

Section IV

Environmental Assessments

The assessments in this section measure family, home, and community influences on behavior.

- A. Exposure to Violence
- B. Family Environment (including Adaptability, Bonding, Cohesion, Relationships)
- C. Quality of Life
- D. Quality of Neighborhood

DESCRIPTION OF MEASURES

Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
A. Exposure to Violence	A1. Children's Exposure to Community Violence; 12 items	Measures frequency of exposure (through sight and sound) to violence in one's home and neighborhood.	African-American males aged 12-16.	Internal consistency: .84.	Richters & Martinez, 1990
	A2. Victimization Scale; 135 items	Measures exposure to violence and victimization in one's home, school, and neighborhood.	Middle school students, grades 6-8.	Not available.	Nadel, Spellmann, Alvarez-Canino et al., 1996
B. Family Environment	B1. CYDS Family Assessment Scale; 105 items	Measures family adaptability, cohesion, religious values, and somatization tendencies. Combines items from the Family Assessment Measures, Family Adaptability and Cohesion Evaluation Scales (Olson, Portner & Lavee, 1985), and Moos Family Environment Scale (Moos & Moos, 1974).	Primary caretaking parent (usually mother) and older siblings 13 years of age and older.	Internal consistency: .80.	Tolan & Gorman-Smith, 1991
	B2. Family Bonding—Individual Protective Factor Index; 6 items	Measures family bonding and communication.	Students in grades 7-11.	Internal consistency: .58 (Gabriel, 1994).	Phillips & Springer, 1992

DESCRIPTION OF MEASURES					
Construct	Scale/Assessment	Characteristics	Target Groups	Reliability/Validity	Developer
ENVIRONMENTAL ASSESSMENTS					
C. Quality of Life	C1. Stressful Urban Life Events Scale; 15 items	Compiles an inventory of stressful life events over the past year (e.g., poor grades, family illness or death, robbery).	Elementary school children, grades 2-5.	Stress due to negative life events - internal consistency: .55. Stress due to neighborhood violence - internal consistency: .61 (Tolan & Gorman-Smith, 1991).	Tolan, Miller & Thomas, 1988 Adapted by Attar, Guerra & Tolan, 1994
D. Quality of Neighborhood	D1. Neighborhood/Block Conditions; 13 items	Measures residents' perceptions of neighborhood conditions (e.g., severity of problems, sense of safety).	Urban residents, aged 18 and older.	Internal consistency: .90.	Perkins, Florin & Rich, 1990 Adapted by Houston Community Demonstration Project, 1993
	D2. Neighborhood Cohesion; 8 items	Measures the extent to which residents feel a sense of belonging in the neighborhood and share the same values as their neighbors.	Urban residents, aged 18 and older.	Internal consistency: .68.	Perkins, Florin & Rich, 1990 Adapted by Houston Community Demonstration Project, 1993
	D3. Neighborhood Satisfaction; 4 items	Measures residents' attitudes toward their neighborhood (e.g., good place to live).	Urban residents, aged 18 and older.	Internal consistency: .70.	Perkins, Florin & Rich, 1990 Adapted by Houston Community Demonstration Project, 1993
	D4. Neighborhood/Community Action; 6 items	Measures perceived likelihood that someone will intervene when presented with a problem in the neighborhood (e.g., break up a fight, stop drug selling).	Urban residents, aged 18 and older.	Internal consistency: .71.	Perkins, Florin & Rich, 1990 Adapted by Houston Community Demonstration Project, 1993

SCALES AND ASSESSMENTS

A1. Children's Exposure to Community Violence

These items measure frequency of exposure (through sight and sound) to violence in one's home and neighborhood. Respondents are asked to indicate how often they have seen or heard certain things around their home, neighborhood, or school (not on TV or in movies).

1. I have heard guns being shot.
 Never Once or Twice A Few Times Many Times
2. I have seen somebody arrested.
 Never Once or Twice A Few Times Many Times
3. I have seen drug deals.
 Never Once or Twice A Few Times Many Times
4. I have seen someone being beaten up.
 Never Once or Twice A Few Times Many Times
5. My house has been broken into.
 Never Once or Twice A Few Times Many Times
6. I have seen somebody get stabbed.
 Never Once or Twice A Few Times Many Times
7. I have seen somebody get shot.
 Never Once or Twice A Few Times Many Times
8. I have seen a gun in my home.
 Never Once or Twice A Few Times Many Times
9. I have seen alcohol such as beer, wine, or hard liquor in my home.
 Never Once or Twice A Few Times Many Times
10. I have seen gangs in my neighborhood.
 Never Once or Twice A Few Times Many Times
11. I have seen somebody pull a gun on another person.
 Never Once or Twice A Few Times Many Times

12. I have seen someone in my home get shot or stabbed.

- Never Once or Twice A Few Times Many Times

Scoring and Analysis

Point values are assigned as follows:

Never = 1

Once or Twice = 2

A Few Times = 3

Many Times = 4

Values are summed and divided by the total number of items (12) for each respondent. Intended range is 1-4, with a higher score indicating more frequent exposure to acts of crime and violence.

A2. Victimization Scale

This scale measures exposure to violence and victimization in the home, at school, and in the community. Respondents are asked to indicate how often they have seen or experienced certain behaviors since the beginning of the school year.

- 0 = Never
- 1 = Once
- 2 = Several Times
- 3 = Often

At school, how often have **you** been:

1. Hit by a student
2. Hit by school staff
3. Kicked or pushed by a student
4. Kicked or pushed by school staff
5. Badly beaten up
6. Threatened with a knife or sharp weapon
7. Attacked with a knife or sharp weapon
8. Threatened with a gun
9. Verbally or emotionally abused by a student, that is, being called names or having things said to you that make you feel bad about yourself or afraid
10. Verbally or emotionally abused by school staff
11. Sexually harassed by a student
12. Sexually harassed by school staff
13. Sexually assaulted
14. Robbed

At school, how often have you **seen others** being:

1. Hit by a student
2. Hit by school staff
3. Kicked or pushed by a student
4. Kicked or pushed by school staff
5. Badly beaten up
6. Threatened with a knife or sharp weapon
7. Attacked with a knife or sharp weapon
8. Threatened with a gun
9. Verbally or emotionally abused by a student
10. Verbally or emotionally abused by school staff
11. Sexually harassed by a student
12. Sexually harassed by school staff
13. Sexually assaulted
14. Robbed
15. In a fight after drinking or getting high

In your neighborhood, how often have **you** been:

1. Hit
2. Kicked
3. Pushed or shoved
4. Badly beaten up
5. Threatened with a knife or sharp weapon
6. Attacked with a knife or sharp weapon
7. Threatened with a gun
8. Shot at
9. Verbally or emotionally abused, that is, being called names or having things said to you that make you feel bad about yourself or afraid
10. Sexually harassed
11. Sexually assaulted
12. Robbed

In your neighborhood, how often have you **seen others** being:

1. Hit
2. Kicked
3. Pushed or shoved
4. Badly beaten up
5. Threatened with a knife or sharp weapon
6. Attacked with a knife or sharp weapon
7. Threatened with a gun
8. Shot at
9. Verbally or emotionally abused
10. Sexually harassed
11. Sexually assaulted
12. Robbed
13. In a fight after drinking or getting high

At school, how often have you **heard of other students** being:

1. Hit by a student
2. Hit by school staff
3. Kicked or pushed by a student
4. Kicked or pushed by school staff
5. Badly beaten up
6. Threatened with a knife or sharp weapon
7. Attacked with a knife or sharp weapon
8. Threatened with a gun
9. Verbally or emotionally abused by a student, that is, they were called names or had things said to them that made them feel bad about themselves, or afraid
10. Shot at
11. Verbally or emotionally abused by school staff
12. Sexually harassed by a student
13. Sexually harassed by school staff
14. Sexually assaulted
15. Robbed
16. In a fight after drinking or getting high

In your neighborhood, how often have you heard of others being:

1. Hit
2. Kicked
3. Pushed or shoved
4. Badly beaten up
5. Threatened with a knife or sharp weapon
6. Attacked with a knife or sharp weapon
7. Threatened with a gun
8. Shot at
9. Verbally or emotionally abused
10. Sexually harassed
11. Sexually assaulted
12. Robbed
13. In a fight after drinking or getting high

At home, in the past, how often have you been:

1. Hit
2. Kicked
3. Pushed or shoved
4. Badly beaten up
5. Threatened with a knife or sharp weapon
6. Attacked with a knife or sharp weapon
7. Threatened with a gun
8. Shot at
9. Verbally or emotionally abused
10. Sexually harassed
11. Sexually assaulted
12. Robbed

At home, in the past, how often have you seen other family members being:

1. Hit
2. Kicked
3. Pushed or shoved
4. Badly beaten up
5. Threatened with a knife or sharp weapon
6. Attacked with a knife or sharp weapon
7. Threatened with a gun
8. Shot at
9. Verbally or emotionally abused
10. Sexually harassed
11. Sexually assaulted
12. Robbed

At school, how often have you done these things?

1. Hit or kicked someone
2. Pushed or shoved someone when you were angry
3. Badly beaten somebody up
4. Carried a knife or sharp weapon or other blade
5. Threatened someone with a knife or sharp weapon
6. Attacked someone with a knife or sharp weapon
7. Carried a weapon
8. Threatened someone with a gun
9. Verbally or emotionally abused someone, that is, said something that made them feel bad about themselves, or afraid
10. Sexually harassed someone
11. Sexually assaulted someone
12. Robbed someone
13. Been suspended
14. Gotten into a fight after drinking or getting high

Outside of school, how often have you done these things?

1. Hit or kicked someone
2. Pushed or shoved someone when you were angry
3. Badly beaten somebody up
4. Carried a knife or sharp weapon or other blade
5. Threatened someone with a knife or sharp weapon
6. Attacked someone with a knife or sharp weapon
7. Carried a weapon
8. Threatened someone with a gun
9. Verbally or emotionally abused someone, that is, said something that made them feel bad about themselves, or afraid
10. Sexually harassed someone
11. Sexually assaulted someone
12. Robbed someone
13. Been suspended
14. Gotten into a fight after drinking or getting high

Scoring and Analysis

Point values are assigned as indicated on page 248. Items are scored by domain (school, community, family) and by whether violence is direct or vicarious. More specific time-frames can be used with this measure e.g., past 30 days, past 3 months, past 6 months.

B1. CYDS Family Assessment Scale

This scale measures family adaptability and cohesion, family religious values, and somatization tendencies. Parents are presented with a list of statements that describe families and are asked to indicate the extent to which each statement fits their family.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My family and I usually see our problems the same way.	1	2	3	4
2. My family expects too much of me.	1	2	3	4
3. My family knows what I mean when I say something.	1	2	3	4
4. When I'm upset, my family knows what's bothering me.	1	2	3	4
5. My family doesn't care about me.	1	2	3	4
6. When someone in the family makes a mistake, I don't make a big deal of it.	1	2	3	4
7. I argue a lot with my family about the importance of religion.	1	2	3	4
8. When my family has a problem, I have to solve it.	1	2	3	4
9. I do my share of duties in the family.	1	2	3	4
10. I often don't understand what other family members are saying.	1	2	3	4
11. If someone in the family has upset me, I keep it to myself.	1	2	3	4
12. I stay out of other family members' business.	1	2	3	4
13. I get angry when others in the family don't do what I want.	1	2	3	4
14. I think education is much more important than my family does.	1	2	3	4
15. I have trouble accepting someone else's answer to a family problem.	1	2	3	4
16. What I expect of the rest of the family is fair.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
17. If I'm upset with another family member, I will let someone else tell them about it.	1	2	3	4
18. If I'm upset, I get over it quickly.	1	2	3	4
19. My family doesn't let me be myself.	1	2	3	4
20. My family knows what to expect from me.	1	2	3	4
21. My family and I have the same views about what is right and wrong.	1	2	3	4
22. I keep on trying when things don't work out in the family.	1	2	3	4
23. I am tired of being blamed for family problems.	1	2	3	4
24. Often I don't say what I would like to because I can't find the words.	1	2	3	4
25. I am able to let others in the family know how I really feel.	1	2	3	4
26. I really care about my family.	1	2	3	4
27. I'm not as responsible as I should be in the family.	1	2	3	4
28. My family and I have the same views about being successful.	1	2	3	4
29. When problems come up in my family, I let other people solve them.	1	2	3	4
30. My family complains that I always try to be the center of attention.	1	2	3	4
31. I'm available when others want to talk to me.	1	2	3	4
32. I take it out on my family when I'm upset.	1	2	3	4
33. I know I can count on the rest of my family.	1	2	3	4
34. I don't need to be reminded what I have to do in the family.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
35. I argue with my family about how to spend my spare time.	1	2	3	4
36. My family can depend on me in a crisis.	1	2	3	4
37. I never argue about who should do what in our family.	1	2	3	4
38. I listen to what other family members have to say, even when I disagree.	1	2	3	4
39. When I'm with my family, I get too upset too easily.	1	2	3	4
40. I worry too much about the rest of my family.	1	2	3	4
41. I always get my way in our family.	1	2	3	4
42. My family leaves it to me to decide what's right and wrong.	1	2	3	4
43. Family members ask each other for help.	1	2	3	4
44. In solving problems, children's suggestions are followed.	1	2	3	4
45. We approve of each other's friends.	1	2	3	4
46. Children have a say in their discipline.	1	2	3	4
47. We like to do things with just our immediate family.	1	2	3	4
48. Different persons act as leaders in my family.	1	2	3	4
49. Family members feel closer to other family members than to people outside our family.	1	2	3	4
50. Our family changes its way of handling tasks.	1	2	3	4
51. Family members like to spend free time with each other.	1	2	3	4
52. Parent(s) and children discuss punishment together.	1	2	3	4
53. Family members feel very close to each other.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
54. The children make the decisions in our family.	1	2	3	4
55. When our family gets together for activities, everybody is present.	1	2	3	4
56. Rules change in our family.	1	2	3	4
57. We can easily think of things to do together as a family.	1	2	3	4
58. We shift household responsibilities from person to person.	1	2	3	4
59. Family members consult other family members on their decisions.	1	2	3	4
60. It is hard to identify the leader(s) in our family.	1	2	3	4
61. Family togetherness is very important.	1	2	3	4
62. It is hard to tell who does which household chores.	1	2	3	4
63. Kids should value a close relationship with their family and should not have to be asked to spend time at home.	1	2	3	4
64. Family members should not bother other family members with their problems.	1	2	3	4
65. No matter what, family members should stick together.	1	2	3	4
66. Family members should stay out of other family member's business.	1	2	3	4
67. Family members should be able to "speak their minds" with one another.	1	2	3	4
68. Parents should teach their children what they need to know to "make it" in the world.	1	2	3	4
69. Parents owe it to their kids to give them the best.	1	2	3	4
70. A person's number one concern should be the needs of his/her family.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
71. It is terrible for kids to talk back to their parents.	1	2	3	4
72. Children should always talk to their parents with respect.	1	2	3	4
73. When parents and kids disagree, parents should be willing to meet their kids halfway.	1	2	3	4
74. Kids should obey their parents even when they don't agree.	1	2	3	4
75. It's healthy for children to disobey their parents now and then.	1	2	3	4
76. Parents should expect kids my child's age to do some work around the house.	1	2	3	4
77. Kids my child's age should call home if they think they might be late.	1	2	3	4
78. Kids my child's age should clean up for themselves without having to be told.	1	2	3	4
79. Family members attend church, synagogue, or Sunday school fairly often.	1	2	3	4
80. We don't say prayers in our family.	1	2	3	4
81. We often talk about the religious meaning of Christmas, Passover, or other holidays.	1	2	3	4
82. The Bible is a very important book in our home.	1	2	3	4
83. For a kid my child's age, parents should have some say in choosing his/her friends.	1	2	3	4
84. Kids my child's age should be free to spend their money on whatever they want.	1	2	3	4
85. It's very unfair for parents to make a kid my child's age come home earlier than his/her friends.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
86. Parents should let kids my child’s age decide for themselves how and where to spend their free time.	1	2	3	4
87. For kids my child’s age, parents should decide whether it’s O.K. to go out on dates.	1	2	3	4
88. Kids my child’s age should not dress in a way their parents don’t like.	1	2	3	4
89. It’s O.K. to lie to someone if it will keep you out of trouble.	1	2	3	4
90. It’s O.K. to steal something from someone who is rich and can easily replace it.	1	2	3	4
91. Most successful people probably cheated to get where they are.	1	2	3	4
92. When you feel someone is out to get you, it’s better to get them first.	1	2	3	4
93. It’s O.K. to skip school every once in a while.	1	2	3	4
94. It’s O.K. to fight if the other guy says bad enough things about you or your family.	1	2	3	4
95. I get headaches or other aches and pains after a fight in the family.	1	2	3	4
96. I use illness as a way to get out of doing something.	1	2	3	4
97. I worry a lot about my family’s health.	1	2	3	4
98. When my child has minor health problems, I think I need a doctor.	1	2	3	4
99. My child stays home from school when I (or my spouse) am not feeling well.	1	2	3	4
100. I often complain about my nerves.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
101. I sometimes get headaches or other aches and pains after I fight with my family.	1	2	3	4
102. I sometimes use feeling sick to get out of doing something.	1	2	3	4
103. I worry a lot about health problems.	1	2	3	4
104. Kids who stay out late with their friends are likely to get in serious trouble and make mistakes which could ruin their lives.	1	2	3	4
105. A kid who doesn't learn to act right at home will grow up to be lazy and irresponsible.	1	2	3	4

Scoring and Analysis

This measure produces eight subscales. The score for each subscale is calculated by summing responses to the individual items.

Beliefs About Family: Includes items 61, 63, 65, 67, 68, 72, 74, 76, 77, 78. A maximum score of 40 indicates more positive beliefs about the family. A minimum score of 10 indicates more negative beliefs.

Beliefs About Development: Includes items 74, 76, 77, 78. A maximum score of 16 indicates more appropriate beliefs about child behavior. A minimum score of 4 indicates more inappropriate beliefs.

Beliefs About Purpose: Includes items 61, 63, 65, 67, 68, 72. A maximum score of 24 indicates more positive beliefs about family purpose. A minimum score of 6 indicates more negative beliefs.

Cohesion: Includes items 31, 38, 43, 51, 56. A maximum score of 20 indicates greater cohesion. A minimum score of 5 indicates more negative beliefs.

Deviant Beliefs: Includes items 89, 90, 93, 94. A maximum score of 16 indicates increased endorsement of deviant beliefs. A minimum score of 4 indicates less endorsement.

Support: Includes items 2, 10, 11, 15, 19, 23. Items are reverse scored. A maximum score of 24 indicates increased family support. A minimum score of 6 indicates less support.

Organization: Includes items 5, 54, 60, 62, 101, 102. Items are reverse scored. A maximum score of 24 indicates increased family organization. A minimum score of 6 indicates less organization.

Communication: Includes items 21, 3, 28. A maximum score of 12 indicates increased family communication. A minimum score of 3 indicates less communication.

B2. Family Bonding—Individual Protective Factor Index

These items measure family bonding and communication. Respondents are asked to indicate how strongly they feel each sentence is true for them. A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false.

- | | | | | |
|---|-------------------------------|------------------------------|-----------------------------|------------------------------|
| 1. I can tell my parents the way I feel about things. | <input type="checkbox"/> YES! | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> NO! |
| 2. My family expects too much of me. | <input type="checkbox"/> YES! | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> NO! |
| 3. Sometimes I am ashamed of my parents. | <input type="checkbox"/> YES! | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> NO! |
| 4. My family has let me down. | <input type="checkbox"/> YES! | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> NO! |
| 5. I like to do things with my family. | <input type="checkbox"/> YES! | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> NO! |
| 6. I enjoy talking with my family. | <input type="checkbox"/> YES! | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> NO! |

Scoring and Analysis

Items 1, 5 and 6 are scored as follows:

- | | | |
|------|---|---|
| YES! | = | 4 |
| yes | = | 3 |
| no | = | 2 |
| NO! | = | 1 |

All other items are reverse coded. To score, point values for all 6 items are added. Blank items are excluded, with the score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 24 indicates a strong self-concept. A minimum score of 6 indicates a weak self-concept.

C1. Stressful Urban Life Events Scale

This scale compiles an inventory of stressful life events. Respondents are asked to indicate if they have experienced a traumatic event (e.g., moved to a new home, been robbed, lost a family member or close friend) in the past year.

1. During the last year, did you get poor grades on your report card? Yes No
2. During the last year, have you gotten into trouble with a teacher or principal at school? Yes No
3. During the last year, did you get suspended from school? Yes No
4. During the last year, did your family move to a new home or apartment? Yes No
5. During the last year, has your family had a new baby come into the family? Yes No
6. During the last year, has anyone moved out of your home? Yes No
7. During the last year, did a family member die? Yes No
8. During the last year, did another close relative or friend die? Yes No
9. During the last year, has a family member become seriously ill, injured badly, and/or had to stay at the hospital? Yes No
10. During the last year, has someone else you know, other than a member of your family, gotten beaten, attacked or really hurt by others? Yes No
11. During the last year, have you seen anyone beaten, shot or really hurt by someone? Yes No
12. In the past year, did you change where you went to school? Yes No
13. During the last year, have you seen or been around people shooting guns? Yes No
14. During the last year, have you been afraid to go outside and play, or have your parents made you stay inside because of gangs or drugs in your neighborhood? Yes No
15. During the last year, have you had to hide someplace because of shootings in your neighborhood? Yes No

(This scale originally had 23 items, but 8 were dropped in the adaptation by Attar et al., 1994.)

Scoring and Analysis

Point values are assigned as follows: Yes = 1; No = 0. This measure has five subscales, with the score of each subscale calculated by summing the responses to the items and dividing by the total number of items. The five subscales are:

Hassles: Includes items 1, 2, 13, 14, 15. A higher score indicates greater exposure to daily life hassles during the past year.

Life Transitions: Includes items 4, 5, 6, 12. A higher score indicates greater exposure to life transitions during the past year.

Circumscribed Events: Includes items 3, 7, 8, 9, 10, 11. A higher score indicates greater exposure to discrete stressful events during the past year.

Violence: Includes items 10, 11, 13, 14, 15. A higher score indicates greater exposure to violence during the past year.

School Problems: Includes items 1, 2, 3. A higher score indicates greater experience with school problems during the past year.

D1. Neighborhood/Block Conditions

These items measure residents' perceptions of neighborhood conditions (e.g., severity of problems, sense of safety). Respondents are given a list of common urban problems and are asked to indicate the extent to which each is a problem on their block.

	No problem	A minor problem	A serious problem
1. Property damage? Is that ...	1	2	3
2. Drug dealing? Is that ...	1	2	3
3. Groups of young people hanging around? Is that ...	1	2	3
4. Physical assaults of people on the street? Is that ...	1	2	3
5. Organized gangs? Is that ...	1	2	3
6. Physical fighting? Is that ...	1	2	3
7. Gunshots? Is that ...	1	2	3
8. Lack of supervised activities for youth? Is that ...	1	2	3
9. Feeling unsafe while out alone on your block during the day? Is that ...	1	2	3
10. Feeling unsafe while out alone on your block at night? Is that ...	1	2	3
11. Inadequate recreational facilities available for young people? Is that ...	1	2	3
12. Feeling unsafe in your home? Is that ...	1	2	3
13. Poor city services, like trash pick-up and police response? Is that ...	1	2	3

Scoring and Analysis

Point values for responses are summed, then divided by the total number of responses. Blank items should not be counted in the number of responses. Higher mean scores indicate higher levels of perceived problems in residents' neighborhood. Lower mean scores indicate lower levels of perceived neighborhood problems.

D2. Neighborhood Cohesion

These items measure the extent to which residents feel a sense of belonging in the neighborhood and share the same values as their neighbors. Respondents are asked if they agree or disagree with descriptions of themselves or the people who live on their block.

	Agree	Disagree	No Opinion
1. People on this block do not share the same values.	1	3	2
2. I have almost no influence over what this block is like.	1	3	2
3. If there is a problem on this block, people who live here can get it solved.	1	3	2
4. My neighbors and I want the same things for the block.	1	3	2
5. I feel at home on this block.	1	3	2
6. People on this block generally do not get along.	1	3	2
7. Occasionally, I visit with neighbors inside their homes.	1	3	2
8. Occasionally, my neighbors visit with me inside my home.	1	3	2

Scoring and Analysis

Item 8 should be reverse coded. The scale is scored by summing the point values for all responses, and dividing the total by the number of responses. Blank items are not counted in the total number of responses. Higher mean scores indicate higher levels of a sense of belonging, cohesion, and shared values among neighbors on a block.

D3. Neighborhood Satisfaction

These items measure residents' attitudes toward their neighborhood (e.g., good place to live). Respondents are asked to indicate whether they agree or disagree with four statements about neighborhood satisfaction.

	Agree	Disagree	No Opinion
1. I am satisfied with this block as a place to live.	3	1	2
2. Compared to other blocks in this area, my block is a good place to live.	3	1	2
3. In the past year, the general conditions on my block have gotten worse.	3	1	2
4. In the next year, the general conditions on my block will probably get better.	3	1	2

Scoring and Analysis

These items can be scored by adding the point values of the responses from a participant, then dividing the total by the number of responses. Blank items are not counted in the number of responses. Higher mean scores indicate higher levels of respondent satisfaction with their block as a place to live and their expectations about the future for their block.

D4. Neighborhood/Community Action

These items measure the perceived likelihood that the resident or a neighbor will intervene when presented with a problem in the neighborhood (e.g., break up a fight, stop drug selling). Respondents are presented with six problems that may or may not happen on their block, and are asked to determine the likelihood of a neighbor responding appropriately.

	Not at All Likely	Somewhat Likely	Very Likely
1. If some 10 to 12 year-old youths were spray painting a street sign on the block, how likely is it that you or some of your neighbors would tell them to stop?	1	2	3
2. If a suspicious stranger was hanging around the block, how likely is it that you or some of your neighbors would notice this and warn others to be on guard?	1	2	3
3. If someone on your block was playing loud music, how likely is it that you or some of your neighbors would ask them to turn the music down?	1	2	3
4. If teenagers were fist-fighting on your block, how likely is it that you or some of your neighbors would attempt to stop it?	1	2	3
5. If someone on your block was firing a gun, how likely is it that you or some of your neighbors would do something about it?	1	2	3
6. If drugs were being sold on your block, how likely is it that you or some of your neighbors would do something about it?	1	2	3

Scoring and Analysis

These items can be scored by adding the point values of the responses from a participant, then dividing this total by the number of responses. Blank items should not be counted in the number of responses. Higher mean scores indicate higher levels of expressed likelihood that the respondent or a neighbor would intervene when presented with a problem on their block.

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