

**Supporting Statement Attachments – 2019 National Crime Victimization Survey (NCVS) School Crime Supplement (SCS)**

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Attachment 1:

BJS authorizing statute; Title 34, United States Code, Section 10132

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### **34 USC 10132: Bureau of Justice Statistics**

Text contains those laws in effect on August 6, 2018

#### **From Title 34-CRIME CONTROL AND LAW ENFORCEMENT**

Subtitle I-Comprehensive Acts

#### **CHAPTER 101-JUSTICE SYSTEM IMPROVEMENTS** **SUBCHAPTER III-BUREAU OF JUSTICE STATISTICS**

##### §10132. Bureau of Justice Statistics

###### (a) Establishment

There is established within the Department of Justice, under the general authority of the Attorney General, a Bureau of Justice Statistics (hereinafter referred to in this subchapter as "Bureau").

###### (b) Appointment of Director; experience; authority; restrictions

The Bureau shall be headed by a Director appointed by the President. The Director shall have had experience in statistical programs. The Director shall have final authority for all grants, cooperative agreements, and contracts awarded by the Bureau. The Director shall be responsible for the integrity of data and statistics and shall protect against improper or illegal use or disclosure. The Director shall report to the Attorney General through the Assistant Attorney General. The Director shall not engage in any other employment than that of serving as Director; nor shall the Director hold any office in, or act in any capacity for, any organization, agency, or institution with which the Bureau makes any contract or other arrangement under this Act.

###### (c) Duties and functions of Bureau

The Bureau is authorized to-

(1) make grants to, or enter into cooperative agreements or contracts with public agencies, institutions of higher education, private organizations, or private individuals for purposes related to this subchapter; grants shall be made subject to continuing compliance with standards for gathering justice statistics set forth in rules and regulations promulgated by the Director;

(2) collect and analyze information concerning criminal victimization, including crimes against the elderly, and civil disputes;

(3) collect and analyze data that will serve as a continuous and comparable national social indication of the prevalence, incidence, rates, extent, distribution, and attributes of crime, juvenile delinquency, civil disputes, and other statistical factors related to crime, civil disputes, and juvenile delinquency, in support of national, State, tribal, and local justice policy and decisionmaking;

(4) collect and analyze statistical information, concerning the operations of the criminal justice system at the Federal, State, tribal, and local levels;

- (5) collect and analyze statistical information concerning the prevalence, incidence, rates, extent, distribution, and attributes of crime, and juvenile delinquency, at the Federal, State, tribal, and local levels;
- (6) analyze the correlates of crime, civil disputes and juvenile delinquency, by the use of statistical information, about criminal and civil justice systems at the Federal, State, tribal, and local levels, and about the extent, distribution and attributes of crime, and juvenile delinquency, in the Nation and at the Federal, State, tribal, and local levels;
- (7) compile, collate, analyze, publish, and disseminate uniform national statistics concerning all aspects of criminal justice and related aspects of civil justice, crime, including crimes against the elderly, juvenile delinquency, criminal offenders, juvenile delinquents, and civil disputes in the various States and in Indian country;
- (8) recommend national standards for justice statistics and for insuring the reliability and validity of justice statistics supplied pursuant to this chapter;
- (9) maintain liaison with the judicial branches of the Federal Government and State and tribal governments in matters relating to justice statistics, and cooperate with the judicial branch in assuring as much uniformity as feasible in statistical systems of the executive and judicial branches;
- (10) provide information to the President, the Congress, the judiciary, State, tribal, and local governments, and the general public on justice statistics;
- (11) establish or assist in the establishment of a system to provide State, tribal, and local governments with access to Federal informational resources useful in the planning, implementation, and evaluation of programs under this Act;
- (12) conduct or support research relating to methods of gathering or analyzing justice statistics;
- (13) provide for the development of justice information systems programs and assistance to the States, Indian tribes, and units of local government relating to collection, analysis, or dissemination of justice statistics;
- (14) develop and maintain a data processing capability to support the collection, aggregation, analysis and dissemination of information on the incidence of crime and the operation of the criminal justice system;
- (15) collect, analyze and disseminate comprehensive Federal justice transaction statistics (including statistics on issues of Federal justice interest such as public fraud and high technology crime) and to provide technical assistance to and work jointly with other Federal agencies to improve the availability and quality of Federal justice data;

(16) provide for the collection, compilation, analysis, publication and dissemination of information and statistics about the prevalence, incidence, rates, extent, distribution and attributes of drug offenses, drug related offenses and drug dependent offenders and further provide for the establishment of a national clearinghouse to maintain and update a comprehensive and timely data base on all criminal justice aspects of the drug crisis and to disseminate such information;

(17) provide for the collection, analysis, dissemination and publication of statistics on the condition and progress of drug control activities at the Federal, State, tribal, and local levels with particular attention to programs and intervention efforts demonstrated to be of value in the overall national anti-drug strategy and to provide for the establishment of a national clearinghouse for the gathering of data generated by Federal, State, tribal, and local criminal justice agencies on their drug enforcement activities;

(18) provide for the development and enhancement of State, tribal, and local criminal justice information systems, and the standardization of data reporting relating to the collection, analysis or dissemination of data and statistics about drug offenses, drug related offenses, or drug dependent offenders;

(19) provide for improvements in the accuracy, quality, timeliness, immediate accessibility, and integration of State and tribal criminal history and related records, support the development and enhancement of national systems of criminal history and related records including the National Instant Criminal Background Check System, the National Incident-Based Reporting System, and the records of the National Crime Information Center, facilitate State and tribal participation in national records and information systems, and support statistical research for critical analysis of the improvement and utilization of criminal history records;

(20) maintain liaison with State, tribal, and local governments and governments of other nations concerning justice statistics;

(21) cooperate in and participate with national and international organizations in the development of uniform justice statistics;

(22) ensure conformance with security and privacy requirement of section 10231 of this title and identify, analyze, and participate in the development and implementation of privacy, security and information policies which impact on Federal, tribal, and State criminal justice operations and related statistical activities; and

(23) exercise the powers and functions set out in subchapter VII.

(d) Justice statistical collection, analysis, and dissemination

(1) In general

To ensure that all justice statistical collection, analysis, and dissemination is carried out in a coordinated manner, the Director is authorized to-

(A) utilize, with their consent, the services, equipment, records, personnel, information, and facilities of other Federal, State, local, and private agencies and instrumentalities with or without reimbursement therefor, and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis;

(B) confer and cooperate with State, municipal, and other local agencies;

(C) request such information, data, and reports from any Federal agency as may be required to carry out the purposes of this chapter;

(D) seek the cooperation of the judicial branch of the Federal Government in gathering data from criminal justice records;

(E) encourage replication, coordination and sharing among justice agencies regarding information systems, information policy, and data; and

(F) confer and cooperate with Federal statistical agencies as needed to carry out the purposes of this subchapter, including by entering into cooperative data sharing agreements in conformity with all laws and regulations applicable to the disclosure and use of data.

## (2) Consultation with Indian tribes

The Director, acting jointly with the Assistant Secretary for Indian Affairs (acting through the Office of Justice Services) and the Director of the Federal Bureau of Investigation, shall work with Indian tribes and tribal law enforcement agencies to establish and implement such tribal data collection systems as the Director determines to be necessary to achieve the purposes of this section.

### (e) Furnishing of information, data, or reports by Federal agencies

Federal agencies requested to furnish information, data, or reports pursuant to subsection (d)(1)(C) shall provide such information to the Bureau as is required to carry out the purposes of this section.

### (f) Consultation with representatives of State, tribal, and local government and judiciary

In recommending standards for gathering justice statistics under this section, the Director shall consult with representatives of State, tribal, and local government, including, where appropriate, representatives of the judiciary.

### (g) Reports

Not later than 1 year after July 29, 2010, and annually thereafter, the Director shall submit to Congress a report describing the data collected and analyzed under this section relating to crimes in Indian country.

(Pub. L. 90–351, title I, §302, as added Pub. L. 96–157, §2, Dec. 27, 1979, 93 Stat. 1176 ; amended Pub. L. 98–473, title II, §605(b), Oct. 12, 1984, 98 Stat. 2079 ; Pub. L. 100–690, title VI, §6092(a), Nov. 18, 1988, 102 Stat. 4339 ; Pub. L. 103–322, title XXXIII, §330001(h)(2), Sept. 13, 1994, 108 Stat. 2139 ; Pub. L. 109–162, title XI, §1115(a), Jan. 5, 2006, 119 Stat. 3103 ; Pub. L. 111–211, title II, §251(b), July 29, 2010, 124 Stat. 2297 ; Pub. L. 112–166, §2(h)(1), Aug. 10, 2012, 126 Stat. 1285 .)

#### References in Text

This Act, referred to in subsecs. (b) and (c)(11), is Pub. L. 90–351, June 19, 1968, 82 Stat. 197 , known as the Omnibus Crime Control and Safe Streets Act of 1968. For complete classification of this Act to the Code, see Short Title of 1968 Act note set out under section 10101 of this title and Tables.

#### Codification

Section was formerly classified to section 3732 of Title 42, The Public Health and Welfare, prior to editorial reclassification and renumbering as this section.

#### Prior Provisions

A prior section 302 of Pub. L. 90–351, title I, June 19, 1968, 82 Stat. 200 ; Pub. L. 93–83, §2, Aug. 6, 1973, 87 Stat. 201 ; Pub. L. 94–503, title I, §110, Oct. 15, 1976, 90 Stat. 2412 , related to establishment of State planning agencies to develop comprehensive State plans for grants for law enforcement and criminal justice purposes, prior to the general amendment of this chapter by Pub. L. 96–157.

#### Amendments

2012-Subsec. (b). Pub. L. 112–166 struck out ", by and with the advice and consent of the Senate" before period at end of first sentence.

2010-Subsec. (c)(3) to (6). Pub. L. 111–211, §251(b)(1)(A), inserted "tribal," after "State," wherever appearing.

Subsec. (c)(7). Pub. L. 111–211, §251(b)(1)(B), inserted "and in Indian country" after "States".

Subsec. (c)(9). Pub. L. 111–211, §251(b)(1)(C), substituted "Federal Government and State and tribal governments" for "Federal and State Governments".

Subsec. (c)(10), (11). Pub. L. 111–211, §251(b)(1)(D), inserted ", tribal," after "State".

Subsec. (c)(13). Pub. L. 111–211, §251(b)(1)(E), inserted ", Indian tribes," after "States".

Subsec. (c)(17). Pub. L. 111–211, §251(b)(1)(F), substituted "activities at the Federal, State, tribal, and local" for "activities at the Federal, State and local" and "generated by Federal, State, tribal, and local" for "generated by Federal, State, and local".

Subsec. (c)(18). Pub. L. 111–211, §251(b)(1)(G), substituted "State, tribal, and local" for "State and local".

Subsec. (c)(19). Pub. L. 111–211, §251(b)(1)(H), inserted "and tribal" after "State" in two places.

Subsec. (c)(20). Pub. L. 111–211, §251(b)(1)(I), inserted ", tribal," after "State".

Subsec. (c)(22). Pub. L. 111–211, §251(b)(1)(J), inserted ", tribal," after "Federal".

Subsec. (d). Pub. L. 111–211, §251(b)(2), designated existing provisions as par. (1), inserted par. (1) heading, substituted "To ensure" for "To insure", redesignated former pars. (1) to (6) as subpars. (A) to (F), respectively, of par. (1), realigned margins, and added par. (2).

Subsec. (e). Pub. L. 111–211, §251(b)(3), substituted "subsection (d)(1)(C)" for "subsection (d)(3)".

Subsec. (f). Pub. L. 111–211, §251(b)(4)(B), inserted ", tribal," after "State".

Pub. L. 111–211, §251(b)(4)(A), which directed insertion of ", tribal," after "State" in heading, was executed editorially but could not be executed in original because heading had been editorially supplied.

Subsec. (g). Pub. L. 111–211, §251(b)(5), added subsec. (g).

2006-Subsec. (b). Pub. L. 109–162, §1115(a)(1), inserted after third sentence "The Director shall be responsible for the integrity of data and statistics and shall protect against improper or illegal use or disclosure."

Subsec. (c)(19). Pub. L. 109–162, §1115(a)(2), amended par. (19) generally. Prior to amendment, par. (19) read as follows: "provide for research and improvements in the accuracy, completeness, and inclusiveness of criminal history record information, information systems, arrest warrant, and stolen vehicle record information and information systems and support research concerning the accuracy, completeness, and inclusiveness of other criminal justice record information;".



Subsec. (d)(6). Pub. L. 109–162, §1115(a)(3), added par. (6).

1994-Subsec. (c)(19). Pub. L. 103–322 substituted a semicolon for period at end.

1988-Subsec. (c)(16) to (23). Pub. L. 100–690 added pars. (16) to (19) and redesignated former pars. (16) to (19) as (20) to (23), respectively.

1984-Subsec. (b). Pub. L. 98–473, §605(b)(1), inserted provision requiring Director to report to Attorney General through Assistant Attorney General.

Subsec. (c)(13). Pub. L. 98–473, §605(b)(2)(A), (C), added par. (13) and struck out former par. (13) relating to provision of financial and technical assistance to States and units of local government relating to collection, analysis, or dissemination of justice statistics.

Subsec. (c)(14), (15). Pub. L. 98–473, §605(b)(2)(C), added pars. (14) and (15). Former pars. (14) and (15) redesignated (16) and (17), respectively.

Subsec. (c)(16). Pub. L. 98–473, §605(b)(2)(A), (B), redesignated par. (14) as (16) and struck out former par. (16) relating to insuring conformance with security and privacy regulations issued under section 10231 of this title.

Subsec. (c)(17). Pub. L. 98–473, §605(b)(2)(B), redesignated par. (15) as (17). Former par. (17) redesignated (19).

Subsec. (c)(18). Pub. L. 98–473, §605(b)(2)(D), added par. (18).

Subsec. (c)(19). Pub. L. 98–473, §605(b)(2)(B), redesignated former par. (17) as (19).

Subsec. (d)(1). Pub. L. 98–473, §605(b)(3)(A), inserted ", and to enter into agreements with such agencies and instrumentalities for purposes of data collection and analysis".

Subsec. (d)(5). Pub. L. 98–473, §605(b)(3)(B)–(D), added par. (5).

#### Effective Date of 2012 Amendment

Amendment by Pub. L. 112–166 effective 60 days after Aug. 10, 2012, and applicable to appointments made on and after that effective date, including any nomination pending in the Senate on that date, see section 6(a) of Pub. L. 112–166, set out as a note under section 113 of Title 6, Domestic Security.

#### Effective Date of 1984 Amendment

Amendment by Pub. L. 98–473 effective Oct. 12, 1984, see section 609AA(a) of Pub. L. 98–473, set out as an Effective Date note under section 10101 of this title.

#### Construction of 2010 Amendment

Pub. L. 111–211, title II, §251(c), July 29, 2010, 124 Stat. 2298 , provided that: "Nothing in this section [amending this section and section 41507 of this title] or any amendment made by this section-

"(1) allows the grant to be made to, or used by, an entity for law enforcement activities that the entity lacks jurisdiction to perform; or

"(2) has any effect other than to authorize, award, or deny a grant of funds to a federally recognized Indian tribe for the purposes described in the relevant grant program."

[For definition of "Indian tribe" as used in section 251(c) of Pub. L. 111–211, set out above, see section 203(a) of Pub. L. 111–211, set out as a note under section 2801 of Title 25, Indians.]

#### Inclusion of Honor Violence in National Crime Victimization Survey

Pub. L. 113–235, div. B, title II, Dec. 16, 2014, 128 Stat. 2191 , provided in part: "That beginning not later than 2 years after the date of enactment of this Act [div. B of Pub. L. 113–235, Dec. 16, 2014], as part of each National Crime Victimization Survey, the Attorney General shall include statistics relating to honor violence".

#### Study of Crimes Against Seniors

Pub. L. 106–534, §5, Nov. 22, 2000, 114 Stat. 2557 , provided that:

"(a) In General.-The Attorney General shall conduct a study relating to crimes against seniors, in order to assist in developing new strategies to prevent and otherwise reduce the incidence of those crimes.

"(b) Issues Addressed.-The study conducted under this section shall include an analysis of-

"(1) the nature and type of crimes perpetrated against seniors, with special focus on-

"(A) the most common types of crimes that affect seniors;

"(B) the nature and extent of telemarketing, sweepstakes, and repair fraud against seniors; and

"(C) the nature and extent of financial and material fraud targeted at seniors;

"(2) the risk factors associated with seniors who have been victimized;

"(3) the manner in which the Federal and State criminal justice systems respond to crimes against seniors;

"(4) the feasibility of States establishing and maintaining a centralized computer database on the incidence of crimes against seniors that will promote the uniform identification and reporting of such crimes;

"(5) the effectiveness of damage awards in court actions and other means by which seniors receive reimbursement and other damages after fraud has been established; and

"(6) other effective ways to prevent or reduce the occurrence of crimes against seniors."

#### Inclusion of Seniors in National Crime Victimization Survey

Pub. L. 106–534, §6, Nov. 22, 2000, 114 Stat. 2557 , provided that: "Beginning not later than 2 years after the date of enactment of this Act [Nov. 22, 2000], as part of each National Crime Victimization Survey, the Attorney General shall include statistics relating to-

"(1) crimes targeting or disproportionately affecting seniors;

"(2) crime risk factors for seniors, including the times and locations at which crimes victimizing seniors are most likely to occur; and

"(3) specific characteristics of the victims of crimes who are seniors, including age, gender, race or ethnicity, and socioeconomic status."

#### Crime Victims With Disabilities Awareness

Pub. L. 105–301, Oct. 27, 1998, 112 Stat. 2838 , as amended by Pub. L. 106–402, title IV, §401(b)(10), Oct. 30, 2000, 114 Stat. 1739 , provided that:

"SECTION 1. SHORT TITLE.

"This Act may be cited as the 'Crime Victims With Disabilities Awareness Act'.

"SEC. 2. FINDINGS; PURPOSES.

"(a) Findings.-Congress finds that-

"(1) although research conducted abroad demonstrates that individuals with developmental disabilities are at a 4 to 10 times higher risk of becoming crime victims than those without disabilities, there have been no significant studies on this subject conducted in the United States;

"(2) in fact, the National Crime Victim's Survey, conducted annually by the Bureau of Justice Statistics of the Department of Justice, does not specifically collect data relating to crimes against individuals with developmental disabilities;

"(3) studies in Canada, Australia, and Great Britain consistently show that victims with developmental disabilities suffer repeated victimization because so few of the crimes against them are reported, and even when they are, there is sometimes a reluctance by police, prosecutors, and judges to rely on the testimony of a disabled individual, making individuals with developmental disabilities a target for criminal predators;

"(4) research in the United States needs to be done to-

"(A) understand the nature and extent of crimes against individuals with developmental disabilities;

"(B) describe the manner in which the justice system responds to crimes against individuals with developmental disabilities; and

"(C) identify programs, policies, or laws that hold promises for making the justice system more responsive to crimes against individuals with developmental disabilities; and

"(5) the National Academy of Science Committee on Law and Justice of the National Research Council is a premier research institution with unique experience in developing seminal, multidisciplinary studies to establish a strong research base from which to make public policy.

"(b) Purposes.-The purposes of this Act are-

"(1) to increase public awareness of the plight of victims of crime who are individuals with developmental disabilities;

"(2) to collect data to measure the extent of the problem of crimes against individuals with developmental disabilities;  
and

"(3) to develop a basis to find new strategies to address the safety and justice needs of victims of crime who are individuals with developmental disabilities.

"SEC. 3. DEFINITION OF DEVELOPMENTAL DISABILITY.

"In this Act, the term 'developmental disability' has the meaning given the term in section 102 of the Developmental Disabilities Assistance and Bill of Rights Act of 2000 [42 U.S.C. 15002].

"SEC. 4. STUDY.

"(a) In General.-The Attorney General shall conduct a study to increase knowledge and information about crimes against individuals with developmental disabilities that will be useful in developing new strategies to reduce the incidence of crimes against those individuals.

"(b) Issues Addressed.-The study conducted under this section shall address such issues as-

"(1) the nature and extent of crimes against individuals with developmental disabilities;

"(2) the risk factors associated with victimization of individuals with developmental disabilities;

"(3) the manner in which the justice system responds to crimes against individuals with developmental disabilities; and

"(4) the means by which States may establish and maintain a centralized computer database on the incidence of crimes against individuals with disabilities within a State.

"(c) National Academy of Sciences.-In carrying out this section, the Attorney General shall consider contracting with the Committee on Law and Justice of the National Research Council of the National Academy of Sciences to provide research for the study conducted under this section.

"(d) Report.-Not later than 18 months after the date of enactment of this Act [Oct. 27, 1998], the Attorney General shall submit to the Committees on the Judiciary of the Senate and the House of Representatives a report describing the results of the study conducted under this section.

"SEC. 5. NATIONAL CRIME VICTIM'S SURVEY.

"Not later than 2 years after the date of enactment of this Act, as part of each National Crime Victim's Survey, the Attorney General shall include statistics relating to-

"(1) the nature of crimes against individuals with developmental disabilities; and

"(2) the specific characteristics of the victims of those crimes."

Attachment 2:

2019 SCS questionnaire

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## 2019 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?

- 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?

- 1  Yes  
 2  No - **SKIP to E\_DIFFSCHOOL\_ATTENDED**

**E\_ALLHOMESCHOOL**

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

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

**E\_DIFFSCHOOL\_ATTENDED**

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

- 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 (**E\_HOMESCHOOL** = "No") Skip to **E\_WHATGRADE**. If student was partially homeschooled (**E\_ALLHOMESCHOOL** = "No") continue with **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?

- 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**
- Specify* \_\_\_\_\_
- } **SKIP to INTRO\_2**

**E\_HOMESCHOOLGRADE\_OTHER**

**E\_WHATGRADE**

2b. What grade are you in?

- 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**
- Specify* \_\_\_\_\_
- } **SKIP to E\_WHATMONTH**

**E\_WHATGRADE\_OTHER**



FIELD REPRESENTATIVE - Read introduction only if any of the boxes 1-8 are marked in item **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?

- 1  August
  - 2  September
  - 3  Other – **ASK E\_WHATMONTHOTHER**
- } **SKIP** to **F\_SCHOOLSTATE**

**E\_WHATMONTHOTHER**

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

**ENVIRONMENTAL QUESTIONS**

4b.

**F\_SCHOOLSTATE**

In what state is your school located?

State

**F\_SCHOOLCOUNTY**

In what county is your school located?

County

**F\_SCHOOLCITY**

In what city is your school located?

City

**F\_NAMEOFSCHOOL**

What is the complete name of your school?

School Name

**F\_PUBLICORPRIVATE**

5a. Is your school public or private?

- 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?

- 1  Yes
  - 2  No
- } **SKIP** to **F\_GRADES\_LOW**

**F\_CHURCHRELATED**

5c. Is your school affiliated with a religion?

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

**F\_GRADES\_LOW**

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

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

**F\_GRADES\_HIGH**

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

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

**F\_GETTOSCHOOL**

7. How do you get to 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\_GETTOSCHOOL\_SPECIFY**

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

*Specify* \_\_\_\_\_

**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.

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

**F\_HOMEFROMSCHOOL\_SPECIFY**

Specify \_\_\_\_\_

**BEGIN SPLIT** – The questions about school sponsored activities have two alternate forms, designed for split-sample administration. Version 1 (F\_ACTIVITIES\_SPORTS—F\_ACTIVITIES\_OTHER\_SPECIFY) reflects the wording used in the 2017 SCS, and Version 2 (F\_ACTIVITY\_SPIRIT—F\_ACTIVITY\_OTHER\_SPECIFY) reflects updated wording for the 2019 SCS.

**VERSION 1**

9v1. 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?

1                       2

**F\_ACTIVITIES\_SPIRIT**

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

1                       2

**F\_ACTIVITIES\_ARTS**

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

1                       2

**F\_ACTIVITIES\_ACADEMIC**

d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?

1                       2

**F\_ACTIVITIES\_GOV**

e. Student government?

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?

1                       2

[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.

**F\_ACTIVITIES\_OTHER**

g. Other school clubs or school activities?

1                       2



**F\_ACTIVITIES\_OTHER\_SPECIFY**

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

Specify \_\_\_\_\_ **SKIP** to **F\_SAFETY\_POLICE**

**VERSION 2**

9v2. During this school year, have you participated in any of the following activities sponsored by your school:

Yes                      No

**F\_ACTIVITY\_SPIRIT**

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

1                       2

**F\_ACTIVITY\_SPORTS**

b. Athletic teams at school?

1                       2

**F\_ACTIVITY\_ARTS**

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

1                       2

**F\_ACTIVITY\_ACADEMIC**

d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club?

1                       2

**F\_ACTIVITY\_GOV**

e. Class council or student government, also known as SGA?

1                       2

**F\_ACTIVITY\_SERVICE**

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

1                       2

[IF GRADES 9, 10, 11, or 12 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.

**F\_ACTIVITY\_OTHER**

g. Other school clubs or school activities?

1                       2



**F\_ACTIVITY\_OTHER\_SPECIFY**

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

Specify \_\_\_\_\_ **SKIP** to **F\_SAFETY\_POLICE**

**END SPLIT** – Both Version 1 and Version 2 respondents go to F\_SAFETY\_POLICE

<p><b>10. The next questions are about security measures that some schools take.</b></p> <p><b>Does your school have:</b></p> <p><b>F_SAFETY_POLICE</b> a. Security guards or assigned police officers?</p> <p><b>F_SAFETY_HALLSTAFF</b> b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p><b>F_SAFETY_METAL_DETECTORS</b> c. Metal detectors, including wands? <i>(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.)</i></p> <p><b>F_SAFETY_DOORS_LOCKED</b> d. Locked entrance or exit doors during the day?</p> <p><b>F_SAFETY_SIGN_IN</b> e. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p><b>F_SAFETY_LOCKER_CHECKS</b> f. Locker checks?</p> <p><b>F_SAFETY_STUDENT_ID</b> g. A requirement that students wear badges or picture identification?</p> <p><b>F_SAFETY_CAMERAS</b> h. One or more security cameras to monitor the school?</p> <p><b>F_SAFETY_CODE_OF_CONDUCT</b> i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="0"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>	Yes	No	Don't know	School does not have lockers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p><b>F_REPORT</b> 11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="0"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																														
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<p><b>F_DISTRACTED</b> 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?  <i>Read answer categories.</i></p>	<p>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</p>																																				

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_RULES_FAIR</b> a. The school rules are fair.</p> <p><b>F_PUNISHMENT_SAME</b> b. The punishment for breaking school rules is the same no matter who you are.</p> <p><b>F_RULES_ENFORCED</b> c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p><b>F_PUNISHMENT_KNOWN</b> d. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>F_TEACHERS_RESPECT</b> e. Teachers treat students with respect.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p><b>F_ADULT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_ADULT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_ADULT_GOOD_JOB</b> c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p><b>F_STUDENT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_STUDENT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_STUDENT_SUCCESS</b> c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <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>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>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD</b> There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <thead> <tr> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_SAFE_IN_SCHOOL</b> You feel safe in your school.</p>	<table border="0"> <tr> <td>Strongly Agree</td> <td>Agree</td> <td>Disagree</td> <td>Strongly Disagree</td> </tr> <tr> <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> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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**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. [IF E\_DIFFSCHOOL\_ATTENDED= 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year]. Your answers will not be shared with anyone at your school or home.

**BEGIN SPLIT** – The questions about drug availability have two alternate forms, designed for split-sample administration. Version 1 (F\_ALCOHOL—F\_OTHER\_ILLEGAL) reflects the wording used in the 2017 SCS, and Version 2 (F\_NEW\_ALCOHOL—F\_NEW\_OTHER\_ILLEGAL) reflects updated wording for the 2019 SCS.

<p><b>VERSION 1</b></p> <p>19v1. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p><b>F_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_MARIJUANA</b> b. Marijuana, also known as pot, weed or mary jane?</p> <p><b>F_PRESCRIPTION_DRUGS</b> c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p><b>F_OTHER_ILLEGAL</b> d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table border="0"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table> <p><b>SKIP</b> to <b>F_KNOW_DRUGS_OR_ALCOHOL</b></p>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>VERSION 2</b></p> <p>19v2. Is it possible for students to get any of the following while at school...</p> <p><b>F_NEW_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_NEW_MARIJUANA</b> b. Marijuana, also known as pot or weed?</p> <p><b>F_NEW_OPIOIDS</b> c. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.</p> <p><b>F_NEW_PRESCRIPTION_DRUGS</b> d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</p> <p><b>F_NEW_OTHER_ILLEGAL</b> e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</p>	<table border="0"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table> <p><b>ASK</b> <b>F_KNOW_DRUGS_OR_ALCOHOL</b></p>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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END SPLIT – Both Version 1 and Version 2 respondents go to F\_KNOW\_DRUGS\_OR\_ALCOHOL.

**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?

- 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?

- 1  Yes  
2  No - **SKIP** to  
**G\_BULLY\_MADE\_FUN** or  
**G\_MADE\_FUN**

**G\_FIGHT\_HOW\_OFTEN**

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

(Number of times)

**BEGIN SPLIT** – The questions about bullying have two alternate forms, designed for split-sample administration. Version 1 (G\_BULLY\_MADE\_FUN—G\_BULLYING\_APPEARANCE) reflects the wording used in the 2017 SCS, and Version 2 (G\_MADE\_FUN—G\_BULLYING) reflects updated wording for the 2019 SCS.

**VERSION 1**

22v1. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?

That is, has another student...

**G\_BULLY\_MADE\_FUN**

a. Made fun of you, called you names, or insulted you, in a hurtful way?

- | Yes                        | No                         |
|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

**G\_BULLY\_RUMOR**

b. Spread rumors about you or tried to make others dislike you?

- |                            |                            |
|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
|----------------------------|----------------------------|

**G\_BULLY\_THREAT**

c. Threatened you with harm?

- |                            |                            |
|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
|----------------------------|----------------------------|

**G\_BULLY\_CONTACT**

d. Pushed you, shoved you, tripped you, or spit on you?

- |                            |                            |
|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
|----------------------------|----------------------------|

**G\_BULLY\_COERCED**

e. Tried to make you do things you did not want to do, for example, give them money or other things?

- |                            |                            |
|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
|----------------------------|----------------------------|

**G\_BULLY\_EXCLUDED**

f. Excluded you from activities on purpose?

- |                            |   |
|----------------------------|---|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> If all categories a-g are marked "No" <b>SKIP</b> to <b>G_HATE</b> |
|----------------------------|---|

**G\_BULLY\_DESTROYED\_PROP**

g. Destroyed your property on purpose?



<p><b>G_BULLY_DAY_PLUS</b>  <b>23av1. During this school year, how many days were you bullied?</b>   <i>Read answer categories.</i></p>	<p>1 <input type="checkbox"/> One day – <b>ASK G_BULLY_TIMES</b>  2 <input type="checkbox"/> Two days  3 <input type="checkbox"/> Three to ten days  4 <input type="checkbox"/> More than ten days</p> <p>} <b>SKIP to G_BULLY_HAPPEN_AGAIN</b></p>
<p><b>G_BULLY_TIMES</b>  <b>23bv1. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?</b>   <i>Read answer categories 1-4.</i></p>	<p>1 <input type="checkbox"/> Once  2 <input type="checkbox"/> Two to ten times  3 <input type="checkbox"/> Eleven to fifty times  4 <input type="checkbox"/> More than fifty times  5 <input type="checkbox"/> Too many times to count  6 <input type="checkbox"/> Don't know</p>
<p><b>G_BULLY_HAPPEN_AGAIN</b>  <b>24v1. Did you think the bullying would happen again?</b></p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>G_BULLY_MULTI_PERS</b>  <b>25v1. Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?</b></p>	<p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP to G_BULLY_STRONGER</b></p>
<p><b>G_BULLY_HOW_ACT</b>  <b>26v1. Did these people act alone, together as a team, or both?</b></p>	<p>1 <input type="checkbox"/> Alone  2 <input type="checkbox"/> Together  3 <input type="checkbox"/> Both  4 <input type="checkbox"/> Don't know</p>

<p>27v1. Now I have some additional questions about the time [another student/ other students] {behavior<sub>1</sub>}, {behavior<sub>2</sub>}, and {behavior<sub>x...</sub>}. Thinking about the [person/ people] who did [this/these things] to you this school year,</p> <p><b>G_BULLY_STRONGER</b></p> <p>a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p><b>G_BULLY_POPULAR</b></p> <p>b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p><b>G_BULLY_MONEY</b></p> <p>c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p><b>G_BULLY_INFLUENCE</b></p> <p>d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p><b>G_BULLY_OTHER_POWER</b></p> <p>e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<p>Yes      No</p> <p>1 <input type="checkbox"/>      2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/>      2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/>      2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/>      2 <input type="checkbox"/></p> <p>1 <input type="checkbox"/>      2 <input type="checkbox"/></p>
<p><b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b></p> <p>28v1. Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p><i>Read answer categories, Mark (X) all that apply.</i></p> <p><b>G_BULLY_WHERE_SPECIFY</b></p> <p>Where is the other place where bullying occurred?</p>	<p>1 <input type="checkbox"/> In a classroom at school?</p> <p>2 <input type="checkbox"/> In a hallway or stairwell at school?</p> <p>3 <input type="checkbox"/> In a bathroom or locker room at school?</p> <p>4 <input type="checkbox"/> In a cafeteria or lunch room at school?</p> <p>5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i></p> <p>6 <input type="checkbox"/> Outside on school grounds?</p> <p>7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>8 <input type="checkbox"/> Online or by text?</p> <p><i>Specify</i> _____</p>
<p><b>G_BULLY_ADULT_TOLD</b></p> <p>29v1. Did you tell a teacher or some other adult at school about being bullied?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>

<p>30v1. This school year, how much has bullying had a <b>NEGATIVE</b> effect on:</p> <p><i>Read answer categories.</i></p> <p><b>G_SCHOOL_WORK</b> a. YOUR school work.</p> <p><b>G_RELATION_FRIEND_FAMILY</b> b. YOUR relationships with friends or family.</p> <p><b>G_ABOUT_YOURSELF</b> c. How you feel about YOURSELF.</p> <p><b>G_PHYSICAL_HEALTH</b> d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <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>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>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>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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>				
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<p>31v1. When you were bullied in school this year, did you ever think it was related to...</p> <p><b>G_BULLY_RACE</b> a. YOUR race?</p> <p><b>G_BULLY_RELIGION</b> b. YOUR religion?</p> <p><b>G_BULLY_ETHNIC_ORIGIN</b> c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p><b>G_BULLYING_DISABILITY</b> d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_BULLYING_GENDER</b> e. YOUR gender?</p> <p><b>G_BULLYING_ORIENTATION</b> f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p><b>G_BULLYING_APPEARANCE</b> g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td><b>SKIP</b> to <b>G_HATE</b></td> </tr> </tbody> </table>	Yes	No		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>	<b>SKIP</b> to <b>G_HATE</b>
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**VERSION 2**

22v2. Now I have some questions about what students do at school 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...

**G\_MADE\_FUN**

a. Made fun of you, called you names, or insulted you, in a hurtful way?

**G\_RUMOR**

b. Spread rumors about you or tried to make others dislike you?

**G\_SHARED**

c. Purposely shared your private information, photos, or videos in a hurtful way?

**G\_THREAT**

d. Threatened you with harm?

Has any student from your school...

**G\_CONTACT**

e. Pushed you, shoved you, tripped you, or spit on you?

**G\_COERCED**

f. Tried to make you do things you did not want to do, for example, give them money or other things?

**G\_EXCLUDED**

g. Excluded you from activities, social media, or other communications to hurt you?

**G\_DESTROYED\_PROP**

h. Destroyed your property on purpose?

Yes

No

1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 

2  If all categories a-h are marked "No" **SKIP** to **G\_HATE**

**SCS\_INTRO 4**

[If R said yes to only one item from G\_MADE\_FUN — G\_DESTROYED\_PROP]: **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 two or more items from G\_MADE\_FUN — G\_DESTROYED\_PROP]: **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\_MULTI\_PERS**

23v2. Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?

1  Yes2  No - **SKIP** to **G\_DAY\_PLUS****G\_HOW\_ACT**

24v2. Did these students act alone, together as a team, or both?

1  Alone2  Together3  Both4  Don't know

<p><b>G_MULTI_TIMES</b> 25v2. 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>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p><b>G_DAY_PLUS</b> 26av2. During this school year, how many days did you experience (that thing/any of those things)?  <i>Read answer categories.</i></p>	<p>1 <input type="checkbox"/> One day – ASK <b>G_TIMES</b> 2 <input type="checkbox"/> Two to five days 3 <input type="checkbox"/> Six to ten days 4 <input type="checkbox"/> More than ten days</p> <p>} <b>SKIP</b> to <b>G_HAPPEN_AGAIN</b></p>
<p><b>G_TIMES</b> 26bv2. In that one day, how many times would you say [another student/other students] did [that thing/any of those things] to you? <i>Read answer categories 1-2.</i></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><b>G_HAPPEN_AGAIN</b> 27v2. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>CHECK ITEM B:</p> <p>1. Did more than one student do those things? Yes (R answered "Yes" to G_MULTI_PERS) <input type="checkbox"/> Go to CHECK ITEM B QUESTION 2 BELOW No (R answered "No" to G_MULTI_PERS) <input type="checkbox"/> Skip to SCS INTRO 5b (fill for "another student"/ "that student")</p> <p>2. Did any of those students do any of those things more than once? Yes (R answered "Yes" to G_MULTI_TIMES) <input type="checkbox"/> Go to SCS INTRO 5a (fill for "other students" / "those students") No (R answered "No" to G_MULTI_TIMES) <input type="checkbox"/> Skip to SCS INTRO 5b (fill for "other students" / "those students")</p>	
<p><b>SCS_INTRO 5a</b> You reported that at least one student did [that thing/those things] to you more than once this school year. For the next questions, <b>ONLY</b> think about those students who did something more than once during this school year.</p> <p><b>SCS_INTRO 5b</b> Still thinking about [that thing/those things] [another student/other students] did to you during this school year...</p> <p style="text-align: center;"><b>ALL GO</b> to <b>G_STRONGER</b></p>	

<p>28v2.</p> <p><b>G_STRONGER</b></p> <p>a. [Was that student/ Were any of those students] physically bigger or stronger than you?</p> <p><b>G_POPULAR</b></p> <p>b. [Was that student/ Were any of those students] more popular than you?</p> <p><b>G_MONEY</b></p> <p>c. [Did that student/ Did any of those students] have more money than you?</p> <p><b>G_INFLUENCE</b></p> <p>d. [Did that student/ Did any of those students] have the ability to influence what other students think of you?</p> <p><b>G_OTHER_POWER</b></p> <p>e. [Did that student/ Did any of those students] have more power than you in another way?</p> <p><b>G_OTHER_POWER_SPECIFY</b></p> <p>In what other way [did that student/ did any of those students] have more power than you?</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td colspan="2" style="text-align: center;">↓</td> </tr> <tr> <td colspan="2" style="text-align: center;">Specify _____</td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	↓		Specify _____	
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<p>29v2.</p> <p>What was your relationship to the student when they did [that thing/those things] to you? Were they...</p> <p><b>G_RELAT_SIBLING</b></p> <p>a. Your brother or sister?</p> <p><b>G_RELAT_DATING</b></p> <p>b. Your boyfriend or girlfriend at the time?</p> <p><b>G_RELAT_EX_DATING</b></p> <p>c. Your ex-boyfriend or ex-girlfriend at the time?</p> <p><b>G_RELAT_OTH_STUDENT</b></p> <p>d. Another student from school?</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>						
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<p><b>G_WHERE1 through G_WHERE9</b></p> <p>30v2. Still thinking about [the time/all of the times] that [another student/other students] did [something/those things] to you, where did [it/they] occur? Did [it/they] occur ...</p> <p><i>Read answer categories. Mark (X) all that apply.</i></p> <p><b>G_WHERE_SPECIFY</b></p> <p>Where is the other place [it/they] occurred?</p>	<p>1 <input type="checkbox"/> In a classroom at school?</p> <p>2 <input type="checkbox"/> In a hallway or stairwell at school?</p> <p>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>5 <input type="checkbox"/> In a cafeteria or lunch room at school?</p> <p>6 <input type="checkbox"/> Outside on school grounds?</p> <p>7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>8 <input type="checkbox"/> Online or by text?</p> <p>9 <input type="checkbox"/> Somewhere else at school? – Specify</p> <p>Specify _____</p>																
<p><b>G_ADULT_TOLD</b></p> <p>31v2. 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>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>																

<p>32v2. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:</p> <p><i>Read answer categories.</i></p> <p><b>G_NEW_SCHOOL_WORK</b> a. YOUR school work.</p> <p><b>G_NEW_RELATION_FRIEND_FAMILY</b> b. YOUR relationships with friends or family.</p> <p><b>G_NEW_ABOUT_YOURSELF</b> c. How you feel about YOURSELF.</p> <p><b>G_NEW_PHYSICAL_HEALTH</b> d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <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>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>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>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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>33v2. When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...</p> <p><b>G_RACE</b> a. YOUR race?</p> <p><b>G_RELIGION</b> b. YOUR religion?</p> <p><b>G_ETHNIC_ORIGIN</b> c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p><b>G_DISABILITY</b> d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_GENDER</b> e. YOUR gender?</p> <p><b>G_ORIENTATION</b> f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p><b>G_APPEARANCE</b> g. YOUR physical appearance?</p>	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>G_BULLYING</b> 34v2 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> <p>} <b>ASK G_HATE</b></p>
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**END SPLIT – Both Version 1 and Version 2 respondents go to G\_HATE.**

<p><b>G_HATE</b> 35. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>1 <input type="checkbox"/> Yes – <b>ASK G_HATE_RACE</b> 2 <input type="checkbox"/> No - <b>SKIP to G_HATE_WORDS</b></p>
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<p>36. Were any of the hate-related words related to ...</p> <p><b>G_HATE_RACE</b> a. Your race?</p> <p><b>G_HATE_RELIGION</b> b. Your religion?</p> <p><b>G_HATE_ETHNICITY</b> c. Your ethnic background or national origin – for example, people of Hispanic origin?</p> <p><b>G_HATE_DISABILITY</b> d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_HATE_GENDER</b> e. Your gender?</p> <p><b>G_HATE_SEXUAL_ORIENTATION</b> f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <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	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																					
<p><b>G_HATE_WORDS</b></p> <p>37. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																						
<b>AVOIDANCE</b>																							
<p>38. 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>For example, did you ever stay away from...</p> <p><b>H_AVOID_SHORTCUT</b> a. The shortest route to school, because you thought someone might attack or harm you?</p> <p><b>H_AVOID_ENTRANCE</b> b. The entrance into the school?</p> <p><b>H_AVOID_HALLWAYS</b> c. Any hallways or stairs in school?</p> <p><b>H_AVOID_CAFETERIA</b> d. Parts of the school cafeteria or lunchroom?</p> <p><b>H_AVOID_RESTROOMS</b> e. Any school restrooms?</p> <p><b>H_AVOID_OTHER_PLACES</b> f. Other places inside the school building?</p> <p><b>H_AVOID_PARKING_LOT</b> g. School parking lot?</p> <p><b>H_AVOID_OTHER_SCHOOL</b> h. Other places on school grounds?</p> <p><b>H_SCHOOL_BUS_STOP</b> i. School bus or bus stop?</p>	<table> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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1 <input type="checkbox"/>	2 <input type="checkbox"/>																						
<p><b>H_AVOID_ACTIVITIES</b></p> <p>39a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																						



<p><b>H_AVOID_CLASSES</b></p> <p>39b. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>								
<p><b>H_STAY_HOME</b></p> <p>39c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>								
<b>FEAR</b>									
<p><b>I_INTRO_FEAR:</b> Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</p>									
<p><b>I_AFRAID</b></p> <p>40a. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p><i>Read answer categories.</i></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><b>I_AFRAID_ON_BUS</b></p> <p>40b. 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><i>Read answer categories.</i></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><b>I_AFRAID_NONSCHOOL</b></p> <p>40c. 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><i>Read answer categories.</i></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>								
<b>WEAPONS</b>									
<p><b>J_INTRO_WEAPON</b></p> <p>In the next series of questions we are going to ask you about weapons at your school. Your answers will not be shared with anyone at your school or home.</p>									
<p>41. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds?</p> <p><b>J_WEAPONS_GUN</b> a. A gun?</p> <p><b>J_WEAPONS_KNIFE</b> b. A knife brought as a weapon?</p> <p><b>J_WEAPONS_OTHER</b> c. Some other weapon?</p>	<table border="0"> <tr> <td>Yes</td> <td>No</td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </table>	Yes	No	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
Yes	No								
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1 <input type="checkbox"/>	2 <input type="checkbox"/>								
1 <input type="checkbox"/>	2 <input type="checkbox"/>								
<p><b>J_GUN_OTHERS</b></p> <p>42a. Do you know of any other students who have brought a gun to your school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to <b>J_GET_GUN</b></p>								

<p><b>J_SEE_GUN</b> 42b. Have you actually seen another student with a gun at school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p><b>J_GET_GUN</b> 43. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<b>GANGS</b>	
<p><b>BEGIN SPLIT</b> – The introduction to the questions about gangs has two alternate forms, designed for split-sample administration. Version 1 (K_INTRO_GANG) reflects the wording used in the 2017 SCS, and Version 2 (K_NEW_INTRO_GANG) reflects updated wording for the 2019 SCS.</p>	
<p><b>VERSION 1</b> <b>K_INTRO_GANG</b> 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 answers will not be shared with anyone at your school or home. <b>SKIP</b> to <b>K_GANGS</b></p>	
<p><b>VERSION 2</b> <b>K_NEW_INTRO_GANG</b> Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home. <b>ASK</b> <b>K_GANGS</b></p>	
<p><b>END SPLIT</b> – Both Version 1 and Version 2 respondents go to K_GANGS.</p>	
<p><b>K_GANGS</b> 44a. Are there any gangs at your school?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to <b>L_GRADES</b> 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>L_GRADES</b></p>
<p><b>K_GANG_FIGHTS</b> 44b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  <i>Read answer categories.</i></p>	<p>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>
<p><b>K_GANG_DRUGS</b> 44c. Have gangs been involved in the sale of drugs at your school during this school year?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<b>STUDENT CHARACTERISTICS</b>	
<p><b>L_GRADES</b> 45. During this school year, across all subjects have you gotten mostly -  <i>Read answer categories 1—5.</i></p>	<p>1 <input type="checkbox"/> A's 2 <input type="checkbox"/> B's 3 <input type="checkbox"/> C's 4 <input type="checkbox"/> D's 5 <input type="checkbox"/> F's 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>

<p><b>L_SKIP_CLASSES</b>  <b>46a.</b> During the last 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>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP</b> to <b>L_SCHOOL_AFTER_SCHOOL</b>  3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>L_SCHOOL_AFTER_SCHOOL</b></p>									
<p><b>L_SKIP_CLASS_DAYS</b>  <b>46b.</b> During the last 4 weeks of school, on how many days did you skip at least one class?</p>	<p><input type="checkbox"/><input type="checkbox"/> (Number of days)</p>									
<p><b>47.</b> Thinking about the future, do you think you will ...  <b>L_SCHOOL_AFTER_SCHOOL</b>  a. Attend school after high school, such as a college or technical school?  <b>L_GRADUATE_4YR</b>  b. Graduate from a 4-year college?</p>	<table border="0"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> -- <b>END</b></td> <td>3 <input type="checkbox"/></td> </tr> <tr> <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	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
Yes	No	Don't know								
1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>								
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>								

Attachment 3:

2017 SCS questionnaire

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# 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 about 10 minutes. The law authorizes the collection of this data and requires us to keep all information about you and your household strictly confidential.

## 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?

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

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

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 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 <input type="checkbox"/> Sixth<br>2 <input type="checkbox"/> Seventh<br>3 <input type="checkbox"/> Eighth<br>4 <input type="checkbox"/> Ninth<br>5 <input type="checkbox"/> Tenth<br>6 <input type="checkbox"/> Eleventh<br>7 <input type="checkbox"/> Twelfth | } | <b>SKIP to INTRO_2</b> |
|--|---|------------------------|
- 8  Other - *Specify*
- 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 <input type="checkbox"/> Sixth<br>2 <input type="checkbox"/> Seventh<br>3 <input type="checkbox"/> Eighth<br>4 <input type="checkbox"/> Ninth<br>5 <input type="checkbox"/> Tenth<br>6 <input type="checkbox"/> Eleventh<br>7 <input type="checkbox"/> Twelfth | } | <b>SKIP to E_WHATMONTH</b> |
|--|---|----------------------------|
- 8  Other - *Specify*
- 9  College/GED/Post-graduate/  
 Other noneligible - **SKIP to END**

**E\_WHATGRADEOTHER**

**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 - Specify \_\_\_\_\_

**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><b>6. What grades are taught in your school?</b></p> <p>Pre-K or Kindergarten 00  01  02  03  04  05  06  07  08  09  10  11  12 H.S. Senior  13 Post-graduate  20 All ungraded  30 All Special Education</p>	<p>Grades:</p> <p>020 <input type="checkbox"/> <input type="checkbox"/> (lowest) <b>F_GRADES_LOW</b>  TO  021 <input type="checkbox"/> <input type="checkbox"/> (highest) <b>F_GRADES_HIGH</b></p>
<p><b>F_GETTOSCHOOL</b></p> <p><b>7. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><b>F_GETTOSCHOOL_SPECIFY</b>  Enter the other way that the respondent gets to school.</p>	<p>022 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way – Specify _____</p>
<p><b>F_HOMEFROMSCHOOL</b></p> <p><b>8. How do you get home from school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><b>F_HOMEFROMSCHOOL_SPECIFY</b>  Enter the other way that the respondent gets home from school.</p>	<p>024 1 <input type="checkbox"/> Walk  2 <input type="checkbox"/> School bus  3 <input type="checkbox"/> Public bus, subway, train  4 <input type="checkbox"/> Car  5 <input type="checkbox"/> Bicycle, motorbike, or motorcycle  6 <input type="checkbox"/> Some other way - Specify _____</p>

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

**F\_ACTIVITIES\_SPORTS**

a. Athletic teams at school?

120      Yes      No  
                  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, for example, Debate Team, Honor Society, Spanish Club, or Math Club?

123      1       2

**F\_ACTIVITIES\_GOV'T**

e. Student government?

124      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?

125      1       2

[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.

**F\_ACTIVITIES\_OTHER**

g. Other school clubs or school activities?

126      1       2



**F\_ACTIVITIES\_OTHER\_SPECIFY**

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

Specify \_\_\_\_\_



10. The next questions are about security measures that some schools take.		Yes	No	Don't know	School does not have lockers
Does your school have:					
<b>F_SAFETY_POLICE</b>					
	a. Security guards or assigned police officers?	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_HALLSTAFF</b>					
	b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?	029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_METAL_DETECTORS</b>					
	c. Metal detectors, including wands? <i>(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.)</i>	030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_DOORS_LOCKED</b>					
	d. Locked entrance or exit doors during the day?	031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_SIGN_IN</b>					
	e. A requirement that visitors sign in AND wear visitor badges or stickers?	032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_LOCKER_CHECKS</b>					
	f. Locker checks?	033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_STUDENT_ID</b>					4 <input type="checkbox"/>
	g. A requirement that students wear badges or picture identification?	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_CAMERAS</b>					
	h. One or more security cameras to monitor the school?	095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_CODE_OF_CONDUCT</b>					
	i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?	096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_REPORT</b>					
	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?	167	Yes 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	Don't know 3 <input type="checkbox"/>
<b>F_DISTRACTED</b>					
	12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i>	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		

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_RULES_FAIR</b> a. The school rules are fair.</p> <p><b>F_PUNISHMENT_SAME</b> b. The punishment for breaking school rules is the same no matter who you are.</p> <p><b>F_RULES_ENFORCED</b> c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p><b>F_PUNISHMENT_KNOWN</b> d. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>F_TEACHERS_RESPECT</b> e. Teachers treat students with respect.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p><b>F_ADULT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_ADULT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_ADULT_GOOD_JOB</b> c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p><b>F_STUDENT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_STUDENT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_STUDENT_SUCCESS</b> c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>186SCS</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>187SCS</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>188SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD</b> There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>212SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>213SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_SAFE_IN_SCHOOL</b> You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td>189SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>					
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189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>												
<p><b>SCS_INTRO 3</b> Now I have some questions about things that happen at school. For this survey, “at school” includes the school building, on school property, on a school bus, or going to and from school. Your answers will not be given to anyone.</p>																
<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p><b>F_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_MARIJUANA</b> b. Marijuana, also known as pot, weed or mary jane?</p> <p><b>F_PRESCRIPTION_DRUGS</b> c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p><b>F_OTHER_ILLEGAL</b> d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> </tr> <tr> <td>040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>209SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
<p><b>F_KNOW_DRUGS_OR_ALCOHOL</b> 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>210SCS      1 <input type="checkbox"/> Yes                   2 <input type="checkbox"/> No</p>															
<p><b>FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																
<p><b>G_FIGHT_AT_SCHOOL</b> 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103      1 <input type="checkbox"/> Yes             2 <input type="checkbox"/> No - <b>SKIP to:</b>   <b>G_BULLY_MADE_FUN</b></p>															
<p><b>G_FIGHT_HOW_OFTEN</b> 21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104      <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> (Number of times)</p>															

<p>22. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you?</p> <p>That is, has another student...</p> <p><i>(Read each category a-g.)</i></p> <p><b>G_BULLY_MADE_FUN</b> a. Made fun of you, called you names, or insulted you, in a hurtful way?</p> <p><b>G_BULLY_RUMOR</b> b. Spread rumors about you or tried to make others dislike you?</p> <p><b>G_BULLY_THREAT</b> c. Threatened you with harm?</p> <p><b>G_BULLY_CONTACT</b> d. Pushed you, shoved you, tripped you, or spit on you?</p> <p><b>G_BULLY_COERCED</b> e. Tried to make you do things you did not want to do, for example, give them money or other things?</p> <p><b>G_BULLY_EXCLUDED</b> f. Excluded you from activities on purpose?</p> <p><b>G_BULLY_DESTROYED_PROP</b> g. Destroyed your property on purpose?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>135</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>136</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>137</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>138</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>139</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>140</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/> If all categories a-g are marked "No" <b>SKIP</b> to <b>G_HATE</b></td> </tr> </tbody> </table>		Yes	No	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>	135	1 <input type="checkbox"/>	2 <input type="checkbox"/>	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>	137	1 <input type="checkbox"/>	2 <input type="checkbox"/>	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>	139	1 <input type="checkbox"/>	2 <input type="checkbox"/>	140	1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-g are marked "No" <b>SKIP</b> to <b>G_HATE</b>
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<p><b>G_BULLY_DAY_PLUS</b> 23a. During this school year, how many days were you bullied? <i>(READ ANSWER CATEGORIES)</i></p>	<p>214SCS</p> <p>1 <input type="checkbox"/> One day – Go to <b>G_BULLY_TIMES</b></p> <p>2 <input type="checkbox"/> Two days 3 <input type="checkbox"/> Three to ten days 4 <input type="checkbox"/> More than ten days } <b>SKIP</b> to <b>G_BULLY_HAPPEN_AGAIN</b></p>																								
<p><b>G_BULLY_TIMES</b> 23b. In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you? <i>(READ ANSWER CATEGORIES 1-4)</i></p>	<p>215SCS</p> <p>1 <input type="checkbox"/> Once 2 <input type="checkbox"/> Two to ten times 3 <input type="checkbox"/> Eleven to fifty times 4 <input type="checkbox"/> More than fifty times 5 <input type="checkbox"/> Too many times to count 6 <input type="checkbox"/> Don't know</p>																								
<p><b>G_BULLY_HAPPEN_AGAIN</b> 24. Did you think the bullying would happen again?</p>	<p>216SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																								

<p><b>G_BULLY_MULTI_PERS</b>  <b>25.</b> Thinking about the [time/times] you were bullied this school year, did more than one person do [this/these things] to you?</p>	<p>217SCS  1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No - <b>SKIP to: G_BULLY_STRONGER</b></p>																		
<p><b>G_BULLY_HOW_ACT</b>  <b>26.</b> Did these people act alone, together as a team, or both?</p>	<p>218SCS  1 <input type="checkbox"/> Alone  2 <input type="checkbox"/> Together  3 <input type="checkbox"/> Both  4 <input type="checkbox"/> Don't know</p>																		
<p><b>27.</b> Now I have some additional questions about the time [another student/ other students] {behavior<sub>1</sub>}, {behavior<sub>2</sub>}, and {behavior<sub>x</sub>...}. Thinking about the [person/ people] who did [this/these things] to you this school year,</p> <p><b>G_BULLY_STRONGER</b>  a. [Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p><b>G_BULLY_POPULAR</b>  b. [Was this person/ Were any of these people/ Was anyone in the group] more popular than you?</p> <p><b>G_BULLY_MONEY</b>  c. [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p><b>G_BULLY_INFLUENCE</b>  d. [Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p><b>G_BULLY_OTHER_POWER</b>  e. [Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">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> <tr> <td>222SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>223SCS</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	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"/>	222SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	223SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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<p><b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b>  <b>28.</b> Still thinking about all of the times that you were bullied, where did the bullying occur? Did it occur ...</p> <p style="text-align: center;"><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p><b>G_BULLY_WHERE_SPECIFY</b>  Where is the other place where bullying occurred?</p>	<p>143 1 <input type="checkbox"/> In a classroom at school?  168 2 <input type="checkbox"/> In a hallway or stairwell at school?  169 3 <input type="checkbox"/> In a bathroom or locker room at school?  173 4 <input type="checkbox"/> In a cafeteria or lunch room at school?  146 5 <input type="checkbox"/> Somewhere else inside the school building? – <i>Specify</i> _____  144 6 <input type="checkbox"/> Outside on school grounds?  145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?  211SCS 8 <input type="checkbox"/> Online or by text?</p>																		
<p><b>G_BULLY_ADULT_TOLD</b>  <b>29.</b> Did you tell a teacher or some other adult at school about being bullied?</p>	<p>147 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>																		

<p>30. This school year, how much has bullying had a <b>NEGATIVE</b> effect on: (READ ANSWER CATEGORIES)</p> <p><b>G_SCHOOL_WORK</b> a. YOUR school work.</p> <p><b>G_RELATION_FRIEND_FAMILY</b> b. YOUR relationships with friends or family.</p> <p><b>G_ABOUT_YOURSELF</b> c. How you feel about YOURSELF.</p> <p><b>G_PHYSICAL_HEALTH</b> d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>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"/>
	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"/>																						
<p>31. When you were bullied in school this year, did you ever think it was related to ...</p> <p><b>G_BULLY_RACE</b> a. YOUR race?</p> <p><b>G_BULLY_RELIGION</b> b. YOUR religion?</p> <p><b>G_BULLY_ETHNIC_ORIGIN</b> c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p><b>G_BULLYING_DISABILITY</b> d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_BULLYING_GENDER</b> e. YOUR gender?</p> <p><b>G_BULLYING_ORIENTATION</b> f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p><b>G_BULLYING_APPEARANCE</b> g. YOUR physical appearance?</p>	<table border="1"> <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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206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>																								
<p><b>G_HATE</b> 32. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.</p>	<p>065    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No - <b>SKIP</b> to <b>G_HATE_WORDS</b></p>																									

		Yes	No	Don't know
<p>33. Were any of the hate-related words related to ...</p> <p><b>G_HATE_RACE</b></p> <p>a. Your race?</p> <p><b>G_HATE_RELIGION</b></p> <p>b. Your religion?</p> <p><b>G_HATE_ETHNICITY</b></p> <p>c. Your ethnic background or national origin- for example, people of Hispanic origin?</p> <p><b>G_HATE_DISABILITY</b></p> <p>d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_HATE_GENDER</b></p> <p>e. Your gender?</p> <p><b>G_HATE_SEXUAL_ORIENTATION</b></p> <p>f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</p>	<p>107SCS</p> <p>108SCS</p> <p>109SCS</p> <p>110SCS</p> <p>111SCS</p> <p>112SCS</p>	<p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p> <p>3 <input type="checkbox"/></p>
<p><b>G_HATE_WORDS</b></p> <p>34. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>066</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>		
<b>AVOIDANCE</b>				
<p>35. 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><b>H_AVOID_SHORTCUT</b></p> <p>a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?</p> <p><b>H_AVOID_ENTRANCE</b></p> <p>b. The entrance into the school?</p> <p><b>H_AVOID_HALLWAYS</b></p> <p>c. Any hallways or stairs in school?</p> <p><b>H_AVOID_CAFETERIA</b></p> <p>d. Parts of the school cafeteria or lunchroom?</p> <p><b>H_AVOID_RESTROOMS</b></p> <p>e. Any school restrooms?</p> <p><b>H_AVOID_OTHER_PLACES</b></p> <p>f. Other places inside the school building?</p> <p><b>H_AVOID_PARKING_LOT</b></p> <p>g. School parking lot?</p> <p><b>H_AVOID_OTHER_SCHOOL</b></p> <p>h. Other places on school grounds?</p> <p><b>H_SCHOOL_BUS_STOP</b></p> <p>i. School bus or bus stop?</p>	<p>068</p> <p>069</p> <p>070</p> <p>071</p> <p>072</p> <p>073</p> <p>074</p> <p>075</p> <p>208SCS</p>	<p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p> <p>1 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	
<p><b>H_AVOID_ACTIVITIES</b></p> <p>36a. Did you AVOID any activities at your school because you thought someone might attack or harm you?</p>	<p>076</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>		

<p><b>H_AVOID_CLASSES</b> 36b. Did you AVOID any classes because you thought someone might attack or harm you?</p>	<p>077    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>												
<p><b>H_STAY_HOME</b> 36c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No</p>												
<b>FEAR</b>													
<p><b>I_INTRO_FEAR:</b> Sometimes, even if you can't avoid a place, you may still be afraid of what might happen there.</p>													
<p><b>I_AFRAID</b> 37a. How often are you afraid that someone will attack or harm you in the school building or on school property?  (READ ANSWER CATEGORIES.)</p>	<p>079    1 <input type="checkbox"/> Never           2 <input type="checkbox"/> Almost never           3 <input type="checkbox"/> Sometimes           4 <input type="checkbox"/> Most of the time</p>												
<p><b>I_AFRAID_ON_BUS</b> 37b. 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 ANSWER CATEGORIES)</p>	<p>080    1 <input type="checkbox"/> Never           2 <input type="checkbox"/> Almost never           3 <input type="checkbox"/> Sometimes           4 <input type="checkbox"/> Most of the time</p>												
<p><b>I_AFRAID_NONSCHOOL</b> 37c. 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 ANSWER CATEGORIES)</p>	<p>081    1 <input type="checkbox"/> Never           2 <input type="checkbox"/> Almost never           3 <input type="checkbox"/> Sometimes           4 <input type="checkbox"/> Most of the time</p>												
<b>WEAPONS</b>													
<p><b>J_INTRO_WEAPON</b> In the next series of questions we are going to ask you about weapons at your school. All your responses are strictly confidential and will not be shared with anyone.</p>													
<p>38. 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.)</p> <p><b>J_WEAPONS_GUN</b> a. A gun?</p> <p><b>J_WEAPONS_KNIFE</b> b. A knife brought as a weapon?</p> <p><b>J_WEAPONS_OTHER</b> c. Some other weapon?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;">Yes</th> <th style="width: 40%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>082    1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>083    1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>084    1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	082    1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	083    1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	084    1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No											
082    1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>											
083    1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>											
084    1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>											
<p><b>J_GUN_OTHERS</b> 39a. 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 - <b>SKIP</b> to <b>J_GET_GUN</b></p>												



<p><b>J_SEE_GUN</b> 39b. 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><b>J_GET_GUN</b> 40. 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>												
<b>GANGS</b>													
<p><b>K_INTRO_GANG</b> INTRO 4 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity. Your responses are confidential.</p>													
<p><b>K_GANGS</b> 41a. Are there any gangs at your school?</p>	<p>058    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No - <b>SKIP</b> to <b>L_GRADES</b>           3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>L_GRADES</b></p>												
<p><b>K_GANG_FIGHTS</b> 41b. 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>												
<p><b>K_GANG_DRUGS</b> 41c. 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>												
<b>STUDENT CHARACTERISTICS</b>													
<p><b>L_GRADES</b> 42. 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><b>L_SKIP_CLASSES</b> 43a. During the last 4 weeks of school, did you skip any classes? Again, we would like to remind you that all your responses are strictly confidential and will not be shared with anyone.</p>	<p>114    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No - <b>SKIP</b> to <b>L_SCHOOL_AFTER_SCHOOL</b>           3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>L_SCHOOL_AFTER_SCHOOL</b></p>												
<p><b>L_SKIP_CLASS_DAYS</b> 43b. During the last 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>44. Thinking about the future, do you think you will ... <b>L_SCHOOL_AFTER_SCHOOL</b> a. Attend school after high school, such as a college or technical school? ..... <b>L_GRADUATE_4YR</b> b. Graduate from a 4-year college? .....</p>	<table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> <td style="text-align: center;"><b>Don't know</b></td> </tr> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <b>END</b></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	<b>Don't know</b>	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
	<b>Yes</b>	<b>No</b>	<b>Don't know</b>										
117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

Attachment 4:

2019 SCS item description and rationale

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## 2019 SCS ITEM DESCRIPTION AND RATIONALE

### Background

The School Crime Supplement (SCS), a supplement to the annual National Crime Victimization Survey (NCVS), is designed to obtain additional information about school-related victimizations. This information helps policymakers; academic researchers; practitioners at the federal, state, and local levels; and special interest groups concerned with crime in schools to make informed decisions about policies and programs. The Bureau of Justice Statistics (BJS), the National Center for Education Statistics (NCES), and the U.S. Census Bureau (CB) jointly designed the survey questionnaire. The first SCS was administered in 1989, and again in 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017. The 2019 SCS will be the 13<sup>th</sup> implementation of an occasional supplement to obtain specific information about school-related victimization and disorder on a national level.

Accurate information regarding the incidence of victimization at school and the school environment is needed to monitor changes in student experiences with victimization. The SCS presents questions related to students' experiences with, and perceptions of crime and safety at school. The question topics include: awareness of preventive measures employed by schools; students' participation in school activities; students' perception of school rules and enforcement of these rules; the presence of weapons, drugs, alcohol, and gangs in school; student bullying; hate-related incidents; and attitudinal questions relating to the fear of victimization at school. These responses supplement the NCVS survey instrument responses for a more complete understanding of the individual student's circumstances.

The eight sections of the questionnaire and the specific items in each section are detailed below. For the 2019 SCS, the bullying section was updated to not include any version of the word "bully" in any items. Other minor changes were made to several items in different sections. NCES and BJS plan for a split-half experiment to test changes to the items. Version 1 includes items included on the 2017 SCS. Version 2 includes updated items. New and revised items for 2019 are highlighted in red.

### 1. Screen Questions

Questions	Rationale
1a. Did you attend school at any time this school year?	These questions establish the eligibility of the individuals interviewed. The SCS sample universe is youth in households participating in the NCVS. However, the SCS is completed only by those youth ages 12–18 who were in primary or secondary education programs leading to a high school diploma (elementary through high school) sometime during the 6 months prior to the interview. Students exclusively home-schooled during the current school year are not included in the remainder of the survey since many questions in the SCS are not relevant to their situation.
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?	
1c. Was all of your schooling this school year home schooling?	
1d. How many different schools have you attended since the start of this school year?	
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? OR	
2b. What grade are you in?	

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

## 2. Environmental Questions

Questions		Rationale
<p>4. In what state is your school located? County? City?</p> <p>5a. Is your school public or private?</p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>5c. Is your school affiliated with a religion?</p> <p>6a. What is the lowest grade taught in your school?</p> <p>6b. What is the highest grade taught in your school?</p>		<p>These questions ask about school characteristics that are used in analyzing levels of school violence.<sup>1,2,3</sup></p>
<p>7. How do you get to school most of the time this school year?</p> <p>8. How do you get home from school most of the time this school year?</p>		<p>These questions establish student exposure to school bus stops and routes, and walking routes immediately around schools, which are considered part of the school environment.</p>
<p><b>Version 1</b></p> <p>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p>a. Athletic teams at school?</p> <p>b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, or Math Club?</p> <p>e. Student government?</p> <p>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</p> <p>g. [IF GRADES 9, 10, 11, or 12 ASK]</p> <p>h. Other school clubs or school activities?</p> <p>What are the other</p>	<p><b>Version 2</b></p> <p>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p>a. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p>b. Athletic teams at school?</p> <p>c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p>d. Academic clubs, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club?</p> <p>e. Class council or student government, also known as SGA?</p> <p>f. [IF GRADES 6, 7, or 8 ASK] Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club</p> <p>g. [IF GRADES 9, 10, 11, or 12 ASK] Volunteer</p>	<p>This question asks about students' participation in various types of extra-curricular school activities.</p> <p>Providing opportunities for extra-curricular activities is a strategy associated with programs designed to reduce incidents of crime and bullying. Research shows that high levels of involvement within a school are correlated with increased student connectedness to the academic environment.<sup>4</sup> However, some studies have shown the positive effects of participation vary for different types of activities and by different student characteristics<sup>5,6</sup> making this an area of interest for current research.</p> <p>During cognitive testing, interviewers received questions asking whether to include cheerleading as a sport. To reduce confusion, the ordering of a &amp; b has been switched to ask about spirit groups first and then ask about athletic teams. Additionally, new examples were added to help students think of extracurricular activities they participate in.</p>

<p>school clubs or school activities you participate in?</p>	<p>or community service clubs sponsored by your school, for example, Peer Mediation, <b>Environmental Club</b>, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p>h. Other school clubs or school activities?</p> <p>What are the other school clubs or school activities you participate in?</p>	
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<sup>1</sup> Van Dorn, R. A. (2004). Correlates of violent and nonviolent victimization in a sample of public high school students. *Violence & Victims*, 19(3), 303-320.

<sup>2</sup> Lab, S. P., & Whitehead, J. T. (1992). *School Environment & School Crime: Causes & Consequences; Summary Report*.

<sup>3</sup> Kuck, D., & Popp, A. (2005). Characteristics of students and schools as predictors of being a victim of bullying: An Opportunity Theory Analysis. *Conference Papers -- American Society of Criminology*, N.PAG.

<sup>4</sup> DeVoe, J. (2009). Social bonding and school victimization: The ties that bind. *Conference Papers. American Society of Criminology*, 1.

<sup>5</sup> Peguero, A (2008). Bullying Victimization and Extracurricular Activity *Journal of School Violence*, 7(3), 71-85.

<sup>6</sup> Jiang, X. & Peterson, R. (2012). Beyond Participation: The Association Between School Extracurricular Activities and Involvement in Violence Across Generations of Immigration *Journal of Youth & Adolescence*, 41(3), 362-378.

Questions	Rationale
<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <ul style="list-style-type: none"> <li>a. Security guards or assigned police officers?</li> <li>b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</li> <li>c. Metal detectors, including wands?</li> <li>d. Locked entrance or exit doors during the day?</li> <li>e. A requirement that visitors sign in AND wear visitor badges or stickers?</li> <li>f. Locker checks?</li> <li>g. A requirement that students wear badges or picture identification?</li> <li>h. One or more security cameras to monitor the school?</li> <li>i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</li> </ul>	<p>This series of questions establishes student awareness of various security measures in their school.</p> <p>Between 2000 and 2010, public schools reported increased use of various safety and security measures and procedures.<sup>7</sup> Question 10 differs from similar questions about school procedures in other school surveys such as SSOCS because it focuses on student awareness of these procedures. This awareness is relevant to researchers investigating whether the environment created by security measures in schools increases students' feelings of security and decreases incidents of school crime, or creates an atmosphere that is detrimental to learning and has little effect on school crime.<sup>8,9,10</sup></p>

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<sup>7</sup>Robers, S., Kemp, J. & Truman, J. (2013). *Indicators of School Crime and Safety:2012* (NCES 2013-036/NCJ 241446) National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

<sup>8</sup>Blosnich, J., & Bossarte, R. (2011). Low-level violence in schools: Is there an association between school safety measures and peer victimization? *The Journal Of School Health, 81*(2), 107-113.

<sup>9</sup>For an extensive survey of current studies on this topic, see Nance, J. (2013) Students, Security and Race. *Emory Law Journal. 63*(1), 1-57.

<sup>10</sup>Addington, L., & Yablon, Y. (2011). How Safe Do Students Feel at School and While Travelling to School? A Comparative Look at Israel and the United States. *American Journal of Education, 117*(4); 465-493.

Questions	Rationale
<p>11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<p>This question indicates if students know their school has a secure procedure for reporting potential school crime. Organizations such as US Department of Health and Human Services<sup>11</sup> and the National Crime Prevention Council<sup>12</sup> recommend establishing anonymous hotlines or websites for students to anonymously report.</p>
<p>12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?</p> <p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <ul style="list-style-type: none"> <li>a. The school rules are fair.</li> <li>b. The punishment for breaking school rules is the same no matter who you are.</li> <li>c. The school rules are strictly enforced.</li> <li>d. If a school rule is broken, students know what kind of punishment will follow.</li> <li>e. Teachers treat students with respect</li> </ul> <p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <ul style="list-style-type: none"> <li>a. Really cares about you.</li> <li>b. Listens to you when you have something to say.</li> <li>c. Tells you when you do a good job.</li> </ul> <p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <ul style="list-style-type: none"> <li>a. Really cares about you.</li> <li>b. Listens to you when you have something to say.</li> </ul>	<p>These questions help define the environment in which crime and bullying incidents occur,<sup>13,14</sup> including determining the general level of disruption and the general level of crime students encounter in their school and home neighborhoods.<sup>15,16</sup></p> <p>These questions ask about relationships in school. The presence of caring relationships has been found to be a key protective factor in multiple surveys of student experiences. Asking these questions on the SCS allows direct comparison of these factors with a wide range of potential negative school experiences such as crime, bullying, and drug availability.<sup>17</sup></p> <p>Question 14 is adapted from the California Healthy Kids Survey—one of the most widely quoted surveys measuring student protective factors. It consolidates two series of questions on relationships with adults and teachers from previous versions of the SCS. The consolidated question is designed to reduce burden without losing predictive validity.</p> <p>Question 15 asks about peer relationships in school. Research indicates that the quality of friendship is related to protective factors.<sup>18,19</sup> This item was developed and tested during the cognitive lab study to be an indicator of reciprocal, supportive school friendships.</p>



<p>c. Believes that you will be a success.</p> <p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where you live</p> <p>17. Thinking about the neighborhood where YOUR SCHOOL IS LOCATED, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p> <p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following:</p> <p>You feel safe at your school.</p>	<p>These question are designed to collect data for analysis of the relationship between level of school crime, presence of security measures in school, and student perceptions of safety.</p>
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<sup>11</sup> <http://www.stopbullying.gov/prevention/at-school/rules/index.html>

<sup>12</sup> <http://www.ncpc.org/topics/school-safety/strategies/strategy-school-crime-reporting-hotline>

<sup>13</sup> Mayer, M. J., & Leone, P. E. (1999). A structural analysis of school violence and disruption: Implications for creating safer schools. *Education & Treatment Of Children*, 22(3), 333.

<sup>14</sup> Collins, J. J., Messerschmidt, P. P., Ringwalt, C. C., & Research Triangle, I. (1992). *Relationship Between School Disruption & School Social Control Activities: Summary Of Findings*,

<sup>15</sup> Smith, B. E., & Elstein, S. G. (1993). Effective ways to reduce school victimization: practical and legal concerns. *Children's Legal Rights Journal*, 14(1-2), 22-38.

<sup>16</sup> Clay-Warner, J., Bunch, J., & James, K. (2009). Procedural Justice and School Crime. *Conference Papers -- American Society of Criminology*, 1.

<sup>17</sup> DeVoe, J. (2009). Pg. 2

<sup>18</sup> Espelage, D., Green Jr., H., & Wasserman, S. (2007). Statistical analysis of friendship patterns and bullying behaviors among youth. *New Directions for Child & Adolescent Development*, 2007(118), 61-75.

<sup>19</sup> Boulton, M.J., Trueman, M., Chau, C., Whitehand, C., & Amatya, K. (1999). Concurrent and longitudinal links between friendship and peer victimization: Implications for befriending interventions. *Journal of Adolescence*, 22, 461-466.

Questions		Rationale
Version 1 The following question refers to the availability of drugs and alcohol at your school.  Is it possible for students at your school to get...	Version 2 The following question refers to the availability of drugs and alcohol at your school.  Is it possible for students to get any of the following while at school...	The availability of illegal substances is correlated with the general level of school crime and the likelihood that students who use these substances may be involved in crimes. <sup>20</sup>  NCES received a request from the Department of Education's Office of Safe and Healthy Students (OSHS) to collect data on the availability of opioids at school. This request to collect information on opioid availability is part the Department of Education's response to the President's Commission on Combating Drug Addiction and the Opioid Crisis.
<ul style="list-style-type: none"> <li>a. Alcoholic beverages?</li> <li>b. Marijuana, also known as pot, weed or mary jane?</li> <li>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</li> <li>d. Other illegal drugs, such as cocaine, uppers, or heroin?</li> </ul>	<ul style="list-style-type: none"> <li>a. Alcoholic beverages?</li> <li>b. Marijuana, also known as pot or weed?</li> <li>c. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.</li> <li>d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</li> <li>e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</li> </ul>	

<sup>20</sup> Elliott, E., & Rayne, K. (2008). Victimization rates and drug use among high school and college students. *Conference Papers -- American Society of Criminology*, 1.

Questions	Rationale
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?	

#### 4. Fighting, Bullying, and Hate Behaviors

This section is the main focus of the SCS: the type and extent of victimization students experience in school. This information is a key addition to the data on victimization collected by the NCVS. Using weighting factors provided by the CB, these data can be used to estimate the extent of fighting, bullying, and hate crime victimization in schools nationally. This information is crucial to educators and policymakers in prioritizing funding and program development for school systems across the country.

Since 2014, NCES, BJS, and the CB have been continuously working on the comprehension and accuracy of the bullying items on the SCS. Specifically, the SCS items needed to be updated to collect information on the two integral components that make up the CDC uniform definition: repetition and power imbalance. While the 2017 items seem to be performing well, there is concern about the current use of the word “bully” and how it is defined in the stem of the first item of the bullying section. Furthermore, research suggests adolescents define “bullying” differently than the CDC uniform definition. Thus, including the term in the item is likely resulting in increased measurement error since adolescents have their own preconceived definitions. To address this, the entire bullying section was updated to not include any form of the word “bully” in the items and new items were added to more accurately collect information on repetition and power imbalance. This will essentially reduce potential measurement error by not including the term “bully” and will continue to collect information on all components of the CDC uniform definition. All updated items will be included in version 2.

Questions	Rationale
21a. During this school year, have you been in one or more physical fights at school?	Determine exposure to physical violence in school as separate from bullying. <sup>21</sup>
21b. During this school year, how many times have you been in a physical fight at school?	

<sup>21</sup>Noe, K., & Petras, H. (2009). Peer victimization in middle and high school: An application of latent class analysis. *Conference Papers -- American Society of Criminology*, 1.

Questions		Rationale
<p>Version 1 Now I have some questions about what students do at school that makes you feel bad or is hurtful to you. We often refer to this as being bullied. You may include events you told me about already. During this school year, has any student bullied you? That is, has another student...</p> <ul style="list-style-type: none"> <li>a. Made fun of you, called you names, or insulted you in a hurtful way?</li> <li>b. Spread rumors about you or tried to make other dislike you?</li> <li>c. Threatened you with harm?</li> <li>d. Pushed you, shoved you, tripped you, or spit on you?</li> <li>e. Tried to make you do things you did not want to do, for example, give them money or other things?</li> <li>f. Excluded you from activities on purpose?</li> <li>g. Destroyed your property on purpose?</li> </ul>	<p>Version 2 Now I have some questions about what students do at school that make you feel bad or are hurtful to you. <b>These could occur in person or using technologies, such as a phone, the Internet, or social media.</b> During this school year, has any student from your school...</p> <ul style="list-style-type: none"> <li>a. Made fun of you, called you names, or insulted you, in a hurtful way?</li> <li>b. Spread rumors about you or tried to make others dislike you?</li> <li>c. <b>Purposely shared your private information, photos, or videos in a hurtful way?</b></li> <li>d. Threatened you with harm?</li> <li>e. Pushed you, shoved you, tripped you, or spit on you?</li> <li>f. Tried to make you do things you did not want to do, for example, give them money or other things?</li> <li>g. Excluded you from activities, <b>social media, or other communications to hurt you?</b></li> <li>h. Destroyed your property on purpose?</li> </ul>	<p>Version 1-Question 22 has students identify ways in which they perceive they have been bullied. A single bullying construct is created from those answering “yes” to any of these subquestions to indicate that the student has been a victim of bullying. This question has been in use since 2005 and is the basis for the trend data NCES maintains on bullying in schools.</p> <p>Version 2-this item uses the version 1 wording as its foundation but does not include the word “bully” and now includes text reminding the respondent to think of experiences that occurred electronically. Research indicates adolescents defining bullying differently than the uniform definition<sup>22</sup>. Including the word in the item stem is likely increasing measurement error. Further, cognitive testing indicated respondents were not thinking about bullying occurring electronically, thus it is necessary to include a reminder in the stem for them to think about electronic means (phone, internet, social media) when responding to the subquestions.</p>

<sup>22</sup> Dooley, B., Byrne, H., Fitzgerald, A., & Dolphin, L. *Adolescents' definition of bullying: the contribution of age, gender, and experience of bullying*. European Journal of Psychological Education; October, 2015. [https://www.researchgate.net/profile/Barbara\\_Dooley/publication/282974802\\_Adolescents%27\\_definitions\\_of\\_bullying\\_the\\_contribution\\_of\\_age\\_gender\\_and\\_experience\\_of\\_bullying/links/56263eaa08acabddac92b41d/Adolescents-definitions-of-bullying-the-contribution-of-age-gender-and-experience-of-bullying.pdf](https://www.researchgate.net/profile/Barbara_Dooley/publication/282974802_Adolescents%27_definitions_of_bullying_the_contribution_of_age_gender_and_experience_of_bullying/links/56263eaa08acabddac92b41d/Adolescents-definitions-of-bullying-the-contribution-of-age-gender-and-experience-of-bullying.pdf). Retrieved June 22, 2018.

<p>Version 1</p> <p>23a. During this school year, how many days were you bullied?</p> <p>23b. (If 23a is “one day”) In that one day, how many times would you say other students did those things that made you feel bad or were hurtful to you?</p> <p>24. Did you think the bullying would happen again?</p> <p>25. Thinking about the [time/times] you were bullied this school year, did more than one person do these things to you?</p> <p>26. Did these people act alone, or together as a team?</p>	<p>Version 2</p> <p>Thinking about [that thing/those things] you said you experienced this school year, did more than one student do [this/these things] to you?</p> <p>Did these students act alone, together as a team, or both?</p> <p>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>During this school year, how many days did you experience (that thing/any of those things)?</p> <p>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>Did you think [that student/those students] would do hurtful things to you again?</p>	<p>Version 1-Questions 23-24 identify whether any incidents reported for question 22 include the element of repetition. These questions are based on those that have been used successfully to identify the repetitive component of stalking as measured in the NCVS Supplemental Victimization Survey. In this version, multiple days or multiple incidents can be used as indicators of repetition.</p> <p>Version 2-NCES, BJS, and Census have continued to fine-tune the repetition and power imbalance items. For version 2, in addition to not using the word “bully,” a new item asking whether one student did hurtful things more than once was added to help determine repetition. This is specifically for situations where a student has experienced a hurtful situation one time with one offender and another time with a different offender, and the two different offenders are not working together as a team.</p>
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<b>Questions</b>		<b>Rationale</b>
<p>Version 1 Now I have some additional questions about the time [another student/ other students] {behavior<sub>1</sub>}, {behavior<sub>2</sub>}, and {behavior<sub>x</sub>...}. Thinking about the [person/ people] who did these things to you this school year,</p> <p>[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>[Was this person/ Were any of these people/ Was anyone in the group] more popular than you? [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p>	<p>Version 2 Still thinking about [that thing/those things] [another student/other students] did to you during this school year...</p> <p>[Was this person/ Were any of these people/ Was anyone in the group] physically bigger or stronger than you?</p> <p>[Was this person/ Were any of these people/ Was anyone in the group] more popular than you? [Did this person/ Did any of these people/ Did anyone in the group] have more money than you?</p> <p>[Did this person/ Did any of these people/ Did anyone in the group] have the ability to influence what other students think of you?</p> <p>[Did this person/ Did any of these people/ Did anyone in the group] have more power than you in another way?</p> <p style="color: red;">In what other way [did that student/ did any of those students] have more power than you?</p>	<p>Version 1-Questions 25-27 identify whether any incidents reported include the element of power imbalance. Cognitive testing results indicated that the examples provided in the original power imbalance question were excluding two types of incidents: 1) those in which power was expressed through influence; and 2) those in which no one person appeared to be more powerful than the victim reporting the incident, but multiple people working together against one individual created a power imbalance. Affirmative answers on question 25 and 26 (multiple people working together) or on one of the items under question 27 (individuals with more power in some area) will be used to indicate the bullying reported includes a power imbalance.</p> <p>Version 2- An “other specify” subquestion has been added to gather information on other forms of power imbalance that respondents may be considering when answering these questions. Common themes will be considered to be added to future data collections.</p>
<p style="color: red;">Version 2 only What was your relationship to the student when they did [that thing/those things] to you? Were they...</p> <ul style="list-style-type: none"> <li>a. Your brother or sister?</li> <li>b. Your boyfriend or girlfriend at the time?</li> <li>c. Your ex-boyfriend or ex-girlfriend at the time?</li> <li>d. Another student from school?</li> </ul>		<p>The uniform definition specifically excludes victimization that involves siblings or a current dating partner. The SCS items have never taken these two exclusions into consideration. Cognitive testing for these items indicate some interviewees likely including sibling or dating partners in their responses, thus the need to collect the victim-offender relationship. Any respondents who indicate multiple experiences by one person who is a sibling or current dating partner will be excluded from the estimate on the uniform definition.</p>

<p>Version 1</p> <p>28. During this school year, where did the bullying occur? Did it occur...</p> <p>In a classroom at school?</p> <p>In a hallway or stairwell at school?</p> <p>In a bathroom or locker room at school?</p> <p>In a cafeteria or lunchroom at school?</p> <p>Somewhere else inside the school building?</p> <p>Specify _____</p> <p>Outside on school grounds?</p> <p>a. On the way to or from school such as on a school bus or at a bus stop?</p> <p>b. Online or by text?</p>	<p>Version 2</p> <p>Still thinking about [the time/all of the times] that [another student/other students] did [something/those things] to you, where did [it/they] occur? Did [it/they] occur ...</p> <p>a. In a classroom at school?</p> <p>b. In a hallway or stairwell at school?</p> <p>c. In a bathroom or locker room at school?</p> <p>d. <b>In a gymnasium or weight room at school?</b></p> <p>e. In a cafeteria or lunch room at school?</p> <p>f. Outside on school grounds?</p> <p>g. On the way to or from school such as on a school bus or at a bus stop?</p> <p>h. Online or by text?</p> <p>i. <b>Somewhere else at school?</b> <i>Specify</i> _____</p>	<p>Version 1-Noting where bullying occurs is important in determining trends and to develop strategies to monitor or prevent the incidences of bullying in those environments.<sup>23</sup> The 2011 and 2013 SCS included separate questions about cyber-bullying. Based on the uniform bullying definition, cyber-bullying is a format for bullying, not a separate type of incident. Cognitive testing results also indicated that students often experience cyber-bullying by classmates as a continuation or precursor of in-person bullying and therefore include it with reports of school-based bullying. Item H was added in 2015 to capture information on school-related cyber-bullying<sup>24</sup>. No changes were made for the 2017 instrument.</p> <p>Version 2-For the 2019 SCS, cognitive testing indicated the need to add “gymnasium or weight room” as these are perceived to be different locations than a “locker room.” Additionally, to improve the flow of the items, the “somewhere else at school” and “other-specify” subquestions have been moved to the end of the list.</p>
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<sup>23</sup> Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., & Research Triangle, I. (1992). *Youths' Victimization Experiences, Fear of Attack Or Harm, & School Avoidance Behaviors: Summary Of Findings*

<sup>24</sup> Bagwell, K. (2011). Students use cellphones more than computers to cyberbully. *Education Daily*, 44(189), 2.

Questions	Rationale
29. Did you tell a teacher or some other adult at school about being bullied?	Research indicates that significant numbers of bullying incidents go unreported. Collecting this information in a confidential interview format can shed light on estimates of bullying in U.S. schools. <sup>25,26</sup> Additionally, collecting this information with reports from the same students on school attachment factors gathered in section 2 can be used to analyze what factors may increase the likelihood of reporting bullying.
30. This school year, how much has bullying had a negative effect on...  a. Your school work? b. Your relationships with friends or family? c. How you feel about yourself? d. Your physical health – for example, caused injuries, gave you headaches or stomach aches?	These questions ask about the effects of bullying experienced by students. Studies have detailed the impacts of bullying on youth. <sup>27,28</sup> Bullying is related to serious health concerns that must be tracked and addressed by medical and mental health providers. <sup>29</sup>
31. When you were bullied in school this year, did you ever think it was related to:  a. Your race? b. Your religion? c. Your ethnic background or national origin – for example, people of Hispanic origin? d. Any disability you may have – such as physical, mental or developmental disabilities? e. Your gender? f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight? g. Your physical appearance?	Bullying disproportionately affects various subgroups of students including students with disabilities <sup>30</sup> and students identifying with non-majority racial, religious or sexual orientation groups. <sup>31</sup> The U.S. Department of Education’s Office of Special Education and Rehabilitative Services (OSERS) and Office of Civil Rights (OCR) have both issued guidance on providing free and appropriate education to all students that includes identifying and addressing issues of harassment and victimization for all students. The data from this question can be used to generate national estimates on bullying based on perceived subgroup characteristics.

<sup>25</sup> Watkins, A. M., & Maume, M. O. (2011). School victims and crime reporting. *Youth Violence & Juvenile Justice*, 9(4), 333-351.

<sup>26</sup> Watkins, A., & Maume, M. (2007). We Don't Need No Notification: The Underreporting of Victimization by Students. *Conference Papers -- American Society of Criminology*, 1.

<sup>27</sup> Due P, Holstein BE, Lynch J, Diderichsen F, Gabhain SN, Scheidt P, et al. (2005) Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. *European Journal of Public Health* 15(2):128-132.

<sup>28</sup> Beran TN, Hughes G, Lupart J. (2008) A model of achievement and bullying: Analyses of the Canadian National Longitudinal Survey of Children and Youth data. *Educational Research* 50(1):25-39

<sup>29</sup>Cf. National Children’s Medical Center’s statement on bullying health risks at <https://www.childrensnational.org/DepartmentsandPrograms/default.aspx?Id=6089&Type=Program&Name=Clinic%20for%20Health%20Problems%20Related%20to%20Bullying> (accessed September 9, 2013).

<sup>30</sup> Swearer, S. M., Wang, C., Maag, J. M., Siebecker, A., B., & Frerichs, L. J. (2012). Understanding the bullying dynamic among students in special and general education. *Journal of School Psychology*, 50, 503-520.

<sup>31</sup> Hightow-Weidman, L. B., Phillips, G., Jones, K. C., Outlaw, A. Y., Fields, S. D., & Smith, f. C. (2011). Racial and Sexual Identity-Related Maltreatment Among Minority YMSM: Prevalence, Perceptions, and the Association with Emotional Distress. *AIDS Patient Care & Sids*, 25S39-S45. doi:10.1089/apc.2011.9877



Questions	Rationale
<p>32. During this school year, has anyone called you an insulting or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender or sexual orientation? We call these hate-related words.</p> <p>33. Were any of the hate related words related to:</p> <ul style="list-style-type: none"> <li>a. Your race?</li> <li>b. Your religion?</li> <li>c. Your ethnic background or national origin – for example, people of Hispanic origin?</li> <li>d. Any disability you may have – such as physical, mental or developmental disabilities?</li> <li>e. Your gender?</li> <li>f. Your sexual orientation – by this we mean gay, lesbian, bisexual or straight?</li> </ul> <p>34. During this school year, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?</p>	<p>Hate-related speech is not reported by adolescents as often as bullying because students are often embarrassed about the message conveyed or not sure where it falls with relation to various categories of crime/bullying that should be reported. Collecting specific information on use of hate-related words in this anonymous survey will provide school personnel and policymakers information about the extent and seriousness of the crime<sup>32</sup> and its relationship to other forms of victimization.</p>

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<sup>32</sup> Van Dorn, R. (2002). Unrecognized warning signs. *Education Week*, 22(11), 41.

## 5. Avoidance

Questions	Rationale
<p>35. 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> <ul style="list-style-type: none"> <li>a. For example, did you ever stay away from the shortest route to school because you thought someone might attack or harm you?</li> <li>b. The entrance into the school?</li> <li>c. Any hallways or stairs in school?</li> <li>d. Parts of the school cafeteria?</li> <li>e. Any school restrooms?</li> <li>f. Other places inside the school building?</li> <li>g. School parking lot?</li> <li>h. Other places on school grounds?</li> <li>i. School bus or bus stop?</li> </ul> <p>36a. Did you avoid any activities at your school because you thought someone might attack or harm you?</p> <p>36b. Did you avoid any classes because you thought someone might attack or harm you?</p> <p>36c. Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>This section asks about places and activities students avoid because of the likelihood of bullying, cyber-bullying, and physical attacks. Avoidance, where warranted, reduces the actual number of such incidents without reducing the risk that they will occur. Students who avoid going to classes are negatively affected not only by the experience of crime, but also by the loss of instructional time<sup>33</sup>.</p> <p>The information about avoidance collected here can be used to (a) estimate overall actual crime in schools in addition to that experienced by the absence of direct reporting from the individuals interviewed, and (b) analyze the impact it has on student behavior and academic performance<sup>34,35,36,37,38,39</sup>.</p>

<sup>33</sup> Barrett, Kimberly L.; Jennings, Wesley G.; Lynch, Michael J. (2012). The relationship between youth fear and avoidance of crime in school and academic experiences. *Journal of School Violence*. Vol. 11 (1), 1-20.

<sup>34</sup> Pearson, F. S., Toby, J. J., & Rutgers, U. (1992). Perceived & Actual Risks Or School-Related Victimization: Final Activities Report,

<sup>35</sup> Randa, R. (2007). The impact of incivilities on fear and routine activities in high schools. Conference Papers -- American Society Of Criminology, 1.

<sup>36</sup> Lab, S. P., & Whitehead, J. T. (1994). Avoidance behavior as a response to in-school victimization. *Journal of Security Administration*, 17(2), 32-45.

<sup>37</sup> Ringwalt, C. C., Messerschmidt, P. P., Graham, L. L., Collins, J. J., pg. 5

<sup>38</sup> Randa, R., Drayer, A., & Lytle, D. (2008). Routine Activities of School Children: How Fear and Disorder Influence Avoidance of Specific Places. Conference Papers -- American Society Of Criminology, 1.

<sup>39</sup> Hutzell, K. (2009). The Impact of Bullying Behaviors on School Avoidance. Conference Papers -- American Society of Criminology, 1.

## 6. Fear

Questions	Rationale
<p>37a. How often are you afraid that someone will attack or harm you in the school building or on school property?</p> <p>37b. How often are you afraid that someone will attack or harm you on a school bus or on the way to or from school?</p> <p>37c. 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>This section adds to the information in Section 4, Avoidance, by asking how often students fear attack or harm. Students may not be able to avoid school activities even though they may fear attending<sup>40</sup>. Fear, like avoidance, harms adolescents beyond the harm attributed to the actual crimes experienced<sup>41</sup>. Fear results in stress, which negatively affects academic performance, can lead to inappropriate psycho-social outcomes such as acting out, and can impact future orientation such as plans to complete school.<sup>42,43</sup></p>

## 7. Weapons

Questions	Rationale
<p>38. Some people bring guns, knives, or objects that can be used as weapons to school for protection. During this school year, did you ever bring the following to school or onto school grounds:</p> <p>a. A gun?</p> <p>b. A knife brought as a weapon?</p> <p>c. Some other weapon?</p> <p>39a. Do you know of any other students who have brought a gun to your school during this school year?</p> <p>39b. Have you actually seen another student with a gun at school during this school year?</p> <p>40. During this school year, could you have gotten a loaded gun without adult permission, either at school or away from school?</p>	<p>This section asks about experiences with weapons in school. Bringing weapons to school for personal protection is another indicator of the extent of the perceived level of violence in the school. Although a student may not be directly threatened or harmed by a weapon, knowing that weapons are on campus can also lead to fear and avoidance of school.<sup>44</sup> Potential for violence escalates when students carry weapons in school. Negative academic and psycho-social outcomes are correlated with fear of weapons on campus.<sup>45,46,47</sup></p>

<sup>40</sup>Jenkins, Patricia H. (1997). School delinquency and the school social bond. *Journal of Research in Crime & Delinquency*. Vol. 34 (3), 337- 367.

<sup>41</sup>U.S. Department of Education. (2006). *Indicators of School Crime & Safety: 2006*.

<sup>42</sup>Ades, L. (2007). Horror in the Halls: Examining Adolescent Fear, Avoidance, and Academic Difficulty. *Conference Papers -- American Sociological Association*, 1.

<sup>43</sup>Randa, R., Drayer, A., & Lytle, D., pg. 6.

<sup>44</sup>Mooij, Ton; Smeets, Ed; de Wit, Wouter. (2011). multi-level aspects of social cohesion of secondary schools and pupils' feelings of safety. *British Journal of Educational Psychology*. Vol. 81(3)3.

<sup>45</sup>Cao, L., Zhang, Y., & He, N. (2008). Carrying weapons to school for protection: An analysis of the 2001 school crime supplement data. *Journal Of Criminal Justice*, 36(2), 154-164.

<sup>46</sup>Noonan, M. (2005). Guns in schools: results from the 2003 School Crime Supplement. *Conference Papers -- American Society of Criminology*.

<sup>47</sup>Hong, Jun; Eamon, Mary. (2012). Students' perceptions of unsafe schools: An ecological systems analysis. *Journal of Child & Family Studies*. Vol. 21(3), p428-438.

## 8. Gangs

Questions		Rationale
Version 1	Version 2	<p>This part of the survey examines the extent of gang activity in schools. Gangs are an indicator of increased crime in schools<sup>48</sup> and require separate types of interventions to address from specific incidences of crime and bullying.<sup>49</sup></p> <p>Feedback from interviewers in the field and cognitive interviews indicate confusion on part of the definition of gangs that says “For this survey, we are interested in all gangs, whether or not they are involved in violent or illegal activity.” Due to this, NCES, BJS, and Census want to remove this sentence to reduce confusion and improve the accuracy of this section.</p>
Intro-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.	Intro-Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, or something else. Gangs may use common names, signs, symbols, or colors. Your answers will not be shared with anyone at your school or home.	
41a. Are there any gangs at your school?	41a. Are there any gangs at your school?	
41b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?	41b. During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?	
41c. Have gangs been involved in the sale of drugs at your school during this school year?	41c. Have gangs been involved in the sale of drugs at your school during this school year?	

<sup>48</sup> Bradshaw, C., Waasdorp, T., Goldweber, A., Johnson, S. (2013) Bullies, Gangs, Drugs and School: Understanding the Overlap and the Role of Ethnicity and Urbanicity. *Journal of Youth & Adolescence*. 42(2), pp 220-234.

<sup>49</sup> U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (2010). Best Practices to Address Community Gang Problems, OJJDP's Comprehensive Gang Model, Second edition (NCJ 231200) Washington, DC.

## 9. Student Characteristics

Questions	Rationale
42. During this school year, across all subjects, have you gotten mostly: A's, B's, C's D's F's or school does not give grades/no alphabetic grade equivalents.	These questions focus specifically on student academic characteristics. Information about demographic characteristics is included in the main NCVS survey. These are indicators of academic behavior and planning, which may be analyzed with regard to the impact of student experiences with school violence and bullying. <sup>50,51,52,53</sup>
43a. During the last 4 weeks of school, did you skip any classes?	
43b. During the last 4 weeks of school, on how many days did you skip at least one class?	
44. Thinking about the future, do you think you will:  a. Attend school after high school, such as a college or technical school?  b. Graduate from a 4-year college?	

<sup>50</sup> Wynne, S. L., & Hee-Jong, J. (2011). Predictors of school victimization: Individual, familial, and school factors. *Crime & Delinquency*, 57(3), 458-488.

<sup>51</sup> Wynne, S., & Joo, H. (2007). Predicting School Victimization: A Multi-level Approach. *Conference Papers -- American Society of Criminology*, 1.

<sup>52</sup> Kuck, D., & Popp, A., pg. 2

<sup>53</sup> DeVoe, J.,(2009) pg. 2

Attachment 5:

Nonfederal publications citing data from the NCVS SCS

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### Nonfederal Publications Citing Data from the NCVS SCS

#### **1991**

Pearson, F.S., and Toby, J. (1991). Fear of School-Related Predatory Crime. *Sociology and Social Research*, 75(3): 117-125.

#### **1992**

Collins, J.J., Messerschmidt, P.P., and Ringwalt, C.C. (1992). Relationship Between School Disruption and School Social Control Activities: Summary of Findings. U.S. Department of Justice. Washington DC: National Institute of Justice.

Lab, S.P., and Whitehead, J.T. (1992). School Environment and School Crime: Causes and Consequences; Summary Report. U.S. Department of Justice. Washington DC: National Institute of Justice.

Pearson, F.S., Toby, J.J., and Rutgers, U. (1992). Perceived and Actual Risks or School-Related Victimization: Final Activities Report. U.S. Department of Justice. Washington DC: National Institute of Justice.

Ringwalt, C., Messerschmidt, P., Graham, L., and Collins, J. (1992). Youth's Victimization Experiences, Fear of Attack or Harm, and School Avoidance Behaviors: Summary of Findings. U.S. Department of Justice. Washington DC: National Institute of Justice.

#### **1993**

Smith, B.E., and Elstein, S.G. (1993). Effective Ways to Reduce School Victimization: Practical and Legal Concerns. *Children's Legal Rights Journal*, 14(1-2): 22-38.

#### **1994**

Furlong, M.M. (1994). Evaluating School Violence Trends. *School Safety*, 23-27. Lab, S., and Whitehead, J. (1994, December). Avoidance Behavior as a Response to In-School Victimization. *Journal of Security Administration*, 17(2): 32-45.

#### **1998**

Kingery, P., Coggeshall, M., and Alford, A. (1998). Violence at School: Recent Evidence From Four National Surveys. *Psychology in the Schools*, 35(3): 247-258.

#### **1999**

Mayer, M.J., and Leone, P.E. (1999). A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools. *Education & Treatment of Children*, 22(3): 333-56.

#### **2002**

Addington, L.A. (2002). The Columbine Effect: The Impact of Violent School Crime on Students' Fear of Victimization. Ph.D. dissertation, State University of New York at Albany, United States—New York. Retrieved August 11, 2008, from Dissertations and Theses: Full Text database. (Publication No. AAT 3052923).

Van Dorn, R. (2002). Unrecognized Warning Signs. *Education Week*, 22(11): 41-41.

### **2003**

Addington, L.A. (2003). Fear After Columbine: Findings From a Randomized Experiment. *Journal of Quantitative Criminology*, 19(4): 367-387.

Planty, M. (2003, August). Telescoping Events in Student Surveys on Victimization. Paper presented at the annual meeting of the American Association for Public Opinion Research, Sheraton Music City, Nashville, Tennessee.

Scott, L., and Ruddy, S. (2003, August). How Students Identify Gangs at School: An Analysis of Multiple Gang Identification Questions in the 1995 SCS/NCVS. Paper presented at the annual meeting of the American Association for Public Opinion Research, Sheraton Music City, Nashville, Tennessee.

### **2004**

Van Dorn, R.A. (2004). Correlates of Violent and Nonviolent Victimization in a Sample of Public High School Students. *Violence and Victims*, 19(3): 303-320.

### **2005**

Addington, L.A. (2005). Disentangling the Effects of Bounding and Mobility on Reports of Criminal Victimization. *Journal of Quantitative Criminology*, 21(3): 321-343.

Addington, L.A. (2005). Following in Her Footsteps: Revisiting the Record on Adolescents' College Plans. *Gender Issues*, 22(2): 31-44.

DeVoe, J. F., Peter, K., Kaufman, P., Miller, A., Noonan, M., Snyder, T. D. et al. (2005). Indicators of school crime and safety: 2004. *Education Statistics Quarterly*, 6.

Greene, M.B. (2005). Reducing Violence and Aggression in Schools. *Trauma, Violence, & Abuse*, 6(3): 236-253.

Kuck, D., and Popp, A. (2005). Characteristics of Students and Schools as Predictors of Being a Victim of Bullying: An Opportunity Theory Analysis. Paper presented at the annual meeting of the American Society of Criminology, Royal York, Toronto.

Noonan, M. (2005). Guns in Schools: Results From the 2003 School Crime Supplement. Paper presented at the annual meeting of the American Society of Criminology, Royal York, Toronto.

### **2006**

Adams, Jacqueline (2006). What makes a bully tick? Scientists search for answers. *Science World*, 63, 10.

Amherst, P. W. (2006). *School crime and safety*. New York: Novinka Books.

Moore-Polanco, R., and Raghavan, C. (2006). The Association of Social Development/Age on Juvenile Fear of Crime Levels in New York City Public Schools. Paper presented at the annual meeting of the American Society of Criminology (ASC), Los Angeles Convention Center, Los Angeles, California.



Myers, K. A. (2006). *School violence and its effects on academic achievement among eighth graders [Dissertation]*.

## **2007**

Ades, L. (2007, August). Horror in the Halls: Examining Adolescent Fear, Avoidance, and Academic Difficulty. Paper presented at the annual meeting of the American Sociological Association, TBA, New York, New York City.

Randa, R. (2007, November). The Impact of Incivilities on Fear and Routine Activities in High Schools. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

Watkins, A., and Maume, M. (2007, November). We Don't Need No Notification: The Underreporting of Victimization by Students. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

Wynne, S., and Joo, H. (2007, November). Predicting School Victimization: A Multi-Level Approach. Paper presented at the annual meeting of the American society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia.

## **2008**

Cao, L., Zhang, Y., and He, N. (2008). Carrying Weapons to School for Protection: An Analysis of the 2001 School Crime Supplement Data. *Journal of Criminal Justice*, 36(2): 154-164.

Elliott, E., and Rayne, K. (2008, November). Victimization Rates and Drug Use Among High School and College Students. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Popp, A. (2008, November). The Importance of Confidentiality and Anonymity for Victimization Surveys of Adolescents. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Randa, R., Drayer, A., and Lytle, D. (2008). Routine Activities of School Children: How Fear and Disorder Influence Avoidance of Specific Places. Paper presented at the annual meeting of the ASC Annual Meeting, St. Louis Adam's Mark, St. Louis, Missouri.

Toldson, I. A. (2008). *Breaking barriers plotting the path to academic success for school-age African-American males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc. Available from [http://www.cbcfinc.org/images/pdf/breaking\\_barriers.pdf](http://www.cbcfinc.org/images/pdf/breaking_barriers.pdf).

Urbanski, J. (2008). *The relationship between school connectedness and bullying victimization in secondary students [Dissertation]*.

## **2009**

Addington, L. A. (2009). Cops and cameras. Public school security as a policy response to Columbine. *American Behavioral Scientist*, 52, 1426-1446.

Clay-Warner, J., Bunch, J., and James, K. (2009, November). Procedural Justice and School Crime. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

DeVoe, J. (2009, November). Social Bonding and School Victimization: The Ties That Bind. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

DeVoe, J. F. & Kaffenberger, S. (2009). Student reports of bullying: Results from the 2001 School Crime Supplement to the National Crime Victimization Survey. In D.N.Rickler (Ed.), *Bullying in schools* (pp. 43-97). New York: Nova Science Publishers.

Hutzell, K. (2009). The Impact of Bullying Behaviors on School Avoidance. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

Noe, K., and Petras, H. (2009). Peer Victimization in Middle and High School: An Application of Latent Class Analysis. Paper presented at the annual meeting of the ASC Annual Meeting, Philadelphia Marriott Downtown, Philadelphia, Pennsylvania.

Randa, R. W. (2009). *The impact of disorder and fear on the routine activities of high school students [Dissertation]*.

Toldson, I. A. (2009). Editor's comment: Improving security and creating a culture of learning in schools. *The Journal of Negro Education*, 78, 365-366.

## **2010**

Cook, P. J., Gottfredson, D. C., & Na, C. (2010). School crime control and prevention. *Crime and Justice*, 39, 313-440.

Hutzell, K. L. (2010). *The impact of bullying behaviors on social and situational avoidance in schools [Dissertation]*.

Mayer, J.M. (2010). Structural Analysis of 1995-2005 School Crime Supplement Datasets: Factors Influencing Students' Fear, Anxiety, and Avoidant Behaviors. *Journal of School Violence*, 9(1): 37-55.

Mayer, M. J. & Furlong, M. J. (2010). How safe are our schools? *Educational Researcher*, 39, 16-26.

Randa, R. & Wilcox, P. (2010). School disorder, victimization, and general v. place-specific student avoidance. *Journal of Criminal Justice*, 38, 854-861.

## **2011**

Addington, L. A. & Yablon, Y. B. (2011). A cross-national examination of fear in disadvantaged schools: U.S. and Israeli-Arab student experiences. *Victims & Offenders*, 6, 325-340.

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Bachman, R., Randolph, A., and Brown, B.L. (2011). Predicting Perceptions of Fear at School and Going To and From School for African American and White Students: The Effects of School Security Measures. *Youth & Society*, 43(2): 705-726.

Bagwell, K. (2011). Students Use Cellphones More Than Computers to Cyberbully. *Education Daily*, 44(189): 2.

Blosnich, J., and Bossarte, R. (2011). Low-Level Violence in Schools: Is There an Association Between School Safety Measures and Peer Victimization? *Journal of School Health*, 81(2): 107-113.

Bohn, C. M. (2011). *Predicting bullying among high school students using individual and school factors: Analysis of a national survey [Dissertation]*.

Rivera, L. K. (2011). *Bullying of sexual minorities: How does multiple minority status affect the likelihood of being victimized [Dissertation]*.

Toldson, I. A. (2011). *Breaking barriers 2: Plotting the path away from juvenile detention and toward academic success for school-age African American males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc. Available from <http://cbcfinc.org/oUploadedFiles/BreakingBarriers2.pdf>.

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## **2012**

Barrett, K. L., Jennings, W. G., & Lynch, M. J. (2012). The Relation between Youth Fear and Avoidance of Crime in School and Academic Experiences. *Journal of School Violence*, 11(1), 1-20.

Bouchard, M., Wang, W., & Beauregard, E. (2012). Social capital, opportunity, and school-based victimization. *Violence and Victims*, 27(5), 656-673.

Clark, S. L. (2012). *Factors related to school violence victimization: The role of extracurricular activities [Dissertation]*.

Hutzell, K.L., and Payne, A.A. (2012). The impact of bullying victimization on school avoidance. *Youth Violence & Juvenile Justice*, 10(4), 370-385.

Oblad, T. P. (2012). *Understanding cyberbullying in the net generation: A meta-analytic review [Dissertation]*.

Popp, A. M. (2012). The difficulty in measuring suitable targets when modeling victimization. *Violence and Victims*, 27, 689-709.

Popp, A. M. (2012). The effects of exposure, proximity, and capable guardians on the risk of bullying victimization. *Youth Violence and Juvenile Justice*, 10, 315-332.

Randa, W. & Wilcox, P. (2012). Avoidance at school: Further specifying the influence of disorder, victimization, and fear. *Youth Violence and Juvenile Justice*, 10, 190-204.

Voelkl, K. E. (2012). School identification. In S.L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 193-218). New York: Springer.

### **2013**

Addington, L. (2013). Reporting and clearance of cyberbullying incidents: Applying 'offline' theories to online victims. *Journal of Contemporary Criminal Justice*, 29(4), 454-474.

Jeong, S., Kwak, D., Moon, B., & San Miguel, C. (2013). Predicting school bullying victimization: Focusing on individual and school environmental/security factors. *Journal of Criminology*, vol. 2013, Article ID 401301, 13 pages.

### **2014**

Cooc, N., & Gee, K. (2014). National trends in school victimization among Asian American adolescents. *Journal Of Adolescence*, 37(6), 839-849.

Randa, R., & Reynolds, B. W. (2014). Cyberbullying victimization and adaptive avoidance behaviors at school. *Victims and Offenders*. 9, (3), 255-275.

### **2015**

Barboza, G. E. (2015). The association between school exclusion, delinquency and subtypes of cyber- and F2F-victimizations: Identifying and predicting risk profiles and subtypes using latent class analysis. *Child Abuse & Neglect*, 39, 109-122.

Earl, Kevin J. (2015). Diagnosis of Cyber and Nonphysical Bullying Victimization: A Routine Activities Approach to Constructing Effective Preventive Measures. Thesis, Bridgewater State University

James, K., Clay-Warner, J., & Bunch, J. (2015). Perceived injustice and school violence: An application of General Strain Theory. *Youth Violence and Juvenile Justice*. 13, (2), 169-189.

PROFILES: Bully Prospects. (2015). *American School & University*, 87(10), 34.

Randa, R., Nobles, M.R., & Reynolds, B.W. (2015). Is Cyberbullying a Stand Alone Construct? Using Quantitative Analysis to Evaluate a 21st Century Social Question. *Societies* 5, 171-186.

Watkins, Nichole J. (2015). Situation Crime Prevention in Schools: Implications for Victimization, Delinquency, and Avoidance Behaviors. Thesis, George Mason University.

### **2016**

Fisher, B. W., & Tanner-Smith, E. E. (2016). Examining school security measures as moderators of the association between homophobic victimization and school avoidance. *Journal Of School Violence*, 15(2), 234-257.

Greenwood, Ian D. (2016). Cyber-Victimization and Delinquency: A General Strain Perspective. Thesis, University of Montana

Mindrila, D., Moore, L., & Davis, P. (2016) Cyber-victimization and Its Psychosocial Consequences: Relationships with Behavior Management and Traditional Bullying. *Journal of Research in Education*, 25(2), 53-67.

Tanner-Smith, E., & Fisher, B. (2016). Visible school security measures and student academic performance, attendance, and postsecondary aspirations. *Journal Of Youth & Adolescence*, 45(1), 195-210.

## **2017**

Baek, H., Andreescu, V., & Rolfe, S.M. (2017).

Brewer, Jr. S.L., Meckley-Brewer, H., & Stinson, P.M. (2017). Fearful and distracted in school: predicting bullying among youths. *Children & Schools*, 39(4): 219-226.

Hutzell, K.L., & Payne, A.A. (2017). The Relationship Between Bullying Victimization and School Avoidance: An Examination of Direct Associations, Protective Influences, and Aggravating Factors. *Journal of School Violence*, 17(2): 210-226.

Simckes, M.S., Simonetti, J.A., Moreno, M.A., Rivara, F.P., Oudekerk, B.A., & Rowhani-Rahbar, A. (2017). Access to a loaded gun without adult permission and school-based bullying. *Journal of Adolescent Health*, 61(3): 329-334.

## **2018**

Addington, L. (2018). What is the Effect of Being Bullied?: Comparing Direct Harms of Bullying Experienced by LGB and Non-LGB Students. *American University School of Public Affairs Research Paper No. 3151151*. Available at SSRN: <https://ssrn.com/abstract=3151151> or <http://dx.doi.org/10.2139/ssrn.3151151>

Cho, S., & Wooldredge, J. (2018). Lifestyles, informal controls, and youth victimization risk in South Korea and the United States. *Journal of Child and Family Studies*, 27(4): 1358-1371.

Keith, S. (2018). How do traditional bullying and cyberbullying victimization affect fear and coping among students? An application of general strain theory. *American Journal of Criminal Justice*, 43(1): 67-84.

Warner-Czyz, A.D., Loy, B., Pourchot, H., White, T., & Cokely, E. (2018). Effect of Hearing Loss on Peer Victimization in School-Age Children. *Exceptional Children*, 84(3): 280-297.

Attachment 6:

Incoming introductory letter from Census (NCVS-572(L))

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**NCVS-572(L) LOS ANGELES  
(12-2017)**



**UNITED STATES DEPARTMENT OF COMMERCE**  
**Economics and Statistics Administration**  
**U.S. Census Bureau**  
Washington, DC 20233-0001  
OFFICE OF THE DIRECTOR

A Message from the Director, U.S. Census Bureau...

Dear Resident:

Your address has been selected to participate in the **National Crime Victimization Survey**. The survey collects information about the type and amount of crime committed against people in the United States. The U.S. Census Bureau conducts this survey on behalf of the U.S. Department of Justice.

Since many crimes are never reported to the police, information from this survey is used to get a more complete picture of crime occurring in our country. The information you provide will give a better understanding of crime and its impact on victims. The survey results are used to develop programs to aid crime victims and prevent crime.

**The success of this survey depends on your participation.** We cannot substitute another address for yours. Your address is part of a scientifically selected sample of addresses chosen throughout the country. Your answers represent hundreds of other households like yours. Your participation is important even if you have not experienced any crime. By law, the Census Bureau can only use your responses to produce statistics. No information about you or your household can be identified from these statistics.

Answers to frequently asked questions are on the back of this letter. If you would like further information, contact your Census Bureau Regional Office at 1-800-992-3530.

You do not need to take any action at this time. A Census Bureau representative will contact you soon to ask your household to complete the survey.

Thank you for your participation.

### **What is the National Crime Victimization Survey?**

This survey collects data about experiences with crime, both reported and not reported to the police. Periodically, the survey includes additional topics such as crime in schools, contacts with law enforcement, and identity theft.

### **How was I selected for this survey?**

The U.S. Census Bureau chose your address, not you personally, to participate in this survey. We randomly selected a sample of addresses across the country to represent the entire population. We need a response from all persons 12 or older in sampled homes to get a complete picture of the types and amount of crime happening in the United States.

### **Will information I provide be confidential? Is this survey required by law?**

The Census Bureau is required by law to protect your information. The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household. We are conducting this survey for the Bureau of Justice Statistics of the U.S. Department of Justice under the authority of law (Title 13, United States Code (U.S.C.), Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, U.S.C., Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, U.S.C., Section 9 and Title 34, U.S.C., Sections 10231 and 10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. This collection has been approved by the Office of Management and Budget (OMB Number: 1121-0111; Expiration Date: 08/31/2018). If this number were not displayed, we could not conduct this survey. Your voluntary participation in this survey is important; however, you may decline to answer any or all questions.

### **How are the data used?**

Data from this survey provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. Examples of reports, tables, and charts that use data from the survey are on the Bureau of Justice Statistics' web site at [www.bjs.gov](http://www.bjs.gov).

### **How long will it take?**

We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531.

### **I thought that the Census Bureau only counts people every 10 years. What is the Census Bureau doing now?**

Besides the decennial census, we collect many different kinds of information through other censuses and surveys. These surveys provide current information on such topics as housing, crime, unemployment rates, health, business, economics and education.



Attachment 7:

Continuing household introductory letter from Census (NCVS-573(L))

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**NCVS-573(L) LOS ANGELES  
(12-2017)**



**UNITED STATES DEPARTMENT OF COMMERCE**  
Economics and Statistics Administration  
**U.S. Census Bureau**  
Washington, DC 20233-0001  
OFFICE OF THE DIRECTOR

A Message from the Director, U.S. Census Bureau...

Dear Resident:

Several months ago, we contacted residents at your address to participate in the **National Crime Victimization Survey**. The survey collects information about the type and amount of crime committed against people in the United States. The U.S. Census Bureau conducts this survey on behalf of the U.S. Department of Justice. We need to interview the current residents of this address, whether we talked with you before or you recently moved to this address.

Since many crimes are never reported to the police, information from this survey is used to get a more complete picture of crime occurring in our country. The information you provide will give a better understanding of crime and its impact on victims. The survey results are used to develop programs to aid crime victims and prevent crime.

**The success of this survey depends on your participation.** We cannot substitute another address for yours. Your address is part of a scientifically selected sample of addresses chosen throughout the country. Your answers represent hundreds of other households like yours. Your participation is important even if you have not experienced any crime. By law, the Census Bureau can only use your responses to produce statistics. No information about you or your household can be identified from these statistics.

Answers to frequently asked questions are on the back of this letter. If you would like further information, contact your Census Bureau Regional Office at 1-800-992-3530.

You do not need to take any action at this time. A Census Bureau representative will contact you soon to ask your household to complete the survey.

Thank you for your participation.

### **What is the National Crime Victimization Survey?**

This survey collects data about experiences with crime, both reported and not reported to the police. Periodically, the survey includes additional topics such as crime in schools, contacts with law enforcement, and identity theft.

### **How was I selected for this survey?**

The U.S. Census Bureau chose your address, not you personally, to participate in this survey. We randomly selected a sample of addresses across the country to represent the entire population. We need a response from all persons 12 or older in sampled homes to get a complete picture of the types and amount of crime happening in the United States.

### **Will information I provide be confidential? Is this survey required by law?**

The Census Bureau is required by law to protect your information. The Census Bureau is not permitted to publicly release your responses in a way that could identify you or your household. We are conducting this survey for the Bureau of Justice Statistics of the U.S. Department of Justice under the authority of law (Title 13, United States Code (U.S.C.), Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, U.S.C., Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, U.S.C., Section 9 and Title 34, U.S.C., Sections 10231 and 10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. This collection has been approved by the Office of Management and Budget (OMB Number: 1121-0111; Expiration Date: 08/31/2018). If this number were not displayed, we could not conduct this survey. Your voluntary participation in this survey is important; however, you may decline to answer any or all questions.

### **How are the data used?**

Data from this survey provide information on many topics related to crime and victimization, including crime in schools, trends in violent crime, costs of crime, and the response of law enforcement to reports of victimization. Examples of reports, tables, and charts that use data from the survey are on the Bureau of Justice Statistics' web site at [www.bjs.gov](http://www.bjs.gov).

### **How long will it take?**

We expect the interview to take about 25 minutes. Your interview may be somewhat shorter or longer than this depending on your circumstances. If you have any comments about this survey or have recommendations for reducing its length, send them to the Chief, Victimization Statistics Branch, Bureau of Justice Statistics, Washington, DC 20531.

### **I thought that the Census Bureau only counts people every 10 years. What is the Census Bureau doing now?**

Besides the decennial census, we collect many different kinds of information through other censuses and surveys. These surveys provide current information on such topics as housing, crime, unemployment rates, health, business, economics and education.

Attachment 8:

SCS brochure for parents in English

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## Some findings from the 2015 SCS include:

- About 21 percent of students ages 12–18 reported that they were bullied at school.
- About 7 percent of students ages 12–18 reported being cyber-bullied anywhere.
- About 43 percent of students bullied at school reported notifying an adult.
- About 20 percent of students who reported bullying problems at school indicated that this occurred at least once or twice a month.
- About 11 percent of students reported that gangs were present at their school.
- About 3 percent of students ages 12–18 reported that they were victims of any crime at school.
- About 2 percent of students ages 12–18 reported that they were victims of theft at school.

## Publications

The NCES publishes a wide variety of reports on crime and safety in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

## Resources

- [www.StopBullying.gov](http://www.StopBullying.gov)
- Suicide Prevention Lifeline  
1-800-273-TALK (1-800-273-8255)
- Child Help USA National Child Abuse Hotline  
1-800-4-A-CHILD (1-800-422-4453)
- [www.victimsofcrime.org/help-for-crime-victims/](http://www.victimsofcrime.org/help-for-crime-victims/)

### Coming soon:

Your child will be contacted to complete the survey between January and June 2019.

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)

National Center for Education Statistics  
Institute of Education Sciences  
550 12th Street SW  
Washington, DC 20202

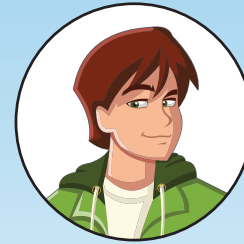
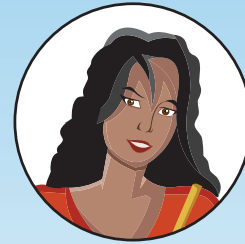
[nces.ed.gov](http://nces.ed.gov)  
202-403-5551

# Your Child's Experiences at School

The School Crime Supplement (SCS) to the National Crime Victimization Survey for Students in Grades 6 Through 12



NCES 2019-024  
U.S. DEPARTMENT OF EDUCATION



## The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they had in school.

### What is the purpose of this survey?

The survey will collect information about school-related crimes on a national level, including crime and safety in schools and how it affects students.

### Why is my child being asked to complete this survey?

Your household is one of the more than 100,000 households selected to participate in the National Crime Victimization Survey (NCVS). All students in grades 6 through 12 in households selected for the NCVS are asked to complete the 2019 School Crime Supplement (SCS). Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected for the SCS.

### What is the benefit of my child answering the survey?

Your child's answers will provide valuable information that contributes to making schools safer around the country. It will help people make decisions about how to prevent and reduce crime in schools.

### Who sponsors this survey?

The National Center for Education Statistics (NCES) and Bureau of Justice Statistics (BJS) sponsor the SCS. The U.S. Census Bureau collects data for the SCS.

### How often is this survey conducted?

The SCS is conducted every two years with the NCVS. Your child is being asked to participate in the 2019 SCS.

### What will you ask my child?

We will ask your child questions about his or her school, including:

- perceptions of practices that the school uses to prevent school-related crimes;
- perceptions of rules and equity at school;
- the availability of drugs, alcohol, and weapons at school;
- the presence of gangs at school;
- whether he or she has had negative interactions with other students from school; and
- participation in extracurricular activities.

### Will anyone find out what my child's answers are?

No, federal law protects your child's answers and keeps them confidential. By law, the Census Bureau, the NCES, and the BJS can only use this survey information for statistical research. Your child's answers will not be shared with their teachers or school. We are not permitted to publicly release survey responses in a way that could identify your child or your household.

### Does my child have to complete this survey?

No, this survey is voluntary. There are no penalties for not participating, but we hope that your child will respond. Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected for the SCS.

### Who uses the information from this survey?

The U.S. Department of Education and the U.S. Department of Justice use information from the SCS to help develop the *Indicators of School Crime and Safety*. People who use this information include legislators; policymakers; academic researchers; and practitioners at the federal, state, and local government levels.

Attachment 9:

SCS brochure for students in English

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## Publications

The NCES publishes a wide variety of reports on crime in schools, including *Crime, Violence, Discipline, and Safety in U.S. Public Schools* and *Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

## Useful Information

- [www.StopBullying.gov](http://www.StopBullying.gov)
- Suicide Prevention Lifeline  
1-800-273-TALK (1-800-273-8255)
- Child Help USA National Child Abuse Hotline  
1-800-4-A-CHILD (1-800-422-4453)
- [www.victimsofcrime.org/help-for-crime-victims/](http://www.victimsofcrime.org/help-for-crime-victims/)

**National Center for Education Statistics  
Institute of Education Sciences**

**550 12th Street SW  
Washington, DC 20202**

**nces.ed.gov  
202-403-5551**

www.ed.gov



ies.ed.gov

# Tell Us About Your Experiences at School

The School Crime Supplement (SCS) to the National Crime Victimization Survey for Students in Grades 6 Through 12





**The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they have in school.**



***Why are my answers to the survey important?***

Your answers will help school administrators across the country and others interested in school crime make important decisions about how to keep schools safe.



***Do I have to take the survey?***

No, the survey is voluntary and there are no penalties for not participating, but we hope that you will respond.



***What will the survey ask me?***

We will ask you about fighting, weapons, drugs, and gangs at your school and other things you may have experienced this school year.



***Why am I being asked to complete this survey?***

Your household was one of more than 100,000 households selected to participate in the National Crime Victimization Survey. We're asking all students in grades 6 through 12 in those households to complete the SCS. We will collect data about crime in schools and how it affects students.



***Will anyone find out what my answers are?***

Your answers will not be shared with your parents, teacher, or school. Your name will not appear in any report.

***Stay tuned!***

*You will be contacted to complete the survey between January and June 2019.*

Attachment 10:

SCS brochure for parents in Spanish

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## Estos son algunos de los resultados del SCS del 2015:

- Alrededor del 21% de los estudiantes entre las edades de 12 y 18 años informó haber sido objeto de acoso escolar (“bullying”).
- Alrededor del 11% de los estudiantes entre las edades de 12 y 18 años informó haber sido objeto de acoso a través de internet o por mensaje de texto.
- Alrededor del 43% de los estudiantes víctimas del acoso escolar en la escuela reportó haber notificado a un adulto.
- Alrededor del 20% de los estudiantes que informó sobre problemas de acoso en la escuela indicó que estos ocurrían al menos una o dos veces al mes.
- Alrededor del 11% de los estudiantes indicó la presencia de pandillas en su escuela.
- Alrededor del 3% de los estudiantes entre las edades de 12 y 18 años informó que fueron víctimas de algún delito en la escuela.
- Alrededor del 2% de los estudiantes entre las edades de 12 y 18 años informó que fueron víctimas de robos en la escuela.

## Publicaciones

El NCES publica una amplia variedad de informes sobre criminalidad y seguridad en las escuelas, entre los que se encuentran *Delitos, violencia, disciplina y seguridad en las escuelas públicas en los Estados Unidos* e *Indicadores de criminalidad y seguridad en las escuelas*. Para conocer más acerca de estos informes o sobre el SCS, visite <http://nces.ed.gov/programs/crime>.

## Recursos

- [espanol.stopbullying.gov/](http://espanol.stopbullying.gov/)
- Red de Prevención del Suicidio (*Suicide Prevention Lifeline*) 1-888-628-9454
- Línea Directa Nacional de ChildHelp USA para casos de maltrato infantil (*ChildHelp USA National Child Abuse Hotline*) 1-800-4-A-CHILD (1-800-422-4453)
- [www.victimsofcrime.org/help-for-crime-victims/](http://www.victimsofcrime.org/help-for-crime-victims/)

### Próximamente:

Su hijo recibirá la invitación para completar la encuesta entre enero y junio del 2019.

El Centro Nacional para Estadísticas de la Educación  
Instituto de Ciencias de la Educación  
550 12th Street SW  
Washington, DC 20202

[nces.ed.gov](http://nces.ed.gov)  
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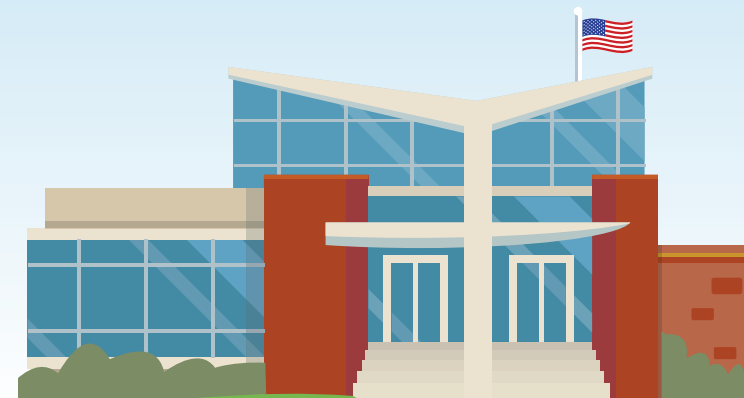
[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)

# Experiencias de su hijo en la escuela

Suplemento sobre Delitos Escolares de la Encuesta Nacional de Víctimas de Delitos para los estudiantes de 6.º a 12.º grado





## El Suplemento sobre Delitos Escolares (School Crime Supplement, SCS) es una encuesta nacional en la que se les pregunta a estudiantes de 6.º a 12.º grado sobre sus experiencias en la escuela.

### ¿Cuál es el propósito de esta encuesta?

La encuesta recopilará información a nivel nacional sobre los delitos en las escuelas, incluyendo la criminalidad y la seguridad en las escuelas, y cómo estas afectan a los estudiantes.

### ¿Por qué se le pide a mi hijo que conteste esta encuesta?

Su hogar es uno de los más de 100,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (National Crime Victimization Survey, NCVS). A todos los estudiantes de los grados entre 6 y 12 provenientes de hogares seleccionados para la NCVS se les pedirá que llenen el Suplemento sobre Delitos Escolares de 2019 (SCS). Las respuestas de su hijo representarán las opiniones y las experiencias de cientos de estudiantes que no fueron seleccionados para el SCS.

### ¿Cuál será el beneficio si mi hijo contesta la encuesta?

Las respuestas de su hijo aportarán información valiosa que contribuirá a hacer que las escuelas sean más seguras en todo el país. Esa información ayudará a las personas tomar decisiones para prevenir y reducir la criminalidad en las escuelas.

### ¿Quién auspicia esta encuesta?

El Centro Nacional para Estadísticas de la Educación (NCES) y la Oficina de Estadísticas de Justicia (BJS) auspician el SCS. La Oficina del Censo de los EE. UU. recopila datos para el SCS.

### ¿Con qué frecuencia se realiza esta encuesta?

El SCS se realiza cada dos años al mismo tiempo que la NCVS. A su hijo se le pedirá que conteste el SCS del 2019.

### ¿Qué tipo de preguntas le harán a mi hijo?

Se le harán preguntas sobre su escuela, incluso aspectos tales como:

- sus percepciones sobre lo que hace su escuela para prevenir delitos escolares;
- sus percepciones sobre las reglas y la equidad en la escuela;
- la disponibilidad de drogas, alcohol y armas en la escuela;
- la presencia de pandillas en la escuela;
- si él o ella ha tenido interacciones negativas con otros estudiantes de la escuela; y
- su participación en actividades extracurriculares.

### ¿Sabrá alguien cuáles son las respuestas de mi hijo?

No, la ley federal protege las respuestas de su hijo y las mantiene confidenciales. Por ley, la Oficina del Censo, la NCES, y la BJS solo pueden usar la información de la encuesta para la investigación estadística. Las respuestas de su hijo no serán compartidas con sus maestros o la escuela. No se nos permite divulgar públicamente las respuestas de la encuesta de una manera que pueda identificar a su hijo o a su hogar.

### ¿Está mi hijo obligado a completar la encuesta?

No, esta encuesta es voluntaria. No se aplicará ninguna sanción por no participar en ella, pero esperamos que su hijo la complete.

### ¿Quién usa la información que se recopila con esta encuesta?

El Departamento de Educación y el Departamento de Justicia de los Estados Unidos la usan para ayudar a producir los *Indicadores de criminalidad y seguridad en las escuelas*. Entre las personas que usan esta información se encuentran legisladores responsables de formular políticas, investigadores académicos y profesionales a nivel federal, estatal y local.

Attachment 11:

SCS brochure for students in Spanish

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## Publicaciones

El NCES publica una amplia variedad de informes sobre los delitos escolares entre los que se encuentran *Delitos, violencia, disciplina y seguridad en las escuelas públicas en los Estados Unidos e Indicadores de criminalidad y seguridad en las escuelas*. Para conocer más acerca de estos informes o sobre el SCS, visita <https://nces.ed.gov/programs/crime>.

## Información útil

- [espanol.stopbullying.gov/](http://espanol.stopbullying.gov/)
- Red de Prevención del Suicidio (*Suicide Prevention Lifeline*) 1-888-628-9454)
- Línea Directa Nacional de ChildHelp USA para casos de maltrato infantil (*ChildHelp USA National Child Abuse Hotline*) 1-800-4-A-CHILD (1-800-422-4453)
- [www.victimsofcrime.org/help-for-crime-victims/](http://www.victimsofcrime.org/help-for-crime-victims/)

**El Centro Nacional para Estadísticas  
de la Educación  
Instituto de Ciencias de la Educación  
550 12th Street SW  
Washington, DC 20202**

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202-403-5551**

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[ies.ed.gov](http://ies.ed.gov)

# Cuéntanos tus experiencias en la escuela

Suplemento sobre Delitos  
Escolares de la Encuesta  
Nacional de Víctimas de  
Delitos para los estudiantes  
de 6.º a 12.º grado

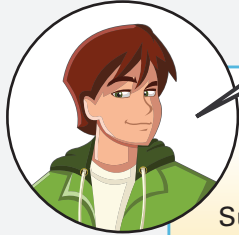


**El Suplemento sobre Delitos Escolares (School Crime Supplement, SCS) es una encuesta nacional en la que se les pregunta a estudiantes de 6.º a 12.º grado sobre sus experiencias en la escuela.**



***¿Estoy obligada a contestar la encuesta?***

No, la encuesta es voluntaria y no se aplicará ninguna sanción por no participar en ella, pero esperamos que la contestes.



***¿Por qué son importantes mis respuestas a esta encuesta?***

Sus respuestas ayudarán a los administradores escolares por todo el país y a otras personas interesadas en el tema de los delitos escolares a tomar decisiones importantes para hacer que las escuelas sean lugares seguros.



***¿Qué preguntas me harán en la encuesta?***

Le preguntaremos sobre peleas, armas, drogas y pandillas en su escuela y otras cosas que usted puede haber experimentado este año escolar.



***¿Por qué me están pidiendo a mí que complete esta encuesta?***

Tu hogar fue uno de los más de 100,000 hogares seleccionados para participar en la Encuesta Nacional de Víctimas de Delitos (National Crime Victimization Survey). Estamos pidiendo a todos los estudiantes de los grados entre 6 y 12 de esos hogares que contesten el SCS. Vamos a recopilar datos sobre los delitos en las escuelas y cómo afectan a los estudiantes.



***¿Sabrá alguien cuáles son mis respuestas?***

Tus respuestas no se compartirán con tus padres, con tu maestro o maestra ni con la escuela. Tu nombre no aparecerá en ningún informe.

***¡No lo olvides!***

*Entre enero y junio del 2019, se comunicarán contigo para que respondas a la encuesta.*

Attachment 12:

Cognitive Pretesting of the 2019 School Crime Supplement to the National Crime Victimization Survey:  
Final Report

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COGNITIVE PRETESTING OF THE  
2019 SCHOOL CRIME SUPPLEMENT TO THE  
NATIONAL CRIME VICTIMIZATION SURVEY

Mandi Martinez  
Jasmine Luck  
Mary C. Davis

Final Report

Center for Survey Measurement  
U.S. Census Bureau  
Washington, D.C. 20233

*Disclaimer:* This report is released to inform interested parties of research and to encourage discussion. The views expressed are those of the authors and not necessarily those of the U.S. Census Bureau.

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# 1 EXECUTIVE SUMMARY

This report presents findings from the cognitive testing of the 2019 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). Researchers conducted 36 cognitive interviews over four iterative rounds of testing between December 2017 and May 2018. Cognitive testing focused on the section of questions about students' experiences with bullying in schools, as well as questions about school sponsored activities, the availability of drugs and alcohol in schools, and the presence of gangs in schools. Respondents included 18 students who were victims of bullying within the last school year, and 18 students who did not experience bullying in the past school year (see Section 5.1.1 Respondent Selection for recruitment details). For the purposes of this study, students were classified as bullying victims or non-victims based on their discussion of their experiences during the interviews, rather than their answers to questions about the bullying criteria or self-identification.

In 2014, the Centers for Disease Control and Prevention (CDC) partnered with other government agencies, including NCES, and external stakeholders to form a steering committee that examined federal guidelines and existing research on bullying. After finding that assessment tools used to measure bullying used inconsistent definitions and measurement strategies, the committee created a uniform definition of bullying to be used in government surveys. According to the uniform definition, bullying includes two components not measured prior to the 2015 SCS: the bullying behaviors must be repeated or highly likely to be repeated, and there must be an observed or perceived power imbalance between the perpetrator(s) and the victim.

For the 2015 SCS, extensive work was completed to evaluate the information collected on bullying during past SCS administrations and modify the survey to better align with the CDC definition of what constitutes bullying. This included developing two versions of CDC definition-aligned items and cognitive testing of these items by researchers in CSM. The two versions were collected by using a split sample design incorporated in the 2015 SCS instrument. Based on the results of the 2015 split sample analysis, the decision was made to revert to a single version of bullying questions in the 2017 SCS that would include the historic bullying question series, as well as follow-up questions on power imbalance and repetition. Additional cognitive testing was conducted prior to the 2017 fielding of the supplement to improve the bullying questions, with a focus on the questions measuring repetition and power imbalance. The original bullying prevalence question was left untouched at this time to preserve the trend.

Previous research has shown that self-report measures of bullying perform better when respondents are provided with a definition of the concept and then asked about bullying behaviors without using the label "bullying" (see section 4.3). After fielding the 2017 SCS, the sponsors agreed to explore the possibility of removing the word "bullying" from the supplement. A primary focus of this pretesting was to assess the performance of the revised bullying questions after removing the word "bullying."

Overall, the findings from this study indicate that removing "bullying" from the questions performed well. The questions worked well to accurately categorize students as victims or non-victims, even when their self-identification did not match their bullying status. It is important to

note that, when probed, the two students who met the criteria for bullying but did not self-identify as victims said that they would not have said yes to the items in Q22 if we had referred to the behaviors as bullying. A third student did not meet the criteria for bullying, but considered herself bullied. She said she still would have reported the behaviors in Q22 if they were referred to as bullying. The fact that these students were correctly categorized despite the mismatch in self-identification further supports the decision to remove the word bullying from the supplement.

Students' thoughts about the removal of the word bullying from the supplement were overwhelmingly positive. Though some students were indifferent to the approach, no student provided a negative reaction. Some of the students who made positive remarks explained that it does not limit the respondent's mindset, and it does not lead students to rely on their subjective definitions of bullying. Others noted that the approach would make it easier for students to answer the questions when they might not want to admit that they were bullied, or when they do not realize they were bullied. These positive student reactions offer further support that removing the word "bullying" from the supplement will improve the performance of the questions.

We were able to update the terminology in questions about school sponsored activities, the availability of drugs and alcohol, and the presence of gangs in schools. Some minor revisions were made to improve the performance of the items.

## **2 INTRODUCTION**

At the request of the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), the Center for Survey Measurement (CSM) conducted cognitive testing of the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) between December 2017 and May 2018. The SCS was first collected in 1989. It was collected again in 1995 and 1999, and has been collected every two years since 1999.

The supplement is used to collect data on students' perspectives on school climate including a variety of topics such as the availability of drugs and alcohol, fighting, bullying and hate related behaviors, and students' perception of how safe they feel in their school. The cognitive testing discussed in this report focused on the section of questions about being bullied in school as well as questions about school sponsored activities, the availability of drugs and alcohol in schools, and the presence of gangs in schools.

Previous research has found that self-report measures of bullying perform better when respondents are provided with a definition of bullying and asked about bullying behaviors without using the label "bullying" (see section 4.3). A primary focus of this pretesting was to assess the performance of the revised bullying questions after removing the word "bullying." The questions measure various characteristics of bullying experiences, including – but not limited to – the prevalence of bullying behaviors against the student, the frequency of being bullied, the location of the bullying, and whether the incident(s) was reported to an adult (see Attachment C for full list of questions in the bullying section, as well as the finalized 2019 SCS split ballot questionnaire).

Researchers conducted four iterative rounds of cognitive testing between December 2017 and May 2018. The purpose of this cognitive research was to test new and revised questions for the 2019 SCS. The results of these cognitive interviews will help inform the final version of the SCS questionnaire, which will be administered in 2019. This report presents the findings from the 36 cognitive interviews conducted across the four rounds of testing.

### **3 BACKGROUND**

The National Crime Victimization Survey (NCVS) is a self-report survey collected bi-annually by the Census Bureau on behalf of the Bureau of Justice Statistics (BJS). Approximately 212,000 households in the United States, totaling 266,000 persons are sampled and asked about their experiences with victimization over the past six months. The survey is completed by persons age 12 or older, and provides data on the characteristics of crime, the offender, and the victim's experience with the criminal justice system after a crime occurs. Eligible participants are interviewed every six months, and generally remain in the sample for three years.

#### **3.1 History of the School Crime Supplement**

The School Crime Supplement (SCS) is administered every two years between January and June as a supplement to the NCVS to respondents ages 12 through 18 who are not exclusively homeschooled and who had attended school at some point during the school year. The first data collection for the SCS was in 1989, providing student level data on alcohol and drug availability, victimization, school rules and punishment, gun and weapon carrying, as well as other topics. Although the 1989 and 1995 instruments did not include items on bullying, they did include victimization items that could indirectly measure bullying experiences. It was not until 1999 that the first item was added to the questionnaire to specifically measure the prevalence of bullying in schools. In 2005, an entire section consisting of several items devoted to questions on bullying were added to the questionnaire for the first time. The questions in this section had a reference period of the "last 6 months" to examine if students have been recently bullied. However, in 2007, the reference period was changed to "this school year" to stay consistent with the rest of the items in the supplement.

With advancement in technology and its widespread use by youth, the SCS was modified to include new items that capture cyberbullying in acknowledgement that bullying can occur not only in a school environment, but through electronic communication like text and instant messaging. The cyberbullying items in each of the subsequent administrations in 2009, 2011, and 2013 were updated in order to stay current with all the potential ways one could mistreat another via electronic means. Questions continued to address behaviors around text messaging and email, and additionally captured bullying through social media (Facebook, Twitter, etc.), online gaming and the sharing of private information. Between the 2013 and 2015 administrations of the SCS, it was determined that cyberbullying is a means of bullying rather than a distinct type of bullying. As a result, the separate cyberbullying item was removed prior to the administration of the 2015 survey and a new sub-item was added to the follow-up item asking about the location of the bullying incident. The new sub-item in this question asks if the bullying occurred "online or by text?"

In 2014, the Centers for Disease Control and Prevention (CDC) created the uniform definition of bullying, shedding light on the components of repetition and power imbalance. Taking this definition into consideration, it was clear the SCS bullying items were out of alignment and need to be updated.

For the 2015 SCS, extensive work was completed to evaluate the information collected on bullying during past SCS administrations and modify the items to better align with the CDC definition of what constitutes bullying. Based on feedback from a technical review panel of experts, two versions of CDC definition-aligned items were developed and cognitive testing of these items was conducted by researchers in CSM. The two versions were collected by using a split sample design incorporated in the 2015 SCS instrument. Based on the results of the 2015 split sample analysis, the decision was made to revert to a single version of bullying questions in the 2017 SCS that would include the historic bullying question series (later referred to as “bullying prevalence”), as well as follow-up questions on power imbalance and repetition (see sections 4.2.1 and 4.2.2 for further discussion of these criteria).

In 2016, CSM conducted additional cognitive testing in order to fine-tune the power imbalance and repetition follow-up questions for the 2017 SCS. Though it was cognitively tested, the original bullying prevalence question was not modified during this phase of testing in an effort to preserve the trend. Before beginning the 2016 testing, the sponsors indicated that they intended to have CSM conduct more cognitive testing in 2017, at which point they would consider making larger changes to the supplement, including revising the bullying prevalence question, which led to the current phase of testing. The questionnaire that resulted from the pretesting discussed in this report will be fielded in 2019 as part of a split sample design to compare the revised supplement’s performance with the 2017 version of the SCS.

## **4 LITERATURE REVIEW**

### **4.1 What is bullying?**

Highly publicized violent incidents occurring in U.S. schools, such as the Columbine school shooting, has led to conversations around the potential impacts of bullying amongst adolescents (Espelage & Swearer, 2011). These tragic incidents have created a call to action amongst not only teachers and school counselors, but politicians as well. There are inconsistencies in literature about when bullying peaks. Dr. Dan Olweus (1990) argues that bullying is more likely to take place in primary schools than secondary schools. Alternatively, other research suggests that after elementary school, bullying peaks during middle school, and declines during high school (Gallo & Milsom, 2006). While both genders commit acts of bullying, females' behaviors are more psychological, whereas males commit acts that are more physical (Olweus, 2003; Kert et al., 2010).

At the federal level, the CDC uses a four-step public health model to address bullying. They identify two modes of bullying: direct and indirect (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014). The direct mode of bullying includes behaviors or acts that occur in the victim's presence, such as pushing or physically harming the victim. The indirect mode addresses indirect communication that may be said about the victim, such as spreading untruthful rumors. The CDC

determined that the type of bullying can fall under four broad categories: physical, verbal, relational, and damage to property. Physically harming someone or taking/damaging their belongings are both direct modes of bullying. Relational bullying, for example, is intentionally excluding someone from the group or making them feel unwelcome, and is an indirect channel of bullying. Lastly, verbal bullying can be both direct and indirect.

Although bullying is a newly researched field, there have been several definitions developed by researchers and practitioners. Olweus (1993, pp. 8-9) defines bullying as “aggressive behavior or intentional ‘harm doing,’ which is carried out repeatedly and over time in an interpersonal relationship characterized by an imbalance of power.” Though many researchers have used Olweus’ definition to conceptualize bullying, they do not always assess all three aspects of the definition: intentional aggression, repetition, and a power imbalance. At times, this leads to measures of general aggression rather than bullying (Finkelhor, Turner, & Hamby, 2012; Volk et al., 2017). Due to inconsistencies across these definitions used in the field, a uniform definition was developed for federal agencies.

## **4.2 CDC's 2014 Uniform Definition of Bullying**

The CDC partnered with the Department of Education, the Health Resources and Services Administration (HRSA), and other external stakeholders to form a steering committee that examined federal guidelines and existing research on bullying. The committee studied the inconsistencies in existing bullying definitions and created a uniform definition to make gathering scientific data and establishing trends over time easier. Specifically, the CDC defined bullying as

"any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm," (Gladden et al., 2014, p. 7).

The uniform definition on bullying is a technical definition, which means it should not be applied literally to questionnaires. Instead, researchers have to develop their own questions to measure the various components of bullying. The uniform definition should make it easier to distinguish between aggressive behaviors and bullying. It is important for new research to analyze if students’ understanding of bullying agrees with the uniform definition. Results from the CSM’s cognitive testing suggest that repetition and power imbalance are not necessary for a respondent to identify themselves as being bullied.

### **4.2.1 Repetition**

One key component of the new uniform bullying definition is repetition. The CDC defined repetition as "multiple incidents of aggression perpetrated by a single youth (ages 5 to 18) or group of youths over a specified time period or there is strong concern a single aggressive behavior by a youth or group of youths has a high likelihood of being followed by more incidents of aggression." This measure is designed to examine if an adolescent has experienced a form of aggressive behavior by a single student multiple times, if there have been multiple occurrences of aggressive behavior by different students which the victim feels are related, or if



the aggressive behavior is suspected to reoccur in the future. If a child reports experiencing one-time aggressive behavior by several people, all of which are isolated incidents, this is not considered bullying according to the uniform definition. Although independent incidents do not meet the uniform definition of bullying, the repetition of harmful acts is important, and youth that experience single occurrences of aggressive behavior should not be taken lightly or have their experience discounted as being less traumatic. In a study by Mishna, Scarcello, Pepler and Weiner (2005), they examined teachers' perceptions and understanding of bullying. An important highlight of this study is that teachers did not identify repetition as a key component for a student to have been bullied.

#### **4.2.2 Power Imbalance**

The second key component of the CDC's definition of bullying is the requirement of a power imbalance between the perpetrator and the victim, which would allow the perpetrator to exert control over their victim. This characteristic could be through their physical size, age, or through bullying someone with a disability. Farrington (2013) describes victims of bullying as being unpopular and rejected by their peers, individuals with low school attainment, low self-esteem, and poor social skills. Those who bully perceive youth who experience problems with socialization as being easier to dominate and control. Farrington suggests that youth who bully are characterized as individuals who are dominant, assertive, confident, and find pleasure in aggression, although, this may not always be the case. This power imbalance is more likely to take place in settings or situations where an adult is not closely monitoring the behavior of the perpetrator, allowing those who bully to take advantage of the lack of higher authority. Power imbalance is often found in other definitions on bullying. Dr. Dan Olweus (1993) defines bullying as when a person is "exposed repeatedly over time to negative actions by one or more individuals and is unable to defend him or herself, excluding cases where two children of similar physical and psychological strength are fighting."

### **4.3 Removing the word "bullying"**

While the establishment of the CDC's uniform definition of bullying increased consistency among researchers' definitions of bullying, adolescent conceptualizations of bullying still vary (Byrne et al., 2016). While some criteria of the official CDC definition are present in some students' definitions of bullying, multiple studies have found that students rarely include the components of repetition and power imbalance when asked to define bullying (Byrne et al., 2016; Vaillancourt et al., 2008; Naylor et al., 2006; Frisen et al., 2008). The discrepancy between student and researcher definitions has been found to cause lower levels of reporting when students are provided with a definition of bullying, as opposed to using their own definition (Byrne et al., 2016; Vaillancourt et al., 2008).

Adolescent conceptualizations of bullying also vary depending on age, gender, and extent to which they observe or experience bullying (Byrne et al., 2016). There is variation in the behaviors students mention when asked to define bullying (Vaillancourt et al., 2008). In Vaillancourt's 2008 study examining how students define bullying, they found that younger students mentioned physically and verbally aggressive behaviors more than relationally

aggressive ones. Themes of relational aggression were more common with older children, and girls mentioned relational aggression more frequently than boys.

Previous research has found that self-report measures that include the label of bullying along with the definition may influence student responding and result in measurement error (Kert et al., 2010; Cole et al., 2006; Solberg & Olweus, 2003). One potential source of error is that some students may not be comfortable admitting that they are victims of bullying (Bosworth, Espelage, & Simon, 1999). In an experimental study assessing measures that include a definition with and without the label of bullying, Kert and colleagues (2010) found that self-report measures of bullying that provide a definition without repeated reference to the word bullying are more likely to match teacher reports of bullying, and thus may produce more accurate rates of bullying.

## **5 STUDY METHODOLOGY**

### **5.1 Data Collection**

From December 2017 to May 2018, 36 face-to-face cognitive interviews were conducted in the Washington D.C. metropolitan area across four iterative rounds of cognitive testing. The cognitive interviewing team for these interviews consisted of four CSM staff members. Results from each round informed any changes made to questions tested in the subsequent round. The fourth and final round of testing was then conducted to assess whether or not all revised questions perform as expected.

#### **5.1.1 Respondent Selection**

During recruitment, we targeted respondents who represented a variety of demographic characteristics, comprising race, gender, age, and grade level. Recruitment efforts concentrated on finding individuals who had experienced bullying within the past school year. Recruitment methods consisted of advertisements through Craigslist.com, flyers posted in libraries, youth centers, local YMCAs, and housing complexes, in addition to a broadcast message sent to all U.S. Census Bureau employees who work at the Suitland headquarters building. Some respondents were referred by other participants, others were told about the study by individuals who saw the advertisements and knew the student would qualify, and some were recruited using personal contacts.

Though we needed to recruit students who had experiences they considered to be bullying, we did not want to place emphasis on the word bullying in the advertisements. The resulting ads listed multiple criteria to participate so that it did not appear that the only criteria of interest related to bullying. These criteria included walking to or from school and participating in school sports, among others.

Parents of interested students, as well as some older teenage students, called the number provided on the flyers to answer a set of screening questions. The screener collected information about the students' demographics, as well as information about whether or not the student or parent believed the student was bullied, and if so, when the most recent experience they

considered to be bullying occurred (see Appendix A for the screener questions). All interviews were conducted in person in the local metropolitan area (i.e., D.C., Maryland, and Virginia). Each respondent received \$25 cash, and parents who brought respondents to the interview received \$25 cash to compensate them for their travel time.

#### **5.1.1.1 Victims**

For the purpose of this study, we use the term “victims” to refer to students whose discussion of their experiences during the interview meet the criteria set in the CDC definition of bullying. To meet the criteria of a bullying victim, respondents must report they experienced at least one of nine bullying behaviors, indicate that the behavior(s) either happened repeatedly or that they thought the behavior(s) would happen again, and indicate that the perpetrator(s) had more power in at least one of the power dimensions we ask about. The specific behaviors and dimensions of power included in the survey are discussed in depth in Section 6.6.

A total of 18 respondents were identified as victims of bullying in the past school year based on their narrative surrounding hurtful incidents that emerged when answering the survey questions and probing questions about their experiences. Of the 18 respondents who met the criteria for bullying victimization, two did not consider their experiences to be bullying.

Throughout this report, when discussing a particular respondent, their status as a victim of bullying is indicated with “(V)” next to their respondent id (e.g., R2(V)).

Throughout all rounds, there was only one bullied respondent who was incorrectly categorized as non-bullied based on her survey responses, resulting in a false negative. The letters “FN” have been added to her ID to indicate this throughout the report: (R28(V, FN)).

#### **5.1.1.2 Non-victims**

A total of 18 respondents were identified as non-victims based on their responses to questions in the bullying section and their discussion of any hurtful incidents reported in the prevalence question (Q22). One of the 18 non-victims self-identified as a victim of bullying during the cognitive interviews. This case is discussed further in section 6.12.

Throughout this report, when discussing a particular respondent, their status as a non-victim is indicated with “(NV)” next to their respondent id (e.g., R1(NV)).

One non-bullied respondent was incorrectly categorized as a victim of bullying based on her survey responses, resulting in a false positive. The letters “FP” have been added to her ID to indicate this throughout the report: (R23(NV, FP)).

### **5.1.2 Respondent Characteristics**

Our goal was to recruit a diverse group of students based on school level, sex, race and ethnicity, and socioeconomic status.

The sample included 16 students in middle school and 20 students in high school. We interviewed 16 males and 20 females. For race, most of the respondents were either black or white, with a handful of respondents identifying as Asian, American Indian, or multi-racial. Seven of the respondents were Hispanic. Six of the seven identified as Hispanic and White, the seventh identified as Hispanic with no other race. The socioeconomic status of respondents skewed toward higher income, with only eight respondents' family income at less than \$50,000. See Table 1 for a more detailed breakdown.

**Table 1. Respondent Characteristics by Round**

2019 SCS Respondent Characteristics by Round (English testing)						
		Round 1	Round 2	Round 3	Round 4	Total
Ethnicity	Hispanic	1	2	2	2	7
	Non-Hispanic	9	8	7	5	29
Race	White (non-Hispanic)	5	3	2	2	12
	White (Hispanic)	1	2	2	1	6
	Black or African American	3	3	4	1	11
	Asian	1	1	1	0	3
	American Indian or Alaska Native	0	1	0	0	1
	Missing	0	0	0	1	1
	Two or More Races	0	0	0	2	2
Sex	Male	5	5	4	2	16
	Female	5	5	5	5	20
Family Income	Less than \$15,000	1	2	0	0	3
	\$15,000 to \$24,999	0	0	0	0	0
	\$25,000 to \$49,999	2	1	1	1	5
	\$50,000 to \$100,000	2	3	3	3	11
	More than \$100,000	5	3	5	3	16
	Refused	0	1	0	0	1
Age	12	2	2	2	1	7
	13	2	3	0	1	6
	14	2	0	2	1	5
	15	4	1	2	0	7
	16	0	2	2	1	5
	17	0	2	0	1	3
	18	0	0	1	2	3
Grade	6th grade	1	1	0	1	3
	7th grade	2	3	2	0	7
	8th grade	2	1	1	2	6
	9th grade	1	0	1	0	2
	10th grade	4	2	3	1	10
	11th grade	0	1	1	1	3
	12th grade	0	2	1	2	5
School Type	Middle School	5	5	3	3	16
	High School	5	5	6	4	20
Bullying Screening Outcomes	Bullied, true positive	5	5	3	4	17
	Bullied, false negative	0	0	1	0	1
	Not Bullied, true negative	5	5	4	3	17
	Not Bullied, false positive	0	0	1	0	1

### **5.1.3 The Cognitive Interview Protocol**

The protocols used in this study focused on respondents' reactions to the revised questions about bullying (see Attachment A for protocols). At the start of the interview, respondents were told that the purpose of the study was to see if the changes made to questions made sense and were easy to answer. Respondents were also told that information they provided would be confidential and their anonymity would be protected. Interviewers then asked respondents to respond to the interview as if an interviewer had come to their home. In addition to the revised questions that were the focus of the testing, a subset of SCS questions were included in the protocol to provide context and create a cognitive interview experience that closely resembles responding to the actual survey. The entire SCS questionnaire was not used due to interview time constraints.

After administering the survey questions, interviewers asked respondents probing questions designed to address specific concerns for particular questions. The specific type of cognitive interview consisted of retrospective probing (Willis, 2015). Retrospective probes were asked after the full bullying series of questions were administered because asking a probing question immediately after each survey question (concurrent probing) would disrupt the flow and could lead to bias in later questions since probing questions are asked to have a respondent elaborate on things not included in the question text.

Interviewers made notes of any response difficulty experienced by respondents, including question incomprehension and the inability to decide on a response. Interviewers also noted questions that were difficult to administer, which can stem from multiple factors, including question length and unnatural phrasing.

At the end of each interview, interviewers asked respondents a set of debriefing questions about the respondent's overall impressions of the interview and whether they found it easy or difficult. Respondents were given a chance to make any other final comments about the survey, not limited to a specific topic.

### **5.1.4 Interviewer Staffing and Training**

All interviews were conducted by a team of four experienced interviewers from the U.S. Census Bureau's CSM. Interviewers were trained on the SCS protocol prior to the first round of interviews. The team went through the protocol question by question to discuss the purpose of the questions and probes. All interviewers conducted a practice interview to ensure interviewer preparedness before conducting their first interview with a respondent. After changes were made to the protocol between each round, the project lead met with interviewers to discuss all revisions and confirm that the interviewers were prepared to administer the new version of the protocol.

### **5.1.5 Interview Consent**

Parents of all respondents under the age of 18 were required to sign a consent form to allow their child to be interviewed. Three respondents were 18 at the time of the interview and were able to sign their own consent forms. The consent form provides the rights of the student as a participant in the study and provides authorization for interviewers to audiotape the interview. The form explains that the purpose of the audiotape is to have a complete record of all comments, that it

will be used to improve the questionnaire, and that only the staff directly involved in the project will have access to the tape.

Before starting the interview, students under the age of 18 were told that their parents had signed a consent form giving them permission to participate. We explained their rights as a participant using language geared towards 12-17 year-olds. Interviewers made sure the students understood their rights and asked if they were comfortable with the interview being recorded before turning on the tape recorder and beginning the interview. All respondents who participated in the cognitive interviews consented to be audiotaped.

## 6 COGNITIVE INTERVIEW FINDINGS

### 6.1 Bullying Prevalence

Question 22 measures the types of bullying behaviors experienced by the respondent. In the 2017 SCS, the item briefly defined bullying as things “students do at school that make you feel bad or are hurtful to you.” When revising the item to remove the word bullying, we replaced the word bullying with that phrasing.

Findings from the 2017 testing indicated that many students were not thinking of cyberbullying behaviors when answering Q22, even though behaviors done via technology were within the scope of the question. Before beginning the 2019 SCS cognitive testing, we addressed this by adding the sentence, “These could occur in person or using technologies, such as a phone, the Internet, or social media.” We also added text in the item about excluding the respondent from activities that made it clear that it applies to both in person activities and interactions using technology. Additionally, a new item, “Purposely shared your private information, photos, or videos in a hurtful way?” was added to Q22 before testing began. Both the 2017 question wording and 2019 question wording that was tested are provided below.

#### Q22: Original wording from the 2017 SCS

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

**That is, has another student...**

*(Read each category a-g.)*

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

**Q22 (new wording): Round 1 – Round 3**

**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.)*

- 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?**

<b>Yes</b>	<b>No</b>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/> If all categories a-h are marked "No" <b>SKIP</b> to <b>G_HATE</b>

**Round 1 – Round 3 Findings:**

This version was tested in Rounds 1 through 3, yielding in 29 interviews. Twenty of the 29 respondents reported experiencing one more of the bullying behaviors asked about in Q22. All 29 respondents demonstrated that they understood what the question and items were asking. For the twenty who said yes to any in Q22, 19 recounted experiences that aligned with the types of bullying behaviors being asked about.

The last respondent (R23 (NV, FP)) resulted in a false positive. She said yes to item f – “tried to make you do things you did not want to do, for example, give them money or other things?” When asked to describe what happened, she said that a friend of hers constantly asks her for money to buy stuff. The interviewer asked whether the behavior was hurtful to her, and she said that it wasn’t hurtful, just annoying. This may have been caused by the placement of the repeated

partial stem. When the stem is re-read before item f, it forms a complete question, and may have the appearance of asking about a behavior that may not always be hurtful. When combined with the stem, the item reads, “Has any student from your school tried to make you do things you did not want to do, for example, give them money or other things?” The fact that this student had not experienced any of the other behaviors may have further distanced the context of the stem from item f.

The nine who said no to all items in Q22 were asked the follow up probes, “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?” Six respondents said no. One of those five elaborated that they just play around sometimes and make fun of each other, but it doesn’t hurt his feelings because he knows “they’re just jonsing,” (making fun of each other in a playful way). The remaining three respondents said yes, and all were able to give examples of why they did not count them here. One respondent said that her friend tried to get the respondent to get her tea at Starbucks. Even though another student tried to make her do something she didn’t want to do, she understood that it did not apply to what the question was asking about. One said, “It made me feel bad, but they didn’t know it made me feel bad, it was unintentional.” And the other said that the question emphasized a “hurtful way.” He mentioned “playground insults” and joking threats or tripping done by friends in a way that is not actually meant to be a threat. He also brought up the idea of intent, saying, “I don’t count those as intentional[ly hurtful] things.”

Five of the non-bullied students reported experiencing behaviors in Q22 (R15(NV) said yes to b, R20(NV) said yes to a, d, and e, R21(NV) said yes to a, R24(NV) said yes to g, and R26(NV) said yes to a, b, c, and e)). All of these students were appropriately screened out when they did not meet all of the criteria asked about in later questions.

**Recommendation for change:**

After Round 3, we recommended moving the repeated partial stem to before item e. This prevents the stem from creating the appearance of a standalone question about a behavior that might not always be harmful.



**Q22 Revision 1: Round 4 and Final Recommendation**

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

**Round 4 Findings:**

There were seven interviews in the final round of testing. All seven respondents reported experiencing one or more of the bullying behaviors. All seven students demonstrated that they understood what the question and items were asking, and all seven recounted experiences that aligned with the types of hurtful behaviors being asked about.

In the previous round, we had one false positive (R23(NV, FP) due to the respondent saying yes to item f. As a result, we moved the partial stem up above item e in an attempt to situate item f between more serious behaviors that are more clearly harmful. In Round 4, one respondent made comments that indicate that the new order does highlight the fact that item f is asking about hurtful behaviors.

**R35(NV):** “For 'tried to make you do something you didn't want to do,' I feel like that's kind of vague. When you said 'for example, give them money or other things,' like at first, I was thinking it was implying a sexual assault kind of thing because some of these [other items] seem kind of extreme. But then you said someone makes you give them money, and that's not that big of a deal, so I was confused about what you were getting at.”

Although she was suggesting that it felt too extreme, the new order did cue her to think of hurtful behaviors, while the phrase “for example, give them money or other things,” indicated the types of hurtful things we were asking about.

Three of the non-bullied students who reported experiencing behaviors in Q22 (R30(NV) initially said yes to item a and item b, but then clarified that a was actually just typically playful exchanges (R34(NV) said yes to item a and item e; R35(NV) said yes to item a and item b). All three students were appropriately screened out when they did not meet all of the subsequent criteria.

### **Final Recommendation:**

Question 22 continued to perform well after the minor change after Round 3. We recommended proceeding with the question wording used in Round 4.

## **6.2 New Intro Text SCS\_Intro 4**

### **SCS\_INTRO 4: Round 1 – Round 4 and Final Recommendation (no changes made)**

#### **SCS\_INTRO 4**

**[If R said yes to 1 in Q22a-h]:** 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-h]:** 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.

In previous versions of the SCS, once a respondent reports one or more behaviors in Q22, all follow up questions refer to those behaviors as bullying. With the removal of the word bullying, a new approach was necessary to refer back to the behaviors reported in Q22. In Q22, the word bullying was replaced with the phrase, things that “make you feel bad or are hurtful to you.” Replacing all (or even some) instances of the word bullying with this phrase made the series of questions very repetitive.

As a result, new introduction text was created to explain to the respondent that the follow-up questions would be asking about the behavior(s) they just reported. This allowed for the use of the short phrases “that thing” and “those things” in follow-up questions, depending on how many behaviors were reported. The phrasing for the new intro was modeled after phrasing used in a similar situation in the NCVS Supplemental Victimization Survey (SVS).

Throughout the protocol, students were asked probes about which incidents they were thinking about when answering certain questions. This allowed us to confirm that students were able to retain the reference to the initial behaviors reported as they answered the series of questions about bullying. No changes were made to the introduction text throughout testing, and we recommended proceeding with the current wording in the final instrument.

### 6.3 Perpetrators of Bullying

#### 6.3.1 Multiple Perpetrators (Q23)

<b>Q23: Round 1 - Round 4 and Final Recommendation (no changes made)</b>	
<p>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?</p>	<p>1 <input type="checkbox"/> Yes                  2 <input type="checkbox"/> No - <b>SKIP to: Q26a</b></p>

#### **Round 1 through Round 4 Findings:**

This question is asked of respondents who report experiencing one or more behaviors in Q22. Of the 27 respondents who heard this question, 16 of them said more than one student did the things reported in Q22.

We probed on how respondents came to their answer, and respondents who said yes to the question mentioned the multiple people they were thinking of. During probing, one respondent who initially said that one student had done those things remembered a second student that bullied her. The students' narratives and responses to probing indicate that they clearly understood what the question was asking.

This question performed well throughout all four rounds of testing. The final recommendation was to proceed with the question wording used in Round 4.

#### 6.3.2 Alone, Together as a team, or both (Q24)

<b>Q24: Round 1 - Round 4 and Final Recommendation (no changes made)</b>	
<p>24. Did these students act alone, together as a team, or both?</p>	<p>1 <input type="checkbox"/> Alone                  2 <input type="checkbox"/> Together                  3 <input type="checkbox"/> Both                  4 <input type="checkbox"/> Don't know</p>

### **Round 1 through Round 4 Findings:**

This question is asked of respondents who report that more than one student did the hurtful behaviors reported in Q22. Sixteen respondents heard this question. Of those, five answered “alone,” two answered, “together as a team,” eight answered “both,” and one said that she did not know. R35(NV) said she was not sure what to answer for this because students were talking in a group, but it was really only one person saying the rumors. She also said that because she just heard about it from a friend, this added to her uncertainty.

Respondents’ narratives about their experiences confirmed that their answers aligned with the description of how many students were involved in the negative behaviors.

We probed on the phrase “together as a team” and all respondents who were asked this probe understood it to mean multiple people working together or knowing about each of the others exhibiting hurtful behaviors. As one student (R22(V)) said, "They all are like together in agreement going after one certain thing that they are trying to do. They were all going after trying to tear me down."

The five who answered that the students acted alone were asked a follow-up probe, “Even though 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?” Four said that they did think what each student did was related in some way – one thought it was because of who he was dating at the time, and two thought the students just did not like him as a person or his personality. The other respondent (R15(NV)) seemed to misinterpret the probe and said she thought they were related because they had a choice not to do those things but they chose to do them. This respondent was not bullied according to the CDC definition, but considered her experiences to be bullying.

The fifth student who answered “alone” was R32(V), a student who misinterpreted several questions throughout the survey, and provided a narrative that did not match her answer. Since she misinterpreted questions and probes throughout the survey, it does not appear to be the result of the question wording.

This question performed well throughout all four rounds of testing. The final recommendation was to proceed with the question wording used in Round 4.

## **6.4 Repetition of Bullying**

Questions measuring frequency of bullying are used to establish repetition, a key component of the uniform definition. Establishing repetition became more complex with the removal of the word “bullying” from the survey. The concept of bullying implies a course of conduct (though not everyone interprets it that way). Removing the word from the survey increased the chances of students reporting a series of one-off incidents that were hurtful or made them feel bad. In an attempt to address this, we added a new question (Q25) intended to determine whether at least one student repeated hurtful behaviors.

### **6.4.1 Distinguishing from a series of one-off incidents (Q25)**

**Q25: Round 1 - Round 4 and Final Recommendation (no changes made)**

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

**Round 1 – Round 4 Findings:**

Thirteen of the 16 respondents who were asked this question answered “yes.” Two of the three who said no were correctly screened out as non-victims. The third, R28(V, FN) is discussed below.

There were some concerns that this question would be confusing. Interviewers asked 13 respondents to tell us, in their own words, what this question was asking. All but two were easily able to correctly explain what the question was asking. For example:

**R9(V):** "It's asking if other people have done it multiple times. If more than one person has done it, and if that same person has done it multiple times to you."

**R31(V):** "Have they repetitively bullied you or whatever."

**R35(NV):** "Like for example, if someone made fun of me or called me names, if they did it more than once. I think it's self-explanatory."

One respondent who misinterpreted the question was incorrectly screened out as a non-victim (R28(V, FN)), resulting in the only false negative during testing. When she was asked to tell the interviewer what the question was asking in her own words, she said, “Do they continue to mess with you every day at school.” When asked why she answered Q25 the way she did, she said:

**R28(V, FN):** "Because sometimes they don't see me or something, or I don't look in the mood to be messed with, so they don't mess with me."

**Interviewer:** “Do you think of it as a repetitive thing?”

**R28(V, FN):** "Yeah."

**Interviewer:** "Did any of those students do those things like two or three times?"

**R28(V, FN):** "Yeah."

It is unclear why this respondent interpreted the question incorrectly. This respondent was 15 years old. Students as young as 12 have given correct interpretations, so it does not appear to be an issue of age.

The second respondent who incorrectly interpreted the question, R32(V), rephrased it as, "How many times has that person done something to you." However, when asked why she answered yes to the question, she said that the main person did multiple things to her, which suggests that she answered the question properly.

Despite two students' inaccurate rephrasing, this question performed well throughout all four rounds of testing. Students of all ages were easily able to explain what the question was asking. We recommended proceeding with the question wording used in Round 4.

#### 6.4.2 Frequency of Bullying (Q26a & Q26b)

<b>Q26a: Round 1 - Round 4 and Final Recommendation (no changes made)</b>	
<p><b>26a.</b> During this school year, how many days did you experience (that thing/any of those things)? (READ ANSWER CATEGORIES)</p>	<p>1 <input type="checkbox"/> One day – Go to <b>Q26b</b>            2 <input type="checkbox"/> Two to five days – Skip to <b>Q27</b>            3 <input type="checkbox"/> Six to ten days– Skip to <b>Q27</b>            4 <input type="checkbox"/> More than ten days– Skip to <b>Q27</b></p>

#### **Round 1 to Round 4 Findings:**

Of the 27 respondents asked this question, four answered “one day,” 12 answered “2 to 5 days,” three answered “6 to 10 days,” seven answered “more than 10 days,” and one said she was not sure. A follow-up probe asked if it was easy or difficult for them to find a response category that fit for them. Fourteen respondents who were asked said that it was easy.

Four respondents said that it was difficult to answer, but three of those were referring to difficulty remembering how many times the incidents occurred. The fourth (R32(V)) said, "Hard. I don't like talking about it that much."

**R9(V):** “It wasn’t difficult, but it wasn’t entirely super easy because I had to think back to those times.” This suggests the difficulty was in remembering her experiences, rather than not having adequate options.

**R11(V):** "It was kind of difficult, yeah a little bit. Like um because it didn't happen every day I didn't have a definite answer. I didn't have a specific number of times." This suggests the difficulty was in remembering his experiences, rather than not having adequate options.

**R28(V, FN):** "Kind of difficult, just trying to think back to when it happened.”

This question performed well throughout all four rounds of testing. Any reported difficulty was the result of the experience, not the question wording or answer choices. Therefore, we recommended proceeding with the question wording without making revisions.

**Q26b: Round 1 - Round 4 and Final Recommendation (no changes made)**

<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? (READ ANSWER CATEGORIES 1-4)</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>
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**Round 1 to Round 4 Findings:**

Since this question is asked only of students who answer “one day” in response to Q26a, this question was only asked of 4 students across all for rounds of testing. Two students answered “one time,” and two students answered “2 or more times.”

Although only four respondents were asked this question throughout all rounds, none of them reported any actual confusion, or provided an answer that did not match their narrative. We recommended proceeding with the question wording without making revisions.

**6.4.3 Potential Future Repetition of Bullying (Q27)**

**Q27: Round 1 - Round 4 and Final Recommendation (no changes made)**

<p>27. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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**Round 1 to Round 4 Findings:**

Twelve respondents answered “yes” to this question, fourteen answered no, and one said that she did not know. During probing, some respondents who answered yes were asked why they answered the way they did. Their responses indicated that they understood what the question was asking. There were no issues with this question through all four rounds of testing. We recommended proceeding with the question wording without making revisions.

**6.5 New Intro Text SCS\_Intro 5a and 5b**

In the 2017 version of the SCS, the text preceding the power imbalance questions read, “**Now I have some additional questions about the time [another student/ other students] {behavior1}, {behavior2}, and {behaviorx...}. Thinking about the [person/ people] who did [this/these things] to you this school year...**” As discussed in section 6.4.1, Q25 was added to screen out students who experienced a series of one-off events. Because it is possible that a student experienced repeated bullying *and* one-off incidents, text was needed to instruct students

to focus only on the students who have done hurtful things more than once. To address this, the text from 2017 was replaced by two versions of introduction text.

SCS\_INTRO 5a is read for respondents who reported that more than one student did hurtful things, and that at least one of those students did the behavior(s) more than once. It is intended to increase the likelihood that respondents are only thinking about students who bullied them, not about those involved in one-off incidents, when answering subsequent questions.

SCS\_INTRO 5b is read for respondents who either reported a single offender, or reported more than one offender, but said that none of them did hurtful things more than once. The introduction text is intended to remind them that they should be thinking about the perpetrators of the incidents they reported in Q22 as they answer the subsequent questions.

<b><u>SCS_INTRO 5a and 5b: Round 1 - Round 2</u></b>
<b>SCS_INTRO 5a</b> You reported that at least one student did things to you more than once this school year. For the next questions, <b>ONLY</b> think about those students who did something more than once during this school year.
<b>SCS_INTRO 5b</b> Still thinking about [that thing/those things] [another student/other students] did to you during this school year...

**Round 1 – Round 2 Findings:**

Eight respondents heard SCS\_INTRO 5a before Q28. When probed, seven of those respondents reported that they were only thinking about the students who did things more than once. Upon further probing, the interviewer learned that the eighth respondent was thinking of repeat offenders as well as a one-off offender because all of them targeted him because of who he was dating at the time.

Since only one student thought of one-off offenders, we decided not to make any major changes after Round 2, and to continue probing to assess the performance of the introduction. A minor change was made after Round 2 to add the fill “[that thing/those things]” to SCS\_INTRO 5a to improve the wording depending on how many behaviors the respondent reported in Q22.



**SCS\_INTRO 5a and 5b Revision 1: Round 3 - Round 4 and Final Recommendation**

**SCS\_INTRO 5a** You reported that at least one student did [that thing/those 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...

**Round 3 – Round 4 Findings:**

Five respondents heard SCS\_INTRO 5a before Q28 in Rounds 3 and 4. We asked a series of probes to determine which students the respondent was thinking about for the questions that follow the introduction. Only four of the five were asked the probes, as the fifth was uncomfortable discussing her experiences. All four respondents were only thinking about the students who did things more than once.

SCS\_INTRO 5a/5b has performed well since it was added to the supplement. The minor change to add the fill did not appear to cause any issues. We recommended proceeding with the introduction wording used in Rounds 3 and 4.

**6.6 Power Imbalance (Q28)**

**Q28: Round 1**

Q28	Yes	No
a. [Was that student/ Were any of those students] physically bigger or stronger than you?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. [Was that student/ Were any of those students] more popular than you?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. [Did that student/ Did any of those students] have more money than you?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. [Did that student/ Did any of those students] have the ability to influence what other students think of you?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. [Did that student/ Did any of those students] have more power than you in another way?	1 <input type="checkbox"/>	2 <input type="checkbox"/>

**Round 1 Findings:**

All five students who reported experiencing hurtful behaviors said yes to at least two items in Q28. Through probing, it was clear that all understood what the items were asking. Two respondents said yes to Q28e – more power in another way. A follow-up probe asked what other way they were thinking of. One said the students were more outgoing than her; another said that the student knew many of the administrators at school. Another respondent said “don’t know” to Q28e, and when probed, said she was mainly thinking of a mix of the other items in Q28. This respondent said yes to all items in Q28a-Q28d.

After Round 1, we recommended adding a follow up question if respondents say yes to item e to collect data on other types of power imbalances the respondents perceive.

**Q28 Revision 1: Round 2 - Round 4 and Final Recommendation**

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

**Round 2 – Round 4 Findings:**

Twenty of the 22 students who reported experiencing hurtful behaviors said yes to at least one item in Q28. Through probing, it was clear that all students who heard these items understood what the items were asking.

If respondents said yes to item e, a follow-up question asked what other way the students had more power than them. The other types of power listed were: control, “more pull” with teachers and other students, more friends or know more people, being older, or in a higher grade. The follow-up item provided additional ways there may be a power imbalance. Therefore, it is useful to include it in the final instrument. This question performed well throughout all four rounds of testing. We recommended proceeding with the question wording used in Rounds 2 – 4.

## 6.7 Relationship to Perpetrator (Q29<sup>1</sup>)

The official CDC definition of bullying specifically excludes hurtful behaviors done by a sibling or current dating partner. With the removal of the word “bullying,” there was an increased chance that students would include incidents with siblings and dating partners when reporting experiences that were hurtful or made them feel bad. There was discussion of adding phrasing to Q22 instructing respondents not to include such incidents, but increasing the length and complexity of the stem could increase the cognitive burden on respondents.

In Round 1, all 10 respondents were asked if they would include behaviors in Q22 if they were done by a sibling attending their school. Many of the respondents did not have siblings at their school, and were asked a hypothetical question. Three respondents said yes, they would include it if their real or hypothetical sibling did those things (one was bullied, two were not). Five students said no, they would not include them (three were bullied, two were not). One respondent said that was too hard to imagine since he does not have any siblings, and one was not asked this probe.

A similar probe was asked about including behaviors done by a boyfriend or girlfriend. Nine respondents said yes, they think they would include it. One respondent (R10(NV)) said, “No. I wouldn’t feel it relates. These questions are about friends and other people at school, not people you’re in a relationship with.” All respondents were answering hypothetically, as none of them experienced behaviors from a boyfriend or girlfriend.

The hypothetical questions were not useful in determining whether asking Q22 without the word bullying would lead students to report incidents with siblings and current dating partners. To assess whether students include such incidents, we added a series of questions about their relationship to the perpetrators. The series was initially asked during probing in Round 2, and was added as a question starting in round 3. The wording for the question was modeled after a similar relationship to perpetrator question asked in the NCVS SVS. In the final instrument, this series will only be asked of respondents who report having a single offender. If the offender was a sibling or current dating partner, they can be categorized as non-victims. Though this question will only be asked of respondents with single offenders in the final instrument, all respondents who reported experiencing hurtful behaviors were asked the series during testing. This allowed us to collect more data on how the questions perform, since few students reported single offenders during testing.

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<sup>1</sup> The numbering of some questions changed throughout cognitive interviewing as a result of adding new questions to the instrument. The question numbers used in this report come from the final version of the questionnaire.

**Q29: Asked during probing in Round 2, added as question in Round 3 and Round 4**

<p><b>Q29</b></p> <p><b>What was your relationship to [the student/those students] when they did [that thing/those things] to you? Were they...</b></p> <p>a. Your brother or sister? b. Your friend or ex-friend? c. Your boyfriend or girlfriend at the time? d. Your ex-boyfriend or ex-girlfriend at the time? e. Another student from school?</p>	<p>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</p>
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**Round 2 – Round 4 Findings:**

Overall, students were able to easily answer these questions. In Round 3, it worked well to screen out a respondent who only experienced behaviors done by his current dating partner.

One other student said yes to item c in the relationship question. She was not asked follow-up probes on this. However, she said yes to six of the eight items in Q22, reported that over 5 people did the behaviors, and said they occurred on more than 10 days. She also mentioned thinking of multiple people when probed on who she was thinking of when she said yes to three of the power imbalance questions. This suggests that thinking of a current dating partner during the questions did not result in a false positive.

Interviewers noted that it was awkward to read item e after respondents said yes to item b when the respondent reported that only one student did the hurtful behavior. Since the question is only intended to identify students whose single offender was a sibling or current dating partner, the decision was made to remove item b from the series, as “another student from school?” applies to friends or ex-friends as well. During probing, respondents made comments indicating that they understand that item e is designed to be a catch-all for when the preceding items do not fit.

**Q29 Revision 1: Final Recommendation**

<p><b>Q29</b></p> <p><b>What was your relationship to [the student/those students] when they did [that thing/those things] to you? Were they...</b></p> <p>a. Your brother or sister? <del>b. Your friend or ex-friend?</del> b. Your boyfriend or girlfriend at the time? c. Your ex-boyfriend or ex-girlfriend at the time? d. Another student from school?</p>	<p>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No <del>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</del> 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</p>
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## 6.8 Location of Bullying (Q30)

<b>Q30: Round 1</b>	
<p><b>VERSION 1 (Fill for single incidents)</b>  <b>30. Still thinking about the time that [another student/other students] did something to you, where did it occur? Did it occur ...</b></p> <p><b>VERSION 2 (Fill for multiple incidents)</b>  <b>30. Still thinking about all of the times that [another student/other students] did those things to you, where did they occur? Did they occur ...</b></p> <p style="text-align: center;"><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p><b>Where is the other place they occurred?</b></p>	<p>1 <input type="checkbox"/> In a classroom at school?            2 <input type="checkbox"/> In a hallway or stairwell at school?            3 <input type="checkbox"/> In a bathroom or locker room at school?            4 <input type="checkbox"/> In a cafeteria or lunch room at school?            5 <input type="checkbox"/> Somewhere else inside the school building? – Ask  <b>G_BULLY_WHERE_SPECIFY</b>            _____</p> <p>6 <input type="checkbox"/> Outside on school grounds?            7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?            8 <input type="checkbox"/> Online or by text?</p>

### **Round 1 Findings:**

Four of the five respondents who were asked this question had no trouble answering it, and said that the list included all of the places where other students have done hurtful things to them. One student said yes to “Somewhere else inside the school building?” When asked the follow-up to specify, she said “social media.” Although the initial item mentioned “inside the school building,” the specify question does not.

This student also experienced bullying in the gym, which she mentioned during probing. This was missed since the follow-up question was only asked once. This also brought to our attention that none of the existing categories captures bullying that occurs in the gym, since gyms tend to be distinct from classrooms and locker rooms.

After Round 1, we recommended adding a new category for gyms, “In a gymnasium or weight room at school?” between the items for “in a bathroom or locker room...” and “in a cafeteria...”

**Q30 Revision 1: Round 2 - Round 4 and Final Recommendation**

**VERSION 1 (Fill for single incidents)**

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

**VERSION 2 (Fill for multiple incidents)**

30. 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*

**Where is the other place they occurred?**

- 1  In a classroom at school?
  - 2  In a hallway or stairwell at school?
  - 3  In a bathroom or locker room at school?
  - 4  In a gymnasium or weight room at school?
  - 5  In a cafeteria or lunch room at school?
  - 6  Somewhere else inside the school building? –Ask  
**G\_BULLY\_WHERE\_SPECIFY**
  - 7  Outside on school grounds?
  - 8  On the way to or from school such as on a school bus or at a bus stop?
  - 9  Online or by text?
- ALL SKIP TO Q31 ON PAGE 15**

**Round 2 Findings:**

The seven respondents who were asked this question in Round 2 had no trouble answering it, and said that the list included all of the places where other students have done hurtful things to them. After Round 1, we created a new category for “gymnasium or weight room.” In Round 2, three respondents said yes to this item. All three also said yes to the item about bathrooms or locker rooms. The fact that three of the seven students said they experienced those behaviors in the gym as well as the bathroom or locker room suggests that it should remain a separate category in the supplement. In their narratives, all three students mentioned bullying happening in relation to PE/gym class, and playing sports.

One student said yes to “Somewhere else inside the school building?” When asked the follow-up to specify, she said “outside.” Although the initial item mentioned “inside the school building,” the specify question does not. With the order of the items, the “somewhere else” item has the appearance of a catch-all option, and respondents do not know that more items are coming that include locations outside of the school building. After Round 2, the item “Somewhere else inside the school building?” was moved to be asked as the last item in the list.

**Q30 Revision 2: Round 3 - Round 4 and Final Recommendation**

**VERSION 1 (Fill for single incidents)**

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

**VERSION 2 (Fill for multiple incidents)**

30. 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*

**G\_BULLY\_WHERE\_SPECIFY**

Where is the other place they occurred?

- 1  In a classroom at school?
  - 2  In a hallway or stairwell at school?
  - 3  In a bathroom or locker room at school?
  - 4  In a gymnasium or weight room at school?
  - 5  In a cafeteria or lunch room at school?
  - ~~6  Somewhere else inside the school building? –Ask G\_BULLY\_WHERE\_SPECIFY~~
  - 6  Outside on school grounds?
  - 7  On the way to or from school such as on a school bus or at a bus stop?
  - 8  Online or by text?
  - 9  Somewhere else inside the school building? –Ask G\_BULLY\_WHERE\_SPECIFY
- ALL SKIP TO Q31 ON PAGE 15**

**Round 3 – Round 4 Findings:**

The 15 respondents who were asked this question had no trouble answering it, and said that the list included all of the places where other students have done hurtful things to them. After Round 1, we created a new category for “gymnasium or weight room.” We continued to monitor items 3 and 4 to see if they caused double reporting. There did not appear to be any double reporting in either round. In both rounds, one student said yes to item 3 but not item 4, and another student said yes to item 4 but not item 3. Moving the item “somewhere else inside the school building?” did not appear to cause any issues.

This question performed well throughout all four rounds of testing. We recommended proceeding with the revised question wording that was used in Round 3 – Round 4.

**6.9 Reporting to Adults (Q31)**

**Q31: Round 1 - Round 4 and Final Recommendation (no changes made)**

31. Did you tell a teacher or some other adult at school about [this student/these students] doing [that thing/those things] to you?

- 1  Yes
- 2  No

**Round 1 – Round 4 Findings:**

Only some of the respondents in Rounds 1 and 2 heard this question. All of the respondents in Rounds 3 and 4 heard this question. Across all 28 of these respondents, only 7 respondents said “yes.” None of the respondents had any issues with answering this question, so there were no changes made during testing. We recommended proceeding with the question wording as-is.

## 6.10 Effects of Bullying (Q32)

<b>Q32: Round 1 - Round 4 and Final Recommendation (no changes made)</b>					
<b>32.</b>	<b>This school year, how much [has that thing/have those things] had a NEGATIVE effect on:</b> (READ ANSWER CATEGORIES)				
		<b>Not at all</b>	<b>Not very much</b>	<b>Somewhat</b>	<b>A lot</b>
	<b>a. YOUR school work.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	<b>b. YOUR relationships with friends or family.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	<b>c. How you feel about YOURSELF.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	<b>d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

### **Round 1 – Round 4 Findings:**

Twenty-seven of the 36 respondents answered this question. One respondent answered ‘a lot’ for all of the questions, four respondents answered ‘not at all’ for all four questions, but the rest varied in their responses.

We probed on the phrase “had a negative effect on” and all respondents who were asked the probe gave answers such as, causing you to be more distracted at school, affecting relationships like causing the respondent and their family/friends to argue, and affecting self-esteem.

We also probed on what question d was asking, and respondents correctly explained that it was asking if the person was physically hurting them, or if the hurtful behaviors have a physical effect, like causing headaches, stomach aches, or a loss of appetite.

Respondents generally understood this question and reported no difficulties understanding or answering it, so no changes were made.

## 6.11 Self-Identification of Victimization Status (Q34)

One strong reason to remove the word “bullying” from the supplement is the fact that respondent self-identification does not always match the researcher’s definition of what it means to be a victim of bullying. This could occur when the respondent’s definition of bullying differs from the researcher’s, or when the respondent does not want to identify as a victim, whether that is to themselves or to others.

In the previous phase of testing conducted in 2016, the use of the words “bullied” and “bullying” was problematic at times. All respondents who said yes to at least one item in Q22 were asked the series of follow-up questions that included such phrases as “when you were bullied” and “the bullying.” Some students seemed to miss the reference to bullying in the Q22 stem and reported



hurtful behaviors that they did not consider bullying. When interviewers asked the follow-up questions, these respondents clarified that they were not bullied. Interviewers had to administer the remaining questions, to which the respondents repeatedly responded that they were not bullied before attempting to answer the questions about the hurtful behaviors they reported. These respondents were adamant that they were not bullied, some of them did meet the criteria for bullying based on their narratives of their experiences.

To assess whether the questions without the word bullying work to address the potential mismatch, a new question was added. After answering the questions and follow-up probes in the bullying section, students who reported one or more behaviors in Q22 were asked if they considered their experiences to be bullying. They were probed on why they answered the way they did to better understand how students classify their experiences.

<b>Q34: Round 1 - Round 4 and Final Recommendation (no changes made)</b>	
34. Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know

**Round 1 – Round 4 Findings:**

Of the 27 students who experienced hurtful behaviors, 17 answered “yes” to Q34; they did consider their experiences to be bullying.

One of these students (R15(NV)) was not bullied, according to her responses to the questions and her discussion of her experiences. She experienced two or three one-off incidents. She said that she considered her experiences bullying because they were hurtful to her. When asked if she would have answered Q22 differently if the question referred to the behaviors as bullying, she still would have said yes to the behaviors if it called them bullying. The fact that she self-identified as a victim of bullying when she did not meet the official criteria supports our reasoning for removing the word “bullying” from the supplement.

According to their narratives about their experiences, the other 16 respondents were bullied, though one was the false negative.

Two students who met the bullying criteria said that they did not consider their experiences to be bullying. One of them (R25(V)) did not want to discuss her experiences, so we cannot confirm the classification with her narrative. However, she said yes to four items in Q22, said that more than one student did things, they did them both alone and together as a team, and that at least one person did things more than once. She said the behaviors occurred on 2 to 5 days, and that she told her dad about them. This respondent seemed to perceive of bullying in a stereotypical way. When asked the difference between being mean and being a bully, she said, "I mean, bullies.... Kinda... I'm just basing this off the movies. When they say they want your lunch money or say they'll fight you or something. And they'll call you names, shove you, and no one does anything about it. And then being mean... I don't really see a difference."

The second bullied student who did not self-identify as a victim said she did not consider her experiences to be bullying but instead she saw them as teasing. When asked if she would have answered Q22 differently if we referred to the behaviors as bullying, she said:

**R9(V) (no to Q34):** "Umm probably. I mean some of these I can see as bullying but others I see as teasing". She could see how the rumors could be bullying but there haven't been any about her recently. She could also see how sharing private information could be embarrassing to some, but it was not to her..."I don't really like the thought that it actually is bullying and that it could have happened to me."

When asked if he considered his experiences bullying, one non-bullied student provided a response that acknowledges the subjective nature of bullying. Even though his self-identification matched the CDC definition, he explained that another student might consider the same experience bullying.

**R35(NV):** "I feel like other people might [consider it bullying], but it's just about your perspective on it."

**Interviewer:** "Why don't you consider it to be bullying?"

**R35(NV):** "Because I think it would have to be more dramatic and I would have to feel the consequences of it more."

**Interviewer:** "And you said other people might [consider it bullying], why do you think other people might?"

**R35(NV):** "Because different people are sensitive in different ways. For example, someone gets called something hurtful and they let that stick in their head, and think oh maybe it's true, and other stuff."

Question 34 performed well throughout all four rounds of testing. This question was only intended to be asked during cognitive interviews so that we had a measure of their self-identification. Before Round 1, there was some discussion with sponsors about the possibility of keeping the question in the final instrument. Keeping the question in the instrument would provide interesting data, and allow for further comparisons of students' self-identification and their categorization based on the CDC definition. After the cognitive testing concluded, the researchers and sponsors agreed to proceed with adding the question to the final instrument.

## 6.12 Student Feedback on Removing the Word “Bullying”

Since removing the word “bullying” from the supplement was a primary driver of the 2017 pretesting, data was also collected on how the respondents viewed the removal of the word.

One probe that was asked was, **“How did you feel about the fact that we didn’t refer to bullying when asking all of those questions?”**

Thirty-two respondents were asked this probe. Eight said that they were indifferent to it. Though one later said that people often don't want to admit to themselves that they are being bullied; she pointed to herself as she said this. One bullied respondent just said that she was okay with the fact that we did not use the word.

Aside from the students who were indifferent, responses to this probe were positive. The students seemed to understand that asking the questions without the word will allow students to answer about the behaviors rather than their preconceived notions of bullying. Some also thought students would feel better about the questions, and be more willing to open up. Many respondents explicitly said that the fact that we did not use the word was a positive thing. One bullied student (R32(V)) said that it was better without the word “bullying” because it made her less sad.

Ten respondents made positive comments about how they viewed not using “bullying” in the questions because it does not limit the respondent’s mindset or cause them to rely on their own conceptualization of what bullying is:

**R4(V):** "I felt that taking the time to ask the little itty bits was better than asking, 'Have you ever had any bullying?' Sometimes I just think about the question, but don't *\*think\** about the question. Some things wouldn't have come to my mind if you just asked if I'd been bullied. I would have just said, "yeah." Follow up questions, would have been very different."

**Interviewer:** “How so?”

**R4(V):** "If you referred to bullying in every sentence, like *\*how\** were you being bullied, or *\*why\** were you being bullied. It would have just been better if you did it this way, which you did."

**R22(V):** "I think it helps seeing exactly what they meant by bullying, because everyone has a different perspective on what bullying is."

**R35(NV):** "I think it's a good thing. Because when you put a label on something, then people already have a preconceived idea of what that looks like, so they're going to let that get in the way of what actually happened - saying what happened."

Five respondents said that not using the word “bullying” makes the questions easier to answer for students who do not want to admit that they were bullied, or do not realize they were being bullied:

**R31(V):** "I liked it. I think people would answer differently if they used the word bullying."

**Interviewer:** "Can you say more about that?"

**R31(V):** "I don't know, I just... even... I *know* I was bullied, but even sometimes, when people ask if I was bullied, I don't think... like my immediate response is like, "[lightly] No, I wasn't bullied.' But then if you think about it, it's like, yeah what they did was definitely not right. It's not normal."

**Interviewer:** "Do you not want to say it because- you said, the connotation that teenagers have?" [reference to connotation in response to previous probe above]

**R31(V):** "Yeah, because of the connotation."

**R9(V), but said no to Q34:** "I feel like it made it more honest. Some people like me don't really like to refer to it as bullying. So just having the questions as themselves, it makes you more open to how you felt about it."

When asked how they felt about the fact that the survey did not use the word "bullying," four respondents made comments suggesting that they either thought we did use the word "bullying," or assumed that was what we were talking about:

**R16(V):** "I kinda thought that's what you were hinting towards. These are the type of things you associate with bullying, so I'd expect it to that."

**R17(NV):** "Um.... I actually kind of thought you did at first because it just kind of describes what bullying is. I mean, I guess you shouldn't put it out there in the open, but no, not really."

**R18(V):** "You didn't? No? Really. I didn't think twice about that. I just automatically made the assumption that you were talking about bullying. All of these are negative. When you read these, I'm not going to think, 'oh, he's just playing around. Of course I'm going to think of bullying."

**R24(NV):** "It didn't really bother me or anything. The questions were trying to get at bullying from the start."

## 6.13 Additional probed questions

### 6.13.1 School Sponsored Activities (Q9)

#### **Q9: Round 1 – Round 2**

9. 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. **[IF GRADES 6, 7, or 8 ASK]** Community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?
- [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.
- g. Other school clubs or school activities?

Yes

No

1

2

1

2

1

2

1

2

1

2

1

2

1

2



Specify \_\_\_\_\_

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

#### **Round 1 – Round 2 Findings:**

Q9 was probed on because it was suggested that the terminology could be updated. All but one student was able to find a category for their activities. Five students in Rounds 1 and 2 said yes to g (other) and specified that they were referring to: 1. Spanish Club (already on list), 2. Robotics Club, 3. Creative Writing Club, 4. Rubik’s Cube Club and Coding Club, and 5. A student-founded Dr. Who club.

When asked what the term “spirit groups” meant to them, eight respondents were able to accurately describe them, one said he didn’t know what it meant until he heard the examples, and then it was clear, and one student said there’s no spirit club at his school, he thinks it may mean bible study.

When asked if there were any terms they did not recognize or that seemed outdated, two respondents said, “Student government.” One said it’s now referred to as the “student government association, or SGA.” The other referred to student council. No students reported being involved in student government. We decided not to modify the item after Round 2, but to continue to see if it caused issues.

Multiple students said that they did not recognize the word “ecology.” We revised item f to replace the word “ecology” with the more commonly used word “environmental.” We also recommended adding an example to item d that triggers respondents to think about computer science-related clubs since they are more prevalent these days. Item d would read: Academic clubs or honor societies, for example, Debate Team, Spanish Club, or Math Club, or Computer Club?

<b><u>Q9 Revision 1: Round 3</u></b>		
<b>9. During this school year, have you participated in any of the following activities sponsored by your school:</b>	<b>Yes</b>	<b>No</b>
a. Athletic teams at school?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Performing arts, for example, Band, Choir, Orchestra, or Drama?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, Math Club, or <b>Computer Club</b> ?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student government or class council?		
f. <b>[IF GRADES 6, 7, or 8 ASK]</b> Community service clubs sponsored by your school, for example, Peer Mediators, <b>Ecology Environmental Club</b> , or Recycling Club?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>[IF GRADES 9, 10, 11, or 12 ASK]</b> Community service clubs sponsored by your school, for example, Peer Mediators, <b>Ecology Environmental Club</b> , Key Club, or Interact? Do not include community service hours required for graduation.		
g. Other school clubs or school activities?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
What are the other school clubs or school activities you participate in?	↓	
	Specify _____	

**Round 3 Findings:**

Two students said yes to g (other) and specified that they were referring to a cooking club and an investment club and DECA, which is a marketing club. These clubs seem less common, and item g appears to be working well to capture miscellaneous school clubs.

When asked if there were any activities at their school that they were not able to find on the list, one student said SGA. The interviewer realized the item related to SGA (student government) was accidentally skipped, and read item e to the respondent, “Student government or class council.” The interviewer asked the respondent if she would have recognized it if she heard “Student government or class council.” The student thought for a second, and said “No, actually,” in a surprised tone. Since SGA has been mentioned multiple times, it may be helpful to add the abbreviation to item e.

After Round 3, we recommended adding the abbreviation SGA and switching the order of student government and class council so that the newly added abbreviation does not interrupt the flow of the item.

e. ~~Student government or class council?~~

e. Class council or student government, also known as SGA?

**Q9 Revision 2: Round 4**

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

a. Athletic teams at school?

Yes                      No

1                       2

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

1                       2

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

1                       2

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

1                       2

e. **Class council or student government, also known as SGA?**

1                       2

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

1                       2

**[IF GRADES 9, 10, 11, or 12 ASK]** Community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.

g. Other school clubs or school activities?

1                       2



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

Specify \_\_\_\_\_

#### **Round 4 Findings:**

Two students said yes to g (other) and specified that they were referring to Future Doctors of America, Fellowship of Christian Athletes, Best Buddies, and Praise Team. These clubs seem less common, and item g appears to be working well to capture miscellaneous school clubs.

Students heard the new item e that mentions “SGA”, but only one student said yes to this. The new phrasing does not seem to cause any issues.

When asked if there were any activities at their school that they were not able to find on the list, one student said, “You said other school clubs, right? That covers everything.” One student said that his school has toastmasters and a yearbook club. Another student said that her school has a robotics club, and a computer programming club. She was skimming the handout as she said this, and said, “Oh, here it is, computer club.” Computer club was a new addition during testing, and appears to be a good addition since those types of clubs are very common these days.

Two students said that they did not recognize the term “pep club.” One student said he was able to figure out what it was due to the context, and the other student asked the interviewer what it was during probing. This does appear to be an outdated term that could be removed from the item, but leaving it in does not create any issues.

One student, R30(NV), double counted cheerleading. When the interviewer read item a, she asked if cheerleading would count. The interviewer instructed her to answer as she would in a real interview. She said yes to item a, and then yes to item b. During probing, the interviewer followed up asking if she said yes to item a for cheerleading. She said that she did. Many people consider cheerleading a sport, so it makes sense that she would include it under athletic teams. Asking item b first would decrease the likelihood of students double-counting cheerleading.

After Round 4, we recommended switching the order of items a and b to prevent the double-counting of cheerleading.

- ↔a. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?
- ↔b. Athletic teams at school?



**Q9 Revision 3: Final recommendation**

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

Yes                      No

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

1                       2

~~a~~-b. Athletic teams at school?

1                       2

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

1                       2

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

1                       2

e. Class council or student government, also known as SGA?

1                       2

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

1                       2

[IF GRADES 9, 10, 11, or 12 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.

g. Other school clubs or school activities?

1                       2



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

Specify \_\_\_\_\_

**6.13.2 Defining the scope of “at school” (SCS\_INTRO 3)**

**SCS\_INTRO 3: Round 1 – Round 3**

**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.

**Round 1 – Round 3 Findings:**

One student changed schools in the middle of the year due to bullying. In the beginning of the interview, she asked the interviewer which school the questions were asking about. This raised the issue that students who attended multiple schools may need to be explicitly instructed regarding which school they should be thinking about. Some questions in the survey pertain only to their current school. However, for sections like the bullying questions, students should be thinking about any experiences that occurred at school during the school year, regardless of which school it occurred at. This is especially important for students who switched schools as a result of bullying. After round 3, SCS\_INTRO 3 was modified to include new fill language for

students who attended multiple schools in a single school year. The fill instructing such respondents to think about both/all schools they attended for the remainder of the school year ensures that the frame of reference is consistent across respondents.

**SCS\_INTRO 3 Revision 1: Round 4 and Final Recommendation**

**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. [IF E\_DIFFSCHOOL\_ATTENDED= 2 or 3: **For the remainder of this survey, think about both/all schools you attended this school year.**] Your answers will not be shared with anyone at your school or home.

**Round 4 Findings:**

One respondent in Round 4 attended two schools in the current school year, and heard the new fill language in SCS\_INTRO 3. Based on her discussion of her experiences and her responses to probes, it was clear that she was thinking about both schools when answering questions in the sections that follow the introduction. The new text did not appear to cause any issues or confusion. Though it was only tested with one respondent, it does not appear to be problematic. We recommended proceeding with the revised introduction text in the final instrument.

**6.13.3 Availability of Drugs and Alcohol (Q19)**

**Q19: Round 1**

<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p>a. Alcoholic beverages?</p> <p>b. Marijuana, also known as pot, weed or mary jane?</p> <p>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p>d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;">Yes</th> <th style="width: 25%;">No</th> </tr> </thead> <tbody> <tr> <td>a. Alcoholic beverages?</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>b. Marijuana, also known as pot, weed or mary jane?</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>d. Other illegal drugs, such as cocaine, uppers, or heroin?</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	a. Alcoholic beverages?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	b. Marijuana, also known as pot, weed or mary jane?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	d. Other illegal drugs, such as cocaine, uppers, or heroin?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	Yes	No														
a. Alcoholic beverages?	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
b. Marijuana, also known as pot, weed or mary jane?	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
d. Other illegal drugs, such as cocaine, uppers, or heroin?	1 <input type="checkbox"/>	2 <input type="checkbox"/>														

**Round 1 Findings:**

Question 19 was probed on to assess outdated terminology. One respondent did not know what “mary jane” was, though he understood that it was referring to marijuana due to the rest of the wording in the question. When asked if there are other names for marijuana that he hears more often than the terms used, he laughed and said, “Yeah, they call it gas, reggie, kush.” Nine other

respondents answered no to that probe about more commonly used names. Although the terms in item b are not problematic, “mary jane” is outdated, and was removed for testing in round 2.

Through an exchange related to the President’s Executive Order establishing the “President’s Commission on Combating Drug Addiction and the Opioid Crisis,” a colleague in the Office of Safe and Healthy Students recommended strengthening data collection activities related to the opioid crisis. They recommended a new category (item c below), which required a few other revisions in the other items. With a new category that mentions prescription painkillers, the term Oxycontin was replaced with Xanax in what is now item d below. Similarly, the term heroin was removed from the “other illegal drugs” category, and replaced with crystal meth, another commonly abused drug. Since the new item c mentions prescription painkillers, the word “other” is added before “prescription drugs” in what is now item d. This is also useful, as multiple respondents have pointed out that marijuana is now a prescription drug.

In Round 1, one student indicated that they were not sure what this question was asking. She asked if the question referred to kids getting them from other kids, or kids getting them from teachers or adults. A probe was added to the Round 2 protocol to assess how students interpreted the overall question.

<b>Q19 Revision 1: Round 2</b>		
<b>19. The following question refers to the availability of drugs and alcohol at your school.</b>		
	<b>Yes</b>	<b>No</b>
<b>Is it possible for students at your school to get...</b>		
<b>a. Alcoholic beverages?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>b. Marijuana, also known as pot or weed or <del>mary jane</del>?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>c. Opioids, such as prescription painkillers, heroin, or fentanyl?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>d. Other prescription drugs illegally obtained without a prescription, such as <del>Oxycontin</del> Xanax, Ritalin, or Adderall?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>e. Other illegal drugs, such as cocaine, uppers, or <del>heroin-crystal meth</del>?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

**Round 2 Findings:**

In Round 2, we asked nine students to tell us what this question is asking in their own words (one was not asked due to time). Eight students interpreted the question correctly. However, one of those (R17(NV)) asked for clarification during the interview (the interviewer instructed him to answer it as he would if he couldn’t talk it through with them). After correctly interpreting the

question during probing, the interviewer asked if he remembered what he was thinking when he asked for clarification during the interview. He said, "I thought it meant like teenagers around here, like around town, could get alcohol."

The one student (R20(NV)) who incorrectly interpreted the question said he thought if it was asking if the school *allows* those things. He said he does not think any school would allow them. The interviewer explained what the question was asking, and he changed his initial responses of all no's: "Alcohol, they don't get it at school but they drink it at school. Marijuana, we call it weed, and people do it just for fun. They do get it from other people just buying it. I don't think people use heroin and fentanyl in our neighborhoods. I think people do use Xanax when it's prescribed. I don't think people use crystal meth and cocaine and stuff like that in our school." This suggested that the stem of the question should be revised for clarification.

Question 19 was revised to update the categories after Round 1. Since item c was newly added we probed on the understanding of this category. We asked students what the term "opioids" means to them in the question. Four respondents said that they did not know what the term means.

Three of them used context clues to try to understand it:

**R13(V):** "I don't know."

**Interviewer:** "Have you heard the term before?"

**R13(V):** "No."

**Interviewer:** "Does that question make sense even if you don't know that word?"

**R13(V):** "Yeah."

**Interviewer:** "What do you think item c is asking about?"

**R13(V):** "Maybe like a kind of painkiller or something."

**R18(V):** "I don't even know what opioid is. I've heard of it in the news, but I don't even know what it is. I know heroin and painkillers. But fent...enial... I don't even know what that is."

**Interviewer:** "Did you have any trouble answering the question?"

**R18(V):** "No, I just had to think about if I've heard of it happening, and I haven't."

**R20(NV):** "I don't know what opioids are, but I'm guessing it's like a medical drug. Is heroin a pain drug?"

The other respondents gave answers that suggested they got the gist of what the question was asking, even if they didn't know the exact definition of the term opioid.

**R12(V):** "Medicine? That you're not supposed to take if it's not prescribed."

**R19(NV):** "Ooh... Well I mean... opioids is most of the time a prescription medicine, but here it seems like the other side of opioids, so the illegal kind. Not like a painkiller that somebody is prescribed and they use it correctly. This, here, this is something that can be abused."

When asked if there were other drugs they had heard of students using that we did not ask about, two respondents mentioned “lean.” Their comments suggested that they did not know exactly what it was, but they knew students used it to get high. “Lean” is a slang term for liquid codeine, which is an opiate, so including it as an example may trigger some respondents to recognize it, even if they did not initially know it was an opiate.

**R17(NV):** "So called like "lean," like Codeine. That's a popular thing to do. Not in our school, but other schools. It's like cough syrup."

**R20(NV):** "It's not like a drug, it's called Codeine. People call it lean. It's a mixture of alcohol and prescribed cough syrup. But I think you get high off of it. It's a liquid drug."

When asked if they knew any names of prescription painkillers, Percocet was mentioned twice and Oxycontin was mentioned once.

After Round 2, we recommended revising the stem to clarify the question is asking whether students can get these drugs at school. Additionally, we revised item c to include Codeine and Percocet as examples of prescription painkillers and changing the order of drugs already listed.

<b>Q19 Revision 2: Round 3</b>		
<b>19. Is it possible for students to get any of the following while at school...</b>	<b>Yes</b>	<b>No</b>
<b>a. Alcoholic beverages?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>b. Marijuana, also known as pot or weed?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>c. Opioids, such as heroin, fentanyl, or prescription painkillers like Codeine or Percocet?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

**Round 3 Findings:**

The revision performed well in Round 3. No students mentioned being unsure about what the question was asking. Six of the nine students were asked what the question was asking, and all gave interpretations that matched what the question is intended to measure.

Since item c was newly added in response to the President's Executive Order establishing the "President's Commission on Combating Drug Addiction and the Opioid Crisis," we continued to probe on students' understanding of this category.

When we asked students what the term "opioids" means to them in the question, only one of the nine respondents knew what opioids were, and said he was familiar with the term. Two respondents gave incorrect examples:

**R24(NV):** "I guess just another form of drug to get students more energy and stuff, in like a bad way."

**R27(V):** "I think it's like a pill. Like a hallucinogen I think."

One respondent tried to guess, and seemed to get the gist of the question.

**R26(NV):** "Like pills or medicine."

**Interviewer:** "Are you familiar with the term?"

**R26(NV):** "No, can I guess what it means? I'm not really sure but maybe like... I thought it was like some sort of drug that makes you sleep."

**Interviewer:** "Even though you aren't familiar with the term, do you understand what item c is asking with the context of the other examples?"

**R26(NV):** "Yeah."

When asked if there were other drugs they have heard of students using that we didn't ask about, one student mentioned "molly", and one mentioned muscle relaxers. When asked if they know of other prescription drugs that are abused, two students mentioned prescription cough syrup. Neither could remember the name. The interviewer asked if they were thinking of "lean," since that has been mentioned in previous interviews, and both said that was what they were thinking of. Including "Codeine" in the question did not seem to trigger them to think of "lean."

Five respondents said that they did not know what "opioids" meant. Two of those five were asked if they were able to understand what item c was asking from the context and other examples, even if they did not know what opioids were. Both said that they were.

Since many respondents did not know the term "opioids", item c was revised for clarification. The term "opioids" was moved to the end of the item, so that respondents hear more common or more familiar drug names first. Text was added to explain that the types of drugs listed in item c are also known as opioids. If students do not know what opioids are, the new item text provides more context, as well as some explanation of what is meant by opioids.

### Q19 Revision 3: Round 4 and Final Recommendation

	Yes	No
<b>19. Is it possible for students to get any of the following while at school...</b>		
<b>a. Alcoholic beverages?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>b. Marijuana, also known as pot or weed?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>c. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

#### Round 4 Findings:

The revision performed well in Round 4. No student mentioned being unsure about what the question was asking.

Since item c was newly added and some students in previous rounds did not know what opioids were, we continued to probe on students' understanding of this category.

When probed about item c, students interpreted it as asking if students can get "any of those things [in item c]," "prescription stuff," or "hardcore drugs." Five students were asked if they knew what opioids were. Three students indicated that they were not sure what opioids were, so they were asked if they were able to understand what item c was asking, even if they didn't know all of the terms. All three said yes. Some exchanges about item c are included below.

**Interviewer:** "Do you know what opioids are?"

**R31(V):** "Opioids? Yes."

**Interviewer:** "Would you have known that had we not put any of the other words in there?"

**R31(V):** "Yeah, I would have."

**R36(V):** "I have [heard the term opioids] in health."

**Interviewer:** "Do you remember what they are?"

**R36(V):** "No."

**Interviewer:** "Even though you don't remember exactly what they are, were you able to understand what c is asking about?"

**R36(V):** "Yeah."

**Interviewer:** "Have you heard of opioids before?"

**R35(NV):** "Yeah, I learned about them in health class. I learned that they start off as prescription.... I mean you can get an addiction starting with prescriptions. It can also be not prescribed - I think it might be heroin that's also an opioid. Oh yeah, it says heroin right there. I didn't see that. I think this is... I didn't even know that some of these were opioids."

The revised question stem performed well, and the revised item c was not problematic in Round 4. Though some students did not recognize the term opioids, the final version of item c gives multiple examples of more commonly recognized drugs, and explains that those drugs are also known as opioids. The final recommendation was to proceed with the question wording that was used in Round 4.

#### 6.13.4 Gangs Introduction (K\_INTRO\_GANG)

In 2017, the introduction to the questions about gangs at school was worded: **“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.”**

This introduction seems to contradict itself. The first half of the definition describes the type of gang typically thought of as being involved in criminal activity, while the second half explicitly says not to narrow it down to gangs involved in violent or illegal activity. If respondents indicate there are gangs at their school, the two follow up questions are about violence and drugs which does not align to the introduction **“whether or not they are involved in violent or illegal activity.”**

During cognitive testing, the introduction was revised and probed on due to feedback from field representatives (FR) who administered the supplement in the 2017 fielding. Some FRs provided feedback that the introduction could be better worded to explain what constitutes a gang. Some interviewers mentioned that respondents reported sports teams here, and other respondents wanted to know the difference between a street gang and a social group. Of about 900 interviewers who responded to the debriefing survey, 38 FRs mentioned some problem with the gang questions and 19 specifically mentioned problems understanding what constitutes a gang.

<b>Gangs Intro: Round 1 – Round 2</b>	
INTRO 6 - <b>Now, we'd like to know about gangs at your school. Your answers will not be shared with anyone at your school or home.</b>	
44a. Are there any gangs at your school?	1 <input type="checkbox"/> Yes- <b>GO</b> to Q44b 2 <input type="checkbox"/> No - <b>SKIP</b> to Q45 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to Q45



### **Round 1 Findings:**

For Round 1, the decision was made to remove the definition entirely, and simply probe on what students think the term gang means in this introduction and the subsequent Q44a (“Are there any gangs at your school?”). Ten students heard the introduction text and Q44a in Round 1. Nine respondents provided examples that seem to align with what the questions are trying to get at – groups that are involved in violent activity or drugs. The last respondent asked what we meant by gangs when answering, and then explained that he was trying to figure out if we meant “a big group of friends that you do things with, like in the outsiders, or a ‘bang, bang, druggss’ kind of gang.”

Removing the definition from the introduction seemed to make the subsequent question about the presence of gangs in school clearer. Not providing a definition did not create any problems in Round 1. After Round 1, we probed on the original text as an alternate version of the gang introduction.

### **Round 2 Findings:**

In Rounds 1 and 2, Q44a was asked with introduction text shown above that does not provide a definition of gangs. In Round 2, ten students heard the introduction text and Q44a. After we finished the survey (through Q47b), we told all students that we were going to ask an additional question, and re-asked Q44a with the original introduction text: **“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.”**

We then ask students how they came up with their answers after hearing the second version of the introduction, whether the second version was asking the same thing as the first version, and what the term “gangs” means to them in the second version of the question. Seven respondents said that the two questions asked the same thing, with two noting that the second one just goes more in depth. Two respondents said that the questions were asking different things, because the second describes gangs as groups of kids that do something illegal, or are involved with drugs or fighting. One of these students asked what we meant by gangs when the interviewer first asked Q44a during the survey. He said that it could be interpreted in different ways – either a group of kids hanging out, or a gang involved in violent or illegal activity.

Two kids said that they think we should remove the word “crews” from the version with a definition, because it’s a common term now, and generally means a group of friends that hang out and do regular stuff together.

**R18(V):** [In response to the interviewer asking if the definition matched how he thinks of gangs] "I would agree, except for the term crew. I would exclude that. Depending on said crew, to take their activities to a certain extent - you were saying fighting, violence, illegal activities of that sort. I guess you could count that into the synonyms of gangs. Everything else, except crew. I wouldn't use that term. If I used crew, it would be a club, or a group of people. You like to go to the mall together. Or like cars, No Limit Crew. When you're talking about a

crew, this group of people, this whole squad - they go to McDonalds, they go to the mall, go to the Regal movies. I'd count that out. It's a little different."

**R19(NV):** "And they're using 'crew,' that's an interesting word, because there are a bunch of crews. I break dance, and a crew is just a group of people who breakdance together."

For Round 3, it was recommended to revert to using the original introduction text for Q44, with the removal of the word "crew," while continuing to probe on the definition, and monitor to see if we have the issues mentioned by FRs.

### Gangs Intro Revision 1: Round 3 – Round 4

INTRO 6 - **Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, 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 answers will not be shared with anyone at your school or home.**

#### Round 3 – Round 4 Findings:

After Round 2, we reverted to the original version of the intro text for Q44 about gangs, with the word crews removed. Of the 16 students who heard the introduction and Q44a in Rounds 3 and 4, five mentioned some confusion about what we meant by gangs. Three of them made unprompted comments when answering the survey question, before they got to follow-up probes.

**R21(NV):** "I don't really know what you mean, though, when you say gang that's not involved in violent or illegal activity. Because to me, that's kind of the definition. To me, the definition of a gang, at least in a school, would be drugs, or fighting, but I just can't think of anything that would count as a gang that doesn't count as one of those things."

**R26(NV):** "Do you consider a group of people that always hang out and kind of bully people? Kind of? There's a group of kids that always try to think that they're cool and if someone doesn't like them or talk bad about them, they go after them and try to hurt them. On snapchat, I know they're just joking, but they added me to a group chat called Gucci Gang."

**R30(NV):** [DURING SURVEY] "Like bad people? I don't really get the whole meaning of gangs. Like are they just a bunch of people who do bad things?" (interviewer instructed her to answer how she would in a survey and said they would return to the question to discuss gangs).

**Interviewer:** [DURING PROBING] "Let's talk about gangs. What were you saying? You're not sure of- "

**R30(NV):** "We have big groups of girls that I call the drama girls."

**Interviewer:** "When you heard the question, what were you thinking of?"

**R30(NV):** "I don't know. People when they say gangs, they say like they're doing drugs, or they're just doing illegal things."

The fourth respondent said that the phrasing in the question was vague.

**R35(NV):** "I was just thinking that it could mean... honestly I wasn't so sure.

Formal gangs are at least definitely included in it, and I know that there are at least formal gangs, so it's yes either way."

**Interviewer:** "So you said you were not so sure. What made you unsure about what we were including?"

**R35(NV):** "Because I don't know if gang can be just a group of people that hang out together, or if it has to be something more to be called a gang."

**Interviewer:** "Was there anything about how we define it that made you unsure?"  
[R asked to reread it]

**R35(NV):** "When you said, 'or something else,' that threw me off. And when you said, 'this means all gangs...' it just makes it a lot more vague when you say that."

The fifth student seemed to make a distinction between street gangs, and what she thought of as gangs at her school (groups of kids who misbehave). When the interviewer asked if the definition in the survey was clear, she said:

**R28(V, FN):** "I don't think so. When you said gangs, I just think of a whole bunch of groups together, looking like thugs and stuff."

**Interviewer:** "Are there other types of gangs that you thought about?"

**R28(V, FN):** "I mean like, once I thought of gangs, I wasn't really thinking of the ones at my school because they don't really hang around each other- they're not in a group all the time. But when I think of gangs or street gangs, that's what I think of."

The remaining students answered the question and follow-up probes without any confusion regarding what we meant by gangs. One student was not asked the question or follow-up probes.

Considering the confusion mentioned by three students in this round and the feedback from FRs from the 2017 fielding, the final recommendation was to revert to the original 2017 version of K\_GANG\_INTRO, but to remove the word "crew" and the seemingly contradictory sentence that the survey is asking about all gangs, not just those involved in violent or illegal activity.

#### **INTRO\_6 (Gangs) Revision 2: Final recommendation**

INTRO 6 - **Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, 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 answers will not be shared with anyone at your school or home.**

## **7 SPANISH PRETESTING**

### **7.1 Data Collection and Respondent Recruitment**

From February 2018 to March 2018, the CSM Spanish language team planned to conduct one round of Spanish cognitive interviews with six respondents. Our goal was to recruit both bullied and non-bullied students, who were Spanish dominant. Nonetheless finding Spanish dominant students who had been bullied during the past year was extremely difficult. We received a limited response to our advertising and outreach to community partners. After a 3-week recruitment period, the CSM Spanish language team conducted three face-to-face interviews in Spanish. During recruitment, we targeted respondents who reported speaking Spanish better than English, with a mix of grade levels, national origins, and genders. Recruitment methods consisted of posting advertisements on Craigslist and Facebook pages targeting the local Spanish speaking community. Flyers were also posted in community centers and libraries, and distributed to personal contacts in community organizations.

Although we needed to recruit students who spoke Spanish better than English and who had experienced bullying, we did not want to use the translation for bullying in the ads as the translation was a key term for cognitive testing. Therefore, we emphasized the language and age requirements in addition to a list of additional criteria that removed the emphasis on bullying in the recruitment screener.

Parents of interested students called the number provided on the flyers to answer a set of screening questions. In addition to the English screener questions, the Spanish screener also collected information about the students' language proficiency in Spanish and English, (see Appendix A for the screener questions in English). The three interviews were conducted in person in the local metropolitan area (i.e., D.C., Maryland, and Virginia). Each respondent received \$25 cash, and parents who brought respondents to the interview received \$25 cash to compensate them for their travel time.

### **7.2 Cognitive Interviews**

We interviewed two females and one male respondent. One respondent was in middle school, one respondent in high school, and one respondent had recently dropped out of high school. One respondent had experienced bullying in the past year, while the other two respondents had not experienced bullying in the past year. Although we had screened for language dominance by asking parents a series of language preferences we found that two of the students were more comfortable speaking in English to our interviewers or code-switched between English and Spanish. Code-switching refers to the practice where the speaker alternates between two or more languages in one conversation, in this case Spanish and English. We learned that although students may communicate at home in Spanish or understand a parent who is speaking in Spanish, they spoke about school events in English.

### 7.3 Decision to Conduct an Expert Review

While evaluating the recruitment process for the Spanish speaking students the CSM team determined that, although respondents could potentially be recruited, the cost and time limitations of the project was best served by an alternative pre-testing method. Parents were concerned about the questions that would be asked. In response to advertisements posted in Facebook groups, individuals shared concerns about the goal of the research; some commenters raised concerns that this was a way to gather information about the immigration statuses of families. As an alternative to cognitive interviews, the CSM language team suggested the use of an expert review of the Spanish version of the questionnaire. The CSM conducted an expert review of the full questionnaire, paying particular attention to the items that had changes in English because of the cognitive testing.

Three CSM staff with backgrounds in questionnaire design and translation conducted the expert review. The expert review followed a standardized format; each reviewer conducted an independent review, followed by several consensus meetings to agree on final recommendations. The CSM Spanish language team delivered final recommendations in a separate document from this report.

## 8 TESTING THE SCHOOL CRIME SUPPLEMENT PARENT BROCHURE

CSM offered to solicit feedback from parents on the School Crime Parent Brochure that is included in the advanced mailing materials for the NCVS (see Attachment D for the brochure). Parents who brought their child to the interview were asked if they would be willing to provide feedback on the brochure while they waited for their child to complete the interview. Parents who agreed to provide feedback were given the brochure and a feedback form with five questions. Interviewers explained that the brochure would be sent to them if their household were selected to participate in the actual survey. Eleven parents provided feedback on the SCS parent brochure. Overall, reactions to the brochure were positive. Their responses to the questions are discussed below.

### 1. What do you think you would do after receiving this brochure in the mail?

Six respondents said that they would read it or glance at it after receiving it. One (P8) of these six said they would go on the website to check the legitimacy of the survey. Another (P12) said she would look up reviews on the Department of Justice website, and see if she could find even more information than what the brochure said. P34 said that she might discuss it with her kids. The final two respondents said they would not read the brochure; they would just throw it away.

### 2. What is your first impression of the brochure?

Five respondents said that it was very informative. One of those five also said that it is very bright and colorful, and gets your attention to even want to read it.

Others said:

**P2:** "I like the use of the word 'your.' It makes it appear that the survey is important to my family."

**P3:** "Easy to read."

**P10:** "Low key, not pushy or demanding."

**P14:** "Why am I getting this? But then when I read it, I thought it was good."

**P34:** "The pictures of 'kids' are the wrong age, like adult actors playing high school students."

**P35:** "It doesn't have African American male representation."

One respondent (P8) found two "kerning errors" [respondent's words] - middle column on inside, "the presence of gangs *atschool*" and left column on outside, "occurred at least once or twice *amonth*," (emphasis added).

### **3. Would you read it if you received it in the mail?**

When explicitly asked, eight of the eleven said that they would read the brochure. One said maybe, and one said no. The last respondent (P8) said that if the brochure came alone, she would not read it. If it came with a letter that had information on who is collecting the information and things like that, then she would.

### **4. Do you see anything about the brochure that might make you more likely to read it? [If necessary] Why would that make you more likely to read it?**

Eight parents were asked this question. Four said that there is nothing about it that would make them more likely to read it. One specified that she would read it no matter what (P12).

The others said:

**P1:** "The questions you would ask my child."

**P6:** Just said the brochure is informative. Said parents wouldn't know without getting this information.

**P10:** "The statistics on the flap from 2013 drew my interest because I like facts and statistics."

**P34:** "The statistics look interesting."

### **5. Do you have any other thoughts about the brochure that you'd like to share?**

Four parents had additional thoughts that they wanted to share.

**P2:** "The brochure is easy to read. I like the school building graphic at the front of the brochure."

**P8:** She would like the back contact information to have an email, or label which entity is being contacted for more information. "It's not really clear to me who is conducting this survey."

**P10:** "I also like seeing the websites and phone numbers under "Resources" for reference."

**P14:** "I like that it says... no one will, you will not release to the school. It will be confidential. I like about "why is my child being asked to complete this survey." I think it's good that they're finding this information. And it's conducted every two years - I think it should be conducted every year. Especially nowadays."

**P34:** "I like that the brochure lists the topics of the questions."

**P35:** R said she wondered how often the survey is conducted.

## 9 CONCLUSIONS

The primary focus of this testing was to revise the series of bullying questions to remove the word “bullying,” with additional focus on updated terminology in questions about school sponsored activities, the availability of drugs and alcohol, and the presence of gangs in school. We were able to update the terminology in all three questions, and made some minor revisions to improve the performance of the items.

Overall, the findings from this study indicate that the revised section of bullying questions performed well. The questions worked well to accurately categorize students as victims or non-victims, even when their self-identification did not match their bullying status.

Of the 36 respondents interviewed during testing, respondents’ responses to the bullying criteria questions resulted in only one false positive (respondent was considered to be bullied but should not have been) and one false negative (respondent was considered to NOT be bullied but should have been).

The false positive was the result of the respondent reporting a behavior in Q22, the main screening question, that matched what the item was asking about, but was not hurtful to her. It appears that this respondent lost the reference to the stem of the question that explained that the question was asking about behaviors that “make you feel bad or are hurtful to you.” The item she responded to appeared late in Q22 and was originally asked immediately following a partial stem that may have seemed like a standalone question, creating the appearance that it was asking about a non-hurtful behavior: **“Has any student from your school... Tried to make you do things you did not want to do, for example, give them money or other things?”** As a result of this false positive, the partial stem was moved up above item e (“Pushed you, shoved you, tripped you, or spit on you?”).

The false negative was the result of the respondent misinterpreting Q25 (“Has any student done any of those things to you more than once during this school year?”) designed to confirm repetition when there were multiple perpetrators. When asked what the question was asking in her own words, she said, “Do they continue to mess with you every day at school?” During follow up probing, she explained that she answered no to Q25 because some days they do not mess with her. The interviewer probed on whether any of the students did the behaviors in Q22 multiple times, to which the respondent said that they did, confirming that she did meet the criteria for repetition. There was no clear indication of why this respondent misinterpreted this question. Other respondents of all ages were easily able to correctly interpret this question. Since it performed well throughout testing, no revisions were made.

According to their responses to Q34(“Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?”), three students’ self-identification of bullying status did not match the narratives they provided about their experiences. Despite this mismatch, all three were correctly categorized based on their responses to the questions measuring the

bullying criteria. Two of the students met the criteria for bullying but did not consider themselves bullied. When asked if they would have reported the behaviors they said yes to in Q22 if the question referred to them as bullying, both respondents said they would not have reported them. The third student did not meet the criteria for bullying, but considered herself bullied. She said she still would have reported the behaviors in Q22 if they were referred to as bullying. The fact that these students were correctly categorized despite the mismatch in self-identification further supports the decision to remove the word “bullying” from the supplement.



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## Appendix A: 2019 SCS/NCVS Cognitive Interview Recruitment Protocol

### SCREENING QUESTIONNAIRE FOR SCHOOL CRIME SUPPLEMENT

IF MORE THAN ONE CHILD: *Let's start with the oldest child first.*

	Child 1	Child 2	Child 3	Child 4
<b>4. How old is that child?</b> (Verify child is 12 -18)				
<b>5. What is that child's name?</b>				
<b>6. Is _____ male or female?</b>				
<b>7. What grade is _____ in?</b>				
<b>8. Is _____ Hispanic?</b>				
<b>9. Please choose one or more races that _____ considers him/herself to be.</b> White Black or African American Asian American Indian or Alaska Native Native Hawaiian or other Pacific Islander				
<b>10. Does _____ speak English fluently?</b>				
<b>11. What city or town does _____ live in?</b>				
<b>12. Does _____ attend public school, attend private school, or is [he/she] homeschooled?</b>				
<b>13. Has _____ ever been bullied in school? (That you know of)</b>				
<b>13b.[IF YES TO 13] When did the most recent bullying incident occur? (their best guess is fine)</b>				
<b>14. Has _____ ever bullied another student at school? (That you know of)</b>				
<b>15. If necessary, would you be able to bring _____ to our office in Suitland, MD to be interviewed?</b>				

IF MORE THAN ONE CHILD: *Now let's talk about the [second/third/fourth] oldest child.*

**16. In order to make sure that we recruit students from a variety of backgrounds, my last question is about your household's annual income. Is your household's annual income....**

**a. above \$25,000?**

1  Yes      2  No - *skip to conclusion*

**b. Is it above \$50,000?**

1  Yes      2  No - *skip to conclusion*

**c. Is it above \$100,000?**

1  Yes      2  No

**17. How did you hear about the survey?**

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Attachment 13:

Cognitive Pretesting of the 2019 School Crime Supplement to the National Crime Victimization Survey:  
Final Report – Protocols

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2019 SCS to the NCVS  
Round 1 Cognitive Interview Protocol

# Cognitive Testing of NCVS SCS

---

PARTICIPANT ID #: \_\_\_\_\_

DATE: \_\_\_\_ / \_\_\_\_ / 2017

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=respondent):**

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*  
          9  College/GED/Post-graduate/  
                  Other noneligible - **SKIP to END**
- } **SKIP to INTRO\_2**

**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*  
          9  College/GED/Post-graduate/  
                  Other noneligible - **SKIP to END**
- } **SKIP to E\_WHATMONTH**

**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.

<p><b>E_WHATMONTH</b></p> <p>3. In what month did your current school year begin?</p>	<p>009</p> <p>1 <input type="checkbox"/> August  2 <input type="checkbox"/> September  3 <input type="checkbox"/> Other</p>
<p><b>E_WHATMONTHOTHER</b></p>	<p>1 <input type="checkbox"/> January  2 <input type="checkbox"/> February  3 <input type="checkbox"/> March  4 <input type="checkbox"/> April  5 <input type="checkbox"/> May  6 <input type="checkbox"/> June  7 <input type="checkbox"/> July  8 <input type="checkbox"/> October  9 <input type="checkbox"/> November  10 <input type="checkbox"/> December</p>
<p><b>ENVIRONMENTAL QUESTIONS</b></p>	
<p><b>F_SCHOOLSTATE, F_SCHOOLCOUNTY, F_SCHOOLCITY</b></p> <p>4b. In what State, County and City is your school located?</p> <p><b>F_NAMEOFSCHOOL</b></p> <p>What is the complete name of your school?</p>	<p>015 State  014 County  013 City  012 School Name</p>
<p><b>F_PUBLICORPRIVATE</b></p> <p>5a. Is your school public or private?  _____</p> <p><b>F_REGULARSCHOOL</b></p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?  _____</p> <p><b>F_CHURCHRELATED</b></p> <p>5c. Is your school affiliated with a religion?</p>	<p>016 1 <input type="checkbox"/> Public – <b>ASK F_REGULARSCHOOL</b>  2 <input type="checkbox"/> Private - <b>SKIP</b> to <b>F_CHURCHRELATED</b></p> <hr/> <p>017 1 <input type="checkbox"/> Yes }  2 <input type="checkbox"/> No } <b>SKIP</b> to <b>F_GRADES_LOW</b></p> <hr/> <p>018 1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>

**F\_GRADES\_LOW**

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

020

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

**F\_GRADES\_HIGH**

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

021

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

**F\_GETTOSCHOOL**

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

022

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

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.

<p><b>F_HOMEFROMSCHOOL</b>  <b>8. How do you get home from school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><b>F_HOMEFROMSCHOOL_SPECIFY</b>  <i>Enter the other way that the respondent gets home from school.</i></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 - <i>Specify</i> _____</p>																														
<p><b>9. During this school year, have you participated in any of the following activities sponsored by your school:</b></p> <p><b>F_ACTIVITIES_SPORTS</b>  a. Athletic teams at school?</p> <p><b>F_ACTIVITIES_SPIRIT</b>  b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p><b>F_ACTIVITIES_ARTS</b>  c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p><b>F_ACTIVITIES_ACADEMIC</b>  d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, or Math Club?</p> <p><b>F_ACTIVITIES_GOVT</b>  e. Student government or class council?</p> <p><b>F_ACTIVITIES_SERVICE</b>  f. [IF GRADES 6, 7, or 8 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?</p> <p>[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.</p> <p><b>F_ACTIVITIES_OTHER</b>  g. Other school clubs or school activities?</p> <p><b>F_ACTIVITIES_OTHER_SPECIFY</b>  What are the other school clubs or school activities you participate in?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>120</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>121</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>122</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>123</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>124</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>125</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>126</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Specify _____</td> </tr> </tbody> </table>		Yes	No	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>		↓			Specify _____	
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10. The next questions are about security measures that some schools take.		Yes	No	Don't know	School does not have lockers
Does your school have:					
<b>F_SAFETY_POLICE</b>					
a. Security guards or assigned police officers?		028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_HALLSTAFF</b>					
b. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_METAL_DETECTORS</b>					
c. Metal detectors, including wands?		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<i>(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.)</i>					
<b>F_SAFETY_DOORS_LOCKED</b>					
d. Locked entrance or exit doors during the day?		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_SIGN_IN</b>					
e. A requirement that visitors sign in AND wear visitor badges or stickers?		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_LOCKER_CHECKS</b>					
f. Locker checks?		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_STUDENT_ID</b>					4 <input type="checkbox"/>
g. A requirement that students wear badges or picture identification?		094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_CAMERAS</b>					
h. One or more security cameras to monitor the school?		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_SAFETY_CODE_OF_CONDUCT</b>					
i. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>F_REPORT</b>					
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?		167	Yes 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	Don't know 3 <input type="checkbox"/>
<b>F_DISTRACTED</b>					
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		

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_RULES_FAIR</b> a. The school rules are fair.</p> <p><b>F_PUNISHMENT_SAME</b> b. The punishment for breaking school rules is the same no matter who you are.</p> <p><b>F_RULES_ENFORCED</b> c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p><b>F_PUNISHMENT_KNOWN</b> d. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>F_TEACHERS_RESPECT</b> e. Teachers treat students with respect.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p><b>F_ADULT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_ADULT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_ADULT_GOOD_JOB</b> c. Tells you when you do a good job.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD</b> There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>212SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>213SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_SAFE_IN_SCHOOL</b> You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td>189SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>					
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189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>												
<p><b>SCS_INTRO 3</b> 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.</p>																
<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p>Is it possible for students at your school to get...</p> <p><b>F_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_MARIJUANA</b> b. Marijuana, also known as pot, weed or mary jane?</p> <p><b>F_PRESCRIPTION_DRUGS</b> c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?</p> <p><b>F_OTHER_ILLEGAL</b> d. Other illegal drugs, such as cocaine, uppers, or heroin?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> </tr> <tr> <td>040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>209SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
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159	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>														
<p><b>F_KNOW_DRUGS_OR_ALCOHOL</b> 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>210SCS      1 <input type="checkbox"/> Yes                   2 <input type="checkbox"/> No</p>															
<p><b>FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																
<p><b>G_FIGHT_AT_SCHOOL</b> 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103      1 <input type="checkbox"/> Yes             2 <input type="checkbox"/> No - <b>SKIP to:</b>   <b>Q22</b></p>															
<p><b>G_FIGHT_HOW_OFTEN</b> 21b. During this school year, how many times have you been in a physical fight at school?</p>	<p>104      <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Number of times)</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. During this school year, has any student from your school...

(Read each category a-h.)

**G\_BULLY\_MADE\_FUN**

a. Made fun of you, called you names, or insulted you, in a hurtful way?

	Yes	No
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  2

c. Purposely shared your private information, photos, or videos in a hurtful way?

136 1  2

**G\_BULLY\_THREAT**

d. Threatened you with harm?

137 1  2

**G\_BULLY\_CONTACT**

e. Pushed you, shoved you, tripped you, or spit on you?

138 1  2

Has any student from your school...

**G\_BULLY\_COERCED**

f. Tried to make you do things you did not want to do, for example, give them money or other things?

139 1  2

**G\_BULLY\_EXCLUDED**

g. Excluded you from activities, social media, or other communications to hurt you?

140 1  2

**G\_BULLY\_DESTROYED\_PROP**

h. Destroyed your property on purpose?

141 1  2  If all categories a-h are marked "No" **SKIP** to Probes (Q22) on page 16

**SCS\_INTRO 4**

[If R said yes to 1 in Q22a-h]: 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-h]: 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

<p><b>G_BULLY_HOW_ACT</b></p> <p>24. Did these students act alone, together as a team, or both?</p>	<p>218SCS</p> <p>1 <input type="checkbox"/> Alone  2 <input type="checkbox"/> Together  3 <input type="checkbox"/> Both  4 <input type="checkbox"/> Don't know</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>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>
<p><b>G_BULLY_DAY_PLUS</b></p> <p>26a. During this school year, how many days did you experience (that thing/any of those things)?  <i>(READ ANSWER CATEGORIES)</i></p>	<p>214SCS</p> <p>1 <input type="checkbox"/> <b>One day</b> – Go to <b>Q26b</b>  2 <input type="checkbox"/> <b>Two to five days</b> – Skip to <b>Q27</b>  3 <input type="checkbox"/> <b>Six to ten days</b>– Skip to <b>Q27</b>  4 <input type="checkbox"/> <b>More than ten days</b>– Skip to <b>Q27</b></p>
<p><b>G_BULLY_TIMES</b></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?  <i>(READ ANSWER CATEGORIES 1-4)</i></p>	<p>215SCS</p> <p>1 <input type="checkbox"/> <b>One time</b>  2 <input type="checkbox"/> <b>Two or more times</b>  3 <input type="checkbox"/> Too many times to count  4 <input type="checkbox"/> Don't know</p>
<p><b>G_BULLY_HAPPEN_AGAIN</b></p> <p>27. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>216SCS</p> <p>1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>
<p><b>CHECK ITEM B:</b></p> <p>1. Did more than one student do those things?  Yes (R answered “Yes” to Q23) → Go to <b>QUESTION 2 BELOW</b>  No (R answered “No” to Q23) → Skip to <b>SCS INTRO 5b ON PAGE 14</b> (fill for “another student” / “that student”)</p> <p>2. Did any of those students do any of those things more than once?  Yes (R answered “Yes” to Q25) → Go to <b>SCS INTRO 5a ON PAGE 14</b> (fill for “other students” / “those students”)  No (R answered “No” to Q25) → Skip to <b>SCS INTRO 5b ON PAGE 14</b>(fill for “other students” / “those students”)</p>	

**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
<b>G_BULLY_STRONGER</b>			
a. [Was that student/ Were any of those students] physically bigger or stronger than you?	219SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_POPULAR</b>			
b. [Was that student/ Were any of those students] more popular than you?	220SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_MONEY</b>			
c. [Did that student/ Did any of those students] have more money than you?	221SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_INFLUENCE</b>			
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"/>
<b>G_BULLY_OTHER_POWER</b>			
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"/>

**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**

<b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b>	143	1 <input type="checkbox"/>	In a classroom at school?
	168	2 <input type="checkbox"/>	In a hallway or stairwell at school?
	169	3 <input type="checkbox"/>	In a bathroom or locker room at school?
	173	4 <input type="checkbox"/>	In a cafeteria or lunch room at school?
	146	5 <input type="checkbox"/>	Somewhere else inside the school building? –Ask <b>G_BULLY_WHERE_SPECIFY</b>
<b>VERSION 1</b>			
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			
<b>G_BULLY_WHERE_SPECIFY</b>			
Where is the other place it occurred?	144	6 <input type="checkbox"/>	Outside on school grounds?
	145	7 <input type="checkbox"/>	On the way to or from school such as on a school bus or at a bus stop?
	211SCS	8 <input type="checkbox"/>	Online or by text?
			<b>ALL SKIP TO Q30 ON PAGE 15</b>

<b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b>	143	1 <input type="checkbox"/>	In a classroom at school?
	168	2 <input type="checkbox"/>	In a hallway or stairwell at school?
	169	3 <input type="checkbox"/>	In a bathroom or locker room at school?
	173	4 <input type="checkbox"/>	In a cafeteria or lunch room at school?
	146	5 <input type="checkbox"/>	Somewhere else inside the school building? – Ask <b>G_BULLY_WHERE_SPECIFY</b>
<b>VERSION 2</b>			
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			
<b>G_BULLY_WHERE_SPECIFY</b>			
Where is the other place they occurred?	144	6 <input type="checkbox"/>	Outside on school grounds?
	145	7 <input type="checkbox"/>	On the way to or from school such as on a school bus or at a bus stop?
	211SCS	8 <input type="checkbox"/>	Online or by text?

<p><b>G_BULLY_ADULT_TOLD</b>  <b>30.</b> 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><b>31.</b> This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:  (READ ANSWER CATEGORIES)</p> <p><b>G_SCHOOL_WORK</b>  a. YOUR school work.</p> <p><b>G_RELATION_FRIEND_FAMILY</b>  b. YOUR relationships with friends or family.</p> <p><b>G_ABOUT_YOURSELF</b>  c. How you feel about YOURSELF.</p> <p><b>G_PHYSICAL_HEALTH</b>  d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>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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<p><b>32.</b> When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...</p> <p><b>G_BULLY_RACE</b>  a. YOUR race?</p> <p><b>G_BULLY_RELIGION</b>  b. YOUR religion?</p> <p><b>G_BULLY_ETHNIC_ORIGIN</b>  c. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p><b>G_BULLYING_DISABILITY</b>  d. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_BULLYING_GENDER</b>  e. YOUR gender?</p> <p><b>G_BULLYING_ORIENTATION</b>  f. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p><b>G_BULLYING_APPEARANCE</b>  g. YOUR physical appearance?</p>	<table border="1"> <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.

**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.

b. 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?

c. 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:**

d. Were you thinking about things that happen online or by text when I asked you the questions shown here? [GESTURE TO PAPER]

e. What kinds of places were you thinking about where those things could have happened?

f. Suppose you had a brother or sister who attended your school and they were doing things to you at school that made you feel bad or were hurtful. Do you think you would say yes to any of the questions on this paper? [GESTURE TO PAPER]

g. What about if a boyfriend or girlfriend was doing something hurtful that was asked about in that question [GESTURE TO PAPER]? Would you include that here?

h. 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?

**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?

**All respondents:**

- b. What hurtful things were you thinking of when answering this question?

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 NECESSARY] Were you thinking about the same student(s) when answering each of the individual questions a through e? [IF NO AND IF NECESSARY] Can you tell me more about that?

**All respondents:**

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

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

**If R said yes to item e (more power in some other way)**

- d. When I first asked you these questions, you said yes to item e, more power than you in some other way. What other way were you thinking of when you said yes? [IF NECESSARY] Can you tell me more about that?

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

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><b>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?</b></p>		
	<b>Yes</b>	<b>No</b>
<p><b>H_AVOID_SHORTCUT</b></p> <ul style="list-style-type: none"> <li>a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?</li> </ul>	068	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_AVOID_ENTRANCE</b></p> <ul style="list-style-type: none"> <li>b. The entrance into the school?</li> </ul>	069	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_AVOID_HALLWAYS</b></p> <ul style="list-style-type: none"> <li>c. Any hallways or stairs in school?</li> </ul>	070	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_AVOID_CAFETERIA</b></p> <ul style="list-style-type: none"> <li>d. Parts of the school cafeteria or lunchroom?</li> </ul>	071	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_AVOID_RESTROOMS</b></p> <ul style="list-style-type: none"> <li>e. Any school restrooms?</li> </ul>	072	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_AVOID_OTHER_PLACES</b></p> <ul style="list-style-type: none"> <li>f. Other places inside the school building?</li> </ul>	073	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_AVOID_PARKING_LOT</b></p> <ul style="list-style-type: none"> <li>g. School parking lot?</li> </ul>	074	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_AVOID_OTHER_SCHOOL</b></p> <ul style="list-style-type: none"> <li>h. Other places on school grounds?</li> </ul>	075	1 <input type="checkbox"/> 2 <input type="checkbox"/>
<p><b>H_SCHOOL_BUS_STOP</b></p> <ul style="list-style-type: none"> <li>i. School bus or bus stop?</li> </ul>	208SCS	1 <input type="checkbox"/> 2 <input type="checkbox"/>



<b>H_AVOID_ACTIVITIES</b> <b>38a.</b> Did you <b>AVOID</b> 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												
<b>H_AVOID_CLASSES</b> <b>38b.</b> Did you <b>AVOID</b> any classes because you thought someone might attack or harm you?	077    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No												
<b>H_STAY_HOME</b> <b>38c.</b> 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												
<b>GANGS</b>													
<b>K_INTRO_GANG</b> <b>INTRO 6 -</b> Now, we'd like to know about gangs at your school. Your answers will not be shared with anyone at your school or home.													
<b>K_GANGS</b> <b>43a.</b> Are there any gangs at your school?	058    1 <input type="checkbox"/> Yes- <b>GO</b> to <b>Q43b</b> 2 <input type="checkbox"/> No - <b>SKIP</b> to <b>Q44</b> 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>Q44</b>												
<b>K_GANG_FIGHTS</b> <b>43b.</b> During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?  <i>(READ CATEGORIES 1-5)</i>	089    1 <input type="checkbox"/> <b>Never</b> 2 <input type="checkbox"/> <b>Once or twice this school year</b> 3 <input type="checkbox"/> <b>Once or twice a month</b> 4 <input type="checkbox"/> <b>Once or twice a week, or</b> 5 <input type="checkbox"/> <b>Almost every day</b>												
<b>K_GANG_DRUGS</b> <b>43c.</b> Have gangs been involved in the sale of drugs at your school during this school year?	090    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know												
<b>STUDENT CHARACTERISTICS</b>													
<b>L_GRADES</b> <b>44.</b> During this school year, across all subjects have you gotten mostly -  <i>(READ CATEGORIES 1-5)</i>	116    1 <input type="checkbox"/> <b>A's</b> 2 <input type="checkbox"/> <b>B's</b> 3 <input type="checkbox"/> <b>C's</b> 4 <input type="checkbox"/> <b>D's</b> 5 <input type="checkbox"/> <b>F's</b> 6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent												
<b>L_SKIP_CLASSES</b> <b>45a.</b> 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.	114    1 <input type="checkbox"/> Yes- <b>GO</b> to <b>Q45b</b> 2 <input type="checkbox"/> No - <b>SKIP</b> to <b>Q46</b> 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>Q46</b>												
<b>L_SKIP_CLASS_DAYS</b> <b>45b.</b> During the past 4 weeks of school, on how many days did you skip at least one class?	115 <input type="text"/> <input type="text"/> (Number of days)												
<b>46.</b> Thinking about the future, do you think you will ... <b>L_SCHOOL_AFTER_SCHOOL</b> a. Attend school after high school, such as a college or technical school? .....  <b>L_GRADUATE_4YR</b> b. Graduate from a 4-year college? .....	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Yes</th> <th style="width: 30%; text-align: center;">No</th> <th style="width: 30%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <b>END</b></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td style="vertical-align: top;">118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	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"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

Probes (Q43):

I have some follow up questions about a few of the items you answered throughout the survey, then we'll wrap up.

**All respondents:**

I asked you, "Are there any gangs at your school?"

- a. What does the term "gangs" mean to you in this question?

**If R answered "yes":**

When I asked if there are gangs at your school, you answered "yes."

- b. How did you come up with your answer to that question?
- c. [IF NECESSARY] What are some things about the group that makes you think of them as a gang?

Probes (Q19):

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

**All respondents:**

- a. What comes to mind when you hear the phrase "alcoholic beverages"?

Take a look at item b.

- b. Are there other names for marijuana that you hear more often than pot, weed, and mary jane? [IF NECESSARY] What are some of those names?

Take a look at item c.

- c. Prescription drugs are legal but sometimes people get and sell them illegally, like Oxycontin, Ritalin, and Adderall. Are there other kinds of prescription drugs you know of that are available? Did you include them in your response?
- d. 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. What does the term "spirit groups" mean to you?
- c. What does the term "student government" mean to you?

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.

2019 SCS to the NCVS  
Round 2 Cognitive Interview Protocol

## Cognitive Testing of NCVS SCS

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PARTICIPANT ID #: \_\_\_\_\_ DATE: \_\_\_\_ / \_\_\_\_ / 2018

INTERVIEWER'S NAME: \_\_\_\_\_

START TIME: \_\_\_\_\_: \_\_\_\_\_ AM / PM

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*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.*

4. ASK PARTICIPANT IF (S)HE HAS ANY QUESTIONS ABOUT THE CONSENT FORM.
5. 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.
6. 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=respondent):**

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.

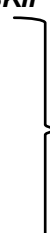
## 2017 SCHOOL CRIME SUPPLEMENT

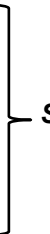
**INTRO\_1 -** Now, I would like to ask some questions about your experiences at school. We estimate the survey will take 3 to 15 minutes depending on your circumstances. The law authorizes the collection of this data and requires us not to share your responses with your school or family.

### SCREEN QUESTIONS FOR SUPPLEMENT

<p><b>E_ATTENDSCHOOL</b> 1a. Did you attend school at any time this school year?</p> <hr/> <p><b>E_HOMESCHOOL</b> 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?</p> <hr/> <p><b>E_ALLHOMESCHOOL</b> 1c. Was all of your schooling this school year homeschooling?</p> <hr/> <p><b>E_DIFFSCHOOL_ATTENDED</b> 1d. How many different schools have you attended this school year?</p> <p style="margin-left: 20px;">Include your homeschooling as one school. (only asked if student answered "yes" to being homeschooled)</p>	<p>006    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No - <b>SKIP to END</b></p> <hr/> <p>092    1 <input type="checkbox"/> Yes           2 <input type="checkbox"/> No - <b>SKIP to E_DIFFSCHOOL_ATTENDED</b></p> <hr/> <p>007    1 <input type="checkbox"/> Yes - <b>SKIP to END</b>           2 <input type="checkbox"/> No</p> <hr/> <p>185SCS 1 <input type="checkbox"/> One school           2 <input type="checkbox"/> Two schools           3 <input type="checkbox"/> Three or more schools</p>
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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**.

<p><b>E_HOMESCHOOLGRADE</b> 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?</p> <hr/> <p><b>E_HOMESCHOOLGRADE_OTHER</b></p>	<p>093    0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b>           1 <input type="checkbox"/> Sixth           2 <input type="checkbox"/> Seventh           3 <input type="checkbox"/> Eighth           4 <input type="checkbox"/> Ninth           5 <input type="checkbox"/> Tenth           6 <input type="checkbox"/> Eleventh           7 <input type="checkbox"/> Twelfth           8 <input type="checkbox"/> Other - <i>Specify</i>           9 <input type="checkbox"/> College/GED/Post-graduate/                   Other noneligible – <b>SKIP to END</b></p> <div style="text-align: right; margin-top: 10px;">  <p><b>SKIP to INTRO_2</b></p> </div>
--	--

<p><b>E_WHATGRADE</b> 2b. What grade are you in?</p> <hr/> <p><b>E_WHATGRADE_OTHER</b></p>	<p>008    0 <input type="checkbox"/> Fifth or under - <b>SKIP to END</b>           1 <input type="checkbox"/> Sixth           2 <input type="checkbox"/> Seventh           3 <input type="checkbox"/> Eighth           4 <input type="checkbox"/> Ninth           5 <input type="checkbox"/> Tenth           6 <input type="checkbox"/> Eleventh           7 <input type="checkbox"/> Twelfth           8 <input type="checkbox"/> Other - <i>Specify</i>           9 <input type="checkbox"/> College/GED/Post-graduate/                   Other noneligible - <b>SKIP to END</b></p> <div style="text-align: right; margin-top: 10px;">  <p><b>SKIP to E_WHATMONTH</b></p> </div>
--	--



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><b>F_GRADES_LOW</b>  <b>6a. What is the lowest grade taught in your school?</b></p>	<p>020</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten  1 <input type="checkbox"/> 1<sup>st</sup> grade  2 <input type="checkbox"/> 2<sup>nd</sup> grade  3 <input type="checkbox"/> 3<sup>rd</sup> grade  4 <input type="checkbox"/> 4<sup>th</sup> grade  5 <input type="checkbox"/> 5<sup>th</sup> grade  6 <input type="checkbox"/> 6<sup>th</sup> grade  7 <input type="checkbox"/> 7<sup>th</sup> grade  8 <input type="checkbox"/> 8<sup>th</sup> grade  9 <input type="checkbox"/> 9<sup>th</sup> grade  10 <input type="checkbox"/> 10<sup>th</sup> grade  11 <input type="checkbox"/> 11<sup>th</sup> 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><b>F_GRADES_HIGH</b>  <b>6b. What is the highest grade taught in your school?</b></p>	<p>021</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten  1 <input type="checkbox"/> 1<sup>st</sup> grade  2 <input type="checkbox"/> 2<sup>nd</sup> grade  3 <input type="checkbox"/> 3<sup>rd</sup> grade  4 <input type="checkbox"/> 4<sup>th</sup> grade  5 <input type="checkbox"/> 5<sup>th</sup> grade  6 <input type="checkbox"/> 6<sup>th</sup> grade  7 <input type="checkbox"/> 7<sup>th</sup> grade  8 <input type="checkbox"/> 8<sup>th</sup> grade  9 <input type="checkbox"/> 9<sup>th</sup> grade  10 <input type="checkbox"/> 10<sup>th</sup> grade  11 <input type="checkbox"/> 11<sup>th</sup> 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><b>F_GETTOSCHOOL</b>  <b>7. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i>  <b>F_GETTOSCHOOL_SPECIFY</b>  <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 – <i>Specify</i> _____</p>

<p><b>F_HOMEFROMSCHOOL</b></p> <p>8. How do you get home from school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><b>F_HOMEFROMSCHOOL_SPECIFY</b> 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>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p><b>F_ACTIVITIES_SPORTS</b> a. Athletic teams at school?</p> <p><b>F_ACTIVITIES_SPIRIT</b> b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p><b>F_ACTIVITIES_ARTS</b> c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p><b>F_ACTIVITIES_ACADEMIC</b> d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, or Math Club?</p> <p><b>F_ACTIVITIES_GOV</b> e. Student government or class council?</p> <p><b>F_ACTIVITIES_SERVICE</b> f. [IF GRADES 6, 7, or 8 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?  [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.</p> <p><b>F_ACTIVITIES_OTHER</b> g. Other school clubs or school activities?</p> <p><b>F_ACTIVITIES_OTHER_SPECIFY</b> What are the other school clubs or school activities you participate in?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>120</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>121</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>122</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>123</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>124</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>125</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>126</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Specify _____</td> </tr> </tbody> </table>		Yes	No	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>		↓			Specify _____	
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<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p><b>F_SAFETY_POLICE</b> j. Security guards or assigned police officers?</p> <p><b>F_SAFETY_HALLSTAFF</b> k. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p><b>F_SAFETY_METAL_DETECTORS</b> l. Metal detectors, including wands? <i>(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.)</i></p> <p><b>F_SAFETY_DOORS_LOCKED</b> m. Locked entrance or exit doors during the day?</p> <p><b>F_SAFETY_SIGN_IN</b> n. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p><b>F_SAFETY_LOCKER_CHECKS</b> o. Locker checks?</p> <p><b>F_SAFETY_STUDENT_ID</b> p. A requirement that students wear badges or picture identification?</p> <p><b>F_SAFETY_CAMERAS</b> q. One or more security cameras to monitor the school?</p> <p><b>F_SAFETY_CODE_OF_CONDUCT</b> r. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p><b>F_REPORT</b> 11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p><b>F_DISTRACTED</b> 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	<table border="1"> <tbody> <tr> <td>156</td> <td>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	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																																																
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<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_RULES_FAIR</b> a. The school rules are fair.</p> <p><b>F_PUNISHMENT_SAME</b> b. The punishment for breaking school rules is the same no matter who you are.</p> <p><b>F_RULES_ENFORCED</b> c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p><b>F_PUNISHMENT_KNOWN</b> d. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>F_TEACHERS_RESPECT</b> e. Teachers treat students with respect.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p><b>F_ADULT_REALLYCARES</b> c. Really cares about you.</p> <p><b>F_ADULT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_ADULT_GOOD_JOB</b> c. Tells you when you do a good job.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD</b> There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>212SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td>213SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>															
213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_SAFE_IN_SCHOOL</b> You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td>189SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>															
189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
<p><b>SCS_INTRO 3</b> 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.</p>																			
<p>19. The following question refers to the availability of drugs and alcohol at your school.</p> <p style="text-align: center;">Is it possible for students at your school to get...</p> <p><b>F_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_MARIJUANA</b> b. Marijuana, also known as pot or weed?</p> <p><b>F_PRESCRIPTION_DRUGS</b> c. Opioids, such as prescription painkillers, heroin, or fentanyl?</p> <p>d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</p> <p><b>F_OTHER_ILLEGAL</b> e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> </tr> <tr> <td>040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>209SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>
	<b>Yes</b>	<b>No</b>																	
040	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
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159	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
<p><b>F_KNOW_DRUGS_OR_ALCOHOL</b> 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>210SCS</p> <p style="text-align: center;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																		
<p><b>FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																			
<p><b>G_FIGHT_AT_SCHOOL</b> 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103</p> <p style="text-align: center;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP</b> to: <b>Q22</b></p>																		

**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.)*

**G\_BULLY\_MADE\_FUN**

a. Made fun of you, called you names, or insulted you, in a hurtful way?

**Yes**                      **No**  
134    1                       2

**G\_BULLY\_RUMOR**

d. Spread rumors about you or tried to make others dislike you?

135    1                       2

c. Purposely shared your private information, photos, or videos in a hurtful way?

136    1                       2

**G\_BULLY\_THREAT**

d. Threatened you with harm?

137    1                       2

**G\_BULLY\_CONTACT**

e. Pushed you, shoved you, tripped you, or spit on you?

138    1                       2

Has any student from your school...

**G\_BULLY\_COERCED**

f. Tried to make you do things you did not want to do, for example, give them money or other things?

139    1                       2

**G\_BULLY\_EXCLUDED**

g. Excluded you from activities, social media, or other communications to hurt you?

140    1                       2

**G\_BULLY\_DESTROYED\_PROP**

h. Destroyed your property on purpose?

141    1                       2  If all categories a-h are marked "No" **SKIP** to Probes (Q22) on page 16

**SCS\_INTRO 4**

[If R said yes to 1 in Q22a-h]: 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-h]: 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><b>G_BULLY_MULTI_PERS</b></p> <p>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?</p>	<p>217SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to: Q26a</b></p>
<p><b>G_BULLY_HOW_ACT</b></p> <p>24. Did these students act alone, together as a team, or both?</p>	<p>218SCS</p> <p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</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>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p><b>G_BULLY_DAY_PLUS</b></p> <p>26a. During this school year, how many days did you experience (that thing/any of those things)? (READ ANSWER CATEGORIES)</p>	<p>214SCS</p> <p>1 <input type="checkbox"/> One day – Go to <b>Q26b</b> 2 <input type="checkbox"/> Two to five days – Skip to <b>Q27</b> 3 <input type="checkbox"/> Six to ten days– Skip to <b>Q27</b> 4 <input type="checkbox"/> More than ten days– Skip to <b>Q27</b></p>
<p><b>G_BULLY_TIMES</b></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? (READ ANSWER CATEGORIES 1-4)</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><b>G_BULLY_HAPPEN_AGAIN</b></p> <p>27. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>216SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>CHECK ITEM B:</b></p> <p>3. Did more than one student do those things? Yes (R answered “Yes” to Q23) → Go to <b>QUESTION 2 BELOW</b> No (R answered “No” to Q23) → Skip to <b>SCS INTRO 5b ON PAGE 14</b> (fill for “another student” / “that student”)</p> <p>4. Did any of those students do any of those things more than once? Yes (R answered “Yes” to Q25) → Go to <b>SCS INTRO 5a ON PAGE 14</b> (fill for “other students” / “those students”) No (R answered “No” to Q25) → Skip to <b>SCS INTRO 5b ON PAGE 14</b>(fill for “other students” / “those students”)</p>	



**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
<b>G_BULLY_STRONGER</b> f. [Was that student/ Were any of those students] physically bigger or stronger than you?	219SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_POPULAR</b> g. [Was that student/ Were any of those students] more popular than you?	220SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_MONEY</b> h. [Did that student/ Did any of those students] have more money than you?	221SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_INFLUENCE</b> i. [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"/>
<b>G_BULLY_OTHER_POWER</b> j. [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"/>
<b>G_BULLY_OTHER_POWER_SPECIFY</b>  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><b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b>  <b>VERSION 2</b>  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 style="text-align: center;"><i>(READ CATEGORIES) Mark (X) all that apply</i></p> <p><b>G_BULLY_WHERE_SPECIFY</b>  Where is the other place they occurred?</p>	143 1 <input type="checkbox"/> In a classroom at school? 168 2 <input type="checkbox"/> In a hallway or stairwell at school? 169 3 <input type="checkbox"/> In a bathroom or locker room at school? 4 <input type="checkbox"/> In a gymnasium or weight room at school? 173 5 <input type="checkbox"/> In a cafeteria or lunch room at school? 146 6 <input type="checkbox"/> Somewhere else inside the school building? –Ask <b>G_BULLY_WHERE_SPECIFY</b>  144 7 <input type="checkbox"/> Outside on school grounds? 145 8 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop? 211SCS 9 <input type="checkbox"/> Online or by text? <b>ALL SKIP TO Q30 ON PAGE 15</b>																									
<p><b>G_BULLY_ADULT_TOLD</b>  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>	147 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																									
<p>31. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:  (READ ANSWER CATEGORIES)</p> <p><b>G_SCHOOL_WORK</b>  d. YOUR school work.</p> <p><b>G_RELATION_FRIEND_FAMILY</b>  e. YOUR relationships with friends or family.</p> <p><b>G_ABOUT_YOURSELF</b>  f. How you feel about YOURSELF.</p> <p><b>G_PHYSICAL_HEALTH</b>  d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>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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<p>32. When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...</p> <p><b>G_BULLY_RACE</b>  h. YOUR race?</p> <p><b>G_BULLY_RELIGION</b>  i. YOUR religion?</p> <p><b>G_BULLY_ETHNIC_ORIGIN</b>  j. Your ethnic background or national origin - for example, people of Hispanic origin?</p> <p><b>G_BULLYING_DISABILITY</b>  k. Any disability you may have – such as physical, mental, or developmental disabilities?</p> <p><b>G_BULLYING_GENDER</b>  l. YOUR gender?</p> <p><b>G_BULLYING_ORIENTATION</b>  m. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?</p> <p><b>G_BULLYING_APPEARANCE</b>  n. YOUR physical appearance?</p>	<table border="1"> <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"].

- i. Can you tell me about what happened? As much as you feel comfortable talking about.
- j. [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.

- k. 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?
- l. [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?
- m. 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:**

- n. 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?
- o. 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?
- p. What does the term "dating" mean to you?
- q. How do students at your school talk about what it means to be dating?
- r. Is it easy to know when something goes from talking and flirting to dating? Why/why not?
- s. 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 \_\_\_\_.

- c. How did you come up with your answer to this question?
- d. [IF NOT MENTIONED IN RESPONSE TO PROBE A] What incidents were you thinking of when you were answering this question?
- e. 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  Yes 2  No
- b. Your friend or ex-friend? 1  Yes 2  No
- c. Your boyfriend or girlfriend at the time? 1  Yes 2  No
- d. Your ex-boyfriend or ex-girlfriend at the time? 1  Yes 2  No
- e. Another student from school? 1  Yes 2  No

- f. 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:

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

If Q27 = Alone or Both:

- h. 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:**

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

When I asked this question earlier, you answered \_\_\_\_.

- d. 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:**

- c. How did you come up with your answer to that question?

- d. [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:**

- c. How did you come up with your answer to that question?

- d. [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":**

- c. 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)

- c. Which students were you thinking about when answering these question?
- d. [IF R MENTIONS MORE THAN ONE STUDENT IN RESPONSE TO PROBE A ABOVE] Did any of those students only do something one time?
- e. 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?"

- f. 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:

- b. 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]

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

Probes (Bullying section part 1):

- b. 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>
---	---

Probes (Q33):

c. Why did you answer the way you did?

d. [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):

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

d. 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><b>H_AVOID_SHORTCUT</b>  a. For example, did you ever stay away from the shortest route to school, because you thought someone might attack or harm you?</p> <p><b>H_AVOID_ENTRANCE</b>  b. The entrance into the school?</p> <p><b>H_AVOID_HALLWAYS</b>  c. Any hallways or stairs in school?</p> <p><b>H_AVOID_CAFETERIA</b>  d. Parts of the school cafeteria or lunchroom?</p> <p><b>H_AVOID_RESTROOMS</b>  e. Any school restrooms?</p> <p><b>H_AVOID_OTHER_PLACES</b>  f. Other places inside the school building?</p> <p><b>H_AVOID_PARKING_LOT</b>  g. School parking lot?</p> <p><b>H_AVOID_OTHER_SCHOOL</b>  h. Other places on school grounds?</p> <p><b>H_SCHOOL_BUS_STOP</b>  i. School bus or bus stop?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;"></th> <th style="width: 20%; text-align: center;">Yes</th> <th style="width: 20%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>068</td> <td></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></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></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></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></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></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></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></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></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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208SCS		1 <input type="checkbox"/>	2 <input type="checkbox"/>																																						
<p><b>H_AVOID_ACTIVITIES</b>  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><b>H_AVOID_CLASSES</b>  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>																																								

<p><b>H_STAY_HOME</b>  <b>38c.</b> Did you stay home from school because you thought someone might attack or harm you in the school building, on school property, on a school bus, or going to or from school?</p>	<p>078    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No</p>												
<b>GANGS</b>													
<p><b>K_INTRO_GANG</b>  <b>INTRO 6 -</b> 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>													
<p><b>K_GANGS</b>  <b>43a.</b> Are there any gangs at your school?</p>	<p>058    1 <input type="checkbox"/> Yes- <b>GO</b> to <b>Q43b</b>  2 <input type="checkbox"/> No - <b>SKIP</b> to <b>Q44</b>  3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>Q44</b></p>												
<p><b>K_GANG_FIGHTS</b>  <b>43b.</b> 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"/> <b>Never</b>  2 <input type="checkbox"/> <b>Once or twice this school year</b>  3 <input type="checkbox"/> <b>Once or twice a month</b>  4 <input type="checkbox"/> <b>Once or twice a week, or</b>  5 <input type="checkbox"/> <b>Almost every day</b></p>												
<p><b>K_GANG_DRUGS</b>  <b>43c.</b> 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>												
<b>STUDENT CHARACTERISTICS</b>													
<p><b>L_GRADES</b>  <b>44.</b> During this school year, across all subjects have you gotten mostly -   (READ CATEGORIES 1-5)</p>	<p>116    1 <input type="checkbox"/> <b>A's</b>  2 <input type="checkbox"/> <b>B's</b>  3 <input type="checkbox"/> <b>C's</b>  4 <input type="checkbox"/> <b>D's</b>  5 <input type="checkbox"/> <b>F's</b>  6 <input type="checkbox"/> School does not give grades/no alphabetic grade equivalent</p>												
<p><b>L_SKIP_CLASSES</b>  <b>45a.</b> 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- <b>GO</b> to <b>Q45b</b>  2 <input type="checkbox"/> No - <b>SKIP</b> to <b>Q46</b>  3 <input type="checkbox"/> Don't know - <b>SKIP</b> to <b>Q46</b></p>												
<p><b>L_SKIP_CLASS_DAYS</b>  <b>45b.</b> 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><b>46.</b> Thinking about the future, do you think you will ...  <b>L_SCHOOL_AFTER_SCHOOL</b>  a. Attend school after high school, such as a college or technical school? .....</p> <p><b>L_GRADUATE_4YR</b>  b. Graduate from a 4-year college? .....</p>	<table border="0" style="width: 100%;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <b>END</b></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	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"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										



Probes (Q43):

**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.

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.

Are there any gangs at your school? 1  Yes 2  No 3  Don't Know

- d. How did you come up with your answer to that question?
- e. Was that question asking the same thing as the question I asked about gangs earlier? Can you tell me more about that?
- f. [IF NECESSARY] What does the term "gangs" mean to you in that new question?

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:**

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

Take a look at item c.

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

Now let's look at item d.

- e. 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?
- f. 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:

- d. 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?
- e. 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:

- h. Overall, what did you think of this survey? Was it easy or difficult?
- i. Is it easy to know when something someone does is bullying? Can you tell me more about that?
- j. What is the difference between someone being mean and someone being a bully?
- k. Does your school have a specific definition of bullying?
- l. [IF YES] How does your school define it?
- m. [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?
- n. 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.

2019 SCS to the NCVS  
Round 3 Cognitive Interview Protocol

## Cognitive Testing of NCVS SCS

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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.*

7. ASK PARTICIPANT IF (S)HE HAS ANY QUESTIONS ABOUT THE CONSENT FORM.
8. 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.
9. 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=respondent):**

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.

## 2018 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*  
           9  College/GED/Post-graduate/  
                   Other noneligible - **SKIP to END**
- } **SKIP to INTRO\_2**

**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*  
           9  College/GED/Post-graduate/  
                   Other noneligible - **SKIP to END**
- } **SKIP to E\_WHATMONTH**

**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.

<p><b>E_WHATMONTH</b></p> <p>3. In what month did your current school year begin?</p>	<p>009    1 <input type="checkbox"/> August  2 <input type="checkbox"/> September  3 <input type="checkbox"/> Other</p>
<p><b>E_WHATMONTHOTHER</b></p>	<p>1 <input type="checkbox"/> January  2 <input type="checkbox"/> February  3 <input type="checkbox"/> March  4 <input type="checkbox"/> April  5 <input type="checkbox"/> May  6 <input type="checkbox"/> June  7 <input type="checkbox"/> July  8 <input type="checkbox"/> October  9 <input type="checkbox"/> November  10 <input type="checkbox"/> December</p>
<p><b>ENVIRONMENTAL QUESTIONS</b></p>	
<p><b>F_SCHOOLSTATE, F_SCHOOLCOUNTY, F_SCHOOLCITY</b></p> <p>4b. In what State, County and City is your school located?</p> <p><b>F_NAMEOFSCHOOL</b></p> <p>What is the complete name of your school?</p>	<p>015 State  014 County  013 City  012 School Name</p>
<p><b>F_PUBLICORPRIVATE</b></p> <p>5a. Is your school public or private?</p> <p>_____</p> <p><b>F_REGULARSCHOOL</b></p> <p>5b. Is this the regular school that most of the students in your neighborhood attend?</p> <p>_____</p> <p><b>F_CHURCHRELATED</b></p> <p>5c. Is your school affiliated with a religion?</p>	<p>016    1 <input type="checkbox"/> Public – <b>ASK F_REGULARSCHOOL</b>  2 <input type="checkbox"/> Private - <b>SKIP</b> to <b>F_CHURCHRELATED</b></p> <hr/> <p>017    1 <input type="checkbox"/> Yes }  2 <input type="checkbox"/> No    } <b>SKIP</b> to <b>F_GRADES_LOW</b></p> <hr/> <p>018    1 <input type="checkbox"/> Yes  2 <input type="checkbox"/> No  3 <input type="checkbox"/> Don't know</p>



<p><b>F_GRADES_LOW</b>  <b>6a. What is the lowest grade taught in your school?</b></p>	<p>020</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten  1 <input type="checkbox"/> 1<sup>st</sup> grade  2 <input type="checkbox"/> 2<sup>nd</sup> grade  3 <input type="checkbox"/> 3<sup>rd</sup> grade  4 <input type="checkbox"/> 4<sup>th</sup> grade  5 <input type="checkbox"/> 5<sup>th</sup> grade  6 <input type="checkbox"/> 6<sup>th</sup> grade  7 <input type="checkbox"/> 7<sup>th</sup> grade  8 <input type="checkbox"/> 8<sup>th</sup> grade  9 <input type="checkbox"/> 9<sup>th</sup> grade  10 <input type="checkbox"/> 10<sup>th</sup> grade  11 <input type="checkbox"/> 11<sup>th</sup> 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><b>F_GRADES_HIGH</b>  <b>6b. What is the highest grade taught in your school?</b></p>	<p>021</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten  1 <input type="checkbox"/> 1<sup>st</sup> grade  2 <input type="checkbox"/> 2<sup>nd</sup> grade  3 <input type="checkbox"/> 3<sup>rd</sup> grade  4 <input type="checkbox"/> 4<sup>th</sup> grade  5 <input type="checkbox"/> 5<sup>th</sup> grade  6 <input type="checkbox"/> 6<sup>th</sup> grade  7 <input type="checkbox"/> 7<sup>th</sup> grade  8 <input type="checkbox"/> 8<sup>th</sup> grade  9 <input type="checkbox"/> 9<sup>th</sup> grade  10 <input type="checkbox"/> 10<sup>th</sup> grade  11 <input type="checkbox"/> 11<sup>th</sup> 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><b>F_GETTOSCHOOL</b>  <b>7. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i>  <b>F_GETTOSCHOOL_SPECIFY</b>  <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 – <i>Specify</i> _____</p>

<p><b>F_HOMEFROMSCHOOL</b></p> <p>8. How do you get home from school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><b>F_HOMEFROMSCHOOL_SPECIFY</b> 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>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p><b>F_ACTIVITIES_SPORTS</b> a. Athletic teams at school?</p> <p><b>F_ACTIVITIES_SPIRIT</b> b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p><b>F_ACTIVITIES_ARTS</b> c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p><b>F_ACTIVITIES_ACADEMIC</b> d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, Math Club, or Computer Club?</p> <p><b>F_ACTIVITIES_GOV</b> e. Student government or class council?</p> <p><b>F_ACTIVITIES_SERVICE</b> f. [IF GRADES 6, 7, or 8 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club?  [IF GRADES 9, 10, 11, or 12 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p><b>F_ACTIVITIES_OTHER</b> g. Other school clubs or school activities?</p> <p><b>F_ACTIVITIES_OTHER_SPECIFY</b> What are the other school clubs or school activities you participate in?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>120</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>121</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>122</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>123</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>124</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>125</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>126</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Specify _____</td> </tr> </tbody> </table>		Yes	No	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>		↓			Specify _____	
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<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p><b>F_SAFETY_POLICE</b> s. Security guards or assigned police officers?</p> <p><b>F_SAFETY_HALLSTAFF</b> t. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p><b>F_SAFETY_METAL_DETECTORS</b> u. Metal detectors, including wands? <i>(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.)</i></p> <p><b>F_SAFETY_DOORS_LOCKED</b> v. Locked entrance or exit doors during the day?</p> <p><b>F_SAFETY_SIGN_IN</b> w. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p><b>F_SAFETY_LOCKER_CHECKS</b> x. Locker checks?</p> <p><b>F_SAFETY_STUDENT_ID</b> y. A requirement that students wear badges or picture identification?</p> <p><b>F_SAFETY_CAMERAS</b> z. One or more security cameras to monitor the school?</p> <p><b>F_SAFETY_CODE_OF_CONDUCT</b> aa. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> <th>School does not have lockers</th> </tr> </thead> <tbody> <tr> <td>028</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>029</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>030</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>031</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>032</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>033</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>094</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>095</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> <tr> <td>096</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td></td> </tr> </tbody> </table>		Yes	No	Don't know	School does not have lockers	028	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		029	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		030	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		031	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		032	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		033	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		095	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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<p><b>F_REPORT</b> 11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Don't know</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>																																										
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<p><b>F_DISTRACTED</b> 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	<table border="1"> <tbody> <tr> <td>156</td> <td>1 <input type="checkbox"/> Never 2 <input type="checkbox"/> Almost never 3 <input type="checkbox"/> Sometimes 4 <input type="checkbox"/> Most of the time</td> </tr> </tbody> </table>	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																																																
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<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_RULES_FAIR</b> a. The school rules are fair.</p> <p><b>F_PUNISHMENT_SAME</b> b. The punishment for breaking school rules is the same no matter who you are.</p> <p><b>F_RULES_ENFORCED</b> c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p><b>F_PUNISHMENT_KNOWN</b> d. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>F_TEACHERS_RESPECT</b> e. Teachers treat students with respect.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p><b>F_ADULT_REALLYCARES</b> e. Really cares about you.</p> <p><b>F_ADULT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_ADULT_GOOD_JOB</b> c. Tells you when you do a good job.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p><b>F_STUDENT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_STUDENT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_STUDENT_SUCCESS</b> c. Believes that you will be a success.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>186SCS</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>187SCS</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>188SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD</b> There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>212SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>213SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_SAFE_IN_SCHOOL</b> You feel safe in your school</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>189SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
<p><b>SCS_INTRO 3</b> 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.</p>																			
<p>19. Is it possible for students to get any of the following while at school...</p> <p><b>F_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_MARIJUANA</b> b. Marijuana, also known as pot or weed?</p> <p><b>F_PRESCRIPTION_DRUGS</b> c. Opioids, such as heroin, fentanyl, or prescription painkillers like Codeine or Percocet?</p> <p>d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</p> <p><b>F_OTHER_ILLEGAL</b> e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</p>	<table border="0"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>040</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>209SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>
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040	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
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209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
<p><b>F_KNOW_DRUGS_OR_ALCOHOL</b> 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>	<table border="0"> <tbody> <tr> <td>210SCS</td> <td>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</td> </tr> </tbody> </table>	210SCS	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																
210SCS	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No																		
<p><b>FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																			
<p><b>G_FIGHT_AT_SCHOOL</b> 21a. During this school year, have you been in one or more physical fights at school?</p>	<table border="0"> <tbody> <tr> <td>103</td> <td>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to:</b> <b>Q22</b></td> </tr> </tbody> </table>	103	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to:</b> <b>Q22</b>																
103	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to:</b> <b>Q22</b>																		

**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.)*

**G\_BULLY\_MADE\_FUN**

a. Made fun of you, called you names, or insulted you, in a hurtful way?

**Yes**                      **No**  
134    1                       2

**G\_BULLY\_RUMOR**

f. Spread rumors about you or tried to make others dislike you?

135    1                       2

c. Purposely shared your private information, photos, or videos in a hurtful way?

136    1                       2

**G\_BULLY\_THREAT**

d. Threatened you with harm?

137    1                       2

**G\_BULLY\_CONTACT**

e. Pushed you, shoved you, tripped you, or spit on you?

138    1                       2

Has any student from your school...

**G\_BULLY\_COERCED**

f. Tried to make you do things you did not want to do, for example, give them money or other things?

139    1                       2

**G\_BULLY\_EXCLUDED**

g. Excluded you from activities, social media, or other communications to hurt you?

140    1                       2

**G\_BULLY\_DESTROYED\_PROP**

h. Destroyed your property on purpose?

141    1                       2  If all categories a-h are marked "No" **SKIP** to Probes (Q22) on page 17

**SCS\_INTRO 4**

[If R said yes to 1 in Q22a-h]: 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-h]: 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><b>G_BULLY_MULTI_PERS</b></p> <p>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?</p>	<p>217SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to: Q26a</b></p>
<p><b>G_BULLY_HOW_ACT</b></p> <p>24. Did these students act alone, together as a team, or both?</p>	<p>218SCS</p> <p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</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>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p><b>G_BULLY_DAY_PLUS</b></p> <p>26a. During this school year, how many days did you experience (that thing/any of those things)? (READ ANSWER CATEGORIES)</p>	<p>214SCS</p> <p>1 <input type="checkbox"/> One day – Go to <b>Q26b</b> 2 <input type="checkbox"/> Two to five days – Skip to <b>Q27</b> 3 <input type="checkbox"/> Six to ten days– Skip to <b>Q27</b> 4 <input type="checkbox"/> More than ten days– Skip to <b>Q27</b></p>
<p><b>G_BULLY_TIMES</b></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? (READ ANSWER CATEGORIES 1-4)</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><b>G_BULLY_HAPPEN_AGAIN</b></p> <p>27. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>216SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>CHECK ITEM B:</b></p> <p>5. Did more than one student do those things? Yes (R answered “Yes” to Q23) → Go to <b>QUESTION 2 BELOW</b> No (R answered “No” to Q23) → Skip to <b>SCS INTRO 5b ON PAGE 14</b> (fill for “another student” / “that student”)</p> <p>6. Did any of those students do any of those things more than once? Yes (R answered “Yes” to Q25) → Go to <b>SCS INTRO 5a ON PAGE 14</b> (fill for “other students” / “those students”) No (R answered “No” to Q25) → Skip to <b>SCS INTRO 5b ON PAGE 14</b> (fill for “other students” / “those students”)</p>	

**SCS\_INTRO 5a** You reported that at least one student did [that thing/those 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
<b>G_BULLY_STRONGER</b> k. [Was that student/ Were any of those students] physically bigger or stronger than you?	219SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_POPULAR</b> l. [Was that student/ Were any of those students] more popular than you?	220SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_MONEY</b> m. [Did that student/ Did any of those students] have more money than you?	221SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_INFLUENCE</b> n. [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"/>
<b>G_BULLY_OTHER_POWER</b> o. [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"/>
<b>G_BULLY_OTHER_POWER_SPECIFY</b>  In what other way [did that student/ did any of those students] have more power than you?	_____	

<b>Qx</b>  What was your relationship to [the student/those students] when they did [that thing/those things] to you? Were they...  f. Your brother or sister? g. Your friend or ex-friend? h. Your boyfriend or girlfriend at the time? i. Your ex-boyfriend or ex-girlfriend at the time? j. Another student from school?	1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No 1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No
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**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](#)



<p><b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b></p> <p><b>VERSION 1</b></p> <p>29. Still thinking about the time that [another student/other students] did something to you, where did it occur? Did it occur ...</p> <p>(READ CATEGORIES) Mark (X) all that apply</p> <p><b>G_BULLY_WHERE_SPECIFY</b></p> <p>Where is the other place it 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>144 6 <input type="checkbox"/> Outside on school grounds?</p> <p>145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>211SCS 8 <input type="checkbox"/> Online or by text?</p> <p>146 9 <input type="checkbox"/> Somewhere else at school? –Ask <b>G_BULLY_WHERE_SPECIFY</b></p> <p>_____</p> <p><b>ALL SKIP TO Q30</b></p>																									
<p><b>G_BULLY_WHERE1 through G_BULLY_WHERE8</b></p> <p><b>VERSION 2</b></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><b>G_BULLY_WHERE_SPECIFY</b></p> <p>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>144 6 <input type="checkbox"/> Outside on school grounds?</p> <p>145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>211SCS 8 <input type="checkbox"/> Online or by text?</p> <p>146 9 <input type="checkbox"/> Somewhere else at school? –Ask <b>G_BULLY_WHERE_SPECIFY</b></p> <p>_____</p>																									
<p><b>G_BULLY_ADULT_TOLD</b></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</p> <p>2 <input type="checkbox"/> No</p>																									
<p>31. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:</p> <p>(READ ANSWER CATEGORIES)</p> <p><b>G_SCHOOL_WORK</b></p> <p>g. YOUR school work.</p> <p><b>G_RELATION_FRIEND_FAMILY</b></p> <p>h. YOUR relationships with friends or family.</p> <p><b>G_ABOUT_YOURSELF</b></p> <p>i. How you feel about YOURSELF.</p> <p><b>G_PHYSICAL_HEALTH</b></p> <p>d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>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"/>																						

32. When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...		Yes	No
<b>G_BULLY_RACE</b> o. YOUR race?	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_RELIGION</b> p. YOUR religion?	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLY_ETHNIC_ORIGIN</b> q. Your ethnic background or national origin - for example, people of Hispanic origin?	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLYING_DISABILITY</b> r. Any disability you may have – such as physical, mental, or developmental disabilities?	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLYING_GENDER</b> s. YOUR gender?	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLYING_ORIENTATION</b> t. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_BULLYING_APPEARANCE</b> u. YOUR physical appearance?	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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"].

- t. Can you tell me about what happened? As much as you feel comfortable talking about.
- u. [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.

- v. 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?
- w. [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?
- x. 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:**

- y. 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 20)**

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 \_\_\_\_\_.

- g. [IF R ANSWERED YES] How many students did those things [POINT TO Q22] to you at school this year?
- h. What incidents were you thinking of when you were answering this question?

**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:**

- i. Can you tell me why you answered the way you did?
  
- j. What does the phrase "together as a team" mean to you in this question?

**If Q24 = Alone or Both:**

- k. 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:**

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

When I asked this question earlier, you answered \_\_\_\_.

- f. 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:**

- e. How did you come up with your answer to that question?
  
- f. [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:**

- e. How did you come up with your answer to that question?
  
- f. [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":**

- d. 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)**

- g. Which students were you thinking about when answering these question?
- h. [IF R MENTIONS MORE THAN ONE STUDENT IN RESPONSE TO PROBE A ABOVE] Did any of those students only do something one time?
- i. 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?"

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

Question E asks "[Did this person/Did anyone in the group] have more power than you in another way?"

- k. What does the phrase "have more power than you" mean to you in this question?

Probes (Qx):

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

- a. 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 more than one student did things and said yes to siblings or boyfriend/girlfriend

- b. Which of the hurtful things in this question [POINT TO Q22] did your [sibling/boyfriend or girlfriend] do?
- c. Did any other students do the same thing(s) as your [sibling/boyfriend or girlfriend]?

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:

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

If R said yes to "bathroom or locker room" AND "gymnasium or weight room"

You said yes to items 3 and 4 - were you thinking about different incidents for each category? Can you tell me more about that?

Probes (31):

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

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

Probes (Bullying section part 1):

- c. 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.

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

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

Probes (Q33):

e. Why did you answer the way you did?

f. [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):

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

f. Please tell me, in your own words, how you define bullying.

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

**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?

**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?

	Yes	No
068	1 <input type="checkbox"/>	2 <input type="checkbox"/>

**H\_AVOID\_ENTRANCE**

b. The entrance into the school?

069	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_HALLWAYS**

c. Any hallways or stairs in school?

070	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_CAFETERIA**

d. Parts of the school cafeteria or lunchroom?

071	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_RESTROOMS**

e. Any school restrooms?

072	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_OTHER\_PLACES**

f. Other places inside the school building?

073	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_PARKING\_LOT**

g. School parking lot?

074	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_OTHER\_SCHOOL**

h. Other places on school grounds?

075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_SCHOOL\_BUS\_STOP**

i. School bus or bus stop?

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
-----	---

**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
-----	---

**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
-----	---

**GANGS**

**K\_INTRO\_GANG**

INTRO 6 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, 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 answers will not be shared with anyone at your school or home.

**K\_GANGS**

43a. Are there any gangs at your school?

058	1 <input type="checkbox"/> Yes- <b>GO</b> to Q43b 2 <input type="checkbox"/> No - <b>SKIP</b> to Q44 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to Q44
-----	---



<p><b>K_GANG_FIGHTS</b>  <b>43b.</b> During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?    (READ CATEGORIES 1-5)</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><b>K_GANG_DRUGS</b>  <b>43c.</b> Have gangs been involved in the sale of drugs at your school during this school year?</p>	090    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know

**STUDENT CHARACTERISTICS**

<p><b>L_GRADES</b>  <b>44.</b> During this school year, across all subjects have you gotten mostly -    (READ CATEGORIES 1-5)</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><b>L_SKIP_CLASSES</b>  <b>45a.</b> 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>	114    1 <input type="checkbox"/> Yes- <b>GO</b> to Q45b 2 <input type="checkbox"/> No - <b>SKIP</b> to Q46 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to Q46												
<p><b>L_SKIP_CLASS_DAYS</b>  <b>45b.</b> During the past 4 weeks of school, on how many days did you skip at least one class?</p>	115 <input type="text"/> <input type="text"/> (Number of days)												
<p><b>46.</b> Thinking about the future, do you think you will ...  <b>L_SCHOOL_AFTER_SCHOOL</b>  a. Attend school after high school, such as a college or technical school? .....</p> <p><b>L_GRADUATE_4YR</b>  b. Graduate from a 4-year college? .....</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Yes</th> <th style="width: 30%; text-align: center;">No</th> <th style="width: 30%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <b>END</b></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	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"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

Probes (Q43):

**All respondents:**

I am going to ask you some follow up questions about a few of the items you answered throughout the survey, and then we'll wrap up. I just asked you this question:

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, 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 answers will not be shared with anyone at your school or home.

Are there any gangs at your school? 1  Yes    2  No    3  Don't Know

g. How did you come up with your answer to that question?

h. What does the term "gangs" mean to you in that question?

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:**

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

Take a look at item c.

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

Now let's look at item d.

- j. 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?
- k. 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:**

- f. 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?
- g. 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:**

- o.** Overall, what did you think of this survey? Was it easy or difficult?
- p.** Is it easy to know when something someone does is bullying? Can you tell me more about that?
- q.** What is the difference between someone being mean and someone being a bully?
- r.** Does your school have a specific definition of bullying?
- s.** [IF YES] How does your school define it?
- t.** [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?
- u.** 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.

2019 SCS to the NCVS  
Round 4 Cognitive Interview Protocol

## Cognitive Testing of NCVS SCS

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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.*

10. ASK PARTICIPANT IF (S)HE HAS ANY QUESTIONS ABOUT THE CONSENT FORM.
11. 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.
12. 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=respondent):**

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.

## 2018 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*  
          9  College/GED/Post-graduate/  
                  Other noneligible - **SKIP to END**
- } **SKIP to INTRO\_2**

**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*  
          9  College/GED/Post-graduate/  
                  Other noneligible - **SKIP to END**
- } **SKIP to E\_WHATMONTH**

**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><b>F_GRADES_LOW</b>  <b>6a. What is the lowest grade taught in your school?</b></p>	<p>020</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten  1 <input type="checkbox"/> 1<sup>st</sup> grade  2 <input type="checkbox"/> 2<sup>nd</sup> grade  3 <input type="checkbox"/> 3<sup>rd</sup> grade  4 <input type="checkbox"/> 4<sup>th</sup> grade  5 <input type="checkbox"/> 5<sup>th</sup> grade  6 <input type="checkbox"/> 6<sup>th</sup> grade  7 <input type="checkbox"/> 7<sup>th</sup> grade  8 <input type="checkbox"/> 8<sup>th</sup> grade  9 <input type="checkbox"/> 9<sup>th</sup> grade  10 <input type="checkbox"/> 10<sup>th</sup> grade  11 <input type="checkbox"/> 11<sup>th</sup> 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><b>F_GRADES_HIGH</b>  <b>6b. What is the highest grade taught in your school?</b></p>	<p>021</p> <p>0 <input type="checkbox"/> Pre-Kindergarten or Kindergarten  1 <input type="checkbox"/> 1<sup>st</sup> grade  2 <input type="checkbox"/> 2<sup>nd</sup> grade  3 <input type="checkbox"/> 3<sup>rd</sup> grade  4 <input type="checkbox"/> 4<sup>th</sup> grade  5 <input type="checkbox"/> 5<sup>th</sup> grade  6 <input type="checkbox"/> 6<sup>th</sup> grade  7 <input type="checkbox"/> 7<sup>th</sup> grade  8 <input type="checkbox"/> 8<sup>th</sup> grade  9 <input type="checkbox"/> 9<sup>th</sup> grade  10 <input type="checkbox"/> 10<sup>th</sup> grade  11 <input type="checkbox"/> 11<sup>th</sup> 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><b>F_GETTOSCHOOL</b>  <b>7. How do you get to school most of the time this school year?</b></p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i>  <b>F_GETTOSCHOOL_SPECIFY</b>  <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 – <i>Specify</i> _____</p>

<p><b>F_HOMEFROMSCHOOL</b></p> <p>8. How do you get home from school most of the time this school year?</p> <p>FIELD REPRESENTATIVE - <i>If multiple modes are used, code the mode in which the student spends the most time.</i></p> <p><b>F_HOMEFROMSCHOOL_SPECIFY</b>  <i>Enter the other way that the respondent gets home from school.</i></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 - <i>Specify</i> _____</p>																														
<p>9. During this school year, have you participated in any of the following activities sponsored by your school:</p> <p><b>F_ACTIVITIES_SPORTS</b>  a. Athletic teams at school?</p> <p><b>F_ACTIVITIES_SPIRIT</b>  b. Spirit groups, for example, Cheerleading, Dance Team, or Pep Club?</p> <p><b>F_ACTIVITIES_ARTS</b>  c. Performing arts, for example, Band, Choir, Orchestra, or Drama?</p> <p><b>F_ACTIVITIES_ACADEMIC</b>  d. Academic clubs or honor societies, for example, Debate Team, Spanish Club, Math Club, or Computer Club?</p> <p><b>F_ACTIVITIES_GOV</b>  e. Class council or student government, also known as SGA?</p> <p><b>F_ACTIVITIES_SERVICE</b>  f. [IF GRADES 6, 7, or 8 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club?</p> <p>[IF GRADES 9, 10, 11, or 12 ASK] Community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.</p> <p><b>F_ACTIVITIES_OTHER</b>  g. Other school clubs or school activities?</p> <p><b>F_ACTIVITIES_OTHER_SPECIFY</b>  What are the other school clubs or school activities you participate in?</p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>120</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>121</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>122</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>123</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>124</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>125</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>126</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">↓</td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Specify _____</td> </tr> </tbody> </table>		Yes	No	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>	121	1 <input type="checkbox"/>	2 <input type="checkbox"/>	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>	123	1 <input type="checkbox"/>	2 <input type="checkbox"/>	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>	125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>		↓			Specify _____	
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	Specify _____																														

<p>10. The next questions are about security measures that some schools take.</p> <p>Does your school have:</p> <p><b>F_SAFETY_POLICE</b> bb. Security guards or assigned police officers?</p> <p><b>F_SAFETY_HALLSTAFF</b> cc. Other adults supervising the hallway, such as teachers, administrators, or parent volunteers?</p> <p><b>F_SAFETY_METAL_DETECTORS</b> dd. Metal detectors, including wands? <i>(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.)</i></p> <p><b>F_SAFETY_DOORS_LOCKED</b> ee. Locked entrance or exit doors during the day?</p> <p><b>F_SAFETY_SIGN_IN</b> ff. A requirement that visitors sign in AND wear visitor badges or stickers?</p> <p><b>F_SAFETY_LOCKER_CHECKS</b> gg. Locker checks?</p> <p><b>F_SAFETY_STUDENT_ID</b> hh. A requirement that students wear badges or picture identification?</p> <p><b>F_SAFETY_CAMERAS</b> ii. One or more security cameras to monitor the school?</p> <p><b>F_SAFETY_CODE_OF_CONDUCT</b> jj. A code of student conduct, that is, a set of written rules or guidelines that the school provides you?</p>		Yes	No	Don't know	School does not have lockers
<p><b>F_REPORT</b> 11. If you hear about a threat to school or student safety, do you have a way to report it without having to give your name?</p>	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<p><b>F_DISTRACTED</b> 12. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting? <i>(READ CATEGORIES.)</i></p>	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

<p>13. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_RULES_FAIR</b> a. The school rules are fair.</p> <p><b>F_PUNISHMENT_SAME</b> b. The punishment for breaking school rules is the same no matter who you are.</p> <p><b>F_RULES_ENFORCED</b> c. The school rules are strictly enforced. <i>(Strictly enforced rules means that the school consistently carries out disciplinary actions against any students who break school rules.)</i></p> <p><b>F_PUNISHMENT_KNOWN</b> d. If a school rule is broken, students know what kind of punishment will follow.</p> <p><b>F_TEACHERS_RESPECT</b> e. Teachers treat students with respect.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>035</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>036</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>037</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>038</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>127</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	035	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	036	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	037	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	038	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p>14. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a TEACHER or other ADULT at school who...</p> <p><b>F_ADULT_REALLYCARES</b> g. Really cares about you.</p> <p><b>F_ADULT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_ADULT_GOOD_JOB</b> c. Tells you when you do a good job.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>173SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>175SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>176SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	173SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	175SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	176SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>15. Still thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p>There is a STUDENT at school who...</p> <p><b>F_STUDENT_REALLYCARES</b> a. Really cares about you.</p> <p><b>F_STUDENT_LISTENS</b> b. Listens to you when you have something to say.</p> <p><b>F_STUDENT_SUCCESS</b> c. Believes that you will be a success.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>186SCS</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>187SCS</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>188SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	186SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	187SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	188SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>										
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<p>16. Thinking about the neighborhood where YOU LIVE, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD</b> There is a lot of crime in the neighborhood where YOU LIVE.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>212SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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212SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											
<p>17. Thinking about the neighborhood where YOUR SCHOOL is located, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_CRIME_NEIGHBORHOOD_SCHOOL</b> There is a lot of crime in the neighborhood where YOU go to SCHOOL.</p>	<table border="0"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Disagree</th> <th>Strongly Disagree</th> </tr> </thead> <tbody> <tr> <td>213SCS</td> <td>1 <input type="checkbox"/></td> <td>2 <input type="checkbox"/></td> <td>3 <input type="checkbox"/></td> <td>4 <input type="checkbox"/></td> </tr> </tbody> </table>		Strongly Agree	Agree	Disagree	Strongly Disagree	213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																				
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213SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>																											

<p>18. Thinking about your school, would you strongly agree, agree, disagree, or strongly disagree with the following...</p> <p><b>F_SAFE_IN_SCHOOL</b> You feel safe in your school</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Strongly Agree</b></td> <td style="text-align: center;"><b>Agree</b></td> <td style="text-align: center;"><b>Disagree</b></td> <td style="text-align: center;"><b>Strongly Disagree</b></td> </tr> <tr> <td>189SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> <td style="text-align: center;">4 <input type="checkbox"/></td> </tr> </table>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>								
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189SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>															
<p><b>SCS_INTRO 3</b> 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. [IF E_DIFFSCHOOL_ATTENDED= 2 or 3: For the remainder of this survey, think about both/all schools you attended this school year]. Your answers will not be shared with anyone at your school or home.</p>																			
<p>19. Is it possible for students to get any of the following while at school...</p> <p><b>F_ALCOHOL</b> a. Alcoholic beverages?</p> <p><b>F_MARIJUANA</b> b. Marijuana, also known as pot or weed?</p> <p><b>F_PRESCRIPTION_DRUGS</b> c. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.</p> <p>d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?</p> <p><b>F_OTHER_ILLEGAL</b> e. Other illegal drugs, such as cocaine, uppers, or crystal meth?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;"><b>No</b></td> </tr> <tr> <td>040</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>041</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>159</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td>209SCS</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> <tr> <td></td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> </tr> </table>		<b>Yes</b>	<b>No</b>	040	1 <input type="checkbox"/>	2 <input type="checkbox"/>	041	1 <input type="checkbox"/>	2 <input type="checkbox"/>	159	1 <input type="checkbox"/>	2 <input type="checkbox"/>	209SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>		1 <input type="checkbox"/>	2 <input type="checkbox"/>
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	1 <input type="checkbox"/>	2 <input type="checkbox"/>																	
<p><b>F_KNOW_DRUGS_OR_ALCOHOL</b> 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>210SCS</p> <p style="text-align: center;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>																		
<p><b>FIGHTING, BULLYING AND HATE BEHAVIORS</b></p>																			
<p><b>G_FIGHT_AT_SCHOOL</b> 21a. During this school year, have you been in one or more physical fights at school?</p>	<p>103</p> <p style="text-align: center;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to:</b> <b>Q22</b></p>																		

**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.)

**G\_MADE\_FUN**

a. Made fun of you, called you names, or insulted you, in a hurtful way?

Yes No  
134 1  2

**G\_RUMOR**

h. Spread rumors about you or tried to make others dislike you?

135 1  2

i. Purposely shared your private information, photos, or videos in a hurtful way?

136 1  2

**G\_THREAT**

j. Threatened you with harm?

137 1  2

Has any student from your school...

**G\_CONTACT**

e. Pushed you, shoved you, tripped you, or spit on you?

138 1  2

**G\_COERCED**

f. Tried to make you do things you did not want to do, for example, give them money or other things?

139 1  2

**G\_EXCLUDED**

g. Excluded you from activities, social media, or other communications to hurt you?

140 1  2

**G\_DESTROYED\_PROP**

h. Destroyed your property on purpose?

141 1  2  If all categories a-h are marked "No" **SKIP** to Probes (Q22) on page 17

**SCS\_INTRO 4**

[If R said yes to 1 in Q22a-h]: 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-h]: 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><b>G_MULTI_PERS</b></p> <p>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?</p>	<p>217SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <b>SKIP to: Q26a</b></p>
<p><b>G_HOW_ACT</b></p> <p>24. Did these students act alone, together as a team, or both?</p>	<p>218SCS</p> <p>1 <input type="checkbox"/> Alone 2 <input type="checkbox"/> Together 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> Don't know</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>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p><b>G_DAY_PLUS</b></p> <p>26a. During this school year, how many days did you experience (that thing/any of those things)? (READ ANSWER CATEGORIES)</p>	<p>214SCS</p> <p>1 <input type="checkbox"/> One day – Go to <b>Q26b</b> 2 <input type="checkbox"/> Two to five days – Skip to <b>Q27</b> 3 <input type="checkbox"/> Six to ten days– Skip to <b>Q27</b> 4 <input type="checkbox"/> More than ten days– Skip to <b>Q27</b></p>
<p><b>G_TIMES</b></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? (READ ANSWER CATEGORIES 1-4)</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><b>G_HAPPEN_AGAIN</b></p> <p>27. Did you think [that student/those students] would do hurtful things to you again?</p>	<p>216SCS</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p><b>CHECK ITEM B:</b></p> <p>7. Did more than one student do those things? Yes (R answered “Yes” to Q23) → Go to <b>QUESTION 2 BELOW</b> No (R answered “No” to Q23) → Skip to <b>SCS INTRO 5b ON PAGE 14</b> (fill for “another student” / “that student”)</p> <p>8. Did any of those students do any of those things more than once? Yes (R answered “Yes” to Q25) → Go to <b>SCS INTRO 5a ON PAGE 14</b> (fill for “other students” / “those students”) No (R answered “No” to Q25) → Skip to <b>SCS INTRO 5b ON PAGE 14</b> (fill for “other students” / “those students”)</p>	



**SCS\_INTRO 5a** You reported that at least one student did [that thing/those 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\_STRONGER, Q28 item a**

Q28	Yes	No
<p><b>G_STRONGER</b></p> <p>p. [Was that student/ Were any of those students] physically bigger or stronger than you?</p>	219SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p><b>G_POPULAR</b></p> <p>q. [Was that student/ Were any of those students] more popular than you?</p>	220SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p><b>G_MONEY</b></p> <p>r. [Did that student/ Did any of those students] have more money than you?</p>	221SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p><b>G_INFLUENCE</b></p> <p>s. [Did that student/ Did any of those students] have the ability to influence what other students think of you?</p>	222SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p><b>G_OTHER_POWER</b></p> <p>t. [Did that student/ Did any of those students] have more power than you in another way?</p>	223SCS 1 <input type="checkbox"/>	2 <input type="checkbox"/>
<p><b>G_OTHER_POWER_SPECIFY</b></p> <p>In what other way [did that student/ did any of those students] have more power than you?</p>	_____	

<p><b>Qx</b></p> <p>What was your relationship to [the student/those students] when they did [that thing/those things] to you? Were they...</p> <p>k. Your brother or sister?</p> <p>l. Your friend or ex-friend?</p> <p>m. Your boyfriend or girlfriend at the time?</p> <p>n. Your ex-boyfriend or ex-girlfriend at the time?</p> <p>o. Another student from school?</p>	<p>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</p> <p>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</p> <p>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</p> <p>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</p> <p>1 <input type="checkbox"/> Yes    2 <input type="checkbox"/> No</p>
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**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](#)

<p><b>G_WHERE1 through G_WHERE8</b></p> <p><b>VERSION 1</b></p> <p>29. Still thinking about the time that [another student/other students] did something to you, where did it occur? Did it occur ...</p> <p>(READ CATEGORIES) Mark (X) all that apply</p> <p><b>G_WHERE_SPECIFY</b></p> <p>Where is the other place it 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>144 6 <input type="checkbox"/> Outside on school grounds?</p> <p>145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>211SCS 8 <input type="checkbox"/> Online or by text?</p> <p>146 9 <input type="checkbox"/> Somewhere else at school? –Ask <b>G_WHERE_SPECIFY</b> _____</p> <p><b>ALL SKIP TO Q30</b></p>																									
<p><b>G_WHERE1 through G_WHERE8</b></p> <p><b>VERSION 2</b></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><b>G_WHERE_SPECIFY</b></p> <p>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>144 6 <input type="checkbox"/> Outside on school grounds?</p> <p>145 7 <input type="checkbox"/> On the way to or from school such as on a school bus or at a bus stop?</p> <p>211SCS 8 <input type="checkbox"/> Online or by text?</p> <p>146 9 <input type="checkbox"/> Somewhere else at school? –Ask <b>G_WHERE_SPECIFY</b> _____</p>																									
<p><b>G_ADULT_TOLD</b></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</p> <p>2 <input type="checkbox"/> No</p>																									
<p>31. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:</p> <p>(READ ANSWER CATEGORIES)</p> <p><b>G_SCHOOL_WORK</b></p> <p>j. YOUR school work.</p> <p><b>G_RELATION_FRIEND_FAMILY</b></p> <p>k. YOUR relationships with friends or family.</p> <p><b>G_ABOUT_YOURSELF</b></p> <p>l. How you feel about YOURSELF.</p> <p><b>G_PHYSICAL_HEALTH</b></p> <p>d. YOUR physical health for example, caused injuries, gave you headaches or stomach aches.</p>	<table border="1"> <thead> <tr> <th></th> <th>Not at all</th> <th>Not very much</th> <th>Somewhat</th> <th>A lot</th> </tr> </thead> <tbody> <tr> <td>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"/>																						

32. When [another student/other students] did [that thing/those things] to you, did you ever think it was related to...		Yes	No
<b>G_RACE</b> v. YOUR race?	200SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_RELIGION</b> w. YOUR religion?	201SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_ETHNIC_ORIGIN</b> x. Your ethnic background or national origin - for example, people of Hispanic origin?	202SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_DISABILITY</b> y. Any disability you may have – such as physical, mental, or developmental disabilities?	203SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_GENDER</b> z. YOUR gender?	204SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_ORIENTATION</b> aa. YOUR sexual orientation - by this we mean gay, lesbian, bisexual, or straight?	205SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>G_APPEARANCE</b> bb. YOUR physical appearance?	206SCS	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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"].

z. Can you tell me about what happened? As much as you feel comfortable talking about.

aa. [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.

bb. 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?

cc. [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?

dd. 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:**

ee. 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 20)**

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 \_\_\_\_.

- i. [IF R ANSWERED YES] How many students did those things [POINT TO Q22] to you at school this year?
- j. What incidents were you thinking of when you were answering this question?

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:**

- l. Can you tell me why you answered the way you did?
- m. What does the phrase "together as a team" mean to you in this question?

**If Q24 = Alone or Both:**

- n. 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:**

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

When I asked this question earlier, you answered \_\_\_\_.

- h. 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:**

g. How did you come up with your answer to that question?

h. [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:**

g. How did you come up with your answer to that question?

h. [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":**

e. 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)

- l. Which students were you thinking about when answering these question?
- m. [IF R MENTIONS MORE THAN ONE STUDENT IN RESPONSE TO PROBE A ABOVE] Did any of those students only do something one time?
- n. 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?

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

Question E asks "[Did this person/Did anyone in the group] have more power than you in another way?"

- p. What does the phrase "have more power than you" mean to you in this question?

Probes (Qx):

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

- 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 more than one student did things and said yes to siblings or boyfriend/girlfriend

- e. Which of the hurtful things in this question [POINT TO Q22] did your [sibling/boyfriend or girlfriend] do?
- f. Did any other students do the same thing(s) as your [sibling/boyfriend or girlfriend]?

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:**

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

**If R said yes to "bathroom or locker room" AND "gymnasium or weight room"**

You said yes to items 3 and 4 - were you thinking about different incidents for each category? Can you tell me more about that?

Probes (31):

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

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

**Probes (Bullying section part 1):**

- d. 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.

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

- 1  Yes  
2  No  
3  Don't know

Probes (Q33):

- g. Why did you answer the way you did?
- h. [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):**

- g. How did you feel about the fact that we didn't refer to bullying when asking all of those questions?
- h. Please tell me, in your own words, how you define bullying.

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

**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?

**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?

	Yes	No
068	1 <input type="checkbox"/>	2 <input type="checkbox"/>

**H\_AVOID\_ENTRANCE**

b. The entrance into the school?

069	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_HALLWAYS**

c. Any hallways or stairs in school?

070	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_CAFETERIA**

d. Parts of the school cafeteria or lunchroom?

071	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_RESTROOMS**

e. Any school restrooms?

072	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_OTHER\_PLACES**

f. Other places inside the school building?

073	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_PARKING\_LOT**

g. School parking lot?

074	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_AVOID\_OTHER\_SCHOOL**

h. Other places on school grounds?

075	1 <input type="checkbox"/>	2 <input type="checkbox"/>
-----	----------------------------	----------------------------

**H\_SCHOOL\_BUS\_STOP**

i. School bus or bus stop?

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	

**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	

**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	

**GANGS**

**K\_INTRO\_GANG**

INTRO 6 - Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, 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 answers will not be shared with anyone at your school or home.

**K\_GANGS**

43a. Are there any gangs at your school?

058	1 <input type="checkbox"/> Yes- <b>GO</b> to Q43b	
	2 <input type="checkbox"/> No - <b>SKIP</b> to Q44	
	3 <input type="checkbox"/> Don't know - <b>SKIP</b> to Q44	



<p><b>K_GANG_FIGHTS</b>  <b>43b.</b> During this school year, how often have gangs been involved in fights, attacks, or other violence at your school?    (READ CATEGORIES 1-5)</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><b>K_GANG_DRUGS</b>  <b>43c.</b> Have gangs been involved in the sale of drugs at your school during this school year?</p>	090    1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know

**STUDENT CHARACTERISTICS**

<p><b>L_GRADES</b>  <b>44.</b> During this school year, across all subjects have you gotten mostly -    (READ CATEGORIES 1-5)</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><b>L_SKIP_CLASSES</b>  <b>45a.</b> 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>	114    1 <input type="checkbox"/> Yes- <b>GO</b> to Q45b 2 <input type="checkbox"/> No - <b>SKIP</b> to Q46 3 <input type="checkbox"/> Don't know - <b>SKIP</b> to Q46												
<p><b>L_SKIP_CLASS_DAYS</b>  <b>45b.</b> During the past 4 weeks of school, on how many days did you skip at least one class?</p>	115 <input type="text"/> <input type="text"/> (Number of days)												
<p><b>46.</b> Thinking about the future, do you think you will ...  <b>L_SCHOOL_AFTER_SCHOOL</b>  a. Attend school after high school, such as a college or technical school? .....</p> <p><b>L_GRADUATE_4YR</b>  b. Graduate from a 4-year college? .....</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 30%; text-align: center;">Yes</th> <th style="width: 30%; text-align: center;">No</th> <th style="width: 30%; text-align: center;">Don't know</th> </tr> </thead> <tbody> <tr> <td>117</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/> -- <b>END</b></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> <tr> <td>118</td> <td style="text-align: center;">1 <input type="checkbox"/></td> <td style="text-align: center;">2 <input type="checkbox"/></td> <td style="text-align: center;">3 <input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	117	1 <input type="checkbox"/>	2 <input type="checkbox"/> -- <b>END</b>	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"/> -- <b>END</b>	3 <input type="checkbox"/>										
118	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>										

Probes (Q43):

**All respondents:**

I am going to ask you some follow up questions about a few of the items you answered throughout the survey, and then we'll wrap up. I just asked you this question:

Now, we'd like to know about gangs at your school. You may know these as street gangs, fighting gangs, 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 answers will not be shared with anyone at your school or home.

Are there any gangs at your school? 1  Yes    2  No    3  Don't Know

i. How did you come up with your answer to that question?

j. What does the term "gangs" mean to you in that question?

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:**

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

Take a look at item c.

- a. What is item c asking, in your own words?
- b. [IF R MENTIONS THAT THEY DON'T KNOW WHAT OPIOIDS MEANS] Were you able to understand what item c was asking in general, even though you don't know the term opioids?
- c. Have you heard any other 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:**

- h. 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?
- i. 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:**

- v. Overall, what did you think of this survey? Was it easy or difficult?
- w. Is it easy to know when something someone does is bullying? Can you tell me more about that?
- x. What is the difference between someone being mean and someone being a bully?
- y. Does your school have a specific definition of bullying?
- z. [IF YES] How does your school define it?
- aa. [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?
- bb. 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.

Attachment 14:

Cognitive Pretesting of the 2019 School Crime Supplement to the National Crime Victimization Survey:  
Final Report – Supplemental Materials

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# Round 1 Handouts For Reference During Probing

## *Bullying prevalence question*

### Handout 1

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...
- 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?

## **Power imbalance question with different fills for single or multiple perpetrators**

### **Handout 2 (single):**

28. Still thinking about those things 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?
- 

### **Handout 2 (multiple):**

28. 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?

## **Location of bullying question with different fills for single or multiple perpetrators**

### **Handout 3:**

Q29a. Still thinking about the time that another student 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 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 3:**

29b. Still thinking about all of the times that 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 cafeteria or lunch room at school?
- Somewhere else inside the school building? –  
Where is the other place where they 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?

## Effects of bullying

### Handout 4:

31. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:	Not at all	Not very much	Somewhat	A lot
a. <b>YOUR</b> school work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. <b>YOUR</b> relationships with friends or family.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. How you feel about <b>YOURSELF</b> .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. <b>YOUR</b> physical health for example, caused injuries, gave you headaches or stomach aches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>



## **Availability of drugs and alcohol**

### **Handout 5:**

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...

- a. Alcoholic beverages?
- b. Marijuana, also known as pot, weed or mary jane?
- c. Prescription drugs illegally obtained without a prescription, such as Oxycontin, Ritalin, or Adderall?
- d. Other illegal drugs, such as cocaine, meth, uppers, or heroin?

## **School sponsored activities**

### **Handout 6 (middle school):**

9. 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, for example, Debate Team, Honor Society, Spanish Club, or Math Club?
  - e. Student government?
  - f. Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?
- 

### **Handout 6 (high school):**

9. 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, for example, Debate Team, Honor Society, Spanish Club, or Math Club?
  - e. Student government?
  - f. 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.
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?

# Round 2 Handouts For Reference During Probing

## *Bullying prevalence question*

### Handout 1

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...

- 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?

**Power imbalance question with different fills for single or multiple perpetrators**

**Handout 2 (single):**

28. Still thinking about those things 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?

[If yes] In what other way did that student have more power than you?

---

**Handout 2 (multiple):**

28. 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?

[If yes] In what other way did any of those students have more power than you?

## **Location of bullying question with different fills for single or multiple perpetrators**

### **Handout 3:**

Q29a. Still thinking about the time that another student 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?
- 

### **Handout 3:**

29b. Still thinking about all of the times that 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 they 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?

## Effects of bullying

### Handout 4:

31. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:	Not at all	Not very much	Somewhat	A lot
a. <b>YOUR</b> school work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. <b>YOUR</b> relationships with friends or family.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. How you feel about <b>YOURSELF</b> .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. <b>YOUR</b> physical health for example, caused injuries, gave you headaches or stomach aches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## **Availability of drugs and alcohol**

### **Handout 5:**

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...

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

## **School sponsored activities**

### Handout 6 (middle school):

9. 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, for example, Debate Team, Honor Society, Spanish Club, or Math Club?
  - e. Student government?
  - f. Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Ecology Club, or Recycling Club?
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?
- 

### Handout 6 (high school):

9. 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, for example, Debate Team, Honor Society, Spanish Club, or Math Club?
  - e. Student government?
  - f. 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.
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?



# Round 3 Handouts For Reference During Probing

## *Bullying prevalence question*

### Handout 1

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...
- 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?

## **Power imbalance question with different fills for single or multiple perpetrators**

### **Handout 2 (single):**

28. Still thinking about those things 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?

[If yes] In what other way did that student have more power than you?

---

### **Handout 2 (multiple):**

28. 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?

[If yes] In what other way did any of those students have more power than you?

## **Relationship to Perpetrator(s)**

### **Handout 3:**

**Qx. 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?**
- b. Your friend or ex-friend?**
- c. Your boyfriend or girlfriend at the time?**
- d. Your ex-boyfriend or ex-girlfriend at the time?**
- e. Another student from school?**

## **Location of bullying question with different fills for single or multiple perpetrators**

### **Handout 4:**

**Q29a. Still thinking about the time that another student 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?
- 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?
- Somewhere else at school? –

Where is the other place where it occurred? \_\_\_\_\_

---

### **Handout 4:**

**29b. Still thinking about all of the times that 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?
- 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?
- Somewhere else at school? –

Where is the other place where they occurred? \_\_\_\_\_

## Effects of bullying

### Handout 5:

31. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:	Not at all	Not very much	Somewhat	A lot
a. <b>YOUR</b> school work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. <b>YOUR</b> relationships with friends or family.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. How you feel about <b>YOURSELF</b> .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. <b>YOUR</b> physical health for example, caused injuries, gave you headaches or stomach aches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## **Availability of drugs and alcohol**

### **Handout 6:**

19. Is it possible for students to get any of the following while at school...
- a. Alcoholic beverages?
  - b. Marijuana, also known as pot or weed?
  - c. Opioids, such as heroin, fentanyl, or prescription painkillers like Codeine or Percocet?
  - d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?
  - e. Other illegal drugs, such as cocaine, uppers, or crystal meth?

## **School sponsored activities**

### Handout 7 (middle school):

9. 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, for example, Debate Team, Honor Society, Spanish Club, Math Club or Computer Club?
  - e. Student government or class council?
  - f. Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club?
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?
- 

### Handout 7 (high school):

9. 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, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club?
  - e. Student government or class council?
  - f. Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?

# Round 4 Handouts For Reference During Probing

## **Bullying prevalence question**

### **Handout 1**

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...
- 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?

Has any student from your school...

- e. Pushed you, shoved you, tripped you, or spit on you?
- 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?



## **Power imbalance question with different fills for single or multiple perpetrators**

### **Handout 2 (single):**

28. Still thinking about those things 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?

[If yes] In what other way did that student have more power than you?

---

### **Handout 2 (multiple):**

28. 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?

[If yes] In what other way did any of those students have more power than you?

## **Relationship to Perpetrator(s)**

### **Handout 3:**

**Qx. 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?**
- b. Your friend or ex-friend?**
- c. Your boyfriend or girlfriend at the time?**
- d. Your ex-boyfriend or ex-girlfriend at the time?**
- e. Another student from school?**

## **Location of bullying question with different fills for single or multiple perpetrators**

### **Handout 4:**

**Q29a. Still thinking about the time that another student 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?
  - 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?
  - Somewhere else at school? –  
Where is the other place where it occurred? \_\_\_\_\_
- 

### **Handout 4:**

**29b. Still thinking about all of the times that 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?
- 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?
- Somewhere else at school? –  
Where is the other place where they occurred? \_\_\_\_\_

## **Effects of bullying**

### Handout 5:

31. This school year, how much [has that thing/have those things] had a <b>NEGATIVE</b> effect on:	Not at all	Not very much	Somewhat	A lot
a. <b>YOUR</b> school work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. <b>YOUR</b> relationships with friends or family.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. How you feel about <b>YOURSELF</b> .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. <b>YOUR</b> physical health for example, caused injuries, gave you headaches or stomach aches.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## **Availability of drugs and alcohol**

### **Handout 6:**

19. Is it possible for students to get any of the following while at school...
- a. Alcoholic beverages?
  - b. Marijuana, also known as pot or weed?
  - c. Heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.
  - d. Other prescription drugs illegally obtained without a prescription, such as Xanax, Ritalin, or Adderall?
  - e. Other illegal drugs, such as cocaine, uppers, or crystal meth?

## **School sponsored activities**

### Handout 7 (middle school):

9. 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, for example, Debate Team, Honor Society, Spanish Club, Math Club or Computer Club?
  - e. Class council or student government, also known as SGA?
  - f. Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, or Recycling Club?
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?
- 

### Handout 7 (high school):

9. 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, for example, Debate Team, Honor Society, Spanish Club, Math Club, or Computer Club?
  - e. Class council or student government, also known as SGA?
  - f. Volunteer or community service clubs sponsored by your school, for example, Peer Mediators, Environmental Club, Key Club, or Interact? Do not include community service hours required for graduation.
  - g. Other school clubs or school activities?  
[IF YES] What are the other school clubs or school activities you participate in?

# Your Child's Experiences at School



The School Crime Supplement  
(SCS) to the  
National Crime Victimization  
Survey for Students in  
Grades 6 Through 12

Coming soon:  
Your child will be contacted to complete the  
survey between January and June 2019.

NCES 2016-132  
U.S. DEPARTMENT OF EDUCATION

## Some findings from the 2013 SCS include:

- About 22 percent of students ages 12–18 reported that they were bullied at school.
- About 7 percent of students ages 12–18 reported being cyber-bullied anywhere.
- The percentage of students bullied at school who reported notifying an adult (39 percent) was higher than the percentage of students cyber-bullied anywhere who reported notifying an adult (23 percent).
- About 33 percent of students who reported bullying problems at school indicated that this occurred at least once or twice a month.
- About 12 percent of students reported that gangs were present at their school.
- About 3 percent of students ages 12–18 reported that they were victims of any crime at school.
- About 2 percent of students ages 12–18 reported that they were victims of theft at school.

National Center for Education Statistics  
Institute of Education Sciences  
550 12th Street SW  
Washington, DC 20202

[nces.ed.gov](http://nces.ed.gov)  
202-403-5551

## Publications

The NCES publishes a wide variety of reports on crime and safety in schools, including the *Crime, Violence, Discipline, and Safety in U.S. Public Schools and Indicators of School Crime and Safety*. To learn more about these reports or the SCS, please visit <http://nces.ed.gov/programs/crime>.

## Resources

- [www.StopBullying.gov](http://www.StopBullying.gov)
- Suicide Prevention Lifeline  
1-800-273-TALK (1-800-273-8255)
- Child Help USA National Child Abuse Hotline  
1-800-4-A-CHILD (1-800-422-4453)
- [www.victimsofcrime.org/help-for-crime-victims/](http://www.victimsofcrime.org/help-for-crime-victims/)

[www.ed.gov](http://www.ed.gov)



[ies.ed.gov](http://ies.ed.gov)



## The School Crime Supplement (SCS) is a national survey that asks students in grades 6 through 12 about experiences they had in school.

### What is the purpose of this survey?

The survey will collect information about school-related crimes on a national level, including crime and safety in schools and how it affects students.

### Why is my child being asked to complete this survey?

Your household is one of the more than 100,000 households selected to participate in the National Crime Victimization Survey (NCVS). All students in grades 6 through 12 in households selected for the NCVS are asked to complete the 2019 School Crime Supplement (SCS). Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected for the SCS.

### What is the benefit of my child answering the survey?

Your child's answers will provide valuable information that contributes to making schools safer around the country. It will help people make decisions about how to prevent and reduce crime in schools.

### Who sponsors this survey?

The National Center for Education Statistics (NCES) and Bureau of Justice Statistics (BJS) sponsor the SCS. The U.S. Census Bureau collects data for the SCS.

### How often is this survey conducted?

The SCS is conducted every two years with the NCVS. Your child is being asked to participate in the 2019 SCS.

### What will you ask my child?

We will ask your child questions about his or her school, including:

- perceptions of practices that the school uses to prevent school-related crimes;
- perceptions of rules and equity at school;
- the availability of drugs, alcohol, and weapons at school;
- the presence of gangs at school;
- whether he or she has had negative interactions with other students from school; and
- participation in extracurricular activities.

### Will anyone find out what my child's answers are?

No, federal law protects your child's answers and keeps them confidential. By law, the Census Bureau, the NCES, and the BJS can only use this survey information for statistical research. Your child's answers will not be shared with their teachers or school. We are not permitted to publicly release survey responses in a way that could identify your child or your household.

### Does my child have to complete this survey?

No, this survey is voluntary. There are no penalties for not participating, but we hope that your child will respond. Your child's responses will represent the opinions and experiences of hundreds of other students who were not selected for the SCS.

### Who uses the information from this survey?

The U.S. Department of Education and the U.S. Department of Justice use information from the SCS to help develop the *Indicators of School Crime and Safety*. People who use this information include legislators; policymakers; academic researchers; and practitioners at the federal, state, and local government levels.