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Race vs. threat: how teens perceive violence as a function of race

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THESIS

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Race vs. Threat: How Teens Perceive Violence as a Function of Race

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Abstract

The relationship between race students' perceptions of threat was examined using an examiner-made questionnaire with WV 6th, 9th, and 12th grade students. Eleven ambiguous scenarios and eight demographic questions were rated to measure the level of threat perceived by subjects. The results indicated that both Minority and Caucasian students found both black and white students the threatening.

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Race vs. Threat: How Teens Perceive Violence as a Function of Race

School violence is a public concern of parents, educators, administrators and the community, both locally and nationally. According to Furlong & Michael (2000), children and adolescents are the victims of more violent crimes than any other age group. Kelley, Huizinga, and Loeber (1997) affirm that there is an increase of youth involvement in violence. Between 1986 and 1995, juvenile arrests increased 90% for murder and non-negligent manslaughter, 63% for robbery and 78 % for aggravated assault (Kelley, Huizinga, & Loeber, 1997). According to Kelley, Huizinga, and Loeber (1997), there are more African-American than Caucasian juvenile homicide offenders.

Not all schools have students who display aggressive behaviors, but these behaviors have increased in the school systems (Keys, 2000; Guetzloe, 1992). A study (1996) published by the National Center for Injury Prevention and Control (NCIPC), the U.S. Department of Education, Department of Justice, and the National School Safety Center stated that most suicides and homicides occurred in route to and from school, in public and private schools, or school sponsored events (NCIPC 1996). NCIPC (1996) found that of the school related violent deaths, 65% were students and 11% were teachers or other staff members. It is important to provide a safe environment by promoting the rights, welfare, and education of youth. As attempts to reduce school violence continue, the definition of school violence and the risk factors associated with school violence should be evaluated as well (Furlong & Michael, 2000).

To realistically study school violence, the term "school violence" must be clearly defined and its history examined. According to Myles and Simpson (1994), it was difficult to target exact reasons for the increase of violence by youth. The common use of the term "school violence" in

the media started in 1992 (Furlong & Michael, 2000). When this term was used in the newspapers, it depicted "violent and aggressive acts on school campuses" (Furlong & Michael, 2000).

Over the past 10 years, the interest in the subject has increased (Furlong & Michael, 2000). In the beginning, youth who carried out an act of violence were considered the problem of law enforcement until other professions became interested in the factors that led to acts of violence (Furlong & Michael, 2000). Physicians have found an increase in youth homicides and injuries, and public health organizations are conducting studies addressing the possession of weapons in school (Furlong & Michael, 2000). Health and psychology researchers became interested in developing and implementing programs in schools to prevent and reduce youth violence (Furlong & Michael, 2000).

According to Myles & Simpson (1994), there were three possible reasons for the increase in violence among youth. The first was the fact that aggressive acts in society have increased therefore frequently modeling aggressive behavior in front of youth and desensitizing them to aggressive acts (Myles & Simpson, 1994). Rosenberg and Fenley (1991) support that cultural factors, such as exposure to television violence and media, contribute to an individual committing violence. Secondly, schools have included disturbed and socially maladjusted students into the school system, many of whom have a history of aggressive behaviors (Myles & Simpson, 1994). This problem was compounded by the fact that mental health resources were not available to support the inclusion of aggressive youth into the regular classroom after being released from an institutional/residential facility (Myles & Simpson, 1994).

The examination of school violence did not include educators in the beginning, although they were aware of acts of school violence. Administrators in the school system viewed school violence in terms of disciplinary policies and actions, crisis response, or truancy problems. On the

other hand, educators regarded school violence as a risk factor that decreased the learning process and realized the need to increase school security (Furlong & Michael, 2000).

Currently, the term "school violence" mirrors the interest of the community on violent acts committed by youth and how the violence affects the school (Furlong & Michael, 2000). According to Furlong and Michael (2000), "school violence" is used more often as an image of societal values of schools. Those societal values hold that the school should be a safe place of guidance for youth and the violence that takes place in the school decreases the worth of our social system (Furlong & Michael, 2000).

Research indicates that school violence is a product of violence victimization, perpetration of violence, criminal and antisocial behavior, and school climate in addition to other conditions (Furlong & Michael, 2000). When examining this topic, researchers of school violence analyze factors such as developmental relations of delinquent behavior, school campus crimes, experiences of victims, disciplinary procedures, use of controlled substances at school, delinquent gangs, and the possession of weapons at school (Furlong & Michael, 2000). According to Keys (2000), other bases of violent behavior include poverty, unemployment, substance abuse, dysfunctional families, and discrimination.

Defining the risk factors associated with school violence is essential to providing a safe learning environment for students (Furlong & Michael, 2000). Kelley, Huizinga, and Loeber (1997) state there is need of an extensive examination of the risk factors associated with juvenile violence. These acts of violence affect every aspect of students' lives (Furlong & Michael, 2000). Threat of physical harm is significant when trying to provide a nurturing environment in school (Furlong & Michael 2000). According to Furlong & Michael (2000), an individual threatening and the actuality of physical harm can decrease educational growth and development of students.

Schools that are considered effective are schools depicted as safe environments for students and staff (Furlong & Michael, 2000).

In order to have effective interventions with juveniles, it is important to know the risk factors associated with youth violence (Kelley, Huizinga, & Loeber 1997). Once a clear understanding of the causes or risk factors associated with school violence have been established, programs can be targeted to address these factors. When determining the risk factors for school violence, it is important to look at the cultural conflict in which these juveniles live.

Urban Appalachian ethnicity has been explained by three views (Myadze, 1997). The first view states that urban Appalachia composed an ethnic group because the culture was such a distinct culture from other Americans (Myadze, 1997). The second view states that urban Appalachia could be considered an ethnic group, like African Americans, because urban Appalachia met the definition of an ethnic group (Myadze, 1997). An ethnic group is a collectivity within a larger population having real or putative common ancestry, memories of a shared past, and a cultural focus upon one or more symbolic elements which define the group's identity, such as kinship, religion, language, shared territory, nationality or physical appearance (QB 2001). Members of an ethnic group are conscious of belonging to the group (QB 2001). Myadze (1997) states that the criteria needed to be considered an ethnic include the following: distinct racial or physical features, language, and religion. The last view opposes the other views by stating that although, "urban Appalachians appeared to be a distinctive group, they could not be regarded as an ethnic group" (Myadze, 1997). According to Cabbell (1985), the myth that Appalachia consists of only poor white hillbillies and their poverty stricken problems is only a myth. Cabbell (1985) describes Black Appalachians as "invisible". But Black Appalachians undergo the same problems

as whites, while maintaining a poorer economic status and enduring racism and discrimination in addition to their financial difficulties (Cabbell, 1985).

When studying student experiences of school violence through racial/ethnic identification, researchers have not found large differences in student experiences involving violence among these groups (Furlong & Michael, 2000). According to Youth Violence: A Report of the Surgeon General (2001), different perceptions of violent offending of race were shown in the self-reports and arrest rates of juveniles. Among African Americans and white youth, there were small differences noted (2001). Large differences between both these groups were found when arrest records were viewed (2001). Social forces may incline an individual to commit violence (Rosenberg & Fenley, 1991). Those factors include racial segregation and discrimination (Rosenberg & Fenley, 1991). In the study, Perceived Risk of Fighting and Actual Fighting Behavior Among Middle School Students (1997), middle school students were surveyed on their perception of whether or not fight was a high or low risk and whether or not they fight on a regular basis (St. Geroge & Thomas, 1997). Of the analyzed responses of Black and White students, more Black than White students (27% vs. 15%) engaged in fighting regularly (St. Geroge & Thomas, 1997). Of the Black students surveyed that perceived fighting to be low-risk were 3 times as likely than Black students who perceived fighting as high-risk (risky or dangerous) to engage in fighting on a regular basis (St. Geroge & Thomas, 1997). Of the White students surveyed that perceived fighting to be low-risk were 5 times as likely than White students who perceived fighting as high-risk (risky or dangerous) to engage in fighting on a regular basis (St. Geroge & Thomas, 1997).

Further research of the correlation of threat and race as they relate to school violence needs to be conducted (Furlong & Michael, 2000). The researcher proposed or hypothesizes that students feel more threatened by an individual race in each of the eleven different scenarios.

METHOD

Subjects

Subjects included in this study were 642 6th, 9th, and 12th grade students in 3 counties in West Virginia utilizing one middle and one high school in each county. Of the 642 students, 541 students were Caucasian and 101 of students were Minority. The Minority races included American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and Other. Before arriving at school the researcher obtained a list of 6th, 9th, and 12th classrooms. All available students in the 6th, 9th, and 12th grade with parent permission were surveyed. The schools selected for the study reflect community environment in West Virginia including rural middle and high schools, students participated on a voluntary basis. A parental consent form, located in the Appendix B, was sent home to notify the parents of the youth in the study. The only students disqualified from the study were youth of parents that declined to have their youth participate in the study. The three counties had minority populations of 0% to 4.1%.

Instrument

The instrument used in the study was a 19-question survey consisting of 8 demographic questions and 11 scenarios. The scenarios were developed by a group of five graduate students. Each graduate student developed five scenarios. From those twenty-five scenarios, the graduate students developed 11 scenarios by combining some of the twenty-five scenarios and selecting the 11 most appropriate scenarios for the study. The scenarios consisted of eleven potentially aggressive situations. There were four versions of the survey A, B, C, and D (Appendix D). Each version was identical except for the race of the aggressor, which allowed the researcher to distinguish if students felt more threatened by individuals of a different race. A reliability analysis,

Chronbach's alpha, determined that the measure was consistent internally. The alpha (0.8226) confirmed the internal reliability of the scenarios, meaning all the scenarios measured a level of threat.

Procedures

The graduate students who assisted in the project were trained on the procedures of data collection. Upon entering the classroom, the graduate students distributed the survey in envelopes, in the 6th, 9th, and 12th grade classrooms and gave specific instructions for completing the survey. The graduate students read a short introductory paragraph to the students explaining the reason for the survey (Appendix C). After the survey was completed, they collected the sealed envelopes. The collection sites consisted of 6th, 9th, and 12th grade classrooms in middle and high schools in 3 counties in West Virginia.

Results

The variation needed for examining the relationships involved in the study was gained from differences between subjects at a single point in time. A between-subjects approach was applied. The independent variable race is a natural category. A group design was used since the race was manipulated in the surveys. The independent variable race is a categorical variable. In order to determine if there was a significant between the Caucasian and Minority population, a two-way analysis was utilized. The dependent variable was measured on a likert scale of: 1- Not at All, 2 – Possibly, 3 - Somewhat, 4 – Very Likely, and 5 - Definitely. The dependent variable was ordinal and was also examined by using a two-way analysis to determine the mean and conclude if there were significant main effects in each aggressive situation.

In Scenario 1, results showed there was no significant effect between minority (M=2.4651) and Caucasian students (M=2.7246) F (1, 315) on the level of threat to the aggressive situation.

There was marginal significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 1 with a black aggressor as possibly aggressive (M=2.6897) F (1, 315).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13.161	3	4.387	4.471	.004
Intercept	1009.055	1	1009.055	1028.266	.000
RACE	1.994	1	1.994	2.032	.155
FORM1	10.036	1	10.036	10.227	.002
RACE * FORM1	3.171	1	3.171	3.231	.073
Error	309.115	315	.981		
Total	2630.000	319			
Corrected Total	322.276	318			

a. R Squared = .041 (Adjusted R Squared = .032)

Descriptive Statistics
Dependent Variable: Scenario 1

RACE	FORM1	Mean	Std. Deviation	N
Minority	Black	2.0870	.9493	23
	Black	2.9000	1.2096	20
	Total	2.4651	1.1412	43
Caucasian	Black	2.6115	.9744	139
	Black	2.8394	.9794	137
	Total	2.7246	.9818	276
Total	Black	2.5370	.9852	162
	Black	2.8471	1.0074	157
	Total	2.6897	1.0067	319

In Scenario 1, results showed there was no significant effect between minority (M=2.7963) and Caucasian students (M=2.6875) F (1, 306) on the level of threat to the aggressive situation. There

was a significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 1 with a white aggressor as possibly aggressive (M=2.7065) F (1, 306).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 1

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10.806	3	3.602	3.656	.013
Intercept	1317.954	1	1317.954	1337.710	.000
RACE	.610	1	.610	.619	.432
FORM2	8.747E-02	1	8.747E-02	.089	.766
RACE * FORM2	4.987	1	4.987	5.061	.025
Error	301.481	306	.985		
Total	2583.000	310			
Corrected Total	312.287	309			

a. R Squared = .035 (Adjusted R Squared = .025)

Descriptive Statistics
Dependent Variable: Scenario 1

RACE	FORM2	Mean	Std. Deviation	N
Minority	White	2.6400	1.0360	25
	White	2.9310	1.2227	29
	Total	2.7963	1.1390	54
Caucasian	White	2.8582	1.0595	141
	White	2.4783	.8202	115
	Total	2.6875	.9762	256
Total	White	2.8253	1.0558	166
	White	2.5694	.9286	144
	Total	2.7065	1.0053	310

In Scenario 2, results showed there was no significant effect between minority (M=3.1628) and Caucasian students (M=3.2899) F (1, 315) on the level of threat to the aggressive situation.

There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 2 with a white aggressor as somewhat likely to be aggressive (M=3.2727) F (1, 315).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.230	3	2.410	2.357	.072
Intercept	1533.899	1	1533.899	1500.354	.000
RACE	.761	1	.761	.744	.389
FORM1	4.983	1	4.983	4.874	.028
RACE * FORM1	.575	1	.575	.562	.454
Error	322.043	315	1.022		
Total	3746.000	319			
Corrected Total	329.273	318			

a. R Squared = .022 (Adjusted R Squared = .013)

Descriptive Statistics
Dependent Variable: Scenario 2

RACE	FORM1	Mean	Std. Deviation	N
Minority	White	3.3913	1.1176	23
	White	2.9000	1.4105	20
	Total	3.1628	1.2711	43
Caucasian	White	3.4101	.9914	139
	White	3.1679	.9438	137
	Total	3.2899	.9739	276
Total	White	3.4074	1.0065	162
	White	3.1338	1.0133	157
	Total	3.2727	1.0176	319

In Scenario 2, results showed there was no significant effect between minority (M=3.2037) and Caucasian students (M=3.2422) F (1, 306) on the level of threat to the aggressive situation. There was a significant main effect Race by Form interaction. Overall, Minority and Caucasian

students ranked scenario 2 with a black aggressor as somewhat likely to be aggressive (M=3.2355) F (1, 306).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.826	3	1.942	1.532	.206
Intercept	1856.932	1	1856.932	1464.548	.000
RACE	4.982E-02	1	4.982E-02	.039	.843
FORM2	.520	1	.520	.410	.522
RACE * FORM2	4.875	1	4.875	3.845	.051
Error	387.984	306	1.268		
Total	3639.000	310			
Corrected Total	393.810	309			

a. R Squared = .015 (Adjusted R Squared = .005)

Descriptive Statistics
Dependent Variable: Scenario 2

RACE	FORM2	Mean	Std. Deviation	N
Minority	Black	3.4400	1.1576	25
	Black	3.0000	1.2536	29
	Total	3.2037	1.2190	54
Caucasian	Black	3.1418	1.1500	141
	Black	3.3652	1.0541	115
	Total	3.2422	1.1114	256
Total	Black	3.1867	1.1526	166
	Black	3.2917	1.1023	144
	Total	3.2355	1.1289	310

In Scenario 3, results showed there was no significant effect between minority (M=2.3953) and Caucasian students (M=2.5036) F (1, 313) on the level of threat to the aggressive situation.

There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 3 with a black aggressor as possibly aggressive (M=2.4890) F (1, 313).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 3

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.104	3	1.368	1.073	.361
Intercept	893.111	1	893.111	700.422	.000
RACE	.334	1	.334	.262	.609
FORM1	2.879	1	2.879	2.258	.134
RACE * FORM1	.398	1	.398	.312	.577
Error	399.107	313	1.275		
Total	2367.000	317			
Corrected Total	403.211	316			

a. R Squared = .010 (Adjusted R Squared = .001)

Descriptive Statistics
Dependent Variable: Scenario 3

RACE	FORM1	Mean	Std. Deviation	N
Minority	Black	2.2174	1.0426	23
	Black	2.6000	1.4290	20
	Total	2.3953	1.2371	43
Caucasian	Black	2.4161	1.1024	137
	Black	2.5912	1.1217	137
	Total	2.5036	1.1135	274
Total	Black	2.3875	1.0931	160
	Black	2.5924	1.1600	157
	Total	2.4890	1.1296	317

In Scenario 3, results showed there was no significant effect between minority (M=2.6604) and Caucasian students (M=2.4588) F (1, 304) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 3 with a white aggressor as possibly aggressive (M=2.4935) F (1, 304).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 3

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8.058	3	2.686	2.250	.083
Intercept	1149.577	1	1149.577	962.921	.000
RACE	2.456	1	2.456	2.057	.153
FORM2	6.271	1	6.271	5.253	.023
RACE * FORM2	2.524	1	2.524	2.114	.147
Error	362.929	304	1.194		
Total	2286.000	308			
Corrected Total	370.987	307			

a. R Squared = .022 (Adjusted R Squared = .012)

Descriptive Statistics
Dependent Variable: Scenario 3

RACE	FORM1	Mean	Std. Deviation	N
Minority	White	3.0000	1.2854	24
	White	2.3793	1.3205	29
	Total	2.6604	1.3293	53
Caucasian	White	2.5214	1.0959	140
	White	2.3826	.9786	115
	Total	2.4588	1.0449	255
Total	White	2.5915	1.1340	164
	White	2.3819	1.0511	144
	Total	2.4935	1.0993	308

In Scenario 4, results showed there was no significant effect between minority (M=3.3774) and Caucasian students (M=3.4414) F (1, 305) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 4 with a white aggressor as somewhat likely to be aggressive (M=3.4304) F (1, 305).

Tests of Between-Subjects Effects

Dependent Variable: Scenario 4

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12.314	3	4.105	3.515	.016
Intercept	1561.276	1	1561.276	1337.097	.000
RACE	9.715	1	9.715	8.320	.004
FORM1	1.968	1	1.968	1.685	.195
RACE * FORM1	1.291	1	1.291	1.106	.294
Error	365.478	313	1.168		
Total	4112.000	317			
Corrected Total	377.792	316			

a. R Squared = .033 (Adjusted R Squared = .023)

Descriptive Statistics

Dependent Variable: Scenario 4

RACE	FORM1	Mean	Std. Deviation	N
Minority	White	2.7826	1.2416	23
	White	3.2000	1.0563	20
	Total	2.9767	1.1647	43
Caucasian	White	3.4818	1.0648	137
	White	3.5255	1.0716	137
	Total	3.5036	1.0665	274
Total	White	3.3813	1.1152	160
	White	3.4841	1.0718	157
	Total	3.4322	1.0934	317

In Scenario 4, results showed there was no significant effect between minority (M=3.3774) and Caucasian students (M=3.4414) F (1, 305) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 4 with a black aggressor as somewhat likely to be aggressive (M=3.4304) F (1, 305).

Tests of Between-Subjects Effects

Dependent Variable: Scenario 4

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.113	3	1.038	.887	.448
Intercept	2037.405	1	2037.405	1742.390	.000
RACE	.122	1	.122	.104	.747
FORM2	.660	1	.660	.565	.453
RACE * FORM2	2.790	1	2.790	2.386	.123
Error	356.642	305	1.169		
Total	3996.000	309			
Corrected Total	359.754	308			

a. R Squared = .009 (Adjusted R Squared = -.001)

Descriptive Statistics

Dependent Variable: Scenario 4

RACE	FORM2	Mean	Std. Deviation	N
Minority	Black	3.5833	1.2129	24
	Black	3.2069	1.1458	29
	Total	3.3774	1.1804	53
Caucasian	Black	3.3830	1.1127	141
	Black	3.5130	.9944	115
	Total	3.4414	1.0611	256
Total	Black	3.4121	1.1261	165
	Black	3.4514	1.0298	144
	Total	3.4304	1.0808	309

In Scenario 5, results showed there was no significant effect between minority (M=2.8372) and Caucasian students (M=2.9635) F (1, 313) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 5 with a white aggressor as possibly aggressive (M=2.9464) F (1, 313).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 5

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.949	3	.650	.687	.561
Intercept	1249.909	1	1249.909	1321.072	.000
RACE	.495	1	.495	.523	.470
FORM1	.495	1	.495	.523	.470
RACE * FORM1	1.317	1	1.317	1.392	.239
Error	296.140	313	.946		
Total	3050.000	317			
Corrected Total	298.088	316			

a. R Squared = .007 (Adjusted R Squared = -.003)

Descriptive Statistics
Dependent Variable: Scenario 5

RACE	FORM1	Mean	Std. Deviation	N
Minority	White	2.6957	.9261	23
	White	3.0000	.9733	20
	Total	2.8372	.9494	43
Caucasian	White	3.0000	.9701	137
	White	2.9270	.9825	137
	Total	2.9635	.9752	274
Total	White	2.9562	.9670	160
	White	2.9363	.9785	157
	Total	2.9464	.9712	317

In Scenario 5, results showed there was no significant effect between minority (M=2.9245) and Caucasian students (M=2.8398) F (1, 305) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 5 with a black aggressor as possibly aggressive (M=2.8544) F (1, 305).

Tests of Between-Subjects Effects

Dependent Variable: Scenario 5

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.317	3	.772	.780	.506
Intercept	1454.547	1	1454.547	1468.366	.000
RACE	.331	1	.331	.334	.564
FORM2	4.651E-02	1	4.651E-02	.047	.829
RACE * FORM2	1.431	1	1.431	1.445	.230
Error	302.130	305	.991		
Total	2822.000	309			
Corrected Total	304.447	308			

a. R Squared = .008 (Adjusted R Squared = -.002)

Descriptive Statistics

Dependent Variable: Scenario 5

RACE	FORM2	Mean	Std. Deviation	N
Minority	Black	3.0417	.9546	24
	Black	2.8276	1.2555	29
	Total	2.9245	1.1240	53
Caucasian	Black	2.7730	.9737	141
	Black	2.9217	.9565	115
	Total	2.8398	.9670	256
Total	Black	2.8121	.9727	165
	Black	2.9028	1.0195	144
	Total	2.8544	.9942	309

In Scenario 6, results showed there was marginal significant effect between minority (M=3.0000) and Caucasian students (M=3.2937) F (1, 307) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 1 with a black aggressor as somewhat likely to be aggressive (M=3.2540) F (1, 307).

Tests of Between-Subjects Effects

Dependent Variable: Scenario 6

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.972	3	1.991	1.674	.172
Intercept	1419.250	1	1419.250	1193.854	.000
RACE	3.502	1	3.502	2.946	.087
FORM1	2.470	1	2.470	2.077	.151
RACE * FORM1	.542	1	.542	.456	.500
Error	364.961	307	1.189		
Total	3664.000	311			
Corrected Total	370.932	310			

a. R Squared = .016 (Adjusted R Squared = .006)

Descriptive Statistics

Dependent Variable: Scenario 6

RACE	FORM1	Mean	Std. Deviation	N
Minority	Black	3.1739	1.0292	23
	Black	2.7895	1.0317	19
	Total	3.0000	1.0359	42
Caucasian	Black	3.3630	1.1369	135
	Black	3.2239	1.0594	134
	Total	3.2937	1.0992	269
Total	Black	3.3354	1.1208	158
	Black	3.1699	1.0625	153
	Total	3.2540	1.0939	311

In Scenario 6, results showed there was no significant effect between minority (M=3.0943) and Caucasian students (M=3.2642) F (1, 295) on the level of threat to the aggressive situation. There was a significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 6 with a white aggressor as possibly aggressive (M=3.2341) F (1, 295).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 6

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.171	3	2.390	1.701	.167
Intercept	1750.082	1	1750.082	1245.711	.000
RACE	.634	1	.634	.451	.502
FORM2	5.906	1	5.906	4.204	.041
RACE * FORM2	2.273	1	2.273	1.618	.204
Error	414.441	295	1.405		
Total	3549.000	299			
Corrected Total	421.612	298			

a. R Squared = .017 (Adjusted R Squared = .007)

Descriptive Statistics
Dependent Variable: Scenario 6

RACE	FORM2	Mean	Std. Deviation	N
Minority	White	3.4348	1.2730	23
	White	2.8333	1.3667	30
	Total	3.0943	1.3483	53
Caucasian	White	3.3261	1.1473	138
	White	3.1852	1.1613	108
	Total	3.2642	1.1532	246
Total	White	3.3416	1.1625	161
	White	3.1087	1.2124	138
	Total	3.2341	1.1895	299

In Scenario 7, results showed there was no significant effect between minority (M=2.2381) and Caucasian students (M=2.1493) F (1, 306) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 7 with a white aggressor as possibly aggressive (M=2.1613) F (1, 306).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 7

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.033	3	.344	.306	.821
Intercept	689.785	1	689.785	611.983	.000
RACE	.215	1	.215	.191	.662
FORM1	.352	1	.352	.313	.577
RACE * FORM1	.744	1	.744	.660	.417
Error	344.902	306	1.127		
Total	1794.000	310			
Corrected Total	345.935	309			

a. R Squared = .003 (Adjusted R Squared = -.007)

Descriptive Statistics
Dependent Variable: Scenario 7

RACE	FORM1	Mean	Std. Deviation	N
Minority	White	2.3478	1.0706	23
	White	2.1053	1.3289	19
	Total	2.2381	1.1855	42
Caucasian	White	2.1269	.9842	134
	White	2.1716	1.0936	134
	Total	2.1493	1.0386	268
Total	White	2.1592	.9969	157
	White	2.1634	1.1207	153
	Total	2.1613	1.0581	310

In Scenario 7, results showed there was no significant effect between minority (M=2.2453) and Caucasian students (M=2.2500) F (1, 295) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 7 with a black aggressor as possibly aggressive (M=2.2542) F (1, 295).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 7

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.387E-02	3	1.462E-02	.013	.998
Intercept	867.029	1	867.029	759.787	.000
RACE	7.703E-03	1	7.703E-03	.007	.935
FORM2	1.581E-02	1	1.581E-02	.014	.906
RACE * FORM2	3.876E-02	1	3.876E-02	.034	.854
Error	336.638	295	1.141		
Total	1856.000	299			
Corrected Total	336.682	298			

a. R Squared = .000 (Adjusted R Squared = -.010)

Descriptive Statistics
Dependent Variable: Scenario 7

RACE	FORM2	Mean	Std. Deviation	N
Minority	Black	2.2174	1.0853	23
	Black	2.2667	1.2015	30
	Total	2.2453	1.1420	53
Caucasian	Black	2.2609	1.1159	138
	Black	2.2500	.9582	108
	Total	2.2561	1.0476	246
Total	Black	2.2547	1.1084	161
	Black	2.2536	1.0113	138
	Total	2.2542	1.0629	299

In Scenario 8, results showed there was no significant effect between minority (M=2.6667) and Caucasian students (M=2.6580) F (1, 307) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 8 with a white aggressor as possibly aggressive (M=2.6592) F (1, 307).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 8

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5.991	3	1.997	1.804	.146
Intercept	1025.777	1	1025.777	926.543	.000
RACE	1.425E-02	1	1.425E-02	.013	.910
FORM1	3.333E-02	1	3.333E-02	.030	.862
RACE * FORM1	2.338	1	2.338	2.111	.147
Error	339.880	307	1.107		
Total	2545.000	311			
Corrected Total	345.871	310			

a. R Squared = .017 (Adjusted R Squared = .008)

Descriptive Statistics
Dependent Variable: Scenario 8

RACE	FORM1	Mean	Std. Deviation	N
Minority	White	2.5652	1.1211	23
	White	2.7895	1.0317	19
	Total	2.6667	1.0745	42
Caucasian	White	2.8000	1.0776	135
	White	2.5149	1.0167	134
	Total	2.6580	1.0554	269
Total	White	2.7658	1.0836	158
	White	2.5490	1.0192	153
	Total	2.6592	1.0563	311

In Scenario 8, results showed there was no significant effect between minority (M=2.5283) and Caucasian students (M=2.7439) F (1, 295) on the level of threat to the aggressive situation. There was a significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 8 with a black aggressor as possibly aggressive (M=2.7057) F (1, 295).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 8

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	20.729	3	6.910	6.114	.000
Intercept	1220.989	1	1220.989	1080.451	.000
RACE	.723	1	.723	.640	.424
FORM2	18.426	1	18.426	16.305	.000
RACE * FORM2	10.080	1	10.080	8.920	.003
Error	333.372	295	1.130		
Total	2543.000	299			
Corrected Total	354.100	298			

a. R Squared = .059 (Adjusted R Squared = .049)

Descriptive Statistics
Dependent Variable: Scenario 8

RACE	FORM2	Mean	Std. Deviation	N
Minority	Black	3.1739	1.2304	23
	Black	2.0333	1.0334	30
	Total	2.5283	1.2497	53
Caucasian	Black	2.8188	1.1477	138
	Black	2.6481	.9101	108
	Total	2.7439	1.0515	246
Total	Black	2.8696	1.1626	161
	Black	2.5145	.9684	138
	Total	2.7057	1.0901	299

In Scenario 9, results showed there was no significant effect between minority (M=2.7143) and Caucasian students (M=2.9179) F (1, 306) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and White students ranked scenario 9 with a black aggressor as possibly aggressive (M=2.8903) F (1, 306).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 9

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.648	3	.883	.723	.539
Intercept	1149.148	1	1149.148	941.160	.000
RACE	1.273	1	1.273	1.043	.308
FORM1	1.061	1	1.061	.869	.352
RACE * FORM1	.898	1	.898	.736	.392
Error	373.623	306	1.221		
Total	2966.000	310			
Corrected Total	376.271	309			

a. R Squared = .007 (Adjusted R Squared = -.003)

Descriptive Statistics
Dependent Variable: Scenario 9

RACE	FORM1	Mean	Std. Deviation	N
Minority	Black	2.5652	1.0369	23
	Black	2.8947	1.1970	19
	Total	2.7143	1.1106	42
Caucasian	Black	2.9111	1.1094	135
	Black	2.9248	1.0984	133
	Total	2.9179	1.1019	268
Total	Black	2.8608	1.1028	158
	Black	2.9211	1.1070	152
	Total	2.8903	1.1035	310

In Scenario 9, results showed there was no significant effect between minority (M=2.6226) and Caucasian students (M=2.7418) F (1, 293) on the level of threat to the aggressive situation. There was not significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 9 with a white aggressor as possibly aggressive (M=2.7205) F (1, 293).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 9

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.813	3	.938	.783	.504
Intercept	1219.265	1	1219.265	1017.816	.000
RACE	.901	1	.901	.752	.386
FORM2	1.630	1	1.630	1.360	.244
RACE * FORM2	1.954	1	1.954	1.631	.203
Error	350.991	293	1.198		
Total	2552.000	297			
Corrected Total	353.805	296			

a. R Squared = .008 (Adjusted R Squared = -.002)

Descriptive Statistics
Dependent Variable: Scenario 9

RACE	FORM2	Mean	Std. Deviation	N
Minority	White	2.3913	1.2336	23
	White	2.8000	1.4239	30
	Total	2.6226	1.3477	53
Caucasian	White	2.7500	1.0382	136
	White	2.7315	1.0286	108
	Total	2.7418	1.0319	244
Total	White	2.6981	1.0718	159
	White	2.7464	1.1209	138
	Total	2.7205	1.0933	297

In Scenario 10, results showed there was no significant effect between minority (M=2.4717) and white students (M=2.5289) F (1, 291) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and White students ranked scenario 10 with a white aggressor as possibly aggressive (M=2.5186) F (1, 291).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 10

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.732	3	.577	.532	.661
Intercept	1059.739	1	1059.739	976.161	.000
RACE	.177	1	.177	.163	.687
FORM3	8.968E-02	1	8.968E-02	.083	.774
RACE * FORM3	1.280	1	1.280	1.179	.278
Error	315.915	291	1.086		
Total	2189.000	295			
Corrected Total	317.647	294			

a. R Squared = .005 (Adjusted R Squared = -.005)

Descriptive Statistics
Dependent Variable: Scenario 10

RACE	FORM3	Mean	Std. Deviation	N
Minority	White	2.3478	.9821	23
	White	2.5667	1.0726	30
	Total	2.4717	1.0304	53
Caucasian	White	2.5852	1.0607	135
	White	2.4579	1.0213	107
	Total	2.5289	1.0433	242
Total	White	2.5506	1.0500	158
	White	2.4818	1.0297	137
	Total	2.5186	1.0394	295

In Scenario 10, results showed there was no significant effect between minority (M=2.7805) and Caucasian students (M=2.6208) F (1, 306) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 10 with a black aggressor as possibly aggressive (M=2.6419) F (1, 306).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 10

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.172	3	.391	.310	.818
Intercept	1026.790	1	1026.790	813.808	.000
RACE	.958	1	.958	.759	.384
FORM4	.185	1	.185	.147	.702
RACE * FORM4	1.636E-02	1	1.636E-02	.013	.909
Error	386.083	306	1.262		
Total	2551.000	310			
Corrected Total	387.255	309			

a. R Squared = .003 (Adjusted R Squared = -.007)

Descriptive Statistics
Dependent Variable: Scenario 10

RACE	FORM4	Mean	Std. Deviation	N
Minority	Black	2.7391	1.0539	23
	Black	2.8333	1.2005	18
	Total	2.7805	1.1071	41
Caucasian	Black	2.5956	1.1378	136
	Black	2.6466	1.1092	133
	Total	2.6208	1.1219	269
Total	Black	2.6164	1.1240	159
	Black	2.6689	1.1179	151
	Total	2.6419	1.1195	310

In Scenario 11, results showed there was no significant effect between minority (M=2.1800) and Caucasian students (M=2.0779) F (1, 290) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 11 with a black aggressor as possibly aggressive (M=2.0952) F (1, 290).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 11

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.037	3	1.012	.928	.428
Intercept	749.023	1	749.023	686.750	.000
RACE	.410	1	.410	.376	.540
FORM3	8.380E-03	1	8.380E-03	.008	.930
RACE * FORM3	1.323	1	1.323	1.213	.272
Error	316.297	290	1.091		
Total	1610.000	294			
Corrected Total	319.333	293			

a. R Squared = .010 (Adjusted R Squared = -.001)

Descriptive Statistics
Dependent Variable: Scenario 11

RACE	FORM3	Mean	Std. Deviation	N
Minority	Black	2.2727	1.1205	22
	Black	2.1071	1.1001	28
	Total	2.1800	1.1008	50
Caucasian	Black	1.9927	.9432	137
	Black	2.1869	1.1338	107
	Total	2.0779	1.0334	244
Total	Black	2.0314	.9706	159
	Black	2.1704	1.1233	135
	Total	2.0952	1.0440	294

In Scenario 11, results showed there was no significant effect between minority (M=2.1905) and Caucasian students (M=2.1818) F (1, 313) on the level of threat to the aggressive situation. There was no significant main effect Race by Form interaction. Overall, Minority and Caucasian students ranked scenario 11 with a white aggressor as possibly aggressive (M=2.1830) F (1, 313).

Tests of Between-Subjects Effects
Dependent Variable: Scenario 11

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.754	3	.251	.224	.879
Intercept	689.689	1	689.689	615.663	.000
RACE	2.557E-02	1	2.557E-02	.023	.880
FORM4	.396	1	.396	.353	.553
RACE * FORM4	.751	1	.751	.670	.414
Error	350.634	313	1.120		
Total	1862.000	317			
Corrected Total	351.388	316			

a. R Squared = .002 (Adjusted R Squared = -.007)

Descriptive Statistics
Dependent Variable: Scenario 11

RACE	FORM4	Mean	Std. Deviation	N
Minority	White	2.0833	1.1765	24
	White	2.3333	1.4142	18
	Total	2.1905	1.2733	42
Caucasian	White	2.2014	1.0576	139
	White	2.1618	.9830	136
	Total	2.1818	1.0197	275
Total	White	2.1840	1.0729	163
	White	2.1818	1.0382	154
	Total	2.1830	1.0545	317

DISCUSSION

Scenario 1 when a white individual was used in the scenario there was a significant difference between the race of the students and aggressive scenario. Minority students scored the white individual in the scenario slightly higher than the White students. Overall, Minority and Caucasian students felt it was possible that the white individual in the scenario would have done something aggressive. In the same scenario when a black individual was used, there was no

significant difference between the races of the students, but there was a marginal significant difference between the race of the students and aggressive scenario. Caucasian students scored the black individual in the scenario slightly higher for the possibility of becoming aggressive in the situation. Overall, both Minority and Caucasian students scored the black individual as being aggressive in that situation.

In scenario 2 when a white individual was used there was no significant difference between the races of the students or between the race of the students and the aggressive scenario. Caucasian students scored the white individual in the survey slightly higher than the Minority students as somewhat likely to be aggressive in the situation. Overall, both Minority and Caucasian students scored the white individual in the survey as somewhat likely to be aggressive in the situation. In the same scenario when a black individual was used there was no significance between the race of the students and the aggressive scenario, but a significance overall between the race of both Minority and Caucasian students and scenario. Caucasian students scored the black individual slightly higher than the Minority students for being aggressive in that situation. Overall, both Minority and Caucasian students found that the black individual was somewhat likely to be aggressive in that situation.

In scenario 3 when a black individual was used in the survey there was no significant difference between race of the students and the scenario and both races of the students and the scenario. Although there was no significant difference found, Caucasian students scored the scenario higher than minority students' even though both rated the black individual as possibly aggressive in the situation. In the same scenario when a white individual was used in the scenario no significance was found between race of the students and the scenario and both races of the students and the scenario. Minority students and Caucasian students both found the white

individual to be aggressive with the Minority students scoring the situation higher than Caucasian students.

In scenario 4 when a white individual was used in the situation there was significant difference between the race of the students completing the survey, but not between scenario and both races of the students. Caucasian students found the white individual to be more aggressive than the Minority students although both Minority and Caucasian students scored the white individual as somewhat likely to be aggressive. In the same scenario when a black individual was used no significance was found between the race of the students and scenario or the both races of the students and scenario. Caucasian students scored the black individual in the scenario slightly higher for the potential of being aggressive than the Minority students although both rated the black individual as somewhat likely to be aggressive.

In scenario 5 there was no significant difference between race of the students and the scenario and both races of the students and the scenario when a white individual was used in the survey. Although no significance was found Caucasian students scored the white individual higher than Minority students' even though both Minority and Caucasian students scored the individual as possibly aggressive. In the same survey when a black individual was used no significance was found between race of the students and the scenario and both races of the students and the scenario. Minority students scored the black individual slightly higher than Caucasian students on the potential of the individual to be aggressive. Overall, Minority and Caucasian students found that the individual possibly would be aggressive in the situation.

In scenario 6 when a black individual was used in the survey no significance was found between race of students and the scenario, but a marginal significance was found between the both races of the students and the scenario. Caucasian students scored the black individual higher

for the possibility of being aggressive than Minority students, however both Minority and Caucasian students scored the black individual somewhat likely to be aggressive. In the same scenario when the white individual was used no significant difference between race of the students and the scenario and both races of the students and the scenario. Caucasian students scored the white individual higher than Minority students on the potential that the individual would become aggressive even though both Minority and Caucasian students found the individual to have the potential to be aggressive. Overall the Minority and Caucasian students found the white individual to be somewhat likely to be aggressive.

In scenario 7 in both situations when either a black or white individual was used no significant difference between race of the students and the scenario and both races of the students and the scenario. Minority students scored the white individual higher than Caucasian students on the potential of the individual to become aggressive even though both Minority and Caucasian students found that the individual had the possibility to become aggressive. Caucasian students scored the black individual higher than the Minority students on the potential of the individual to become aggressive even though both groups of students found the black individual possible of becoming aggressive in the situation.

In scenario 8 no significant effect was found between scenario and race of the students when the black individual was in the scenario. No significance was found between the race of the students or both races of students and the scenario when a white individual was in the scenario. Minority students found the white individual to have the potential to be aggressive more so than Caucasian students even though both found the individual to have the possibility to become aggressive. Caucasian students found the black individual to have the potential to become

aggressive more so than Minority students, but both found the black individual to have the possibility to be aggressive in the situation.

In scenario 9 no significance was found between no significant difference between race of the students and the scenario and both races of the students and the scenario when either a black or white individual was used in the scenario. In the scenario when either a white or black individual was used Caucasian students scored the individual to have a potential to become aggressive higher than Minority students, but both groups of students found the white and black individual to have the possibility to become aggressive. Overall, Minority and Caucasian students found the black individual to have the most potential to become aggressive.

In scenario 10 no significance was found when either a black or white individual was used in each scenario between no significant difference between race of the students and the scenario and both races of the students and the scenario. Caucasian students scored the white individual higher than the Minority students on the potential of the individual to become aggressive; both found the individual to have the potential to become aggressive. Minority students scored the black individual higher than the Caucasian students on the potential of the individual to become aggressive; both found the individual to have the potential to become aggressive.

In scenario 11, no significance was found when either a black or white individual was used in each scenario between no significant difference between race of the students and the scenario and both races of the students and the scenario. Minority students scored the white individual higher than the Caucasian students on the potential of the individual to become aggressive; both found the individual to have the potential to become aggressive. Minority students scored the black individual higher than the Caucasian students on the potential of the

individual to become aggressive; both found the individual to have the potential to become aggressive.

Study limitations should be acknowledged when interpreting the findings. The first limitation includes selection bias due to student absenteeism. Students that may be perceived as more violent may have been suspended due to violent behavior. The second limitation included some students were surveyed after SAT-9 Testing and may not have been up to giving their complete attention to the survey during administration. The third limitation was that the population surveyed was not diverse and does not represent views of all populations.

CONCLUSION

As the search for a solution to violence in the schools, researchers, educators, and administrators should continue to search for the solution by what students perceive as threatening. It is important to know what they think, since they are the main targets of the violence. The solution may lie within the students. The significant findings in this study showed that Minority and Caucasian students rated the white individual in scenario one and black individual in scenario two to have the potential to become aggressive. Scenario 1 (white aggressor) had a significant difference and Scenario 1 (black aggressor) had a marginal significant difference and may have been due to the content of the scenario. Because school Id's are required in most schools and the individual in the scenario was not wearing one, students' may have seen this scenario as aggressive. In scenario 2 (black aggressor), where a significant difference was found, it may have been due there was more than one aggressor in the scenario. Further research needs to be done to determine if students feel threatened by another race that they have never or had very little contact with. A research study should be conducted with a

more diverse population on the perception of threat, in order to better understand the underlying cause of violent behavior in schools by adolescents.

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Appendix A

Date

Name and Address

Dear ,

We are a research group of faculty and graduate students at Marshall University Graduate College who are exploring the issue of school violence in West Virginia. Most importantly, we are exploring what characteristics students in our state actually perceive to be aggressive or non-aggressive. Our mission is to not only look at students' perceptions of school violence and aggression, but to determine whether there are differences between different types of individuals.

We ask for your assistance in completing this task by allowing us to survey middle and high school students in your area. To assure that all ethical and legal standards are followed, our research team will give prior parental notice. The students who are given permission by their parents to participate in this anonymous study will not be required to give their names. Before completing the survey, the student will be asked to complete a demographic section consisting of the following non-identifiable data: age, gender, race, personal interests, approximate grade point average, and the amount of time they spend with their friends and parent(s)/guardian(s). The survey consists of twelve ambiguous scenarios that are on a third-grade reading level. Each scenario will give a student interaction or observation that may or may not suggest a potentially violent situation. After being asked the question, "How likely is this individual to do something aggressive?" the student participating in the survey will be asked to rate each scenario (see attached survey).

A second area we will be examining is how children view issues regarding the aspects of violence, guns, and behaviors that involve conflict between others. The Attitudes Toward Guns and Violence Questionnaire (AGVQ) is made up of various subscales measuring the amount of aggression students display, responses to shame, how comfortable a child feels about guns and violence as a means of feeling safe or being powerful, and the amount of excitement the child feels about guns. The intended purpose of this research is to determine differences between 6^{th}, 9^{th}, and 12^{th} grade students in West Virginia.

Our research team estimates that it will take 15-20 minutes to administer the surveys to each student. To expedite this process and to make it less intrusive, we would like to give the survey to an entire group of students during their homeroom period. The parental notification form will be sent home to the parent(s)/guardian(s) prior to the survey day.

This is an exciting research project because it will allow us, as educators, to be more informed about how students perceive school violence. It will also allow us to determine what your students consider to be potentially violent situations. For this to occur, we will need permission from you to allow us to administer the survey to your students. Once the research study is completed, the results will be sent to you and the schools that participated.

If you have any questions regarding this research study, please contact Dr. Elizabeth Boyles, at MUGC (304-746-2032 or boyles@marshall.edu). If you would like to participate in this study, please send a letter of confirmation in the SASE provided.

Thank you,

_____

Dr. Elizabeth Kelley Boyles
Professor of School Psychology
Marshall University Graduate College

Participating Psychology Graduate Students at MUGC:
Charley Bowen
Heidi Gregoire
Corey Layne
Nancy Price
Randal Staats

Appendix B

Dear Parents,

We are a research group of faculty and graduate students at Marshall University Graduate College. We have decided to explore the issue regarding school violence in your area. Most importantly, we are going to look at what behavior characteristics the students in your area actually see as being aggressive or non-aggressive. We are not only going to look at what children see as threatening, but also what is most threatening to them, such as gender, race, class, and other types of groupings.

We ask for your help in our completion of this research by allowing us to administer a 15-20 minute, anonymous survey to your child. The survey consists of eleven short stories that may or may not be a potentially violent situation. Before completing the survey, your child will be asked to complete a demographic section consisting of the following non-identifiable data: age, gender, race, personal interests, approximate grade point average, and the amount of time they spend with their friends and parent(s)/guardian(s). Your child will not be asked his/her name. Our research team would like to stress to you that appropriate measures will be taken to assure that all ethical and legal standards are followed when this survey is given and no respondents will be identified by name.

Because of the issue of school violence is such an important topic right now, we encourage you to allow your child to participate in the study. In an effort to maintain safe schools, we hope that you will join us with this challenge. Once the research study is completed, we will send a copy of the results to your child's school and you will be able to review them at your convenience.

If you decide that you would not like your child to participate in the study or if you have any questions regarding this research study, please contact Dr. Elizabeth Boyles, at MUGC (304-746-2032). Thank you for your time.

Appendix C

Instructions for Administering Survey and Questionnaire

*Surveys and Questionnaires will be in manila envelopes in boxes marked by grade and teacher. If box is not marked, please do so by indicating the school name and grade of the classroom.

AGVQ Questionnaire:

1. Hand out envelopes individually to each subject. Instruct them to keep them closed until all have been handed out. Envelopes will be marked A, B, C, and D. Please make sure that the first subject in the row gets envelope A, second subject B, third subject C, etc.

2. Once all envelopes have been handed out, the subjects may open them.

3. Instructions to the subjects regarding the AGVQ:

   "I would like you to find the paper that reads "What's Your Opinion" at the top and take it out of the envelope. You will not be writing your name on the forms, but I would like for you to fill in your grade, age, gender, ethnicity, and the date at the top of the form. When you have completed this, please put your pencils down."

   "I will now read to the instructions to you." (Read instructions at the top of page – "What's Your Opinion?")

   **Indicate to them how they should mark their answers---agree, not sure, and disagree. Review what to do if the subject makes a mistake. Instruct them to practice examples A, B, and C.
   **Remind them to press hard when marking their answers.
   **Ask the subjects if they have any questions.
   **Instruct them to place the page back into the envelope when they have finished responding to statements 1-26.

Survey:

1. Instruct the students to get the form titled Student Survey out of the envelope.

2. Read paragraph titled "Introductory Paragraph for Subjects"
   "We are Graduate Students at Marshall University Graduate College and we would like to thank you in advance for your participation in this short survey. The purpose of this study is to obtain a better idea of what students at your age think. For each question, remember to circle a number, 1- 5. Each number is assigned a response. For example, 1 = Not At All, 2 = Possibly, 3 = Somewhat Likely, 4 = Very Likely, and 5 = Definitely."

3. Instruct the subjects to place the survey in the envelope when they have finished.

4. Collect all the envelopes when all subjects are finished and place them in the box.

Appendix D
Student Survey -A

1. How old are you?
   A. 12 years old or younger
   B. 13 years old
   C. 14 years old
   D. 15 years old
   E. 16 years old
   F. 17 years old
   G. 18 years old or older

2. What is your sex?
   A. Female
   B. Male

3. What grade are you in?
   A. 6th Grade
   B. 7th Grade
   C. 8th Grade
   D. 9th Grade
   E. 10th Grade
   F. 11th Grade
   G. 12th Grade

4. How would you describe yourself? (Select one or more responses)
   A. American Indian or Alaska Native
   B. Asian
   C. Black or African American
   D. Hispanic or Latino
   E. Native Hawaiian or Other Pacific Islander
   F. White
   G. Other, please indicate: _____

5. During the past 12 months, how would you describe your grades in school?
   A. Mostly A's
   B. Mostly B's
   C. Mostly C's
   D. Mostly D's
   E. Mostly F's
   F. None of these grades
   G. Not sure

6. On an average school day, how many hours do you watch TV?
   A. I do not watch TV on an average school day

B. Less than 1 hour per day
C. 1 hour per day
D. 2 hours per day
E. 3 hours per day
F. 4 hours per day
G. 5 or more hours per day

7. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

A. 0 teams
B. 1 team
C. 2 teams
D. 3 or more teams

Bullying is verbal threats that include name-calling, teasing, and harassment; physical behavior includes fighting, shoving, blocking, slapping, and other forms of physical contact meant to cause harm.

8. In the last 12 months, have you been threatened or bullied at school?

A. Yes
B. No

Aggression can be physical or verbal. Physical and verbal aggression is used for the purpose of injuring, damaging, or abusing people or property, and is intended to cause physical and/or emotional harm.

9. During class-time you ask the teacher if you may go to the bathroom. She asks you to take a hall pass. You get to the bathroom and notice a strange black woman standing in the bathroom. She looked to be cleaning the bathroom. The woman is wearing old torn clothes that are stained with grease. Although she looks like a janitor, you see that she is not wearing a school ID. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

10. At the homecoming football game, you and your friends decide to go around the school to where all of the rest of the kids hang out at halftime. You walk around the dark school building and see a group of white boys. The kids have been known to get into many fights in the school and to listen to loud and angry rap music. How likely are these individuals to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely

1	2	3	4	5

11. A 16-year-old black girl who wears black clothing all of the time and has black lipstick on decides to sit at the same table as you while you are eating lunch. She is known to not have many friends and often does not like to talk to anyone. She also has a pierced eyebrow and both of her ears have at least three piercings. She has been known to talk to herself and has been called a Satan worshiper. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

12. A large twelve-year old white girl is coming down the same hall as you and looks angry. This girl has a reputation of being a troublemaker and has been in fights with others. She is wearing a red bandana around her head, a tank top and blue jeans. She often punches her fists in her hands because she is always angry. You know that she has been kicked out of school this year after fighting with one of your friends. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

13. You are sitting quietly against the wall and a 16-year old white female who plays ball at the local high school is coming towards you. She is wearing designer blue jeans and a t-shirt with the sleeves cut out so that you can see tattoos on each of her shoulders. She also has a gold tooth and wears many gold chains. The ball player has been known to pick on younger kids. She also has a mean look on her face. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

14. In your 6th period English class, a profoundly overweight sixteen-year-old black boy is being picked on due to his strong body odor. After a few minutes of being picked on, he says, "If you don't leave me alone, I'll kill everyone in the school." Just then, the bell rings to change classes and go to your final class of the day. After being in your last class for ten minutes, you ask the teacher if you may use the hall pass to go to your gym locker. As you enter the gym, you see the overweight sixteen-year-old black boy that was being picked on in your 6th period class. He is sitting in the gym in a long black trench coat listening to hard rock music and will not speak to anyone. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely

1	2	3	4	5

15. In your music class, a ten-year-old white girl asks the teacher for the 5th time if she may go to the bathroom. The teacher again says for the student to wait until the lesson for the day is completed before she can go to the bathroom. The white girl gets out of her seat and walks out of the classroom. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

16. Walking home alone from school, a red convertible with five popular white boy athletes pull up beside you and ask you if you want a ride. You know that these white boy athletes are known for picking on younger kids. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

17. In your 5th period class, your teacher assigns the class a group project. Everyone in the class will be paired up with another student in the class by the teacher. The teacher assigns you to work with a fourteen-year-old black girl that wears dark make-up, red, green, and orange hair, has a tongue piercing and wears all black clothing. The student is known for being a loner and has never been seen talking to anyone. The fourteen-year-old black girl turns to you and says, "You better make our project good, or else." How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

18. While waiting in the lunch line, a younger white boy jumps in front of you. You have seen him in the halls before and know that he is either in a class for slow learners or for kids with behavior disorders. You politely tell him to move to the back of the line. He tells you to "Shut up!" and lets another boy get in front of him. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely

1	2	3	4	5

19. During a science test, the teacher walks out of the room. You glance over and see a black girl classmate looking at a cheat sheet. The classmate catches you looking at her and gives you mean look. When the teacher re-enters the room, the girl hides the piece of paper. After grading the papers, the teacher reports that the girl you caught cheating received the only 100% in the class. You don't know the girl very well, but you have noticed she is often very quiet and keeps to herself in the hallways and in the cafeteria. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

Student Survey -B

1. How old are you?
   A. 12 years old or younger
   B. 13 years old
   C. 14 years old
   D. 15 years old
   E. 16 years old
   F. 17 years old
   G. 18 years old or older

2. What is your sex?
   A. Female
   B. Male

3. What grade are you in?
   A. 6th Grade
   B. 7th Grade
   C. 8th Grade
   D. 9th Grade
   E. 10th Grade
   F. 11th Grade
   G. 12th Grade

4. How would you describe yourself? (Select one or more responses)
   A. American Indian or Alaska Native
   B. Asian
   C. Black or African American
   D. Hispanic or Latino
   E. Native Hawaiian or Other Pacific Islander
   F. White
   G. Other, please indicate: _____

5. During the past 12 months, how would you describe your grades in school?
   A. Mostly A's
   B. Mostly B's
   C. Mostly C's
   D. Mostly D's
   E. Mostly F's
   F. None of these grades
   G. Not sure

6. On an average school day, how many hours do you watch TV?
   A. I do not watch TV on an average school day
   B. Less than 1 hour per day

C. 1 hour per day
D. 2 hours per day
E. 3 hours per day
F. 4 hours per day
G. 5 or more hours per day

7. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

A. 0 teams
B. 1 team
C. 2 teams
D. 3 or more teams

Bullying is verbal threats that include name-calling, teasing, and harassment; physical behavior includes fighting, shoving, blocking, slapping, and other forms of physical contact meant to cause harm.

8. In the last 12 months, have you been threatened or bullied at school?

A. Yes
B. No

Aggression can be physical or verbal. Physical and verbal aggression is used for the purpose of injuring, damaging, or abusing people or property, and is intended to cause physical and/or emotional harm.

9. During class-time you ask the teacher if you may go to the bathroom. She asks you to take a hall pass. You get to the bathroom and notice a strange white man standing in the bathroom. He looked to be cleaning the bathroom. The man is wearing old torn clothes that are stained with grease. Although he looks like a janitor, you see that he is not wearing a school ID. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

10. At the homecoming football game, you and your friends decide to go around the school to where all of the rest of the kids hang out at halftime. You walk around the dark school building and see a group of black girls. The kids have been known to get into many fights in the school and to listen to loud and angry rap music. How likely are these individuals to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely

1 2 3 4 5

11. A 16-year-old white boy who wears black clothing all of the time and has black lipstick on decides to sit at the same table as you while you are eating lunch. He is known to not have many friends and often does not like to talk to anyone. He also has a pierced eyebrow and both of his ears have at least three piercings. He has been known to talk to himself and has been called a Satan worshiper. How likely is this individual to do something aggressive?

Not At All Possibly Somewhat Likely Very Likely Definitely

1 2 3 4 5

12. A large twelve-year old black boy is coming down the same hall as you and looks angry. This boy has a reputation of being a troublemaker and has been in fights with others. He is wearing a red bandana around his head, a tank top and blue jeans. He often punches his fists in his hands because he is always angry. You know that he has been kicked out of school this year after fighting with one of your friends. How likely is this individual to do something aggressive?

Not At All Possibly Somewhat Likely Very Likely Definitely

1 2 3 4 5

13. You are sitting quietly against the wall and a 16-year old black female who plays ball at the local high school is coming towards you. She is wearing designer blue jeans and a t-shirt with the sleeves cut out so that you can see tattoos on each of her shoulders. She also has a gold tooth and wears many gold chains. The ball player has been known to pick on younger kids. She also has a mean look on her face. How likely is this individual to do something aggressive?

Not At All Possibly Somewhat Likely Very Likely Definitely

1 2 3 4 5

14. In your 6th period English class, a profoundly overweight sixteen-year-old white boy is being picked on due to his strong body odor. After a few minutes of being picked on, he says, "If you don't leave me alone, I'll kill everyone in the school." Just then, the bell rings to change classes and go to your final class of the day. After being in your last class for ten minutes, you ask the teacher if you may use the hall pass to go to your gym locker. As you enter the gym, you see the overweight sixteen-year-old white boy that was being picked on in your 6th period class. He is sitting in the gym in a long black trench coat listening to hard rock music and will not speak to anyone. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

15. In your music class, a ten-year-old black girl asks the teacher for the 5th time if she may go to the bathroom. The teacher again says for the student to wait until the lesson for the day is completed before she can go to the bathroom. The black girl gets out of her seat and walks out of the classroom. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

16. Walking home alone from school, a red convertible with five popular black boy athletes pull up beside you and ask you if you want a ride. You know that these black boy athletes are known for picking on younger kids. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

17. In your 5th period class, your teacher assigns the class a group project. Everyone in the class will be paired up with another student in the class by the teacher. The teacher assigns you to work with a fourteen-year-old white girl that wears dark make-up, red, green, and orange hair, has a tongue piercing and wears all black clothing. The student is known for being a loner and has never been seen talking to anyone. The fourteen-year-old white girl turns to you and says, "You better make our project good, or else." How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

18. While waiting in the lunch line, a younger black boy jumps in front of you. You have seen him in the halls before and know that he is either in a class for slow learners or for kids with behavior disorders. You politely tell him to move to the back of the line. He tells you to "Shut up!" and lets another boy get in front of him. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

19. During a science test, the teacher walks out of the room. You glance over and see a white girl classmate looking at a cheat sheet. The classmate catches you looking at her and gives you mean look. When the teacher re-enters the room, the girl hides the piece of paper. After grading the papers, the teacher reports that the girl you caught cheating received the only 100% in the class. You don't know the girl very well, but you have noticed she is often very quiet and keeps to herself in the hallways and in the cafeteria. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

Student Survey -C

1. How old are you?
   A. 12 years old or younger
   B. 13 years old
   C. 14 years old
   D. 15 years old
   E. 16 years old
   F. 17 years old
   G. 18 years old or older

2. What is your sex?
   A. Female
   B. Male

3. What grade are you in?
   A. 6th Grade
   B. 7th Grade
   C. 8th Grade
   D. 9th Grade
   E. 10th Grade
   F. 11th Grade
   G. 12th Grade

4. How would you describe yourself? (Select one or more responses)
   A. American Indian or Alaska Native
   B. Asian
   C. Black or African American
   D. Hispanic or Latino
   E. Native Hawaiian or Other Pacific Islander
   F. White
   G. Other, please indicate: _____

5. During the past 12 months, how would you describe your grades in school?
   A. Mostly A's
   B. Mostly B's
   C. Mostly C's
   D. Mostly D's
   E. Mostly F's
   F. None of these grades
   G. Not sure

6. On an average school day, how many hours do you watch TV?
   A. I do not watch TV on an average school day
   B. Less than 1 hour per day

C. 1 hour per day
D. 2 hours per day
E. 3 hours per day
F. 4 hours per day
G. 5 or more hours per day

7. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

A. 0 teams
B. 1 team
C. 2 teams
D. 3 or more teams

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8. In the last 12 months, have you been threatened or bullied at school?

A. Yes
B. No

Aggression can be physical or verbal. Physical and verbal aggression is used for the purpose of injuring, damaging, or abusing people or property, and is intended to cause physical and/or emotional harm.

9. During class-time you ask the teacher if you may go to the bathroom. She asks you to take a hall pass. You get to the bathroom and notice a strange black man standing in the bathroom. He looked to be cleaning the bathroom. The man is wearing old torn clothes that are stained with grease. Although he looks like a janitor, you see that he is not wearing a school ID. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

10. At the homecoming football game, you and your friends decide to go around the school to where all of the rest of the kids hang out at halftime. You walk around the dark school building and see a group of white girls. The kids have been known to get into many fights in the school and to listen to loud and angry rap music. How likely are these individuals to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

11. A 16-year-old black boy who wears black clothing all of the time and has black lipstick on decides to sit at the same table as you while you are eating lunch. He is known to not have many friends and often does not like to talk to anyone. He also has a pierced eyebrow and both of his ears have at least three piercings. He has been known to talk to himself and has been called a Satan worshiper. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

12. A large twelve-year old white boy is coming down the same hall as you and looks angry. This boy has a reputation of being a troublemaker and has been in fights with others. He is wearing a red bandana around his head, a tank top and blue jeans. He often punches his fists in his hands because he is always angry. You know that he has been kicked out of school this year after fighting with one of your friends. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

13. You are sitting quietly against the wall and a 16-year old white male who plays ball at the local high school is coming towards you. He is wearing designer blue jeans and a t-shirt with the sleeves cut out so that you can see tattoos on each of his shoulders. He also has a gold tooth and wears many gold chains. The ball player has been known to pick on younger kids. He also has a mean look on his face. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

14. In your 6th period English class, a profoundly overweight sixteen-year-old black girl is being picked on due to his strong body odor. After a few minutes of being picked on, she says, "If you don't leave me alone, I'll kill everyone in the school." Just then, the bell rings to change classes and go to your final class of the day. After being in your last class for ten minutes, you ask the teacher if you may use the hall pass to go to your gym locker. As you enter the gym, you see the overweight sixteen-year-old black girl that was being picked on in your 6th period class. She is sitting in the gym in a long black trench coat listening to hard rock music and will not speak to anyone. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely

1 2 3 4 5

15. In your music class, a ten-year-old white boy asks the teacher for the 5th time if he may go to the bathroom. The teacher again says for the student to wait until the lesson for the day is completed before he can go to the bathroom. The white boy gets out of his seat and walks out of the classroom. How likely is this individual to do something aggressive?

Not At All Possibly Somewhat Likely Very Likely Definitely

1 2 3 4 5

16. Walking home alone from school, a red convertible with five popular white girl athletes pull up beside you and ask you if you want a ride. You know that these white girl athletes are known for picking on younger kids. How likely is this individual to do something aggressive?

Not At All Possibly Somewhat Likely Very Likely Definitely

1 2 3 4 5

17. In your 5th period class, your teacher assigns the class a group project. Everyone in the class will be paired up with another student in the class by the teacher. The teacher assigns you to work with a fourteen-year-old black boy that wears dark make-up, red, green, and orange hair, has a tongue piercing and wears all black clothing. The student is known for being a loner and has never been seen talking to anyone. The fourteen-year-old black boy turns to you and says, "You better make our project good, or else." How likely is this individual to do something aggressive?

Not At All Possibly Somewhat Likely Very Likely Definitely

1 2 3 4 5

18. While waiting in the lunch line, a younger black girl jumps in front of you. You have seen her in the halls before and know that she is either in a class for slow learners or for kids with behavior disorders. You politely tell her to move to the back of the line. She tells you to "Shut up!" and lets another girl get in front of her. How likely is this individual to do something aggressive?

Not At All Possibly Somewhat Likely Very Likely Definitely

1 2 3 4 5

19. During a science test, the teacher walks out of the room. You glance over and see a white boy classmate looking at a cheat sheet. The classmate catches you looking at him and gives you mean look. When the teacher re-enters the room, the boy hides the piece of paper. After grading

the papers, the teacher reports that the boy you caught cheating received the only 100% in the class. You don't know the boy very well, but you have noticed he is often very quiet and keeps to himself in the hallways and in the cafeteria. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

Student Survey -D

1. How old are you?
   A. 12 years old or younger
   B. 13 years old
   C. 14 years old
   D. 15 years old
   E. 16 years old
   F. 17 years old
   G. 18 years old or older

2. What is your sex?
   A. Female
   B. Male

3. What grade are you in?
   A. 6th Grade
   B. 7th Grade
   C. 8th Grade
   D. 9th Grade
   E. 10th Grade
   F. 11th Grade
   G. 12th Grade

4. How would you describe yourself? (Select one or more responses)
   A. American Indian or Alaska Native
   B. Asian
   C. Black or African American
   D. Hispanic or Latino
   E. Native Hawaiian or Other Pacific Islander
   F. White
   G. Other, please indicate: _____

5. During the past 12 months, how would you describe your grades in school?
   A. Mostly A's
   B. Mostly B's
   C. Mostly C's
   D. Mostly D's
   E. Mostly F's
   F. None of these grades
   G. Not sure

6. On an average school day, how many hours do you watch TV?
   A. I do not watch TV on an average school day
   B. Less than 1 hour per day

C. 1 hour per day
D. 2 hours per day
E. 3 hours per day
F. 4 hours per day
G. 5 or more hours per day

7. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)

A. 0 teams
B. 1 team
C. 2 teams
D. 3 or more teams

Bullying is verbal threats that include name-calling, teasing, and harassment; physical behavior includes fighting, shoving, blocking, slapping, and other forms of physical contact meant to cause harm.

8. In the last 12 months, have you been threatened or bullied at school?

A. Yes
B. No

Aggression can be physical or verbal. Physical and verbal aggression is used for the purpose of injuring, damaging, or abusing people or property, and is intended to cause physical and/or emotional harm.

9. During class-time you ask the teacher if you may go to the bathroom. She asks you to take a hall pass. You get to the bathroom and notice a strange white woman standing in the bathroom. She looked to be cleaning the bathroom. The woman is wearing old torn clothes that are stained with grease. Although she looks like a janitor, you see that she is not wearing a school ID. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

10. At the homecoming football game, you and your friends decide to go around the school to where all of the rest of the kids hang out at halftime. You walk around the dark school building and see a group of black boys. The kids have been known to get into many fights in the school and to listen to loud and angry rap music. How likely are these individuals to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

11. A 16-year-old white girl who wears black clothing all of the time and has black lipstick on decides to sit at the same table as you while you are eating lunch. She is known to not have many friends and often does not like to talk to anyone. She also has a pierced eyebrow and both of her ears have at least three piercings. She has been known to talk to herself and has been called a Satan worshiper. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

12. A large twelve-year old black girl is coming down the same hall as you and looks angry. This girl has a reputation of being a troublemaker and has been in fights with others. She is wearing a red bandana around her head, a tank top and blue jeans. She often punches her fists in her hands because she is always angry. You know that she has been kicked out of school this year after fighting with one of your friends. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

13. You are sitting quietly against the wall and a 16-year old black male who plays ball at the local high school is coming towards you. He is wearing designer blue jeans and a t-shirt with the sleeves cut out so that you can see tattoos on each of his shoulders. He also has a gold tooth and wears many gold chains. The ball player has been known to pick on younger kids. He also has a mean look on his face. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

14. In your 6th period English class, a profoundly overweight sixteen-year-old white girl is being picked on due to his strong body odor. After a few minutes of being picked on, she says, "If you don't leave me alone, I'll kill everyone in the school." Just then, the bell rings to change classes and go to your final class of the day. After being in your last class for ten minutes, you ask the teacher if you may use the hall pass to go to your gym locker. As you enter the gym, you see the overweight sixteen-year-old white girl that was being picked on in your 6th period class. She is sitting in the gym in a long black trench coat listening to hard rock music and will not speak to anyone. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

15. In your music class, a ten-year-old black boy asks the teacher for the 5th time if he may go to the bathroom. The teacher again says for the student to wait until the lesson for the day is completed before he can go to the bathroom. The black boy gets out of his seat and walks out of the classroom. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

16. Walking home alone from school, a red convertible with five popular black girl athletes pull up beside you and ask you if you want a ride. You know that these black girl athletes are known for picking on younger kids. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

17. In your 5th period class, your teacher assigns the class a group project. Everyone in the class will be paired up with another student in the class by the teacher. The teacher assigns you to work with a fourteen-year-old white boy that wears dark make-up, red, green, and orange hair, has a tongue piercing and wears all black clothing. The student is known for being a loner and has never been seen talking to anyone. The fourteen-year-old white boy turns to you and says, "You better make our project good, or else." How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

18. While waiting in the lunch line, a younger white girl jumps in front of you. You have seen her in the halls before and know that she is either in a class for slow learners or for kids with behavior disorders. You politely tell her to move to the back of the line. She tells you to "Shut up!" and lets another girl get in front of her. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5

19. During a science test, the teacher walks out of the room. You glance over and see a black boy classmate looking at a cheat sheet. The classmate catches you looking at him and gives you mean look. When the teacher re-enters the room, the boy hides the piece of paper. After grading the papers, the teacher reports that the boy you caught cheating received the only 100% in the class. You don't know the boy very well, but you have noticed the he is often very quiet and

keeps to himself in the hallways and in the cafeteria. How likely is this individual to do something aggressive?

Not At All	Possibly	Somewhat Likely	Very Likely	Definitely
1	2	3	4	5