# Assessment Instruments for Measuring Student Outcomes

## Grades 7-12

**BOOKLET 6**

DIVISION OF ADOLESCENT AND SCHOOL HEALTH
NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION AND HEALTH PROMOTION
CENTERS FOR DISEASE CONTROL

# Assessment Instruments for Measuring Student Outcomes

## Grades 7-12

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# Introduction

This booklet contains a set of assessment instruments specifically developed to assist those who wish to evaluate an HIV education program. The instruments are designed to assess knowledge, attitudes, and behaviors that frequently serve as instructional targets of HIV education. The instruments are provided to offer a range of options that evaluators may wish to consider. The instruments may be used as is or may be modified to become more consistent with a particular program's instructional emphases.

The assessment instruments in this booklet were designed for students in grades 7 through 12. A companion booklet provides instruments for students in grades 5 through 7. It should be noted that at grade 7—the division point between the two sets of assessment instruments—a choice must be made between the instrument sets. Because there are substantial variations in the maturity and achievement levels of students in different locales, if the instruments are to be used with students in grades 6, 7, or 8, both sets of instruments should be reviewed to identify those most appropriate for a particular group of students.

The absence of assessment instruments for lower grades does not imply that HIV-relevant instruction should not be provided in those grades. However, because instruction in lower grades tends to deal with more general objectives such as health promotion and self-esteem, no separate set of assessment instruments was developed for those grade levels.

## Developmental History

The assessment devices in this booklet were prepared as part of a project supported by the Division of Adolescent and School Health, Centers for Disease Control (CDC). During 1989-1992, these assessment instruments were developed by IOX Assessment Associates with the continuing collaboration of CDC personnel. The instruments were field-tested with small groups of students, then revised on the basis of students' reactions to directions, items, and vocabulary. The revised instruments were field-tested again, revised, and reviewed by individuals engaged in the evaluation of HIV education programs.

In June 1991, the contents of this booklet were reviewed by the project's national Developmental Review Panel. Modifications were made in the instruments based on the panelists' recommendations. (See the Acknowledgments in the handbook's introduction for a list of the members of the Developmental Review Panel.)

Also in June 1991, the assessment instruments were reviewed by an existing group, the national Advisory Panel, convened for the broader purpose of helping CDC plan HIV evaluation activities. Appropriate modifications were made on the basis of panelists' suggestions. (See the Acknowledgments in the introduction to this handbook for a list of the members of the national Advisory Panel.)

The materials in this booklet benefitted substantially from the suggestions supplied by numerous professionals who reviewed various versions of the assessment instruments and their accompanying materials. It should be noted, however, that until psychometric analyses have been conducted to determine instrument reliability and validity, caution should be exercised when interpreting data derived from these instruments.

## Organizational Preview

Each assessment instrument is preceded by important information regarding the instrument. First, a short *General Description* supplies the assessment focus of the instrument. Second, a brief *Rationale* underlying the instrument's creation is presented. Third, *Scoring Procedures* for the instrument are given. A separate one-page section entitled *Administrative Directions* provides step-by-step directions that are readily reproducible for distribution to those individuals (e.g., teachers or counselors) who will be administering the assessment instrument. Finally, there is the *assessment instrument* itself, which is also reproducible.

## Securing Permission to Gather Data

Before using these instruments for evaluation purposes, you will need to obtain approval from appropriate school district authorities. A local review group consisting of educators, parents, and other citizens will often have been established to judge the acceptability of HIV education materials and instruments.

Some districts require that either *active informed consent* or *passive informed consent* be secured from parents or guardians of students prior to the administration of such assessment devices. With active informed consent, a letter is sent to a student's parents or guardians describing the general nature of the intended data gathering and asking permission for the student to complete the assessment instruments described. This letter must be signed by parents or guardians, indicating their permission to have the instruments administered to the student. With passive informed consent, a similar descriptive letter is sent to the student's parents or guard-

ians. They are required to sign and return it, however, only if they do *not* wish the student to complete the assessment instruments. Most school districts already have policies in place regarding whether active or passive informed consent is required for data gathering.

## Using the Assessment Instruments

These assessment devices represent a menu of assessment alternatives from which evaluators may choose. The specific timing for assessing students will depend on the particular data-gathering design being employed in the evaluation study. Advice on using these instruments is provided in the handbook's first booklet, *Evaluating HIV Education Programs.*

These assessment instruments were developed to supply information about HIV education programs, *not individual students.* Therefore, the instruments in this booklet should not be used to draw inferences about a specific student's risk status. Group scores should be considered in aggregate (e.g., group means or medians).

To enhance the truthfulness of students' responses, the assessment instruments in this booklet are to be administered anonymously. However, the instruments can often yield more useful evaluative insights if two or more instruments completed by the same person can be compared. To preserve students' anonymity and, at the same time, to permit between-instrument analyses, two or more instruments can be placed in a single test-administration package. For example, an evaluator might staple together the behavior survey, the behavioral intention survey, and the knowledge test, then interpret the responses of a student to one instrument on the basis of the same student's responses to items on another.

Because it is necessary to maintain students' anonymity, a student's pretest and posttest responses cannot be linked without the use of elaborate coding schemes and confidentiality assurance procedures. Nonetheless, interpretive dividends can clearly be gained by administering multiple instruments at one time in a single test-administration package.

# Knowledge of HIV and AIDS

**Assessment Focus: HIV and AIDS knowledge related to HIV-risk behaviors**

## General Description

This 15-item instrument measures functional knowledge about HIV and AIDS (that is, knowledge necessary to reduce the risk of HIV infection). This instrument may be employed in two ways. It can be used to measure the accuracy of students' knowledge about HIV and AIDS, or it can be used to measure students' confidence in their knowledge of HIV and AIDS.

## Rationale

This instrument measures functional knowledge about HIV and AIDS. Items regarding more general knowledge about HIV and AIDS, such as items about how HIV affects the immune system, were not included because of the unclear relationship of such knowledge to someone's risk behaviors.

The test is offered in two versions that have comparable content. Either form may be used for a pretest, leaving the other for a posttest.

This assessment device contains a number of items that accentuate the difference between HIV and AIDS. The emphasis on this distinction was deliberately adopted on the grounds that an effective HIV education program will, among other emphases, help students understand the difference between AIDS and HIV infection.

## Scoring Procedures

This instrument can be scored either for knowledge or for confidence in one's knowledge. Descriptions of the two methods are provided below.

### Method 1

To score this instrument for *knowledge*, consider only whether the participants indicate that an item is true, false, or that they do not know whether it is true or false. The confidence of a

respondent is ignored for the purposes of obtaining a knowledge score. Each correct answer receives one point (regardless of degree of confidence). For example, a false statement would be scored as correct (and the student given one point) if the student answered either "I think it's false," or "I am sure it's false." Incorrect or "don't know" answers do not receive points.

If a statement is true, points are assigned to responses as follows (for false statements, the points are reversed, with "I don't know" remaining at 0):

1 point – I am sure it's true.
1 point – I think it's true.
0 points – I don't know.
0 points – I think it's false.
0 points – I am sure it's false.

Total scores can range from 0 points (no items correct) to 15 points (all items correct).

**Scoring Key**

Form A:

| | |
|---|---|
| True: | 2, 4, 6, 8, 9, 10, 11 |
| False: | 1, 3, 5, 7, 12, 13, 14, 15 |

Form B:

| | |
|---|---|
| True: | 3, 4, 7, 8, 9, 10, 11, 12 |
| False: | 1, 2, 5, 6, 13, 14, 15 |

An item-by-item analysis of the group's responses can help identify those content areas that may require targeted instruction.

## Method 2

To score this instrument for *confidence* in correctly held knowledge about HIV and AIDS, assign 1 to 5 points for each item. The highest number of points possible is assigned to an item that an individual answers correctly and with a high degree of confi-

dence. Responses indicating a lower degree of confidence in a correct answer, "don't knows," and incorrect answers receive a lower number of points.

If a statement is true, points are assigned to responses as follows (for false answers, the points are reversed):

5 points – I am sure it's true.
4 points – I think it's true.
3 points – I don't know.
2 points – I think it's false.
1 point – I am sure it's false.

"Don't know" responses receive more points than incorrect answers because incorrect knowledge is potentially more damaging than uncertainty regarding the correct answer. Further, individuals with some degree of confidence in an incorrect answer may be more likely to act on their erroneous information than others who have little confidence or do not know the correct answer.

Total scores for confidence in correctly held knowledge can range from 15 points (all answers incorrect, with a high degree of confidence) to 75 points (all items correct, with a high degree of confidence). Please refer to the scoring key on the previous page for the answer key. A comparison of the group's mean total score can be used to determine changes in confidence in correctly held knowledge from pretest to posttest. In addition, an item-by-item analysis of the group's responses can help identify those content areas that may require targeted instruction.

If the instrument is scored with this method, it is important to clearly indicate this fact in reports that are produced. Otherwise, reported results may be misinterpreted. When presenting results, use phrasing similar to the following:

> Besides being scored for AIDS and HIV knowledge, the instrument was also scored to determine respondents' confidence in correctly held knowledge. Items answered correctly and with a high degree of confidence received the most points (5), and items answered incorrectly and with a high degree of confidence received the lowest number of points (1).

# Knowledge of HIV and AIDS

## Administration Directions

Note to users of the *Knowledge of HIV and AIDS* test:

Please carefully follow the administrative directions below. These directions contain information essential to the accurate completion of the survey. Thank you for your cooperation.

### Directions:

1. Remind students that they are *not* to write their names on the surveys. Explain that the survey is anonymous.

2. Distribute surveys to students.

3. *Read aloud* to students the directions from the front page of the survey and tell students to follow along as you read.

4. Inform students that to increase their privacy, you will not be walking around the room while they complete their surveys.

5. Tell students to place their completed surveys in a large manila envelope or box *when everyone has finished.*

6. Ask if students have any questions about how to complete the survey. Answer these questions, then have students complete the survey.

7. When students are finished, make sure they place their anonymous surveys in the container you have provided for that purpose.

8. Because students may believe that some of the false statements are, in fact, true, some educators suggest that the correct answers be discussed with students as soon as possible following the instrument's completion.

## KNOWLEDGE OF HIV AND AIDS

**DO NOT put your name on this survey. Your answers will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** Read each question. Carefully check the one answer that fits best. Some of the questions use the phrase "having sex." This means sexual intercourse.

| | | I am sure it's true. | I think it's true. | I don't know. | I think it's false. | I am sure it's false. |
|---|---|---|---|---|---|---|
| 1. | You can't get AIDS if you have sex only once or twice without a condom. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 2. | A person can "pass" an HIV-antibody test (test negative) but still be infected with HIV. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 3. | Condoms are 100% effective in preventing HIV. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 4. | Males can pass HIV on to others through their semen. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 5. | You can get HIV by sitting on the seat of a toilet that a person with AIDS has used. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 6. | Abstinence from sex and drugs is the best way for teenagers to avoid getting HIV. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7. | You can get HIV from drinking from the same glass or water fountain that a person with AIDS drank from. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8. | HIV can be found in semen, vaginal fluids, and blood. | ( ) | ( ) | ( ) | ( ) | ( ) |

(Form A)



**Please go on to the next page.** ➡

| | | I am sure it's true. | I think it's true. | I don't know. | I think it's false. | I am sure it's false. |
|---|---|---|---|---|---|---|
| 9. | A person can get HIV by sharing drug needles. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. | HIV can be found in breast milk. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 11. | Once you are infected with HIV, you are infected for life. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. | People infected with HIV are usually very thin and sickly. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. | Some people have gotten HIV by swimming in the same pool as someone with AIDS. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 14. | You can get HIV from a mosquito bite. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 15. | If you want to keep from getting HIV, using "lambskin" condoms is just as good as using latex condoms. | ( ) | ( ) | ( ) | ( ) | ( ) |

(Form A)



**Please go on to the next page.** ➡

## KNOWLEDGE OF HIV AND AIDS

**DO NOT put your name on this survey. Your answers will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** Read each question. Carefully check the one answer that fits best. Some of the questions use the phrase "having sex." This means sexual intercourse.

| | | I am sure it's true. | I think it's true. | I don't know. | I think it's false. | I am sure it's false. |
|---|---|---|---|---|---|---|
| 1. | Someone with AIDS can spread HIV by coughing and spitting. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 2. | There is no way to kill HIV on a drug needle. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 3. | Females can pass HIV on to others through their vaginal fluids. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 4. | In the United States, your chance of getting HIV when you get a blood transfusion is extremely small. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 5. | You can get HIV from being in a swimming pool. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 6. | There is no way you can find out if you are infected with HIV. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7. | You can get infected with HIV by having sex with someone who shares drug needles. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8. | Mosquitos don't spread HIV. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9. | It is not dangerous to hug a person with AIDS. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. | One way to avoid getting HIV is by not having sex. | ( ) | ( ) | ( ) | ( ) | ( ) |

(Form B)



**Please go on to the next page. ⇒**

| | | I am sure it's true. | I think it's true. | I don't know. | I think it's false. | I am sure it's false. |
|---|---|---|---|---|---|---|
| 11. | "Lambskin" condoms do not protect against HIV as well as latex condoms do. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. | People infected with HIV do not necessarily look sick. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. | You can be cured of HIV if you are careful to take the medicine the doctor gives you. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 14. | You can't get HIV from sharing needles for tattoos. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 15. | The breast milk of a mother who has HIV is safe for her baby. | ( ) | ( ) | ( ) | ( ) | ( ) |

(Form B)

# Your Beliefs

**Assessment Focus: Attitudes toward people with AIDS**

## General Description

This 10-item instrument measures students' acceptance of and attitudes toward people who have AIDS. Students are asked to respond to each statement on a 5-point "agreement" scale.

## Rationale

In recent years, people who have AIDS or are infected with HIV have often been stigmatized by mainstream society. Intolerant attitudes toward these people often lead to intolerant behaviors toward them. Changing such attitudes among students is thus a key objective in many HIV education programs.

All items use the term "AIDS" rather than "HIV" because the instrument will often be used as a pretest prior to an instructional program in which the distinction between AIDS and HIV is explained to students. It was feared that references to people "infected with HIV" might be misunderstood by respondents and that, as a consequence, their responses to the statements might lead to inaccurate pretest-to-posttest comparisons.

## Scoring Procedures

To obtain a total score, add points across all responses. Total scores can range from 50 points (indicating high acceptance of people with AIDS) to 10 points (indicating low acceptance of people with AIDS). The higher the scores, the more accepting students' attitudes are toward persons who have AIDS.

The following scale should be used to score items 1, 3, 4, 5, and 8:

| | |
|---|---|
| Strongly Agree | 5 points |
| Agree | 4 points |
| Not Sure | 3 points |
| Disagree | 2 points |
| Strongly Disagree | 1 point |

The following scale should be used to score items 2, 6, 7, 9, and 10:

| | |
|---|---|
| Strongly Agree | 1 point |
| Agree | 2 points |
| Not Sure | 3 points |
| Disagree | 4 points |
| Strongly Disagree | 5 points |

# Your Beliefs

## Administration Directions

Note to users of the *Your Beliefs* survey:

Please carefully follow the administrative directions below. These directions contain information essential to the accurate completion of the survey. Thank you for your cooperation.

### Directions:

1. Remind students that they are *not* to write their names on the surveys. Explain that the survey is anonymous.

2. Distribute surveys to students.

3. *Read aloud* to students the directions from the front page of the survey and tell students to follow along as you read.

4. Show students how "Strongly Agree" and "Disagree" have been circled in the examples.

5. Inform students that to increase their privacy, you will not be walking around the room while they complete their surveys.

6. Tell students to place their completed surveys in a large manila envelope or box *when everyone has finished.*

7. Ask if students have any questions about how to complete the survey. Answer these questions, then have students complete the survey.

8. When students are finished, make sure they place their anonymous surveys in the container you have provided for that purpose.

## YOUR BELIEFS

**DO NOT put your name on this survey. Your responses will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you to say whether you agree or disagree with a set of statements. Please read each statement, then indicate whether you Strongly Agree (SA), Agree (A), are Not Sure (NS), Disagree (D), or Strongly Disagree (SD) by circling the answer you want.

Examples:

| | *Strongly Agree* SA | *Agree* A | *Not Sure* NS | *Disagree* D | *Strongly Disagree* SD |
|---|---|---|---|---|---|
| 1. People should eat a nutritious breakfast to give them energy through the morning. | (SA) | A | NS | D | SD |
| 2. Teenagers don't need more than five hours of sleep each night. | SA | A | NS | (D) | SD |



**Please go on to the next page.** ⇒

| | *Strongly Agree* SA | *Agree* A | *Not Sure* NS | *Disagree* D | *Strongly Disagree* SD |
|---|---|---|---|---|---|
| 1. I wouldn't mind being in the same classroom with someone who has AIDS. | SA | A | NS | D | SD |
| 2. A person who has AIDS shouldn't be allowed to eat lunch in the school cafeteria. | SA | A | NS | D | SD |
| 3. I would feel comfortable hugging a close friend who has AIDS. | SA | A | NS | D | SD |
| 4. I wouldn't mind swimming in the same pool as someone who has AIDS. | SA | A | NS | D | SD |
| 5. I wouldn't mind playing sports with someone who has AIDS. | SA | A | NS | D | SD |
| 6. A person who has AIDS should stay away from public places. | SA | A | NS | D | SD |
| 7. I would avoid a classmate who I heard had AIDS. | SA | A | NS | D | SD |
| 8. People who have AIDS should be allowed to work in restaurants and cafeterias. | SA | A | NS | D | SD |
| 9. If I thought my friend had AIDS, I would be afraid to give that friend a kiss. | SA | A | NS | D | SD |
| 10. I would avoid a classmate whose family member had AIDS. | SA | A | NS | D | SD |

# Your Views

**Assessment Focus: Five attitudinal dimensions related to HIV-risk behaviors**

## General Description

This 25-item instrument measures students' attitudes across five dimensions that are potentially related to whether a student might engage in HIV-risk behaviors. Students will use a 5-point scale to indicate their degree of agreement or disagreement with each statement. The five dimensions addressed in the instrument are attitudes regarding (1) peer pressure, (2) abstinence, (3) condom use, (4) drugs and steroids, and (5) the threat of HIV infection.

## Rationale

It has been well established in a variety of behavioral arenas that peoples' attitudes influence their behavior. In many HIV education programs, therefore, substantial energy is devoted to nurturing student attitudes that will disincline students to engage in high-risk behaviors.

If one or more of the five dimensions assessed in this instrument are not seriously addressed in a particular HIV education program, it is relatively simple to remove the relevant set(s) of items from the instrument.

## Scoring Procedures

This instrument will yield a total score and a subscore for each of the five dimensions. The total score ranges from 25 points to 125 points. The scores on each dimension range from 5 points to 25 points. Higher scores reflect attitudes generally sought in HIV education programs. Each dimension is assessed with the following items:

| Dimension | Items |
|---|---|
| Attitudes about Peer Pressure | 1, 6, 11, 15, 19 |
| Attitudes about Abstinence | 2, 7, 12, 20, 22 |
| Attitudes about Condom Use | 3, 8, 16, 21, 23 |
| Attitudes about Drugs and Steroids | 4, 9, 13, 17, 24 |
| Attitudes about Threat of HIV Infection | 5, 10, 14, 18, 25 |

## Scoring Key

The scale of Strongly Agree = 5, Agree = 4, Not Sure = 3, Disagree = 2, and Strongly Disagree = 1 should be used to score the following items:

2, 5, 8, 9, 11, 12, 14, 17, 19, 20, 21, 24, 25

The scale of Strongly Agree = 1, Agree = 2, Not Sure = 3, Disagree = 4, and Strongly Disagree = 5 should be used to score the following items:

1, 3, 4, 6, 7, 10, 13, 15, 16, 18, 22, 23

# Your Views

## Administration Directions

Note to users of the *Your Views* survey:

Please carefully follow the administrative directions below. These directions contain information essential to the accurate completion of the survey. Thank you for your cooperation.

### Directions:

1. Remind students that they are *not* to write their names on the surveys. Explain that the survey is anonymous.

2. Distribute surveys to students.

3. *Read aloud* to students the directions from the front page of the survey and tell students to follow along as you read.

4. Show students how the "Agree" and "Strongly Disagree" responses have been circled in the examples.

5. Inform students that to increase their privacy, you will not be walking around the room while they complete their surveys.

6. Tell students to place their completed surveys in a large manila envelope or box *when everyone has finished.*

7. Ask if students have any questions about how to complete the survey. Answer these questions, then have students complete the survey.

8. When students are finished, make sure they place their anonymous surveys in the container you have provided for that purpose.

## YOUR VIEWS

**DO NOT put your name on this survey. Your responses will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you to say whether you agree or disagree with a set of statements. Please read each statement, then indicate whether you Strongly Agree (SA), Agree (A), are Not Sure (NS), Disagree (D), or Strongly Disagree (SD) by circling the answer you want.

Examples:

| | *Strongly Agree* SA | *Agree* A | *Not Sure* NS | *Disagree* D | *Strongly Disagree* SD |
|---|---|---|---|---|---|
| 1. Teenagers should eat three balanced meals each day. | SA | (A) | NS | D | SD |
| 2. Teenagers should watch less television. | SA | A | NS | D | (SD) |

**BEFORE STARTING, PLEASE READ THE FOLLOWING:** Some of the statements in this survey use the phrase "having sex." This means having sexual intercourse. There are also statements about HIV. HIV is the virus that causes AIDS.



**Please go on to the next page.** ⇒

| | | *Strongly Agree* SA | *Agree* A | *Not Sure* NS | *Disagree* D | *Strongly Disagree* SD |
|---|---|---|---|---|---|---|
| 1. | If your friends want you to do something that you think might not be safe, you should at least try it. | SA | A | NS | D | SD |
| 2. | It's okay not to have sex while you are a teenager. | SA | A | NS | D | SD |
| 3. | It's okay for teenagers to have sex without a condom if they know each other well. | SA | A | NS | D | SD |
| 4. | A teenager can inject drugs once in a while without a risk of getting infected with HIV. | SA | A | NS | D | SD |
| 5. | Teenagers are at risk of getting infected with HIV if they engage in sex without a condom. | SA | A | NS | D | SD |
| 6. | To keep your friends, you should go along with most things your friends want you to do. | SA | A | NS | D | SD |
| 7. | People who don't have sex before they get married are strange. | SA | A | NS | D | SD |
| 8. | It is not smart to have sex without using a condom. | SA | A | NS | D | SD |
| 9. | Using needles to inject steroids or drugs is a bad idea. | SA | A | NS | D | SD |
| 10. | It's okay to have sex without a condom because your chance of getting infected with HIV is very low. | SA | A | NS | D | SD |
| 11. | Teenagers should learn how to resist pressures from their friends. | SA | A | NS | D | SD |
| 12. | It's a good idea for teenagers not to have sex. | SA | A | NS | D | SD |



**Please go on to the next page. ⇒**

| | | *Strongly Agree* SA | *Agree* A | *Not Sure* NS | *Disagree* D | *Strongly Disagree* SD |
|---|---|---|---|---|---|---|
| 13. | People who share drug needles shouldn't worry because they probably won't get infected with HIV. | SA | A | NS | D | SD |
| 14. | Teenagers should realize that if they're not careful, they could get infected with HIV. | SA | A | NS | D | SD |
| 15. | When friends want you to do things you don't feel like doing, there's no harm in going along. | SA | A | NS | D | SD |
| 16. | Using a condom doesn't make sex less pleasurable. | SA | A | NS | D | SD |
| 17. | Anyone who shares needles is taking a chance of getting infected with HIV. | SA | A | NS | D | SD |
| 18. | If teenagers are careful about choosing sexual partners, they won't get infected with HIV. | SA | A | NS | D | SD |
| 19. | Teenagers should be more willing to resist pressures from their friends. | SA | A | NS | D | SD |
| 20. | These days it makes a lot of sense to wait to have sex until you get married. | SA | A | NS | D | SD |
| 21. | If people think they might have sex during a date, they should carry a condom. | SA | A | NS | D | SD |
| 22. | Teenagers who don't have sex are wasting their teen years. | SA | A | NS | D | SD |
| 23. | People who use condoms during sex don't trust the person they're with. | SA | A | NS | D | SD |



**Please go on to the next page. ⇒**

| | | *Strongly Agree* SA | *Agree* A | *Not Sure* NS | *Disagree* D | *Strongly Disagree* SD |
|---|---|---|---|---|---|---|
| 24. | People who share drug needles should clean the needles with bleach. | SA | A | NS | D | SD |
| 25. | HIV is something that teenagers should think about when they date. | SA | A | NS | D | SD |

# How Confident Are You?

**Assessment Focus: Confidence in one's ability to resist peer pressures**

## General Description

This 10-item instrument measures students' confidence in their ability to resist peer pressures. The instrument attempts to assess students' refusal skills in age-appropriate social situations.

## Rationale

Peer expectations influence the decisions that people make in social situations. Resisting pressure from friends and acquaintances can play an important part in avoiding an uncomfortable or risky situation. In many HIV education programs, students are taught to use refusal skills in order to avoid situations that put them at risk for HIV infection.

This instrument measures how confident students are that they could refuse their friends in order to avoid an uncomfortable or risky situation. The focus on students' confidence was employed in this instrument because research suggests that confidence in one's ability to use a skill (for example, a refusal skill) may be a particularly important factor contributing to one's actual use of that skill.

## Scoring Procedures

Points are assigned to response options as follows:

| | |
|---|---|
| Completely Confident | 5 |
| Very Confident | 4 |
| Somewhat Confident | 3 |
| Not Very Confident | 2 |
| Not Confident at All | 1 |

Total scores range from 50 points (indicating a high degree of confidence) to 10 points (indicating a low degree of confidence). An item-by-item analysis of a group's responses to this survey may reveal the types of social settings that should be addressed instructionally to help students resist peer pressure.

# How Confident Are You?

## Administration Directions

Note to users of the *How Confident Are You?* survey:

Please carefully follow the administrative directions below. These directions contain information essential to the accurate completion of the survey. Thank you for your cooperation.

### Directions:

1. Remind students that they are *not* to write their names on the surveys. Explain that the survey is anonymous.

2. Distribute surveys to students.

3. *Read aloud* to students the directions from the front page of the survey and tell students to follow along as you read.

4. Show students how the "Not Very Confident" response has been marked with an X in the example.

5. Inform students that to increase their privacy, you will not be walking around the room while they complete their surveys.

6. Tell students to place their completed surveys in a large manila envelope or box *when everyone has finished.*

7. Ask if students have any questions about how to complete the survey. Answer these questions, then have students complete the survey.

8. When students are finished, make sure they place their anonymous surveys in the container you have provided for that purpose.

## HOW CONFIDENT ARE YOU?

**DO NOT put your name on this survey. Your responses will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you about how confident you would feel in different situations. *Try to imagine yourself in the situation.* Mark an X for the answer that fits best.

Example: Your friends are playing a game of football. They know you prefer to play softball, but they urge you to join them anyway. *If you didn't want to play football,* how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | (X) | ( ) |

**BEFORE STARTING, PLEASE READ THE FOLLOWING:** Some of the situations use the phrase "having sex." This means having sexual intercourse.



**Please go on to the next page.** ⇒

1. You are at a party where some of your friends are drinking. They want you to join them and are pressuring you to do so. *If you didn't want to join your friends in drinking*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

2. Some of your best friends are going to a party, and they want you to come. You think it might be fun. But the last party at this house got out of hand, and a neighbor threatened to call the police. You're afraid the same thing might happen again. *If you didn't want to go to the party*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

3. You are going steady with someone, and you like each other very much. Your partner really wants to have sex with you. *If you didn't want to have sex with your steady*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

4. You are on a sports team that has a good chance of making it to the championships. Some of the team members decide to inject steroids to make themselves stronger and faster. They want you to join them. *If you didn't want to use steroids*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

5. You are in training to run track, and you are trying to cut down on sweets. You have agreed to meet a friend at the ice cream shop, and you are planning to just have a diet drink. Before you get there, your friend orders your favorite milkshake for you, and it is sitting on the counter—waiting. *If you didn't want to drink the milkshake*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |



**Please go on to the next page. ⇒**

6. You have recently broken up with your steady. You start to date someone new who knows you had sex with your old steady and wants to have sex with you. You have heard a lot about HIV, and you decide to rethink your sexual habits. *If you didn't want to have sex with your new partner*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

7. It's a Sunday afternoon, and you've been putting off your homework all weekend. You've got enough homework to fill the rest of the day. Your best friend calls to invite you to a movie that you've both been wanting to see. *If you didn't want to go with your friend*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

8. You are with a bunch of friends. One friend brings equipment to inject drugs. Some of your friends join in and seem to be having a great time. They urge you to join them. You know that sharing needles to inject drugs is an easy way to get infected with HIV. *If you didn't want to join your friends in injecting drugs*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

9. You and your friends have just watched your school basketball team win a game in double overtime. It's later than you expected, and you're tired. Several friends suggest that you all go out to get a pizza and celebrate. They pressure you to join them. *If you didn't want to get a pizza with your friends*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

10. You are going out with someone, and you've been having sex without condoms. You have heard that using a latex condom is a good way to keep from getting infected with HIV. Your partner doesn't like condoms. *If you didn't want to have sex anymore without a condom*, how confident are you that you could refuse?

| Completely Confident | Very Confident | Somewhat Confident | Not Very Confident | Not at All Confident |
|---|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) | ( ) |

# Your Friends

**Assessment Focus: Perceptions of peers' behaviors and values**

## General Description

This instrument measures students' perceptions of their peers' behaviors and values related to the possibility of being infected with HIV. This instrument contains 10 items calling for students to make estimates about their friends' values and behaviors.

## Rationale

It is well known that adolescents' behavior is influenced by what they believe their peers regard as appropriate. This assessment instrument is designed to determine the nature of students' perceptions regarding HIV-related behaviors and values. Respondents are asked to estimate the extent to which their friends engage in certain HIV-risk behaviors or hold values associated with those behaviors. It has been shown that many students overestimate the extent to which their peers engage in HIV-risk behaviors. Such inflated estimates may incline students to engage in "peer-sanctioned" behaviors. Thus, an HIV education program might try to correct these misperceptions of peers' behaviors, as well as alter social norms so that peers' attitudes and behaviors become more positive.

## Scoring Procedures

An overall score is not calculated for this inventory. Responses to each of the 10 statements must be interpreted separately. For the group of students assessed, the percentage of responses to the four choices for each item should be determined—for example, the percentage of students who indicate that all their friends "have never had sex," the percentage of students who indicate that most of their friends "have never had sex," and so on. It is possible to collapse response categories such as the "All" and "Most" responses or the "Some" and "None" responses.

Items can be examined for preprogram-to-postprogram shifts that indicate more favorable perceptions of peers' conduct or attitudes. For example, if a schoolwide HIV program were success-

ful, one might see a preprogram-to-postprogram change on Item No. 9, "About how many of your friends believe that teenagers should use a condom if they have sex?"

The questions deal with peers' behaviors and peers' values and are listed by category below:

| | |
|---|---|
| Peers' Behaviors: | 1, 4, 5, 6, 7, 8, 10 |
| Peers' Values: | 2, 3, 9 |

# Your Friends

## Administration Directions

Note to users of the *Your Friends* survey:

Please carefully follow the administrative directions below. These directions contain information essential to the accurate completion of the survey. Thank you for your cooperation.

### Directions:

1. Remind students that they are *not* to write their names on the surveys. Explain that the survey is anonymous.

2. Distribute surveys to students.

3. *Read aloud* to students the directions from the front page of the survey and tell students to follow along as you read.

4. Show students how the "Some" and "Most" responses have been circled in the examples.

5. Inform students that to increase their privacy, you will not be walking around the room while they complete their surveys.

6. Tell students to place their completed surveys in a large manila envelope or box *when everyone has finished.*

7. Ask if students have any questions about how to complete the survey. Answer these questions, then have students complete the survey.

8. When students are finished, make sure they place their anonymous surveys in the container you have provided for that purpose.

## YOUR FRIENDS

**DO NOT put your name on this survey. Your responses will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you to answer some questions about your friends. These people might be boys, girls, or both. Make your responses as accurate as you can. Even if you're not sure, make your *best guess*.

Examples:

| | *All* A | *Most* M | *Some* S | *None* N |
|---|---|---|---|---|
| 1. About how many of your friends smoke at least one cigarette per week? | A | M | (S) | N |
| 2. About how many of your friends think that it's wrong to lie? | A | (M) | S | N |

**BEFORE STARTING, PLEASE READ THE FOLLOWING:** Some of the questions in this survey use the phrase "having sex." This means having sexual intercourse.



**Please go on to the next page.** ⇒

| | | *All* A | *Most* M | *Some* S | *None* N |
|---|---|---|---|---|---|
| 1. | About how many of your friends use needles to inject drugs or steroids? | A | M | S | N |
| 2. | About how many of your friends believe it is okay for teenagers to have sex before they're married? | A | M | S | N |
| 3. | About how many of your friends believe that it is okay for teenagers to use needles to inject drugs or steroids? | A | M | S | N |
| 4. | About how many of your friends have *never* had sex? | A | M | S | N |
| 5. | About how many of your friends have had sex during the last six months? | A | M | S | N |
| 6. | About how many of your friends have had sex with more than one partner during the last six months? | A | M | S | N |
| 7. | About how many of your friends use a condom when they have sex? | A | M | S | N |
| 8. | About how many of your friends drink alcohol or use drugs before they have sex? | A | M | S | N |
| 9. | About how many of your friends believe that teenagers should use a condom if they have sex? | A | M | S | N |
| 10. | About how many of your friends are trying to change their sexual behaviors because they might get infected with HIV? | A | M | S | N |

# Your Intentions

**Assessment Focus: Intentions regarding HIV-risk behaviors and their precursors**

## General Description

This instrument measures students' beliefs about how they will behave during the next three months. The instrument contains items asking students to identify how they intend to act in relation to (1) behaviors associated with risk of HIV infection and (2) behaviors precursive to HIV-risk behaviors.

## Rationale

More than any other single factor, a person's behavior determines how much risk there is of that person becoming infected with HIV. An important aim of an HIV education program is to influence individuals to move from higher-risk to lower-risk behaviors. Unfortunately, behavioral changes are often slow in coming. Tracking such change over an extended period of time is usually beyond the capabilities of most evaluations of HIV education. Students' *behavioral intentions,* however, can more easily be measured. The measurement of behavioral intent can serve as an approximation to the measurement of actual behavior. To give students a reasonable time frame in which to identify their intentions, each item asks about likely behavior three months into the future.

## Scoring Procedures

This instrument can be scored on an item-by-item basis by computing the percentages of students who choose each response. For all three-choice items (that is, items containing an A, B, and C response), Choice C responses represent high-risk behaviors, and Choice B responses represent lower-risk behaviors. Choice A responses represent no-risk behaviors. An effective HIV education program would lead to increased percentages of students moving toward reduced-risk behaviors. For all two-choice items, Choice A is the preferred (lower-risk) response.

The nature of the particular item, of course, must be considered when responses to that item are used for program evaluation. For example, one item asks whether the respondent intends

to have sex during the next three months. When interpreting a group's responses to that question at the end of an HIV education program, evaluators should consider the group's preinstruction responses. If a high percentage of the students indicate on other assessment instruments (see the *Your Behavior* survey) that they are abstinent, then responses to the "intention to have sex" item in this inventory should be interpreted accordingly. In other words, if the bulk of the students were abstinent before the program began, then it should not be surprising when there is little shift in item responses.

# Your Intentions

## Administration Directions

Note to users of the *Your Intentions* survey:

Please carefully follow the administrative directions below. These directions contain information essential to the accurate completion of the survey. Thank you for your cooperation.

### Directions:

1. Look at the form letter in the lower right corner of each survey. Make sure that the three forms of the surveys are stacked in the order K, L, M, K, L, M, etc.

2. Remind students that they are *not* to write their names on the surveys. Explain that the survey is anonymous.

3. Distribute surveys to students. Tell students that different persons are receiving different forms of the survey.

4. *Read aloud* to students the directions from the front page of the survey and tell students to follow along as you read.

5. Show students how Choice C is marked in the row of letters for the first example and Choice B is marked in the row of letters for the second example. Explain what the response to each example means. Point out that the response choices are in a different place in each example.

6. *Read aloud* the material in the box at the bottom of the first page; this material explains why the letters on the different forms of the survey are in different places.

7. Inform students that to increase their privacy, you will not be walking around the room while they complete their surveys.

8. Tell students to place their completed surveys in a large manila envelope or box *when everyone has finished.*

9. Ask if students have any questions about how to complete the survey. Answer these questions, then have students complete the survey.

10. When students are finished, make sure they place their anonymous surveys in the container you have provided for that purpose.

## YOUR INTENTIONS

**DO NOT put your name on this survey. Your responses will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you personal questions about your intentions during the next three months. To make sure your answers are private, you will complete this survey in a special way. Read each question and find the answer that is MOST true for you. Then find the letter that goes with that answer in the row of letters between the lines. Put an X through the letter in that row (between the two lines).

Example No. 1: In the next three months, which one of the following do you intend to do?

A. I intend to gain weight.

B. I intend to lose weight.

C. I intend to stay the same weight.

O P Q R S T U V W X Y Z A B ~~C~~ D E F G H I J K L M N

Example No. 2: In the next three months, which one of the following do you intend to do?

A. I intend to walk to school.

B. I intend to take a bus to school.

C. I intend to get to school in another way.

S T U V W X Y Z A ~~B~~ C D E F G H I J K L M N O P Q R

**TO PROTECT YOUR PRIVACY:** Your classmates have *different* versions of this survey. *For the same question*, the letters are in a *different* position on your survey and your classmates' surveys. This is done so that no one can easily see your answers. Some of the questions in this survey ask about "having sex." This means having sexual intercourse.

(Form K)



**Please go on to the next page. ⇒**

1. In the next three months, which one of the following do you intend to do?

   A. I don't intend to use alcohol.

   B. I intend to use alcohol.

L M N O P Q R S T U V W X Y Z A B C D E F G H I J K

2. In the next three months, which one of the following do you intend to do?

   A. I don't intend to use drugs.

   B. I intend to use drugs.

R S T U V W X Y Z A B C D E F G H I J K L M N O P Q

3. In the next three months, which one of the following do you intend to do?

   A. I don't intend to inject drugs or steroids.

   B. I intend to inject drugs or steroids.

T U V W X Y Z A B C D E F G H I J K L M N O P Q R S

4. In the next three months, which one of the following do you intend to do?

   A. I don't intend to have sex.

   B. I intend to have sex with one person.

   C. I intend to have sex with two or more people.

O P Q R S T U V W X Y Z A B C D E F G H I J K L M N

5. In the next three months, which one of the following do you intend to do?

A. I don't intend to have sex.

B. I intend to use condoms with my sexual partner(s).

C. I don't intend to use condoms with my sexual partner(s).

P Q R W T U V W X Y Z A B C D E F G H I J K L M N O

6. In the next three months, which one of the following do you intend to do?

A. I intend to be tested for HIV because I think I may be infected.

B. I don't intend to be tested for HIV even though I think I may be infected.

C. I don't intend to be tested for HIV because I am unlikely to be infected.

N O P Q R S T U V W X Y Z A B C D E F G H I J K L M

(Form K)

## YOUR INTENTIONS

**DO NOT put your name on this survey. Your responses will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you personal questions about your intentions during the next three months. To make sure your answers are private, you will complete this survey in a special way. Read each question and find the answer that is MOST true for you. Then find the letter that goes with that answer in the row of letters between the lines. Put an X through the letter in that row (between the two lines).

Example No. 1: In the next three months, which one of the following do you intend to do?

A. I intend to gain weight.

B. I intend to lose weight.

C. I intend to stay the same weight.

O P Q R S T U V W X Y Z A B ~~C~~ D E F G H I J K L M N

Example No. 2: In the next three months, which one of the following do you intend to do?

A. I intend to walk to school.

B. I intend to take a bus to school.

C. I intend to get to school in another way.

S T U V W X Y Z A ~~B~~ C D E F G H I J K L M N O P Q R

**TO PROTECT YOUR PRIVACY:** Your classmates have *different* versions of this survey. *For the same question*, the letters are in a *different* position on your survey and your classmates' surveys. This is done so that no one can easily see your answers. Some of the questions in this survey ask about "having sex." This means having sexual intercourse.

(Form L)



**Please go on to the next page. ⇒**

1. In the next three months, which one of the following do you intend to do?

   A. I don't intend to use alcohol.

   B. I intend to use alcohol.

O P Q R S T U V W X Y Z A B C D E F G H I J K L M N

2. In the next three months, which one of the following do you intend to do?

   A. I don't intend to use drugs.

   B. I intend to use drugs.

U V W X Y Z A B C D E F G H I J K L M N O P Q R S T

3. In the next three months, which one of the following do you intend to do?

   A. I don't intend to inject drugs or steroids.

   B. I intend to inject drugs or steroids.

L M N O P Q R S T U V W X Y Z A B C D E F G H I J K

4. In the next three months, which one of the following do you intend to do?

   A. I don't intend to have sex.

   B. I intend to have sex with one person.

   C. I intend to have sex with two or more people.

S T U V W X Y Z A B C D E F G H I J K L M N O P Q R

(Form L)



**Please go on to the next page. ⇒**

5. In the next three months, which one of the following do you intend to do?

A. I don't intend to have sex.

B. I intend to use condoms with my sexual partner(s).

C. I don't intend to use condoms with my sexual partner(s).

Q R S T U V W X Y Z A B C D E F G H I J K L M N O P

6. In the next three months, which one of the following do you intend to do?

A. I intend to be tested for HIV because I think I may be infected.

B. I don't intend to be tested for HIV even though I think I may be infected.

C. I don't intend to be tested for HIV because I am unlikely to be infected.

H I J K L M N O P Q R S T U V W X Y Z A B C D E F G

(Form L)

## YOUR INTENTIONS

**DO NOT put your name on this survey. Your responses will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you personal questions about your intentions during the next three months. To make sure your answers are private, you will complete this survey in a special way. Read each question and find the answer that is MOST true for you. Then find the letter that goes with that answer in the row of letters between the lines. Put an X through the letter in that row (between the two lines).

Example No. 1: In the next three months, which one of the following do you intend to do?

A. I intend to gain weight.

B. I intend to lose weight.

C. I intend to stay the same weight.

O P Q R S T U V W X Y Z A B ~~C~~ D E F G H I J K L M N

Example No. 2: In the next three months, which one of the following do you intend to do?

A. I intend to walk to school.

B. I intend to take a bus to school.

C. I intend to get to school in another way.

S T U V W X Y Z A ~~B~~ C D E F G H I J K L M N O P Q R

**TO PROTECT YOUR PRIVACY:** Your classmates have *different* versions of this survey. *For the same question*, the letters are in a *different* position on your survey and your classmates' surveys. This is done so that no one can easily see your answers. Some of the questions in this survey ask about "having sex." This means having sexual intercourse.

(Form M)



**Please go on to the next page. ⇒**

1. In the next three months, which one of the following do you intend to do?

   A. I don't intend to use alcohol.

   B. I intend to use alcohol.

R S T U V W X Y Z A B C D E F G H I J K L M N O P Q

2. In the next three months, which one of the following do you intend to do?

   A. I don't intend to use drugs.

   B. I intend to use drugs.

M N O P Q R S T U V W X Y Z A B C D E F G H I J K L

3. In the next three months, which one of the following do you intend to do?

   A. I don't intend to inject drugs or steroids.

   B. I intend to inject drugs or steroids.

P Q R S T U V W X Y Z A B C D E F G H I J K L M N O

4. In the next three months, which one of the following do you intend to do?

   A. I don't intend to have sex.

   B. I intend to have sex with one person.

   C. I intend to have sex with two or more people.

X Y Z A B C D E F G H I J K L M N O P Q R S T U V W

5. In the next three months, which one of the following do you intend to do?

A. I don't intend to have sex.

B. I intend to use condoms with my sexual partner(s).

C. I don't intend to use condoms with my sexual partner(s).

_____

F G H I J K L M N O P Q R S T U V W X Y Z A B C D E

6. In the next three months, which one of the following do you intend to do?

A. I intend to be tested for HIV because I think I may be infected.

B. I don't intend to be tested for HIV even though I think I may be infected.

C. I don't intend to be tested for HIV because I am unlikely to be infected.

_____

J K L M N O P Q R S T U V W X Y Z A B C D E F G H I

(Form M)

# Your Behavior

**Assessment Focus: HIV-risk behaviors**

## General Description

This instrument is designed to measure HIV-risk behaviors among students. Students supply their answers to this survey's questions by using a distinctive response scheme that reduces the likelihood a student's responses can be easily seen by other students.

## Rationale

Central to the issue of HIV education is the fact that certain behaviors increase a person's chances of becoming infected with HIV and that these behaviors can be avoided. If an adolescent discontinues or never initiates certain high-risk behaviors (e.g., unsafe sexual practices or intravenous drug use), the threat of infection with HIV will be reduced.

## Scoring Procedures

To score this instrument, an item-by-item analysis of students' responses is recommended. For each item, calculate the percentage of persons who respond to each answer choice. Program effectiveness will be indicated by changes in students' preprogram-to-postprogram responses in the direction of reduced risk behaviors.

# Your Behavior

## Administration Directions

Note to users of the *Your Behavior* survey:

Please carefully follow the administrative directions below. These directions contain information essential to the accurate completion of the survey. Thank you for your cooperation.

### Directions:

1. Look at the form letter in the lower right corner of each survey. Make sure that the three forms of the surveys are stacked in the order K,L,M,K,L,M, etc.

2. Remind students that they are *not* to write their names on the surveys. Explain that the survey is anonymous.

3. Distribute surveys to students. Tell students that different persons are receiving different forms of the surveys.

4. *Read aloud* to students the directions from the front page of the survey and tell students to follow along as you read.

5. Show students how Choice C is marked in the row of letters for the first example and Choice B is marked in the row of letters for the second example. Explain what the response to each example means. Point out that the response choices are in a different place in each example.

6. *Read aloud* the material in the box at the bottom on the first page; this material explains why the letters on the different forms of the survey are in different places.

7. Inform students that to increase their privacy, you will not be walking around the room while they complete their surveys.

8. Tell students to place their completed surveys in a large manila envelope or box *when everyone has finished.*

9. Ask if students have any questions about how to complete the survey. Answer these questions, then have students complete the survey.

10. When students are finished, make sure they place their anonymous surveys in the container you have provided for that purpose.

## YOUR BEHAVIOR

**DO NOT put your name on this survey. Your answers will be kept secret. No one will know how you answered these questions.**

**DIRECTIONS:** This survey asks you personal questions. To make sure your answers are secret, you will complete this survey in a special way. Read each question and find the answer that is MOST true for you. Then find the letter that goes with that answer in the row of letters between the lines. Put an X through the letter in that row (between the two lines).

Example No. 1: Which one of these statements about the *past 30 days* is MOST true for you?

A. I did not smoke any cigarettes.

B. I smoked less than 10 cigarettes.

C. I smoked 10 or more cigarettes.

O P Q R S T U V W X Y Z A B ~~C~~ D E F G H I J K L M N

Example No. 2: Which one of these statements about the *last time* you ate at a fast-food restaurant is MOST true for you?

A. I never eat at fast-food restaurants.

B. I went by myself.

C. I went with family members.

D. I went with friends.

S T U V W X Y Z A ~~B~~ C D E F G H I J K L M N O P Q R

**TO PROTECT YOUR PRIVACY:** Your classmates have *different* versions of this survey. *For the same question*, the letters are in a *different* position on your paper and on your classmates' papers. This is done so that no one can easily see your answers. Some of the questions in this survey ask about "having sex." This means having sexual intercourse.

(Form K)



**Please go on to the next page. ⇒**

1. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I wasn't in a situation where friends were using alcohol or drugs.

   B. I was in situations where friends were using alcohol or drugs, but I never used any.

   C. I was in situations where friends were using alcohol or drugs, and I used some, too.

U V W X Y Z A B C D E F G H I J K L M N O P Q R S T

2. Which one of these statements is MOST true for you?

   A. During my life, I have never had sex.

   B. During my life, I have had sex with one person.

   C. During my life, I have had sex with two people.

   D. During my life, I have had sex with three people.

   E. During my life, I have had sex with four or more people.

O P Q R S T U V W X Y Z A B C D E F G H I J K L M N

3. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I did not have sex.

   B. I had sex with one person.

   C. I had sex with two people.

   D. I had sex with three people.

   E. I had sex with four or more people.

S T U V W X Y Z A B C D E F G H I J K L M N O P Q R

4. Which one of these statements about the *last time* you had sex is MOST true for you?

   A. I have never had sex.

   B. My partner or I used a condom.

   C. My partner or I didn't use a condom.

V W X Y Z A B C D E F G H I J K L M N O P Q R S T U

5. Which one of these statements is MOST true for you?

A. During my lifetime, I have never injected drugs.

B. During my lifetime, I have injected drugs.

M N O P Q R S T U V W X Y Z A B C D E F G H I J K L

6. Which one of these statements about the *past 30 days* is MOST true for you?

A. I did not inject drugs or steroids.

B. I did inject drugs or steroids.

N O P Q R S T U V W X Y Z A B C D E F G H I J K L M

7. Which one of these statements about the *past 30 days* is MOST true for you?

A. I was tested for HIV.

B. I was not tested for HIV even though I think I may be infected.

C. I was not tested for HIV because I am unlikely to be infected.

T U V W X Y Z A B C D E F G H I J K L M N O P Q R S

## YOUR BEHAVIOR

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Example No. 1: Which one of these statements about the *past 30 days* is MOST true for you?

A. I did not smoke any cigarettes.

B. I smoked less than 10 cigarettes.

C. I smoked 10 or more cigarettes.

O P Q R S T U V W X Y Z A B ~~C~~ D E F G H I J K L M N

Example No. 2: Which one of these statements about the *last time* you ate at a fast-food restaurant is MOST true for you?

A. I never eat at fast-food restaurants.

B. I went by myself.

C. I went with family members.

D. I went with friends.

S T U V W X Y Z A ~~B~~ C D E F G H I J K L M N O P Q R

**TO PROTECT YOUR PRIVACY:** Your classmates have *different* versions of this survey. *For the same question*, the letters are in a *different* position on your paper and on your classmates' papers. This is done so that no one can easily see your answers. Some of the questions in this survey ask about "having sex." This means having sexual intercourse.

(Form L)



**Please go on to the next page. ⇒**

1. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I wasn't in a situation where friends were using alcohol or drugs.

   B. I was in situations where friends were using alcohol or drugs, but I never used any.

   C. I was in situations where friends were using alcohol or drugs, and I used them, too.

Q R S T U V W X Y Z A B C D E F G H I J K L M N O P

2. Which one of these statements is MOST true for you?

   A. During my life, I have never had sex.

   B. During my life, I have had sex with one person.

   C. During my life, I have had sex with two people.

   D. During my life, I have had sex with three people.

   E. During my life, I have had sex with four or more people.

K L M N O P Q R S T U V W X Y Z A B C D E F G H I J

3. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I did not have sex.

   B. I had sex with one person.

   C. I had sex with two people.

   D. I had sex with three people.

   E. I had sex with four or more people.

M N O P Q R S T U V W X Y Z A B C D E F G H I J K L

4. Which one of these statements about the *last time* you had sex is MOST true for you?

   A. I have never had sex.

   B. My partner or I used a condom.

   C. My partner or I didn't use a condom.

S T U V W X Y Z A B C D E F G H I J K L M N O P Q R

(Form L)



**Please go on to the next page. ⇒**

5. Which one of these statements is MOST true for you?

   A. During my lifetime, I have never injected drugs.

   B. During my lifetime, I have injected drugs.

D E F G H I J K L M N O P Q R S T U V W X Y Z A B C

6. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I did not inject drugs or steroids.

   B. I did inject drugs or steroids.

T U V W X Y Z A B C D E F G H I J K L M N O P Q R S

7. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I was tested for HIV.

   B. I was not tested for HIV even though I think I may be infected.

   C. I was not tested for HIV because I am unlikely to be infected.

F G H I J K L M N O P Q R S T U V W X Y Z A B C D E

(Form L)

## YOUR BEHAVIOR

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**DIRECTIONS:** This survey asks you personal questions. To make sure your answers are secret, you will complete this survey in a special way. Read each question and find the answer that is MOST true for you. Then find the letter that goes with that answer in the row of letters between the lines. Put an X through the letter in that row (between the two lines).

Example No. 1: Which one of these statements about the *past 30 days* is MOST true for you?

A. I did not smoke any cigarettes.

B. I smoked less than 10 cigarettes.

C. I smoked 10 or more cigarettes.

O P Q R S T U V W X Y Z A B ~~C~~ D E F G H I J K L M N

Example No. 2: Which one of these statements about the *last time* you ate at a fast-food restaurant is MOST true for you?

A. I never eat at fast-food restaurants.

B. I went by myself.

C. I went with family members.

D. I went with friends.

S T U V W X Y Z A ~~B~~ C D E F G H I J K L M N O P Q R

**TO PROTECT YOUR PRIVACY:** Your classmates have *different* versions of this survey. *For the same question*, the letters are in a *different* position on your paper and on your classmates' papers. This is done so that no one can easily see your answers. Some of the questions in this survey ask about "having sex." This means having sexual intercourse.

(Form M)



**Please go on to the next page.** ⇒

1. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I wasn't in a situation where friends were using alcohol or drugs.

   B. I was in situations where friends were using alcohol or drugs, but I never used any.

   C. I was in situations where friends were using alcohol or drugs, and I used some, too.

K L M N O P Q R S T U V W X Y Z A B C D E F G H I J

2. Which one of these statements is MOST true for you?

   A. During my life, I have never had sex.

   B. During my life, I have had sex with one person.

   C. During my life, I have had sex with two people.

   D. During my life, I have had sex with three people.

   E. During my life, I have had sex with four or more people.

G H I J K L M N O P Q R S T U V W X Y Z A B C D E F

3. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I did not have sex.

   B. I had sex with one person.

   C. I had sex with two people.

   D. I had sex with three people.

   E. I had sex with four or more people.

O P Q R S T U V W X Y Z A B C D E F G H I J K L M N

4. Which one of these statements about the *last time* you had sex is MOST true for you?

   A. I have never had sex.

   B. My partner or I used a condom.

   C. My partner or I didn't use a condom.

J K L M N O P Q R S T U V W X Y Z A B C D E F G H I

(Form M)



**Please go on to the next page. ⇒**

5. Which one of these statements is MOST true for you?

   A. During my lifetime, I have never injected drugs.

   B. During my lifetime, I have injected drugs.

T U V W X Y Z A B C D E F G H I J K L M N O P Q R S

6. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I did not inject drugs or steroids.

   B. I did inject drugs or steroids.

H I J K L M N O P Q R S T U V W X Y Z A B C D E F G

7. Which one of these statements about the *past 30 days* is MOST true for you?

   A. I was tested for HIV.

   B. I was not tested for HIV even though I think I may be infected.

   C. I was not tested for HIV because I am unlikely to be infected.

O P Q R S T U V W X Y Z A B C D E F G H I J K L M N