

**National Crime Victimization Survey
School Crime Supplement
Cognitive Testing of Questions on Bullying**

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I. OVERVIEW

The US Department of Education, National Center for Education Statistics (NCES), requested testing of questions about school bullying that are part of the School Crime Supplement (SCS) to the National Crime Victimization Survey sponsored by the Bureau of Justice Statistics. The main purpose of this cognitive research was to test proposed changes in question wording to be consistent with the Centers for Disease Control’s (CDC) definition of “bullying,” including “cyber-bullying.” (<http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>). The long-standing SCS question about bullying did not include the concepts of repetition or power differential, and NCES was interested in testing whether and how these concepts might be added to the bullying items. In the questionnaire being tested, one version maintains the original question on bullying and adds two new follow-up questions to capture these two components (this would help preserve the time trend). In the other version, a single new question on bullying that includes the two new components was tested. In addition, some fairly minor changes to other questions in the SCS not related to bullying were made based on previous research, and this testing assessed those changes.

II. METHODS

Cognitive interviewing was conducted face-to-face using a paper form. A total of 40 interviews were conducted across two rounds (20 interviews per round). The interviews were conducted by four researchers in the Census Bureau’s Center for Survey Measurement from December 18, 2013 through February 6, 2014. Interviews generally lasted an hour, and respondents were paid \$40. Interviews were conducted at the Census Bureau lab, or in a neutral location (e.g. youth center). The target population was students age 12-18, with a stipulation that some students identify as lesbian/gay/bisexual/transgender (LGBT).

Respondents were recruited through a broadcast email to Census Bureau employees, flyers and emails at local schools and youth organizations, word-of-mouth, and via newspaper and internet advertisements. A total of 168 students were screened in order to recruit 40 respondents with a wide range of demographic characteristics (see Figure 1 below).

Organizations contacted to aid in recruiting efforts included two anti-bullying organizations, 12 LGBT organizations, one sports team, one church, and four local schools and school districts.

While a particular emphasis was placed on recruiting students who identify as LGBT, this demographic proved the most difficult to recruit. Parents who were screened regarding their child's characteristics may have been unaware of whether their child identified as LGBT. Students who identified as LGBT and who saw advertisements for the study may have been reluctant to participate if their parents were unaware of their sexual orientation. Additionally, organizations were sometimes reluctant to advertise the study for a variety of reasons, including a preference for receiving donations in return for publicizing studies, the sheer number of research requests they receive on average, and concerns about the sensitivity of discussing bullying with LGBT youth.

Figure 1: Demographic Characteristics of Respondents

	Round 1	Round 2	Total
Age			
12-13	8	6	14
14-15	5	8	13
16-18	7	6	13
Ethnicity			
Hispanic	2	0	2
Non-Hispanic	18	20	38
Race			
White	7	9	16
Black	7	9	16
Asian	2	0	2
American Indian	2	2	4
Mixed Race	2	0	2
Gender			
Male	7	12	19
Female	13	8	21
Type of Educational Institute			
Public School	19	18	37
Private School	1	2	3
Sexual Orientation			
LGBT	1	1	2
Non-LGBT	19	19	38
Household Income			
Less than \$25k	4	1	5
\$25-49k	4	1	5
\$50-99k	2	9	11
More than \$100k	10	9	19

Parent's Employment Status			
Census Employee	9	9	18
Non-Census Employee	11	11	22
Parent's identification of student's bullying history during screener			
Bullied	13	20	33
Unsure	1	0	1
Non-bullied	6	0	6

A semi-scripted protocol was developed for Round 1 (see Appendix A “Protocol Round 1”). Questions (or parts of questions) that were modified from the latest round of the production SCS instrument are shown in red, and the semi-scripted probes are shown in shaded boxes just below any questions that required probing. Probes were administered concurrently. That is, the question was read verbatim and the respondent was asked to provide the answer, and then probing was conducted about the respondents’ interpretation of the question and other details found in the protocol. After conducting 20 interviews with this protocol, interim results were presented to the sponsor, modifications to some questions and the protocol were made (see Appendix B “Protocol Round 2/Version 1”) and 11 more interviews were conducted. After consultation with the sponsor, the protocol was modified slightly, only for the questions on bullying (see Appendix C, “Protocol Round 2/Versions A/B/C”) and administered to 9 more respondents.

In terms of the bullying questions per se, the Round 1/Version 1 questions maintained the original question from production SCS (Q22) but added two follow-up questions (Q23a/Q23b) to address the new repetition and power differential components of bullying. The goal of this approach was to enable maintaining the time series measurement of bullying while also satisfying the CDC definition.

Round 1/Version 1:

Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?
That is, has another student...

(Read each category a-g.)

- a.** Made fun of you, called you names, or insulted you, in a hurtful way?
- b.** Spread rumors about you or tried to make others dislike you?
- c.** Threatened you with harm?
- d.** Pushed you, shoved you, tripped you, or spit on you?
- e.** Tried to make you do things you did not want to do, for example, give them money or other things?
- f.** Excluded you from activities on purpose?
- g.** Destroyed your property on purpose?

Q23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?

Q23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

In Round 2/Version 1 the objective was to encompass the repetition and power differential definitions into one single new question:

Round 2/Version 1

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

Finally, Round 2/Version 2A/B/C maintained this single item on bullying but added three follow-up questions to capture the general nature of the bullying (verbal, physical and/or social). The wording of these three follow-up questions was identical for each version (A, B, C) but the sequence varied, with Version A asking about verbal, physical, then social bullying; Version B asking about physical, then social then verbal bullying, and Version C asking about social, then verbal then physical bullying.

Round 2/Version 2A

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

Q22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?

Q22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?

Q22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?

Round 2/Version 2B:

Same as Version A, except sequence of 22a/b/c follow-ups was modified to this order: 22b, 22c, 22a

Round 2/Version 2C:

Same as Version A, except sequence of 22a/b/c follow-ups was modified to this order: 22c, 22a, 22b

III. RESULTS

Each question that was tested is displayed below, along with the NCES testing goals and probing recommendations, their rationale for the testing, and results from each round. Note that we deliberately avoid quantifying students' responses. The sample was not drawn to be statistically representative of any particular population, and thus percentages and frequencies are, technically speaking, meaningless and potentially misleading. Instead, we discuss patterns of response in relation to characteristics of the students, and we highlight notable exceptions to these patterns. Also, though we did recruit and interview a fairly even mix of students in different age groups, we found no evidence that the questions operated differently for different ages of students in terms of comprehension or how they formulated their answers. Sometimes the nature of the answers was different (e.g. younger students had not observed many instances of fellow students being under the influence) but nothing about these differences would suggest that any changes should be made to the questions. Therefore, for simplicity's sake we do not highlight the age of respondents in the results.

Q1d: Number of Schools Attended

Round 1:

How many different schools have you attended this school year? *[if appropriate add: Include your homeschooling as one school]*

- one school
- two schools
- three or more schools

NCES testing goals and probing recommendation:

Probe: When did you change schools? Why did you change? (Need to determine if students are confused if they moved from elementary to middle or middle to high school at the start of this year. Changes should only be since the start of the current school year.)

NCES rationale for change:

This question is new based on recommendation from the Technical Review Panel. Planty cited research showing frequent school change increases likelihood of school engagement issues, a factor in bullying.

Many subjects had no trouble with this question, whether or not they had changed schools within the school year. The time frame they had in mind was August/September up until now, and they thought the question was asking about changing schools within the school year. They gave examples of reasons why a person might change schools within the school year, such as moving, getting expelled, programs offered by one school but not the other, and bullying.

But in several instances this question was misinterpreted mainly due to a misunderstanding of the term "different schools" and because respondents did not focus on the phrase "this school year." Several students thought of their entire school "career" (elementary, middle and high school). One asked if the question meant how many different *high schools*, or schools *in general*, and said "three – elementary, middle school and high school." Others thought the question meant "how many different high schools" and their frame of reference was all years of high school. Other students

focused on the calendar year. For example, one student had changed high schools over the summer (between 10th and 11th grade he moved to his grandmother's so he could attend a different school). He initially said "two" and said he was thinking of the calendar year.

Regarding misinterpretation of the term "different," some students said "none" – reasoning that they went to no *different* schools, just their regular school. For example, one student did transition from grade school to middle school over the summer but said he had no choice; his grade school did not offer 7th grade. So he reasoned he did not go to any different schools – just the regular school for which he was on track. Another student interpreted "different" to mean different buildings or different districts.

Round 2:

1d. How many different schools have you attended since the start of this school year?

[if appropriate add: Include your homeschooling as one school]

- one school
- two schools
- three or more schools

This small change seemed to be an overall improvement, and to reduce instances of misinterpretation of the time frame. However, some students still misinterpreted the term "different" and answered "none." While this would likely not result in misreporting, given that the response categories do not include an option for "none," future testing could explore whether it would be an improvement to simply drop the word "different." However, it is unclear if that would induce other reporting errors. Another option would be to address the issue in interviewer training and/or include an interviewer note on how to address a respondent's answer of "none" such as: "Please include your current school."

Q10: Security Measures at School

Round 1:

The next questions are about security measures that some schools take. Does your school have:

- a.** Security guards or assigned police officers?
- b.** Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?
- c.** Metal detectors, including wands?
- d.** Locked entrance or exit doors during the day?
- e.** A requirement that visitors sign in and wear visitor badges or stickers?
- f.** Locker checks?
- g.** A requirement that students wear badges or picture identification?
- h.** One or more security cameras to monitor the school?
- i.** A code of student conduct, that is, a set of written rules or guidelines that the school provides you?

NCES testing goals and probing recommendation for 10b:

Probe: Do students understand that "other adults" means those other than the security personnel named in 10a?

NCES rationale for change to 10b:

Previously item confused some students - saw "other" as excluding teachers rather than referring to those "other" than in item a. Added examples to item b to clarify.

NCES testing goals and probing recommendation for 10e:

Do the two parts make this confusing for students? Do they know if visitors sign in if they don't receive badges? Are there any schools where visitors don't have to identify themselves?

NCES rationale for change to 10e:

Change reflects more common security procedure – after signing in, visitors required to have a visual symbol (badges) in the school building.

10a ("security guards or assigned police officers"): students generally thought of uniformed, paid professionals. One student said their school has only one such person because it is a "pretty clean cut school." Another said they are called "resource officers" and just patrol the school and specific events (e.g. a big sporting event).

10b ("other adults supervising the hallway"): students thought of teachers who don't teach a class that period, office staff, guidance counselors, vice principals and others from the main office. Students had fairly mixed experiences with regard to parents patrolling the schools (some schools did this and some didn't). One student noted that it's easy to distinguish security guards from school personnel because security guards "have this thing on their ear, plus they're a lot more jelly". Another noted that police officers have "actual cars."

10e (requirement for visitors to sign in/wear badges): Students did not seem to have trouble with this category. Many said things like "in this day and age it's just common sense" or they "just know" that these are the rules, since it has been that way throughout their entire school experience. Several others said they know because at some point they had to come to school accompanied by their parent and their parent had to sign in. Students noted that anytime they noticed an unfamiliar adult at school, the person was wearing a badge or sticker.

The only other finding of note in terms of respondent comprehension was with category f (locker checks). Students often asked, "Regularly?" or they said, "That depends" and explained there are different types of checks – random, regular, or triggered by a specific event. Some said that lockers are not assigned by default – a student has to request them – and since most students don't have them, they wouldn't know if there are checks or not. The SCS interviewer training addresses these ambiguities, but cognitive interviewers did not have access to that training. Thus this problem may have only manifest in the lab but would not be expected to raise problems in the field.

Because these response categories were found to be unproblematic in Round 1, no further probing was conducted in Round 2.

Q11: Anonymous Reporting of Threats

Rounds 1 and 2:

If you hear about a threat to school or student safety, do you have a way to report it without having to

give your name?

NCES testing goals and probing recommendation:

Probe: how would they report this (do they know proper channels)? Do they include telling adults who might know them (teachers, parents) but who won't use their names in addressing the issue?

NCES rationale for change:

This question has been reworded from the 2013 survey based on question of appropriateness of the word "authority" in the original. Chandler noted that original intent of question was whether threats could be reported to someone who could act on the information (p 24). Members questioned word "authority" – do students exclude parents? Is anonymity required, or is assumption they won't report without anonymity?

Several students talked about specific means by which students could report truly anonymous threats. One common means was a box where they could put an anonymous note. One called this a "snitch box" and another student described filling out a form they call a "bully report." One student said the school advertised the box fairly heavily in the beginning of the school year but then dropped off. Another said the guidance counselor had a box like this. Some students said they had vaguely heard of such a box but were not sure if/where it existed so answered "don't know." Other students said they could leave anonymous notes, but the system was not as formal (i.e. there was no box); they could just leave the unsigned note in the front office. Other means students mentioned were giving an anonymous report when giving a statement to police, and calling a hotline. When asked about caller ID and identifying the caller through cell phone records, the student said people do not think that is a concern.

Students also talked about quasi-anonymous means, such as telling a teacher, security officer or guidance counselor who would tell the administration but keep the name of the student confidential. One young student talked about an "advisory club" run by a teacher, where a student can report another student. The teacher would then go to the student about whom the complaint was made and talk to them but not use the name of the student who complained. This student considered this anonymous. In general, students were somewhat mixed about what they would say if they told a teacher or other staff person who obviously knew them. Some students said they would say "yes" they have a way to report threats because they believed the teacher would keep their name confidential, while other students said they would say "no" because they would not feel anonymous.

Q15: Student Friend

Rounds 1 and 2:

There is a STUDENT at school who...

- a. Really cares about you.
- b. Listens to you when you have something to say.
- c. Believes that you will be a success.

NCES testing goals and probing recommendation:

Probe: What else is important in a friend to show they like you as much as you like them? (Need to determine if this question format captures "reciprocal" friendships rather than "unrequited.")

NCES rationale for change:

This question has been modified from original. Temkin noted that the original item does not have face validity (p 26). Research indicates distribution and quality of friendships is related to protective factors – not having “a friend” (Duffy, 2009; Espelage, Green & Wasserman, 2007; Boulton et al., 1999). In all research found involving school friendships, only reciprocal friendships were counted – need to find a way to determine this in SCS.

The majority of respondents reported that they were thinking about a particular friend or group of friends when answering this question, and that this person or these people also consider the respondent to be a friend. When probed regarding the reciprocity of the friendship, respondents mentioned several factors that made them believe the other person also considered them to be a friend. These factors included remembering important details about each other like birthdays, going to each other’s houses to hang out, sharing secrets, being honest with each other, and doing favors for each other. Students most commonly mentioned encouraging each other when one person is feeling down, spending lots of time together, and listening attentively to each other as indicators of requited friendship.

Only one student agreed with any of the statements while reporting that he had no friends. In his case, he agreed with the question regarding whether there is a student who “listens” and strongly agreed that there is a student who “believes in you” because he has very high grades. Students listen to his advice on schoolwork, and he has won “most likely to succeed” every year, so he thinks they believe in him. However, he considers himself too busy for friends and thinks of the other students as “associates.” This respondent’s answer was an outlier; other respondents were answering this question with reciprocal friendships in mind. Because the minor changes to these questions were found to be unproblematic in Round 1, no further probing was conducted in Round 2.

Q16-18: Crime Where You Live, go to School/Feel Safe in School

Rounds 1 and 2:

Q16: Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...There is a lot of crime in the neighborhood where you live.

Q17: Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...There is a lot of crime in the neighborhood where you go to school.

Q18: Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...You feel safe in your school.

NCES testing goals and probing recommendation:

Test correlations between feelings of safety (18) and crime/security measures (10,16,17)

Students did not have difficulty distinguishing between the neighborhood where they live and the neighborhood where they go to school. In addition, there were strong correlations between the students’ feelings of safety and the security measures that were taken at their schools. The majority of students agreed or strongly agreed that they felt safe at school, and the majority of students also reported that their school took multiple security measures when they were asked Question 10.

Those students who reported feeling unsafe despite the security measures that they said their school took often mentioned extenuating circumstances. For instance, one student thought his school should have more than one police officer in case there is a school shooting. Another student thought the security guards tended to be at the front of the school and not spread out, which might make the school unsafe. One student mentioned that while visitors have to sign in, they are allowed into the cafeteria to pick up students and do not have to have a form stating which child they are authorized to take with them, which she viewed as unsafe. Another student felt unsafe even though he reported that his school takes every safety precaution at Question 10 except using metal detectors and locking doors, because his school has been on lockdown for gun threats and bomb threats. One student said there was little crime where she lived, but the neighborhood where her school was located was really rough. She said she felt safe once she arrived at school, in part due to the safety measures the school takes and in part because the public school is on a military base.

Overall, there was a strong correlation between the safety measures that students said their schools took and their feeling of safety at school. Because the minor changes to these questions were found to be unproblematic in Round 1, no further probing was conducted in Round 2.

Q19: Substance Availability

Round 1:

The following question refers to the availability of drugs and alcohol at your school.

FIELD REPRESENTATIVE - *For each item ask,*

Is it possible to get _____ at your school?

Round 2:

The following question refers to the availability of drugs and alcohol at your school.

FIELD REPRESENTATIVE - *For each item ask,*

Is it possible for students to get _____ at your school?

- a. Alcoholic beverages
- b. Marijuana
- c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?
- d. Other illegal drugs, such as cocaine, uppers, or heroin. *If "Yes" is marked, ASK - What drugs? (Exclude tobacco products.)*

NCES testing goals and probing recommendation:

Probe: what illegally obtained prescription drugs do you know are available (do they expand beyond examples)? Do you know the names of any other prescription drugs? (Purpose is to determine if these examples capture most common prescription drug activity, or do we need additional examples?)

NCES testing goals and probing recommendation:

Probe: what illegal drugs do you know are available (do they expand beyond examples)? What other illegal drugs have you heard about? (Purpose is to determine if these examples capture most severe/most common drug activity, or do we need additional examples?)

In early interviews, some respondents expressed confusion with the stem of the question, worded as, "Is it possible to get _____ at your school?" One student felt there were some ambiguities over whether the question was asking if *students* could get drugs and alcohol at school or if *adults* could get drugs and alcohol at the school. Another student reported thinking that the question was asking

whether students can get drugs and alcohol from teachers or staff at the school, not from other students.

As a result of the confusion some respondents displayed in Round 1, in Round 2 the question stem was changed to: “Is it possible for students to get _____ at your school?” Round 2 results showed that the new text worked well; no further confusion regarding the intent of the question was reported by respondents.

Items a-d of this question remained the same in both rounds. Many of the respondents reported some uncertainty regarding whether drugs were available in the school and, if so, which drugs were available. Those students explained that while they do not know for sure if they are available, they *think* they are available if you know who to ask. In general, respondents were familiar with the drugs listed in items a through d; one student commented that it covers all the “heavy hitters.” Most respondents were not aware of any additional prescription drugs that could be illegally obtained. Those that listed others included Xanax, codeine, and morphine.

A majority of respondents reported that marijuana is the most commonly used drug in their school. Kids most often refer to marijuana as “weed,” but it can also be called many different things such as a “joint, blunt, tree or kush.” Although respondents were asked about marijuana as a separate item (b), when probed to list any other drugs not mentioned, many brought up weed. However, further probing to determine whether they thought of weed and marijuana as different drugs showed that most (but not all) respondents know that weed and marijuana are the same thing.

One additional drug, ecstasy, was repeatedly mentioned and should be considered for inclusion in item “d. Other illegal drugs such as cocaine, heroin, or uppers.” Students said ecstasy is also sometimes called “Molly,” and said they would consider it an upper. Adding ecstasy/Molly as an additional example in item d may prove useful as it is distinct from the other types of drugs listed, and it is widely available and increasing in popularity.

Q20: Student Under the Influence

Rounds 1 and 2:

During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?

NCES testing goals and probing recommendation:

Probe: what made you think the student was under the influence? (Purpose is to determine whether students can tell who is under the influence. Do they know when it is the result of drugs or alcohol?)

NCES rationale for change:

This item was reworded from 2013 version which asked students if they “knew for sure” about school drug use. Not appropriate as measure of overall drug use. McDonald suggested focusing on observed behavior rather than “knowing for sure”.

Students who said “yes” to this question seemed fairly confident of their answer, and to have well

thought-out reasons for their responses. Some said the students themselves just said they were high/drunk (one offered to sell marijuana to the respondent), they post that they are high/drunk on Instagram, and/or it's common knowledge that certain students smoke and/or drink. Most students talked about being able to smell alcohol or marijuana, mentioned that the person's eyes were red, glassy, unfocused and/or bloodshot, and that they were acting differently than they normally do. For example:

- talking strangely, slurring words
- leaning, stumbling
- not paying attention, abnormal behavior
- they were "off" – more laid back than usual
- with acid you can tell they're tripping; they think the walls are talking to them; it looked like he was seeing something because he was feeling the air

Some students said "no" to the question, but thought they would recognize it if they saw someone under the influence. One student said he does not know symptoms but still said "no" to the question.

Q22: Bullied This School Year

Round 1/Version 1 (bullied yes/no and type of bullying):

Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

(Read each category a-g.)

- a. Made fun of you, called you names, or insulted you, in a hurtful way?
- b. Spread rumors about you or tried to make others dislike you?
- c. Threatened you with harm?
- d. Pushed you, shoved you, tripped you, or spit on you?
- e. Tried to make you do things you did not want to do, for example, give them money or other things?
- f. Excluded you from activities on purpose?
- g. Destroyed your property on purpose?

NCES testing goals and probing recommendation:

Test this as single question (yes/no –bullied) without sub-items a-g. Probes: Does presenting the original sub-items (a-g) help remind students of additional instances that fall under bullying, or do they lose track of the bullying component and report more on non-bullying situations (e.g. friends teasing each other).

Round 1/Version 1 (repetition and power differential components):

Q23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?

Q23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

NCES testing goals and probing recommendation:

We need to determine to what extent these filter questions would reduce the percentage of students indicating they are bullied on the SCS, and whether the filter questions reduce the percentage of ‘bullied’ to the extent the additional subquestions to increase the percentage are superfluous. Are they confused by the follow-ups (new 23a and 23b)? Would they change their answer to question 22 (were they bullied) after hearing new 23a and 23b? Determine what instances of “bullying” students discount when repetition and power imbalance are required. Do they object to having these instances not counted as having been “bullied”?

NCES rationale for change:

These filter questions are designed to align SCS bullying estimates with the CDC definition of bullying.

Round 1 Results:

To maximize the utility of testing, we asked the stem of Q22 as a yes/no question (before reading questions a-g) and probed the answers, and then read items a-g. The objective was to assess whether there were any disconnects between the answer to a general yes/no question on bullying and the specific incidents described in a-g. While we had no instances of students saying “yes” to the general question and then “no” to all the specific incidents, we found that some students said “no” to the yes/no question, but “yes” to one or more incidents described in a-g. This made later reading of Q23a/b awkward because starting with the phrase “When you were bullied...” could contradict the student if they said “no” to the yes/no question on being bullied. However, this awkwardness could have been exacerbated by the lab setting and the modification of the question -- treating the stem as a yes/no, and inviting an explicit “no” response even if some of the items a-g were “yes.” Indeed, in SCS production interviews, Q22 (without separating the stem as a yes/no) has several follow-up questions that begin with “When you were bullied...” and these have not been found to be problematic.

A separate subtle wording issue is that on paper, Q22 and its follow-ups in Q23a/b could be problematic since Q22 asks about any/all bullying during the school year, and Q23a and Q23b could be interpreted as more incident-based. In theory, respondents could have difficulty deciding on an answer to Q23a and/or Q23b if they had experienced multiple conflicts, some of which were repeated and/or had a power differential, and some of which did not. Among our subjects this potential problem only came up once, because only one student had in mind multiple bullying incidents when answering the questions. This case is discussed more below.

In most cases the question series was effective – meaning that the final answers the students gave mapped on to their own narrative of whether they’d been bullied, and the students’ answers meshed with the technical definition of bullying. In some cases, it was totally straightforward – the student had clearly been bullied and they answered “yes” to Q22, at least one item a-g, and to both Q23a and Q23b. They also clearly described both repetition (e.g. off and on all year) and a power differential (e.g. there were several of them, they were bigger and stronger). On the other extreme, some students had not been bullied (according to their own narratives) and they said, “no” to Q22 and to all items a-g. In other cases the student had not been bullied (again, according to their own account), and they

said “no” to Q22, but “yes” to one or more items in a-g. In these cases, the students said “no” to Q23a and/or Q23b and when they gave their account of what happened during probing, their answers to Q23a/b seemed correct. In most cases these students described an isolated incident, which is why they said “no” to Q23a. But in some cases it was the other way around – the behavior was ongoing but the student did not feel there was any power differential. For example, in one case a young student said there is one girl who is friends with her gang of friends who “messes” with her. She said she’s a “weird girl -- she’ll be nice one day and mean the next, and doesn’t return things she borrows.” She said the friends they have in common “just laugh” at this behavior, and it doesn’t bother her because she doesn’t let it get to her. So in these cases the follow-up questions would have been effective at “downgrading” the report from bullying to not bullying.

In a couple of instances, it was not as clear-cut. One student said, “yes” to the simple yes/no Q22 and described being taunted by three boys in his class. Even though it only happened once he said he had witnessed these same boys taunting other people and threatening them with, “you’re next.” This student said “yes” to Q23a (it seems correctly) and “no” to Q23b. While he was outnumbered, he was physically big and strong, had a martial arts background and said he knew they wouldn’t do anything. This student, by his own narrative, described the incident as bullying. But because he said “no” to the power differential question, the incident could be reclassified as not bullying. It is unclear what the desired outcome for the analyst is in a situation like this. Returning to the case noted above, one student described two unrelated incidents and said each was a one-time thing, but she said “yes” to Q23a because there was more than one occurrence of bullying. She said “no” to Q23b without hesitation, but during probing she clearly described a power differential in one case (“she was huge – 6’2” – and could definitely overpower me physically”), but in the other case she said that the other girl did not have more power. She said she was not more popular and that “she might be thicker than me but that doesn’t mean she’s *stronger*.” It was not clear why she focused on the one case where there was a power differential in order to answer Q23b. During probing the respondent did not describe calling both incidents to mind and noticing the ambiguity in the question and weighing out what to say; she simply said “yes.” In the end, it seems neither incident should have been “counted” as bullying because each one was a one-time occurrence and in only one case there was a power differential. The student, though, conflated all these experiences together when answering and in her own words she did feel she was bullied.

Round 2 Results:

Round 2/Version 1 (single question with complete definition of bullying)

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

As in Round 1, in most cases the question series seemed to work as intended. Several students said “no” and nothing in their experience seemed to meet the definition of bullying. In one case, there was a substantive unpleasant experience but the question still seemed effective. A young student talked about getting into a conflict with another student while on a field trip, after which the girl started excluding her from school-based activities. The respondent started ignoring her in return. She did say there were repeated instances of being excluded, but she described it as going in both directions, and did not think the girl had more power.

Those who felt, in their own narrative, that they had been bullied said “yes” to the question. In most of these cases students described typical incidents that would be considered bullying, said that the behavior had occurred repeatedly over a period of time, or on and off, and there did seem to be a power differential. For example, one student explained that every day in second quarter he was shoved/bumped by a star football player who was bigger, older, and more popular. Another student was very emphatic that defining bullying in the question itself made it very clear him how to characterize his experience. He described starting at a new school and being made fun of because of his last name by a group of popular girls. He said if it had only happened once he would not have said “yes,” chalking it up to “new kid on the block” teasing. But it went on over the course of about a month. Even though these were a few girls, and he was a physically strong boy, he felt they had more power over him because he was new to the school and had no established social connections, while the girls were very popular.

One case was less clear but it may not have been due to question wording. The student said “no,” but when asked about bullying in the abstract, he said he usually thinks of someone getting “beat up or verbally abused.” He thinks being excluded would count, and talked about how his friends in 7th grade did that to him a lot. They would “ditch him” or lie about where they were meeting so he would show up and no one was there. He is friends with those people now, but this happened a lot at that time. He did not think that group of guys was more powerful than he was, and he did not think he was being bullied; he said, “Not bullied. Just mistreated.” He thinks excluding people could go to the level of bullying if you make someone feel really bad about it.

While there was no evidence in testing that the question is problematic, it is quite long, and respondents are likely artificially attentive when being asked the question in a face-to-face lab setting, compared to a face-to-face CAPI production interview and certainly compared to a CATI telephone interview. However, it does seem that the clear definition of bullying helps students decide how to answer the question. One student admitted he wasn’t paying close attention to the full question but he felt he had been bullied so, in his words, he half-listened for something that would “disqualify” the incident and when there was none he said “yes” to the final question. He went on to describe incidents of harassment that were repeated over a few weeks by a group of guys who he felt had nicer clothes than he did.

Round 2/Version 2A/B/C (single question with follow-ups on nature of bullying)

Q22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or

spreading rumors about you?

Q22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?

Q22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?

There was no evidence of problems with these follow-up questions. All subjects said “yes” to one or more of these to describe the nature of the bullying reported in Q22, and said the three categories (verbal, social and physical) covered the main types of bullying. One student at first offered “emotional” as a type of bullying that was missing but then decided this was more an effect of bullying than a type of bullying, and that it was already subsumed under the other categories. Subjects also felt the examples for each of the three categories were thorough and adequate and meshed with their experiences. In terms of sequence, only three different orders were tested, with only three respondents each, but there was no evidence of any order effects.

Results from both Rounds 1 and 2:

In both rounds, students were probed in the abstract about whether repetition and/or a power differential was a necessary component of bullying, and they were far from unanimous. Some felt that a one-time incident could constitute bullying, but many felt repetition was a necessary component. However, many who felt repetition was a necessary component also allowed for exceptions, for example if it was a “major event” or if the behavior was done in a “mean way.” A few students noted that they were taught in school that repetition is a necessary component of bullying.

Regarding the power differential, some felt it was a necessary component but most thought it was not “required” – that two students with about the same power could bully each other – and that what matters is how they act. In most cases, however, students said there usually is a power differential in a bullying situation. The definition of power itself, however, seemed somewhat elusive. For example, students noted:

- sometimes bullies have *less* power, if they are jealous of someone else’s happier life
- an explicit power differential isn’t necessary – everyone has a weak spot and anyone can then take advantage of it regardless of power
- even if the bully was not stronger, the way they talk – their tone – might make people think they’re stronger or more powerful
- two kids with the same power could bully each other if they have something to be jealous of
- opinions and rumors that are hard to defend against can be a show of power
- sexual power/dominance/reputation was very important in bullying because people are self-conscious about their reputation and it can be an emotional topic

In one case, a student did not agree with the characteristics of power mentioned in the question and said money is not an advantage or an aspect of power. Other students offered additional definitions of power: having a boyfriend/girlfriend who was popular, being part of an athletic team or academic activity that is very popular, being known to staff because of it, and having cooler clothes (not necessarily more expensive – just cooler), and being good looking. Another thought that being popular didn't necessarily mean the same thing as having more friends.

Respondents were also probed in general about how they would define bullying. Most generally agreed with the way bullying was defined in the question but, as expected, some said it wasn't always black and white. One main theme mentioned by several students was that it depends on the impact and how the person takes it. If they take offense it's bullying; if they laugh or brush it off, it's not bullying. Some also noted it depends on whether you stand up to the bully. Another said it's difficult to determine; sometimes you could be laughing because you're playing around, or sometimes a bully could be laughing to be mean. Another student said that all the items in Q22 and a-g (in Round 1) and Q22a/b/c (in Round 2) could be bullying if they're not done as a joke.

In terms of the kinds of incidents that would "count" as bullying, for the most part all the subjects agreed that the examples provided in the questions mapped on to their own definitions. Some offered additional terms that came to mind but none suggested these were necessary criteria to trigger a report of bullying:

- peer pressure
- harming their reputation
- hazing, taunting, jonesing, irritating, harassing, messing with
- baiting someone to get into a fight
- getting in someone's face
- talking behind people's backs
- put-downs
- blackmail

In passing during probing, students volunteered explanations of why people bully. One student who described herself as better in class said kids will mess with her to feel better about themselves. They feel sad about something and try to deflect this on to other people. Another said it's often about intelligence; kids who aren't smart or talented in school bully others. Another student said a guidance counselor told them that a bully is trying to feel stronger or acting out because they're trying to get help. One student said that a bully might not get attention at home or might be abused at home so they take that out on other people.

Q24: Frequency of Being Bullied

Rounds 1 and 2:

During this school year, how often were you bullied?

- Once or twice this school year
- Once or twice a month
- Once or twice a week, or
- Almost every day
- Don't know

NCES testing goals and probing recommendation:

Do students understand this includes all bullying incidents?

NCES rationale for change:

Change in wording from original question, based on FR feedback that students are sometimes confused as to whether previous wording referred to each way they were bullied, or overall bullying episodes.

There was little evidence that respondents had difficulty with this question. They provided typical answers like “continuously” or “every day at lunch.” We had little opportunity to explore any confusion about which/any bullying the question refers to because only a few students talked about multiple different episodes of bullying during the school year. One student experienced name calling and cyberbullying almost every day, but answered “once or twice this school year” because she considered it one bullying incident that dragged out over several weeks. This student reported that she had been bullied in other ways this school year (anonymous bullying on a different website, a more minor issue with a different girl) but did not answer regarding those incidents because they didn't upset her as much. In one case, a student had experienced one specific incident (having her books pushed off a table and being punched) that was isolated, and she talked about a separate ongoing episode involving a different person calling her names. The name-calling had started in the previous school year, and though it still happens sometimes, she doesn't consider it bullying because it doesn't bother her anymore. So she focused on the one incident with her books. In the other case, discussed above, the student had experienced two separate one-time incidents and answered “once or twice.” In sum we did not have enough cases where students had the kind of experience to truly evaluate this issue.

Q25: Location of Being Bullied

Rounds 1 and 2:

Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...

- In a classroom at school?
- In a hallway or stairwell at school?
- In a bathroom or locker room at school?
- In a cafeteria or lunchroom at school?
- Somewhere else inside the school building? – *Specify* _
- Outside on school grounds?
- On the way to or from school such as on a school bus or at a bus stop?
- Online or by text?

NCES testing goals and probing recommendation:

Are there additional incidents of bullying they would have included in 22 if they had thought about electronic

bullying? Are they including incidents in online/text bullying that are school related in some way (perpetrated by classmates, bullying incident that started in school and continued online)?

NCES rationale for change:

“At school” was added to subitems to align with other parts of survey that include to/from school as part of “at school.” Final subitem is trial item (see 21a); changes in school policy on use of electronics needs to be accommodated into categories of bullying.

Very few of the students we talked to had experienced any kind of cyber-bullying. One student mentioned being cyberbullied by someone anonymously, which raises questions about how students can evaluate whether there is a power differential if they don’t know who the bully is. In her case, the anonymous incident did not impact her very much, and when she answered the bullying questions she was more focused on an event with a student she knew that upset her more. In two cases, the students had been cyber-bullied by people they did not know. In one case the student thought of the incident at Q22 and reported it there, even though the person doing the bullying was a friend of a friend’s ex-girlfriend who she never met and did not go her school. This same student, though, had also been cyber-bullied in a separate, unrelated incident that did involve a classmate. But in probing she said she thought of both incidents together at Q22 and when asked this question. Another student had been cyber-bullied on Instagram, but it was a “random person” who she didn’t even know who had made racial comments toward her. She considered this bullying because it was about race, but she did not think of this incident at Q22 because the person was not connected to her school. This would be an example of a desired response process – for the question to prompt respondents to consider all “eligible” incidents and then make a judgment on whether the incident met the criteria for reporting. Another student thought of an incident that happened to her on Twitter and answered “yes” to Q22 but it only happened once so she said “no” at Q23a. So she did count the cyber-bullying at the general question on bullying, but it just didn’t “qualify” in the end.

Among those who had not experienced any cyber-bullying, when probed in the abstract they were quite mixed about whether would have reported it earlier at Q22 if it had happened – some saying yes absolutely and that it made no difference where it happened, and some saying simply that they were only thinking of in-person bullying at Q22. Some said it wasn’t really relevant because they don’t use social media, and only text with their close friends. One student noted they’d done “tons of lessons” on this in school so he did think of cyber-bullying at Q22, but it didn’t apply to him. In the end, we found the evidence on this rather mixed and difficult to assess. The few students who did have actual cyber-bullying incidents happen to them all thought of those incidents at Q22. Some of those incidents in the end were discounted, but for legitimate reasons (e.g. the person doing the cyber-bullying was a stranger and not school-related, or the incident was not repeated). But another student was cyber-bullied by a person she did not know and was only very indirectly related to school (a classmate’s boyfriend’s ex-girlfriend) but she still reported it at Q22. It seems possible – even likely -- that the students who said they were only thinking of in-person bullying at Q22 would have answered differently if they had actually experienced cyber-bullying. Indeed that was the case for the few students who said they had experienced any kind of online bullying. However, we simply did not talk to enough subjects to be confident about this.

With regard to the cyber-bullying moving to/from online, home and school, we again had to probe mostly in hypothetical terms and students were also very mixed. Comments included:

- it would depend on the subject and whether it had to do with school or not. She made a distinction over whether it was about “school issues” (getting bad grades) versus “personal” (criticizing ones clothes).
- if it starts at school, it would be related to school even though it happens online
- even if the bullying doesn’t happen at school, it would be related to school because they see you at school, so what they’re saying must have something to do with what you’re doing at school
- she’d consider it school-related because it wouldn’t have started if something didn’t happen at school
- at school you don’t have control over your environment the way you do at home. At home you can limit where you go, the people you text, the programs you use, etc. But you have to go to school
- she saw students as members of the school community, so if they bully each other online outside of school it’s still related to the school
- he said bullying affects one’s education so it is the school’s business.
- often cyber-bullying is anonymous, but he thought he could/would tell a teacher about it if it involved a classmate.
- cyber-bullying would had to have happened in the building; she wouldn’t count it if it happened outside school
- cyber-bullying that happens ONLY outside of school is not school-related, even if it involves classmates.
- video games are where people get nasty but he wouldn’t consider it related to school bullying because it’s strangers doing it.
- there is a link between school and online, such as teachers who are “secret agents” – they make up an online profile on Facebook so they can monitor cyber-bullying and cheating

Unrelated to cyber-bullying, students commented on the location of bullying. One student said that older kids “call” seats on the bus, and younger kids can’t really sit there. The student didn’t consider this bullying because this is a blanket rule, not personal to any particular kid. Another student noted that some of the worst bullying happens on the bus because no one is patrolling. Regarding places not mentioned in the questions, one student said a lot of bullying takes place at the gym. Another noted the auditorium and lobby.

One final note: this question does not specify “in this school year” while most other questions do.

Q27: Effects of Bullying

Round 1:

This school year, how much has bullying affected:

Round 2:

This school year, how much has bullying had a negative effect on:

(READ RESPONSES FOR EACH)

- a. Your school work
- b. Your relationships with friends
- c. Your physical health (for example, caused injuries, gave you headaches or stomach aches)
- d. How you feel about yourself
 - Not at all
 - Not very much
 - Somewhat
 - A lot

NCES testing goals and probing recommendation:

Use last sub-item (e) to probe: Has bullying affected you in other ways? How? To what extent? (Purpose is to determine if this question captures the most serious/common effects of bullying). May not need last item on final survey.

NCES rationale for change:

Question about purely physical effect of bullying has been expanded based on current research on impacts of bullying (Ybarra, Espelage, Mitchell, in progress; Beran et al 2012; National Children’s Medical Center Clinic for Health Problems Related to Bullying, Checklist for Pediatricians from website accessed 9/3/2013).

In Round 1, some students noted that bullying had a silver lining by firming up relationships with friends (e.g. by helping them realize they had each other’s backs). One student said the experience of being bullied helped him by making him think about how he would get out of bullying. Another said he was bullied in kindergarten but it helped him because he learned to ignore bullies. And another said it made her more sensitive and prompted her to examine her own actions to make sure she wasn’t offending others. For these reasons we recommended changing the stem of the question slightly to “This school year, how much has bullying had a negative effect on...” for Round 2. After this change was implemented, no more reports of the silver lining effects of bullying were reported.

Several students noted negative effects – some already covered in the question. One said it makes him scared to get up and give presentations at school now, and some mentioned feeling worthless and having low self-esteem. Others reported negative effects on their emotional well-being that were not already captured by the question. One student said the bullying (which was so extensive and severe that she changed schools) led to depression and inclinations toward self-harm. Another student said the bullying made her stop eating, but during probing she thought she should have included this under physical effects (although she did not report any physical effects). Another said it made her start eating a lot because eating made her feel better. One student said the bullying made her cry a lot until she decided not to let it bother her. And some students said bullying could make kids not want to go to school, or to change schools.

Several students talked about bullying having a negative effect on relationships with other people in addition to friends. Several students said it affected their relationships with family members. One said he doesn’t feel he can talk to them and feels down about this. Another said she feels it distanced her from her sister. Other students talked about how bullying affected relationships with co-workers; one said it ruined those relationships. And some said the question would be better if it asked about

effects on “relationships with other people.” That would be more inclusive, because bullying affects popularity in general and relationships with different types of people like family members and co-workers.

Other students noted what might be considered “spill-over” effects by being associated in any way with a bullying incident, even if they were only indirectly involved (e.g. by sticking up for their friends, or a smaller kid). They worried about “getting dragged into it” or “getting in trouble at school” by association.

Q28: Hate crimes

Rounds 1 and 2:

When you were bullied in school this year, did you ever think it was related to ...

- a.** Your race?
- b.** Your religion?
- c.** Your ethnic background or national origin - for example, people of Hispanic origin?
- d.** Any disability – such as physical, mental, or developmental disabilities - you may have?
- e.** Your gender?
- f.** Round 1: Your sexual orientation - by this we mean homosexual, bisexual, or heterosexual?
- g.** Round 2: Your sexual orientation - by this we mean gay/lesbian, bisexual, or heterosexual/straight?
- h.** Your physical appearance?
- i.** Some other reason?

NCES testing goals and probing recommendation:

For entire series: to evaluate change in “don’t know” category, note whether students are hesitant or asking for clarification in responding to each item. (These ask if students “think” bullying was related to these categories, so “don’t know” should not be needed.). For item f: need to determine if this vocabulary (homosexual, heterosexual) is well understood, particularly by younger students. Test alternate version: “Your sexual orientation – by this we mean gay, straight, or bisexual?” Are both versions understood equally well by students?

For item h probe: what other reasons? (Need to determine whether we are missing significant category, or whether one of the other items needs clarification so students understand what to include there.)

NCES rationale for change:

Created in response to commitment of ED to collect information on bullying in LGBT and other vulnerable populations (pp 22-23).

Only a few students we talked to thought any of the school-related bullying was related to any of these categories. For instance, one student said kids would make fun of his eyes and call him “yellow” and he did not hesitate to answer “yes” to Q28a. Other students mentioned being bullied for their appearance, their gender, their religion, and “some other reason.” The other reason was “because of who I am.” In this case, the student thought that having lots of friends and being well-liked made her a target for bullying. Otherwise, when probed in the hypothetical, students were entirely mixed. Some said they’d want to be sure there was a connection with these categories and the bullying before saying “yes” because they wouldn’t want to be wrong. Some were more emphatic, saying you’d have to be 100 percent sure and that you’d have to give a certain “straight yes or a straight no” -- you should not just be guessing. But many students thought it would be ok to say

“yes” even if they weren’t certain; it could just be an impression but it was ok to say “yes.” Some other students said it was the perception of the people involved that was most important.

Regarding item f, by far the most common terms students used were “gay” and “straight.” Most all students said the terms were equivalent/interchangeable and they understood all of them, but some students thought other students may have trouble with the terms homosexual, heterosexual and bisexual. On the other hand, some of the older kids offered an opinion that in an official context, terms like “homosexual” and “heterosexual” might be more appropriate but they had no trouble understanding any of the terms. The one exception was the term “heterosexual.” Of all the terms, this was the only one where some kids (across the age range) said they weren’t very familiar with the term and questioned what it meant. One student said “gay” to him refers only to men, and that “gay or lesbian” would cover both men and women. One other note is that in a production setting it may not be clear to interviewers how to “read” a slash embedded in the question text. Given this, and the findings on the most commonly-recognized terms, we would recommend wording this response category as “...by this we mean gay, lesbian, bisexual or straight.”

Regarding item h, no students mentioned any additional categories per se, but one student said that people might be bullied based indirectly on these characteristics – e.g. having a gay parent, or a sibling who was disabled.

Q29a/b/c: Cyber-bullying

Rounds 1 and 2:

29a. We know that not all bullying happens in a specific place at school. Bullying can happen anywhere by electronic means, such as online or by text. You may include events you told me about already. During this school year, have you been bullied online or by text?

29b. When you were bullied electronically this school year, did it happen, or were you afraid it would happen, over and over?

29c. When you were bullied electronically this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

NCES testing goals and probing recommendation:

29a: Essential question is whether cyber-bullying that is part of school bullying is included in answers on 22 – or do we need this separate question? Do they see this question only as a repetition of 22, or are they bringing up other instances? If they did not indicate they were bullied in 22 and never got question Q25 (on where bullied), would they have changed their answer about being bullied “at school” if they thought about online/text bullying by classmates as school related? Or, does this confuse students who think if they never use their devices at school the electronic bullying can’t be “at school”. Compare to item 25. If they said “yes” on 25 and “no” on 29a: You did say you were bullied online or by text at school (25). How was that different from this question? If they said “yes” on both: Are there examples you included here (29a) that you did not include in school bullying online or by text (25)? If yes, how was the bullying incident different? If they said “no” on 22 or 25, and “yes” on 29a: You did not say you were bullied (or bullied online or by text) at school. When you say you were bullied electronically on this question, was it related to something that happened at school? Did you know if classmates were involved in the electronic bullying? Probe: Are the follow-up questions clear? Did you know who was responsible for the electronic bullying (29c) (i.e. can they determine power imbalance)? Would they change their original answer to 29a (bullied electronically) after hearing 29b and 29c? Determine what instances of “electronic

bullying” students discount when repetition and power imbalance are required.

NCES rationale for change:

29a: Part of change to align with CDC definition: electronic bullying is seen as a means, not a separate type of bullying. With definitional alignment comes need to differentiate electronic bullying that is under school purview from that which is not. Cog Lab in 2012 indicated incidents merge – start in person, continue online, and vice versa. Sub-items deleted based on cog lab testing in July 2012 indicating that students do not differentiate between types of electronic communication, nor do they restrict a conversation thread to one mode. 29b/c: These filter questions are designed to align SCS bullying estimates with the CDC definition of bullying.

For the most part many of the issues with this question were covered in Q22 and/or Q25. Four factors specific to cyber-bullying that muddied the waters were whether the person doing the bullying was (1) anonymous or named; (2) if named, whether the student knew them personally or only by association with other friends (in-person or online friends); (3) whether the person went to their school; and (4) where the cyber-messages were retrieved (e.g. on Facebook at home, text at school, etc.). Very few students had actually experienced cyber-bullying so most of these issues had to be explored through probing about hypothetical incidents. Students talked about cyber-bullying by “trolls” and one student who was bullied anonymously said she would not think to report this on a survey like this because she had no idea who the person was or whether the incident was at all school-related. But in another case, the respondent did report a cyber-bullying incident even though she did not know the person. She did, however, know who the person was, that she did not go to the same school, and that she was indirectly connected through a friend’s boyfriend.

During probing about hypothetical cyber-bullying, students again were very mixed about these issues. Some said they would count an incident as cyber-bullying even if the person went to another school and they got a text while at home. Another said the student doing the bullying would have to go to her school for it to count. If they go to a different school, you can just avoid them, but if they go to your school you can’t – you have to go to school. Another student said he would still consider an incident school-based even if he got a text while at home.

Regarding repetition and a power differential, students mostly echoed the same comments they had made in Q22. In the case of cyber-bullying, though, the power differential can be difficult to assess since sometimes the person being bullied doesn’t even know the person doing the bullying. And students pointed out that the concept of repetition takes on a somewhat different meaning because once something is posted online people can look at it over and over. Another aspect specific to cyber-bullying is the social network. One student said she blocked a girl who cyber-bullied her so that she couldn’t do it again, but she doesn’t know how many connections the girl who did it has and whether those people can still see the post.

In sum, collating findings across Q22, Q25 and Q29, results simply were not conclusive. While some students said that they were not thinking of cyber-bullying at Q22 in the abstract, the few students who actually were victims of cyber-bullying all reported being bullied at Q22 – even if the student doing the bullying did not go to their school. In one instance, Q22 made the respondent think of an

incident of cyber-bullying she had experienced, but she did not say “yes” to Q22 because the source was anonymous.

One outstanding question is: would all students who were cyber-bullied report it at Q22 or is something like Q29 necessary to prevent under-reporting? One way to address this would be to recruit more students who actually were victims of cyber-bullying and conduct more qualitative interviews. The objective would be to compare answers from students who had real-life experience being cyber-bullied to the answers of the students from this testing who were not victims but simply offering their thoughts on hypothetical incidents. Another avenue for assessing the risk of under-reported cyber-bullying would be to include Q29 in the field and examine prevalence. However, based on these findings, it seems evident that some instances of cyber-bullying reports could be false-positives if students report incidents by people they don’t even know and/or who don’t go to their school. Therefore, for testing purposes, a “yes” to Q29 could include a follow up question to determine how the respondent knows the person doing the bullying (if they know them at all). Regarding where the cyber-bullying is noticed, we had very few cases to go on, but found no evidence that students would discount school-related cyber-bullying just because they may get the message while not physically on school grounds.

Q30: Hate crimes

Rounds 1 and 2:

During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

NCES testing goals and probing recommendation:

Probe: If responses on 28 and 30 are different (yes in one place, no in the other) ask “When is being called a hate-related word different than being bullied?” If responses on both 19a and 21a are yes determine if these are the same incidents. Ask: Was this always related to the times you said you were bullied?

NCES rationale for change:

These questions about hate-related words are mostly unchanged. However, probe is requested because language about these protected categories now appears under bullying (28) which may seem repetitive or confusing.

Very few of our subjects reported being victims of hate crimes, but among those who had, all but one had said “yes” to Q22 and “yes” to one or more category at Q30. The case of a discrepancy was a girl who had said “no” to Q22 and “yes” here to gender. But she explained that she said “yes” to Q30 because some of her guy friends called her a bitch once, when she was in an especially bad mood. She realized, though, that they were just joking and not trying to be mean; for her the difference was in the intent and that is why she didn’t report it at Q22.

For most students this question did not apply but when asked hypothetically, students said they would report a hate crime as bullying. They said someone is still putting you down, and that hate-

related words are harmful and mean. Another student said although it isn't physical, hate crimes can cause people (especially those who are less "emotionally sound") to be upset and question themselves.

Q35a/b/c: Avoidance vs Fear

Rounds 1 and 2:

How often are you afraid that someone will attack or harm you in the school building or on school property?

How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?

Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you?

NCES testing goals and probing recommendation:

Are there indications that students still feel they have answered the fear questions by answering the previous avoidance questions?

NCES rationale for change:

The question is unchanged. The introduction to the question attempts to clarify difference between these questions (fear) and previous questions (avoidance). Based on FR feedback indicating students are frustrated by seeming repetition.

Students were quite mixed in their impressions of whether this question was different from or just repeating Q33/34. Those who felt they were different questions said things like:

- you can be afraid of something but still not avoid it
- one might not be able to avoid a place but they're still afraid
- you can be worried about a certain place but it doesn't prevent you from going there
- fear can lead to avoidance
- being afraid is having second thoughts, while avoiding is succumbing to that fear
- there are different levels of how scared you are, and avoidance is at the top level
- they are related but could have two completely different answers

But some students said both questions are asking about the same concepts and use similar words. These students said thing like:

- if you're avoiding something, it means you're afraid of it (though she agreed that one can be afraid of something and not avoid it)
- if you're not afraid of someplace you won't avoid it
- if you're afraid of something then you're avoiding it
- the fear question is asking if you avoid places because people attack you
- if you're afraid of someone harming you, you make an excuse not to go to activities
- the fear questions gets at avoiding too

IV. SUMMARY

It seems that both versions of the bullying questions were fairly effective. In Round 1, several students said “no” to the simple yes/no bullying question but then said “yes” to one or more of the incidents listed in a-g, and went on to say “yes” to both repetition and a power differential, and indeed their description of the incident did seem to constitute bullying. This suggests that the stem of Q22:

Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

would be inadequate to capture bullying, but that including the follow-up items a-g would capture incidents that could constitute bullying (even if the student would say “no” to just the yes/no question). Evidence further suggests that Q23a and Q23b could serve to reclassify the event as not bullying if the student did not feel that both repetition and a power differential were part of the incident. In other words, there was no strong evidence that students misunderstood any of these questions per se, and there was evidence that as a group they serve to capture bullying by casting a wide net, and then allowing the analyst to “downgrade” the incident if both repetition and a power differential were not present.

The caveat to these results is in the one case noted where the student experienced two isolated incidents and conflated them. In this case, the problem resulted in an over-report of bullying because neither incident had been repeated. Our subject pool simply did not provide enough cases to truly explore how respondents would negotiate the disconnect between Q22 and items a-g asking about any/all bullying and Q23a/b asking if there was repetition or a power differential component to ANY of those incidents. It is possible that this disconnect could manifest in reporting problems – respondents could either conflate multiple incidents into one, or they could have trouble deciding which incident to think about in answering Q23a/b if the answers are different for different episodes. What is unknown is the prevalence of multiple, completely separate bullying episodes, the heterogeneity of those experiences, and the extent to which the final measure of bullying could be affected.

The Round 2 testing demonstrated that clearly defining bullying in the question was effective from a comprehension standpoint. However, it simply cannot be assessed whether students will be as attentive in a production setting as they were in the cognitive lab, and it is always a risk with longer questions like this that interviewers will not read the entire text. If, for example, only the first part of the question was read before interviewers got cut off:

Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when...

the question would essentially revert to an abbreviated version of Round 1 Q22 and a-g, but without the benefit of Q23a/b to allow the incident to be reclassified as not bullying. On the other hand,

previous research suggests that students have their own sense of whether they've been bullied and use their own definition regardless of definitions in the question text.

In sum, both question versions seem fairly effective but both have issues that could potentially have an impact on the final estimates. For the Round 1 questions, there is the possibility that respondents who experienced multiple but separate incidents would conflate the two, and/or choose the “wrong” incident when answering Q23a/b. That is, if one incident really did constitute bullying (according to CDC definitions), and the other didn't, the student may report on the non-bullying incident. For Round 2, it is possible that due to the length of the question, a non-trivial percentage of respondents would not be presented with the full stimuli included in the question, and that that lack of stimuli would result in over-reporting. Neither of these scenarios seems likely to have a major impact, but it makes the questions ideal candidates to explore in a split-ballot field test, such as:

Version A

Q22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student...

(Read each category a-g.)

- a.** Made fun of you, called you names, or insulted you, in a hurtful way?
- b.** Spread rumors about you or tried to make others dislike you?
- c.** Threatened you with harm?
- d.** Pushed you, shoved you, tripped you, or spit on you?
- e.** Tried to make you do things you did not want to do, for example, give them money or other things?
- f.** Excluded you from activities on purpose?
- g.** Destroyed your property on purpose?

Q23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?

Q23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

Version B

Q22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

By this definition, have you been bullied at school, by another student, this school year?

Q22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?

Q22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?

Q22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?

[NOTE: Q22a-Q22c were tested in different sequences; there was no evidence that any particular order resulted in different response patterns.]

Behavior coding (and/or systematic live monitoring) could be done, focusing on the extent to which the Round 2 version of the questions (and Round 1 for that matter) are being read as worded, and whether interviewers cut short the reading, or respondents interrupt, or both. For the Round 2 version in particular, interviewer training could stress that the full question should be read, even if the respondent interrupts. That is, interviewers should be instructed to pick up where they left off if they get interrupted. For both versions, respondent debriefing questions could be built into the questionnaires to follow up any positive reports of bullying with targeted open-ended questions asking the respondent to describe the nature of the incident, and specifically the repetition and power differential aspects.

**Appendix A: SCS Cognitive Testing Questionnaire and Protocol
Round 1 (December 18, 2013)**

ASK OF ALL PEOPLE AGES 12-18		FORM SCS-1R(draft) U.S. DEPARTMENT OF Economics and Statistics Administration U.S. Census Bureau ACTING AS COLLECTING AGENCY FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY 2015 QUESTIONNAIRE							
NCVS – SCS 2015 QUESTIONNAIRE + TESTING PROTOCOL (NOVEMBER 2013)									
Control number PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No. Spinoff Indicator									
A. FR Code 001 □□□	B. Respondent <table style="width:100%; border: none;"> <tr> <td style="text-align: center;">Line No.</td> <td style="text-align: center;">Age</td> <td style="text-align: center;">Name</td> </tr> <tr> <td style="text-align: center;">002 □□</td> <td style="text-align: center;">003 □□</td> <td></td> </tr> </table>			Line No.	Age	Name	002 □□	003 □□	
Line No.	Age	Name							
002 □□	003 □□								
FIELD REPRESENTATIVE - <i>Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.</i> C. Type of SCS Interview 004 1 <input type="checkbox"/> Personal - Self 2 <input type="checkbox"/> Telephone – Self 3 <input type="checkbox"/> Personal - Proxy 4 <input type="checkbox"/> Telephone - Proxy 5 <input type="checkbox"/> Noninterview – SKIP to ITEM D		D. Reason for SCS noninterview 005 2 <input type="checkbox"/> Refused } SKIP to END 3 <input type="checkbox"/> Not available } SKIP to END 4 <input type="checkbox"/> NCVS completed in a Language other than } SKIP to END English or Spanish							

INTRO 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

E. SCREEN QUESTIONS FOR SUPPLEMENT

1a. Did you attend school at any time this school year?

006 1 Yes
2 No - **SKIP to END**

1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

092 1 Yes
2 No - **SKIP to 1d**

1c. Was all of your schooling this school year home schooling?

007 1 Yes - **SKIP to END**
2 No

1d. How many different schools have you attended this school year? [if student said "yes" to 1b add: Include your homeschooling as one school]

1 one school
2 two schools
3 three or more schools

Check item: if student was not homeschooled (1b = "no") continue with 2b. If student was partially homeschooled, continue with 2a.

PROBE (1d) :

- Can you tell me why you gave that answer [to the question: How many different schools have you attended this school year]?
- What school/schools were you thinking of?
- What time period were you thinking of when I asked how many different schools you've attended?
- What do you think we mean by "different schools"? What kind of change do you think would count as going from one school to a different school?
- [if answer was 2+ different schools] Can you talk me through the changes in schools? [if needed, ask probes below]
 - What school were you in at the start of the school year?
 - When did you change schools?
 - To what school?
 - Why did you change?
 - Did you make any other changes during the school year? [when was that change, etc.]

<p>2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - SKIP to END 1 <input type="checkbox"/> Sixth 2 <input type="checkbox"/> Seventh 3 <input type="checkbox"/> Eighth 4 <input type="checkbox"/> Ninth 5 <input type="checkbox"/> Tenth 6 <input type="checkbox"/> Eleventh 7 <input type="checkbox"/> Twelfth 8 <input type="checkbox"/> Other - <i>Specify</i> _____ 9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - END</p>
<p>2b. What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - SKIP to END 1 <input type="checkbox"/> Sixth 2 <input type="checkbox"/> Seventh 3 <input type="checkbox"/> Eighth 4 <input type="checkbox"/> Ninth 5 <input type="checkbox"/> Tenth 6 <input type="checkbox"/> Eleventh 7 <input type="checkbox"/> Twelfth 8 <input type="checkbox"/> Other - <i>Specify</i> _____ 9 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - SKIP to END</p>
<p>FIELD REPRESENTATIVE - <i>Read introduction only if any of the boxes 1-8 are marked in item 2a.</i></p> <p>INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being home-schooled.</p>	
<p>3. In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August 2 <input type="checkbox"/> September 3 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
<p>F. ENVIRONMENTAL QUESTIONS</p>	
<p>4a. What is the complete name of your school? _____</p> <p>4b. In what city, county, and state is your school located?</p>	<p>012 School Name 013 City 014 County 015 State</p>

Skip to 3

<p>5a. Is your school public or private?</p> <hr/> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <hr/> <p>5c. Is your school affiliated with a religion?</p>	<p>016 1 <input type="checkbox"/> Public - ASK 5b 2 <input type="checkbox"/> Private - SKIP to 5c add post-survey assigned school type: public/public charter/private catholic/private other religious/private non-sectarian</p> <hr/> <p>017 1 <input type="checkbox"/> Yes } SKIP to 6 2 <input type="checkbox"/> No } SKIP to 6</p> <hr/> <p>018 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p>6. What grades are taught in your school?</p> <p>Pre-K or Kindergarten 00 01 02 03 04 05 06 07 08 09 10 11 12 H.S. Senior 13 Post-graduate 20 All ungraded 30 All Special Education</p>	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) TO</p> <p>021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
<p>7. How do you get to school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way – <i>Specify</i>_____</p>
<p>8. How do you get home from school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way – <i>Specify</i>_____</p>

9. During this school year, have you participated in any of the following activities sponsored by your school:		Yes	No
a. Athletic teams at school?	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?		1 <input type="checkbox"/>	2 <input type="checkbox"/>
		Specify _____	

10. The next questions are about security measures that some schools take.					
Does your school have:		Yes	No	Don't know	School does not have lockers
a. Security guards or assigned police officers?	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
c. Metal detectors, including wands?	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
d. Locked entrance or exit doors during the day?	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
e. A requirement that visitors sign in and wear visitor badges or stickers?	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
f. Locker checks?	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. A requirement that students wear badges or picture identification?	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
h. One or more security cameras to monitor the school?	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

PROBE (10a,b,e) :

- Who did you think of when I asked about "security guards or assigned police officers"? *[if students thought of teachers/administrators/parents AS security guards in response category a because they acted in that role, probe for other wording that would help clarify/distinguish response categories a and b]*
- Who did you think of when I asked about "other adults" supervising the hallway?
- What did you think of when I asked about "a requirement that visitors sign in and wear visitor badges or stickers"?
- Do you know what the school rules are for when adult visitors come to your school?
- Do you ever see adults in school who don't seem to work there?
- *[if yes]* Do those adults wear badges or stickers that indicate they are visitors?

11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?		Yes	No	Don't know
	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

PROBES (11) :

- Can you tell me in your own words what this question is asking?
- What kinds of "ways of reporting" do you think of?
- IF NECESSARY: Do you think of things like phone, online or writing a note and putting it in a box? Do you also think of telling someone face-to-face?
- What about the part about not giving your name? If you heard about a threat, and you would

normally tell a parent or a teacher, who obviously already knows you, would you still say 'yes' to this question?

<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? (READ CATEGORIES.)</p>	<p>156</p> <p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>																																			
<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p> <p>f. Teachers treat students with respect</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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15. There is a STUDENT at school who...	Strongly Agree	Agree	Disagree	Strongly Disagree	
	a. Really cares about you.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	b. Listens to you when you have something to say.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	c. Believes that you will be a success.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

PROBES (15) :

- Who were you thinking of when I asked that question (you don't have to tell me their real names - just think of what person or people you had in mind).
- Do you think of them as a friend? (Why or why not?)
- Do you think they think of you as a friend? (Why or why not?)
- What else is important in a friend to show they like you as much as you like them?

16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...	Strongly Agree	Agree	Disagree	Strongly Disagree
	There is a lot of crime in the neighborhood where you live.	179SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

17. Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...	Strongly Agree	Agree	Disagree	Strongly Disagree
	There is a lot of crime in the neighborhood where	181SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...	Strongly Agree	Agree	Disagree	Strongly Disagree
	You feel safe in your school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

PROBES (18, ref. to 10, 16, 17) :

- [review answers to Q10; Q16 and Q17].
- **Refer to Q10:** Earlier you mentioned that your school takes these security measures: [x,y,z]. Do you think those measures work to keep you safe?
- [if no] What do you worry could happen, even though the school has those security measures?
- **Refer to Q16:** When I asked you about crime in the neighborhood where you live, what were you thinking of? Can you walk me through what specific blocks near your house you had in mind as the "neighborhood where you live"?
- Can you tell me more about why you answered the way you did?
- **Refer to Q17:** When I asked you about crime in the neighborhood where your school is located, what were you thinking of? Can you walk me through what specific blocks near your school you had in mind?
- Can you tell me more about why you answered the way you did?
- Probe to see if student could focus on the difference in Q16 versus Q17 (feeling safe where they live versus go to school).

INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

19. The following question refers to the availability of drugs and alcohol at your school.

FIELD REPRESENTATIVE - For each item ask,

Is it possible to get _____ at your school?

a. Alcoholic beverages

040 1 2 3

b. Marijuana

041 1 2 3

c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?

159 1 2 3

d. Other illegal drugs, such as cocaine, uppers, or heroin.

048 1 2 3

If "Yes" is marked, ASK - What drugs?
(Exclude tobacco products.)

↓
Specify _____

PROBES (19) :

- Prescription drugs are legal but sometimes people get and sell them illegally, like oxycontin, Ritalin and adderall. Are there other kinds of prescription drugs you know of that are available? Did you include them in your response?
- What are some of the other names for those drugs?
- Are they very popular?
- What about drugs that are illegal, like cocaine, uppers and heroin? Do you know of other illegal drugs that are available? Did you include them in your response?
- What are some of the other names for those drugs?
- Which drugs do you think are fairly popular now?
- What are the most common names for those drugs?

20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?

1 Yes
2 No

PROBES (20) :

- Can you tell me more about what you saw?
- What made you think the student was under the influence?
- What kinds of drugs or alcohol do you think the student was using?
- What makes you think that?

G. FIGHTING, BULLYING AND HATE BEHAVIORS

<p>21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 22</p>																								
<p>21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104 <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)</p>																								
<p>22. Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student... (Read each category a-g.)</p> <p>a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>b. Spread rumors about you or tried to make others dislike you?</p> <p>c. Threatened you with harm?</p> <p>d. Pushed you, shoved you, tripped you, or spit on you?</p> <p>e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>f. Excluded you from activities on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th align="center">Yes</th> <th align="center">No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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140	1 <input type="checkbox"/>	2 <input type="checkbox"/>																							
<p>CHECK Item 22 Are all categories a-g marked "No" in Q22 above?</p>	<p>1 <input type="checkbox"/> Yes - SKIP to 29a 2 <input type="checkbox"/> No</p>																								

PROBES:

If respondent says yes to Q22.v1:

- Can you tell me about what happened?
- Did it happen only one time, or more than once? [if one time] Were you afraid it might happen again?
- Did the other person have more power than you in some way - for example, were they stronger or bigger than you, more popular, or had more money than you?

All respondents:

- Can you tell me what you think of when you hear the word "bullied"?
- What kinds of behavior do you think "count" as bullying? (Why?)
- I'd like to read through a short list, and for each one, can you tell me if you think

this would count as bullying?

- o Made fun of you, called you names, or insulted you, in a hurtful way?
 - o Spread rumors about you or tried to make others dislike you?
 - o Threatened you with harm?
 - o Pushed you, shoved you, tripped you, or spit on you?
 - o Tried to make you do things you didn't want to do, like give them money or other things?
 - o Excluded you from activities on purpose?
 - o Destroyed your property on purpose?
- Do you think of bullying as something that is repeated over and over (or could be), or do you think even if something only happened once and is not likely to happen again that it could be considered bullying?
 - What about the idea of one student having more power than the other in some way. Do you think that if two students have about the same power that they could bully each other?

23a. When you were bullied this school year, did it happen, or were you afraid it would happen, over and over?

- 1 Yes
2 No

23b. When you were bullied this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

- 1 Yes
2 No

PROBES (23a) :

- Can you tell me, in your own words, what this question is asking?
- If something only happened one time, do you think that would "count" as bullying? Why or why not?
- Do you think it should count as bullying if it only happened once?
- What do you think it means to feel afraid that something would happen over and over?

PROBES (23b) :

- Can you tell me, in your own words, what this question is asking?
- If something happened between two students but neither one had more power over the other one - they were about the same strength and size, and neither one was more popular or had more money than the other - do you think that would "count" as bullying? (Why or why not)?
- Would you change your answer to question 22 (**During this school year, has any student bullied you?**) after hearing Q23a [*repetition*] and 23b [*power*]?

24. During this school year, how often were you bullied?
(READ CATEGORIES 1-4.)

- 142 1 Once or twice this school year
 2 Once or twice a month
 3 Once or twice a week, or
 4 Almost every day
 5 Don't know

PROBES (24) :

- Can you tell my why you answered the way you did?

<p>25. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>(READ CATEGORIES) Mark (X) all that apply</i></p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 144 2 <input type="checkbox"/> In a hallway or stairwell at school? 168 3 <input type="checkbox"/> In a bathroom or locker room at school? 169 4 <input type="checkbox"/> In a cafeteria or lunchroom at school? 173 5 <input type="checkbox"/> Somewhere else inside the school building? – Specify _____ 146 6 <input type="checkbox"/> Outside on school grounds? 144 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 145 8 <input type="checkbox"/> Online or by text?</p>																									
<p>PROBES (25) : PROBES 25/7:</p> <ul style="list-style-type: none"> • Can you tell me why you answered the way you did? • What about being bullied on the way to or from school, including on the bus or at the bus stop. Can you tell me in your own words what that question is asking? <p>PROBES 25/8:</p> <ul style="list-style-type: none"> • Can you tell me, in your own words, what it means to be bullied online or by text? • A little earlier I asked whether you were bullied (re-read appropriate version - Q22.v1 or Q22.v2) : <ul style="list-style-type: none"> ◦ Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? [etc.] • Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person? • Did any kind of bullying happen to you online or by text that you did not think about or didn't mention for some reason back at that earlier question? (Why or why not?) • What about bullying that started at school but then continued online or by text - would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at the physical school? (Why or why not?) • And what if a schoolmate bullied you online or by text but it never happened at the physical school - do you think you would say yes or no to "online or by text"? Why? 																										
<p>26. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																									
<p>27. This school year, how much has bullying affected: (READ RESPONSES FOR EACH)</p> <p>a. Your school work</p> <p>b. Your relationships with friends</p> <p>c. Your physical health (for example, caused injuries, gave you headaches or stomach aches)</p> <p>d. How you feel about yourself</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>b.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>c.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>d.</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Not at all	Not very much	Somewhat	A lot	a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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PROBES (27) :

- Can you tell me why you answered the way you did?
- Has bullying affected you in other ways?
- In what ways?
- Can you tell me about how seriously it's affected you?

28. When you were bullied in school this year, did you ever think it was related to ...

a. Your race?

Yes
1

No
2

b. Your religion?

1

2

c. Your ethnic background or national origin - for example, people of Hispanic origin?

1

2

d. Any disability – such as physical, mental, or developmental disabilities - you may have?

1

2

e. Your gender?

1

2

f. Your sexual orientation - by this we mean homosexual, bisexual, or heterosexual?

1

2

g. Your physical appearance?

1

2

h. Some other reason?

1

2

PROBE (28) :

- Can you tell me why you answered the way you did?
- Did you feel you'd have to be certain that the incident was related to one of these categories for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain there was a connection?
- **Response category f:** Can you tell me, in your own words, what this means: "Your sexual orientation - by this we mean homosexual, bisexual, or heterosexual?"
- What if I had asked it this way: "Your sexual orientation - by this we mean gay, straight, or bisexual?" Are both versions understood equally well?
- **For item h probe:** What other reasons do you think you were bullied?

29a. We know that not all bullying happens in a specific place at school. Bullying can happen anywhere by electronic means, such as online or by text. You may include events you told me about already. During this school year, have you been bullied online or by text?

- 1 Yes
 2 No - **SKIP** to 30
-

29b. When you were bullied electronically this school year, did it happen, or were you afraid it would happen, over and over?

- 1 Yes
 2 No
-

29c. When you were bullied electronically this school year, were you ever bullied by someone who had more power or strength than you? This could be because the person was bigger than you, was more popular, had more money, or had more power than you in another way.

- 1 Yes
 2 No

PROBES (29a) :

- [if yes] Can you tell me about what happened?
- Can you tell me, in your own words, what this question is asking?
- Can you give me some examples of what you think of as being bullied online or by text?
- [If "yes" at 25/8 and "no" at 29a]: Earlier you had said you were bullied online or by text at school, but you said "no" to this question. Can you tell me why?
- [If "yes" to both 25/8 and 29a]: Did this question make you think of bullying incidents different from the ones you already included in the earlier question (25/8)?
- What made you think you should [include or exclude] the online/text bullying in that earlier question?
- [If "no" to 25/1 and 25/8, and "yes" at 29a]: In that earlier question you did not mention being bullied at school, and you said "yes" to this question. Can we talk about that - what is it about the incidents that made you say "no" to the earlier question but "yes" to this one?

PROBES (29b) :

- Can you tell me, in your own words, what this question is asking?
- If something only happened one time, do you think that would "count" as bullying? Why or why not?
- Do you think it should count as bullying if it only happened once?

PROBES (29c) :

- Can you tell me, in your own words, what this question is asking?
- If something happened between two students but neither one had more power over the other one - they were about the same strength and size, and neither one was more popular or had more money than the other - do you think that would "count" as bullying? Why or why not?
- Do you usually know who is doing the bullying online?
- Would you change your answer to question 29a after hearing Q29b and 29c?

30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.

- 065 1 Yes
 2 No - **SKIP** to 32

PROBES (30) :

- Can you tell me why you answered the way you did?

- [If 28 was 'yes' to any category, and 30 is 'no']: When I asked "When you were bullied in school this year, did you ever think it was related to..." you said you thought the bullying was related to [read categories]. And now when I asked "During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation?" you said 'no.' Why is that?
- [If 28 was 'no' to all categories, and 30 is 'yes']: When I asked "When you were bullied in school this year, did you ever think it was related to..." you said you thought the bullying was not related to [read categories]. And now when I asked "During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation?" you said 'yes.' Why is that?
- For you, what makes being called a hate-related word different than being bullied?

31. Were any of the hate-related words related to ...	Yes	No	Don't know
a. Your race?	107SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Your religion?	108SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Your ethnic background or national origin (for example, people of Hispanic origin)?	109SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?	110SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Your gender?	111SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Your sexual orientation? If "yes," SAY- (by this we mean homosexual, bisexual, or heterosexual)	112SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No		

H. AVOIDANCE

<p>33. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. School bus or bus stop?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">068</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">069</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">070</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">071</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">072</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">073</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">074</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">075</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	068	1 <input type="checkbox"/>	2 <input type="checkbox"/>	069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>34a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>076 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														
<p>34b. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>077 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														
<p>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														

I. FEAR

Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

<p>35a. How often are you afraid that someone will attack or harm you in the school building or on school property? (READ CATEGORIES.)</p>	<p>079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (READ CATEGORIES.)</p>	<p>080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ CATEGORIES.)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>

PROBES (33, 34, 35):

- Can you tell me why you answered the way you did?
- Now I'd like to ask you about those last three questions.
- Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you in the school building or on school property?"
 - Do you think of that as being the same or different from the question "Did you AVOID any activities at your school because you thought someone might attack or harm you?"
- Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?"
 - Do you think of that as being the same or different from the question "Did you AVOID any classes because you thought someone might attack or harm you?"
- [IF NECESSARY]: Do you generally feel more safe at school - meaning in the school building, on school property, on the bus and so on - or outside of school? Why did you say that?

J. WEAPONS

In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.

<p>36. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. A gun?</p> <p>b. A knife brought as a weapon?</p> <p>c. Some other weapon?</p>	<table style="width:100%; border:none;"> <tr> <td style="width:10%;"></td> <td style="width:40%; text-align:center;">Yes</td> <td style="width:50%; text-align:center;">No</td> </tr> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No											
082	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
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084	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p>37a. Do you know of any other students who have brought a gun to your school during this school year?</p>	<p>085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 39a</p>												
<p>37b. Have you actually seen another student with a gun at school during this school year?</p>	<p>086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												
<p>38. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												

K. GANGS

INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.

<p>39a. Are there any gangs at your school?</p>	<p>058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 40 3 <input type="checkbox"/> Don't know</p>
<p>39b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p><i>(READ CATEGORIES 1-5)</i></p>	<p>089 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day 6 <input type="checkbox"/> Don't know</p>
<p>39c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>

L. STUDENT CHARACTERISTICS

<p>40. During this school year, across all subjects have you gotten mostly -</p> <p>(READ CATEGORIES 1-5)</p>	<p>116</p> <p>1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p>41a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p>	<p>114</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 42 3 <input type="checkbox"/> Don't know - SKIP to 42</p>												
<p>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p>115</p> <p><input type="text"/> <input type="text"/> (Number of days)</p>												
<p>42. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school, such as a college or technical school?</p> <p>b. Graduate from a 4-year college?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> -- END</td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

DEBRIEFING QUESTIONS

- Did you have any other thoughts about the topics we discussed today, or the questions on this survey?
- I'm going to ask you a few quick questions about yourself for our research. Everything you say is confidential; no one outside of our team will have this information.
 - o What is your race, in your own words? That is, do you think of yourself as white, black, Hispanic [etc.].
 - o Can you tell me if you think of yourself as straight, gay or lesbian, or bisexual?

Appendix B: SCS Cognitive Testing Questionnaire and Protocol
Round 2, Version 1 (January 8, 2014)

ASK OF ALL PEOPLE AGES 12-18

NCVS – SCS 2015

QUESTIONNAIRE + TESTING PROTOCOL
(NOVEMBER 2013)

FORM **SCS-1R(draft)** U.S. DEPARTMENT OF
 Economics and Statistics Administration
 U.S. Census Bureau
 ACTING AS COLLECTING AGENCY FOR THE
 BUREAU OF JUSTICE STATISTICS
 U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT
 TO THE NATIONAL CRIME
 VICTIMIZATION SURVEY
 2015

QUESTIONNAIRE

Control number

PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No.
 Spinoff
 Indicator

A. FR Code

001

B. Respondent

Line No. Age Name
 002 003

FIELD REPRESENTATIVE - *Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.*

C. Type of SCS Interview

- 004 1 Personal - Self
 2 Telephone – Self
 3 Personal - Proxy
 4 Telephone - Proxy
 5 Noninterview – **SKIP to ITEM D**

D. Reason for SCS noninterview

- 005 2 Refused } **SKIP to END**
 3 Not available } **SKIP to END**
 4 NCVS completed in a
 Language other than } **SKIP to END**
 English or Spanish

INTRO 1 - Now, I would like to ask some questions about your experiences at school so far during THIS school year. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

E. SCREEN QUESTIONS FOR SUPPLEMENT

1a. Did you attend school at any time this school year?

006 1 Yes
2 No - **SKIP to END**

1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

092 1 Yes
2 No - **SKIP to 1d**

1c. Was all of your schooling this school year home schooling?

007 1 Yes - **SKIP to END**
2 No

1d. How many different schools have you attended since the start of this school year? [if student said "yes" to 1b add: Include your homeschooling as one school]

1 one school
2 two schools
3 three or more schools

Check item: if student was not homeschooled (1b = "no") continue with 2b. If student was partially homeschooled, continue with 2a.

PROBE (1d) :

- Can you tell me why you gave that answer [to the question: How many different schools have you attended this school year]?
- What school/schools were you thinking of?
- What time period were you thinking of when I asked how many different schools you've attended?
- What do you think we mean by "different schools"? What kind of change do you think would count as going from one school to a different school?
- [if answer was 2+ different schools] Can you talk me through the changes in schools? [if needed, ask probes below]
 - What school were you in at the start of the school year?
 - When did you change schools?
 - To what school?
 - Why did you change?
 - Did you make any other changes during the school year? [when was that change, etc.]

<p>2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - SKIP to END</p> <p>10 <input type="checkbox"/> Sixth</p> <p>11 <input type="checkbox"/> Seventh</p> <p>12 <input type="checkbox"/> Eighth</p> <p>13 <input type="checkbox"/> Ninth</p> <p>14 <input type="checkbox"/> Tenth</p> <p>15 <input type="checkbox"/> Eleventh</p> <p>16 <input type="checkbox"/> Twelfth</p> <p>17 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>18 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible – END</p>
--	---

Skip to 3

<p>2b. What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - SKIP to END</p> <p>10 <input type="checkbox"/> Sixth</p> <p>11 <input type="checkbox"/> Seventh</p> <p>12 <input type="checkbox"/> Eighth</p> <p>13 <input type="checkbox"/> Ninth</p> <p>14 <input type="checkbox"/> Tenth</p> <p>15 <input type="checkbox"/> Eleventh</p> <p>16 <input type="checkbox"/> Twelfth</p> <p>17 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>18 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - SKIP to END</p>
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FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a.

INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being home-schooled.

<p>3. In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August September Other –</p> <p>2 <input type="checkbox"/> <i>Specify</i> _____</p> <p>3 <input type="checkbox"/></p>
---	---

F. ENVIRONMENTAL QUESTIONS

<p>4a. What is the complete name of your school? In what city, county, and state is your school located?</p> <p>4b.</p>	<p>012 School Name</p> <p>013 City</p> <p>014 County</p> <p>015 State</p>
---	---

<p>5a. Is your school public or private?</p> <p>_____</p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>_____</p> <p>5c. Is your school affiliated with a religion?</p>	<p>016 1 <input type="checkbox"/> Public - <i>ASK 5b</i> 2 <input type="checkbox"/> Private - SKIP to 5c</p> <hr/> <p>017 1 <input type="checkbox"/> Yes } SKIP to 6 2 <input type="checkbox"/> No } SKIP to 6</p> <hr/> <p>018 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>																																																
<p>7. What grades are taught in your school?</p> <table border="0"> <tr><td>Pre-K or Kindergarten</td><td>00</td><td></td></tr> <tr><td></td><td>01</td><td></td></tr> <tr><td></td><td>02</td><td></td></tr> <tr><td></td><td>03</td><td></td></tr> <tr><td></td><td>04</td><td></td></tr> <tr><td></td><td>05</td><td></td></tr> <tr><td></td><td>06</td><td></td></tr> <tr><td></td><td>07</td><td></td></tr> <tr><td></td><td>08</td><td></td></tr> <tr><td></td><td>09</td><td></td></tr> <tr><td></td><td>10</td><td></td></tr> <tr><td></td><td>11</td><td></td></tr> <tr><td></td><td>12</td><td>H.S. Senior</td></tr> <tr><td></td><td>13</td><td>Post-graduate</td></tr> <tr><td></td><td>20</td><td>All ungraded</td></tr> <tr><td></td><td>30</td><td>All Special Education</td></tr> </table>	Pre-K or Kindergarten	00			01			02			03			04			05			06			07			08			09			10			11			12	H.S. Senior		13	Post-graduate		20	All ungraded		30	All Special Education	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) TO</p> <p>021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
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<p>7. How do you get to school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 7 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 8 <input type="checkbox"/> Some other way – <i>Specify</i>_____</p>																																																
<p>8. How do you get home from school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way – <i>Specify</i>_____</p>																																																

9. During this school year, have you participated in any of the following activities sponsored by your school:		Yes	No
a. Athletic teams at school?	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?		1 <input type="checkbox"/>	2 <input type="checkbox"/>
		Specify _____	

<p>10. The next questions are about security measures that some schools take. Does your school have:</p> <p>a. Security guards or assigned police officers?</p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>c. Metal detectors, including wands?</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in and wear visitor badges or stickers?</p> <p>f. Locker checks?</p> <p>g. A requirement that students wear badges or picture identification?</p> <p>h. One or more security cameras to monitor the school?</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p>PROBES (11) :</p> <ul style="list-style-type: none"> • What kinds of "ways of reporting" do you think of? • IF NECESSARY: Do you think of things like phone, online or writing a note and putting it in a box? Do you also think of telling someone face-to-face? • What about the part about not giving your name? If you heard about a threat, and you would normally tell a parent or a teacher, who obviously already knows you, would you still say 'yes' to this question? 																																																			
<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? (READ CATEGORIES.)</p>	<table border="1"> <tbody> <tr> <td>156</td> <td>5 <input type="checkbox"/> Never</td> </tr> <tr> <td></td> <td>6 <input type="checkbox"/> Almost never</td> </tr> <tr> <td></td> <td>7 <input type="checkbox"/> Sometimes</td> </tr> <tr> <td></td> <td>8 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	156	5 <input type="checkbox"/> Never		6 <input type="checkbox"/> Almost never		7 <input type="checkbox"/> Sometimes		8 <input type="checkbox"/> Most of the time																																										
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<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p> <p>f. Teachers treat students with respect</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p>15. There is a STUDENT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you live.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>179SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	179SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																									
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<p>17. Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you go to school.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Strongly Agree</td> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">Strongly Disagree</td> </tr> <tr> <td>181SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>							
<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Strongly Agree</td> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">Strongly Disagree</td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>FIELD REPRESENTATIVE - For each item ask,</p> <p>Is it possible for students at your school to get...</p> <p>a. Alcoholic beverages?</p> <p>b. Marijuana?</p> <p>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?</p> <p>d. Other illegal drugs, such as cocaine, uppers, or heroin.?</p> <p>If "Yes" is marked, ASK - What drugs? (Exclude tobacco products.)</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Don't know</td> </tr> <tr> <td>040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>048</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"> ↓ Specify _____ </td> </tr> </table>		Yes	No	Don't know	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		↓ Specify _____		
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- PROBES (19) :
- Prescription drugs are legal but sometimes people get and sell them illegally, like oxycontin, Ritalin and adderall. Are there other kinds of prescription drugs you know of that are available? Did you include them in your response?
 - What are some of the other names for those drugs?
 - Are they very popular?
 - What about drugs that are illegal, like cocaine, uppers and heroin? Do you know of other illegal drugs that are available? Did you include them in your response?
 - What are some of the other names for those drugs?
 - Which drugs do you think are fairly popular now?

<ul style="list-style-type: none">• What are the most common names for those drugs?	
20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
PROBES (20) : <ul style="list-style-type: none">• Can you tell me more about what you saw?• What made you think the student was under the influence?• What kinds of drugs or alcohol do you think the student was using?	

G. FIGHTING, BULLYING AND HATE BEHAVIORS

<p>21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 22</p>
<p>21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104 <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)</p>
<p>22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.</p> <p>By this definition, have you been bullied at school, by another student, this school year?</p>	<p>103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 29</p>

PROBES:

If Q22=yes:

- Can you tell me about what happened?
- [as needed]:
 - How were you bullied [Look for whether examples in the question -- hit, teased etc. - are a good representation]?
 - Can you say more about the frequency - how often did it happen?
 - Why do you think it could (or would not) happen again?
 - Can you explain how the person was more powerful than you?
- [If not mentioned] If these other kinds of things had happened, do you think you would have thought of them as being bullied:
 - being excluded
 - being forced to do something you did not want to do
 - having your property destroyed

All respondents:

- Can you tell me what you think of when you hear the word "bullied"?
- What kinds of behavior do you think "count" as bullying? (Why?)
- REPETITION:
 - Do you think of bullying as something that is repeated over and over (or could be), or do you think even if something only happened once and is not likely to happen again that it could be considered bullying?
- POWER: What about the idea of one student having more power than the other in some way (bigger, stronger, more popular, has more money, etc.) -
 - Do you think that if two students have about the same power that they could bully each other?
 - We gave three examples of having more power - stronger, more friends, more money. Can you think of other ways a bully can have more power over someone?

<p>24. During this school year, how often were you bullied? (READ CATEGORIES 1-4.)</p>	<p>142 1 <input type="checkbox"/> Once or twice this school year 6 <input type="checkbox"/> Once or twice a month 7 <input type="checkbox"/> Once or twice a week, or 8 <input type="checkbox"/> Almost every day 9 <input type="checkbox"/> Don't know</p>
<p>PROBES (24) :</p> <ul style="list-style-type: none"> • Can you tell my why you answered the way you did? 	
<p>25. During this school year, where did the bullying occur? Did it occur ...</p> <p>(READ CATEGORIES) Mark (X) all that apply</p>	<p>143 1 <input type="checkbox"/> In a classroom at school? 170 2 <input type="checkbox"/> In a hallway or stairwell at school? 171 3 <input type="checkbox"/> In a bathroom or locker room at school? 173 4 <input type="checkbox"/> In a cafeteria or lunchroom at school? 146 5 <input type="checkbox"/> Somewhere else inside the school building? – Specify _____ 146 6 <input type="checkbox"/> Outside on school grounds? 147 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 8 <input type="checkbox"/> Online or by text?</p>
<p>PROBES 25/7 :</p> <ul style="list-style-type: none"> • Can you tell me why you answered the way you did? • What about being bullied on the way to or from school, including on the bus or at the bus stop. Can you tell me in your own words what that question is asking? 	
<p>PROBES 25/8 :</p> <ul style="list-style-type: none"> • Can you tell me, in your own words, what it means to be bullied online or by text? • A little earlier I asked whether you were bullied (re-read Q22 if necessary) • Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person? • Did any kind of bullying happen to you online or by text that you did not think about or didn't mention for some reason back at that earlier question? (Why or why not?) • What about bullying that started at school but then continued online or by text – would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at the physical school? (Why or why not?) • And what if a schoolmate bullied you online or by text but it never happened at the physical school – do you think you would say yes or no to "online or by text"? Why? 	
<p>26. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

<p>27. This school year, how much has bullying had a negative effect on: (READ RESPONSES FOR EACH)</p> <p>a. Your school work</p> <p>b. Your relationships with friends</p> <p>c. Your physical health (for example, caused injuries, gave you headaches or stomach aches)</p> <p>d. How you feel about yourself</p>	Not at all	Not very much	Somewhat	A lot
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

PROBES (27) :

- Can you tell me why you answered the way you did?
- Has bullying affected you in other ways?
- In what ways?
- Can you tell me about how seriously it's affected you?

<p>28. When you were bullied in school this year, did you ever think it was related to ...</p> <p>a. Your race?</p> <p>b. Your religion?</p> <p>c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>d. Any disability – such as physical, mental, or developmental disabilities - you may have?</p> <p>e. Your gender?</p> <p>f. Your sexual orientation - by this we mean gay/lesbian, bisexual, or heterosexual/straight?</p> <p>g. Your physical appearance?</p> <p>h. Some other reason?</p>	Yes	No
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p>all => <input type="checkbox"/> SKIP to 30</p>		

PROBE (28) :

- Can you tell me why you answered the way you did?
- Did you feel you'd have to be certain that the incident was related to one of these categories for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain there was a connection?
- **Response category f:** We defined sexual orientation as gay/lesbian, bisexual, heterosexual or straight. Do you understand these words? Would you use other words to describe sexual orientation?
- **For item h probe:** What other reasons do you think you were bullied?

29a. We know that not all bullying happens at school. Bullying can happen anywhere by electronic means. During this school year, have you been bullied by another student online or by text?

- 1 Yes
2 No
- _____

PROBES (29a) :

[if yes]

- Can you tell me about what happened?
- [If "no" to Q22]: In that earlier question you did not mention being bullied at school, and you said "yes" to this question. Can we talk about that - what is it about the incidents that made you say "no" to the earlier question but "yes" to this one?

[all respondents]

Probes refer to this question: "Have you been bullied by another student online or by text?"

- If you were bullied by a student *who did not go to your school*, how do you think you would answer the question? [probe for how respondent was/would be related to the bully for them to say 'yes']
- If you were bullied by a student from your school, but you got the message - by text, email, twitter or whatever - *while you were at home*, how do you think you would answer the question? [probe for whether *where* the respondent got the message factors in to whether they consider it being bullied by another student]

[if not already discussed] Can you give me some examples of what you think of as being bullied online or by text?

<p>30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 32</p>																												
<p>PROBES (30) :</p> <ul style="list-style-type: none"> • Can you tell me what happened? • [If 'yes' but answer to Q22 was 'no']: <ul style="list-style-type: none"> ◦ Do you remember if you were thinking of [the hate crime incident] when I was asking that earlier question about bullying [repeat Q22]? ◦ Why do you think you said 'no' to that question and 'yes' to this one? • For you, what makes being called a hate-related word different than being bullied? 																													
<p>31. Were any of the hate-related words related to ...</p> <p>a. Your race?</p> <p>b. Your religion?</p> <p>c. Your ethnic background or national origin (for example, people of Hispanic origin)?</p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>e. Your gender?</p> <p>f. Your sexual orientation - by this we mean gay/lesbian, bisexual or heterosexual/straight?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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<p>32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																												

H. AVOIDANCE

<p>33. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. School bus or bus stop?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">076</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">077</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">078</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">079</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">080</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">081</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">082</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">083</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	076	1 <input type="checkbox"/>	2 <input type="checkbox"/>	077	1 <input type="checkbox"/>	2 <input type="checkbox"/>	078	1 <input type="checkbox"/>	2 <input type="checkbox"/>	079	1 <input type="checkbox"/>	2 <input type="checkbox"/>	080	1 <input type="checkbox"/>	2 <input type="checkbox"/>	081	1 <input type="checkbox"/>	2 <input type="checkbox"/>	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>
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083	1 <input type="checkbox"/>	2 <input type="checkbox"/>																													
	1 <input type="checkbox"/>	2 <input type="checkbox"/>																													
<p>34a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>076 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														
<p>34b. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>077 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														
<p>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																														

I. FEAR

Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

<p>35a. How often are you afraid that someone will attack or harm you in the school building or on school property? (READ CATEGORIES.)</p>	<p>079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (READ CATEGORIES.)</p>	<p>080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ CATEGORIES.)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>

PROBES (33, 34, 35):

- Can you tell me why you answered the way you did?
- Now I'd like to ask you about those last three questions.
- Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you in the school building or on school property?"
 - Do you think of that as being the same or different from the question "Did you AVOID any activities at your school because you thought someone might attack or harm you?"
- Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?"
 - Do you think of that as being the same or different from the question "Did you AVOID any classes because you thought someone might attack or harm you?"
- [IF NECESSARY]: Do you generally feel more safe at school - meaning in the school building, on school property, on the bus and so on - or outside of school? Why did you say that?

J. WEAPONS

In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.

<p>36. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. A gun?</p> <p>b. A knife brought as a weapon?</p> <p>c. Some other weapon?</p>	<table border="0"> <tr> <td></td> <td align="center">Yes</td> <td align="center">No</td> </tr> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No											
082	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
083	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p>37a. Do you know of any other students who have brought a gun to your school during this school year?</p>	<table border="0"> <tr> <td>085</td> <td>1 <input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No - SKIP to 39a</td> </tr> </table>	085	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No - SKIP to 39a						
085	1 <input type="checkbox"/>	Yes											
	2 <input type="checkbox"/>	No - SKIP to 39a											
<p>37b. Have you actually seen another student with a gun at school during this school year?</p>	<table border="0"> <tr> <td>086</td> <td>1 <input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </table>	086	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No		3 <input type="checkbox"/>	Don't know			
086	1 <input type="checkbox"/>	Yes											
	2 <input type="checkbox"/>	No											
	3 <input type="checkbox"/>	Don't know											
<p>38. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<table border="0"> <tr> <td>113</td> <td>1 <input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> </table>	113	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No						
113	1 <input type="checkbox"/>	Yes											
	2 <input type="checkbox"/>	No											

K. GANGS

INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.

<p>39a. Are there any gangs at your school?</p>	<table border="0"> <tr> <td>058</td> <td>1 <input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No - SKIP to 40</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </table>	058	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No - SKIP to 40		3 <input type="checkbox"/>	Don't know									
058	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No - SKIP to 40																	
	3 <input type="checkbox"/>	Don't know																	
<p>39b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p><i>(READ CATEGORIES 1-5)</i></p>	<table border="0"> <tr> <td>089</td> <td>1 <input type="checkbox"/></td> <td>Never</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>Once or twice this school year</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Once or twice a month</td> </tr> <tr> <td></td> <td>4 <input type="checkbox"/></td> <td>Once or twice a week, or</td> </tr> <tr> <td></td> <td>5 <input type="checkbox"/></td> <td>Almost every day</td> </tr> <tr> <td></td> <td>6 <input type="checkbox"/></td> <td>Don't know</td> </tr> </table>	089	1 <input type="checkbox"/>	Never		2 <input type="checkbox"/>	Once or twice this school year		3 <input type="checkbox"/>	Once or twice a month		4 <input type="checkbox"/>	Once or twice a week, or		5 <input type="checkbox"/>	Almost every day		6 <input type="checkbox"/>	Don't know
089	1 <input type="checkbox"/>	Never																	
	2 <input type="checkbox"/>	Once or twice this school year																	
	3 <input type="checkbox"/>	Once or twice a month																	
	4 <input type="checkbox"/>	Once or twice a week, or																	
	5 <input type="checkbox"/>	Almost every day																	
	6 <input type="checkbox"/>	Don't know																	
<p>39c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<table border="0"> <tr> <td>090</td> <td>1 <input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td></td> <td>2 <input type="checkbox"/></td> <td>No</td> </tr> <tr> <td></td> <td>3 <input type="checkbox"/></td> <td>Don't know</td> </tr> </table>	090	1 <input type="checkbox"/>	Yes		2 <input type="checkbox"/>	No		3 <input type="checkbox"/>	Don't know									
090	1 <input type="checkbox"/>	Yes																	
	2 <input type="checkbox"/>	No																	
	3 <input type="checkbox"/>	Don't know																	

L. STUDENT CHARACTERISTICS

<p>40. During this school year, across all subjects have you gotten mostly - (<i>READ CATEGORIES 1-5</i>)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p>41a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p>	<p>114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 42 3 <input type="checkbox"/> Don't know - SKIP to 42</p>												
<p>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p>116 <input type="text"/> <input type="text"/> (Number of days)</p>												
<p>42. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school, such as a college or technical school?</p> <p>b. Graduate from a 4-year college?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Don't know</td> </tr> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- END</td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

DEBRIEFING QUESTIONS

- Did you have any other thoughts about the topics we discussed today, or the questions on this survey?
- I'm going to ask you a few quick questions about yourself for our research. Everything you say is confidential; no one outside of our team will have this information.
 - What is your race, in your own words? That is, do you think of yourself as white, black, Hispanic [etc.].
 - Can you tell me if you think of yourself as straight, gay or lesbian, or bisexual?

**Appendix C: SCS Cognitive Testing Questionnaire and Protocol
Round 2, Version A (January 27, 2014)**

<p>ASK OF ALL PEOPLE AGES 12-18</p> <p>NCVS – SCS 2015</p> <p>QUESTIONNAIRE + TESTING PROTOCOL (NOVEMBER 2013)</p>	<p>FORM SCS-1R(draft) U.S. DEPARTMENT OF Economics and Statistics Administration U.S. Census Bureau ACTING AS COLLECTING AGENCY FOR THE BUREAU OF JUSTICE STATISTICS U.S. DEPARTMENT OF JUSTICE</p> <p>SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY 2015</p> <p align="center">QUESTIONNAIRE</p>
<p>Control number PSU Segment/Suffix Sample Designation/Suffix Serial/Suffix HH No. Spinoff Indicator</p>	

A. FR Code	B. Respondent						
001 □□□	<table style="width:100%; border: none;"> <tr> <td style="text-align: center;">Line No.</td> <td style="text-align: center;">Age</td> <td style="text-align: center;">Name</td> </tr> <tr> <td style="text-align: center;">002 □□</td> <td style="text-align: center;">003 □□</td> <td></td> </tr> </table>	Line No.	Age	Name	002 □□	003 □□	
Line No.	Age	Name					
002 □□	003 □□						

<p>FIELD REPRESENTATIVE - <i>Complete an SCS-1 form for all NCVS interviewed people ages 12-18. Do NOT complete an SCS-1 form for Type Z noninterview people or for people in Type A noninterview households.</i></p> <p>C. Type of SCS Interview</p> <p>004 1 <input type="checkbox"/> Personal - Self 2 <input type="checkbox"/> Telephone – Self 3 <input type="checkbox"/> Personal - Proxy 4 <input type="checkbox"/> Telephone - Proxy 5 <input type="checkbox"/> Noninterview – SKIP to ITEM D</p>	<p>D. Reason for SCS noninterview</p> <p>005 2 <input type="checkbox"/> Refused } SKIP to END 3 <input type="checkbox"/> Not available } SKIP to END 4 <input type="checkbox"/> NCVS completed in a Language other than } SKIP to END English or Spanish</p>
--	--

INTRO 1 - Now, I would like to ask some questions about your experiences at school so far during THIS school year. We estimate the survey will take about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

E. SCREEN QUESTIONS FOR SUPPLEMENT

1a. Did you attend school at any time this school year?

006 1 Yes
2 No - **SKIP to END**

1b. During that time, were you ever home-schooled? That is, did you receive ANY of that schooling at home, rather than in a public or private school?

092 1 Yes
2 No - **SKIP to 1d**

1c. Was all of your schooling this school year home schooling?

007 1 Yes - **SKIP to END**
2 No

1d. How many different schools have you attended since the start of this school year? [if student said "yes" to 1b add: Include your homeschooling as one school]

1 one school
2 two schools
3 three or more schools

Check item: if student was not homeschooled (1b = "no") continue with 2b. If student was partially homeschooled, continue with 2a.

PROBE (1d) :

- Can you tell me why you gave that answer [to the question: How many different schools have you attended this school year]?
- What school/schools were you thinking of?
- What time period were you thinking of when I asked how many different schools you've attended?
- What do you think we mean by "different schools"? What kind of change do you think would count as going from one school to a different school?
- [if answer was 2+ different schools] Can you talk me through the changes in schools? [if needed, ask probes below]
 - What school were you in at the start of the school year?
 - When did you change schools?
 - To what school?
 - Why did you change?
 - Did you make any other changes during the school year? [when was that change, etc.]

<p>2a. During the time you were home-schooled this school year, what grade would you have been in if you were in a public or private school?</p>	<p>093 0 <input type="checkbox"/> Fifth or under - SKIP to END</p> <p>19 <input type="checkbox"/> Sixth</p> <p>20 <input type="checkbox"/> Seventh</p> <p>21 <input type="checkbox"/> Eighth</p> <p>22 <input type="checkbox"/> Ninth</p> <p>23 <input type="checkbox"/> Tenth</p> <p>24 <input type="checkbox"/> Eleventh</p> <p>25 <input type="checkbox"/> Twelfth</p> <p>26 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>27 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - END</p>
--	---

Skip to 3

<p>2b. What grade are you in?</p>	<p>008 0 <input type="checkbox"/> Fifth or under - SKIP to END</p> <p>19 <input type="checkbox"/> Sixth</p> <p>20 <input type="checkbox"/> Seventh</p> <p>21 <input type="checkbox"/> Eighth</p> <p>22 <input type="checkbox"/> Ninth</p> <p>23 <input type="checkbox"/> Tenth</p> <p>24 <input type="checkbox"/> Eleventh</p> <p>25 <input type="checkbox"/> Twelfth</p> <p>26 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>27 <input type="checkbox"/> College/GED/Post-graduate/ Other noneligible - SKIP to END</p>
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FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a.

INTRO 2 - The following questions pertain only to your attendance at a public or private school and not to being home-schooled.

<p>3. In what month did your current school year begin?</p>	<p>009 1 <input type="checkbox"/> August September Other –</p> <p>2 <input type="checkbox"/> <i>Specify</i> _____</p> <p>3 <input type="checkbox"/></p>
---	---

F. ENVIRONMENTAL QUESTIONS

<p>4a. What is the complete name of your school? In what city, county, and state is your school located?</p> <p>4b.</p>	<p>016 School Name</p> <p>017 City</p> <p>018 County</p> <p>019 State</p>
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<p>5a. Is your school public or private?</p> <p>_____</p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>_____</p> <p>5c. Is your school affiliated with a religion?</p>	<p>019 1 <input type="checkbox"/> Public - ASK 5b 2 <input type="checkbox"/> Private - SKIP to 5c</p> <hr/> <p>020 1 <input type="checkbox"/> Yes } SKIP to 2 <input type="checkbox"/> No } SKIP to 6</p> <hr/> <p>021 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>																																																
<p>8. What grades are taught in your school?</p> <table style="width: 100%; border: none;"> <tr><td style="width: 70%;">Pre-K or Kindergarten</td><td style="width: 10%;">00</td><td style="width: 20%;"></td></tr> <tr><td></td><td>01</td><td></td></tr> <tr><td></td><td>02</td><td></td></tr> <tr><td></td><td>03</td><td></td></tr> <tr><td></td><td>04</td><td></td></tr> <tr><td></td><td>05</td><td></td></tr> <tr><td></td><td>06</td><td></td></tr> <tr><td></td><td>07</td><td></td></tr> <tr><td></td><td>08</td><td></td></tr> <tr><td></td><td>09</td><td></td></tr> <tr><td></td><td>10</td><td></td></tr> <tr><td></td><td>11</td><td></td></tr> <tr><td></td><td>12</td><td>H.S. Senior</td></tr> <tr><td></td><td>13</td><td>Post-graduate</td></tr> <tr><td></td><td>20</td><td>All ungraded</td></tr> <tr><td></td><td>30</td><td>All Special Education</td></tr> </table>	Pre-K or Kindergarten	00			01			02			03			04			05			06			07			08			09			10			11			12	H.S. Senior		13	Post-graduate		20	All ungraded		30	All Special Education	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) TO</p> <p>021 <input type="checkbox"/> <input type="checkbox"/> (highest)</p>
Pre-K or Kindergarten	00																																																
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	12	H.S. Senior																																															
	13	Post-graduate																																															
	20	All ungraded																																															
	30	All Special Education																																															
<p>7. How do you get to school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p>	<p>022 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way – <i>Specify</i>_____</p>																																																
<p>8. How do you get home from school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><i>If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.</i></p>	<p>024 1 <input type="checkbox"/> Walk 2 <input type="checkbox"/> School bus 3 <input type="checkbox"/> Public bus, subway, train 4 <input type="checkbox"/> Car 5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle 6 <input type="checkbox"/> Some other way – <i>Specify</i>_____</p>																																																

9. During this school year, have you participated in any of the following activities sponsored by your school:		Yes	No
a. Athletic teams at school?	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government?	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p>[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, Key Club, or Interact? Do not include community service hours required for graduation.</p>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Other school clubs or school activities?		1 <input type="checkbox"/>	2 <input type="checkbox"/>
		Specify _____	

<p>10. The next questions are about security measures that some schools take. Does your school have:</p> <p>a. Security guards or assigned police officers?</p> <p>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p>c. Metal detectors, including wands?</p> <p>d. Locked entrance or exit doors during the day?</p> <p>e. A requirement that visitors sign in and wear visitor badges or stickers?</p> <p>f. Locker checks?</p> <p>g. A requirement that students wear badges or picture identification?</p> <p>h. One or more security cameras to monitor the school?</p> <p>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p>PROBES (11) :</p> <ul style="list-style-type: none"> • What kinds of "ways of reporting" do you think of? • IF NECESSARY: Do you think of things like phone, online or writing a note and putting it in a box? Do you also think of telling someone face-to-face? • What about the part about not giving your name? If you heard about a threat, and you would normally tell a parent or a teacher, who obviously already knows you, would you still say 'yes' to this question? 																																																			
<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	<p>156</p> <p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>																																																		

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>a. Everyone knows what the school rules are.</p> <p>b. The school rules are fair.</p> <p>c. The punishment for breaking school rules is the same no matter who you are.</p> <p>d. The school rules are strictly enforced.</p> <p>e. If a school rule is broken, students know what kind of punishment will follow.</p> <p>f. Teachers treat students with respect</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>034</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	034	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p>15. There is a STUDENT at school who...</p> <p>a. Really cares about you.</p> <p>b. Listens to you when you have something to say.</p> <p>c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you live.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>179SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	179SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																									
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<p>17. Thinking about the neighborhood where your SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a lot of crime in the neighborhood where you go to school.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Strongly Agree</td> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">Strongly Disagree</td> </tr> <tr> <td style="vertical-align: top;">181SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	181SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Strongly Agree</td> <td style="text-align: center;">Agree</td> <td style="text-align: center;">Disagree</td> <td style="text-align: center;">Strongly Disagree</td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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INTRO 3 - Now I have some questions about things that happen at school. For this survey, "at school" includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>FIELD REPRESENTATIVE - For each item ask,</p> <p>Is it possible for students at your school to get...</p> <p>a. Alcoholic beverages?</p> <p>b. Marijuana?</p> <p>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin or Adderall?</p> <p>d. Other illegal drugs, such as cocaine, uppers, or heroin.?</p> <p>If "Yes" is marked, ASK - What drugs? (Exclude tobacco products.)</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Don't know</td> </tr> <tr> <td style="vertical-align: top;">040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">048</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td></td> <td colspan="3" style="text-align: center;"> ↓ Specify _____ </td> </tr> </table>		Yes	No	Don't know	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	048	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		↓ Specify _____		
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- PROBES (19) :
- Prescription drugs are legal but sometimes people get and sell them illegally, like oxycontin, Ritalin and adderall. Are there other kinds of prescription drugs you know of that are available? Did you include them in your response?
 - What are some of the other names for those drugs?
 - Are they very popular?
 - What about drugs that are illegal, like cocaine, uppers and heroin? Do you know of other illegal drugs that are available? Did you include them in your response?
 - What are some of the other names for those drugs?
 - Which drugs do you think are fairly popular now?

<ul style="list-style-type: none"> What are the most common names for those drugs? 	
20. During this school year, did you see another student who was under the influence of illegal drugs or alcohol while they were at school?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
PROBES (20) : <ul style="list-style-type: none"> Can you tell me more about what you saw? What made you think the student was under the influence? What kinds of drugs or alcohol do you think the student was using? 	
G. FIGHTING, BULLYING AND HATE BEHAVIORS	
21a. During this school year, have you been in one or more physical fights at school?	103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 22
21b. During this school year, how many times have you been in a physical fight at school?	104 <input type="text"/> <input type="text"/> <input type="text"/> (Number of times)
22. Now I have some questions about bullying at school. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over. By this definition, have you been bullied at school, by another student, this school year?	22 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No [<i>ask/probe on Q22a-c hypothetically</i>]
22a. Was any of the bullying verbal – that is, did it involve making fun of you, calling you names, or spreading rumors about you?	22a 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
22b. Was any of the bullying physical -- that is, did it involve hitting, shoving, tripping, or physically hurting you in some way, or the threat of hurting you in some way?	22b 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
22c. Was any of the bullying social -- that is, did it involve ignoring you or excluding you from activities on purpose in order to hurt you?	22c 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 29
If Q22 (any version) = yes: <ul style="list-style-type: none"> Can you tell me about what happened? How were you bullied [Look for whether examples in each of the questions (22/22a/b/c) -- hit, teased etc. - are a good representation?] 	

- Can you say more about the frequency - how often did it happen?
- Why do you think it could (or would not) happen again?
- Can you explain how the person was more powerful than you?

Q22a/b/c:

- Let me read back the examples in Q22a. Do you think those are good examples of verbal bullying? [why/why not]. Are there other examples that come to mind as verbal bullying that we didn't mention?
- [repeat for Q22b and Q22c]

All respondents:

- Can you tell me what you think of when you hear the word "bullied"?
- What kinds of behavior do you think "count" as bullying? (Why?)

REPETITION:

- Do you think of bullying as something that is repeated over and over (or could be), or do you think even if something only happened once and is not likely to happen again that it could be considered bullying?

POWER: What about the idea of one student having more power than the other in some way (bigger, stronger, more popular, has more money, etc.) -

- Do you think that if 2 students have about the same power that they could bully each other?
- We gave three examples of having more power - stronger, more friends, more money. Can you think of other ways a bully can have more power over someone?

24. During this school year, how often were you bullied?
(READ CATEGORIES 1-4.)

142

- 1 Once or twice this school year
 2 Once or twice a month
 3 Once or twice a week, or
 4 Almost every day
 5 Don't know

PROBES (24):

- Can you tell me why you answered the way you did?

25. During this school year, where did the bullying occur?
Did it occur ...

(READ CATEGORIES) Mark (X) all that apply

143

1 In a classroom at school?

172

2 In a hallway or stairwell at school?

173

3 In a bathroom or locker room at school?

173

4 In a cafeteria or lunchroom at school?

146

5 Somewhere else inside the school building? - Specify _____

148

6 Outside on school grounds?

149

7 On the way to or from school such as on a school bus or at a bus stop?

8 Online or by text?

PROBES 25/7:

- Can you tell me why you answered the way you did?
- What about being bullied on the way to or from school, including on the bus or at the bus stop. Can you tell me in your own words what that question is asking?

PROBES 25/8:

- Can you tell me, in your own words, what it means to be bullied online or by text?
- A little earlier I asked whether you were bullied (re-read Q22 if necessary)
- Were you thinking of bullying that can happen online or by text when I first asked that question, or just bullying that happens in person?
- Did any kind of bullying happen to you online or by text that you did not think about or didn't mention for some reason back at that earlier question? (Why or why not?)

- What about bullying that started at school but then continued online or by text – would you think of the online or text bullying as being related to school in some way, even though it didn't actually happen at the physical school? (Why or why not?)
- And what if a schoolmate bullied you online or by text but it never happened at the physical school – do you think you would say yes or no to “online or by text”? Why?

26. Did you tell a teacher or some other adult at school about being bullied?

147 1 Yes
2 No

27. This school year, how much has bullying had a negative effect on:
(READ RESPONSES FOR EACH)

	Not at all	Not very much	Somewhat	A lot
a. Your school work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Your relationships with friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Your physical health (for example, caused injuries, gave you headaches or stomach aches)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. How you feel about yourself	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

PROBES (27) :

- Can you tell me why you answered the way you did?
- Has bullying affected you in other ways?
- In what ways?
- Can you tell me about how seriously it's affected you?

28. When you were bullied in school this year, did you ever think it was related to ...

- a. Your race?
- b. Your religion?
- c. Your ethnic background or national origin - for example, people of Hispanic origin?
- d. Any disability – such as physical, mental, or developmental disabilities - you may have?
- e. Your gender?
- f. Your sexual orientation - by this we mean gay/lesbian, bisexual, or heterosexual/straight?
- g. Your physical appearance?
- h. Some other reason?

	Yes	No
a.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h.	1 <input type="checkbox"/>	2 <input type="checkbox"/>

all => **SKIP** to 30

PROBE (28) :

- Can you tell me why you answered the way you did?
- Did you feel you'd have to be certain that the incident was related to one of these categories for you to say "yes"? Or do you think you could say "yes" even if you were not absolutely certain there was a connection?
- **Response category f:** We defined sexual orientation as gay/lesbian, bisexual, heterosexual or straight. Do you understand these words? Would you use other words to describe sexual orientation?
- **For item h probe:** What other reasons do you think you were bullied?

29a. We know that not all bullying happens at school. Bullying can happen anywhere by electronic means. During this school year, have you been bullied by another student online or by text?

- 1 Yes
2 No
-

PROBES (29a):
[if yes]

- Can you tell me about what happened?
- [If "no" to Q22]: In that earlier question you did not mention being bullied at school, and you said "yes" to this question. Can we talk about that - what is it about the incidents that made you say "no" to the earlier question but "yes" to this one?

[all respondents]

Probes refer to this question: "Have you been bullied by another student online or by text?"

- If you were bullied by a student *who did not go to your school*, how do you think you would answer the question? [probe for how respondent was/would be related to the bully for them to say 'yes']
- If you were bullied by a student from your school, but you got the message - by text, email, twitter or whatever - *while you were at home*, how do you think you would answer the question? [probe for whether *where* the respondent got the message factors in to whether they consider it being bullied by another student]

[if not already discussed] Can you give me some examples of what you think of as being bullied online or by text?

<p>30. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 32</p>																												
<p>PROBES (30) :</p> <ul style="list-style-type: none"> • Can you tell me what happened? • [If 'yes' but answer to Q22 was 'no']: <ul style="list-style-type: none"> ○ Do you remember if you were thinking of [the hate crime incident] when I was asking that earlier question about bullying [repeat Q22]? ○ Why do you think you said 'no' to that question and 'yes' to this one? • For you, what makes being called a hate-related word different than being bullied? 																													
<p>31. Were any of the hate-related words related to ...</p> <p>a. Your race?</p> <p>b. Your religion?</p> <p>c. Your ethnic background or national origin (for example, people of Hispanic origin)?</p> <p>d. Any disability (by this I mean physical, mental, or developmental disabilities) you may have?</p> <p>e. Your gender?</p> <p>f. Your sexual orientation - by this we mean gay/lesbian, bisexual or heterosexual/straight?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>107SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>108SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>109SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>110SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>111SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>112SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	107SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	108SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	109SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	110SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	111SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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112SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																										
<p>32. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>066 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																												

H. AVOIDANCE

H. AVOIDANCE		
<p>33. During this school year, did you ever STAY AWAY from any of the following places because you thought someone might attack or harm you there?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?</p> <p>b. The entrance into the school?</p> <p>c. Any hallways or stairs in school?</p> <p>d. Parts of the school cafeteria?</p> <p>e. Any school restrooms?</p> <p>f. Other places inside the school building?</p> <p>g. School parking lot?</p> <p>h. Other places on school grounds?</p> <p>i. School bus or bus stop?</p>	<p>Yes</p> <p>No</p> <p>084</p> <p>085</p> <p>086</p> <p>087</p> <p>088</p> <p>089</p> <p>090</p> <p>091</p>	<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>
<p>34a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>076</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
<p>34b. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>077</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
<p>34c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>

I. FEAR

Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.

<p>35a. How often are you afraid that someone will attack or harm you in the school building or on school property? (READ CATEGORIES.)</p>	<p>079 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>35b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school? (READ CATEGORIES.)</p>	<p>080 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>
<p>35c. Besides the times you are in the school building, on school property, on a school bus, or going to or from school, how often are you afraid that someone will attack or harm you? (READ CATEGORIES.)</p>	<p>081 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>

PROBES (33, 34, 35):

- Can you tell me why you answered the way you did?
- Now I'd like to ask you about those last three questions.
- Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you in the school building or on school property?"
 - Do you think of that as being the same or different from the question "Did you AVOID any activities at your school because you thought someone might attack or harm you?"
- Can you tell me, in your own words, what this question was asking: "How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?"
 - Do you think of that as being the same or different from the question "Did you AVOID any classes because you thought someone might attack or harm you?"
- [IF NECESSARY]: Do you generally feel more safe at school - meaning in the school building, on school property, on the bus and so on - or outside of school? Why did you say that?

J. WEAPONS

In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.

<p>36. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did YOU ever bring the following to school or onto school grounds?</p> <p><i>(READ CATEGORIES.)</i></p> <p>a. A gun?</p> <p>b. A knife brought as a weapon?</p> <p>c. Some other weapon?</p>	<table border="0"> <tr> <td></td> <td align="center">Yes</td> <td align="center">No</td> </tr> <tr> <td>082</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>083</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>084</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>		Yes	No	082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	083	1 <input type="checkbox"/>	2 <input type="checkbox"/>	084	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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083	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
084	1 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p>37a. Do you know of any other students who have brought a gun to your school during this school year?</p>	<p>085 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 39a</p>												
<p>37b. Have you actually seen another student with a gun at school during this school year?</p>	<p>086 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>												
<p>38. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>												

K. GANGS

INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.

<p>39a. Are there any gangs at your school?</p>	<p>058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 40 3 <input type="checkbox"/> Don't know</p>
<p>39b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?</p> <p><i>(READ CATEGORIES 1-5)</i></p>	<p>089 1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once or twice this school year 3 <input type="checkbox"/> Once or twice a month 4 <input type="checkbox"/> Once or twice a week, or 5 <input type="checkbox"/> Almost every day 6 <input type="checkbox"/> Don't know</p>
<p>39c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>

L. STUDENT CHARACTERISTICS

<p>40. During this school year, across all subjects have you gotten mostly - (<i>READ CATEGORIES 1-5</i>)</p>	<p>116 1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p>41a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p>	<p>114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to 42 3 <input type="checkbox"/> Don't know - SKIP to 42</p>												
<p>41b. During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p>117 <input type="text"/> <input type="text"/> (Number of days)</p>												
<p>42. Thinking about the future, do you think you will ...</p> <p>a. Attend school after high school, such as a college or technical school?</p> <p>b. Graduate from a 4-year college?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Don't know</td> </tr> <tr> <td>117</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> -- END</td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	Yes	No	Don't know										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- END	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

DEBRIEFING QUESTIONS

- Did you have any other thoughts about the topics we discussed today, or the questions on this survey?
- I'm going to ask you a few quick questions about yourself for our research. Everything you say is confidential; no one outside of our team will have this information.
 - o What is your race, in your own words? That is, do you think of yourself as white, black, Hispanic [etc.].
 - o Can you tell me if you think of yourself as straight, gay or lesbian, or bisexual?