

About Developmental Studies Center

Our Mission

Developmental Studies Center (DSC) is a nonprofit organization dedicated to children's academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

Programs for use in classrooms

Caring School Community™ • Grades K–6

The *Caring School Community (CSC)* program is a nationally recognized, research-based program that builds community—in the classroom, across grades, schoolwide, and with families.

Being a Writer™ • Grades K–6

The *Being a Writer* program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development.

Making Meaning® • Grades K–8

The *Making Meaning* program is a reading comprehension curriculum that teaches comprehension strategies through read-alouds, collaborative structures, and reflective partner work.

Making Meaning® Vocabulary • Grades K–6*

NEW! Based on the latest research about word work, this supplemental program to *Making Meaning* features engaging, interactive activities that use cooperative structures and prompts to help students develop familiarity and ownership with new words and language.

Guided Spelling™ • Grades 1–6*

NEW! The *Guided Spelling* program is a yearlong curriculum that helps develop proficient spellers who are metacognitive and deliberate in anticipating the pitfalls of the English language and who know which spelling approach to use when writing.

* Grades 4–6 will be available summer 2009.

SIPPS® (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Grades K–12

The *SIPPS* program teaches decoding systematically. It is designed specifically for intervention and covers single-syllable decoding, short vowels, simple consonants, complex vowels, consonant digraphs, polysyllabic strategies, and high-frequency sight words.

Programs for out-of-school time

AfterSchool KidzLit® • Grades K–8

The *AfterSchool KidzLit* program is a literacy-enrichment program that uses terrific read-aloud books for discussions and activities that help kids make connections between the stories, their own lives, and the world.

AfterSchool KidzMath™ • Grades K–6

The *AfterSchool KidzMath* program provides academic enrichment using cooperative math games and literature-based activities. Kids deepen their understanding and practice important math skills—and have fun.

Science Explorer • Grades K–6

Science Explorer is an inquiry-based, interactive program of experiments using ordinary materials that inspire students to explore scientific principles.

Math Explorer • Grades 6–8

Math Explorer invites children to fly planes, launch rockets, learn card tricks, and make cool stuff to take home—all while practicing the important math skills middle-school students need extra help with.

For more information, please visit www.devstu.org or contact us by phone at 800.666.7270.



Nonprofit. Research Based. Mission Driven. Since 1980.

Developmental Studies Center

**SCALES FROM STUDENT QUESTIONNAIRE,
CHILD DEVELOPMENT PROJECT
MIDDLE SCHOOL STUDENT FOLLOW-UP STUDY
(GRADES 6-8)**

Liking for School

Internal Consistency (α)= .83

Item

My school is a fun place to be.

I'm bored in school. [R]

I enjoy what I do in school.

I hate being in school. [R]

I like my school.

What we do in school is a waste of time. [R]

Response scale: 1 = disagree a lot, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, 5 = agree a lot. [R] indicates reverse-scored item.

Academic Self-Esteem

Internal Consistency (α)= .82

Item

I don't do very well in school. [R]

I am doing a good job in school.

I think I'm a good student.

I am not a very good student. [R]

Response scale: 1 = disagree a lot, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, 5 = agree a lot. [R] indicates reverse-scored item.

Sense of School Community

Internal Consistency (α)= .82

Item

Subscale 1: School Supportiveness (Subscale α):

People care about each other in this school.

Students at this school don't seem to like each other very well. [R]

Students at this school just look out for themselves. [R]

Students at this school are willing to go out of their way to help someone.

Students at this school work together to solve problems.

The students in this school don't really care about each other. [R]

Students at this school don't get along together very well. [R]

Students at this school are mean to each other. [R]

When I'm having a problem, some other student at this school will try to help me.

Subscale 2: Autonomy and Influence (Subscale α):

Students help decide what they will work on in class.

Students have little chance to have their ideas heard at this school. [R]

Teachers and students plan things together at this school.

The teachers and students here usually decide together what the class rules will be.

Students at this school get to help plan special activities and events.

The principal and teachers really rule things here. [R]

There is a student council here that gets to decide on some really important things.

Students help to decide what goes on at this school.

Students have the chance to start up their own clubs at this school.

Response scale: 1 = disagree a lot, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, 5 = agree a lot. [R] indicates reverse-scored item.

Task Orientation Toward Learning

Internal Consistency (α)= .88

Item

The times I feel best in school are when a lesson makes me think about things.

The times I feel best in school are when I work hard all day.

The times I feel best in school are when I keep busy.

The times I feel best in school are when something I learn makes me want to find out more.

The times I feel best in school are when what I learn really makes sense.

The times I feel best in school are when I learn something interesting.

The times I feel best in school are when I get a new idea about how things work.

The times I feel best in school are when I solve a problem by working hard.

Response scale: 1 = disagree a lot, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, 5 = agree a lot. [R] indicates reverse-scored item.

Trust in Teachers

Internal Consistency (α)= .79

Item

Teachers in my classes punish kids without even knowing what really happened. [R]

I feel safe and comfortable with the teachers in my classes.

The teachers in my classes always try to be fair.

The teachers in my classes don't care what I think. [R]

The teachers in my classes always keep their promises.

The teachers in my classes really care about me.

Response scale: 1 = not true at all, 2 = sort of true, 3 = very true

Positive Teacher-Student Relations

Internal Consistency (α)= .62

Item

Teachers and students treat each other with respect in this school.

I feel that I can talk to the teachers in this school about things that are bothering me.

Teachers and students in this school don't seem to like each other. [R]

Response scale: 1 = disagree a lot, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, 5 = agree a lot. [R] indicates reverse-scored item.

Global Self-Esteem

Internal Consistency (α)= .80

Item

I wish I were different from the way I am. [R]

I like myself.

I like myself just the way I am.

Response scale: 1 = disagree a lot, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, 5 = agree a lot. [R] indicates reverse-scored item.

Concern for Others

Internal Consistency (α)= .81

Item

Most people who ask for help are just being lazy. [R]

I only care about my family and my friends; other people can take care of themselves. [R]

People should look after themselves and not try to solve other people's problems. [R]

I should just take care of myself and let others take care of themselves. [R]

People should work out their own problems by themselves. [R]

A student has enough schoolwork to do without worrying about other students' work. [R]

Problems in other parts of the world are not my concern. [R]

When I see someone having a problem, I want to help.

Everybody has enough problems of their own without worrying about other people's problems. [R]

When I hear about people who are sad or lonely, I want to do something to help.

Response scale: 1 = disagree a lot, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, 5 = agree a lot. [R] indicates reverse-scored item.

Sense of Efficacy

Internal Consistency (α)= .81

Item

How sure are you that things will work out well:

when you have to learn something new at school?

when you have to give a talk in class?

when you have to do an activity for the first time?

when you are having trouble with your
schoolwork?

when you feel very unhappy?

when you have to figure out something by
yourself?

when you have to make an important decision?

when someone is counting on you to do
something?

when things are going wrong?

Response scale: 1 = not at all sure, 2 = mostly not sure, 3 = sort of sure, 4 = mostly sure,
5 = very sure.

Victimization at School

Internal Consistency (α)= .78

Item

Think back over the time since school started this year. While at school, how many times (if ever):

did someone make fun of you, call you names,
or insult you?

did someone damage something of yours on
purpose?

did someone steal something from your desk or
locker?

did someone take money or things from you by
using force or by threatening to hurt you?

did someone threaten to hurt you but not
actually hurt you?

did someone physically attack you?

Response scale: 1 = never, 2 = once or twice, 3 = 3-5 times, 4 = 6-9 times, 5 = 10 or more times.

Loneliness at School

Internal Consistency (α)= .85

Item

I have lots of friends at school. [R]

I'm lonely at school.

I don't have anyone to hang around with at
school.

I feel alone at school.

It's hard to get other kids in my school to like me.

It's hard for me to make friends at school.

I don't have any friends at school.

I have nobody to talk to at school.

Response scale: 1 = not true at all, 2 = sort of true, 3 = very true

Involvement in Positive Group Activities

Internal Consistency (α)= .53

Item

Do you:

participate in any organized sports at school—
basketball, football, track, etc?

belong to any clubs at school?

participate as a class officer or member of a
student council?

work on the school newspaper or yearbook?

take part in any organized sports outside of
school, like little league?

belong to any community youth groups—scouts,
boys or girls club, church youth group, etc?

Response scale: 0 = no; 1 = yes.

Misconduct at School

Internal Consistency (α)= .74

Item

During the past year, about how often:

have you disobeyed school rules?

have you cheated on a test or exam at
school?

have you shown disrespect for teachers?

have you skipped school without an excuse?

Response scale: 1 = never, 2 = once or twice, 3 = 3-5 times, 4 = 6-10 times, 5 = more than 10 times.

Delinquency

Internal Consistency (α)= .90

Item

During the past year, about how often:

- have you sold illegal drugs such as marijuana, cocaine, LSD, or heroin?
- have you broken into a house, school, store or other building without the owner's permission?
- have you used a weapon in a fight?
- have you bought, kept, or sold goods that you knew were stolen?
- have you damaged property that didn't belong to you?
- have you been high from alcohol or drugs at school?
- have you carried a knife, gun, or other weapon while at school?
- have you thrown rocks, bottles, or other objects at cars or people?
- have you stolen things?
- have you written things or drawn pictures on buildings without the owner's permission?
- have you been stopped or picked up by the police but not arrested?
- have you hit a teacher?
- have you hit someone trying to seriously hurt them?
- have you been suspended from school?
- have you been arrested by the police?

Response scale: 1 = never, 2 = once or twice, 3 = 3-5 times, 4 = 6-10 times, 5 = more than 10 times.

Altruism

Internal Consistency (α)= .80

Item

During the past year, about how often:

have you helped or gotten help for someone who was hurt?

have you stood up for someone who was being picked on?

have you comforted someone who was hurt or feeling sad?

have you donated money, toys, clothes, or other things to a charity?

have you shared your lunch with someone who didn't have any?

have you helped a classmate with homework?

have you tried hard not to hurt someone's feelings?

have you offered to look after a neighbor's pets or small children, without being paid for it?

helped carry things for someone you didn't know?

Response scale: 1 = never, 2 = once or twice, 3 = 3-5 times, 4 = 6-10 times, 5 = more than 10 times.

Prevalence of School Misconduct Among Friends

Internal Consistency (α)= .69

Item

Of the kids you hang around with:

how many have cheated on a test or exam at least once this school year?

how many have skipped school without an excuse at least once this school year?

how many show disrespect for teachers?

Response scale: 1 = none, 2 = some, 3 = about half, 4 = most, 5 = all or almost all.

Prevalence of Positive Involvement in School Among Friends

Internal Consistency (α)= .80

Item

Of the kids you hang around with:

how many complete their assignments on time?

how many like school most of the time?

how many try hard to do good work in school?

how many plan on attending college?

how many plan on finishing high school?

Response scale: 1 = none, 2 = some, 3 = about half, 4 = most, 5 = all or almost all.

Prevalence of Drug Use Among Friends

Internal Consistency (α)= .90

Item

Of the kids you hang around with:

how many have used illegal drugs like
marijuana, cocaine, LSD, or heroin?

how many have been high from alcohol or
drugs at school this school year?

how many drink alcohol (beer, wine, liquor)?

how many smoke cigarettes or use smokeless
tobacco (chewing tobacco or snuff)?

Response scale: 1 = none, 2 = some, 3 = about half, 4 = most, 5 = all or almost all.

Prevalence of Delinquent Behaviors Among Friends

Internal Consistency (α)= .93

Item

Of the kids you hang around with:

- how many have sold illegal drugs such as marijuana, cocaine, LSD, or heroin?
 - how many have been arrested by the police?
 - how many have been stopped or picked up by the police but not arrested?
 - how many have ever encouraged you to use tobacco or drink alcohol?
 - how many are members of a gang?
 - how many have ever used a weapon in a fight?
 - how many have ever stolen things?
 - how many have ever hit someone, trying to seriously hurt them?
 - how many have been suspended from school at least once this school year?
 - how many have ever hit a teacher?
 - how many have ever damaged property that didn't belong to them on purpose?
 - how many have ever used a weapon or force to get money or things from someone?
 - how many have ever broken into a house, school, store or other building without the owner's permission?
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Response scale: 1 = none, 2 = some, 3 = about half, 4 = most, 5 = all or almost all.

Prevalence of Involvement in Positive Social Activities Among Friends

Internal Consistency (Inter-Item Correlation)= .59

Item

Of the kids you hang around with:

how many participate in organized sports or other youth groups (church groups, scouts, etc.) outside of school?

how many participate in sports, clubs, yearbook, band, or other activities at school?

Response scale: 1 = none, 2 = some, 3 = about half, 4 = most, 5 = all or almost all.

Prevalence of Positive Peer Pressure Among Friends

Internal Consistency (α)= .91

Item

Of the kids you hang around with:

how many would try to stop you if you were going to try illegal drugs like marijuana, cocaine, LSD or heroin?

how many would try to stop you if you were about to drink some alcohol or use tobacco?

how many would try to stop you if you were about to do things that could get you into trouble with your parents, the school, or the police?

Response scale: 1 = none, 2 = some, 3 = about half, 4 = most, 5 = all or almost all.

Neighborhood Disorder

Internal Consistency (α)= .88

Item

How often do these things happen in your neighborhood?

You see people drinking alcohol on the street

Someone gets robbed

You see someone using drugs

You see the police arrest someone

You see a fight

You see someone steal something

Response scale: 1 = never, 2 = not often, 3 = often, 4 = all of the time

Educational Aspirations

If you could go as far as you wanted in school, how far would you *like* to go?

- 1= Go to high school, but not graduate
- 2= Graduate from high school
- 3= Go to a trade or vocational school
- 4= Go to college for a while
- 5= Finish college

Educational Expectations

Sometimes what you would *like* to happen is not what you think really *will* happen. How far do you think you *really will* go in school?

- 1= Go to high school, but not graduate
- 2= Graduate from high school
- 3= Go to a trade or vocational school
- 4= Go to college for a while
- 5= Finish college

Attendance at Religious Services

During the past year, about how often have you attended religious services (church, temple, synagogue)?

- 1= not at all
- 2= once or twice
- 3= several times
- 4= once or twice a month
- 5= once a week or more often

Drug Use

On how many DAYS did you smoke a cigarette in the LAST MONTH (30 days)?

- 1= I don't smoke
- 2= None in the last month
- 3= 1 or 2 days in the last month
- 4= 3 to 5 days in the last month
- 5= 6 to 9 days in the last month
- 6= 10 to 19 days in the last month
- 7= 20 or more days in the last month

On the days you smoke cigarettes, how many do you smoke?

- 1= I don't smoke
- 2= Less than 1 cigarette
- 3= 3 to 7 cigarettes
- 4= About half a pack of cigarettes
- 5= A pack or more of cigarettes

On how many DAYS did you use smokeless tobacco (sometimes called chewing tobacco or snuff) in the LAST MONTH (30 days)?

- 1= I don't use smokeless tobacco
- 2= None in the past month
- 3= 1 or 2 days in the last month
- 4= 3 to 5 days in the last month
- 5= 6 to 9 days in the last month
- 6= 10 to 19 days in the last month
- 7= 20 or more days in the last month

On the days you used smokeless tobacco, how many times did you use it?

- 1= I don't use smokeless tobacco
- 2= Less than once
- 3= 1 or 2 times
- 4= 3 to 7 times
- 5= 8 to 12 times

On how many DAYS did you have an alcoholic drink in the LAST MONTH (30 days), other than for religious purposes? (By a drink, we mean a can of beer, a glass of wine, a wine cooler, or a shot of hard liquor.)

- 1= I don't use alcohol
- 2= None in the last month
- 3= 1 or 2 days in the last month
- 4= 3 to 5 days in the last month
- 5= 6 to 9 days in the last month
- 6= 10 to 19 days in the last month
- 7= 20 or more days in the last month

On the days that you drink alcohol, about how many drinks do you have?

- 1= I don't use alcohol
- 2= Less than a drink a day
- 3= 1 drink a day
- 4= 2 drinks a day
- 5= 3 drinks a day
- 6= 5 or more drinks a day

On how many DAYS did you use any marijuana in the LAST MONTH (30 days)?

- 1= I don't use marijuana
- 2= None in the last month
- 3= 1 or 2 days in the last month
- 4= 3 to 5 days in the last month
- 5= 6 to 9 days in the last month
- 6= 10 to 19 days in the last month
- 7= 20 or more days in the last month

On the days you use marijuana, how many times do you use it?

- 1= I don't use marijuana
- 2= Once a day
- 3= Twice a day
- 4= Three or more times a day

On how many DAYS did you use any inhalants in the LAST MONTH (30 days)?

By inhalants, we mean things people breathe to get high, such as amyl and butyl nitrite (sometimes called poppers, snappers, rush, or hardware) or glue, aerosol sprays, gasoline or lighter fluids, ether, correction or cleaning fluids. (Inhalants are sometimes called huff, sniff, whiteout, or whippets.)

- 1= I don't use inhalants
- 2= None in the past month
- 3= 1 or 2 days in the last month
- 4= 3 to 5 days in the last month
- 5= 6 to 9 days in the last month
- 6= 10 to 19 days in the last month
- 7= 20 or more days in the last month

Have you used any of the following on your own, that is, without a doctor telling you to take them?

	Never heard of it	Heard of it, but never have used	Have used, but not in the past month	Have used in the last 30 days
Cocaine or crack cocaine (sometimes called coke, snow, powder, rock, blow, dust, sniff, toot, girl, Lady, nose power, freebase, eggs, fries or snort)	1	2	3	4
Heroin (sometimes called smack, dirt, brow sugar, black tar, H, hard candy, joy powder, scag, or horse)	1	2	3	4
Amphetamines (sometimes called speed, uppers, ups, bennies, dexies, pep pills and diet pills)	1	2	3	4
Tranquilizers, such as Valium, Quaaludes (sometimes called ludes), or Librium (called lib or Mother's little helper)	1	2	3	4
Barbiturates (sometimes called downs, downers, goofballs, yellows, reds, blues, rainbows, sleepers, yellow jackets, or red devils)	1	2	3	4