

Positive Action Evaluation Instruments

Last updated July 2004

Positive Action, Inc., in collaboration with Dr. Brian Flay, University of Illinois at Chicago, provides instruments to assess program implementation (teacher reports at the end of each week and unit), process (teacher and student reports at the end of the year), student outcomes (student reports and teacher checklists), and parents and teacher/staff opinions.

All instruments are designed so that data can be scanned into a database using the “Remark Office OMR” Forms Processing Package from Principia Products (<http://www.principiaproducts.com/office/index.html>).

The **Positive Action Unit Implementation Report (UIP)** is a 26-item report to be completed by teachers at the end of each of the seven units of the *Positive Action* program (that is, about every 6 weeks). It provides a way for the Principal, the PA Coordinator and Committee, and Positive Action, Inc. staff to identify where and how well or poorly the program is being delivered. Technical support may be provided to teachers having difficulties. These data can also be correlated with student behavior at the end of the year. A web-based version of this form is forthcoming.

The **Positive Action End-of-Year Teacher Process Evaluation (TPE) Survey** obtains teacher reports of their level of implementation of the program overall, their attitudes toward it, and their perceptions of its helpfulness in changing student behavior. The set of student behaviors are exactly the same as the set asked of students.

The **Positive Action Student Process Survey (SPS)** should also be administered at the end of a school year in which the *Positive Action* program has been taught. It assesses student perceptions of amount of exposure to *Positive Action* lessons and activities, and student attitudes about the *Positive Action* program. These items, when merged with teacher ratings of student behavior or student answers to the Student Surveys, can be used to compare classrooms with high versus low levels of implementation of the program, or students with positive versus negative attitudes toward the program.

The **Positive Action Student Surveys** assess student behaviors and skills, and also how students feel about themselves when they engage in these behaviors/skills. The *Positive Action* program teaches what behaviors/skills are positive, that people feel good when they engage in positive behaviors/skills, and that feeling good when engaging in positive behaviors/skills will lead to further engaging in positive behaviors/skills. The surveys include behaviors/skills from each of the *Positive Action* program units.

The **Student Surveys** may be administered as both pretest and posttest. At posttest, add the Student Process Survey (see above). The difference between pretest and posttest is a measure of the change in behavior and feelings about the behaviors. One must, however, be cautious in interpreting pretest-posttest changes without a comparison group of students who did not receive the *Positive Action* program. It is possible, even likely, that student behavior will actually stay the same, or even get worse, during the school year (with or without the PA program). The expectation is that the behavior of students exposed to the PA program will get better at a faster rate than that of comparison students (who are not exposed to PA), stay the same while comparison students get worse, or even get a little worse while comparison students get a lot worse. Thus, it is imperative to have a comparison group of some kind (for example, classes not getting PA, another school not doing PA, a prior year’s class that did not get PA) in order to interpret any pretest-posttest change in behavior or feelings about behavior.

There are two versions of each student survey. One version includes negatively worded items to properly assess problem behaviors like substance use and violence. In most schools/districts, this version will require signed parental consent before it can be administered to students. A second version deletes these items and re-words some others. In some schools/districts it may be possible to administer this version without signed parental consent. It is the responsibility of schools/districts or their evaluators to ensure that they meet all local and national requirements regarding the administration of surveys to students.

Someone other than a regular classroom teacher should administer the Student Surveys. Students need to feel that their answers are truly confidential. In order to assess change between pretest and posttest, or across years, survey administrators or evaluators need to come up with some kind of **ID numbering scheme** that can be used consistently across occasions. Students might, for example, be asked to use the second letter of their first name, the 3rd letter of their last name, and the date and month of their birth.

Some research suggests that teacher ratings of student behaviors might be more sensitive to picking up changes during the year than student self-reports. The **Positive Action Student Behavior Rating Scale** asks teachers to rate each of their students on a list of behaviors. This rating scale has been developed to include items from each of the PA units, as well as items from standard rating scales and checklists in the literature. Standardized factor scores are not yet developed, so Positive Action, Inc., would be interested in any data you collect with this instrument together with the student survey.

Teacher/Staff and **Parent Surveys** are also available. They assess the opinions of teachers, staff, administrators and parents about the school, community and student behavior.

Notes re Pre and Post surveys:

The same basic attitude and behavior surveys are used at both pre and post testing; the implementation surveys are used on a weekly basis and at the end of each unit; and the process surveys are used only at the end (post) of each year (along with the basic surveys).

That is, the Pre and the Post surveys of the attitudes and behaviors of students, parents and teachers/staff are the same; however, at the end of each year process surveys must also be added. At each Posttest:

- the Student Process Survey should be added at the back of the Lower Elementary Student Survey, Upper Elementary Student Survey and Secondary Student Survey, and
- The End-Of-Year Teacher Process Evaluation Survey should be added at the back of the Teacher/Staff/Administrator Surveys.

Following is a list of the surveys to be administered at each point in time :

Pre Surveys:

1. Lower Elementary Student Survey (Grades K through 3, 4, or 5)
2. Upper Elementary Student Survey (Grade 3, 4 or 5 and higher)
3. Secondary Student Survey
4. Parent Survey
5. Teacher/Staff/Administrator Survey
6. Student Behavior Rating Scale (completed by teachers for each student in their class)

Process Evaluation Reports:

1. Weekly Implementation Report (to be completed by teachers weekly)
2. Unit Implementation Report (to be completed by teachers at the end of each unit)

Post Surveys (to be administered at the end of each year):

1. Kindergarten Student Survey
2. Lower Elementary Student Survey, with Student Process Survey
3. Upper Elementary Student Survey, with Student Process Survey
4. Secondary Student Survey, with Student Process Survey
5. Parent Survey
6. Teacher/Staff/Administrator Survey, with End-Of-Year Teacher Process Evaluation Survey
7. Student Behavior Rating Scale (completed by teachers for each student in their class)

On the following pages, we show the items (by number) that assess the set of behaviors/skills addressed in each of the six units of the *Positive Action* program. Under that table on the same page we list the items by unit. To create a score for a unit (or subunit), simply take the average of the answers to the appropriate set of items (for items with R after them, you must reverse the score before adding it to the average – that is, subtract the score from the maximum value plus 1). Separate scores should be created for how much students engage in the behaviors/skills and how they feel when engaging in each behavior/skill (two separate sections of each survey). Items in a separate section of each survey may be used to create a self-concept score different from those created from the Unit 1 behavior/skill and feeling items. The demographic items from the end of the survey may be used for analyses of differences by gender or race/ethnicity if desired.

For help on evaluation issues you may contact Dr. Brian Flay, University of Illinois at Chicago 312-996-2806, bflay@uic.edu

Secondary Student Survey (FULL, V4e). Includes negative behaviors (i.e., drug use and violence). Items measuring behaviors (and feelings) taught in each PA unit.

| Unit 1: Self-concept | Unit 2: Physical | Unit 2: Intellectual | Unit 2: Drugs (R*) | Unit 2: Violence (R*) | Unit 3: Self-Management | Unit 3: Control | Unit 4: Good friend | Unit 5: Self-honesty | Unit 6: Self-Development |
|----------------------|------------------|----------------------|--------------------|-----------------------|-------------------------|-----------------|---------------------|----------------------|--------------------------|
| 9 | 1 | 2 | 68 | 20 | 3 | 5 | 6 | 7 (R) | 8 |
| 13 | 11 | 4 | 69 | 58 | 12 | 19 | 10 | 17 (R) | 21 |
| 25 (r***) | 24 | 14 | 70 | 67 | 15 | 26 | 20(R)*** | 18 | 23 |
| 33 | 30 | 43 | 71 | 73 | 16 | 32 | 27 | 22 | 42 |
| 40 | 51 (R) | 54 (R) | 72 | 74 | 35 | 46 | 29 | 28 | 44 |
| 48 (R) | | 57 | | 75 | 37 | 58(R)*** | 34 (R) | 31 | 47 |
| 53 (R) | | | | 76 | 39 | | 38 | 36 (R) | 55 |
| 61 | | | | 77 | 44 (also Unit 6) | | 45 | 41 (R) | 63 |
| 62 | | | | 78 | 58 *** | | 49 | 50 (R) | |
| 65 (R) | | | | 79 | 60 | | 56 | 52 | |
| 66 | | | | 80** | | | | 59 | |
| 67 | | | | | | | | 64 | |

* For these scales, if you wish to have a higher score reflect better behavior, reverse all items (or subtract the score from 5 after taking the average).

** Item 80 assesses exposure to violence rather than participation in it. You may choose to omit it from the average.

Items 58 and 20 might fit better with the violence score, and may be omitted from the Unit 3 and Unit 4 score, respectively

Items 13, 33, and 62 from Unit 1, and 18, 28 and 41 from Unit 5 also may be used to assess peer versus adult orientation of the students.

Unit 1:

- 9. Feel good when you do good things
- 13. (Like to be with your friends)
- 25. Feel bad when you do bad things (**R for feelings only)
- 33. (Like to be with your parents)
- 40. Like to do well in school
- 48. Brag about yourself (?)
- 53. Not feel good about who you are (R)
- 61. Feel successful
- 62. (Like to be with your teachers)
- 65. Feel unhappy (R)
- 66. Feel optimistic
- 67. Feel good about what you are doing in life

Use items D 1-7 for an alternate measure of self-concept

- 5. Control yourself
- 12. Work hard in school.
- 15. Do your chores.
- 16. Appreciate your teachers
- 19. Control your feelings.
- 26. Obey school rules
- 32. Manage your anger
- 35. Take responsibility for yourself
- 37. Manage your time wisely.
- 39. Manage you energy wisely
- 44. Develop your talents (things you are good at) (also Unit 6)
- 46. Obey the law
- 58. Get into fights (also in Unit 2 – violence)
- 60. Mangle your money wisely.

Unit 2: Physical:

- 1. Keep yourself clean.
- 11. Choose to eat fresh fruits and vegetables
- 24. Do physical activities
- 30. Brush your teeth at least twice a day.
- 51. Eat junk food (R)

Unit 2: Intellectual

- 2. Make good choices.
- 4. Do your homework
- 14. Make good decisions
- 43. Be creative
- 54. Make bad decisions (R)
- 57. Solve problems well

Substance Use:

- 68. Smoked a cigarette (or used other kinds of tobacco).
- 69. Drank alcohol.
- 70. Been drunk.
- 71. Used drugs like marijuana or cocaine.
- 72. Been high

Violence:

- 20. Hit others (also in unit 4)
- 58. Get into fights (also in Unit 3)
- 73. Been in a fight.
- 74. Threatened to hit someone.
- 75. Hit someone and hurt them in a fight.
- 76. Carried a knife or razor (for as a weapon) to school.
- 77. Carried a gun to school.
- 78. Cut or stabbed someone in anger.
- 79. Shot at someone.
- 80. Seen someone stabbed or shot.

Unit 3:

- 3. Take care of your belongings

Unit 4:

- 6. Be a good friend to others.
- 10. Be tolerant of differences in others
- 20. Hit others (R) (also in Unit 2 – violence)
- 27. Help others when they need it.
- 29. Be kind to others.
- 34. Say things to hurt others' feelings (R)
- 38. Get along with others.
- 45. Think about how others feel.
- 49. Respect others.
- 56. Treat others the way you like to be treated.

Unit 5:

- 7. Blame others for your mistakes (R)
- 17. Copy someone else's work (R)
- 18. (Like to do what your parents want you to do)
- 22. Tell yourself the truth.
- 28. (Like to do what your friends want you to do)
- 31. Keep promises you make to others
- 36. Take something that doesn't belong to you (R)
- 41. (Do what your friends want you to do, even if you don't want to.) (R)
- 50. Copy others' work or cheat on a test (R)
- 52. Know your strengths and weaknesses.
- 59. Admit your mistakes.
- 64. Tell others the truth.

Unit 6:

- 8. Make yourself a better person.
- 21. Keep trying something until you succeed
- 23. Set goals for yourself.
- 42. Try new things
- 44. Develop your talents (things you are good at) (also in Unit 3)
- 47. Turn problems into opportunities
- 55. Try to be your best
- 63. Learn new things

Secondary Student Survey (SHORT, V5b).

This version does not include negative behaviors like drug use and violence.

It can be used with passive parental consent (i.e., without signatures) in some schools/districts.

Items measuring behaviors (and feelings) taught in each PA unit.

| Unit 1: Self- concept | Unit 2 : Physical | Unit 2: Intellectual | Unit 3: Self- Management | Unit 3: Control | Unit 4: Good friend | Unit 5: Self- honesty | Unit 6: Self Development |
|-----------------------------|----------------------|-------------------------|--------------------------------|--------------------|---------------------------|-----------------------------|--------------------------------|
| 9 | 1 | 2 | 3 | 5 | 6 | 7 (R) | 8 |
| 13 | 11 | 4 | 15 | 12 | 10 | 17 | 20 |
| 24 (r***) | 23 | 14 | 16 | 19 | 25 | 18 | 22 |
| 31 | 28 | 41 | 33 | 30 | 27 | 21 | 40 |
| 38 | 47 (R) | 50 (R) | 35 | | 32 | 26 | 42 |
| 45 (R ?) | | 53 | 37 | | 36 | 29 | 44 |
| 49 | | | 42 (also Unit 6) | | 43 | 34 | 51 |
| 56 | | | 55 | | 46 | 39 (R) | 58 |
| 57 | | | | | 52 | 48 | |
| 60 (R) | | | | | | 54 | |
| 61 | | | | | | 59 | |
| 62 | | | | | | | |

* For these scales, if you wish to have a higher score reflect better behavior, reverse all items (or subtract the score from 5 after taking the average).

Items 13, 31, and 57 from Unit 1, and 18, 26 and 39 from Unit 5 may be used to assess peer versus adult orientation of the students.

Unit 1:

- 9. Feel good when you do good things
- 13. (Like to be with your friends)
- 24. Feel bad when you do bad things (**R for feelings only)
- 31. (Like to be with your parents)
- 38. Like to do well in school
- 45. Brag about yourself (?)
- 49. Feel good about who you are
- 56. Feel successful
- 57. (Like to be with your teachers)
- 60. Feel unhappy (R)
- 61. Feel optimistic
- 62. Feel good about what you are doing in life

Use items D 1-7 for an alternate measure of self-concept

Unit 2: Physical:

- 1. Keep yourself clean.
- 11. Choose to eat fresh fruits and vegetables
- 23. Do physical activities
- 28. Brush your teeth at least twice a day.
- 47. Eat junk food (R)

Unit 2: Intellectual

- 2. Make good choices.
- 4. Do your homework
- 14. Make good decisions
- 41. Be creative
- 50. Make bad decisions (R)
- 53. Solve problems well

Unit 3:

- 3. Take care of your belongings
- 5. Control yourself
- 12. Work hard in school.
- 15. Do your chores.
- 16. Appreciate your teachers
- 19. Control your feelings.
- 30. Manage your anger
- 33. Take responsibility for yourself

- 35. Manage your time wisely.

- 37. Manage you energy wisely
- 42. Develop your talents (things you are good at) (also in Unit 6)
- 55. Mange your money wisely.

Unit 4:

- 6. Be a good friend to others.
- 10. Be tolerant of differences in others
- 25. Help others when they need it.
- 27. Be kind to others.
- 32. Say things to make others feel good about themselves
- 36. Get along with others.
- 43. Think about how others feel.
- 46. Respect others.
- 52. Treat others the way you like to be treated.

Unit 5:

- 7. Blame others for your mistakes (R)
- 17. Do your own work
- 18. (Like to do what your parents want you to do)
- 21. Tell yourself the truth.
- 26. (Like to do what your friends want you to do)
- 29. Keep promises you make to others
- 34. Return something that you borrowed
- 39. (Do what your friends want you to do, even if you don't want to.) (R)
- 48. Know your strengths and weaknesses.
- 54. Admit your mistakes.
- 59. Tell others the truth.

Unit 6:

- 8. Make yourself a better person.
- 20. Keep trying something until you succeed
- 22. Set goals for yourself.
- 40. Try new things
- 42. Develop your talents (things you are good at) (also in Unit 3)
- 44. Turn problems into opportunities
- 51. Try to be your best
- 58. Learn new things

Upper Elementary Student Survey (Full)

Items measuring behaviors (and feelings) taught in each PA unit.

| Unit 1: Self- concept | Unit 2 : Physical | Unit 2: Intellectual | Unit 2: Drugs (R*) | Unit 2: Violence (R*) | Unit 3: Self- Management | Unit 3: Control | Unit 4: Good friend | Unit 5: Self- honesty | Unit 6: Self Development |
|-----------------------------|----------------------|-------------------------|--------------------------|-----------------------------|--------------------------------|--------------------|---------------------------|-----------------------------|--------------------------------|
| 8 | 1 | 2 | 57 | 17 | 3 | 19 | 5 | 6 (R) | 7 |
| 11 | 9 | 4 | 58 | 47 | 10 | 22 | 17(R)*** | 14 (R) | 18 |
| 21 | 26 | 12 | | 59 | 13 | 28 | 23 | 15 | 20 |
| 29 | | 36 | | 60 | 32 | 39 | 25 | 19 | 35 |
| 33 | | 41 (R) | | 61 | 37 (also Unit 6) | 47(R)*** | 30 (R) | 24 | 37 |
| 45 (R) | | 44 | | 62** | 49 | | 38 | 27 | 42 |
| 50 | | | | | | | 40 | 31 (R) | 52 |
| 51 | | | | | | | 43 | 34 (R) | |
| 54 (R) | | | | | | | | 48 | |
| 55 | | | | | | | | 53 | |
| 56 | | | | | | | | | |

* For these scales, if you wish to have a higher score reflect better behavior, reverse all items (or subtract the score from 5 after taking the average).

** Item 62 assesses exposure to violence rather than participation in it. You may choose to omit it from the average.

Items 47 and 17 might fit better with the violence score, and may be omitted from the Unit 3 and Unit 4 score, respectively

Items 11, 29, and 51 from Unit 1, and 15, 24 and 34 from Unit 5 also may be used to assess peer versus adult orientation of the students.

Unit 1:

- 8. Feel good when you do good things
- 11. (Like to be with your friends)
- 21. Feel bad when you do bad things
- 29. (Like to be with your parents)
- 33. Like to do well in school
- 45. Not feel good about who you are (R)
- 50. Feel successful
- 51. (Like to be with your teachers)
- 54. Feel unhappy (R)
- 55. Feel optimistic
- 56. Feel good about what you are doing in life

Use items D 1-8 for an alternate measure of self-concept

Unit 2: Physical:

- 1. Keep yourself clean.
- 9. Choose to eat fresh fruits and vegetables
- 26. Brush your teeth at least twice a day.

Unit 2: Intellectual

- 2. Make good choices.
- 4. Do your homework
- 12. Make good decisions
- 36. Be creative
- 41. Make bad decisions (R)
- 44. Solve problems well

Substance Use:

- 57. Smoked a cigarette (or used other kinds of tobacco).
- 58. Drank alcohol.

Violence:

- 17. Hit others (also in unit 4)
- 47. Get into fights (also in Unit 3)
- 59. Been in a fight.
- 60. Threatened to hit someone.
- 61. Carried a knife or razor to school to hurt someone with.
- 62. Seen someone stabbed or shot.

Unit 3:

- 3. Take care of your belongings

- 10. Work hard in school.

- 13. Do your chores.
- 19. Control your feelings.
- 22. Obey school rules
- 28. Control your anger
- 32. Manage your time wisely.
- 37. Develop your talents (things you are good at) (also in Unit 6)
- 39. Obey the law
- 47. Get into fights (also in Unit 2 – violence)
- 49. Mangle your money wisely.

Unit 4:

- 5. Be a good friend to others.
- 17. Hit others (R) (also in Unit 2 – violence)
- 23. Help others when they need it.
- 25. Be kind to others.
- 30. Say things to hurt others' feelings (R)
- 38. Think about how others feel.
- 40. Respect others.
- 43. Treat others the way you like to be treated.

Unit 5:

- 6. Blame others for your mistakes (R)
- 14. Copy someone else's work (R)
- 15. (Like to do what your parents want you to do)
- 19. Tell yourself the truth.
- 24. (Like to do what your friends want you to do)
- 27. Keep promises you make to others
- 31. Take something that doesn't belong to you (R)
- 34. (Do what your friends want you to do, even if you don't want to.) (R)
- 48. Admit your mistakes.
- 53. Tell others the truth.

Unit 6:

- 7. Make yourself a better person.
- 18. Keep trying something until you succeed
- 20. Set goals for yourself.
- 35. Try new things
- 37. Develop your talents (things you are good at) (also in Unit 3)
- 42. Try to be your best
- 52. Learn new things

Upper Elementary Student Survey (Short)

This version does not include negative behaviors like drug use and violence.
It can be used with passive parental consent (i.e., without signatures) in some schools/districts.

Items measuring behaviors (and feelings) taught in each PA unit.

| Unit 1: Self- concept | Unit 2 : Physical | Unit 2: Intellectual | Unit 3: Self- Management | Unit 3: Control | Unit 4: Good friend | Unit 5: Self- honesty | Unit 6: Self Development |
|-----------------------------|----------------------|-------------------------|--------------------------------|--------------------|------------------------|-----------------------------|--------------------------------|
| 8 | 1 | 2 | 3 | 16 | 5 | 6 (R) | 7 |
| 11 | 9 | 4 | 10 | 21 | 22 | 14 (R) | 17 |
| 20 | 25 | 12 | 13 | 27 | 24 | 15 | 19 |
| 28 | | 34 | 30 | | 29 | 18 | 33 |
| 31 | | 38 (R) | 35 (also Unit 6) | | 36 | 23 | 35 |
| 42 | | 41 | 45 | | 37 | 26 | 39 |
| 46 | | | | | 40 | 32 (R) | 48 |
| 47 | | | | | | 44 | |
| 50 (R) | | | | | | 49 | |
| 51 | | | | | | | |
| 52 | | | | | | | |

Items 11, 28, and 47 from Unit 1, and 15, 23 and 32 from Unit 5 also may be used to assess peer versus adult orientation of the students.

Unit 1:

- 8. Feel good when you do good things
- 11. (Like to be with your friends)
- 20. Feel bad when you do bad things
- 28. (Like to be with your parents)
- 31. Like to do well in school
- 42. Feel good about who you are
- 46. Feel successful
- 47. (Like to be with your teachers)
- 50. Feel unhappy (R)
- 51. Feel optimistic
- 52. Feel good about what you are doing in life

Use items D 1-8 for an alternate measure of self-concept

Unit 2: Physical:

- 1. Keep yourself clean.
- 9. Choose to eat fresh fruits and vegetables
- 25. Brush your teeth at least twice a day.

Unit 2: Intellectual

- 2. Make good choices.
- 4. Do your homework
- 12. Make good decisions
- 34. Be creative
- 38. Make bad decisions (R)
- 41. Solve problems well

Unit 3:

- 3. Take care of your belongings
- 10. Work hard in school.
- 13. Do your chores.
- 16. Control your feelings.
- 21. Obey school rules
- 27. Control your anger
- 30. Manage your time wisely.

- 35. Develop your talents (things you are good at)
(also in Unit 6)

- 45. Mangle your money wisely.

Unit 4:

- 5. Be a good friend to others.
- 22. Help others when they need it.
- 24. Be kind to others.
- 29. Say things to make others' feel good about themselves.
- 36. Think about how others feel.
- 37. Respect others.
- 40. Treat others the way you like to be treated.

Unit 5:

- 6. Blame others for your mistakes (R)
- 14. Do your own work.
- 15. (Like to do what your parents want you to do)
- 18. Tell yourself the truth.
- 23. (Like to do what your friends want you to do)
- 26. Keep promises you make to others
- 32. (Do what others want you to do, even if you don't want to.) (R)
- 44. Admit your mistakes.
- 49. Tell others the truth.

Unit 6:

- 7. Make yourself a better person.
- 17. Keep trying something until you succeed
- 19. Set goals for yourself.
- 33. Try new things
- 35. Develop your talents (things you are good at) (also in Unit 3)
- 39. Try to be your best
- 48. Learn new things

Lower Elementary Student Surveys

Version 4e has two negatively worded items. In Version 5b, these are re-worded to be positive. Version 4 is more valid as a measure, but some schools may be able to administer Version 5 without signed parental consent.

Sections B and C Items measuring behaviors (and feelings) taught in each PA unit.

| Unit 1: Self-concept | Unit 2 : Physical | Unit 2: Intellectual | Unit 3: Self-Management | Unit 4: Good friend | Unit 5: Self-honesty | Unit 6: Self Development |
|-------------------------|----------------------|-------------------------|----------------------------|------------------------|-------------------------|-----------------------------|
| 16 | 11 | 1 | 2 | 4 | 3 | 7 |
| 17 | 21 | 12 | 5 | 10 | 6 (R***) | 8 |
| 18 | | 20 (R***) | 9 | 14 | 15 | 13 |
| 19 (R***) | | | | | | |

*** R (Reversing) of score is necessary only in Version 4e, it is not necessary in Version 5b.

Unit 1:

- 16. Feel happy most of the time.
- 17. Feel good when you do good things
- 18. Feel bad when you do bad things
- 19. Feel unhappy most of the time (R)

Use items A 1-5 for an alternate measure of self-concept

Unit 2: Physical:

- 11. Eat fresh fruits and vegetables every day
- 21. Keep yourself clean.

Unit 2: Intellectual

- 1. Learn new things in school.
- 12. Read stories to yourself.
- 20. Make bad decisions (R)

Unit 3:

- 2. Work hard in school.
- 5. Use your time well.
- 9. Get into fights (R) [re-worded as “Avoid fights” in Version 5]

Unit 4:

- 4. Respect others.
- 10. Nice to others.
- 14. Think about how others feel.

Unit 5:

- 3. Tell someone if you do something wrong.
- 6. Copy off someone else’s work (R) [re-worded as “Do your own work” in Version 5]
- 15. Keep promises you make to others

Unit 6:

- 7. Try to be the best you can be.
- 8. Plan ahead (set goals for yourself).
- 13. Make yourself a better person.

Kindergarten Student Surveys

Only the one set of questions is asked about 17 behaviors for Kindergarten students. There is not a separate score for how they feel when they do these behaviors. Section A does provide scores for general self-concept.

Version 4e has two negatively worded items that are re-worded to be positive in Version 5b. Version 4 is more valid as a measure, but some schools may be able to administer Version 5 without signed parental consent.

Section B Items measuring behaviors taught in each PA unit.

| Unit 1: Self-concept | Unit 2 : Physical | Unit 2: Intellectual | Unit 3: Self-Management | Unit 4: Good friend | Unit 5: Self-honesty | Unit 6: Self Development |
|-------------------------|----------------------|-------------------------|----------------------------|------------------------|-------------------------|-----------------------------|
| 8 | 5 | 1 | 2 | 4 | 7 | 14 |
| 9 | 10 | 6 | 3 (R***) | | 12 (R***) | 15 |
| 16 | 11 | | | | | |
| | | | | | | |

*** R (Reversing) of score is necessary only in Version 4e, it is not necessary in Version 5b.

Unit 1:

8. Like to do good things
9. Like to do bad things (R)
16. Are you happy most of the time.

Use items A 1-5 for an alternate measure of self-concept

Unit 2: Physical:

5. Eat fresh fruits and vegetables every day
10. Keep yourself clean.
11. Do you clean your teeth every day?

Unit 2: Intellectual

1. Learn new things in school.
6. Read stories to yourself.

Unit 3:

2. Work hard in school.
3. Get into fights (R) [re-worded as “Stay out of fights” in Version 5]
13. Do your chores.

Unit 4:

4. Be nice to others.

Unit 5:

7. Keep promises you make to others
12. Tell lies (R) [re-worded to “tell the truth” in Version 5]

Unit 6:

14. Try to be a good person.
15. Like answering these questions.