



MEASUREMENT MANUAL

Aggression,
Victimization, &
Social Skills Scales

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January 2009



Table of Contents

Aggression Scale for Middle School Children.....	2
Items English Version.....	4
Items Spanish Version.....	5
Victimization Scale for Middle School Children.....	6
Items English Version.....	8
Items Spanish Version.....	9
Reduced Aggression and Victimization Scales.....	10
Items.....	12
Positive Behavior Scales.....	13
Items.....	14
Parental Support for Fighting.....	16
Items English Version.....	19
Items Spanish Version.....	20

Suggested Citation:

Orpinas, P. (2009). *Measurement manual: Aggression, victimization, and social skills scales*. Unpublished document, University of Georgia, Athens, USA. Available at: http://www.publichealth.uga.edu/hpb/research/hpb_youth_violence_orpinas.html

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Aggression Scale for Middle School Children

DESCRIPTION	<p>The Aggression Scale for middle school children was designed to measure frequency of self-reported aggressive behaviors during the week prior to the survey. The scale was developed based on student and teacher input on most frequent children's behavior. The scale is composed of 11 items. Because two of these items measure feelings of anger, some researchers have excluded them from the scale. However, in multiple studies, all 11 items have shown a high internal consistency.</p> <p>Orpinas and Frankowski (2001) described three studies on the psychometric properties of the scale. We have received hundreds of requests for the scale from multiple parts of the world, including Barbados, Canada, Chile, China, England, France, Germany, Ghana, India, Italy, Lithuania, Macedonia, Malaysia, Nigeria, Oman, Pakistan, Philippines, Slovakia, Saudi Arabia, South Africa, Spain, Sweden, and Turkey, as well as from almost all states in the United States. The scale was featured in the <i>Clinician's Research Digest</i>, a monthly publication of the American Psychological Association that summarizes the latest research for mental health practitioners. The scale was also described in CDC's widely-utilized compendium of measures of violence-related attitudes and behaviors (CDC, 1998, 2005; http://www.cdc.gov/ncipc/pub-res/measure.htm).</p>
RESPONSE FORMAT	<p>0 = 0 times 1 = 1 time 2 = 2 times 3 = 3 times 4 = 4 times 5 = 5 times 6 = 6+ times</p>
INTENDED RESPONDENTS	<p>The scale was developed for middle school students, grades 6-8. The authors have used it with upper elementary and high school students.</p>
SCORING AND DIRECTION	<p>The scores are additive, and the scale ranges from 0 to 66 points. High values indicate higher frequency of perpetrating aggressive behaviors.</p>
RELIABILITY	<p>Based on data collected from two independent samples of young adolescents (n=253 and n=8,695; Orpinas & Frankowski, 2001), the internal consistency of the scores, as measured by Cronbach's alpha, was .87 and .88, respectively. Internal consistency scores did not vary by gender or race.</p>
MISSING VALUES	<p>Scale scores were calculated if at least eight items were nonmissing.</p>



NARRATIVE	<p>The Aggression Scale measures self-reported aggressive behavior during the week prior to the survey. The Aggression Scale is composed of 11 items, and responses can range from 0 times to 6 or more times per week. Responses are additive; thus, the scale can range between 0 and 66 points. Each point represents one aggressive behavior the student engaged in during the week prior to the survey. The scale includes behaviors such as teasing, pushing, name calling, hitting, encouraging students to fight, kicking, threatening to hurt or hit, and getting angry easily. The scores of the scale have shown high internal consistency in two separate studies (Cronbach's alpha = .87 and .88) and good stability over time. More details about the construction of the aggression scale and its psychometric properties have been described elsewhere (Orpinas & Frankowski, 2001).</p>
REFERENCE FOR THE SCALE	<p>Orpinas, P., & Frankowski, R. (2001). The aggression scale: A self-report measure of aggressive behavior for young adolescents. <i>Journal of Early Adolescence</i>, 21(1), 51-68.</p>
OTHER REFERENCES	<p>Dahlberg, L. L., Toal, S. B., Swahn, M., & Behrens, C. B. (2005). <i>Measuring violence-related attitudes, behaviors, and influences among youths: A compendium of assessment tools</i>. (2nd ed.) Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.</p>
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Aggression Scale for Middle School Children Items English Version

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions.

During the last 7 days:	0 times	1 time	2 times	3 times	4 times	5 times	6 or more times
1. I teased students to make them angry.	0	1	2	3	4	5	6+
2. I got angry very easily with someone.	0	1	2	3	4	5	6+
3. I fought back when someone hit me first.	0	1	2	3	4	5	6+
4. I said things about other kids to make other students laugh.	0	1	2	3	4	5	6+
5. I encouraged other students to fight.	0	1	2	3	4	5	6+
6. I pushed or shoved other students.	0	1	2	3	4	5	6+
7. I was angry most of the day.	0	1	2	3	4	5	6+
8. I got into a physical fight because I was angry.	0	1	2	3	4	5	6+
9. I slapped or kicked someone.	0	1	2	3	4	5	6+
10. I called other students bad names.	0	1	2	3	4	5	6+
11. I threatened to hurt or to hit someone.	0	1	2	3	4	5	6+



Escala de Agresión para Estudiantes Items Spanish Version

Contesta las siguientes preguntas pensando en lo que realmente hiciste en los últimos 7 días. Para cada pregunta, marca cuántas veces hiciste eso en los últimos 7 días.

En los últimos 7 días...	0 veces	1 vez	2 veces	3 veces	4 veces	5 veces	6 veces o más
1. Yo hice bromas (molesté) a otros(as) estudiantes para que se enojaran.	0	1	2	3	4	5	6+
2. Yo me enojé fácilmente con otra persona.	0	1	2	3	4	5	6+
3. Yo respondí con golpes cuando alguien me golpeó primero.	0	1	2	3	4	5	6+
4. Yo dije cosas sobre otra persona para hacer reír a los(las) estudiantes.	0	1	2	3	4	5	6+
5. Yo alenté (estimulé, aconsejé) a otros(as) estudiantes a pelear.	0	1	2	3	4	5	6+
6. Yo empujé a otros(as) estudiantes.	0	1	2	3	4	5	6+
7. Yo estuve enojado(a) la mayor parte del día.	0	1	2	3	4	5	6+
8. Yo peleé a golpes (pelea a puños, tirar el pelo, morder) porque estaba enojado(a).	0	1	2	3	4	5	6+
9. Yo le di una bofetada (cachetada, palmada) o patada a alguien.	0	1	2	3	4	5	6+
10. Yo insulté a otros(as) estudiantes (les dije malas palabras).	0	1	2	3	4	5	6+
11. Yo amenacé a alguien con herirlo(a) o pegarle.	0	1	2	3	4	5	6+



Victimization Scale for Middle School Children

DESCRIPTION	<p>The Victimization Scale for middle school children was designed to measure frequency of self-reported victimization during the week prior to the survey. The scale was developed based on the aggression scale for middle school students (Orpinas & Frankowski, 2001).</p> <p>The scale is also described in CDC's widely-utilized compendium of measures of violence-related attitudes and behaviors (CDC, 1998, 2005; http://www.cdc.gov/ncipc/pub-res/measure.htm).</p>
RESPONSE FORMAT	<p>0 = 0 times 1 = 1 time 2 = 2 times 3 = 3 times 4 = 4 times 5 = 5 times 6 = 6+ times</p>
INTENDED RESPONDENTS	<p>Middle school students, grades 6-8, and upper elementary students (grades 3-5).</p>
SCORING AND DIRECTION	<p>The scores are additive, and the scale ranges from 0 to 60 points. High values indicate higher frequency of being the victim of aggressive acts.</p>
RELIABILITY	<p>In a sample of 9115 middle school students from Texas, the internal consistency of the scores, as measured by Cronbach's alpha, was .85 (Boys = .86; girls = .84). Pearson correlation between the Aggression Scale and the Victimization Scale was .50.</p>
MISSING VALUES	<p>Scale scores were only calculated if at least eight items were nonmissing.</p>



NARRATIVE	<p>The Victimization Scale measures the self-reported frequency of being the victim of aggressive acts during the week prior to the survey. It was developed based on the Aggression Scale (Orpinas & Frankowski, 2001). The Victimization Scale is composed of 10 items, and responses can range from 0 times to 6 or more times per week. Responses are additive; thus, the scale can range between 0 and 60 points. Each point represents one instance of victimization reported by the student during the previous seven days. The scale includes behaviors such as being teased, beat up, made fun of, encouraged to fight, called names, pushed, slapped, and threatened to be hurt or hit. The scores of the scale have shown high internal consistency (Cronbach's alpha = .85) and a significant correlation ($r = .50$) with the Aggression Scale. The Victimization Scale has been used in prior research with middle school students (Kelder et al., 1996) and with elementary children (Orpinas, Horne, & Staniszewski, 2003).</p>
REFERENCES FOR THE SCALE	<p>Dahlberg, L. L., Toal, S. B., Swahn, M., & Behrens, C. B. (2005). <i>Measuring violence-related attitudes, behaviors, and influences among youths: A compendium of assessment tools</i>. (2nd ed.) Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.</p> <p>Orpinas, P., & Frankowski, R. (2001). The aggression scale: A self-report measure of aggressive behavior for young adolescents. <i>Journal of Early Adolescence</i>, 21(1), 51-68.</p>
REFERENCES	<p>Kelder, S.H., Orpinas, P., McAlister, A., Frankowski, R., Parcel, G.S., & Friday, J. (1996). The Students for Peace Project: A comprehensive violence- prevention program for middle school students. <i>American Journal of Preventive Medicine</i>, 12(5), 22-30.</p> <p>Orpinas, P., Horne, A.M., Staniszewski, D. (2003). School Bullying: Changing the Problem by Changing the School. <i>School Psychology Review</i>, 32(3), 431-444.</p> <p>Orpinas, P., Kelder, S., Frankowski, R., Murray, N., Zhang, Q., & McAlister, A. (2000). Outcome evaluation of a multi-component violence-prevention program for middle school students: The Students for Peace project. <i>Health Education Research</i>, 15(1), 45-58.</p>
COPYRIGHT	<p>The scale is free and available for schools and researchers to use upon request from the author.</p>



Victimization Scale for Middle School Children Items English Version

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions.

During the last 7 days:	0 times	1 time	2 times	3 times	4 times	5 times	6 or more times
1. A student teased me to make me angry.	0	1	2	3	4	5	6+
2. A student beat me up.	0	1	2	3	4	5	6+
3. A student said things about me to make other students laugh (made fun of me).	0	1	2	3	4	5	6+
4. Other students encouraged me to fight.	0	1	2	3	4	5	6+
5. A student pushed or shoved me.	0	1	2	3	4	5	6+
6. A student asked me to fight.	0	1	2	3	4	5	6+
7. A student slapped or kicked me.	0	1	2	3	4	5	6+
8. A student called me (or my family) bad names.	0	1	2	3	4	5	6+
9. A student threatened to hurt or to hit me.	0	1	2	3	4	5	6+
10. A student tried to hurt my feelings.	0	1	2	3	4	5	6+



Escala de Victimización para Estudiantes Items Spanish Version

Contesta las siguientes preguntas pensando en lo que realmente te pasó a ti en los últimos 7 días. Para cada pregunta, marca cuántas veces otro estudiante te hizo algo en los últimos 7 días.

En los últimos 7 días...	0 veces	1 vez	2 veces	3 veces	4 veces	5 veces	6 veces o más
1. Un estudiante me hizo bromas (me molestó) para que yo me enojara.	0	1	2	3	4	5	6+
2. Un estudiante me dio una paliza (golpiza).	0	1	2	3	4	5	6+
3. Un estudiante dijo cosas sobre mí para hacer reír a otros estudiantes.	0	1	2	3	4	5	6+
4. Otros estudiantes me alentaron (estimularon, aconsejaron) a pelear.	0	1	2	3	4	5	6+
5. Un estudiante me empujó.	0	1	2	3	4	5	6+
6. Un estudiante me invitó a pelear.	0	1	2	3	4	5	6+
7. Un estudiante me dio una bofetada (cachetada, palmada) o patada.	0	1	2	3	4	5	6+
8. Un estudiante me insultó a mí o a mi familia.	0	1	2	3	4	5	6+
9. Un estudiante me amenazó con herirme o golpearme	0	1	2	3	4	5	6+
10. Un estudiante trató de herir mis sentimientos.	0	1	2	3	4	5	6+



Reduced Aggression and Victimization Scales

DESCRIPTION	<p>The Reduced Aggression and Victimization Scales (RAVS) were designed to measure the self-reported frequency of being victimized or being the perpetrator of aggressive behaviors during the week prior to the survey. The scales were developed by Pamela Orpinas as an elementary school version of the Aggression Scale (Orpinas & Frankowski, 2001). However, the scales have been used in middle schools. Each scale is composed of six items. The first four items of each scale measure overt aggression/victimization behaviors (teasing, name-calling, threats, and pushing or hitting). The last two items of each scale measure relational aggression/victimization.</p> <p>The scales were published by Orpinas & Horne (2006). The scale is also described in CDC's widely-utilized compendium of measures of violence-related attitudes and behaviors (CDC, 1998, 2005; http://www.cdc.gov/ncipc/pub-res/measure.htm).</p>
RESPONSE FORMAT	<p>0 = 0 times 1 = 1 time 2 = 2 times 3 = 3 times 4 = 4 times 5 = 5 times 6 = 6+ times</p>
INTENDED RESPONDENTS	<p>Upper elementary and middle school students.</p>
SCORING AND DIRECTION	<p>The scores are additive, and each scale ranges from 0 to 36 points. High values indicate higher frequency of aggression/victimization.</p>
RELIABILITY	<p>In a study of fourth and fifth graders (n = 411), the internal consistency of the scores, as measured by Cronbach's alpha, was .86 (range by gender and race = .84 to .89) for aggression and .84 (range by gender and race = .80 to .87) for victimization (Orpinas & Horne, 2006). In a sample of middle school students (n = 903) the internal consistency of the scores was .89 (.89 for boys, .86 for girls) for aggression and .87 (.88 for boys, .84 for girls) for victimization (Houston, 2007).</p>
MISSING VALUES	<p>Scale scores were calculated if at least five items were nonmissing in each scale.</p>



NARRATIVE	<p>The Reduced Aggression and Victimization Scales (RAVS) (Orpinas & Horne, 2006) measures the frequency of being victimized or of reporting aggressive behaviors during the previous week. The Reduced Aggression and Victimization Scales are composed of six items each, and responses can range from 0 times to 6 or more times per week. Scale scores are additive; thus, each scale can range from 0 to 36 points. Each point represents one instance of victimization or aggression reported by the student during the week prior to the survey. Each scale is composed of six items. Two of the items measure relational aggression/victimization and the other four measure overt behaviors (teasing, name-calling, threats, and pushing or hitting). In a sample of upper elementary students, the internal consistency of the scores measured by Cronbach's alpha, was .86 for aggression and .84 for victimization. The Aggression and Victimization Scale-Short Version was adapted from the Aggression Scale (Orpinas & Frankowski, 2001).</p>
REFERENCE FOR THE SCALE	<p>Orpinas, P. & Horne, A. (2006). <i>Creating a positive school climate and developing social competence</i>. Washington, DC: American Psychological Association.</p>
REFERENCES	<p>Houston, K. P. (2007). Are there differences in bullies? An analysis of bullying and social skills. Doctoral Dissertation, University of Georgia, Athens, GA.</p> <p>Orpinas, P., & Frankowski, R. (2001). The aggression scale: A self-report measure of aggressive behavior for young adolescents. <i>Journal of Early Adolescence</i>, 21(1), 51-68.</p>
COPYRIGHT	<p>The scale is free and available for schools and researchers to use upon request from the author.</p>



Aggression & Victimization Scales-Short Version Items

Think about what happened DURING THE LAST 7 DAYS, when you answer these questions about your CLASSROOM.

During the last 7 DAYS:	0 times	1 time	2 times	3 times	4 times	5 times	6 or more times
1. How many times did a kid from your classroom tease you?	0	1	2	3	4	5	6+
2. How many times did a kid from your classroom push, shove, or hit you?	0	1	2	3	4	5	6+
3. How many times did a kid from your classroom call you a bad name?	0	1	2	3	4	5	6+
4. How many times did kids from your classroom say that they were going to hit you?	0	1	2	3	4	5	6+
5. How many times did other kids in your classroom leave you out on purpose?	0	1	2	3	4	5	6+
6. How many times did a student in your classroom make up something about you to make other kids not like you anymore?	0	1	2	3	4	5	6+
7. How many times did you tease a kid from your classroom?	0	1	2	3	4	5	6+
8. How many times did you push, shove, or hit a kid from your classroom ?	0	1	2	3	4	5	6+
9. How many times did you call a kid from your classroom a bad name?	0	1	2	3	4	5	6+
10. How many times did you say that you would hit a kid in your classroom?	0	1	2	3	4	5	6+
11. How many times did you leave out another classmate on purpose?	0	1	2	3	4	5	6+
12. How many times did you make up something about other students in your classroom to make other kids not like them anymore.	0	1	2	3	4	5	6+



Positive Behavior Scales

DESCRIPTION	The Positive Behavior Scales was designed to measure the self-reported frequency of exerting or receiving positive behaviors during the 30 days prior to the survey. The scales were developed based on student and teacher input on most frequent positive children's behavior in the classroom, as well as expected positive behaviors. Each scale is composed of 10 items. The time frame is the
RESPONSE FORMAT	0 = Never 1 = Once or twice 2 = About once a week 3 = Several times a week
INTENDED RESPONDENTS	Upper elementary and middle school students, grades 3 to 8.
SCORING AND DIRECTION	High values indicate higher frequency of positive behaviors among students.
RELIABILITY	In a sample of upper elementary students (n=206), the internal consistency of the scores, as measured by Cronbach's alpha, was .90 (range by gender and race = .82 to .91) for being the recipient of positive behaviors and .91 (range by gender and race = .89 to .92) for self-reported positive behaviors
MISSING VALUES	Scale scores can be calculated if at least eight items are nonmissing.
NARRATIVE	The Positive Behavior Scales measure the frequency of exerting or receiving positive behaviors during the month prior to the survey. The Positive Behavior Scales are composed of two subscales: the first subscale assesses positive behaviors the student has experience from classmate, and the second subscale assesses positive behaviors the student has performed. Responses range from never to several times a week, in a 4-point scale. Item scores are added; thus, each scale ranges between 0 and 40 points. The scale includes behaviors such as complimenting, being polite, helping with something or offering to help, sharing, and acting friendly.
REFERENCES	This measurement manual.



Positive Behavior Scales Items

Think about what happened in your CLASSROOM during THE LAST 30 DAYS, when you answer these questions.

In the past 30 DAYS, how many times, in your CLASSROOM:	Never	Once or twice	About once a week	Several times a week
1. A kid said or did something nice to me.				
2. A kid said "thanks" or "you are welcome" to me.				
3. A kid helped me.				
4. A kid said or did something that made me feel good.				
5. A kid invited me to participate in a game, group conversation, or a class activity.				
6. A kid said a compliment (praise, kind word) to me.				
7. A kid offered to help me.				
8. A kid shared something with me.				
9. A kid acted friendly with me.				
10. A kid showed interest in my ideas or activities.				



In the past 30 DAYS, how many times did YOU:	Never	Once or twice	About once a week	Several times a week
11. I said or did something nice to a kid from my classroom.				
12. I said "thanks" or "you are welcome" to a kid from my classroom.				
13. I helped a kid from my classroom.				
14. I said or did something that made a kid from my classroom feel good.				
15. I invited a kid from my classroom to participate in a game, group conversation, or a class activity.				
16. I said a compliment (praise, kind word) to a kid from my classroom.				
17. I offered to help a kid from my classroom.				
18. I share something with a kid from my classroom.				
19. I acted friendly with a kid from my classroom.				
20. I showed interest in ideas or activities from a kid from my classroom.				



Parental Support for Fighting

DESCRIPTION	<p>The purpose of this 10-item measure is to evaluate the students' perception of their parents' support for aggressive and non-aggressive solutions as a means of solving conflicts. The questionnaire was first used as a single scale in the Students for Peace Project (Orpinas, Murray, & Kelder, 1999). Items were originally obtained from focus groups with middle schools students (Kelder et al., 1996; Orpinas et al., 2000). In other subsequent studies (e.g., Miller-Johnson, Sullivan, Simon, & MVPP, 2004), two subscales were scored. One subscale consists of five items reflecting aggressive solutions to conflict, and the other subscale of the five items reflecting peaceful solutions. Students are asked to respond "yes" or "no" to each item based on what their parents tell them about fighting.</p>
RESPONSE FORMAT	<p>0 = No 1 = Yes</p>
INTENDED RESPONDENTS	<p>Middle school students</p>
SCORING AND DIRECTION	<p>If scored as one scale: The total scale ranges between 0 and 10, and high score reflect more positive parental support for non-aggressive solutions. To compute the scale, items that support aggressive solutions are reverse coded (<i>no</i> = 1, <i>yes</i> = 0); then all items are added.</p> <p>If scored as two subscales, add or compute the mean of the following items:</p> <ul style="list-style-type: none">• Parental Support for Aggressive Solutions = items: 1, 2, 3, 5, 9• Parental Support for Non-aggressive Solutions = items: 4, 6, 7, 8, 10 <p>If added, each scale will range between 0 and 5; if the mean is computed, each scale will range between 0 and 1. In both cases, high scores indicate a stronger perception of parental support for aggressive solutions or non-aggressive solutions, respectively.</p>



<p>SCALE DEVELOPMENT</p>	<p>The MVPP study (Miller-Johnson, Sullivan, Simon, & MVPP, 2004) conducted a set of confirmatory factor analyses (CFA) to compare a one-factor model with a two-factor model. The reasoning behind this comparison was that aggressive and non-aggressive solutions to conflict might represent two distinct constructs (two-factor model) instead of being opposite ends of a unitary construct (one-factor model). The models were compared using tau-equivalent models, where all items loadings are constrained to 1. The table below summarizes fit indices. These analyses suggest that the two-factor model provided a better fit for the data. In the MVPP study, the two subscales had a moderate, negative correlation of -.45.</p> <table border="1" data-bbox="444 583 1390 924"> <thead> <tr> <th>Model</th> <th>Chi-square</th> <th>df</th> <th>Chi-square change (with df change)</th> <th>RMSE A</th> <th>CF I</th> </tr> </thead> <tbody> <tr> <td>1. One factor with all 10 items</td> <td>2540.01</td> <td>44</td> <td></td> <td>0.16</td> <td>.88</td> </tr> <tr> <td>2. Two correlated factors (Support Fighting and Support Peaceful Solutions)</td> <td>1291.73</td> <td>42</td> <td>1248.28(2)</td> <td>0.11</td> <td>.94</td> </tr> </tbody> </table>	Model	Chi-square	df	Chi-square change (with df change)	RMSE A	CF I	1. One factor with all 10 items	2540.01	44		0.16	.88	2. Two correlated factors (Support Fighting and Support Peaceful Solutions)	1291.73	42	1248.28(2)	0.11	.94
Model	Chi-square	df	Chi-square change (with df change)	RMSE A	CF I														
1. One factor with all 10 items	2540.01	44		0.16	.88														
2. Two correlated factors (Support Fighting and Support Peaceful Solutions)	1291.73	42	1248.28(2)	0.11	.94														
<p>RELIABILITY</p>	<p>The internal consistency of the total scale's scores (Cronbach's Alpha) was .81 (Orpinas, Murray, & Kelder, 1999).</p> <p>In the MVPP study, the internal consistency of the scores of each subscale, as measured by Cronbach's alpha, was :</p> <ul style="list-style-type: none"> • Aggressive Solutions Scale = .62 • Non-aggressive Solutions Scale = .66 																		
<p>NARRATIVE</p>	<p>Parental Support for Fighting was designed to measure students' perception of their parents' support for aggressive and non-aggressive solutions to conflict. The 10-item measure was developed for the Students for Peace Project (Orpinas, Murray, & Kelder, 1999) as one scale, and later used for the MVPP project (Miller-Johnson, Sullivan, Simon, & MVPP, 2004) as two subscales with five items each: Parental Support for Aggressive Solutions and Parental Support for Non-aggressive Solutions to conflict. At the beginning of the questionnaire students were asked, "Does your parent tell you these things about fighting?" Items are listed as declarative statements, and students respond <i>yes</i> or <i>no</i> to each item. An example of a peaceful solution item is, "If someone calls you names, ignore them." An aggressive solution item is, "If someone hits you, hit them back." Scores are based on the mean item response.</p>																		



REFERENCES CITED	<p>Kelder, S.H., Orpinas, P., McAlister, A., Frankowski, R., Parcel, G.S., & Friday, J. (1996). The Students for Peace Project: A comprehensive violence- prevention program for middle school students. <i>American Journal of Preventive Medicine</i>, 12(5), 22-30.</p> <p>Miller-Johnson, S., Sullivan, T. N., Simon, T. R., & Multisite Violence Prevention Project. (2004). Evaluating the impact of interventions in the Multisite Violence Prevention Study - Samples, procedures, and measures. <i>American Journal of Preventive Medicine</i>, 26, 48-61.</p> <p>Orpinas, P., Kelder, S., Frankowski, R., Murray, N., Zhang, Q., & McAlister, A. (2000). Outcome evaluation of a multi-component violence-prevention program for middle school students: The Students for Peace project. <i>Health Education Research</i>, 15(1), 45-58.</p> <p>Orpinas, P., Murray, N., & Kelder, S. (1999). Parental influences on students' aggressive behavior and weapon-carrying. <i>Health Education and Behavior</i>, 26(6), 774-787.</p>
COPYRIGHT	<p>The scale is free, and available for public use. Recommended citation:</p> <p>Orpinas, P., Murray, N., & Kelder, S. (1999). Parental influences on students' aggressive behavior and weapon-carrying. <i>Health Education and Behavior</i>, 26(6), 774-787.</p>

Parental Support for Fighting Scale
Items English Version

Does your parent tell you these things about fighting?

	YES	NO
1. If someone hits you, hit them back.	Y	N
2. If someone calls you names, hit them.	Y	N
3. If someone calls you names, call them names back.	Y	N
4. If someone calls you names, ignore them.	Y	N
5. If someone asks you to fight, hit them first.	Y	N
6. If someone asks you to fight, you should try to talk your way out of a fight.	Y	N
7. You should think the problem through, calm yourself, and then talk the problem out with your friend.	Y	N
8. If another student asks you to fight, you should tell a teacher or someone older.	Y	N
9. If you can't solve the problem by talking, it is best to solve it through fighting.	Y	N
10. No matter what, fighting is not good; there are other ways to solve problems.	Y	N



Apoyo Parental para Peleas Items Spanish Version

¿Qué te dicen tus padres o guardianes sobre pelear?

	YES	NO
1. Si alguien te pega, pégale de vuelta.	Y	N
2. Si alguien te insulta, pégale de vuelta.	Y	N
3. Si alguien te insulta, insúltalo de vuelta.	Y	N
4. Si alguien te insulta, ignóralo.	Y	N
5. Si alguien te pide pelea, pégale primero.	Y	N
6. Si alguien te pide pelea, trata de conversar para no pelear.	Y	N
7. Tú debes pensar el problema, calmarte, y después conversar el problema con tu amigo.	Y	N
8. Si otro estudiante te pide pelea, tú debes decirle a la profesora o a alguien mayor.	Y	N
9. Si no puedes resolver el problema conversando, es mejor resolverlo peleando.	Y	N
10. No importa lo que pase, pelear no es bueno, hay otras formas de resolver los problemas.	Y	N