

Individual and Summary Group Profile Dimension Items

There are twenty-two dimensions on the SSP Individual and Summary Group Profiles. Fifteen dimensions characterize students' Social Environment Profile and seven dimensions represent students' Individual Adaptation Profile. In the tables below, all 22 dimensions are briefly defined, and the SSP items that are used to calculate students' codes on each dimension listed.

Social Environment Profile

Neighborhood Dimensions¹

Neighbor Support: (Page 1, Questions 2 a-g): Youth perceive their neighbors as trustworthy and supportive of young people, interested in their welfare, and willing to help them if they have a problem.

<u>Scale:</u> 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree)
a. Adults in my neighborhood are interested in what young people in the neighborhood are doing.
b. If I had a problem, there are neighbors who would help me.
c. People in my neighborhood really help one another out.
d. Adults in my neighborhood encourage young people to get an education.
e. Adults in my neighborhood would say something to me if they saw me doing something that could get me in trouble.
f. Adults in my neighborhood seem to like young people.
g. Adults in my neighborhood can be trusted.

Neighborhood Youth Behavior (Page 2, Questions 3 a-h): Youth live in a neighborhood where young people engage in constructive behavior, graduate from high school, and are unlikely to break the law and get in trouble with the police.

<u>Scale:</u> 1 (Very Unlikely), 2 (Unlikely), 3 (Likely), and 4 (Very Likely)
a. Make good grades in school
b. Get in trouble with the police
c. Use drugs
d. Join a gang
e. Graduate from high school
f. Carry a weapon such as a knife, gun, or club
g. Find a job or go to college after completing high school
h. Drink alcoholic beverages (beer, wine, liquor)

Neighborhood Safety (Page 2, Neighborhood Questions 6 a-h): Youth live in a neighborhood with a low incidence of crime and violence.

<u>Scale:</u> 1 (Never), 2 (Once or Twice), and 3 (More than Twice)
<u>During the past 30 days:</u>
a. Someone was robbed or mugged.
b. You heard gunshots.
c. You saw someone selling illegal drugs.
d. Someone tried to sell you illegal drugs.
e. Someone tried to get you to break the law.
f. A fight broke out between two gangs.
g. You saw someone threatened with a weapon such as a gun, knife, or club.
h. Someone offered you an alcoholic beverage (beer, wine, or liquor).

¹ Neighborhood was defined on the SSP as the part of town or the local area in which you live.

School Dimensions

Learning Climate (Page 3, Questions 9 a-g): Youth attend a school where students get a good education, where student needs come first, where the adults at school affirm and care about students, and where every student is valued.

<u>Scale:</u> 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree)
a. Student needs come first at this school.
b. Every student is important at this school.
c. This is a very good school to attend.
d. Adults at this school welcome ideas and opinions from students.
e. Students get a good education at this school.
f. Teachers at this school care about students.
g. The principal of this school cares whether or not students come to school.

School Satisfaction (Page 4, Questions 11 a-d): Youth enjoy going to their school, get long well with teachers and other students, and report that they are getting a good education.

<u>Scale:</u> 1 (Not Like Me), 2 (A Little Like Me), and 3 (A Lot Like Me)
a. I enjoy going to this school.
b. I get along well with other students at this school.
c. I get along well with my teachers at this school.
d. I am getting a good education at this school.

Teacher Support (Page 4, School Questions 10 a-h): Youth perceive teachers at their school as supportive, as caring about them and their academic success, and as expecting them to do their best.

<u>Scale:</u> (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree)
a. My teachers care about me.
b. My teachers listen to what I have to say.
c. My teachers care whether or not I come to school.
d. I receive a lot of encouragement from my teachers.
e. I am respected and appreciated by my teachers.
f. My teachers praise my efforts when I work hard.
g. My teachers care about the grades I make.
h. My teachers expect me to do my best.

School Safety (Page 4, Questions 14 a-k): Youth attend a school with a low level of crime, problem behavior, and bullying behavior.

<u>Scale:</u> 1 (Not a Problem), 2 (A Little Problem), and 3 (A Big Problem).
a. Students making fun of other students
b. Students picking on other students
c. Disagreements between students from different racial or ethnic groups
d. Fights among students
e. Destruction of school property
f. Student use of alcohol (beer, wine, liquor)
g. Student use of illegal drugs
h. Students carrying weapons

i. Gangs
j. Students verbally abusing teachers (yelling, name calling)
k. Students physically abusing teachers (hitting, pushing)

Friend Dimensions²

Friend Support: (Page 5, Questions 1 a-e): Youth perceive their friends as trustworthy and supportive and as responsive to their needs and feelings.

<u>Scale:</u> 1 (Not Like Me), 2 (A Little Like Me), and 3 (A Lot Like Me)
a. I can trust my friends.
b. I am able to tell my problems to my friends.
c. I feel close to my friends.
d. I can count on my friends for support.
e. I can talk to my friends about things that bother me.

Peer Group Acceptance: (Page 4, Questions 5 a-g): Youth feel accepted by their peers, able to be themselves, and able to resist peer pressure.

<u>Scale:</u> 1 (Not Like Me), 2 (A Little Like Me), and 3 (A Lot Like Me)
a. I do things just to be popular with my friends.
b. I let my friends talk me into doing things I really don't want to do.
c. I am made fun of by my friends.
d. I am picked on by my friends.
e. I find it difficult to be myself when I am with my friends.
f. I try hard to impress my friends.
g. I tend to go along with the crowd.

Friend Behavior: (Page 5, Questions 7 a-i): Youth have friends who are unlikely to break the law or get in trouble with the police, who stay out of trouble and perform well at school, and who are likely to graduate from high school.

<u>Scale:</u> 1 (Not Like Me), 2 (A Little Like Me), and 3 (A Lot Like Me)
a. I have friends who get in trouble with the police.
b. I have friends who use drugs.
c. I have friends who belong to gangs.
d. I have friends who drink alcoholic beverages (beer, wine, or liquor).
e. I have friends who cut classes.
f. I have friends who carry a weapon such as a knife, gun, or club.
g. I have friends who make bad grades in school.
h. I have friends who get in trouble at school.
i. I have friends who probably will not graduate from high school.

² Friends are defined on the SSP as people who are about your age and who you talk to and do things with. They are not part of your family.

Family Dimensions³

Family Togetherness: (Page 5, Questions 1 a-g): Youth report that the people in their home feel a sense of emotional closeness and bonding with one another, do things together, and work together to solve problems.

<u>Scale:</u> 1 (Not Like Us), 2 (A Little Like Us), and 3 (A Lot Like Us)
The people in my home:
a. Support one another.
b. Give each other plenty of time and attention.
c. Talk openly and listen to one another.
d. Feel loved and cared for by one another.
e. Do things together.
f. Play and laugh together.
g. Work together to solve problems.

Parent Support: (Page 6, Questions 2 a-e): Youth report that the adults in their home provide them with loving support and encouragement and spend free time with them.

<u>Scale:</u> 1 (Never), 2 (Once or Twice), and 3 (More than Twice)
During the past 30 days, adults in your home:
a. Let you know you were loved.
b. Made you feel appreciated.
c. Told you that you did a good job.
d. Made you feel special.
e. Spent free time with you.

Home Academic Environment: (Page 6, Questions 4 a-h): Youth report that they discuss their courses or programs at school, their school-related activities, current events and politics, and their plans for the future with the adults who live in their home.

<u>Scale:</u> 1 (Never), 2 (Once or Twice), and 3 (More than Twice)
During the past 30 days, youth have discussed the following with an adult who lives in their home:
a. Selecting courses or programs at school
b. School activities or events that interest you
c. Things you've studied in class
d. Current events
e. Politics
f. Your plans for the future
g. Work/career choices
h. Your plans for college

³ Family was defined on the SSP as the people you live with. If you live alone, consider family as those who support you the most.

Parent Education Support: (Page 6, Questions 5 a-f): Youth report that the adults in their home encourage and support them in their school work and activities, help them get needed books or supplies, and offer help with homework or special assignments.

<u>Note:</u> 1 (Never), 2 (Once or Twice), and 3 (More than Twice)
During the past 30 days, adults in their home have:
a. Attended a school event
b. Encouraged you to do well in school
c. Encouraged you to take part in school activities that are not part of class work
d. Helped you get book or supplies you needed to do your school work
e. Praised or rewarded you for working hard on school work
f. Offered to help you with a homework or special assignment

School Behavior Expectations: (Page 7, Questions 8 a-l): Youth perceive the adults in their home as expecting them to do their school work, to attend classes, and to follow school rules.

<u>Scale:</u> 1 (Not Upset), 2 (Somewhat Upset), and 3 (Very Upset)
a. You turned in your homework late or not at all.
b. You showed up for school late (unexcused).
c. You cut a class.
d. You received a D or F on your report card.
e. You made fun of another student.
f. You picked on another student.
g. You misbehaved in class.
h. A teacher sent you to the principal's office for misbehavior.
i. You got in a physical fight with another student.
j. You got into an argument with a teacher.
k. You were suspended.
l. You carried a weapon to school.

Individual Adaptation Profile

Personal Beliefs and Well-Being Dimensions

Social Support Use: (Page 8, Questions 13 a-h): Youth indicate that there are people they can turn to for various types of social support and assistance.

<u>Scale:</u> 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree)
a. Listen to me without giving me advice or judging me
b. Tell me that they appreciate my efforts
c. Encourage me to do well
d. Comfort me and tell me that they are on my side
e. Get me to think about my values and feelings
f. Are similar to me and see things the way I do
g. Help me by giving or loaning me money
h. Provide me with help, such as giving me a ride somewhere or helping me with my homework

Physical Health: (Page 7, Questions 6 d-k): Youth evidence good health, as indicated by an absence of symptoms or physical illness over the past seven days.

Scale: 1 (None), 2 (1-2 Days), and 3 (3 or More Days)
Over the last seven days, youth experienced:
d. Trouble going to sleep at night
e. Tired or sleepy most of the day
f. Upset stomach/stomachache
g. Headache
h. Nausea or vomiting
i. Dizziness or fainting
j. Other aches and pains
k. Trouble with your nerves

Self Confidence: (Page 8, Questions 8 a-e): Youth report a sense of confidence in themselves and positive self-regard.

Scale: 1 (Not Like Me), 2 (A Little Like Me), and 3 (A Lot Like Me)
a. I feel good about myself.
b. I am satisfied with myself.
c. I am able to do things as well as most other people.
d. I have a number of good qualities.
e. I have confidence in myself.

Adjustment: (Page 8, Questions 11 a-f): Youth do not feel a sense of sadness, confusion, aloneness, or general despair about the future.

Scale: 1 (Not Like Me), 2 (A Little Like Me), and 3 (A Lot Like Me)
How well does each of the following statements describe you:
a. I often think about running away from home.
b. I often wonder whether anyone really cares about me.
c. I often feel sad.
d. I often feel lost or confused.
e. I often feel all alone in the world.
f. I often worry about my future.

School Attitudes and Behavior Dimensions

School Engagement: (Page 3, Questions 8 a-c): Youth report that they find school fun and exciting, look forward to learning new things at school, and look forward to going to school.

Scale: 1 (Not Like Me), 2 (A Little Like Me), and 3 (A Lot Like Me)
a. I find school fun and exciting.
b. I look forward to learning new things at school.
c. I look forward to going to school.

Trouble Avoidance: (Page 3, Questions 5 a-k): Youth report that they have avoided problem behaviors in the past 30 days that reflect getting into trouble at school.

Scale: 1 (Never), 2 (Once or Twice), and 3 (More than Twice)
During the past 30 days:
a. I turned in a homework assignment late or not at all.
b. I showed up for school late (unexcused).
c. I cut at least one class.
d. I misbehaved in class.
e. A teacher gave me a warning because of my attendance or behavior.
f. I had to see the principal because of problems with my attendance or behavior.
g. My parent(s)/guardian(s) received a warning about my attendance or behavior.
h. My parent(s)/guardian(s) received a warning about my grades or homework.
i. I got into an argument with one of my teachers.
j. I got in a physical fight with another student.
k. I was suspended.

Grades: (Page 2-3, Questions 1, 2, 4): Youth report at least B's or C's or better on their most recent report card, no D's or F's on their most recent report card, and they describe their grades as better or much better than the grades received by other students in their classes.

1. What kind of grades did you make on your most recent report card? (C's or better)
2. How many D's or F's did you make on your most recent report card? (no D's or F's)
4. Compared to other students in your classes, how would you describe your grades (better or much better than most)