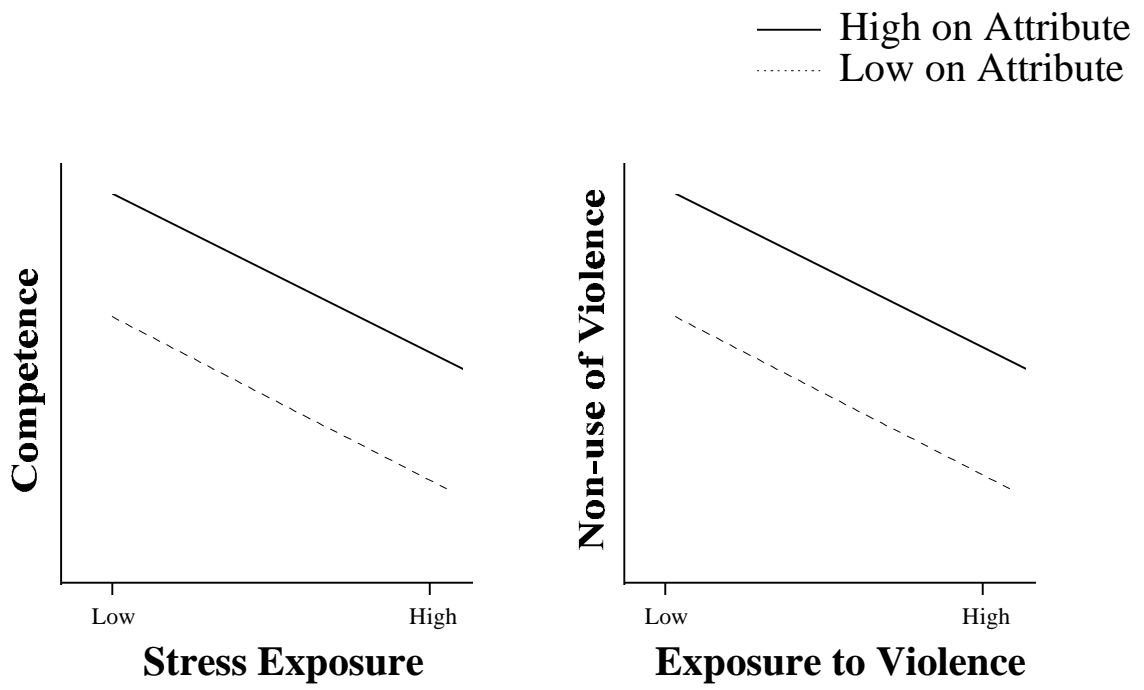
Hierarchical Multiple Regression Analyses Predicting Use of Violence

Predictor Variable	R <sup>2</sup> at each step	F	df	p
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Domestic Violence				
Despair				
<b>Total R<sup>2</sup></b>	.15	2.58	2,29	.09
Step 2 variable entered				
Interaction between domestic violence exposure and despair				
<b>Total R<sup>2</sup></b>	.17	1.95	3,28	.14
<b>Change in R<sup>2</sup></b>	.02			.40
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Community Violence				
Despair				
<b>Total R<sup>2</sup></b>	.58	19.70	2,29	<.0001
Step 2 variable entered				
Interaction between community violence exposure and despair				
<b>Total R<sup>2</sup></b>	.58	12.68	3,28	<.0001
<b>Change in R<sup>2</sup></b>	.00			.97
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Domestic Violence				
Certainty of Being Alive at 25				
<b>Total R<sup>2</sup></b>	.14	2.30	2,29	.12
Step 2 variable entered				
Interaction between domestic violence exposure and Certainty of Being Alive at 25				
<b>Total R<sup>2</sup></b>	.15	1.68	3,28	.02
<b>Change in R<sup>2</sup></b>	.02			.48

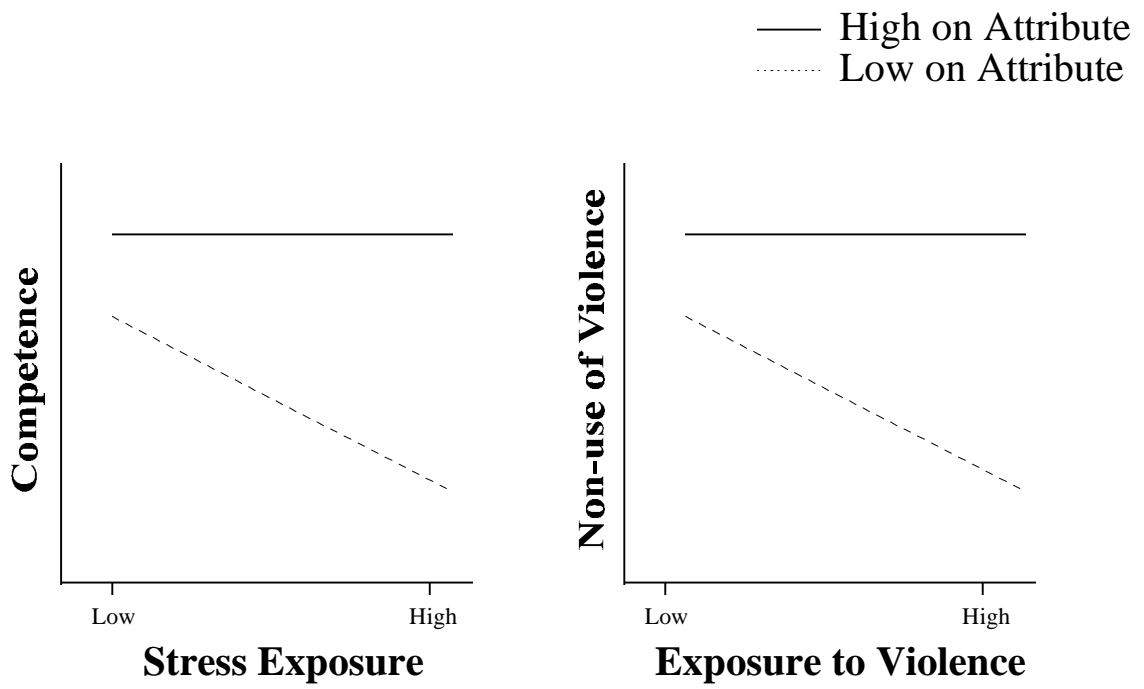
Table 8 *continued*, on next page

Table 8 *continued*  
Hierarchical Multiple Regression Analyses Predicting Use of Violence

Predictor Variable	R <sup>2</sup> at each step	F	df	p
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Community Violence				
Certainty of Being Alive at 25				
<b>Total R<sup>2</sup></b>	.60	21.37	2,29	<.0001
Step 2 variable entered				
Interaction between community violence exposure and Certainty of Being Alive at 25				
<b>Total R<sup>2</sup></b>	.66	17.91	3,28	<.0001
<b>Change in R<sup>2</sup></b>	.06		.03	
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Domestic Violence				
Locus of Control				
<b>Total R<sup>2</sup></b>	.07	1.14	2,29	.33
Step 2 variable entered				
Interaction between domestic violence exposure and locus of control				
<b>Total R<sup>2</sup></b>	.07	.74	3,28	.54
<b>Change in R<sup>2</sup></b>	.00		.87	
Criterion: Use of Violence Score				
Step 1 variable entered				
Exposure to Community Violence				
Locus of Control				
<b>Total R<sup>2</sup></b>	.55	18.03	2,29	<.0001
Step 2 variable entered				
Interaction between community violence exposure and locus of control				
<b>Total R<sup>2</sup></b>	.57	12.30	3,28	<.0001
<b>Change in R<sup>2</sup></b>	.01		.34	



**Figure 1. Compensatory Model**



**Figure 2. Protective or Vulnerability Model**

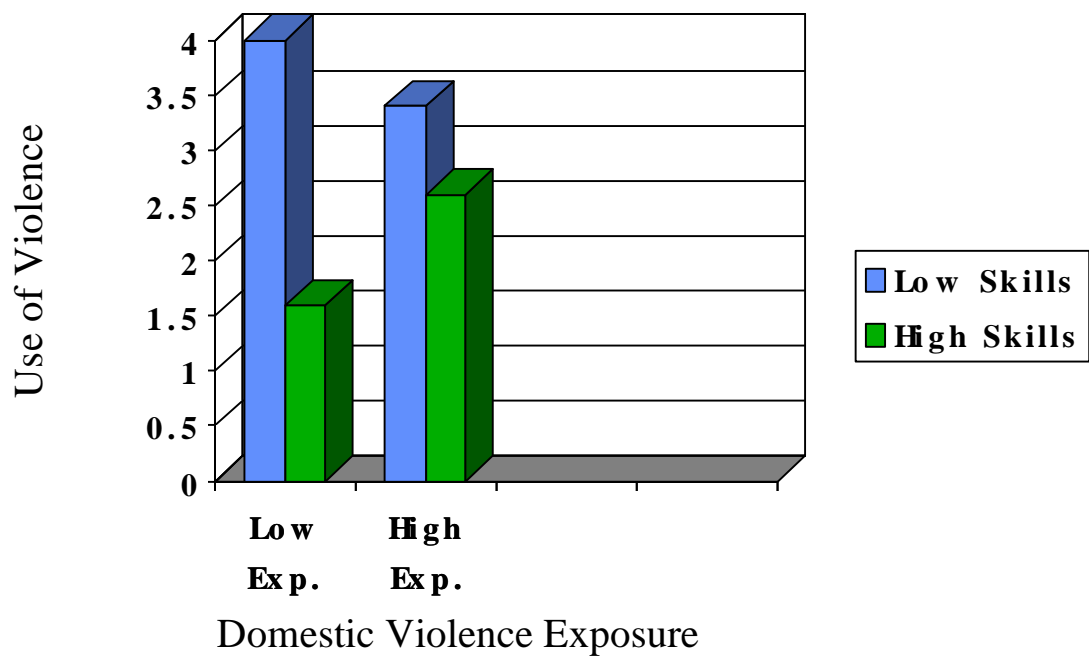


Figure 3. Effects of Interaction Between Exposure to Domestic Violence and Social Skill on Use of Violence





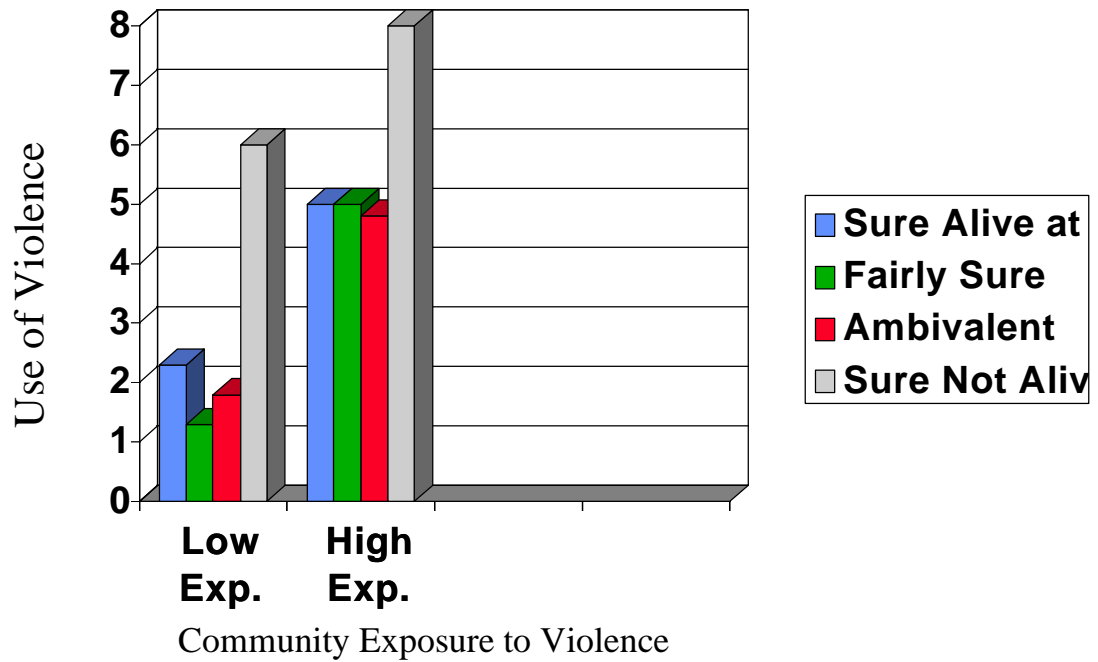


Figure 4. Effects of Interaction Between Exposure to Community Violence and Certainty of Being Alive at 25 on Use of Violence

**ROSELL LASHUN JEFFRIES**

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Blacksburg, VA 24060  
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**EDUCATION:**

**Virginia Polytechnic Institute & State University, M.S.,**  
Clinical Psychology, June 1996

**Spelman College, B.A., magna cum laude, Psychology, May**  
1992 (GPA:3.5/4.0)

**HONORS/AFFILIATIONS**

Student Member, Association for the Advancement of  
Behavior Therapy (AABT)  
Recipient, Natural Hazards Grant  
YWCA 1992 College Woman of Achievement of Greater  
Atlanta  
Spelman College Dean's List 1989-1992  
Golden Key National Honor Society  
Psi Chi  
Alpha Lamda Delta Freshman Honor Society  
Outstanding College Student of America, 1988-89

**EXPERIENCE:**

*Clinical*

School Psychologist Extern, October 1995-June 1996

Kipps Elementary School

Blacksburg, VA

Supervisors: Charles Gregory, M.A.

Thomas Ollendick, Ph.D.

Conducted psychological testing on schoolchildren from  
preschool level to fifth grade. Attended child study  
meetings and eligibility meetings to determine  
appropriateness of special education services for  
children. Counseled schoolchildren and conferred with  
teacher and parents regarding child 's problem  
behavior(s).

Graduate Assistant , August 1994-May 1995

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

Supervisors: Richard Eisler, Ph.D.  
Thomas Ollendick, Ph.D.

Scheduled appointments for clients, answered questions concerning services offered by the Psychological Services Center and Child Study Center, and reviewed client charts. Performed a variety of other tasks as assigned.

Graduate Clinician, August 1993-May 1995

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

Supervisors

August 1994-May 1995 Richard Eisler, Ph.D.

Ellie Sturgis, Ph.D.

August 1993-May 1994 Russell Jones, Ph.D.

George Clum, Ph.D.

Provided outpatient counseling and assessment.  
Performed psychological testing. Participated on practicum team which entailed presenting client cases (i.e., problem conceptualization, diagnosis, and treatment formulation).

*Teaching*

Graduate Teaching Assistant, August 1995-May 1996

Black Studies Department, Virginia Polytechnic  
Institute & State University, Blacksburg, VA

Supervisor: Joyce Williams-Green, Ed.D.

Assisted professor in preparation for Professionals in the Practice of Community course. Facilitated service-learning aspect of course. Supervised students during conduct of service-learning. Recorded grades and fielded student questions.

Graduate Teaching Assistant , August 1993-May 1994  
Department of Psychology, Virginia Polytechnic Institute  
& State University, Blacksburg, VA  
Supervisor: Michael Casey, M.S.

Taught four Introductory Psychology lab courses.  
Prepared quizzes for this course and graded essays.  
Assisted Introductory Psychology lecture professor with  
course management . Fielded questions posed by  
students concerning lecture. Proctored lecture exams.

### *Research*

Thesis Research, January 1994-June 1996 , Department of  
Psychology, Virginia Polytechnic Institute & State  
University, Blacksburg, VA

Designed and in process of conducting study examining  
moderators of the relationship between exposure to  
violence and use of violence among adolescents at-risk for  
violence.

Research Assistant, January 1994-May 1994 , Department  
of Psychology, Virginia Polytechnic Institute & State  
University, Blacksburg, VA  
Supervisor: Danny Axsom, Ph.D.

Contacted potential subjects, provided information  
about research project assessing the effects of  
homicide on urban mothers and responded to their  
inquiries. Coded data and established reliability.

Research Assistant, September 1993-April 1994 ,  
Department of Psychology, Virginia Polytechnic  
Institute & State University, Blacksburg, VA  
Supervisor: Peg Warren, M.S.

Trained to assess subjects for borderline personality  
disorder symptomology which included learning to  
administer the Personality Disorder Examination (PDE)  
and The Structured Clinical Interview for DSM-III-R  
(SCID-R).

Honors Thesis Research, August 1990-May 1992 ,  
Department of Psychology, Spelman College, Atlanta, GA

Designed and conducted study examining media impact on

children's attitudes concerning themselves and other groups.

Pre-Graduate Research Participant, Summer 1991  
University of North Carolina at Chapel Hill

Worked in conjunction with professor on research project investigating prevention of middle school violence.

### **Presentations/Posters**

Jeffries, R.L. & Jones, R.T. (November 1995). An Examination of Moderators of Violence for At-Risk Adolescents. 29th Annual Association for the Advancement of Behavior Therapists Conference.

Jones, R.T., Brown, R., Davis, M., Jeffries, R., Miller, K., Ratcliffe, D., Elliot, K., Zaharopoulos, V. (October 1995). The Psychological Impact of Pet Loss: Effects on Children. 5th Annual Virginia Beach Conference.