

NATIONAL CENTER FOR EDUCATION STATISTICS

Attachment IV
Cognitive Interview Protocol and Questionnaire Items

2019 School Crime Supplement to
the National Crime Victimization Survey (SCS:19/ NCVS)
Spanish Cognitive Interviews

OMB# 1850-0803 v.223

February 2018

2019 SCS to the NCVS
English Cognitive Interview Protocol

Cognitive Testing of NCVS SCS

PARTICIPANT ID #: _____ DATE: ____ / ____ / 2018

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

Hello, my name is _____ and I work for the Census Bureau. It's nice to meet you and thank you very much for helping us out today.

IF NECESSARY, CREATE SMALL TALK TO BUILD RAPPORT WITH THE STUDENT BY ASKING A QUESTION, SUCH AS:

- *What is your favorite subject in school? RESPOND ACCORDINGLY (e.g., if the student responds with "science," ask them what they are studying in their science class).*

Section 1: (If applicable) Observers:

Before we get started let me mention that there are some observers watching the interview in another room. They are only watching to get an idea of how the questions in the survey we are going to talk about are working.

Section 2: Information about today's survey

Let me start by telling you a little bit about what we're doing here. The Census Bureau administers many surveys in addition to the counting people in the US every 10 years. Since so many agencies rely on data from the Census Bureau, it is extremely important that this information be as accurate as possible.

In order to help us improve our surveys, we turn to students like you to find out if our questions make sense and are easy to understand and answer. The survey we'll talk about today is conducted by the National Center for Education Statistics, which is part of the U.S. Department of Education. The research we're doing today will help us figure out if changes we have made to the questionnaire are working for students like you, and it will help us improve the accuracy of data.

I'm going to go through the questionnaire like a real interview, but I'm mainly interested in your reactions to the questions. So after we go through some of the questions, I'll stop and ask you some follow up questions about the survey questions you answered. For example, I might reread a question from the survey, and ask you what certain words or phrases in the question mean to you, or what you were thinking about when you were answering. There are no right or wrong answers, we just want to know your thoughts and reactions to the questions to help us make them better so that other students like you can easily understand them. The things we will talk about in the interview today will only be used in our research to help us improve the survey. Your name will not be attached to anything you say. Direct quotes may be used in research papers and professional presentations, but your name and any names you might mention today will never be used in our reports and presentations.

Section 3: Taping:

I'd like to ask for your permission to audio tape the session today. The main reason we tape these interviews is so that we don't have to rely on notes or our memories later. This allows me to concentrate on what you're saying during the interview. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

Do you have any questions about the recording?

AFTER ANSWERING QUESTIONS AND GIVING FURTHER EXPLANATION, CONTINUE. IF THE PARTICIPANT IS NO LONGER INTERESTED IN PARTICIPATING, THANK THE PARTICIPANT FOR HIS/HER TIME AND END THE INTERVIEW.

Section 4: Informed Consent

[If student is under 18]:

Your parent signed a form giving you permission to participate today. I am going to tell you about what was in that document. The document that your parent signed explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

[If student is 18]:

Before we start, I'm going to give you a written consent form.

HAND 1 COPY OF THE INFORMED CONSENT DOCUMENT TO THE PARTICIPANT

This document explains the purpose of the study and how we will protect your information. In addition to what I have just mentioned about never sharing your name or any names you say during the interview, I would like to draw your attention to the fact that:

- *Your participation is voluntary and you may stop the interview at any time*
- *You can refuse to answer any of the questions asked or take a break at any time*
- *Your responses in this study may be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. (ESRA 2002, U.S.C. 20 § 9573)*
- *As stated in the form, we would like to record this interview to assist in our ability to write a report summarizing the interview.*

Thank you for signing the consent form. I will also sign this form to show that I agree to everything in the form. At the end of the interview, I'll be sure to give you a copy for you to take with you.

1. ASK PARTICIPANT IF (S)HE HAS ANY QUESTIONS ABOUT THE CONSENT FORM.
2. IF PARTICIPANT AGREES, OBTAIN THE RESPONDENT'S SIGNATURE TO PROCEED ON ONE COPY OF THE FORM; INTERVIEWER SHOULD ALSO SIGN THE FORM AT THIS TIME.
3. MAKE SURE RESPONDENT TAKES ONE COPY WITH THEM WHEN THE INTERVIEW IS OVER AT THE END OF THE INTERVIEW.

[All students]:

Are you comfortable with me recording this interview?

IF PARTICIPANT PROVIDES CONSENT TO HAVE THE SESSION AUDIO-TAPED:

I'm going to turn on the recorder now, and once it is on, I'm going to ask for your permission to record today, and then we will get started.

TURN ON TAPE RECORDER, ASK FOR PERMISSION TO RECORD ON THE TAPE, AND BEGIN THE INTERVIEW.

OK, let's begin.

INTERVIEWER INSTRUCTIONS:

NOTE ANY CONFUSION OR DIFFICULTIES RESPONDENTS HAVE WITH THE QUESTIONS.

RETROSPECTIVE PROBING (R=response):

IF YOU NOTICED R HAVING COGNITIVE DIFFICULTY ANSWERING ANY OF THE QUESTIONS YOU ARE PROBING ON, MAKE SURE TO PROBE ON R'S DIFFICULTY WITH THE QUESTION. GO THROUGH THE SURVEY WITHOUT PROBING UNTIL YOU GET TO QUESTION 32 ON PAGE 15. GO THROUGH THE RETROSPECTIVE PROBES WITH R. BE SURE TO PROBE ON ANY OF THE RESPONDENT'S APPARENT DIFFICULTY OR HESITATION. AFTER ALL PROBES, CONTINUE THE SURVEY AT QUESTION 33, ADMINISTER THE REMAINING SURVEY QUESTIONS, THEN ASK THE FINAL SET OF PROBES, FOLLOWED BY THE DEBRIEFING QUESTIONS.

2017 SCHOOL CRIME SUPPLEMENT

INTRO_1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

SCREEN QUESTIONS FOR SUPPLEMENT

E_ATTENDSCHOOL

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

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

E_HOMESCHOOL

1b. During that time, were you ever homeschooled? 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 E_DIFFSCHOOL_ATTENDED**

E_ALLHOMESCHOOL

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

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

E_DIFFSCHOOL_ATTENDED

1d. How many different schools have you attended this school year?

- 185SCS 1 One school
 2 Two schools
 3 Three or more schools

Include your homeschooling as one school.
(only asked if student answered "yes" to being homeschooled)

CHECK ITEM A: if student was not homeschooled (1b, **E_HOMESCHOOL** = "No") Skip to 2b, **WHATGRADE**. If student was partially homeschooled (1c, **E_ALLHOMESCHOOL** = "No") continue with 2a, **E_HOMESCHOOLGRADE**.

E_HOMESCHOOLGRADE

2a. During the time you were homeschooled this school year, what grade would you have been in if you were in a public or private school?

- 093 0 Fifth or under - **SKIP to END**
 1 Sixth
 2 Seventh
 3 Eighth
 4 Ninth
 5 Tenth
 6 Eleventh
 7 Twelfth
 8 Other - *Specify* } **SKIP to INTRO_2**
 9 College/GED/Post-graduate/
 Other noneligible - **SKIP to END**

E_HOMESCHOOLGRADE_OTHER

E_WHATGRADE

2b. What grade are you in?

- 008 0 Fifth or under - **SKIP to END**
 1 Sixth
 2 Seventh
 3 Eighth
 4 Ninth
 5 Tenth
 6 Eleventh
 7 Twelfth
 8 Other - *Specify* } **SKIP to E_WHATMONTH**
 9 College/GED/Post-graduate/
 Other noneligible - **SKIP to END**

E_WHATGRADE_OTHER

FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a **E_HOMESCHOOLGRADE**.

INTRO_2 -The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

E_WHATMONTH

3. In what month did your current school year begin?

- 009
- 1 August
 - 2 September
 - 3 Other

E_WHATMONTHOTHER

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 October
- 9 November
- 10 December

ENVIRONMENTAL QUESTIONS

F_SCHOOLSTATE, F_SCHOOLCOUNTY, F_SCHOOLCITY

4b. In what State, County and City is your school located?

- 015 State
- 014 County
- 013 City
- 012 School Name

F_NAMEOFSCHOOL

What is the complete name of your school?

F_PUBLICORPRIVATE

5a. Is your school public or private?

- 016
- 1 Public – **ASK F_REGULARSCHOOL**
 - 2 Private - **SKIP to F_CHURCHRELATED**

F_REGULARSCHOOL

5b. Is this the regular school that most of the students in your neighborhood attend?

- 017
- 1 Yes
 - 2 No } **SKIP to F_GRADES_LOW**

F_CHURCHRELATED

5c. Is your school affiliated with a religion?

- 018
- 1 Yes
 - 2 No
 - 3 Don't know

<p>F_GRADES_LOW</p> <p>6a. What is the lowest grade taught in your school?</p>	<p>020</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten 1 <input type="checkbox"/> 1st grade 2 <input type="checkbox"/> 2nd grade 3 <input type="checkbox"/> 3rd grade 4 <input type="checkbox"/> 4th grade 5 <input type="checkbox"/> 5th grade 6 <input type="checkbox"/> 6th grade 7 <input type="checkbox"/> 7th grade 8 <input type="checkbox"/> 8th grade 9 <input type="checkbox"/> 9th grade 10 <input type="checkbox"/> 10th grade 11 <input type="checkbox"/> 11th grade 12 <input type="checkbox"/> H.S. Senior 13 <input type="checkbox"/> Post-graduate 20 <input type="checkbox"/> All ungraded 30 <input type="checkbox"/> All special education</p>
<p>F_GRADES_HIGH</p> <p>6b. What is the highest grade taught in your school?</p>	<p>021</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten 1 <input type="checkbox"/> 1st grade 2 <input type="checkbox"/> 2nd grade 3 <input type="checkbox"/> 3rd grade 4 <input type="checkbox"/> 4th grade 5 <input type="checkbox"/> 5th grade 6 <input type="checkbox"/> 6th grade 7 <input type="checkbox"/> 7th grade 8 <input type="checkbox"/> 8th grade 9 <input type="checkbox"/> 9th grade 10 <input type="checkbox"/> 10th grade 11 <input type="checkbox"/> 11th grade 12 <input type="checkbox"/> H.S. Senior 13 <input type="checkbox"/> Post-graduate 20 <input type="checkbox"/> All ungraded 30 <input type="checkbox"/> All special education</p>
<p>F_GETTOSCHOOL</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>F_GETTOSCHOOL_SPECIFY</p> <p><i>Enter the other way that the respondent gets to school.</i></p>	<p>022</p> <p>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 – Specify _____</p>

F_HOMEFROMSCHOOL

8. How do you get home from school most of the time this school year?

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

F_HOMEFROMSCHOOL_SPECIFY

Enter the other way that the respondent gets home from school.

024

- 1 Walk
- 2 School bus
- 3 Public bus, subway, train
- 4 Car
- 5 Bicycle, motorbike, or motorcycle
- 6 Some other way - Specify _____

9. During this school year, have you participated in any of the following activities sponsored by your school:

Yes No

F_ACTIVITIES_SPORTS

a. Athletic teams at school?

120

1 2

F_ACTIVITIES_SPIRIT

b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?

121

1 2

F_ACTIVITIES_ARTS

c. Performing arts, for example, Band, Choir, Orchestra, or Drama?

122

1 2

F_ACTIVITIES_ACADEMIC

d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, or Math Club?

F_ACTIVITIES_GOV

e. Student government or class council?

123

1 2

F_ACTIVITIES_SERVICE

f. [IF GRADES 6, 7, or 8 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?

124

1 2

[IF GRADES 9, 10, 11, or 12 ASK] 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.

125

1 2

F_ACTIVITIES_OTHER

g. Other school clubs or school activities?

F_ACTIVITIES_OTHER_SPECIFY

What are the other school clubs or school activities you participate in?

126

1 2



Specify _____

10. The next questions are about security measures that some schools take.

Does your school have:

F_SAFETY_POLICE

a. Security guards or assigned police officers?

F_SAFETY_HALLSTAFF

b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

F_SAFETY_METAL_DETECTORS

c. Metal detectors, including wands?

(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)

F_SAFETY_DOORS_LOCKED

d. Locked entrance or exit doors during the day?

F_SAFETY_SIGN_IN

e. A requirement that visitors sign in AND wear visitor badges or stickers?

F_SAFETY_LOCKER_CHECKS

f. Locker checks?

F_SAFETY_STUDENT_ID

g. A requirement that students wear badges or picture identification?

F_SAFETY_CAMERAS

h. One or more security cameras to monitor the school?

F_SAFETY_CODE_OF_CONDUCT

i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?

	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"/>	

F_REPORT

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"/>

F_DISTRACTED

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.)

156	1 <input type="checkbox"/> Never
	2 <input type="checkbox"/> Almost never
	3 <input type="checkbox"/> Sometimes
	4 <input type="checkbox"/> Most of the time

13.	Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...		Strongly Agree	Agree	Disagree	Strongly Disagree
	F_RULES_FAIR					
	a. The school rules are fair.	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	F_PUNISHMENT_SAME					
	b. The punishment for breaking school rules is the same no matter who you are.	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	F_RULES_ENFORCED					
	c. The school rules are strictly enforced. (Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	F_PUNISHMENT_KNOWN					
	d. If a school rule is broken, students know what kind of punishment will follow.					
	F_TEACHERS_RESPECT					
	e. Teachers treat students with respect.	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14.	Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...		Strongly Agree	Agree	Disagree	Strongly Disagree
	There is a TEACHER or other ADULT at school who...					
	F_ADULT_REALLYCARES	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	a. Really cares about you.					
	F_ADULT_LISTENS	175SCS	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.					
	F_ADULT_GOOD_JOB	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	c. Tells you when you do a good job.					
15.	Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...		Strongly Agree	Agree	Disagree	Strongly Disagree
	There is a STUDENT at school who...					
	F_STUDENT_REALLYCARES	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	a. Really cares about you.					
	F_STUDENT_LISTENS	187SCS	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.					
	F_STUDENT_SUCCESS	188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	c. Believes that you will be a success.					
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
	F_CRIME_NEIGHBORHOOD					
	There is a lot of crime in the neighborhood where YOU LIVE.	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <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
	F_CRIME_NEIGHBORHOOD_SCHOOL					
	There is a lot of crime in the neighborhood where YOU go to SCHOOL.	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <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

F_SAFE_IN_SCHOOL

You feel safe in your school

189SCS 1 2 3 4

SCS_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 shared with anyone at your school or home.

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

Is it possible for students at your school to get... Yes No

F_ALCOHOL

a. Alcoholic beverages? 040 1 2

F_MARIJUANA

b. Marijuana, also known as pot or weed? 041 1 2

F_PRESCRIPTION_DRUGS

c. Opioids, such as prescription painkillers, heroin, or fentanyl? 159 1 2

d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall? 209SCS 1 2

F_OTHER_ILLEGAL

e. Other illegal drugs, such as cocaine, uppers, or crystal meth? 1 2

F_KNOW_DRUGS_OR_ALCOHOL

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? 210SCS 1 Yes
2 No

FIGHTING, BULLYING AND HATE BEHAVIORS

G_FIGHT_AT_SCHOOL

21a. During this school year, have you been in one or more physical fights at school? 103 1 Yes
2 No - **SKIP to:**
Q22

G_FIGHT_HOW_OFTEN

21b. During this school year, how many times have you been in a physical fight at school? 104 (Number of times)

22. Now I have some questions about what students from your school do that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. During this school year, has any student from your school...

(Read each category a-h.)

		Yes	No
G_BULLY_MADE_FUN			
a. Made fun of you, called you names, or insulted you, in a hurtful way?	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_RUMOR			
b. Spread rumors about you or tried to make others dislike you?	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Purposely shared your private information, photos, or videos in a hurtful way?	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_THREAT			
d. Threatened you with harm?			
G_BULLY_CONTACT			
e. Pushed you, shoved you, tripped you, or spit on you?	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>
Has any student from your school...	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_COERCED			
f. Tried to make you do things you did not want to do, for example, give them money or other things?			
G_BULLY_EXCLUDED			
g. Excluded you from activities, social media, or other communications to hurt you?	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_DESTROYED_PROP			
h. Destroyed your property on purpose?	141	1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-g are marked "No" SKIP to Probes (Q22) on page 16

SCS_INTRO 4

[If R said yes to 1 in Q22a-g]: When I asked you that last series of questions, you said yes to 1 of those items. Please think about that one thing you just told me about while answering the next few questions.

[If R said yes to 2+ in Q22a-g]: When I asked you that last series of questions, you said yes to ___ of those items. Please think about those things you just told me about while answering the next few questions.

G_BULLY_MULTI_PERS

23. Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you? 217SCS

1 Yes
2 No - **SKIP** to: Q26a

G_BULLY_HOW_ACT

24. Did these students act alone, together as a team, or both? 218SCS

1 Alone
2 Together
3 Both
4 Don't know

25. You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?
- 1 Yes
2 No
3 Don't know

G_BULLY_DAY_PLUS

- 26a. During this school year, how many days did you experience (that thing/any of those things)?
(READ ANSWER CATEGORIES)

214SCS

- 1 One day – Go to Q26b
2 Two to five days – Skip to Q27
3 Six to ten days– Skip to Q27
4 More than ten days– Skip to Q27

G_BULLY_TIMES

- 26b. In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?
(READ ANSWER CATEGORIES 1-4)

215SCS

- 1 One time
2 Two or more times
3 Too many times to count
4 Don't know

G_BULLY_HAPPEN_AGAIN

27. Did you think [that student/those students] would do hurtful things to you again?

216SCS

- 1 Yes
2 No

CHECK ITEM B:

1. Did more than one student do those things?
Yes (R answered "Yes" to Q23) Go to [QUESTION 2 BELOW](#)
No (R answered "No" to Q23) Skip to [SCS INTRO 5b ON PAGE 14](#) (fill for "another student" / "that student")
2. Did any of those students do any of those things more than once?
Yes (R answered "Yes" to Q25) Go to [SCS INTRO 5a ON PAGE 14](#) (fill for "other students" / "those students")
No (R answered "No" to Q25) Skip to [SCS INTRO 5b ON PAGE 14](#)(fill for "other students" / "those students")

SCS_INTRO 5a You reported that at least one student did things to you more than once this school year. For the next questions, **ONLY** think about those students who did something more than once during this school year.

SCS_INTRO 5b Still thinking about [that thing/those things] [another student/other students] did to you during this school year...

ALL GO TO G_BULLY_STRONGER, Q28 item a

Q28		Yes	No
G_BULLY_STRONGER			
a. [Was that student/ Were any of those students] physically bigger or stronger than you?	219SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_POPULAR			
b. [Was that student/ Were any of those students] more popular than you?	220SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_MONEY			
c. [Did that student/ Did any of those students] have more money than you?	221SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_INFLUENCE			
d. [Did that student/ Did any of those students] have the ability to influence what other students think of you?	222SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_OTHER_POWER			
e. [Did that student/ Did any of those students] have more power than you in another way?	223SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
G_BULLY_OTHER_POWER_SPECIFY			
In what other way [did that student/ did any of those students] have more power than you?		_____	

CHECK ITEM C:

How many incidents did the respondent report?

One incident (Q26a = 1 AND Q26b = 1) Go to [VERSION 1 OF Q29](#)

More than one incident (Q26a > 1 OR Q26a = 1 AND Q26b > 1) Skip to [VERSION 2 OF Q29](#)

G_BULLY_WHERE1 through G_BULLY_WHERE8

VERSION 1

29. Still thinking about the time that [another student/other students] did something to you, where did it occur? Did it occur ...

(READ CATEGORIES) Mark (X) all that apply

G_BULLY_WHERE_SPECIFY

Where is the other place it occurred?

- 143 1 In a classroom at school?
 - 168 2 In a hallway or stairwell at school?
 - 169 3 In a bathroom or locker room at school?
 - 4 In a gymnasium or weight room at school?
 - 173 5 In a cafeteria or lunch room at school?
 - 146 6 Somewhere else inside the school building? –Ask **G_BULLY_WHERE_SPECIFY**
 - 144 7 Outside on school grounds?
 - 145 8 On the way to or from school such as on a school bus or at a bus stop?
 - 211SCS 9 Online or by text?
- ALL SKIP TO Q30 ON PAGE 15**

<p>G_BULLY_WHERE1 through G_BULLY_WHERE8 VERSION 2</p> <p>29. Still thinking about all of the times that [another student/other students] did those things to you, where did they occur? Did they occur ...</p> <p>(READ CATEGORIES) Mark (X) all that apply</p> <p>G_BULLY_WHERE_SPECIFY Where is the other place they occurred?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school?</p> <p>168 2 <input type="checkbox"/> In a hallway or stairwell at school?</p> <p>169 3 <input type="checkbox"/> In a bathroom or locker room at school?</p> <p>4 <input type="checkbox"/> In a gymnasium or weight room at school?</p> <p>173 5 <input type="checkbox"/> In a cafeteria or lunch room at school?</p> <p>146 6 <input type="checkbox"/> Somewhere else inside the school building? –Ask G_BULLY_WHERE_SPECIFY</p> <p>144 7 <input type="checkbox"/> Outside on school grounds?</p> <p>145 8 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>211SCS 9 <input type="checkbox"/> Online or by text?</p> <p>ALL SKIP TO Q30 ON PAGE 15</p>																									
<p>G_BULLY_ADULT_TOLD</p> <p>30. Did you tell a teacher or some other adult at school about [this student/these students] doing [that thing/those things] to you?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																									
<p>31. This school year, how much [has that thing/have those things] had a NEGATIVE effect on: (READ ANSWER CATEGORIES)</p> <p>G_SCHOOL_WORK a. YOUR school work.</p> <p>G_RELATION_FRIEND_FAMILY b. YOUR relationships with friends or family.</p> <p>G_ABOUT_YOURSELF c. How you feel about YOURSELF.</p> <p>G_PHYSICAL_HEALTH d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="0"> <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>196SCS</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>197SCS</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>198SCS</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>199SCS</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	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																						
<p>32. When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...</p> <p>G_BULLY_RACE a. YOUR race?</p> <p>G_BULLY_RELIGION b. YOUR religion?</p> <p>G_BULLY_ETHNIC_ORIGIN c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p>G_BULLYING_DISABILITY d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>G_BULLYING_GENDER e. YOUR gender?</p> <p>G_BULLYING_ORIENTATION f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>G_BULLYING_APPEARANCE g. YOUR physical appearance?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>203SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>204SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>205SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>206SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	
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Probes (Q22):

Now I have a few questions about some of the items you just answered.

Earlier I asked you these questions: [HAND R THE SINGLE PAGE OF Q22 TO REFERENCE, R WILL REFERENCE THIS THROUGH THE INTERVIEW, SO DON'T TAKE IT BACK]

If any Q22 a - g = yes:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said yes to items _____ [SAY WHICH LETTERS R SAID YES TO, DO NOT READ BEHAVIORS. Ex - "you said yes to items b and d"].

- a. Can you tell me about what happened? As much as you feel comfortable talking about.
- b. [IF R DID NOT SAY YES TO "ONLINE OR BY TEXT" IN Q29] Did anything happen online or by text that you didn't think of when you were first answering that question? [IF YES] Can you tell me more about that?

If Q22 = no to all:

When I asked you if any student from your school had done any of those things that might make you feel bad or are hurtful to you, you said no to all items.

- c. Did any of those things happen to you but you didn't think they would count for this question? Can you tell me more about why you didn't include them here?
- d. [IF ONLINE STUFF NOT MENTIONED IN PROBE C] Did any students from school do anything that made you feel bad or was hurtful to you online or by text that you didn't think of when answering the question? [IF YES] Can you tell me more about that?
- e. Did other students do any other things not included in this list that made you feel bad or were hurtful to you? Can you tell me more about that?

All respondents:

- f. Do you have a brother or sister who goes to the same school as you? [IF YES] Suppose that while you were at school your brother or sister did some of those things that made you feel bad or were hurtful to you. Do you think you would include them in your answer to this question? [GESTURE TO PAPER] Can you tell me more about that?
- g. Do you have a boyfriend or girlfriend who goes to the same school as you? [IF YES] Suppose that while you were at school your boyfriend or girlfriend did some of those things that made you feel bad or were hurtful to you. Do you think you would include them in your answer to this question? [GESTURE TO PAPER] Can you tell me more about that?
- h. What does the term "dating" mean to you?
- i. How do students at your school talk about what it means to be dating?
- j. Is it easy to know when something goes from talking and flirting to dating? Why/why not?
- k. Is there anything missing from this list [GESTURE TO PAPER] that we should add?

IF R SAID NO TO ALL ITEMS IN Q22, SKIP TO: Probes (Bullying section part 1 on page 19)

Probes (Q23):

The next question I asked was, "Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?" You answered ____.

- a. How did you come up with your answer to this question?
- b. [IF NOT MENTIONED IN RESPONSE TO PROBE A] What incidents were you thinking of when you were answering this question?
- c. Now I have another question about the [student/students] who did those things to you.

What was your relationship to [the student/those students] when they did [that thing/those things] to you? Were they...

- | | | |
|----------------------------------------------------|--------------------------------|-------------------------------|
| a. Your brother or sister? | 1 <input type="checkbox"/> Yes | 2 <input type="checkbox"/> No |
| b. Your friend or ex-friend? | 1 <input type="checkbox"/> Yes | 2 <input type="checkbox"/> No |
| c. Your boyfriend or girlfriend at the time? | 1 <input type="checkbox"/> Yes | 2 <input type="checkbox"/> No |
| d. Your ex-boyfriend or ex-girlfriend at the time? | 1 <input type="checkbox"/> Yes | 2 <input type="checkbox"/> No |
| e. Another student from school? | 1 <input type="checkbox"/> Yes | 2 <input type="checkbox"/> No |
- d. Were you unsure of what to answer for your relationship to any of the students you were thinking of? Can you tell me more about that?

IF R SAID NO TO Q23, SKIP TO: PROBES (Q26a)

Probes (Q24): [ASKED IF MORE THAN ONE STUDENT DID THINGS (Q23 = YES)]

I then asked: "Did these people act alone, together as a team, or both?" You answered ____.

All respondents:

- a. Can you tell me why you answered the way you did?
- b. [IF NECESSARY] How many different people did those things to you?
- c. What does the phrase "together as a team" mean to you in this question?

If Q27 = Alone or Both:

- d. Even though [some of] these people acted alone, do you think that some of the things that different people did to you were related in some way? Can you tell me more about that?

Probes (Q25): [ASKED IF MORE THAN ONE STUDENT DID THINGS (Q23 = YES)]

Another question I asked was: "You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?"

All respondents:

- a. Please tell me, in your own words, what this question is asking?

When I asked this question earlier, you answered ____.

- b. Why did you answer the way you did?

Probes (Q26a):

Another question I asked was, "During this school year, how many days did you experience (that thing/any of those things)?" The response options were, "One day," "Two to five days," "Six to ten days," and "More than 10 days." You answered _____.

All respondents:

- a. How did you come up with your answer to that question?
- b. [IF NECESSARY] Was it easy or difficult for you to find a response option that fit for you? [IF NECESSARY] What made it [easy/difficult]?

IF R'S ANSWER = MORE THAN ONE DAY, SKIP TO: PROBES (Q27)

Probes (Q26b): [ASKED IF THINGS ONLY HAPPENED ON ONE DAY (Q26A = ONE DAY)]

The follow up question I asked was, "In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?" The response options were, "One time," and "Two or more times." You answered _____.

All respondents:

- a. How did you come up with your answer to that question?
- b. [IF NECESSARY] Was it easy or difficult for you to find a response option that fit for you? [IF NECESSARY] What made it [easy/difficult]?

Probes (Q27):

The next question I asked was, "Did you think [that student/those students] would do hurtful things to you again?"

If R ANSWERED "YES":

- a. When I first asked this question, you answered "yes." Why did you answer the way you did?

Probes (Q28):

Next I asked you these questions: [HAND R THE SINGLE PAGE OF Q28 TO REFERENCE]

If R said more than one student did things and someone did things more than once (Q23= Yes & Q25 = Yes)

- a. Which students were you thinking about when answering these question?
- b. [IF R MENTIONS MORE THAN ONE STUDENT IN RESPONSE TO PROBE A ABOVE] Did any of those students only do something one time?
- c. You said yes to item(s) __ in this question. Who were you thinking of when you said yes to [FIRST "YES" ITEM]? What about for [SECOND "YES" ITEM], who were you thinking of? [REPEAT FOR EACH ITEM R SAID YES TO]

All respondents:

Question D asks, "[Did that student/did any of those students] have the ability to influence what other students think of you?"

- d. Please tell me, in your own words, what that question is asking?

Probes (Q29a/Q29b):

Next I asked you these questions: [DEPENDING ON WHICH VERSION OF THE QUESTION THEY WERE ASKED, HAND R THE SINGLE PAGE OF Q29a OR Q29B TO REFERENCE]

All respondents:

- a. Does this list include all the places where other students have done hurtful things to you? [IF NO] Where else did they occur?

Probes (31):

This is another series of questions I asked you: [HAND R THE SINGLE PAGE OF Q31 TO REFERENCE]

- a. What does the phrase "had a negative effect on" mean to you in this question?
- b. Please tell me what question D is asking, in your own words.

Probes (Bullying section part 1):

- a. Thinking about all of the questions we just went through about hurtful things students might do, what do you think the questions were trying to get at?

IF R SAID NO TO ALL IN Q22, SKIP TO: PROBES (BULLYING SECTION PART 2)

Now I'm going to ask one survey question and then some more follow up questions.

<p>33. Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
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Probes (Q33):

a. Why did you answer the way you did?

b. [POINT TO Q22] Would you have answered those questions differently if we referred to those behaviors as bullying? [IF YES] Please tell me more about that.

Probes (Bullying section part 2):

a. How did you feel about the fact that we didn't refer to bullying when asking all of those questions?

b. Please tell me, in your own words, what it means to be bullied?

Thank you for that. Now we're going to return to the last set of actual survey questions.

AVOIDANCE

<p>37. 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>H_AVOID_SHORTCUT 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>H_AVOID_ENTRANCE b. The entrance into the school?</p> <p>H_AVOID_HALLWAYS c. Any hallways or stairs in school?</p> <p>H_AVOID_CAFETERIA d. Parts of the school cafeteria or lunchroom?</p> <p>H_AVOID_RESTROOMS e. Any school restrooms?</p> <p>H_AVOID_OTHER_PLACES f. Other places inside the school building?</p> <p>H_AVOID_PARKING_LOT g. School parking lot?</p> <p>H_AVOID_OTHER_SCHOOL h. Other places on school grounds?</p> <p>H_SCHOOL_BUS_STOP i. School bus or bus stop?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 20%; text-align: center;">Yes</th> <th style="width: 40%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>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>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>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>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>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>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>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>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>208SCS</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"/>	208SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>H_AVOID_ACTIVITIES 38a. 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>H_AVOID_CLASSES 38b. 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>																														

H_STAY_HOME	
38c. 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?	078 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
FEAR	
I_INTRO_FEAR Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.	
I_AFRAID 39a. How often are you afraid that someone will attack or harm you in the school building or on school property? (READ CATEGORIES.)	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
I_AFRAID_ON_BUS 39b. 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)	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
I_AFRAID_NONSCHOOL 39c. 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)	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
WEAPONS	
J_INTRO_WEAPON In the next series of questions we are going to ask you about weapons at your school. None of your responses will be shared with anyone at your school or home.	
40. 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? (READ CATEGORIES.)	Yes No
J_WEAPONS_GUN a. A gun?	082 1 <input type="checkbox"/> 2 <input type="checkbox"/>
J_WEAPONS_KNIFE b. A knife brought as a weapon?	083 1 <input type="checkbox"/> 2 <input type="checkbox"/>
J_WEAPONS_OTHER c. Some other weapon?	084 1 <input type="checkbox"/> 2 <input type="checkbox"/>

<p>J_GUN_OTHERS 41a. 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 J_GET_GUN</p>
<p>J_SEE_GUN 41b. 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>J_GET_GUN 42. 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>

GANGS

K_INTRO_GANG
INTRO 6 - Now, we'd like to know about gangs at your school. Your answers will not be shared with anyone at your school or home.

<p>K_GANGS 43a. Are there any gangs at your school?</p>	<p>058 1 <input type="checkbox"/> Yes- GO to Q43b 2 <input type="checkbox"/> No - SKIP to Q44 3 <input type="checkbox"/> Don't know - SKIP to Q44</p>
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<p>K_GANG_FIGHTS 43b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school? (READ CATEGORIES 1-5)</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</p>
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<p>K_GANG_DRUGS 43c. 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>
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K_INTRO_GANG
INTRO 6 - Now, we'd like to know about gangs at your school. Your answers will not be shared with anyone at your school or home.

<p>K_GANGS 43a. Are there any gangs at your school?</p>	<p>058 1 <input type="checkbox"/> Yes- GO to Q43b 2 <input type="checkbox"/> No - SKIP to Q44 3 <input type="checkbox"/> Don't know - SKIP to Q44</p>
--------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>K_GANG_FIGHTS 43b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school? (READ CATEGORIES 1-5)</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</p>
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<p>K_GANG_DRUGS 43c. 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>
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STUDENT CHARACTERISTICS

<p>L_GRADES 44. During this school year, across all subjects have you gotten mostly - (READ CATEGORIES 1-5)</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>L_SKIP_CLASSES 45a. During the past 4 weeks of school, did you skip any classes? Again, we would like to remind you that none of your responses will be shared with anyone at your school or home.</p>	<p>114 1 <input type="checkbox"/> Yes- GO to Q45b 2 <input type="checkbox"/> No - SKIP to Q46 3 <input type="checkbox"/> Don't know - SKIP to Q46</p>												
<p>L_SKIP_CLASS_DAYS 45b. During the past 4 weeks of school, on how many days did you skip at least one class?</p>	<p>115 <input type="text"/> <input type="text"/> (Number of days)</p>												
<p>46. Thinking about the future, do you think you will ... L_SCHOOL_AFTER_SCHOOL a. Attend school after high school, such as a college or technical school?</p> <p>L_GRADUATE_4YR 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"/>										
<p>Probes (Q43):</p> <p>All respondents: I am going to ask you one more survey question, then some follow up questions about a few of the items you answered throughout the survey, and then we'll wrap up.</p> <p>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> <p>Are there any gangs at your school? 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't Know</p> <p>a. How did you come up with your answer to that question?</p> <p>b. Was that question asking the same thing as the question I asked about gangs earlier? Can you tell me more about that?</p> <p>c. [IF NECESSARY] What does the term "gangs" mean to you in that new question?</p>													

Probes (Q19 - Drugs and Alcohol):

I asked you this question towards the beginning of the interview. [HAND R THE SINGLE PAGE OF Q19 TO REFERENCE]

All respondents:

- a. Please tell me, in your own words, what this question is asking about.

Take a look at item c.

- b. What does the term "opioids" mean to you in this question?
- c. Have you heard any names of prescriptions painkillers? What names have you heard?

Now let's look at item d.

- d. Prescription drugs are legal but sometimes people get and sell them illegally, like Xanax, Ritalin, and Adderall. Are there other kinds of prescription drugs you know of that some people buy to misuse or get high? Did you include them in your response?
- e. Thinking about all of the drugs we just asked about in that question [POINT TO HANDOUT], are there other drugs a student might be able to get at school that we didn't ask about?

Probes (Q9):

This is another question I asked towards the beginning of the interview. [HAND R THE SINGLE PAGE OF Q9 TO REFERENCE]

All respondents:

- a. Were there any activities that you do at your school that you were not able to find on this list? [IF NECESSARY] What are they?
- b. Are there any words or phrases on this list that you don't recognize? [IF NECESSARY] What are they?

Great! Now we just have a few wrap-up questions, and then we'll end the interview.

DEBRIEFING QUESTIONS:

- a. Overall, what did you think of this survey? Was it easy or difficult?
- b. Is it easy to know when something someone does is bullying? Can you tell me more about that?
- c. What is the difference between someone being mean and someone being a bully?
- d. Does your school have a specific definition of bullying?
- e. [IF YES] How does your school define it?
- f. [IF YES TO D] Do you think of bullying the same way the school talks about it? [IF NECESSARY] Can you tell me more about that?
- g. Did you have any other thoughts about the topics we discussed today, or the questions on this survey?

Those are all of the questions that I had for you today. Thank you very much for your participation.

Here is an envelope containing your \$25.

Here is a voucher form that verifies I gave you the money.

Please complete the information in the highlighted areas and sign and date

TURN OFF THE TAPE RECORDER.
HAND THE CASH INCENTIVE TO THE PARTICIPANT.

Handout 1: Q22

Now I have some questions about what students from your school do that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. During this school year, has any student from your school...

(Read each category a-h.)

- 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. Purposely shared your private information, photos, or videos in a hurtful way?
- d. Threatened you with harm?
- e. Pushed you, shoved you, tripped you, or spit on you?

Has any student from your school...

- f. Tried to make you do things you did not want to do, for example, give them money or other things?
- g. Excluded you from activities, social media, or other communications to hurt you?
- h. Destroyed your property on purpose?

Handout 2: Q28

Q28a You reported that at least one student did things to you more than once this school year. For the next questions, **ONLY** think about those students who did something more than once during this school year.

Still thinking about that thing another student did to you during this school year...

- a. Was that student physically bigger or stronger than you?
- b. Was that student more popular than you?
- c. Did that student have more money than you?
- d. Did that student have the ability to influence what other students think of you?
- e. Did that student have more power than you in another way?

In what other way did that student have more power than you?

Q28b You reported that at least one student did things to you more than once this school year. For the next questions, **ONLY** think about those students who did something more than once during this school year.

Still thinking about those things other students did to you during this school year...

- a. Were any of those students] physically bigger or stronger than you?
- b. Were any of those students more popular than you?
- c. Did any of those students have more money than you?
- d. Did any of those students have the ability to influence what other students think of you?
- e. Did any of those students have more power than you in another way?

In what other way did any of those students have more power than you?

Handout 3: 29a and 29b

29a (Single incident)

Still thinking about the time that [another student/others students] did something to you, where did it 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 gymnasium or weight room at school?

In a cafeteria or lunch room at school?

Somewhere else inside the school building? –
Where is the other place where it occurred? _____

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?

29b (Multiple incidents)

Still thinking about all of the times that [another student/other students] did those things to you, where did they occur?

Did they occur ...

In a classroom at school?

In a hallway or stairwell at school?

In a bathroom or locker room at school?

In a gymnasium or weight room at school?

In a cafeteria or lunch room at school?

Somewhere else inside the school building? –
Where is the other place where it occurred? _____

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?

Handout 4: Q19

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

Is it possible for students at your school to get...

- a. Alcoholic beverages?
- b. Marijuana, also known as pot or weed?
- c. Opioids, such as prescription painkillers, heroin, or fentanyl?
- c. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?
- d. Other illegal drugs, such as cocaine, uppers, or crystal meth?

Handout 5: Q9

During this school year, have you participated in any of the following activities sponsored by your school:

- a. Athletic teams at school?**
- b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?**
- c. Performing arts, for example, Band, Choir, Orchestra, or Drama?**
- d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, or Math Club**
- e. Student government or class council?**

- f. Community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?**
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.
- g. Other school clubs or school activities?**
- h. What are the other school clubs or school activities you participate in?**

2019 SCS to the NCVS

Spanish Cognitive Interview Protocol

Cognitive Testing of NCVS SCS

PARTICIPANT ID #: _____ DATE: ____ / ____ / 2018

INTERVIEWER'S NAME: _____

START TIME: _____: _____ AM / PM

Hola, mi nombre es [NOMBRE DEL ENTREVISTADOR] y trabajo para la Oficina del Censo. Mucho gusto de conocerlo y gracias por su ayuda el día de hoy.

SI ES NECESARIO, HABLE DE COSAS SIN IMPORTANCIA PARA ESTABLECER VÍNCULOS DE CONFIANZA CON EL ESTUDIANTE. POR EJEMPLO, HÁGALE UNA PREGUNTA COMO:

- ¿Cuál es su materia preferida en la escuela? RESPONDE CONFORME A LA RESPUESTA. (Por ejemplo, si el estudiante responde con "ciencia", pregúntele qué está estudiando en su clase de ciencia.)

Sección 1: (Si corresponde) Observadores:

Antes de comenzar, quiero mencionar que hay algunos observadores viendo esta entrevista en otra sala. Solo están mirando para tener una idea de que si sirven o no las preguntas de la encuesta de la que vamos a hablar.

Sección 2: Información sobre la encuesta de hoy

Quisiera empezar por decirle un poco sobre lo que estamos haciendo aquí. Además de contar la población cada diez años, la Oficina del Censo administra muchas encuestas. Dado que muchas agencias dependen de los datos producidos por la Oficina del Censo, es extremadamente importante que esta información sea tan precisa como posible.

Para ayudarnos a mejorar nuestras encuestas, dependemos de estudiantes como usted para averiguar si nuestras preguntas tienen sentido y son fáciles de entender y responder. La encuesta de la que vamos a hablar hoy la realiza el Centro Nacional de Estadísticas Educativas, que es parte del Departamento de Educación de los EE.UU. La investigación que estamos haciendo hoy nos ayudará a determinar si los cambios que hemos realizado en el cuestionario benefician a estudiantes como usted y también nos ayudará mejorar la precisión de los datos.

Voy a comenzar con el cuestionario como si fuera la verdadera entrevista, pero estoy interesado principalmente en su reacción a las preguntas. Entonces, después de contestar algunas de las preguntas, voy a pararme y le voy a hacer algunas preguntas de seguimiento acerca de las preguntas de la encuesta que usted respondió. Por ejemplo, podría volver a leer una pregunta de la encuesta y preguntarle qué significan ciertas palabras o frases en la pregunta, o en qué pensaba cuando respondía. No hay respuestas correctas o incorrectas. Solo queremos saber sus pensamientos y reacciones a las preguntas para ayudarnos a mejorarlas, a fin de que otros estudiantes como usted puedan comprenderlas fácilmente. Las cosas de las que vamos a hablar en la entrevista de hoy solo se utilizarán en nuestra investigación para ayudarnos a mejorar la encuesta. Su nombre no se adjuntará a nada que diga. Las citas directas se pueden usar en trabajos de investigación y presentaciones profesionales, pero su nombre y cualquier nombre que usted pueda mencionar hoy nunca serán utilizados en nuestros informes y presentaciones.

Sección 3: Grabación:

Me gustaría pedir permiso para grabar la sesión de hoy. La razón por la que grabamos estas entrevistas es para no tener que depender de notas o recuerdos más tarde. Esto me permite concentrarme en lo que usted dice durante la entrevista. Toda la información que usted ofrezca solo puede ser utilizada con fines estadísticos y no puede ser divulgada ni usada en forma que podría identificarle a usted para ningún otro fin, excepto cuando lo exija la ley (20 U.S.C. §9573 and 6 U.S.C. §151).

¿Tiene usted alguna pregunta acerca de la grabación?

DESPUÉS DE CONTESTAR LAS PREGUNTAS Y DAR MÁS EXPLICACIÓN, SIGA. SI EL PARTICIPANTE NO TIENE INTERÉS EN PARTICIPAR, DÍGALES GRACIAS POR SU TIEMPO Y TERMINE LA ENTREVISTA.

Sección 4: Consentimiento informado

[Si el estudiante es menor de 18]:

Su padre / madre firmó un formulario que le da permiso para participar hoy. Voy a informarle acerca de lo que estaba en ese documento. El documento que sus padres firmaron explica el propósito del estudio y cómo protegeremos su información. Además de lo que acabo de mencionar acerca de no compartir nunca su nombre ni los nombres que usted menciona durante la entrevista, me gustaría llamar su atención al hecho de que:

- *Su participación es voluntaria y usted puede suspender la entrevista en cualquier momento.*
- *Puede negarse a responder a cualquiera de las preguntas o tomar un descanso en cualquier momento.*
- *Las respuestas que usted ofrezca se podrán usar solo con fines estadísticos y no se podrán divulgar ni usar en forma identificable para ningún otro fin, excepto que lo exija la ley (20 U.S.C. §9573 y 6 U.S.C. §151).*
- *Como se indicó en el formulario, nos gustaría grabar esta entrevista para ayudarnos a escribir un informe que resuma la entrevista.*

[Si el estudiante tiene 18]:

Antes de comenzar, le voy a dar un formulario de consentimiento por escrito.

ENTREGUE UNA COPIA DEL DOCUMENTO DE CONSENTIMIENTO INFORMADO AL PARTICIPANTE

Este documento explica el propósito del estudio y cómo protegeremos su información. Además de lo que acabo de mencionar acerca de no compartir nunca su nombre ni los nombres que menciona durante la entrevista, me gustaría llamar su atención sobre el hecho de que:

- *Su participación es voluntaria y usted puede suspender la entrevista en cualquier momento.*
- *Puede negarse a responder a cualquiera de las preguntas o tomar un descanso en cualquier momento.*
- *Las respuestas que usted ofrezca se podrán usar solo con fines estadísticos y no se podrán divulgar ni usar en forma identificable para ningún otro fin, excepto que lo exija la ley*
- *(ESRA 2002, U.S.C. 20 § 9573).*
- *Como se indicó en el formulario, nos gustaría grabar esta entrevista para ayudarnos a escribir un informe que resuma la entrevista.*

Gracias por firmar el formulario de consentimiento. También firmaré este formulario para mostrar que estoy de acuerdo con todo en el formulario. Después de que hayamos completado la entrevista, le daré una copia para llevar con usted.

1. PREGUNTE AL PARTICIPANTE SI TIENE ALGUNA PREGUNTA ACERCA DEL FORMULARIO DE CONSENTIMIENTO.
2. SI EL PARTICIPANTE ACEPTA, OBTENGA SU FIRMA EN UNA COPIA DEL FORMULARIO PARA ENTONCES PROCEDER; EL ENTREVISTADOR TAMBIÉN DEBE FIRMAR EL FORMULARIO EN ESTE MOMENTO.
3. ASEGÚRESE DE QUE EL PARTICIPANTE TOMA UNA COPIA AL FINAL CUANDO LA ENTREVISTA TERMINE.

[Todos los estudiantes]:

¿Está de acuerdo con grabar esta entrevista?

SI EL PARTICIPANTE OFRECE CONSENTIMIENTO PARA QUE LA SESIÓN SEA GRABADA:

Ahora voy a encender la grabadora, y una vez que esté grabando, voy a pedir su permiso para grabar hoy y luego comenzaremos.

ENCIENDA LA GRABADORA, PIDA PERMISO PARA GRABAR Y COMIENCE LA ENTREVISTA.

OK, vamos a comenzar.

INSTRUCCIONES PARA EL ENTREVISTADOR:

TOMA NOTA DE CUALQUIER CONFUSIÓN O DIFICULTAD QUE EL ENCUESTADO TIENE CON LAS PREGUNTAS.

INTERROGATORIO RETROSPECTIVO (R = RESPONDIENTE):

SI SE HA DADO CUENTA DE QUE “R” HA TENIDO DIFICULTADES COGNITIVAS AL RESPONDER A ALGUNA DE LAS PREGUNTAS DURANTE EL INTERROGATORIO, ASEGÚRESE DE HACERLE PREGUNTAS A “R” SOBRE ESAS DIFICULTADES. CONDUZCA LA ENCUESTA SIN INTERROGARLE SOBRE LAS DIFICULTADES HASTA LLEGAR A LA PREGUNTA 32 EN LA PÁGINA 15. VAYA POR EL INTERROGATORIO RESPECTIVO CON “R.” ASEGÚRESE DE HACER PREGUNTAS SOBRE LA DIFICULTAD O DUDA APARENTE POR PARTE DE LA PARTICIPANTE. DESPUÉS DE TODOS LOS INTERROGATORIOS, CONTINÚE CON LA ENCUESTA EN LA PREGUNTA 33, HACIENDO LAS PREGUNTAS RESTANTES DE LA ENCUESTA, Y LUEGO PREGUNTE EL FINAL DE LOS INTERROGATORIOS, SEGUIDOS POR LAS PREGUNTAS QUE PERTENECEN A LAS PREGUNTAS INFORMATIVAS.

2017 SCHOOL CRIME SUPPLEMENT

INTRO 1 - Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

Ahora, me gustaría hacerle algunas preguntas sobre sus experiencias en la escuela. Calculamos que contestar esta encuesta le llevará de 3 a 15 minutos, dependiendo de sus circunstancias personales. La ley autoriza la recopilación de estos datos y nos obliga a no compartir sus respuestas con su escuela o familia.

SCREEN QUESTIONS FOR SUPPLEMENT

E_ATTENDSCHOOL

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

¿Asistió usted a la escuela en algún momento durante este año escolar?

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

1 Si
2 No - **SKIP to END**

E_HOMESCHOOL

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?

Durante ese tiempo, ¿recibió usted en algún momento enseñanza en el hogar? Es decir, recibió usted **ALGUNA PARTE** de esa enseñanza en el hogar, en lugar de en una escuela pública o privada?

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

1 Si
2 No - **SKIP to E_DIFFSCHOOL_ATTENDED**

E_ALLHOMESCHOOL

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

¿Fue toda la enseñanza que usted recibió este año escolar enseñanza en el hogar?

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

1 Si - **SKIP to END**
2 No

E_DIFFSCHOOL_ATTENDED

1d. How many different schools have you attended this school year?

Include your homeschooling as one school.
(only asked if student answered "yes" to being homeschooled)

¿A cuántas escuelas asistió usted durante este año escolar [si el estudiante responde "sí" a 1b añada: **Incluya su enseñanza en el hogar como una escuela**]

185SCS 1 One school
2 Two schools
3 Three or more schools

1 Una escuela
2 Dos escuelas
3 Tres escuelas o más

Check Item: if student was not homeschooled (1b, **E_HOMESCHOOL** = "No")Skip to 2b, **WHATGRADE**. If student was partially homeschooled (1c, **E_ALLHOMESCHOOL** = "No") continue with 2a, **E_HOMESCHOOLGRADE**.

E_HOMESCHOOLGRADE

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?

Durante el tiempo que usted recibió enseñanza en el hogar este año escolar, ¿en qué grado estaría usted si estuviera matriculado en una escuela pública o privada?

E_HOMESCHOOLGRADE_OTHER

- 093
- 0 Fifth or under - **SKIP to END**
 - 1 Sixth
 - 2 Seventh
 - 3 Eighth
 - 4 Ninth
 - 5 Tenth
 - 6 Eleventh
 - 7 Twelfth
 - 8 Other - *Specify* _____
 - 9 College/GED/Post-graduate/
Other noneligible **SKIP to END**
- } **SKIP to INTRO_2**
- 0 Quinto o un grado menor - **SKIP to END**
 - 1 Sexto
 - 2 Séptimo
 - 3 Octavo
 - 4 Noveno
 - 5 Décimo
 - 6 Undécimo
 - 7 Duodécimo
 - 8 Otro – Especifique
 - 9 Universidad/GED/Postgrado/
Otro no elegible **SKIP to END**
- } **SKIP to INTRO_2**

E_WHATGRADE

2b. What grade are you in?

¿En qué grado está usted?

E_WHATGRADEOTHER

- 008
- 0 Fifth or under - **SKIP to END**
 - 1 Sixth
 - 2 Seventh
 - 3 Eighth
 - 4 Ninth
 - 5 Tenth
 - 6 Eleventh
 - 7 Twelfth
 - 8 Other - *Specify* _____
 - 9 College/GED/Post-graduate/
Other noneligible **SKIP to END**
- } **SKIP to E_WHATMONTH**
- 0 Quinto o un grado menor - **SKIP to END**
 - 1 Sexto
 - 2 Séptimo
 - 3 Octavo
 - 4 Noveno
 - 5 Décimo
 - 6 Undécimo
 - 7 Duodécimo
 - 8 Otro – Especifique
 - 9 Universidad/GED/Postgrado/
Otro no elegible **SKIP to END**
- } **SKIP to E_WHATMONTH**

FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item 2a **E_HOMESCHOOLGRADE**.

INTRO_2 -The following questions pertain only to your attendance at a public or private school and not to being homeschooled.

Las siguientes preguntas se refieren solamente a su asistencia a una escuela pública o privada, y no a la enseñanza en el hogar.

E_WHATMONTH

3. In what month did your current school year begin?

¿En qué mes comenzó su actual año escolar?

009

- 1 August
- 2 September
- 3 Other - *Specify*

- 1 Agosto
- 2 Septiembre
- 3 Otro - Especifique

E_WHATMONTHOTHER

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 October
- 9 November
- 10 December

- 1 Enero
- 2 Febrero
- 3 Marzo
- 4 Abril
- 5 Mayo
- 6 Junio
- 7 Julio
- 8 Octubre
- 9 Noviembre
- 10 Diciembre

ENVIRONMENTAL QUESTIONS

<p>F_SCHOOLSTATE, F_SCHOOLCITY, F_SCHOOLCOUNTY</p> <p>4b. In what State, County, and City your school located?</p> <p>¿En qué estado está localizada su escuela? ¿En qué condado está localizada su escuela? ¿En qué ciudad está localizada su escuela?</p> <hr/> <p>F_NAMEOFSCHOOL</p> <p>What is the complete name of your school? ¿Cuál es el nombre completo de su escuela?</p>	<p>015 State Estado</p> <p>014 County Condado</p> <p>013 City Ciudad</p> <p>012 School Name Nombre de escuela</p>
<p>F_PUBLICORPRIVATE</p> <p>5a. Is your school public or private? ¿Es su escuela pública o privada?</p> <p>F_REGULARSCHOOL</p> <p>5b. Is this the regular school that most of the students in your neighborhood attend? ¿Es ésta la escuela regular a la que asiste la mayoría de los estudiantes de su vecindario?</p> <hr/> <p>F_CHURCHRELATED</p> <p>5c. Is your school affiliated with a religion? ¿Está su escuela afiliada a una religión?</p>	<p>016 1 <input type="checkbox"/> Public - ASK F_REGULARSCHOOL 2 <input type="checkbox"/> Private - SKIP to F_CHURCHRELATED</p> <p>1 <input type="checkbox"/> Pública - ASK F_REGULARSCHOOL 2 <input type="checkbox"/> Privada - SKIP to F_CHURCHRELATED</p> <p>017 1 <input type="checkbox"/> Yes } SKIP to F_GRADES_LOW 2 <input type="checkbox"/> No } 1 <input type="checkbox"/> Si } SKIP to F_GRADES_LOW 2 <input type="checkbox"/> No }</p> <hr/> <p>018 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No 3 <input type="checkbox"/> No sé</p>

F_GRADES_LOW

6a. What is the lowest grade taught in your school?

¿Cuál es el grado más bajo que se imparta en su escuela?

- 020
- 0 Pre-Kindergarten or Kindergarten
 - 1 1st grade
 - 2 2nd grade
 - 3 3rd grade
 - 4 4th grade
 - 5 5th grade
 - 6 6th grade
 - 7 7th grade
 - 8 8th grade
 - 9 9th grade
 - 10 10th grade
 - 11 11th grade
 - 12 H.S. Senior
 - 13 Post-graduate
 - 20 All ungraded
 - 30 All special education

- 0 Pre-Kindergarten o Kindergarten
- 1 1 grado
- 2 2 grado
- 3 3 grado
- 4 4 grado
- 5 5 grado
- 6 6 grado
- 7 7 grado
- 8 8 grado
- 9 9 grado
- 10 10 grado
- 11 11 grado
- 12 H.S. Senior
- 13 Post-graduado
- 20 Todos sin grados
- 30 Todos de educación especial

F_GRADES_HIGH

6b. What is the highest grade taught in your school?

¿Cuál es el grado más alto que se imparte en su escuela?

- 021
- 0 Pre-Kindergarten or Kindergarten
 - 1 1st grade
 - 2 2nd grade
 - 3 3rd grade
 - 4 4th grade
 - 5 5th grade
 - 6 6th grade
 - 7 7th grade
 - 8 8th grade
 - 9 9th grade
 - 10 10th grade
 - 11 11th grade
 - 12 H.S. Senior
 - 13 Post-graduate
 - 20 All ungraded
 - 30 All special education

- 0 Pre-Kindergarten o Kindergarten
- 1 1 grado
- 2 2 grado
- 3 3 grado
- 4 4 grado
- 5 5 grado
- 6 6 grado
- 7 7 grado
- 8 8 grado
- 9 9 grado
- 10 10 grado
- 11 11 grado
- 12 H.S. Senior
- 13 Post-graduado
- 20 Todos sin grados
- 30 Todos de educación especial

F_GETTOSCHOOL

7. How do you get to school most of the time this school year?

¿Qué medio de transporte usa usted para ir de la casa a la escuela la mayor parte de este año escolar?

FIELD REPRESENTATIVE - *If multiple modes are used, code the mode in which the student spends the most time.*

F_GETTOSCHOOL_SPECIFY

Enter the other way that the respondent gets to school.

- 022
- 1 Walk
 - 2 School bus
 - 3 Public bus, subway, train
 - 4 Car
 - 5 Bicycle, motorbike, or motorcycle
 - 6 Some other way - *Specify* _____

- 1 A pie
- 2 Autobús escolar
- 3 Autobús público, metro, tren
- 4 Automóvil
- 5 Bicicleta, bicicleta de motor o motocicleta
- 6 Algún otro medio? Especifiqué

<p>F_HOMEFROMSCHOOL</p> <p>8. How do you get home from school most of the time this school year?</p> <p>¿Qué medio de transporte usa usted para ir de la escuela a la casa la mayor parte de este año escolar?</p> <p>FIELD REPRESENTATIVE - If multiple modes are used, code the mode in which the student spends the most time.</p> <p>F_HOMEFROMSCHOOL_SPECIFY Enter the other way that the respondent gets home from school.</p>	<p>024</p> <p>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 - Specify _____</p> <p>1 <input type="checkbox"/> A pie 2 <input type="checkbox"/> Autobús escolar 3 <input type="checkbox"/> Autobús público, metro, tren 4 <input type="checkbox"/> Automóvil 5 <input type="checkbox"/> Bicicleta, bicicleta de motor o motocicleta 6 <input type="checkbox"/> Algún otro medio? Especifique</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

F_ACTIVITIES_ARTS

c. Performing arts, for example, Band, Choir, Orchestra, or Drama?

Yes No
Si No

Artes escénicas, por ejemplo, banda, coro, orquesta o teatro?

F_ACTIVITIES_ACADEMIC

d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, or Math Club?

120 1 2

Clubes académicos o Sociedades de honor, por ejemplo, Equipo de debate, Club de español o Club de matemática?

F_ACTIVITIES_GOV

e. Student government or class council?

121 1 2

Gobierno estudiantil o consejo de clase?

122 1 2

123 1 2

F_ACTIVITIES_SERVICE

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?

124 1 2

Clubes de voluntarios o servicio comunitario, patrocinados por su escuela, por ejemplo, Peer Mediators, Club de ecología, o Club de reciclaje?

[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.

[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Club de ecología, Key Club, o Interact?
No incluye horas de servicio comunitario que se requieren para graduación

F_ACTIVITIES_OTHER

- g. Other school clubs or school activities?
Otros clubes escolares o actividades escolares?

F_ACTIVITIES_OTHER_SPECIFY

What are the other school clubs or school activities 125 1 2
You participate in?
¿Cuáles son los otros clubes escolares o actividades escolares en los cuales usted ha participado?

126 1 2

↓
Specify Especifique _____

10. The next questions are about security measures that some schools take.

Las siguientes preguntas son sobre las medidas de seguridad que toman algunas escuelas.

Does your school have:

¿Tiene su escuela:

F_SAFETY_POLICE

j. Security guards or assigned police officers?

Guardias de vigilancia o agentes de la policía asignados?

F_SAFETY_HALLSTAFF

k. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?

Otros adultos que supervisan los pasillos, tales como maestros, administradores o padres voluntarios?

F_SAFETY_METALDETECTORS

l. Metal detectors, including wands?

Detectores de metal, incluyendo detectores de mano?

(The definition for the term 'metal detector' is a device used to check for weapons students might be trying to bring onto school property. The metal detector may be in a form of a doorframe, which you are asked to walk through. It may also be in the form of a hand-held metal detector that looks like a wand or paddle, which is moved around your body.)

(la definición para el término 'detector de metales' es un dispositivo usado para verificar si los estudiantes podrían estar tratando de llevar armas a la propiedad de la escuela. El detector de metales puede ser una forma como un marco de puerta por el cual se le pide que camine a través. Puede también ser en la forma de un detector de metales de mano que parezca una varita o una paleta, que se mueve alrededor de su cuerpo.)

F_SAFETY_DOORS_LOCKED

m. Locked entrance or exit doors during the day?

La entrada o las puertas de salida cerradas con llave durante el día?

F_SAFETY_SIGN_IN

n. A requirement that visitors sign in and wear visitor badges or stickers?

La exigencia de que los visitantes tengan que inscribirse y llevar puesta una identificación visitante?

F_SAFETY_LOCKER_CHECKS

o. Locker checks?

	Yes	No	Don't know	School does not have lockers
	Si	No	No sé	La escuela no tiene armarios personales
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"/>	

F_SAFETY_CAMERAS

h. One or more security cameras to monitor the school? 095 1 2 3

Una o más cámaras de seguridad para vigilar la escuela?

F_SAFETY_CODE_OF_CONDUCT

i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you? 096 1 2 3

Un código de conducta para los estudiantes, es decir, un grupo de reglas o normas escritas que la escuela ha proveído a usted?

F_REPORT

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

Si usted escucha acerca de una amenaza a la seguridad de la escuela o de un estudiante, ¿tiene una manera de reportarla a alguien de autoridad sin tener que dar su nombre? 167 1 2 3

F_DISTRACTED

12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? 156 1 Never 2 Almost never 3 Sometimes 4 Most of the time
1 Nunca 2 Casi Nunca 3 A veces 4 La mayor a parte de tiempo

(READ CATEGORIES.)

13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...

Pensando en su escuela, ¿está usted absolutamente de acuerdo, de acuerdo, en desacuerdo o absolutamente en desacuerdo con lo siguiente...

		Strongly Agree	Agree	Disagree	Strongly Disagree
	Absolutamente de acuerdo	De acuerdo	En desacuerdo	Absolutamente en desacuerdo	
F_RULES_FAIR					
a. The school rules are fair.	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Las reglas de la escuela son justas.					
F_PUNISHMENT_SAME					
b. The punishment for breaking school rules is the same no matter who you are.	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
El castigo por incumplir con las reglas de la escuela es el mismo sin importar quién sea.					
F_RULES_ENFORCED					
c. The school rules are strictly enforced.					
Se aplican estrictamente las reglas de la escuela.	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i>					
<i>(Se aplican estrictamente las reglas estrictamente significa que la escuela consistentemente aplica acciones disciplinarias contra cualquier estudiante que viole las reglas de la escuela).</i>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
F_PUNISHMENT_KNOWN					
d. If a school rule is broken, students know what kind of punishment will follow.					
Si se incumple una regla de la escuela, los estudiantes saben cuál será el tipo de castigo correspondiente.	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
F_TEACHERS_RESPECT					

14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...

Pensando todavía en su escuela, ¿está usted absolutamente de acuerdo, de acuerdo, en desacuerdo o absolutamente en desacuerdo con lo siguiente...

There is a TEACHER or other ADULT at school who...

¿Hay un MAESTRO u otro ADULTO en la escuela que...

F_ADULT_REALLYCARES

c. Really cares about you.

Realmente se preocupa por usted.

	Strongly Agree	Agree	Disagree	Strongly Disagree
	Absolutamente de acuerdo	De acuerdo	En desacuerdo	Absolutamente en desacuerdo
173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

F_ADULT_LISTENS

d. Listens to you when you have something to say.

Le presta atención cuando usted tiene algo que decir.

175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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F_ADULT_GOOD_JOB

e. Tells you when you do a good job.

Le dice a usted cuando usted hace algo bien.

176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...

Pensando todavía en su escuela, ¿está usted absolutamente de acuerdo, de acuerdo, en desacuerdo o absolutamente en desacuerdo con lo siguiente...

There is a STUDENT at school who...

¿Hay un ESTUDIANTE en la escuela que...

F_STUDENT_REALLYCARES

a. Really cares about you.

Realmente se preocupa por usted.

	Strongly Agree	Agree	Disagree	Strongly Disagree
	Absolutamente de acuerdo	De acuerdo	En desacuerdo	Absolutamente en desacuerdo
186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

F_STUDENT_LISTENS

b. Listens to you when you have something to say.

Le presta atención cuando usted tiene algo que decir.

187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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F_STUDENT_SUCCESS

c. Believes that you will be a success.

Cree que usted va a ser exitoso.

188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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16.	Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...				
	Pensando en el vecindario donde usted vive, ¿está usted absolutamente de acuerdo, de acuerdo, en desacuerdo o absolutamente en desacuerdo con lo siguiente...	Strongly Agree	Agree	Disagree	Strongly Disagree
		Absolutamente de acuerdo	De acuerdo	En desacuerdo	Absolutamente en desacuerdo
	F_CRIME_NEIGHBORHOOD				
	There is a lot of crime in the neighborhood where YOU LIVE.	212SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Hay mucho crimen en en el vecindario donde USTED VIVE.

17.	Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...				
	Pensando en el vecindario donde se encuentra SU ESCUELA ¿está usted absolutamente de acuerdo, de acuerdo, en desacuerdo o absolutamente en desacuerdo con lo siguiente...	Strongly Agree	Agree	Disagree	Strongly Disagree
		Absolutamente de acuerdo	De acuerdo	En desacuerdo	Absolutamente en desacuerdo

F_CRIME_NEIGHBORHOOD_SCHOOL

There is a lot of crime in the neighborhood where YOU go to SCHOOL.

Hay mucho crimen en el vecindario donde USTED asiste a la ESCUELA	213SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <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
		Absolutamente de acuerdo	De acuerdo	En desacuerdo	Absolutamente en desacuerdo
	F_SAFE_IN_SCHOOL__				
	You feel safe in your school	189SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Pensando en su escuela, ¿estaría usted completamente de acuerdo, de acuerdo, en desacuerdo o completamente en desacuerdo con lo siguiente...

Usted se siente seguro/segura en su escuela.

SCS_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 shared with anyone at your school or home.

Ahora tengo algunas preguntas sobre las cosas que suceden en la escuela. Para esta encuesta, "en la escuela" incluye en el edificio de la escuela, propiedad escolar, en el autobús escolar o cuando va a, o viene de, la escuela. Sus respuestas no se compartirán con nadie en escuela u hogar.

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

La siguiente pregunta se refiere a la disponibilidad de drogas y alcohol en su escuela. Dígame si usted no sabe qué es cualquier cosa que se menciona.

Is it possible for students at your school to get ...

¿Es posible para los estudiantes en ^SU_LA_SP escuela ^OFNAME_SP conseguir _____

F_ALCOHOL

a. Alcoholic beverages?

Bebidas alcohólicas?

	Yes	No
	Si	No
040	1 <input type="checkbox"/>	2 <input type="checkbox"/>

F_MARIJUANA

b. Marijuana, also known as pot, or weed?

Marijuana, también conocida como mota o yerba?

041	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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F_PRESCRIPTION_DRUGS

c. Opioids, such as prescription painkillers, heroin, or fentanyl?

Opioides, como medicamentos para el dolor, heroína o Fentanyl?

159	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?

Medicamentos por receta que se han obtenido ilegalmente sin receta, como Xanax, Ritalin o Adderall?.

209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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F_OTHER_ILLEGAL

e. Other illegal drugs, such as cocaine, uppers, or crystal meth?

Otras drogas ilegales, tales como cocaína, estimulantes o metanfetamina?

<p>F_KNOW_DRUGS_OR_ALCOHOL</p> <p>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?</p> <p>Durante este año escolar, ¿vio usted a otro estudiante que estuviera bajo la influencia de de las drogas o del alcohol mientras se encontraba en la escuela?</p>	<p>210SCS 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No</p>									
FIGHTING, BULLYING AND HATE BEHAVIORS										
<p>G_FIGHT_AT_SCHOOL</p> <p>21a. During this school year, have you been in one or more physical fights at school?</p> <p>Durante este año escolar, ¿ha tenido usted una o más peleas físicas en la escuela?</p>	<p>103 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: G_BULLY_MADE_FUN 1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No - SKIP to: G_BULLY_MADE_FUN</p>									
<p>G_FIGHT_HOW_OFTEN</p> <p>21b. During this school year, how many times have you been in a physical fight at school?</p> <p>Durante este año escolar, ¿cuántas veces ha tenido usted peleas físicas en la escuela?</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 from your school do that make you feel bad or are hurtful to you. These could occur in person or using technologies, such as a phone, the Internet, or social media. You may include events you told me about already. During this school year, has any student from your school...</p> <p>Ahora tengo algunas preguntas acerca de lo que otros estudiantes de su escuela hacen para que usted se sienta mal o para hacerle daño. Esto podría ocurrir en persona o usando tecnologías, como un teléfono, Internet o las redes sociales. Durante este año escolar, ¿algún estudiante de su escuela...</p> <p>(Read each category a-g.)</p> <p>G_BULLY_MADE_FUN</p> <p>a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p>Se ha burlado de usted, le ha dicho sobrenombres o lo(a) ha insultado de manera hiriente?</p> <p>G_BULLY_RUMOR</p> <p>b. Spread rumors about you or tried to make others dislike you?</p> <p>Ha difundido rumores acerca de usted o tratado de que usted no le agrade a otras personas?</p>	<p>134</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td></td> <td style="text-align: center;">Si</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="vertical-align: top;">1 <input type="checkbox"/></td> <td style="vertical-align: top;">2 <input type="checkbox"/></td> <td style="vertical-align: top;">2 <input type="checkbox"/></td> </tr> </table>		Yes	No		Si	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No								
	Si	No								
1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>								

<p>G_BULLY_??? c. Purposely shared your private information, photos, or videos in a hurtful way?</p> <p>Ha compartido deliberadamente su información privada, fotos o videos de una manera dolorosa?</p> <p>G_BULLY_THREAT d. Threatened you with harm?</p> <p>Lo(a) ha amenazado con hacerle daño?</p> <p>G_BULLY_CONTACT e. Pushed you, shoved you, tripped you, or spit on you?</p> <p>Lo(a) ha empujado, le ha puesto traspies o lo(a) ha escupido?</p> <p>Has any student from your school...</p> <p>¿Algún estudiante de su escuela...</p> <p>G_BULLY_COERCED f. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p>Ha tratado de obligarlo(a) a hacer cosas que usted no quería hacer, por ejemplo, darle dinero o alguna otra cosa?</p> <p>G_BULLY_EXCLUDED g. Excluded you from activities, social media, or other communications to hurt you?</p> <p>Le ha excluido de actividades, redes sociales, u otras comunicaciones para hacerle daño?</p> <p>G_BULLY_DESTROYED_PROP h. Destroyed your property on purpose?</p> <p>Ha destruido su propiedad a propósito?</p>	<p>135 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>136 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>137 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>138 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>139 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>140 1 <input type="checkbox"/> 2 <input type="checkbox"/> If all categories a-g marked "No" SKIP to G_HATE</p>
<p>SCS_INTRO 4</p> <p>[If R said yes to 1 in Q22a-g]: When I asked you that last series of questions, you said yes to 1 of those items. Please think about that one thing you just told me about while answering the next few questions.</p> <p>Cuando le pregunté sobre la última serie de preguntas, dijo usted que sí a uno de esos elementos. Por favor, piense solo en esa cosa que me acaba de mencionar al responder a las siguientes preguntas.</p> <p>[If R said yes to 2+ in Q22a-g]: When I asked you that last series of questions, you said yes to ___ of those items. Please think about those things you just told me about while answering the next few questions.</p> <p>Cuando le pregunté sobre la última serie de preguntas, dijo usted que sí a ___ de esos elementos. Por favor, piense en esas cosas de las que me acaba de mencionar al responder a las siguientes preguntas.</p>	
<p>G_BULLY_MULTI_PERS 23. Thinking about [that thing/those things] you said</p>	<p>217SCS</p>

<p>you experienced this school year, did more than one student do [this/these things] to you?</p> <p>Pensando acerca de [esa cosa / esas cosas] que dijo que experimentó este año escolar, ¿le hizo más de un estudiante [esto / estas cosas]?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to: Q26a</p> <p>1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No - SKIP to: Q26a</p>
<p>G_BULLY_HOW_ACT</p> <p>24. Did these people act alone, together as a team, or both?</p> <p>¿Estas personas actuaron solas, en grupo, o ambas cosas?</p>	<p>218SCS</p> <p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Solo 2 <input type="checkbox"/> En grupo 3 <input type="checkbox"/> Ambos 3 <input type="checkbox"/> No sé</p>
<p>25. You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?</p> <p>Usted dijo que más de un estudiante le hizo [esa cosa / esas cosas] a usted. ¿Algún estudiante le ha hecho [esa cosa / alguna de esas cosas] más de una vez durante este año escolar?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No 3 <input type="checkbox"/> No sé</p>
<p>G_BULLY_DAY_PLUS</p> <p>26a. During this school year, how many days did you experience [that thing/any of those things]?</p> <p>Durante el presente año escolar, ¿cuántos días experimentó usted (esa cosa / alguna de esas cosas)?</p>	<p>214SCS</p> <p>1 <input type="checkbox"/> One day – Go to Q26b 2 <input type="checkbox"/> Two to five days SKIP toQ27 3 <input type="checkbox"/> Six to ten days 4 <input type="checkbox"/> More than ten days</p> <p>1 <input type="checkbox"/> Un día – Go to G_BULLY_TIMES 2 <input type="checkbox"/> De dos a cinco días } SKIP to G_BULLY_HAPPEN_AGAIN 3 <input type="checkbox"/> De seis a diez días } 4 <input type="checkbox"/> Más de diez días }</p>
<p>G_BULLY_TIMES</p> <p>26b. In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you?</p> <p>Ese día en particular, ¿cuántas veces diría que [otro estudiante / otros estudiantes] le hizo [esa cosa / alguna de esas cosas]?</p>	<p>215SCS</p> <p>1 <input type="checkbox"/> One time 2 <input type="checkbox"/> Two or more times 3 <input type="checkbox"/> Too many times to count 4 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Una vez 2 <input type="checkbox"/> Dos o más veces 3 <input type="checkbox"/> Demasiadas veces para contar 4 <input type="checkbox"/> No sabe</p>

<p>G_BULLY_HAPPEN_AGAIN</p> <p>27. Did you think [that student/those students] would do hurtful things to you again?</p> <p>¿Pensó que [ese estudiante / esos estudiantes] le volvería(n) a hacerle daño?</p>	<p>216SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No</p>												
<p>CHECK ITEM B:</p> <p>3. Did the respondent answer “No” to Q23? Yes <input type="checkbox"/> Skip to Q28 on page 14 (fill for “another student”/ “that student”) (“otro estudiante”/“aquel estudiante”) No <input type="checkbox"/> Go to CHECK ITEM B, Q2</p> <p>4. Did the respondent answer “Yes” to Q25? Yes <input type="checkbox"/> Go to SCS INTRO 5 (fill for “other students” / “those students”) No <input type="checkbox"/> Skip to Q28 on page 14 (fill for “other students” / “those students”) (“otros estudiantes”/“aquellos estudiantes”)</p>													
<p>SCS_INTRO 5</p> <p>You reported that at least one student did things to you more than once this school year. For the next questions, ONLY think about those students who did something more than once during this school year.</p> <p>Informó que al menos un estudiante le hizo más de una cosas este año escolar. Para las próximas preguntas, SOLO piense en aquellos estudiantes que hicieron algo más de una vez durante este año escolar.</p> <p style="text-align: center;">GO TO G_BULLY_STRONGER, Q28 item a</p>													
<p>28. Still thinking about [that thing/those things] [another student/ other students] did to you during this school year,</p> <p>Todavía pensando en [esa cosa / esas cosas] que [otro estudiante / otros estudiantes] le hicieron durante este año escolar,</p> <p>G_BULLY_STRONGER</p> <p>f. [Was that student/Were any of those students] physically bigger or stronger than you?</p> <p>¿Era ese estudiante / era alguno de esos estudiantes] físicamente más grande o más fuerte que usted?</p> <p>G_BULLY_POPULAR</p> <p>g. [Was that student/Were any of those students] more popular than you?</p> <p>¿Era ese estudiante / era alguno de esos estudiantes] más popular que usted?</p> <p>G_BULLY_MONEY</p> <p>h. [Did that student/Did any of those students] have more money than you?</p> <p>¿Tenía ese estudiante / Tenía alguno de esos</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes Si</th> <th style="text-align: center;">No No</th> </tr> </thead> <tbody> <tr> <td>219SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>220SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>221SCS</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 Si	No No	219SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	220SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	221SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p>estudiantes] más dinero que usted?</p> <p>G_BULLY_INFLUENCE</p> <p>i. [Did that student/Did any of those students] have the ability to influence what other students think of you?</p> <p>[¿Tenía ese estudiante / Tenía alguno de esos estudiantes] la capacidad de influir en lo que otros estudiantes piensan de usted?</p> <p>G_BULLY_OTHER_POWER</p> <p>j. [Did that student/Did any of those students] have more power than you in another way?</p> <p>[¿Tenía ese estudiante / Tenía alguno de esos estudiantes] más poder que usted de otra manera?</p> <p>G_BULLY_OTHER_POWER_SPECIFY</p> <p>In what other way [did that student/ did any of those students] have more power than you?</p> <p>De que otra manera [¿Tenía ese estudiante / Tenía alguno de esos estudiantes] mas poder que usted?</p>	<p>222SCS 1 <input type="checkbox"/> 2 <input type="checkbox"/></p> <p>223SCS 1 <input type="checkbox"/> 2 <input type="checkbox"/></p>
<p>G_BULLY_WHERE1 through G_BULLY_WHERE8</p> <p>28. Still thinking about the time that [another student/other students] did something to you, where did it occur? Did it occur ...</p> <p>Pensando todavía en el momento en que [otro estudiante / otros estudiantes] le [hizo / hicieron] algo, ¿dónde ocurrió? ¿Ocurrió...</p> <p>Still thinking about all of the times that [another student/other students] did these things to you, where did they occur? Did they occur...</p> <p>Pensando todavía en todos los momentos en que [otro estudiante / otros estudiantes] le [hizo / hicieron] esas cosas, ¿dónde ocurrieron? ¿Ocurrieron ...</p> <p>(READ CATEGORIES) Mark (X) all that apply</p> <p>G_BULLY_WHERE_SPECIFY</p> <p>Where is the other place it occurred?</p> <p>¿Dónde está el otro lugar lugar donde ocurrió?</p> <p>Where is the other place they occurred?</p> <p>¿Dónde está el otro lugar donde ocurrieron?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school?</p> <p>168 2 <input type="checkbox"/> In a hallway or stairwell at school?</p> <p>169 3 <input type="checkbox"/> In a bathroom or locker room at school?</p> <p>4 <input type="checkbox"/> In a gymnasium or weight room at school?</p> <p>173 5 <input type="checkbox"/> In a cafeteria or lunch room at school?</p> <p>146 6 <input type="checkbox"/> Somewhere else inside the school building? – Specify _____</p> <p>144 7 <input type="checkbox"/> Outside on school grounds?</p> <p>145 8 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>211SCS 9 <input type="checkbox"/> Online or by text?</p> <p>1 <input type="checkbox"/> En un aula en la escuela?</p> <p>2 <input type="checkbox"/> En un pasillo o una escalera en la escuela?</p> <p>3 <input type="checkbox"/> En un baño vestuario (locker room) en la escuela?</p> <p>4 <input type="checkbox"/> En el gimnasio o area de pesas en la escuela?</p> <p>5 <input type="checkbox"/> En la cafeteria o en la comedor de la escuela?</p> <p>6 <input type="checkbox"/> En algun otro lugar dentro del edificio de la escuela?</p> <p>7 <input type="checkbox"/> Afuera en el territorio de la escuela?</p> <p>8 <input type="checkbox"/> En el camino a la escuela o de regreso de la escuela, como en el autobús o en una parada de autobús?</p> <p>9 <input type="checkbox"/> Por Internet o por mensaje de texto?</p>

CHECK ITEM C:

How many incidents did the respondent report?

One incident (Q26a = 1 AND Q26b = 1) Go to [VERSION 1 OF Q29](#)

More than one incident (Q26a > 1 OR Q26a = 1 AND Q26b > 1) Skip to [VERSION 2 OF Q29](#)

G_BULLY_WHERE1 through G_BULLY_WHERE8

VERSION 1

29. Still thinking about the time that [another student/other students] did something to you, where did it occur? Did it occur ...

(READ CATEGORIES) Mark (X) all that apply

Pensando todavía en la ocasión que [otro estudiante / otros estudiantes] le [hizo / hicieron] algo, ¿dónde ocurrió? ¿Ocurrió...

G_BULLY_WHERE_SPECIFY

Where is the other place it occurred?

¿Cual es el otro lugar que ocurrio?

VERSION 2

29. Still thinking about all of the times that [another student/other students] did those things to you, where did they occur? Did they occur ...

(READ CATEGORIES) Mark (X) all that apply

Pensando todavía en todas las ocasiones en que [otro estudiante / otros estudiantes] le [hizo / hicieron] algo, ¿dónde ocurrió? ¿Ocurrió...

G_BULLY_WHERE_SPECIFY

Where is the other place they occurred?

¿Cual es el otro lugar que ocurrio?

- 143 1 In a classroom at school?
168 2 In a hallway or stairwell at school?
169 3 In a bathroom or locker room at school?
4 In a gymnasium or weight room at school?
173 5 In a cafeteria or lunch room at school?
146 6 Somewhere else inside the school building? –Ask
G_BULLY_WHERE_SPECIFY

- 144 7 Outside on school grounds?
145 8 On the way to or from school such as on a school bus or at a bus stop?
211SCS 9 Online or by text?
ALL SKIP TO Q30 ON PAGE 15

- 1 En un aula en la escuela?
2 En un pasillo o una escalera en la escuela?
3 En un baño vestuario (locker room) en la escuela?
4 En el gimnasio o area de pesas en la escuela?
5 En la cafeteria o en la comedor de la escuela?
6 En algun otro lugar dentro del edificio de la escuela?
7 Afuera en el territorio de la escuela?
8 En el camino a la escuela o de regreso de la escuela, como en el autobús o en una parada de autobús?
9 Por Internet o por mensaje de texto?
ALL SKIP TO Q30 ON PAGE 15

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7 Afuera en el territorio de la escuela?
8 En el camino a la escuela o de regreso de la

<p>G_BULLY_ADULT_TOLD 30. Did you tell a teacher or some other adult at school about [this student/these students] doing [that thing/those things] to you? ¿Le informó usted a un maestro o algún otro adulto en la escuela sobre [este estudiante / estos estudiantes] haciéndole [esas cosas / esas cosas]?</p>	<p>147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No</p>																									
<p>31. This school year, how much has bullying had a NEGATIVE effect on: Durante este año escolar, ¿cuánto efecto negativo ha tenido la intimidación en:</p> <p>(READ RESPONSES FOR EACH)</p> <p>G_SCHOOL_WORK d. YOUR school work. su trabajo escolar.</p> <p>G_RELATION_FRIEND_FAMILY e. YOUR relationships with friends or family. sus relaciones con los amigos o la familia.</p> <p>G_ABOUT_YOURSELF f. How you feel about YOURSELF. su autoestima.</p> <p>G_PHYSICAL_HEALTH g. YOUR physical health (for example, caused injuries, gave you headaches or stomach aches. Alguna discapacidad (con esto quiero decir discapacidad física, mental, o de desarrollo) que usted pueda tener?</p>	<table border="0"> <thead> <tr> <th></th> <th>Not at all Ninguno</th> <th>Not very much No mucho</th> <th>Somewhat Algo</th> <th>A lot Mucho</th> </tr> </thead> <tbody> <tr> <td>196SCS</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>197SCS</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>198SCS</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>199SCS</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 Ninguno	Not very much No mucho	Somewhat Algo	A lot Mucho	196SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	197SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	198SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	199SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>32. When [another student/other students] did [that thing/those things] to you, did you ever think it was related to ... Cuando [otro estudiante / otros estudiantes] le hicieron [esa cosa / esas cosas], ¿alguna vez pensó que estaba relacionada con ...</p> <p>G_BULLY_RACE h. YOUR race? su raza?</p> <p>G_BULLY_RELIGION i. YOUR religion? su religión?</p> <p>G_BULLY_ETHNIC_ORIGIN j. Your ethnic background or national origin - for example, people of Hispanic origin?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes Si</th> <th>No No</th> </tr> </thead> <tbody> <tr> <td>200SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>201SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>202SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes Si	No No	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>													
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<p>su origen étnico o nacional, por ejemplo, las persona de origen hispano?</p> <p>G_BULLY_DISABILITY</p> <p>k. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p>alguna discapacidad que usted pueda tener, tal como discapacidades físicas, mentales o de desarrollo?</p>	<p>203SCS 1 <input type="checkbox"/> 2 <input type="checkbox"/></p>
<p>G_BULLY_GENDER</p> <p>l. YOUR gender?</p> <p>su sexo?</p>	<p>204SCS 1 <input type="checkbox"/> 2 <input type="checkbox"/></p>
<p>G_BULLY_ORIENTATION</p> <p>m. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p>su orientación sexual, con esto queremos decir gay, lesbiana, bisexual o heterosexual?</p>	<p>205SCS 1 <input type="checkbox"/> 2 <input type="checkbox"/></p>
<p>G_BULLY_APPEARANCE</p> <p>n. YOUR physical appearance?</p> <p>su apariencia física?</p>	<p>206SCS 1 <input type="checkbox"/> 2 <input type="checkbox"/></p>

Las puntas de prueba (Q22):

Ahora tengo unas preguntas sobre algunos de las preguntas que respondió.

Antes le pedí a estas preguntas: [Mano R la única página de Q22 a referencia, R hará referencia a través de la entrevista, así que no lo tome detrás]

Si cualquier Q22 a - g = yes:

Cuando le pregunté si cualquier estudiante de su escuela había hecho cualquiera de esas cosas que te hagan sensación malas o son hirientes, dijo sí a los artículos ___ [Decir cual Letras R dijo sí a no leer comportamientos. Ex - "dijo sí a d y los puntos b"].

- a. ¿Me puede decir sobre lo que sucedió? Tanto como usted siente cómodo hablando.
- b. [Si R no dijo sí a "En línea o por el texto" en Q29] ¿Pasara algo en línea o texto que no piensas cuando primero fueron contestando esa pregunta? [Si] Puede decirme más sobre eso?

Si Q22 = no a todos:

Cuando le pregunté que si cualquier estudiante de su escuela había hecho ninguna de esas cosas que te hagan sentir mal o es hirientes a usted, dijo que no a todos los elementos.

- c. Cualquiera de esas cosas que suceden a usted pero no crees que podría contar para esta pregunta? Me puedes decir más acerca de ¿por qué no incluirlos aquí?
- d. [Si cosas en línea no se mencionaron en la punta de prueba C] Los estudiantes de la escuela ¿hicieron todo lo que te hizo sentir mal o era perjudicial a usted en línea o texto que no piensas cuando respondiendo a la pregunta? [Si] Puede decirme más sobre eso?
- e. ¿Hicieron otros estudiantes hacen cualquier otra cosa no incluido en esta lista que te hizo sentir mal o que hace daño a usted? ¿Puede decirme más sobre eso?

Todos los encuestados:

- f. ¿Tienes un hermano o una hermana que va a la escuela misma como? [Si] ¿Supongo que incluya en su respuesta a esta pregunta? [GESTO DE PAPEL] Me puedes decir más sobre eso?
- g. ¿Tienes un novio o novia que va a la misma escuela que? [Si] Suponer que mientras estabas en la escuela tu novio o novia lo hizo algunos de aquellas cosas que te hizo sensación malas o eran hirientes a usted. ¿Crees que los incluiría en su respuesta a esta pregunta? [GESTO DE PAPEL] Me puedes decir más sobre eso?
- h. ¿Qué significa el término "Data" significa a usted?
- i. ¿Cómo los estudiantes en su escuela hablar de lo que significa salir?
- j. ¿Es fácil saber cuando algo va de hablar y coquetear a fechar? ¿Por qué/por qué no?
- k. Hay algo faltantes a la lista [gesto de papel] que debemos agregar?

IF R dijo NO a todos los artículos en Q22, SKIP T0: Sondas (Bullying sección parte 1 en página 19)

Las puntas de prueba (Q23):

La siguiente pregunta que hice fue, "pensando en [esa cosa / esas cosas] te dijo experimentó este año escolar, no más de un estudiante [esta/estas cosas]?"

Contestó ____.

- a. ¿Cómo surgió su respuesta a esta pregunta?
- b. [Si no mencionó en respuesta a la punta de prueba] ¿Qué incidentes estaban pensando cuando responde a esta pregunta?
- c. Ahora tengo otra pregunta sobre el [estudiante/los estudiantes] que hizo esas cosas.

¿Cuál fue su relación con [el estudiante / los estudiantes] cuando hicieron [esa cosa / esas cosas] a usted? Eran...

- a. Su hermano o hermana? 1 Si 2 No
 - b. Su amiga o ex amiga? 1 Si 2 No
 - c. Tu novio o novia en el momento? 1 Si 2 No
 - d. Tu ex novio o ex novia en el momento? 1 Si 2 No
 - e. Otro estudiante de la escuela? 1 Si 2 No
- d. ¿No estaban seguros de lo que debe responder por su relación con alguno de los estudiantes que estaba pensando? Me puedes decir más sobre eso?

Si R dijo NO a Q23, saltar al: Puntas de prueba (Q26a)

Las puntas de prueba (Q24): [PREGUNTÓ si más de un estudiante hizo cosas (Q23 = YES)]

Entonces le pregunté: "¿estas personas actúan solos, juntos como un equipo, o ambos?" Contestó ____.

Todos los encuestados:

- a. Me puede decir ¿por qué contestaste lo que hiciste?
- b. [IF necesario] ¿Cuántas personas diferentes hicieron esas cosas?
- c. ¿Qué significa la frase "Junta como un equipo" significa que en esta pregunta?

Si Q27 = solo o ambos:

- d. a pesar de que [algunos de] estas personas actuaban solos, ¿crees que algunas de las cosas que diferentes personas le estaban relacionados de alguna manera? Me puedes decir más sobre eso?

Las puntas de prueba (Q25): [PREGUNTÓ si más de un estudiante hizo cosas (Q23 = YES)]

Otra pregunta que hice fue: "usted dijo que más de un estudiante [eso / esas cosas] a usted. Cualquier estudiante hizo que cosa/cualquier de esas cosas] a usted más de una vez durante este año escolar?"

Todos los encuestados:

a. Por favor dígame, en sus propias palabras, lo que pide esta pregunta?

Cuando hice esta pregunta antes, contestó ____.

b. ¿Por qué respondes a la manera que lo hizo?

Las puntas de prueba (Q26a):

Otra pregunta que hice fue, "Durante este año escolar, ¿cuántos días se sintió (que cosa/cualquier de esas cosas)?" Las opciones de respuesta eran, "Un día", "dos a cinco días", "seis y diez días" y "más de 10 días". Contestó ____.

Todos los encuestados:

a. ¿Cómo surgió su respuesta a esa pregunta?

b. [IF necesario] Fue fácil o difícil para usted encontrar una respuesta que cabe para usted opción? [IF necesario] Lo que hizo [fácil/difícil]?

IF RESPUESTA R = MÁS DE UN DÍA, PASE A: SONDAS (Q27)

Las puntas de prueba (Q26b): [le PREGUNTÓ si las cosas sólo sucedieron en un día (Q26A = un día)]

El seguimiento de la pregunta que hice fue, "en que un día, ¿cuántas veces diría [otro estudiante / otros estudiantes] [la cosa/cualquier de esas cosas] hizo a usted?" Las opciones de respuesta fueron "One time" y "dos o más veces". Contestó ____.

Todos los encuestados:

a. ¿Cómo surgió su respuesta a esa pregunta?

b. [IF necesario] Fue fácil o difícil para usted encontrar una respuesta que cabe para usted opción? [IF necesario] Lo que hizo [fácil/difícil]?

Las puntas de prueba (Q27):

La siguiente pregunta que hice fue, "¿crees que [ese estudiante / los estudiantes] haría cosas hirientes a usted otra vez?"

Si R respondió "Sí":

a. Cuando pregunta en primer lugar, usted contestó "sí". ¿Por qué respondes a la manera que lo hizo?

Las puntas de prueba (Q28):

a continuación pide estas preguntas: [Mano R la única página de Q28 referencia]

Si R dijo que más de un estudiante hizo las cosas y alguien hizo las cosas más de una vez (Q23 = Yes & Q25 = sí)

- a. Que los estudiantes se están pensando al responder estas pregunta?
- b. [Si R menciona más de un estudiante en respuesta a la sonda A anterior]
Cualquiera de los fue estudiantes sólo hacen algo una vez?
- c. Dijo sí a ___ del artículo (s) en esta pregunta. ¿Que estabas pensando cuando dijiste sí a [primer punto "Sí"]? ¿[Artículo segundo del "Sí"], que estabas pensando? [Repetir para cada R artículo dijo sí a]

Todos los encuestados:

¿D la pregunta, "[lo que el alumno / hizo alguno de esos estudiantes] tienen la capacidad de influir en lo que otros estudiantes piensan de usted?

- c. Por favor dígame, en sus propias palabras, lo que pide esa pregunta?

Las puntas de prueba (Q29a/Q29b):

a continuación pide estas preguntas: [Dependiendo de la versión de la pregunta se les pidió, de la mano R la única página de Q29a o Q29B referencia]

Todos los encuestados:

- a. Esta lista incluye todos los lugares donde otros estudiantes han hecho cosas hirientes? [Si NO] ¿Dónde ocurren?

Las puntas de prueba (31):

Esta es otra serie de preguntas te: [Mano R la única página de Q31 referencia]

- a. ¿Qué significa la frase "tuvo un efecto negativo en" media a usted en esta pregunta?
- b. Por favor dígame qué pregunta D pregunta, en tus propias palabras.

Sondas (Bullying parte de sección 1):

- a. Pensando en todas las preguntas que pasamos sobre cosas hirientes, los estudiantes pueden hacer, ¿qué crees que las preguntas estaban tratando de llegar a?

SI R DIJO QUE NO A TODOS EN Q22, SALTAR AL: SONDAS (ACOSO DE PARTE DE LA SECCIÓN 2)

Ahora voy a hacerle una pregunta de la encuesta y algunos más seguir las preguntas.

G_HATE

33. Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?

¿considera que [esa cosa/esas cosas] que [otro estudiante/otros estudiantes] te hicieron acoso estudiantil ?

065

- 1 Yes
 2 No
 3 Don't know
 1 Si
 2 No
 3 No se

Sondas (Q33):

a. ¿por qué respondió esto?

¿b. [a punto Q22] habría respondido esas preguntas distinto si nos referimos a esos comportamientos como acoso escolar? [SI] Por favor Cuénteme más sobre eso.

Sondas (parte de sección de Bullying 2):

a. ¿Cómo te sentiste sobre el hecho de que no hablamos de bullying cuando preguntar todas esas preguntas?

¿b. por favor dígame, en sus propias palabras, lo que significa ser intimidado?

Gracias por eso. Ahora vamos a regresar al último conjunto de preguntas de la encuesta real.

AVOIDANCE

37. 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?

Durante este año escolar, ¿alguna vez
 ^YOU_NAME SE MANTUVO ^ALEJADO de alguno de los siguientes lugares porque pensaba que alguien
 ^LO2 podría agredir o hacerle daño a ^YOU_HE_SHE allí.
 (READ CATEGORIES.)

Yes No
 Si No

H_AVOID_SHORTCUT

a. For example, did you ever STAY AWAY from the shortest route to school because you thought someone might attack or harm you?

068

1 2

Por ejemplo, ¿estuvo ^YOU_NAME ^ALEJADO de...
 La ruta más corta para llegar a la escuela porque ^YOU_NAME pensó que alguien podría ^ATACARLO o hacerle daño a ^YOU_HE_SHE?

H_AVOID_ENTRANCE

b. The entrance into the school?

069

1 2

La entrada de la escuela?

H_AVOID_HALLWAYS

c. Any hallways or stairs in school?

Algún pasillo o escalera de la escuela?

070

1 2

H_AVOID_CAFETERIA

d. Parts of the school cafeteria?

Partes de la cafetería de la escuela?

H_AVOID_RESTROOMS	071	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Any school restrooms?			
Algunos baños de la escuela?			
H_AVOID_OTHER_PLACES	072	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Other places inside the school building?			
Otros lugares en el interior del edificio de la escuela?			
	073	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_PARKING_LOT			
g. School parking lot?			
El estacionamiento de la escuela?			
H_AVOID_OTHER_SCHOOL	074	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Other places on school grounds?			
Otros lugares en el territorio de la escuela?			
H_SCHOOL_BUS_STOP	075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. School bus or bus stop?			
El autobús escolar o la parada del autobús?			
	208SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
H_AVOID_ACTIVITIES			
38a. Did you AVOID any activities at your school because you thought someone might attack or harm you?	076	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
¿EVITÓ usted alguna actividad en su escuela porque pensó que alguien podría agredirlo o hacerle daño?		1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No	
H_AVOID_CLASSES			
38b. Did you AVOID any classes because you thought someone might attack or harm you?	077	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
¿EVITÓ usted alguna clase porque pensó que alguien podría agredirlo o hacerle daño?		1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No	
H_STAY_HOME	078	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
38c. 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?		1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No	
¿Se quedó usted en su casa y no fue a la escuela porque pensó que alguien podía agredirlo o hacerle daño en el edificio de la escuela, en el territorio de la escuela, en el autobús escolar o yendo a o viniendo de la escuela?			

FEAR

I_INTRO_FEAR Intro: Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.
 Introducción: A veces, incluso si usted no puede evitar pasar por un lugar, puede ser que tenga miedo de lo que podría suceder allí.

<p>I_AFRAID 39a. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p>¿Con qué frecuencia teme usted que alguien lo va a agredir o hacerle daño en el edificio de la escuela o en los predios de la escuela?</p> <p>(READ CATEGORIES.)</p>	<p>079</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>1 <input type="checkbox"/> Nunca 2 <input type="checkbox"/> Casi nunca 3 <input type="checkbox"/> A veces 4 <input type="checkbox"/> La mayoría de las veces</p>
<p>I_AFRAID_ON_BUS 39b. How often are you afraid that someone will attack or harm you on a school bus or on the way to and from school?</p> <p>¿Con qué frecuencia teme usted que alguien lo va a agredir o hacerle daño en el autobús escolar o yendo a y viniendo de la escuela?</p> <p>(READ CATEGORIES)</p>	<p>080</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>1 <input type="checkbox"/> Nunca 2 <input type="checkbox"/> Casi nunca 3 <input type="checkbox"/> A veces 4 <input type="checkbox"/> La mayoría de las veces</p>
<p>I_AFRAID_NONSCHOOL 39c. 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?</p> <p>Además de las veces cuando usted está en el edificio de la escuela, en el territorio de la escuela, en el autobús escolar o yendo a y viniendo de la escuela, ¿con qué frecuencia teme usted que alguien lo va a agredir o hacerle daño?</p> <p>(READ CATEGORIES)</p>	<p>081</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>1 <input type="checkbox"/> Nunca 2 <input type="checkbox"/> Casi nunca 3 <input type="checkbox"/> A veces 4 <input type="checkbox"/> La mayoría de las veces</p>

WEAPONS

J_INTRO_WEAPON

In the next series of questions we are going to ask you about weapons at your school. None of your responses will be shared with anyone at your school or home.

En la próxima serie de preguntas le vamos a preguntar acerca de las armas en su escuela. Ninguna de sus respuestas será compartida con nadie en su escuela o en su casa.

40. 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?

Algunas personas traen a la escuela pistolas, cuchillos u objetos que se pueden usar como armas para su protección. Durante este año escolar, ¿alguna vez ha traído usted a la escuela o al territorio de la escuela?

(READ CATEGORIES.)

J_WEAPONS_GUN

d. A gun?

¿Una pistola?

J_WEAPONS_KNIFE

e. A knife brought as a weapon?

¿Un cuchillo para usarlo como arma?

J_WEAPONS_OTHER

f. Some other weapon?

¿Alguna otra arma?

Yes No

Si No

082 1 2

083 1 2

084 1 2

J_GUN_OTHERS

41a. Do you know of any other students who have brought a gun to your school during this school year?

¿Conoce usted a algún otro estudiante que haya traído una pistola a su escuela durante este año escolar?

085 1 Yes
2 No - **SKIP** to **J_GET_GUN**
1 Si
2 No - **SKIP** to **J_GET_GUN**

J_SEE_GUN

41b. Have you actually seen another student with a gun at school during this school year?

Ha visto usted mismo a otro estudiante con una pistola en la escuela durante este año escolar?

086 1 Yes
2 No
3 Don't know
1 Si
2 No
3 No sé

<p>J_GET_GUN 42. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school? Durante este año escolar, ¿podría usted haber conseguido una pistola cargada sin la supervisión de un adulto, ya sea en la escuela o lejos de la escuela?</p>	<p>113 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No</p>
GANGS	
<p>K_INTRO_GANG INTRO 4 - Now, we'd like to know about gangs at your school. Your answers will not be shared with anyone at your school or home. Ahora, queremos saber sobre las pandillas en su escuela. Ninguna de sus respuestas será compartida con nadie en su escuela o en su casa.</p>	
<p>K_GANGS 43a. Are there any gangs at your school? ¿Hay pandillas en su escuela?</p>	<p>058 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to L_GRADES 3 <input type="checkbox"/> Don't know - SKIP to L_GRADES 1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No - SKIP to L_GRADES 3 <input type="checkbox"/> No sé - SKIP to L_GRADES</p>
<p>K_GANG_FIGHTS 43b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school? Durante este año escolar, ¿con qué frecuencia estuvieron involucradas las pandillas en peleas, agresiones u otro tipo de violencia en su escuela? (READ CATEGORIES 1-5)</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 1 <input type="checkbox"/> Nunca 2 <input type="checkbox"/> Una o dos veces al a 3 <input type="checkbox"/> Una o dos veces al mes 4 <input type="checkbox"/> Una o dos veces a la semana 5 <input type="checkbox"/> Casi todos los días</p>
<p>K_GANG_DRUGS 43c. Have gangs been involved in the sale of drugs at your school during this school year? ¿Han participado las pandillas en la venta de drogas en su escuela durante este año escolar?</p>	<p>090 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know 1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No 3 <input type="checkbox"/> No sé</p>
STUDENT CHARACTERISTICS	
<p>L_GRADES 44. During this school year, across all subjects have you gotten mostly – En todas las asignaturas durante este año escolar, ha recibido usted mayormente - (READ CATEGORIES 1-5)</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 La escuela no otorga notas/no hay equivalente de notas con letras.</p>
<p>L_SKIP_CLASSES 45a. During the past 4 weeks of school, did you skip any classes? Again, we would like to remind you that</p>	<p>114 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - SKIP to L_SCHOOL_AFTER_SCHOOL 3 <input type="checkbox"/> Don't know - SKIP to</p>

<p>none of your responses will be shared with anyone at your school or home.</p> <p>Durante las pasadas 4 semanas del año escolar, ¿ha faltado usted a alguna clase? Nuevamente, ninguna de sus respuestas será compartida con nadie en su escuela o en su casa.</p>	<p style="text-align: right;">L_SCHOOL_AFTER_SCHOOL</p> <p>1 <input type="checkbox"/> Si 2 <input type="checkbox"/> No - SKIP to L_SCHOOL_AFTER_SCHOOL 3 <input type="checkbox"/> No sé - SKIP to L_SCHOOL_AFTER_SCHOOL</p>																
<p>L_SKIP_CLASS_DAYS</p> <p>45b. During the past 4 weeks of school, on how many days did you skip at least one class?</p> <p>Durante las pasadas 4 semanas del año escolar, ¿en cuántos días faltó usted al menos a una clase?</p>	<p>115 <input type="text"/> <input type="text"/> (Number of days)</p>																
<p>46. Thinking about the future, do you think you will ...</p> <p>Pensando en el futuro, ¿cree usted que va a...</p> <p>L_SCHOOL_AFTER_SCHOOL Attend school after high school, such as a college or technical school?</p> <p>Seguir estudiando después de terminar la escuela, en una universidad o una escuela técnica?</p> <p>L_GRADUATE_4YR Graduate from a 4-year college?</p> <p>Graduarse de 4 años de universidad?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%;">Yes</th> <th style="width: 20%;">No</th> <th style="width: 20%;">Don't know</th> </tr> <tr> <th></th> <th>Si</th> <th>No</th> <th>No sé</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		Si	No	No sé	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														
	Si	No	No sé														
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"/>														
<p>Las puntas de prueba (Q43):</p> <p>Todos los encuestados:</p> <p>Voy a hacerle una pregunta de encuesta más, entonces algunos seguir contestó preguntas sobre algunos de los elementos a lo largo de la encuesta, y luego te envuelva.</p> <p>Ahora, nos gustaría saber sobre las pandillas en su escuela. Usted puede saber como las pandillas callejeras, pandillas, clikas u otra cosa. A veces las pandillas usan nombres en común, signos, símbolos o colores. Para este estudio, nos interesa todas las pandillas, independientemente si participan o no en actividades violentas o ilegales. Ninguna de sus respuestas será compartida con nadie en su escuela o en su casa.</p> <p style="text-align: center;">Hay alguna pandilla en su escuela? 1 o Si 2 o 3 No o no sé</p> <p>a. ¿Cómo surgió su respuesta a esa pregunta?</p> <p>b. ¿ Era pregunta lo mismo que la pregunta que hice antes sobre las pandillas? Me puedes decir más sobre eso?</p> <p>c. [Si es necesario] lo que hace el término "cuadrillas" significan que en esa nueva pregunta?</p> <p>Las puntas de prueba (Q19, drogas y Alcohol): [1]</p>																	

Le esta pregunta hacia el principio de la entrevista. [Mano R la única página de Q19 a referencia]

Todos los encuestados:

a. Por favor dígame, en sus propias palabras, lo que pide esta pregunta sobre.

Echa un vistazo en el ítem c.

b. ¿Qué significa el término "opioides" significan a usted en esta pregunta?

c. ¿Conoces los nombres de analgésicos de receta? ¿Qué nombres han escuchado?

Ahora echemos un vistazo a punto d.

d. Receta drogas son legales, pero a veces la gente consigue y venderlos ilegalmente, como Xanax, Ritalin y Adderall. ¿Hay otros tipos de medicamentos recetados, que usted sabe de que algunas personas compran a uso indebido o drogarse? ¿Incluye en su respuesta?

e. Pensando en todos los fármacos que preguntó en esa pregunta [Punto de hoja informativa] , hay otras drogas que un estudiante puede ser capaz de obtener en la escuela que no preguntamos sobre?

Las puntas de prueba (Q9):

Esta es otra pregunta que hice hacia el principio de la entrevista. [Mano R la única página de Q9 referencia]

Todos los encuestados:

a. Estaban allí cualquier actividad que hagas en tu escuela que no eran capaces de encontrar en esta lista? [IF necesario] ¿Qué son?

b. Hay palabras o frases en esta lista que no reconoces? [IF necesario] ¿Qué son?

¡Estupendo! Ahora solo tenemos algunas preguntas para finalizar y luego terminaremos la entrevista.

DEBRIEFING QUESTIONS:

PREGUNTAS INFORMATIVAS:

a. En general, ¿qué pensó de esta entrevista? ¿Fue fácil o difícil?

b. ¿Es fácil saber cuándo algo que alguien hace es intimidación? ¿Me puede decir más sobre eso?

c. ¿Cuál es la diferencia entre alguien que es malo y alguien que es un matón?

d. ¿Tiene su escuela una definición específica de intimidación?

e. [SI LA RESPUESTA ES "SÍ"] ¿Cómo la define tu escuela?

f. [SI LA RESPUESTA A LA PREGUNTA D ES "SÍ"] ¿Piensa usted en la intimidación de la misma manera que la escuela? [SI ES NECESARIO] ¿Puedes decirme más sobre eso?

g. ¿Tienes otras ideas sobre los temas que discutimos hoy o las preguntas de esta encuesta?

Esas son todas las preguntas que tuve para usted hoy. Muchas gracias por su participación.

**Aquí hay un sobre que contiene tus \$25.
Aquí hay un formulario de comprobante que verifica que te di el dinero.
Complete la información en las áreas resaltadas y firme y coloque la fecha.**

TURN OFF THE TAPE RECORDER.
HAND THE CASH INCENTIVE TO THE PARTICIPANT.

Handout 1: Q22 for respondent to reference:

22. Ahora tengo algunas preguntas acerca de lo que otros estudiantes de su escuela hacen para que usted se sienta mal o para hacerle daño. Esto podría ocurrir en persona o usando tecnologías, como un teléfono, Internet o las redes sociales. Durante este año escolar, ¿algún estudiante de su escuela...

- a. Se ha burlado de usted, le ha dicho sobrenombres o lo(a) ha insultado de manera hiriente?**
- b. Ha difundido rumores acerca de usted o tratado de que usted no le agrade a otras personas?**
- c. Ha compartido deliberadamente su información privada, fotos o videos de una manera dolorosa?**
- d. Lo(a) ha amenazado con hacerle daño?**
- e. Lo(a) ha empujado, le ha puesto traspies o lo(a) ha escupido?**

¿Algún estudiante de su escuela...

- f. Ha tratado de obligarlo(a) a hacer cosas que usted no quería hacer, por ejemplo, darle dinero o alguna otra cosa?**
- g. Le ha excluido de actividades, redes sociales, u otras comunicaciones para hacerle daño?**
- h. Ha destruido su propiedad propósito?**

Handout 2: Q28

Informó que al menos un estudiante le hizo más de una cosas este año escolar. Para las próximas preguntas, SOLO piense en aquellos estudiantes que hicieron algo más de una vez durante este año escolar.

28a Todavía pensando en esa cosa que otro estudiante le hicieron durante este año escolar,

- a. ¿Era ese estudiante físicamente más grande o más fuerte que usted?**
- b. ¿Era ese estudiante más popular que usted?**
- c. ¿Tenía ese estudiante más dinero que usted?**
- d. ¿Tenía ese estudiante la capacidad de influir en lo que otros estudiantes piensan de usted?**
- e. ¿Tenía ese estudiante más poder que usted de otra manera?
De que otra manera ¿Tenía ese estudiante mas poder que usted?**

28b Todavía pensando en [esa cosa / esas cosas] que [otro estudiante / otros estudiantes] le hicieron durante este año escolar,

- a. ¿era alguno de esos estudiantes físicamente más grande o más fuerte que usted?**
- b. ¿era alguno de esos estudiantes más popular que usted?**
- c. ¿Tenía alguno de esos estudiantes más dinero que usted?**
- d. ¿Tenía alguno de esos estudiantes la capacidad de influir en lo que otros estudiantes piensan de usted?**
- e. ¿Tenía alguno de esos estudiantes más poder que usted de otra manera?
De que otra manera ¿Tenía alguno de esos estudiantes mas poder que usted?**

Handout 3: 29a and 29b
29a (Single incident)

Pensando todavía en el momento en que otro estudiante le hizo algo, ¿dónde ocurrió? ¿Ocurrió...

En un aula en la escuela?

En un pasillo o una escalera en la escuela?

En un baño vestuario (locker room) en la escuela?

En el gimnasio o area de pesas en la escuela?

En la cafetería o en la comedor de la escuela?

En algún otro lugar dentro del edificio de la escuela?

¿Dónde está el otro lugar lugar donde ocurrió?

Afuera en el territorio de la escuela?

En el camino a la escuela o de regreso de la escuela, como en el autobús o en una parada de autobús?

Por Internet o por mensaje de texto?

29b (Multiple incident)

Pensando todavía en todos los momentos en que otros estudiantes le hicieron esas cosas, ¿dónde ocurrieron? ¿Ocurrieron ...

En un aula en la escuela?

En un pasillo o una escalera en la escuela?

En un baño vestuario (locker room) en la escuela?

En el gimnasio o area de pesas en la escuela?

En la cafetería o en la comedor de la escuela?

En algún otro lugar dentro del edificio de la escuela?

¿Dónde está el otro lugar lugar donde ocurrió?

Afuera en el territorio de la escuela?

En el camino a la escuela o de regreso de la escuela, como en el autobús o en una parada de autobús?

Por Internet o por mensaje de texto?

Handout 4: Q19

Q19: La siguiente pregunta se refiere a la disponibilidad de drogas y alcohol en su escuela. Dígame si usted no sabe qué es cualquier cosa que se menciona.

¿Es posible para los estudiantes en ^SU_LA_SP escuela ^OFNAME_SP conseguir _____

- a. Bebidas alcohólicas?
- b. Marijuana, también conocida como mota o yerba?
- c. Opioides, como medicamentos para el dolor, heroína o Fentanyl?
- d. Medicamentos por receta que se han obtenido ilegalmente sin receta, como Xanax, Ritalin o Adderall?.
- e. Otras drogas ilegales, tales como cocaína, estimulantes o metanfetamina?

Handout 5: Q9

Q9 Durante este año escolar, ¿ha participado usted en alguna de las siguientes actividades patrocinadas por su escuela:

- a. ¿Equipos de atletismo de la escuela?
- b. ¿Grupos animadores, por ejemplo, cheerleading, Equipo de baile o Pep Club?
- c. ¿Artes escénicas, por ejemplo, banda, coro, orquesta o teatro?
- d. ¿Clubes académicos o Sociedades de honor, por ejemplo, Equipo de debate, Club de español o Club de matemática?
- e. ¿Gobierno estudiantil o consejo de clase?
- f. ¿Clubes de voluntarios o servicio comunitario, patrocinados por su escuela, por ejemplo, Peer Mediators, Club de ecología, o Club de reciclaje?

¿Clubes de voluntarios o servicio comunitario, patrocinados por su escuela, por ejemplo, Peer Mediators, Club de ecología, Key Club, o Interact? No incluye horas de servicio comunitario que se requieren para graduación
- g. ¿Otros clubes escolares o actividades escolares?
- h. ¿Cuáles son los otros clubes escolares o actividades escolares en los cuales usted ha participado?