

## **Measures for the assessment of dimensions of violence against women: A compendium**

Compiled by Michael Flood, December 11, 2008. Revised, March 2014.

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## Measures for the assessment of dimensions of violence against women: A compendium

Compiled by Michael Flood, August 2010.

### Introduction

This is a compendium of measures for the assessment of dimensions of violence against women. It also includes measures regarding gender and sexual norms and attitudes. However, it does not cover measures related to child abuse, child sexual abuse, or sexual harassment.

I have included the actual items used where they are available, although I have omitted some particularly lengthy items.

Further, useful compendiums of measures include the following:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Tutty, L., Bradshaw, C., Thurston, W.E., Tunstall, L., Dewar, M.E., Toy-Pries, D., Thomlinson, D., Este, D., Meadows, L., Josephson, W., Dobko, S., Proulx, J., Perrault, S., McDonald, M., and Nixon, K. (2002). *School-based violence prevention programs: A resource manual to prevent violence against girls and young women*. Calgary: AB: RESOLVE Alberta.

Esplen, E., with E. Bell (2007). *Gender and Indicators: Supporting Resources Collection*. Brighton, UK: Institute of Development Studies, University of Sussex.

Moser, A. (2007). *Gender and Indicators: Overview Report*. Brighton, UK: Institute of Development Studies, University of Sussex.

Annie Casey Foundation. (2007). *A Handbook of Data Collection Tools*. Seattle, WA: Organizational Research Services.

Annie Casey Foundation. (2007). *A Guide to Measuring Advocacy and Policy*. Seattle, WA: Organizational Research Services.

I am conscious that community organisations and others may be unable or unwilling to adopt the complex and lengthy measures sometimes used in scholarly research. With this in mind, on the following page I have provided recommendations regarding short, accessible measures which community organisations and other bodies may wish to use to assess violence, attitudes towards violence and towards gender, and egalitarian or respectful relationships. Full details of the recommended measures can be found in the remainder of the collection.

Feedback regarding this compendium is most welcome. This document may be circulated or cited.

Recommended citation:

Flood, M. (2010). Measures for the assessment of dimensions of violence against women. A compendium. Unpublished. Wollongong: University of Wollongong.

## **Short and accessible measures on violence, gender, and respectful relationships: Some recommended measures**

### **Variable: Attitudes towards physical and sexual violence**

There are a wide variety of measures of attitudes towards domestic or family violence, physical and sexual violence by partners or ex-partners, sexual assault, and other forms of interpersonal violence. Many focus on specific forms of violence against women, and some focus on particular dimensions of responses to violence such as attitudes and knowledge, empathy, and willingness to provide support or to intervene. However, several measures provide more general, and relatively short, instruments with which to measure attitudes towards men's violence against women.

Two sub-sections of VicHealth's 2006 *Community Attitudes To Violence Against Women Survey* focus on attitudes towards domestic violence (15 items) and sexual violence (10 items), using a scale of agreement or disagreement. The *Attitudes To Wife Abuse Scale* provides a short (8-item), albeit somewhat dated, scale.

It may be appropriate to use selected items from other scales. For example, one could use the items regarding "Attitudes about Non-Physical Violence" (6 items) and "Attitudes about Physical/Sexual Violence" (5 items) from the *Attitudes About Relationship Violence Questionnaire*. One could use the "Prescribed norms" items from Foshee *et al.*'s investigation of adolescent social norms.

### **Variable: The presence or absence of violence (psychological, physical, and sexual)**

An internationally recognised measure for victimisation is that used in the WHO Multi-country Study on Women's Health and Domestic Violence Against Women. The Conflict Tactics Scale is another, more widely used measure.

### **Variable: Practice of gender equality in relationships**

The Sexual Relationship Power Scale is a valuable measure of gender equality in adults' heterosexual relationships.

### **Variable: Attitudes towards gender roles and relations**

There are various measures of attitudes towards gender roles and relations. However, many originate or are based on scales which are 30 to 50 years old, and they may not reflect shifts and contemporary patterns in gender relations. A relatively recent measure, and one which taps diverse dimensions of attitudes towards gender, is the *Modern Sexism Scale* (13 items). Other short and relatively recent measures of gender stereotyping include those used by Foshee *et al.*, and these are particularly appropriate when conducting research among adolescents.

### **Variables among adolescents / young people**

In relation to behaviour (perpetration and victimisation), Foshee *et al.*'s 18-item scales for perpetration in dating relationships and victimisation in dating relationships are ideal. The scales focus on forms of physical aggression rather than non-physical behaviours such as psychological and emotional abuse, but do include both physical and sexual violence.

In relation to attitudes, one measure is Price and Byers' measure of attitudes towards dating violence, which address male psychological, physical, and sexual dating violence. However, this addresses only violence perpetrated by males. MacGowan (1997) provides a 22-item "Attitudes About Relationship Violence Questionnaire". Foshee *et al.* (2001) examine various social norms among adolescents regarding violence and gender. Lavoie *et al.* (1995) provide the "Attitudes and Knowledge of Dating Violence Questionnaire". Rybarik *et al.* (1995) provide a "Skills for Violence-Free Relationships" scale. (However, I have been unable to find the detail of the last two measures thus far.)

It may be appropriate to use only selected items from these scales. For example, one could use the items regarding “Attitudes about Non-Physical Violence” (6 items) and “Attitudes about Physical/Sexual Violence” (5 items) from MacGowan’s (1997) “Attitudes About Relationship Violence Questionnaire”. One could use the “Prescribed norms” items from Foshee *et al.*’s (2001) investigation of adolescent social norms.

With younger populations, measures focused on dating and relationship violence may be less appropriate. A range of measures of attitudes towards violence in general also are available. These are listed under the heading “Aggression, hitting, and violence in general” below.

## Perpetration and/or victimisation

See pp. 161- of Dahlberg *et al.* for a summary of behaviour-related assessments, including those regarding perpetration and victimisation.

### Conflict Tactics Scale (CTS2 – Revised)

The most common tool for measuring physical aggression in couples.

The Conflict Tactics (CT) Scale was designed to measure the use of reasoning, verbal aggression, and violence within family conflict. Items range from low in coerciveness (such as discussing an issue) to high in aggressiveness (such as hit, kicked, threatened with weapon). In 1996 the CTS was revised to include measures of injury, sexual coercion, and use of negotiation. Additionally wording was revised to increase clarity and more clearly differentiate between minor and severe levels of each scale. The new scale requires a sixth grade reading level and can be used in studying partner violence in high school populations.

The CTS2 is a 78-item scale. See pp. 310- of Straus *et al.* (1996) for the items.

Straus, M.A., S.L. Hamby, S. Boney-McCoy, and D.B. Sugarman. (1996). The revised Conflict Tactics Scale (CTS2) - Development and preliminary psychometric data. *Journal of Family Issues*, 17(3), pp. 283-316.

Straus, M.A., S.L. Hamby, and W.L. Warren. (2003). *The Conflict Tactics Scales handbook*. Los Angeles, CA: Western Psychological Services.

Critiques (among others)

Archer, John. (1999). Assessment of the reliability of the Conflict Tactics Scale: A meta-analytic review. *Journal of Interpersonal Violence*, 14(12), December, pp. 1263-1289.

DeKeseredy, Walter S., and Martin D. Schwartz. (1998). Measuring the extent of woman abuse in intimate heterosexual relationships: A critique of the Conflict Tactics Scales. U.S. Department of Justice Violence Against Women Grants Office Electronic Resources (Refereed Publication) (<http://www.vaw.umn.edu/documents/vawnet/ctscritique/ctscritique.pdf>).

### WHO Multi-country Study on Women's Health and Domestic Violence Against Women

The WHO multi-country study provides useful measures of violence against women by intimate partners or ex-partners or others. See pp. 43-63 of Bloom (2008) for descriptions of its measures of physical and sexual violence, and of injuries, and pp. 13-16 of the WHO (2005) for further details on method. The key items are as follows:

Psychological violence

1. Has he insulted you or made you feel bad about yourself?
2. Has he belittled or humiliated you in front of other people?
3. Has he done things to scare or intimidate you on purpose?
4. Has he threatened to hurt you or someone you care about?

Physical violence

1. Has he slapped you or thrown something at you that could hurt you?
2. Has he pushed or shoved you?
3. Has he hit you with his fist or with something else that could hurt you?
4. Has he kicked you, dragged you or beaten you up?
5. Has he choked or burnt you on purpose?



6. Has he threatened to use or actually used a gun, knife or other weapon against you?

#### Sexual violence

1. Has he physically forced you to have sexual intercourse when you didn't want to?
2. Did you ever have sexual intercourse when you didn't want because you were afraid of what he might do?
3. Has he forced you to do something sexual that you found degrading or humiliating?

World Health Organization (2005). *WHO Multi-country Study on Women's Health and Domestic Violence Against Women: Summary Report of Initial Results on Prevalence, Health Outcomes and Women's Responses*. Geneva, Switzerland: World Health Organization.

#### International Violence against Women Survey (IVAWS)

The *International Violence against Women Survey* also provides useful measures of violence against women by intimate partners or ex-partners or others. See pp. 9-10 of Mouzos and Makkai (2004) for its definitions of violence.

Mouzos, J., and T. Makkai (2004) *Women's Experiences of Male Violence: Findings from the Australian Component of the International Violence against Women Survey (IVAWS)*. Canberra: Australian Institute of Criminology.

#### ABS Personal Safety Survey

The ABS's *Personal Safety Survey* provides detailed measures for the assessment of the extent of violence against women.

ABS (Australian Bureau of Statistics) (2006) *Personal Safety Survey Australia*. Canberra: Australian Bureau of Statistics (Cat. 4906.0).

ABS (Australian Bureau of Statistics) (2006) *Personal Safety Survey: User guide*. Canberra: Australian Bureau of Statistics (Cat. 4906.0.55.003).

### **Dating and relationship violence**

See pp. 161- of Dahlberg *et al.* for a summary of behaviour-related assessments regarding children and young people in particular, including those regarding perpetration and victimisation in dating and relationship contexts.

#### Conflict Tactics Scale

See above.

#### Partner Abuse Scale

- 1 = None of the time
- 2 = Very rarely
- 3 = A little of the time
- 4 = Some of the time
- 5 = A good part of the time
- 6 = Most of the time
- 7 = All of the time

1. \_\_\_\_\_ My partner physically forces me to have sex.

2. \_\_\_ My partner pushes and shoves me around violently.
3. \_\_\_ My partner hits and punches my arms and body.
4. \_\_\_ My partner threatens me with a weapon.
5. \_\_\_ My partner beats me so hard I must seek medical help.
6. \_\_\_ My partner slaps me around my face and head.
7. \_\_\_ My partner beats me when he or she drinks.
8. \_\_\_ My partner makes me afraid for my life.
9. \_\_\_ My partner physically throws me around the room.
10. \_\_\_ My partner hits and punches my face and head.
11. \_\_\_ My partner beats me in the face so badly that I am ashamed to be seen in public.
12. \_\_\_ My partner acts like he or she would like to kill me.
13. \_\_\_ My partner threatens to cut or stab me with a knife or other sharp object.
14. \_\_\_ My partner tries to choke or strangle me.
15. \_\_\_ My partner knocks me down and then kicks or stomps me.
16. \_\_\_ My partner twists my fingers, arms, or legs.
17. \_\_\_ My partner throws dangerous objects at me.
18. \_\_\_ My partner bites or scratches me so badly that I bleed or have bruises.
19. \_\_\_ My partner violently pinches or twists my skin.
20. \_\_\_ My partner badly hurts me while we are having sex.
21. \_\_\_ My partner injures my breasts or genitals.
22. \_\_\_ My partner tries to suffocate me with pillows, towels, or other objects.
23. \_\_\_ My partner pokes or jabs me with pointed objects.
24. \_\_\_ My partner has broken one or more of my bones.
25. \_\_\_ My partner kicks my face and head.

- 1 = Never  
 2 = Very rarely  
 3 = A little of the time  
 4 = Some of the time  
 5 = A good part of the time  
 6 = Very frequently  
 7 = All of the time

1. \_\_\_ I physically force my partner to have sex.
2. \_\_\_ I push and shove my partner around violently.
3. \_\_\_ I hit and punch my partner's arms and body.
4. \_\_\_ I threaten my partner with a weapon.
5. \_\_\_ I beat my partner so hard he or she must seek medical help.
6. \_\_\_ I slap my partner around his or her face and head.
7. \_\_\_ I beat my partner when I'm drinking.
8. \_\_\_ I make my partner afraid for his or her life.
9. \_\_\_ I physically throw my partner around the room.
10. \_\_\_ I hit and punch my partner's face and head.
11. \_\_\_ I beat my partner in the face so that he or she is ashamed to be seen in public.
12. \_\_\_ I act like I would like to kill my partner.
13. \_\_\_ I threaten to cut or stab my partner with a knife or other sharp object.
14. \_\_\_ I try to choke or strangle my partner.
15. \_\_\_ I knock my partner down and then kick or stomp him or her.
16. \_\_\_ I twist my partner's fingers, arms or legs.
17. \_\_\_ I throw dangerous objects at my partner.
18. \_\_\_ I bite or scratch my partner so badly that he or she bleeds or has bruises.
19. \_\_\_ I violently pinch or twist my partner's skin.
20. \_\_\_ I hurt my partner while we are having sex.

21. \_\_\_\_ I injure my partner's breasts or genitals.
22. \_\_\_\_ I try to suffocate my partner with pillows, towels, or other objects.
23. \_\_\_\_ I poke or jab my partner with pointed objects.
24. \_\_\_\_ I have broken one or more of my partner's bones.
25. \_\_\_\_ I kick my partner's face and head.

Corcoran, K., & Fischer, J. (2000). *Measures for clinical practice: A sourcebook* (Vol. 1). New York, NY: The Free Press.

#### The Dominance Scale

This scale explores three forms of dominant behavior which may be found in dating relationships: authority, restrictiveness, and disparagement. Previous results indicate that the restrictiveness subscale is most closely related to partner violence.

Hamby, S.L. (1996). The Dominance Scale: Preliminary psychometric properties. *Violence and Victims*, 11, 199-212.

#### Victimization in Dating Relationships

For the full scale, see pp. 200-201 of Dahlberg *et al.* 2005.

Foshee, V., F. Linder, K.E. Bauman *et al.* (1996). The Safe Dates Project: Theoretical Basis, Evaluation Design, and Selected Baseline Findings. *American Journal of Preventive Medicine*, 12, pp. 39-47.

#### Perpetration in Dating Relationships

For the full scale, see pp. 202-203 of Dahlberg *et al.* 2005.

Foshee, V., F. Linder, K.E. Bauman *et al.* (1996). The Safe Dates Project: Theoretical Basis, Evaluation Design, and Selected Baseline Findings. *American Journal of Preventive Medicine*, 12, pp. 39-47.

#### Conflict in Adolescent Dating Relationships

Wolfe, D. A., K. Scott, D. Reitzel-Jaffe, C. Wekerle, C. Grasley, and A. L. Straatman. (2001). Development and validation of the Conflict in Adolescent Dating Relationships Inventory. *Psychological Assessment*, 13(2), June, 277-293.

#### Propensity for Abusiveness Scale

Clift, R.J.W., L.A. Thomas, and D.G. Dutton. (2005). Two-Year Reliability of the Propensity for Abusiveness Scale. *Journal of Family Violence*, 20(4): 231-234.

Dutton, D.G., M.A. Landolt, A. Starzomski, and M. Bodnarchuk. (2001). Validation of the Propensity for Abusiveness Scale in Diverse Male Populations. *Journal of Family Violence*, V16(1): 59-73.

#### International Men and Gender Equality Survey (IMAGES)

The International Men and Gender Equality Survey (IMAGES) is a comprehensive household questionnaire on men's attitudes and practices – along with women's opinions and reports of men's practices – on a wide variety of topics related to gender equality.

Topics include: gender-based violence; health and health-related practices; household division of labor; men's participation in caregiving and as fathers; men's and women's attitudes about gender and gender-related policies; transactional sex; men's reports of criminal behavior; and quality of life.

Information on IMAGES can be found here - <http://www.icrw.org/publications/international-men-and-gender-equality-survey-images>

The survey instrument for men –

[http://www.endvawnow.org/uploads/browser/files/IMAGES\\_Men\\_Question\\_Promundo\\_en.pdf](http://www.endvawnow.org/uploads/browser/files/IMAGES_Men_Question_Promundo_en.pdf)

The survey instrument for women -

[http://www.endvawnow.org/uploads/browser/files/IMAGES\\_Women\\_Question\\_Promundo\\_en.pdf](http://www.endvawnow.org/uploads/browser/files/IMAGES_Women_Question_Promundo_en.pdf)

## **Sexual violence**

### Sexual Experiences Survey

The Sexual Experiences Survey (SES) is a widely used 14-item instrument used to measure degrees of sexual victimization. Questions are used to assess whether/if victimization occurred as a result of coercion, threats, drugs, authority, or use of force. One example is “Have you ever had sexual intercourse when you didn't want to because a man gave you alcohol or drugs?”

Koss, M.P., and C.A. Gidycz. (1985). Sexual Experiences Survey: Reliability and validity. *Journal of Consulting and Clinical Psychology*, 55, 162-170.

Koss, M.P., and C.J. Oros. (1982). Sexual Experiences Survey: A research instrument investigating sexual aggression and victimization. *Journal of Consulting and Clinical Psychology*, 50, 455-457.

Testa, Maria, Carol VanZile-Tamsen, Jennifer A. Livingston, and Mary P. Koss. (2004). Assessing Women's Experiences Of Sexual Aggression Using The Sexual Experiences Survey: Evidence For Validity And Implications For Research. *Psychology of Women Quarterly*, September, 28(3).

### Severity of Violence Against Women Scale

Marshall, L. L. (1992). Development of the Severity of Violence Against Women Scales. *Journal of Family Violence*, 7, 103-121.

### Attraction to Sexual Aggression / Likelihood to Rape / Rape Proclivity Scales

Malamuth, N. (1998). The revised Attraction to Sexual Aggression scale. In C. M. Davis, W. H. Yarber, R. Bauserman, G. Schreer, & S. L. Davis (Eds.) *Sexuality-related measures: A compendium*. (pp. 52-55). Beverly Hills: Sage.

Also;

Malamuth, N. (1989). The Attraction to Sexual Aggression scale: Part I. *Journal of Sex Research*, 26, 26-49.

Malamuth, N. (1989) The Attraction to Sexual Aggression Scale: Part II. *Journal of Sex Research*, 26, 324-354.

Malamuth, Neil. (1981). Rape Proclivity Among Males. *Journal of Social Issues*, 37(4), pp. 138-157.

### Coercive Sexuality Scale

Rapaport, K.R., and B.R. Burkhart. (1984). Personality and attitudinal characteristics of sexually coercive college males. *Journal of Abnormal Psychology*, 93, 216-221.

#### College Date Rape Attitude and Behavior Survey

The College Date Rape Attitude and Behavior Survey (CDRABS) was based on a literature review that focused on risk factors for date rape. The questionnaire measures attitudes related to date rape among college students, and behaviors that may affect the date rape risk. Internal consistency was high for attitudes and moderate for behaviors. The questionnaire has been used to evaluate a college date rape prevention program.

Lanier, C.A., and M.N. Elliot. (1997). A new instrument for the evaluation of a date rape prevention program. *Journal of College Student Development*, 38, 673-676.

#### Texas Rape Scale

The Texas Rape Scale (TRS) consists of 96 statements (including the 10-item Texas Rape Intensity Scale) designed to measure sexual aggression, rape rationalization, and attitudes towards punishment for rape. Also included is a 15-item knowledge test, and 16 background or demographic questions.

Young, R.K., & Thiessen, D. (1992). The Texas Rape Scale. *Ethology & Sociobiology*, 13, 19-33.

#### Inventory of Sexual Pressure Dynamics

The Inventory of Sexual Pressure Dynamics (ISPD) is a 21 item questionnaire which assesses the use of verbal statements (promises, insincere statements of affection); persistent physical attempts (continuous body contacts, roving hands); threats of force (threatened bodily injury); and use of force (hitting or twisting arms) in premarital sexual interactions. Participants were asked if they had been pressured into the behavior listed above.

Christopher, F. S. (1988). An Initial Investigation Into a Continuum of Premarital Sexual Pressure. *Journal of Sex Research*, 25 (2), 255-266.

### **Non-violent and respectful relationships**

Note: Also see the measures above.

#### General discussion

Moore, K.A., Bronte-Tinkew, J., Jekielek, S., Ryan, S., Guzman, L., Redd, Z., & Carrano, J. (2003, November). Healthy marriages and healthy relationships: Conceptualization and measurement. Paper presented at the NIH/NICHHD Counting Couples II: Measurement Issues in Family Demography Conference, Bethesda, MD.

Moore, K.A., Bronte-Tinkew, J., Jekielek, S., Guzman, L., Ryan, S., Redd, Z., Carrano, J., & Matthews, G. (2006). Developing measures of healthy marriages and relationships. In S. Hofferth (Ed.), *Measurement issues in family research* (pp.101-121). New York: Lawrence Erlbaum Associates.

#### Sexual Relationship Power Scale

The Sexual Relationship Power Scale (SRPS) was developed by Pulerwitz, Gortmaker, and DeJong to measure power in sexual relationships and to investigate the role of relationship power

in sexual decisionmaking and HIV risk. The SRPS contains two subscales that address two conceptual dimensions of relationship power: Relationship Control and Decisionmaking Dominance. Among others, the scale includes questions about control over decisionmaking, commitment to the relationship, condom negotiation ability, and freedom of action within the relationship. Most items use a four-point Likert scale, ranging from “strongly agree” to “strongly disagree.”

#### Methodology/validity

Six focus groups with women were conducted to generate items for the scale. Both Spanish and English versions of the scale were developed. The SRPS was administered to a census of women (n = 388) at a community health clinic in the United States. All respondents had a primary male partner, the majority were Latina and African-American, and their mean age was 27 years old. Factor analyses were conducted to determine the subscales. The SRPS possesses good internal reliability (coefficient alpha = .84 for English version, .88 for Spanish version) and predictive and construct validity. The two subscales are sufficiently reliable to use independently or in conjunction with one another. Women who reported low levels of relationship power were more likely to report experiences of partner violence and less likely to report consistent condom use.

[Source:

[http://www.popcouncil.org/Horizons/ORToolkit/AIDSQuest/summaries/sspulerwitz\\_tk.html](http://www.popcouncil.org/Horizons/ORToolkit/AIDSQuest/summaries/sspulerwitz_tk.html)]

#### Relationship Control Factor/Subscale

Each of the following items was scored on a 4-point Likert scale, where 1  Strongly Agree, 2  Agree, 3  Disagree, and 4  Strongly Disagree.

1. If I asked my partner to use a condom, he would get violent.\*\*
2. If I asked my partner to use a condom, he would get angry.\*\*
3. Most of the time, we do what my partner wants to do.
4. My partner won't let me wear certain things.
5. When my partner and I are together, I'm pretty quiet.
6. My partner has more say than I do about important decisions that affect us.
7. My partner tells me who I can spend time with.
8. If I asked my partner to use a condom, he would think I'm having sex with other people.\*\*
9. I feel trapped or stuck in our relationship.
10. My partner does what he wants, even if I do not want him to.
11. I am more committed to our relationship than my partner is.
12. When my partner and I disagree, he gets his way most of the time.
13. My partner gets more out of our relationship than I do.
14. My partner always wants to know where I am.
15. My partner might be having sex with someone else.

#### Decision-Making Dominance Factor/Subscale

Each of the following items was scored in the following manner: 1  Your Partner, 2  Both of You Equally, and 3  You.

16. Who usually has more say about whose friends to go out with?
17. Who usually has more say about whether you have sex?
18. Who usually has more say about what you do together?
19. Who usually has more say about how often you see one another?
20. Who usually has more say about when you talk about serious things?
21. In general, who do you think has more power in your relationship?
22. Who usually has more say about whether you use condoms?\*\*\*
23. Who usually has more say about what types of sexual acts you do?

Items marked \*\* concern condom use and can be eliminated if this is not a focus. (See Pulerwitz *et al.* (2000) for more detail regarding scoring etc.)

Pulerwitz, J., Gortmaker, S., & DeJong, W. (2000). Measuring Sexual Relationship Power in HIV/STD Research. *Sex Roles*, 42(7), 637-660.

Egalitarian relationships (Harrison *et al.* 2006)

Violence in Sexual Relationships—Women

1. If my partner came to my home and I was not there, I would be in trouble
2. I have sometimes had sex with my partner when I did not want to
3. If he felt that I was with someone else, my partner would beat me
4. My partner sometimes ends up forcing me to do something I don't want to do
5. My partner would beat me if I went somewhere without telling him
6. My partner sometimes gets angry in such a way that he hits me

Violence in Sexual Relationships—Men

1. If I went to my partner's home and she was not there, she would be in trouble
2. My partner has sometimes had sex with me when she did not want to
3. If I felt that my partner was with someone else, I would beat her
4. I sometimes end up forcing my partner to do something she doesn't want to do
5. I would beat my partner if she went somewhere without telling me
6. I sometimes get angry in such a way that I hit my partner

Power

1. We come to agreements together about what we want to do
2. Both partners have a right to a say in making decisions in a relationship
3. It is a good thing that women now have more rights than ever before
4. No one partner should have more power than the other in a relationship

Egalitarian Sex Roles (Sexual Scripts)

1. I wish we both initiated sex equally
2. A girlfriend should tell her boyfriend what she likes and doesn't like
3. We are both free to say if we don't want sex
4. It is very important that a woman be as happy as a man in a relationship

Male Dominant Sex Roles

1. Men cannot live with just one girlfriend
2. Only a bad girl shows that she likes sex a lot
3. If a girl initiates sex it is because she has other boyfriends
4. A woman who wants to have sex is failing to control herself
5. Boys usually leave a girl if she falls pregnant
6. It is important for a girl to "prove her virginity" by having sex with her boyfriend
7. If a boy tells a girl today that he loves her, she doesn't wait very long to tell him that she loves him too
8. If a woman refuses sex she usually doesn't mean it
9. It's a woman's job to bring up condom use before sex

### Meaning in Relationships—Mutuality

1. It is most important for us to take time to talk about our problems and discuss our relationship
2. I'm planning good things with my partner
3. I am very much in love with my partner
4. We are taking care of each other well
5. In our relationship there is respect and enjoyment

### Hyper-Romanticism

1. If I did not have a partner at all, I would not feel like a real person
2. I need someone who is going to love me
3. I cannot live without my partner for even 1 day
4. I don't think a person can survive without having someone to love
5. I would die for my love
6. I put all my hopes in my boyfriend/girlfriend

Harrison, A., O'Sullivan, L., Hoffman, S., Dolezal, C., & Morrell, R. (2006). Gender Role and Relationship Norms among Young Adults in South Africa: Measuring the Context of Masculinity and HIV Risk. *Journal of Urban Health*, 83(4), 709-722.

### General violence

See the measures compiled on pp. 162- of:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### General Aggression

Buss, A. H., & Perry, M. (1992). The aggression questionnaire. *Journal of Personality and Social Psychology*, 63, 452-459.

### Attitudes to physical violence (and excluding sexual violence)

See the measures compiled here:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

And here:

Tutty, L., Bradshaw, C., Thurston, W.E., Tunstall, L., Dewar, M.E., Toy-Pries, D., Thomlinson, D., Este, D., Meadows, L., Josephson, W., Dobko, S., Proulx, J., Perrault, S., McDonald, M., and Nixon, K. (2002). *School-based*



*violence prevention programs: A resource manual to prevent violence against girls and young women.* Calgary: AB: RESOLVE Alberta.

## **Domestic violence, family violence, couple violence, dating violence**

### Attitudes towards Dating Violence

#### The Attitudes Towards Male Psychological Dating Violence Scale

A guy should not insult his girlfriend.\*  
 A guy should not tell his girlfriend what to do.\*  
 A girl should ask her boyfriend first before going out with her friends.  
 Relationships always work best when girls please their boyfriends.  
 There is never a reason for a guy to threaten his girlfriend.\*  
 Sometimes guys just can't help but swear at their girlfriends.  
 A girl should always change her ways to please her boyfriend.  
 A girl should always do what her boyfriend tells her to do.  
 A guy does not need to know his girlfriend's every move.\*  
 There is never a good enough reason for a guy to swear at his girlfriend.\*  
 It is understandable when a guy gets to angry that he yells at his girlfriend.  
 It is O.K. for a guy to bad mouth his girlfriend.  
 There is never a reason for a guy to yell and scream at his girlfriend.\*  
 A girl should not see her friends if it bothers her boyfriend.  
 It is important for a girl to always dress the way her boyfriend wants.

#### The Attitudes Towards Male Physical Dating Violence Scale

A girl should break up with a guy when he hits her.\*  
 Some girls deserve to be slapped by their boyfriends.  
 It is never O.K. for a guy to hit his girlfriend.\*  
 Sometimes guys just cannot stop themselves from punching girlfriends.  
 There is no good reason for a guy to push his girlfriend.\*  
 Sometimes a guy cannot help hitting his girlfriend when she makes him angry.  
 There is no good reason for a guy to slap his girlfriend.\*  
 Sometimes jealousy makes a guy so crazy that he must slap his girlfriend.  
 Girls who cheat on their boyfriends should be slapped.  
 Sometimes love makes a guy so crazy that he hits his girlfriend.  
 A guy usually does not slap his girlfriend unless she deserves it.  
 It is O.K. for a guy to slap his girlfriend if she deserves it.

#### The Attitudes Towards Male Sexual Dating Violence Scale.

When a guy pays on a date, it is O.K. for him to pressure his girlfriend for sex.  
 Guys do not own their girlfriends' bodies.\*  
 When guys get really sexually excited, they cannot stop themselves from having sex.  
 Guys should never get their girlfriends drunk to get them to have sex.\*  
 A guy should not touch his girlfriend unless she wants to be touched.\*  
 It is alrights for a guy to force his girlfriend to kiss him.  
 Often guys have to be rough with their girlfriends to turn them on.  
 To prove her love, it is important for a girl to have sex with her boyfriend.  
 A girl who goes into a guy's bedroom is agreeing to sex.  
 It is no big deal to pressure a girl into having sex.  
 It is alright to pressure a girl to have sex if she has had sex in the past.  
 After a couple is going steady, -the guy should not force his girlfriend to have sex.\*

\*Reversed items.

Price, E. L., Byers, E. S., and the Dating Violence Research Team (1999). The Attitudes Towards Dating Violence Scales: Development and initial validation. *Journal of Family Violence*, 14(4), 351-375.

VicHealth's 2006 Victorian Community Attitudes To Violence Against Women (VCAS) Survey

This survey, carried out in 2006 in the state of Victoria (Australia), includes a range of measures assessing people's definitions of domestic violence and other forms of violence, their perceptions of personal vulnerability, and various dimensions of their attitudes towards and understandings of violence. The following are the measures focused on general attitudes towards domestic violence and towards sexual violence, drawn from sections DV6 and SV3 respectively, and using scales of agreement or disagreement.

Please note that VicHealth now has carried out a further survey in 2009, this time a national Australian survey. It uses many of the same measures as those below.

*Domestic violence*

Domestic violence is a criminal offence  
 Most people who experience domestic violence are reluctant to go to the police  
 Most people turn a blind eye to, or ignore domestic violence  
 It's hard to understand why women stay in violent relationships  
 Domestic violence is more likely to occur in migrant families  
 Domestic violence is a private matter to be handled in the family  
 Domestic violence rarely happens in wealthy neighbourhoods  
 Police now respond more quickly to domestic violence calls than they did in the past  
 Domestic violence can be excused if it results from people getting so angry that they temporarily lose control  
 Domestic violence can be excused if THE VICTIM is heavily affected by alcohol  
 Domestic violence can be excused if THE OFFENDER is heavily affected by alcohol  
 Most women could leave a violent relationship if they really wanted to  
 In domestic situations where one partner is physically violent towards the other it is entirely reasonable for the violent person to be made to leave the family home  
 Domestic violence can be excused if, afterwards, the violent person genuinely regrets what they have done  
 Women going through custody battles often make up or exaggerate claims of domestic violence in order to improve their case

*Sexual violence*

The legal system treats rape and sexual assault victims badly  
 Women are more likely to be raped by someone they know than by a stranger  
 Women rarely make false claims of being raped  
 Women often say 'no' when they mean 'yes'  
 Women who are sexually harassed should sort it out themselves rather than report it  
 Women who are raped often ask for it  
 Rape results from men not being able to control their need for sex  
 A woman cannot be raped by someone she is in a sexual relationship with  
 Sexual assault can be excused if the VICTIM is heavily affected by alcohol  
 Sexual assault can be excused if the OFFENDER is heavily affected by alcohol

VicHealth's 2009 National Community Attitudes To Violence Against Women (NCAS) Survey

Note that the following is an excerpt only from the items in the NCAS Survey.

MODULE 1: VIOLENCE GENERALLY AND VIOLENCE AGAINST WOMEN

VAW3 I'd like to start with a question about your own personal safety. In your everyday life what is the main form of violence you personally are most worried about? (PROBE: What else? Anything else?)

VAW4 Thinking about violence against women in particular, do you agree or disagree that violence against women is a serious issue for our community?

VAW6 And do you agree or disagree that violence against women is common in our community?

MODULE 2: DOMESTIC VIOLENCE

DV2 Now thinking about domestic violence. I'd like you to tell me whether or not you regard the following sorts of behaviour as domestic violence and how serious you think they are?

DV2a If one partner in a domestic relationship slaps or pushes the other partner to cause harm or fear, is this a form of domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).

1. Yes, always
2. Yes, usually
3. Yes, sometimes
4. No
5. (Don't Know)
6. (Refused)

DV2b And how serious is this, would you say very, quite, not that serious or not at all?

(PROMPT IF REQUIRED: Do you regard one partner in a domestic relationship slapping or pushing the other partner to cause harm or fear to be .... (READ OUT)

1. Very serious
2. Quite serious
3. Not that serious, or
4. Not at all serious
5. (Don't Know)
6. (Refused)

DV2c If one partner in a domestic relationship forces the other partner to have sex, is this a form of domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).

DV2d And how serious is this, would you say very, quite, not that serious or not at all?

DV2e If one partner in a domestic relationship throws or smashes objects near the other partner to frighten or threaten them, is this a form of domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).

- DV2f And how serious is this, would you say very, quite, not that serious or not at all?
- DV2g If one partner in a domestic relationship tries to scare or control the other partner by threatening to hurt other family members, is this a form of domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).
- DV2h And how serious is this, would you say very, quite, not that serious or not at all?
- DV2i If one partner in a domestic relationship yells abuse at the other partner is this a form of domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).
- DV2j And how serious is this, would you say very, quite, not that serious or not at all?
- DV2k If one partner in a domestic relationship controls the social life of the other partner by preventing them from seeing family and friends, is this a form of domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).
- DV2l And how serious is this, would you say very, quite, not that serious or not at all?
- DV2m If one partner in a domestic relationship repeatedly criticises the other one to make them feel bad or useless, is this a form of domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).
- DV2n And how serious is this, would you say very, quite, not that serious or not at all?
- DV2o If one partner in a domestic relationship tries to control the other partner by denying them money, is this domestic violence? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).
- DV2p And how serious is this, would you say very, quite, not that serious or not at all?
- DV4 Do you think that it is mainly men, mainly women or both men and women that COMMIT ACTS of domestic violence? (IF BOTH PROBE TO CLARIFY: Mainly men, mainly women or both equally).
1. Mainly men
  2. Both – but men more often
  3. Both - equally
  4. Both – but women more often
  5. Mainly women
  6. (Don't Know / Can't Say)
  7. (Refused)
- DV4c Do you think that men or women would be more likely to suffer PHYSICAL HARM as a result of domestic violence?
1. Men
  2. (Equal)
  3. Women
  4. (Don't know)
  5. (Refused)

DV4a Thinking about both female and male victims of domestic violence, would you say the LEVEL OF FEAR experienced is worse for males, worse for females or equally bad for both? (PROBE TO CLARIFY: A BIT WORSE OR MUCH WORSE)

1. Much worse for males
2. A bit worse for males
3. Equally bad for both males and females
4. A bit worse for females
5. Much worse for females
6. (Don't know)
7. (Refused)

DV6 I am going to read out some statements about domestic violence. For each one please tell me whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree. There are no right or wrong answers.

(STATEMENTS – BLOCK A)

- a) Domestic violence is a criminal offence
- b) Most people who experience domestic violence are reluctant to go to the police
- c) Most people turn a blind eye to, or ignore domestic violence
- d) It's hard to understand why women stay in violent relationships
- e) Domestic violence is more likely to occur in migrant families
- f) Domestic violence is a private matter to be handled in the family
- g) Police now respond more quickly to domestic violence calls than they did in the past
- h) Women with INTELLECTUAL disabilities are more likely to experience domestic violence than other women
- i) Women with PHYSICAL disabilities are more likely to experience domestic violence than other women

(STATEMENTS – BLOCK B)

- j) Domestic violence can be excused if it results from people getting so angry that they temporarily lose control
- k) Domestic violence can be excused if THE VICTIM is heavily affected by alcohol
- l) Domestic violence can be excused if THE OFFENDER is heavily affected by alcohol
- m) Most women could leave a violent relationship if they really wanted to
- n) In domestic situations where one partner is physically violent towards the other it is entirely reasonable for the violent person to be made to leave the family home
- o) Domestic violence can be excused if, afterwards, the violent person genuinely regrets what they have done
- p) Women going through custody battles often make up or exaggerate claims of domestic violence in order to improve their case
- q) It's a woman's duty to stay in a violent relationship in order to keep the family together

DV7 Now, do you agree or disagree that a man would be justified in using physical force against his wife, partner or girlfriend if she ... (PROBE: Strongly agree / disagree or somewhat agree / disagree).

(STATEMENTS)

- a) Argues with or refuses to obey him
- b) Doesn't keep up with the domestic chores
- c) Keeps nagging him

- d) Refuses to having sex with him
- e) Admits to having sex with another man
- f) She makes him look stupid or insults him in front of his friends
- g) She does something to make him angry
- h) She ends or tries to end the relationship

(RESPONSE FRAME)

- 1. Strongly agree
- 2. Somewhat agree
- 3. (Neither agree or disagree)
- 4. Somewhat disagree
- 5. Strongly disagree
- 6. (Don't Know)
- 7. (Refused)

DV8 Are there any (other) circumstances you can think of in which it might be acceptable for a man to use physical force against his wife, partner or girlfriend? (MULTIPLE RESPONSE)

- 1. To protect the children
- 2. To protect himself
- 3. Other (Specify)
- 4. None/ Can't think of any
- 5. Don't Know
- 6. Refused

DV9 Thinking about ex-partners now. Do you agree or disagree that a man would be justified in using physical force against his ex-partner in the following circumstances. (PROBE: Strongly agree / disagree or somewhat agree / disagree).

(STATEMENTS)

- a) If she refuses to return to the relationship
- b) In order to get access to his children
- c) If she tries to turn the children against him
- d) If he thinks she is unreasonable about property settlement and financial issues
- e) If she commences a new relationship

(RESPONSE FRAME)

- 1. Strongly agree
- 2. Somewhat agree
- 3. (Neither agree or disagree)
- 4. Somewhat disagree
- 5. Strongly disagree
- 6. (Don't Know)
- 7. (Refused)

DV10a How likely do you think you would be to intervene IN ANY WAY AT ALL if a woman that didn't know was being physically assaulted by her partner in public? The options are very likely, somewhat likely, somewhat unlikely or very unlikely.

1. Very likely
2. Somewhat likely
3. Somewhat unlikely
4. Very unlikely
5. (Don't Know)
6. (Refused)

DV10b How likely do you think you would be to intervene IN ANY WAY AT ALL if a neighbour, that you didn't know all that well, was being physically assaulted by her partner? The options are very likely, somewhat likely, somewhat unlikely or very unlikely.

1. Very likely
2. Somewhat likely
3. Somewhat unlikely
4. Very unlikely
5. (Don't Know)
6. (Refused)

DV10c If you became aware that a family member or close friend of yours was currently a victim of domestic violence, how likely would you be to intervene IN ANY WAY AT ALL. Again the options are very likely, somewhat likely, somewhat unlikely or very unlikely.

1. Very likely (GO TO DV11)
2. Somewhat likely (GO TO DV11)
3. Somewhat unlikely
4. Very unlikely
5. (Don't Know) (GO TO DV12)
6. (Refused) (GO TO DV12)

\*(UNLIKELY TO INTERVENE)

DV10d What are your main reasons for feeling that you would be unlikely to intervene? PROBE FOR A COMPLETE RESPONSE)

1. Response given (Specify) (GO TO DV12)
2. Don't Know (GO TO DV12)
3. Refused (GO TO DV12)

\*(LIKELY TO INTERVENE)

DV11 In what way would you intervene if a family member or close friend was currently a victim of domestic violence?

1. Response given (Specify)
2. Don't Know
3. Refused

DV13 Thinking about the last ten years, would you say the proportion of people willing to talk about having been victims of ADULT domestic violence has increased, decreased or stayed the same?

(PROBE: Is that a lot or a little?)

1. Increased a lot
2. Increased a little
3. The same
4. Decreased a little
5. Decreased a lot
6. Don't Know / Can't Say
7. Refused

DV15 Do you agree or disagree that if you needed to get outside advice or support for someone about a domestic violence issue you would know where to go? (PROBE: Strongly agree / disagree or somewhat agree / disagree).

1. Strongly agree
2. Somewhat agree
3. (Neither agree or disagree)
4. Somewhat disagree
5. Strongly disagree
6. (Don't Know)
7. (Refused)

### MODULE 3: SEXUAL VIOLENCE & HARASSMENT

SV1a Now thinking generally about violence against women, not just domestic violence.

Do you regard stalking to be a form of violence against women. By stalking I mean being repeatedly followed or watched at home or work? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).

1. Yes, always
2. Yes, usually
3. Yes, sometimes
4. No
5. (Don't Know)
6. (Refused)

SV1b And how serious is this, would you say very, quite, not that serious or not at all?

(PROMPT IF REQUIRED: Do you regard stalking to be .... READ OUT)

1. Very serious
2. Quite serious
3. Not that serious, or
4. Not at all serious
5. (Don't Know)
6. (Refused)



SV2a Do you regard harassment via repeated phone calls to be a form of violence against women? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).

SV2b And how serious is this, would you say very, quite, not that serious or not at all?

SV2c Do you regard harassment via repeated emails, text messages and the like to be a form of violence against women? (IF YES, PROBE: Would you say that is always the case, usually the case, or just sometimes).

SV2d And how serious is this, would you say very, quite, not that serious or not at all?

SV3 I'm now going to read out some statements about sexual assault and harassment. For each one, please tell me whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree. There are no right or wrong answers.

(STATEMENTS – BLOCK A)

- a) Women are more likely to be raped by someone they know than by a stranger
- b) Women rarely make false claims of being raped
- c) Women often say 'no' when they mean 'yes'
- d) Women who are sexually harassed should sort it out themselves rather than report it
- e) Women with INTELLECTUAL disabilities are less likely to be harmed by rape or sexual assault than other women
- f) Women with PHYSICAL disabilities are less likely to be harmed by rape or sexual assault than other women

(STATEMENTS – BLOCK B)

- g) Women who are raped often ask for it
- h) Rape results from men not being able to control their need for sex
- i) A woman cannot be raped by someone she is in a sexual relationship with
- j) A man is less responsible for rape if he is drunk or affected by drugs at the time
- k) If a woman is raped while she is drunk or affected by drugs she is at least partly responsible
- l) Women who are raped by their male partner, husband or boyfriend should report it to the police

(RESPONSE FRAME)

- 1. Strongly agree
- 2. Somewhat agree
- 3. (Neither agree nor disagree)
- 4. Somewhat disagree
- 5. Strongly disagree
- 6. (Don't Know / Can't Say)
- 7. (Refused)

Attitudes About Relationship Violence Questionnaire

This 22-item questionnaire is a composite measure developed to assess changes in knowledge, attitudes, and methods of dealing with relationship violence.

### A. Knowledge about Relationship Violence

1. Parents who were abused as children are more likely to abuse their own children.
2. Victims of abusive relationships may be male or female.
3. Poor people are more abusive in relationships than other groups.
4. Abusive behavior between dating partners usually ends when they get married.
5. Popular and successful people are not as likely to abuse their own children.
6. A dating partner who always wants to be in charge and make all the decisions might become abusive.
7. If you make up after being abused, it won't happen again.

### B. Attitudes about Relationship Violence

8. Slamming a locker door or driving recklessly in a car to scare someone is abusive.
9. If the person you are going out with acts jealous, it shows true love.
10. It is abusive to yell at someone even if you don't hit them.
11. True love is when you are willing to give up everything for the other person.
12. Love is when two people are so crazy about each other that they can't stand to be apart.
13. It is possible to be angry or even argue with your dating partner without being abusive.
14. Dating violence only includes physical abuse.

#### ii. Attitudes about Physical/Sexual Violence

15. It's O.K. for a boy to force a girl to have sex with him if she has flirted with him or led him on.
16. Some people enjoy being hit in a relationship, that's why they put up with it.
17. A person is not responsible for what they do when they are drunk or high.
18. Most physical violence in dating occurs because a partner asked for it.
19. If you did something wrong, it is your fault if you get hit.

#### Attitudes about Dealing with Violence in Relationships

20. When you are upset, it is best to tell the other person how you feel.
21. If you believe you are being abused, or you are abusing someone else, you should talk to an adult who you think will help you.
22. The first step in ending an abusive relationship is to tell yourself that you're going to make a change.

MacGowan, M.J. (1997). An evaluation of a dating violence prevention program for middle school students. *Violence and Victims*, 12, 223-236.

#### Adolescent social norms regarding violence and gender

##### Perceived negative sanctions

If I hit a dating partner he/she would break up with me.  
 Bad things happen to people who are violent to their dating  
 If I hit a dating partner I would be arrested.

##### Prescribed norms

It is OK for a boy to hit his girlfriend if she did something to make him mad.  
 It is OK for a boy to hit his girlfriend if she insulted him in front

Girls sometimes deserve to be hit by the boys they date.  
 A girl who makes her boyfriend jealous on purpose, deserves to be hit.  
 Boys sometimes deserve to be hit by the girls they date.  
 Sometimes boys have to hit their girlfriends to get them back under control.  
 It is OK for a boy to hit a girl if she hit him first.  
 It is OK for a girl to hit a boy if he hit her first.

#### Perceived prevalence

Most boys hit their girlfriends.  
 Most husbands hit their wives.  
 Most girls hit their boyfriends.

#### Gender stereotyping

Most women can't be trusted.  
 In a dating relationship the boy should be smarter than the girl.  
 Girls are always trying to manipulate boys.  
 In a dating relationship, the boy and girl should have about equal power.  
 Swearing is worse for a girl than for a boy.  
 On a date, the boy should be expected to pay all expenses.  
 In general, the father should have greater authority than the mother in making family decisions.  
 It is all right for a girl to ask a boy out on a date.  
 It is more important for boys than girls to do well in school.  
 If both husband and wife have jobs, the husband should do a share of the house-work such as washing dishes and doing the laundry.  
 Girls should have the same freedom as boys.

Foshee VA, Linder F, MacDougall JE, Bangdiwala S. (2001). Gender differences in the longitudinal predictors of adolescent dating violence. *Preventive Medicine*, 32(2): 128-41.

#### Acceptance of Couple Violence

This scale measures acceptance of couple violence. It has three subscales: male on female violence; female on male violence; and acceptance of general dating violence.

1. A boy angry enough to hit his girlfriend must love her very much.
2. Violence between dating partners can improve the relationship.
3. Girls sometimes deserve to be hit by the boys they date.
4. A girl who makes her boyfriend jealous on purpose deserves to be hit.
5. Boys sometimes deserve to be hit by the girls they date.
6. A girl angry enough to hit her boyfriend must love him very much.
7. There are times when violence between dating partners is okay.
8. A boy who makes his girlfriend jealous on purpose deserves to be hit.
9. Sometimes violence is the only way to express your feelings.
10. Some couples must use violence to solve their problems.
11. Violence between dating partners is a personal matter and people should not interfere.

Foshee V, Fothergill K, Stuart J. Results from the Teenage Dating Abuse Study conducted in Githens Middle School and Southern High Schools. Technical Report. Chapel Hill, NC: University of North Carolina, 1992. (Unpublished)

### Attitudes and Knowledge of Dating Violence Questionnaire

Lavoie, F., L. Vezina, C. Piche, and M. Boivin. (1995). Evaluation of a Prevention Program for Violence in Teen Dating Relationships. *Journal of Interpersonal Violence*, 10(4), pp. 516-524.

### Attitudes To Wife Abuse Scale

An 8-item measure of attitudes towards women and the abuse of women. Items include:

1. A wife should move out of the house if her husband hits her.
2. A man is never justified in hitting his wife.
3. A husband should have the right to discipline his wife when it is necessary.
4. A man's home is his castle.
5. A man should be arrested if he hits his wife.
6. A man is entitled to sex with his wife whenever he wants it.
7. Wife beating is grounds for divorce.
8. Some women seem to ask for beatings from their husbands.

Briere, J. (1987). Predicting self-reported likelihood of battering: Attitudes and childhood experiences. *Journal of Research in Personality*, 21: 61-69.

### Inventory of Beliefs About Wife Beating

A 31-item scale developed to measure attitudes and beliefs about wife beating. Covers issues including attitudes toward appropriate intervention (none, arrest the husband, social agencies do more to help), attributions of responsibility for battering (e.g., the husband, because.....; the wife, because....), and the value of wife-beating (improves a marriage). Items include:

3. Wives try to get beaten by their husbands in order to get sympathy from others.
7. Even when women lie to their husbands they do not deserve to get a beating.
18. If a wife is beaten by her husband she should divorce him immediately.
27. Occasional violence by a husband toward his wife can help maintain the marriage.

Saunders, D.; Lynch, A.; Grayson, M.; & Linz, D. (1987). The inventory of beliefs about wife beating: The construction and initial validation of a measure of beliefs and attitudes. *Violence and Victims*, 2, 39-57.

### Skills for Violence-Free Relationships

Rybarik, M. F., Dosch, M. F., Gilmore, G. D., & Krajewski, S. S. (1995). Violence in relationships: A seventh grade inventory. *Journal of Family Violence*, 10, 223-251.

The scale is included in:

Krajewski, S. S., Rybarik, M. F., Dosch, M. F. and Gilmore, G. D. (1996) Results of a curriculum intervention with seventh graders regarding violence in relationships. *Journal of Family Violence*, 11, 93-112.

### Dating and Acquaintance Rape Scales

Perceived Vulnerability (5)

1. Rape among dates and acquaintances is a major problem here at (name of educational institution).

2. (R) Only a few undergraduate women will have to deal with a rape attempt by a date or acquaintance during their four years here at (name of institution).
3. I personally stand a good chance of having to deal with a rape attempt by a date or an acquaintance sometime during my years here at (name of institution).
4. (R) The possibility of being raped by my date is the last thing on my mind when I'm out having a good time.
5. (R) I never worry about going home alone with a date.

#### Self-Efficacy (8)

1. If I sense anything about a man that makes me uncomfortable, I'm able to avoid being alone with him.
2. (R) I can't seem to make it dear to men that they need to respect my personal space.
3. (R) It's very hard for me to tell a date what I do or do not want to do sexually.
4. (R) If a date refused to stop after I told him to, I wouldn't know what I could do to make him stop.
5. I know a number of basic self-defense techniques that I would be able to use if anyone tried to rape me.
6. (R) When I am alone with a man I don't know well, I sometimes feel afraid of him, but I can't do anything about it.
7. (R) If I heard a woman yelling or screaming in another dorm room, I wouldn't know what I could do.
8. (R) Sometimes men I know make me feel uneasy, but I ignore my fears so I can stay on good terms with them.

#### Self-Determination (7)

1. I will take care of myself first and others second, including men.
2. If a man doesn't treat me well, I can do very nicely without him in my life.
3. I would rather have very few relationships in my life than a lot, if having a lot means that some of them are abusive.
4. If any man thinks he can make me have sex with him, he's going to learn a painful lesson.
5. I get furious when a man acts as if he has the right to expect sex from me.
6. Women who dress to look their best for a date are not necessarily indicating that they want sex.
7. If a man doesn't stop when a woman says no, it's rape.

#### Victim-Blaming (5)

1. Women who get drunk at a party or on a date deserve whatever happens to them.
2. (R) It is never a woman's fault if she is raped.
3. It's up to a woman to make sure she doesn't get a man aroused if she doesn't want him to force her to have intercourse.
4. Women often accuse men of rape because they are angry with the men for some other reason.
5. Most of what is labeled rape is just the woman changing her mind later.

Reverse-coded items are preceded by (R). Response options were strongly agree, moderately agree, mildly agree, mildly disagree, moderately disagree, and strongly disagree.

Walsh, J. F., DeVellis, B. M., & DeVellis, R. F. (1997). Date and acquaintance rape: Development and validation of a set of scales. *Violence Against Women*, 3(1), 46-58.

#### Dating Self-Protection Against Rape Scale

Moore, C.D., and C.K. Waterman. (1999). Predicting self-protection against sexual assault in dating relationships among heterosexual men and women, gay men, lesbians and bisexuals. *Journal of College Student Development*, 40(20), 132-140.

### **Aggression, hitting, and violence in general**

#### Attitudes Towards Violence, Adolescents

A 14-item scale of general attitudes towards violence. It includes items like the following:

1. I can see myself committing a violent crime in 5 years.
2. I can see myself joining a gang.
3. It's okay to use violence to get what you want.
4. I try to stay away from places where violence is likely.
5. People who use violence get respect.
6. Lots of people are out to get me.
7. Carrying a gun or knife would help me feel safer.
8. If a person hits you, you should hit them back.
9. It's okay to beat up a person for badmouthing me or my family.
10. It's okay to carry a gun or knife if you live in a rough neighborhood.
11. It's okay to do whatever it takes to protect yourself.
12. It's good to have a gun.
13. Parents should tell their children to use violence if necessary.

Funk, J.B., R. Elliott, M.L. Urman, G.T. Flores, and R.M. Mock. (1999). The Attitudes Towards Violence Scale: A Measure for Adolescents. *Journal of Interpersonal Violence*, 14(11): 1123-1136.

#### Normative Beliefs about Aggression

A 20-item scale.

Huesmann LR, Guerra NG, Miller L, Zelli A. (1992). The role of social norms in the development of aggression. In Zumkley H, Fraczek A. (eds.) *Socialization and aggression*. New York, NY: Springer.

See pp. 17-19 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Beliefs Supporting Aggression

A 6-item scale, from:

Bandura A. *Aggression: A social learning analysis*. Englewood Cliffs, NJ: Prentice-Hall, 1973.

These items measure agreement with normative beliefs about aggression. Respondents select the one choice that best describes their own ideas or experience.

1. It makes you feel big and tough when you push someone around.
2. If you back down from a fight, everyone will think you are a coward.

3. Sometimes you have only two choices—get punched or punch the other kid first.
4. It's OK to hit someone if you just go crazy with anger.
5. A guy who doesn't fight back when other kids push him around will lose respect.
6. A guy shows he really loves his girlfriend if he gets in fights with other guys about her.

See p. 20 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Attitude Towards Violence

A 6-item scale.

These items measure attitudes toward violence and its acceptability, particularly in relation to fighting. Respondents are asked to indicate the extent to which they agree or disagree with a series of statements.

1. If I walk away from a fight, I'd be a coward ("chicken").
2. I don't need to fight because there are other ways to deal with being mad.
3. It's okay to hit someone who hits you first.
4. If a kid teases me, I usually cannot get him/her to stop unless I hit him/her.
5. If I really want to, I can usually talk someone out of trying to fight with me.
6. If I refuse to fight, my friends will think I'm afraid.

Bosworth K, Espelage D. Teen Conflict Survey. Bloomington, Center for Adolescent Studies, Indiana University, 1995. (Unpublished)

Houston Community Demonstration Project. Peer Leader Survey. Houston, TX: City of Houston Health and Human Services Department, 1993. (Unpublished)

See p. 22 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Beliefs about Aggression and Alternatives

These items measure student beliefs about the use of aggression and endorsement of non-violent responses to hypothetical situations. Respondents are asked to indicate the extent to which they agree or disagree with twelve statements.

1. If I'm mad at someone, I just ignore them.
2. Even if other kids would think I'm weird, I would try to stop a fight.
3. It's O.K. for me to hit someone to get them to do what I want.
4. Sometimes a person doesn't have any choice but to fight.
5. When my friends fight, I try to get them to stop.
6. If I back down from a fight, everyone will think I'm a coward.
7. There are better ways to solve problems than fighting.
8. I try to talk out a problem instead of fighting.

9. I feel big and tough when I push someone around.
10. If people do something to make me really mad, they deserve to be beaten up.
11. Sometimes I have only two choices: get punched or punch the other kid first.
12. If I get crazy with anger, it's O.K. to hit someone.

Farrell, A.D., A.L. Meyer, and K.S. White. (2001). Evaluation of responding in peaceful and positive ways (RIPP): a school-based prevention program for reducing violence among urban adolescents. *Journal of Clinical Child Psychology*, 30(4): 451-463.

Multisite Violence Prevention Project. Description of measures: cohort-wide student survey, 2004. Available from the Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Atlanta, GA. (Unpublished)

See pp. 23-24 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Attitudes Toward Conflict

These items measure attitudes toward the use of violence in response to disagreements or conflicts. Students are asked to circle the number that best describes how they feel about each statement.

1. If I'm mad at someone I just ignore them.
2. Even if other kids would think I'm weird I would try to stop a fight.
3. It's O.K. for me to hit someone to get them to do what I want.
4. Sometimes a person doesn't have any choice but to fight.
5. When my friends fight I try to get them to stop.
6. There are better ways to solve problems than fighting.
7. I try to talk out a problem instead of fighting.
8. If people do something to make me really mad, they deserve to be beaten up.

Lam JA. School mediation program evaluation kit. Amherst, MA: University of Massachusetts, Student Affairs Research and Evaluation Office, 1989. (Unpublished)

#### Attitude Toward Interpersonal Peer Violence

These items assess either a passive or violent attitude orientation as well as knowledge and skill in resolving conflicts nonviolently. Students are asked to indicate their opinions or feelings about fighting, defined as physical fights with pushing and hitting, not just arguments.

1. If I walked away from a fight, I'd be a coward ("chicken").
2. The best way to stop a fight before it starts is to stop the argument (problem) that caused it.
3. Anyone who won't fight is going to be "picked on" even more.
4. I don't need to fight because there are other ways to deal with being mad.
5. It's OK to hit someone who hits you first.
6. If my friends want to go someplace where a fight might happen, I find it easy to say I don't want to go with them.



7. When actions of others make me angry, I can usually deal with it without getting into a physical fight.
8. If a kid teases me or “disses” me, I usually cannot get them to stop unless I hit them.
9. If a kid at school hits me, it is harder to report them to a teacher or other adult than it is to just hit them back.
10. If I really want to, I can usually talk someone out of trying to fight with me.
11. My family would be mad at me if I got in a fight with another student, no matter what the reason.
12. If a student hits me first, my family would want me to hit them back.
13. I usually can tell when things are bothering me or getting on my nerves.
14. If things are bothering me or getting on my nerves, I do things to relax.

Slaby RG. An evaluation of a violence prevention program. Health program for urban youth. Newton, MA: Education Development Center, Inc., 1989. (Unpublished)

See pp. 29-30 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Beliefs about Conflict

These items measure beliefs about conflict and perceptions of familial beliefs on fighting and weapon carrying. Respondents are asked to select the response that best corresponds to their beliefs.

Division of Adolescent and School Health (DASH), Center for Chronic Disease Prevention and Health Promotion. New York City Youth Violence Survey. Atlanta, GA: Centers for Disease Control and Prevention, 1993.

See pp. 31-32 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Conflict Resolution—Individual Protective Factors Index

These items measure two conflict resolution skills: self-control and cooperation.

See pp. 196-7 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Conflict Resolution Style

These items measure adolescents' styles of handling conflict situations. Respondents are asked to select the response that best corresponds to the way they would react or behave.

See pp. 198-9 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

#### Norms For Aggression and Alternatives

These items measure students' perceptions of what other students in their schools would think if they engaged in certain behaviors (school norms), and students' own evaluations of the same behaviors (individual endorsement). Respondents are asked to indicate whether they (or other students) would like the behavior, would not like it, or would not care.

1. How would you feel if a kid in your school ignored a rumor that was being spread about him or her?
2. How would the kids in your school feel if a kid ignored a rumor that was being spread about him or her?
3. How would you feel if a kid in your school hit someone who said something mean?
4. How would the kids in your school feel if a kid hit someone who said something mean?
5. How would you feel if a kid in your school told another student who was starting to get into a fight that there's a choice between fighting and other ways of solving problems?
6. How would the kids in your school feel if a kid told another student who was starting to get into a fight that there's a choice between fighting and other ways of solving problems?
7. How would you feel if a kid in your school yelled at someone who said something mean?
8. How would the kids in your school feel if a kid yelled at someone who said something mean?
9. How would you feel if a kid in your school asked a teacher or another adult for help when challenged to a fight after school?
10. How would the kids in your school feel if a kid asked a teacher or another adult for help when challenged to a fight after school?
11. How would you feel if a kid in your school apologized to someone that he or she accidentally bumped into in the hall?
12. How would the kids in your school feel if a kid apologized to someone that he or she accidentally bumped into in the hall?
13. How would you feel if a kid in your school threatened someone who said something mean?
14. How would the kids in your school feel if a kid threatened someone who said something mean?
15. How would you feel if a kid in your school told another student to "stop and calm down" when the other student started to get into a fight?
16. How would the kids in your school feel if a kid told another student to "stop and calm down" when the other student started to get into a fight?
17. How would you feel if a kid in your school hit someone who hit first?
18. How would the kids in your school feel if a kid hit someone who hit first?
19. How would you feel if a kid in your school hit someone for no reason?
20. How would the kids in your school feel if a kid hit someone for no reason?
21. How would you feel if a kid in your school threatened someone because that person yelled first?

22. How would the kids in your school feel if a kid threatened someone because that person yelled first?
23. How would you feel if a kid in your school avoided a fight walking down a different hall to class?
24. How would the kids in your school feel if a kid avoided a fight by walking down a different hall to class?
25. How would you feel if a kid in your school listened to a friend's side of the story, even though the two were in an argument?
26. How would the kids in your school feel if a kid listened to a friend's side of the story, even though the two were in an argument?
27. How would you feel if a kid in your school yelled at someone for no reason?
28. How would the kids in your school feel if a kid yelled at someone for no reason?
29. How would you feel if a kid in your school yelled at someone who yelled first?
30. How would the kids in your school feel if a kid yelled at someone who yelled first?
31. How would you feel if a kid in your school threatened someone for no reason?
32. How would the kids in your school feel if a kid threatened someone for no reason?
33. How would you feel if a kid in your school threatened someone who hit first?
34. How would the kids in your school feel if a kid threatened someone who hit first?
35. How would you feel if a kid in your school took a deep breath when he or she started to lose his temper?
36. How would the kids in your school feel if a kid took a deep breath when he or she started to lose his temper?

Jackson J. (1966). A conceptual and measurement model for norms and roles. *Pacific Sociological Review*, 9:35-47.

Multisite Violence Prevention Project. Description of measures: cohort-wide student survey, 2004. Available from the Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Atlanta, GA. (Unpublished)

Sasaki K. (1979). Present status of research on group norms in Japan. *American Journal of Community Psychology*, 7: 147-158.

#### Beliefs about Hitting (Perceptions of adult role models)

These items measure the perception of adult role models about fighting. Students are asked to circle the response that reflects their thinking.

Thinking about the adults you spend the most time with, how many of them would tell you the following?

All Most Few None

1. "If another students hits you, hit them back (it is OK to fight)."
2. "If another student wants you to fight, you should try to talk you way out of the fight."
3. "If another student asks you to fight, you should tell a teacher or someone older."
4. "Fighting is not good. There are other ways to solve problems."

Orpinas P. *Skills training and social influences for violence prevention in middle schools. A curriculum evaluation*. Doctoral Dissertation. Houston, TX: University of Texas Health Science Center at Houston, School of Public Health, 1993.

See p. 21 of the following for the scale:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA:

Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

### Bullying: Attitude to Victim Scale

#### *Factor 1: Rejection of weak children*

I wouldn't be friends with kids who let themselves be pushed around.

Kids who are weak are just asking for trouble.

Kids should not complain about being bullied.

Soft kids make me sick.

Nobody likes a wimp.

#### *Factor 2: Approval of bullying*

It's okay to call some kids nasty names.

It is funny to see kids get upset when they are teased.

A bully is really a coward.

Kids who get picked on a lot usually deserve it.

#### *Factor 3: Support for victims*

I like it when someone stands up for kids who are being bullied.

It's a good thing to help children who can't defend themselves.

It makes me angry when a kid is picked on without reason.

Rigby, K., & Slee, P.T. (1991). Bullying among Australian school children: Reported behaviour and attitudes towards victims. *Journal of Social Psychology*, 131, 615–627.

### Attitude to Bullying Scale

The Attitude to Bullying Scale comprises two subscales. The first subscale (ABS-'Strength of Belief'; ABS-SB) consists of seven statements that list possible consequences of bullying. Students are asked to rate on a seven-point likert scale (extremely unlikely to extremely likely) how likely they believe each of these consequences will result from bullying. Item 6 on this subscale was negatively keyed. The second subscale (ABS-'Perceived Importance'; ABS-PI) asks students to rate how important to themselves, each of the qualities mentioned in the first subscale are, for example 'How important is it for you to feel good about yourself?', 'How important is it for you to be admired?'. Again, students are asked to rate on a seven-point scale how important each of these qualities are to them.

1. Bullying makes you feel good about yourself.
2. Bullying gets you admired.
3. Bullying prevents you from being bullied.
4. Bullying makes others scared of you.
5. Bullying shows you are tough.
6. Bullying makes you ashamed of yourself
7. Bullying makes you feel better than them.

Rigby, K. (1997). Attitudes and beliefs about bullying among Australian school children. *Irish Journal of Psychology*, 18, 202–220.

### Children's Attitudes To Bullying Scale (Eslea *et al.*)

These items are answered on a three- point Likert scale: Agree, Not Sure, Disagree. The "sympathetic" response is to Disagree unless marked 'r' (reversed item)

#### *Victim Subscale*

1. Kids who get picked on a lot usually deserve it

2. It can be funny to see people being teased
4. Soft kids make me sick
11. When somebody gets punched or kicked, they should hit back
13. Some of my friends get bullied (r)

*Bully Subscale*

6. A bully is really a coward (r)
7. Most kids who bully do it for a reason
9. Some kids will always be bullies, there's no point schools trying to stop them
14. It's easy to see how some kids enjoy bullying other people
15. I like to think that I'm pretty tough myself

*Intervention Subscale*

3. Everybody should be able to stand up for themselves
  5. A small amount of bullying can be a good thing, because it helps toughen people up
  8. If I see somebody being bullied, I usually try to help them (r)
  10. It's fair that weaker children should get extra help in school (r)
  12. I hate kids who run to the teacher every time somebody teases them.
- These items have five possible response options: Never, Once or Twice, Sometimes, About Once a Week, Several Times a Week
16. How often have you been bullied at school this term?
  17. How often have you bullied other children at school this term?

Eslea, M. & Smith, P.K. (2000) Pupil and parent attitudes towards bullying in primary schools. *European Journal of Psychology of Education*, 15, 207-219.

## **Willingness and intentions to intervene, to help, bystander behaviour and intentions, etc.**

### Bystander Attitudes and Behaviours

Victoria Banyard and colleagues have developed a series of scales, including the Bystander Efficacy Scale (18 items), Bystander Willingness to Help Scale (12 items), and the Bystander Decisional Balance Scale (11 items). Longer versions of these scales include over 145 items.

The following is a selection of Banyard *et al.*'s scales, but omits further scales.

#### **Banyard et al – Bystander Efficacy Scale**

Please read each of the following behaviors. Indicate in the column *Confidence* how confident you are that you could do them. Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

0 10 20 30 40 50 60 70 80 90 100

can't  
do

quite  
uncertain

moderately  
certain

very  
certain

**Confidence**

- |  |       |   |
|--|-------|---|
| 1. Express my discomfort if someone makes a joke about a woman's body.                     | _____ | % |
| 2. Express my discomfort if someone says that rape victims are to blame for being raped.   | _____ | % |
| 3. Call for help (i.e. call 911) if I hear someone in my dorm or apartment yelling "help." | _____ | % |
| 4. Talk to a friend who I suspect is in an abusive relationship.                           | _____ | % |
| 5. Get help and resources for a friend who tells me they have been raped.                  | _____ | % |
| 6. Able to ask a stranger who looks very upset at a party if they are ok or need help.     | _____ | % |
| 7. Ask a friend if they need to be walked home from a party.                               | _____ | % |



others including authorities or university staff.	1 2 3 4 5
12. Call 911 if an acquaintance needs help because they are being hurt sexually or physically.	1 2 3 4 5

### **Banyard et al – Decisional Balance Scale**

Each statement represents a thought that might occur to a person who is deciding whether or not to help someone who is in trouble. Please indicate how important each of these statements would be to you if you were considering intervening in a situation where you thought someone might be being hurt or was at risk of being hurt. Please circle the number that best describes how important each statement would be to you if you were deciding whether or not to intervene.

1 not important at all	2 slightly important	3 moderately important	4 very important	5 extremely important
1. If I intervene regularly, I can prevent someone from being hurt.				1 2 3 4 5
2. It is important for all community members to play a role in keeping everyone safe.				1 2 3 4 5
3. Friends will look up to me and admire me if I intervene.				1 2 3 4 5
4. I will feel like a leader in my community if I intervene.				1 2 3 4 5
5. I like thinking of myself as someone who helps others when I can.				1 2 3 4 5
6. Intervening would make my friends angry with me.				1 2 3 4 5
7. Intervening might cost me friendships.				1 2 3 4 5
8. I could get physically hurt by intervening.				1 2 3 4 5
9. I could make the wrong decision and intervene when nothing was wrong and feel embarrassed.				1 2 3 4 5
10. People might think I'm too sensitive and am overreacting to the situation.				1 2 3 4 5
11. I could get in trouble by making the wrong decision about how to intervene				1 2 3 4 5

Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology*, 35: 463-481.

Banyard, V. L. (under review). Measurement and correlates of pro-social bystander behavior: The case of interpersonal violence.

### Mentors in Violence Prevention (MVP) Efficacy Scale

Please indicate your level of agreement with each of the following statements, ranging from (1) strongly disagree to (5) strongly agree

1. I can help prevent violence against women in my community.
2. It is intimidating to think about trying to stop a guy from hitting his girlfriend.
3. A group of guys would listen to me if I confronted them about their sexist behavior.
4. I have the skills to help support someone who is in an abusive relationship.
5. The fear of being laughed at would prevent me from telling a group of guys it was disrespectful to whistle at women.
6. I don't think I could stop a group of guys who are harassing a woman at a party.
7. I would be comfortable telling my friend to stop calling his girlfriend names.
8. I believe my peers will listen to me if I speak out against sexual violence.
9. I have the confidence to say something to a guy who is acting inappropriately
10. It would be too hard for me to confront a stranger who was being abusive toward a woman.
11. I believe violence against women comes from behaviors and habits that can be changed.
12. I feel that my personal efforts can make a difference in reducing violence against women.
13. Violence against women is an important issue on this college campus.

14. Violence against women is primarily a “women’s issue.”
15. Men have an important role to play in ending violence against women.
16. Violence against women doesn’t affect me.
17. Violence against women is a private matter between those directly affected.

Swan, S. C., & Allen, C. T. (2008). *Changing Carolina: Engaging College Men to Prevent Dating Violence and Sexual Assault*. Grant Application. University of South Carolina;

Ward, K. J. (2001). *Mentors in Violence Prevention Program evaluation 1999-2000: Unpublished Report*, Northeastern University, Boston, MA.

#### Intervention in Dating Violence

This 7-item measure is used to assess pretest-posttest changes in behavioral intention following a dating violence prevention program used in several Canadian high schools. Students are asked to indicate how they would respond if they became aware of, or were witness to abuse among their peers.

If you have a friend whose boyfriend yells at and threatens her when she does not do what he wants, would you . . .

- offer her assistance?
- talk to a teacher?
- talk to another friend?
- suggest to her that she see a guidance counsellor?
- ignore it—it is a personal issue?

If you were at a party and you saw a guy grab the arm of his girlfriend because he did not want her to leave the party, would you . . .

- say something to him then and there?
- talk to him about it at a later time?
- talk to another friend?
- ignore it—it is a personal issue?

Jaffe, P.G., Suderman, M., Reitzel, D., & Killip, S.M. (1992). An evaluation of a secondary school primary prevention program on violence in intimate relationships. *Violence and Victims*, 7, 129-146.

#### **Attitudes to rape and sexual violence**

“There are several rape attitude scales in use. The most often used scale is the Rape Myth Acceptance Scale (RMAS) developed by Burt in 1980 (Burt, 1980; Anderson, et al., 1997). Second in operation to the RMAS is the Attitudes Toward Rape scale (ATR) developed by Feild in 1978 (Feild, 1978; Anderson et al., 1997).”

#### Attitudes Toward Rape Victims Scale

The Attitudes Toward Rape Victims Scale (ARVS) is designed to assess attitudes related toward rape victims. The 25-item questionnaire consists of 8 positive and 17 negative statements about rape victims which deal with areas of credibility, denigration, deservingness, trivialization, and victim blame. Items are rated on a 5-point Likert scale and summed to form a total score from 0 to 100. High scores reflect more negative attitudes. Ward reported Cronbach’s alpha = .83, and a convincing construct validity. The ARVS is the only scale that had also been applied cross-



culturally in the U.S., Singapore, and Australia, demonstrating convincingly ecological validity (ibid., Xenos & Smith (2001).

1. A raped woman is a less desirable woman.
2. The extent of the woman's resistance should be the major factor in determining if a rape has occurred.
3. \* A raped woman is usually an innocent victim.
4. Women often claim rape to protect their reputations.
5. \* "Good" girls are as likely to be raped as "bad" girls.
6. Women who have had prior sexual relationships should not complain about rape.
7. \*Women do not provoke rape by their appearance or behavior.
8. Intoxicated women are usually willing to have sex.
9. It would do some women good to be raped.
10. \*Even women who feel guilty about engaging in premarital sex are not likely to claim rape falsely.
11. Most women secretly desire to be raped.
12. \*Any female may be raped.
13. Women who are raped while accepting rides from strangers get what they deserve.
14. Many women invent rape stories if they learn they are pregnant.
15. \*Men, not women, are responsible for rape.
16. A woman who goes out alone at night puts herself in a position to be raped.
17. Many women claim rape if they have consented to sexual relations but have changed their minds afterwards.
18. Accusations of rape by bar girls, dance hostesses and prostitutes should be viewed with suspicion.
19. \*A woman should not blame herself for rape.
20. A healthy woman can successfully resist a rapist if she really tries.
21. Many women who report rape are lying because they are angry or want revenge on the accused.
22. \*Women who wear short skirts or tight blouses are not inviting rape.
23. Women put themselves in situations in which they are likely to be sexually assaulted because they have an unconscious wish to be raped.
24. Sexually experienced women are not really damaged by rape.
25. In most cases when a woman was raped she deserved it.

The scale scores from 0-4 : Disagree strongly, Disagree mildly, Neutral (neither agree nor disagree),

Agree mildly, Agree strongly. Range 0-100.

\*Items are reversed scored.

Ward, C. (1988). The Attitudes toward Rape Victims Scale: Construction, validation, and cross-cultural applicability. *Psychology of Women Quarterly*, 12, 127-146.

#### Attitudes Toward Rape Questionnaire

This 25-item questionnaire addresses the nature of sex differences regarding commonly held rape myths among college students. Respondents were asked to rate their degree of agreement or disagreement with statements such as "it would do some women some good to get raped," and "women provoke rape by their appearance or behavior using a 6-point rating scale.

Barnett, N. J., and H.S. Field. (1977). Sex Differences in University Students' Attitudes toward Rape. *Journal of College Student Personnel*, 18, 93-96.

### Attribution of Rape Blame Scale

This 20 item questionnaire examines the ways people account for rape. The extent to which individuals blame situations, offenders, society, or victims is examined. Example questions include: "Women entice men to rape them," "Rape is more likely to occur in slum or 'bad' areas," and "A man who commits rape should be locked up for his act." This scale can be used to measure attitudes before and after community education or service provider training programs.

Resick, P.A., and T. L. Jackson. (1981). Attitudes toward rape among mental health professionals. *American Journal of Community Psychology*, 9, 481-490.

### College Date Rape Attitude and Behavior Survey:

The College Date Rape Attitude and Behavior Survey (CDRABS) was based on a literature review that focused on risk factors for date rape. The questionnaire measures attitudes related to date rape among college students, and behaviors that may affect the date rape risk. Internal consistency was high for attitudes and moderate for behaviors. The questionnaire has been used to evaluate a college date rape prevention program.

Lanier, C.A., and M.N. Elliot. (1997). A new instrument for the evaluation of a date rape prevention program. *Journal of College Student Development*, 38, 673-676.

### Rape Attitudes Scale: Burt (1980)

A 19-item measure of the acceptance or rejection of myths about rape. Items include:

A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.

Any healthy woman can successfully resist a rape if she really wants to.

When women go around braless or wearing short skirts & tight tops, they are just asking for trouble.

In the majority of rapes, the victim is promiscuous or has a bad reputation.

If a girl engages in necking or petting and she lets things get out of hand, it is her own fault if her partner forces sex on her.

Each scale item includes the statement of such a rape myth, followed by a 7-point scale on which respondents' degree of agreement or disagreement is indicated.

Also asks;

What proportion of women who report a rape would you say are lying because they are angry and want to get back at the man they accuse?

What proportion of reported rapes would you guess were merely invented by women who wanted to protect their own reputations?

Burt, Martha (1980). Cultural Myths and Supports for Rape. *Journal of Personality and Social Psychology*, 38(2), pp. 217-230.

### Hostile Masculinity

This combines items from measures in Burt's (1980) scale used to measure Acceptance of Interpersonal Violence, Adversarial Sexual Beliefs, and Rape Myth Acceptance

Also;

Malamuth, N.M., R.J. Sockloskie, M.P. Koss and J.S. Tanaka. (1991). Characteristics of Aggressors Against Women: Testing a Model Using a National Sample of College Students. *Journal of Consulting and Clinical Psychology*, Volume 59 Issue 5, October, pp. 670-681.

Rape Supportive Attitudes Survey and the Rape Myth Acceptance Scale (revised by Newman & Colon, 1994)

Newman, B. S., & Colon, I. (1994). Beliefs about rape among college males: A revision of the Rape Myth Acceptance Scale. *College Student Journal*, 28(1), 10-17.

Illinois Rape Myth Acceptance Scale

This is a 45-item scale, with a 20-item short form (comprised of the asterixed items below).

- \*1. If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control.
- \*2. Although most women wouldn't admit it, they generally find being physically forced into sex a real "turn-on."
- 3. When men rape, it is because of their strong desire for sex.
- \*4. If a woman is willing to "make out" with a guy, then it's no big deal if he goes a little further and has sex.
- 5. Women who are caught having an illicit affair sometimes claim that it was rape.
- 6. Newspapers should not release the name of a rape victim to the public.
- 7. Many so-called rape victims are actually women who had sex and "changed their minds" afterwards.
- \*8. Many women secretly desire to be raped.
- 9. Rape mainly occurs on the "bad" side of town.
- 10. Usually, it is only women who do things like hang out in bars and sleep around that are raped.
- \*11. Most rapists are not caught by the police.
- \*12. If a woman doesn't physically fight back, you can't really say that it was rape.
- \*13. Men from nice middle-class homes almost never rape.
- 14. Rape isn't as big a problem as some feminists would like people to think.
- 15. When women go around wearing low-cut tops or short skirts, they're just asking for trouble.
- \*16. Rape accusations are often used as a way of getting back at men.
- 17. A rape probably didn't happen if the woman has no bruises or marks.
- 18. Many women find being forced to have sex very arousing.
- 19. If a woman goes home with a man she doesn't know, it is her own fault if she is raped.
- 20. Rapists are usually sexually frustrated individuals.
- \*21. All women should have access to self-defense classes.
- \*22. It is usually only women who dress suggestively that are raped.
- 23. Some women prefer to have sex forced on them so they don't have to feel guilty about it.
- \*24. If the rapist doesn't have a weapon, you really can't call it a rape.
- 25. When a woman is a sexual tease, eventually she is going to get into trouble.

26. Being raped isn't as bad as being mugged and beaten.
- \*27. Rape is unlikely to happen in the woman's own familiar neighborhood.
28. In reality, women are almost never raped by their boyfriends.
- \*29. Women tend to exaggerate how much rape affects them.
30. When a man is very sexually aroused, he may not even realize that the woman is resisting.
- \*31. A lot of women lead a man on and then they cry rape.
- \*32. It is preferable that a female police officer conduct the questioning when a woman reports a rape.
33. A lot of times, women who claim they were raped just have emotional problems.
34. If a woman doesn't physically resist sex—even when protesting verbally—it really can't be considered rape.
35. Rape almost never happens in the woman's own home.
- \*36. A woman who "teases" men deserves anything that might happen.
- \*37. When women are raped, it's often because the way they said "no" was ambiguous.
38. If a woman isn't a virgin, then it shouldn't be a big deal if her date forces her to have sex.
- \*39. Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away.
40. This society should devote more effort to preventing rape.
- \*41. A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex.
- \*42. Rape happens when a man's sex drive gets out of control.
43. A woman who goes to the home or apartment of a man on the first date is implying that she wants to have sex.
44. Many women actually enjoy sex after the guy uses a little force.
45. If a woman claims to have been raped but has no bruises or scrapes, she probably shouldn't be taken too seriously.

Payne, D. L., Lonsway, K. A., & Fitzgerald, L. F. (1999). Rape myth acceptance: Exploration of its structure and its measurement using the Illinois Rape Myth Acceptance Scale. *Journal of Research in Personality*, 33(1), 27-68.

### Rape Myth Scale

The Rape Myth Scale (RMS) is a 19 item scale which was developed to examine various aspects of the rape myth construct, including: false charges, victim-desire, victim precipitation, and trivialization of rape. This scale has short items and simple wording that makes it appropriate for use with middle school students.

1. When women talk and act sexy, they are inviting rape.
2. When a woman is raped, she usually did something careless to put herself in that situation.
3. Any woman who teases a man sexually and doesn't finish what she started realistically deserves anything she gets.
4. Many rapes happen because women lead men on.
5. Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away.
6. In some rape cases, the woman actually wanted it to happen.
7. Even though the woman may call it rape, she probably enjoyed it.
8. If a woman doesn't physically fight back, you can't really say that it was a rape.
9. A rape probably didn't happen if the woman has no bruises or marks.
10. When a woman allows petting to get to a certain point, she is implicitly agreeing to have sex.

11. If a woman is raped, often it's because she didn't say "no" clearly enough.
12. Women tend to exaggerate how much rape affects them.
13. When men rape, it is because of their strong desire for sex.
14. It is just part of human nature for men to take sex from women who let their guard down.
15. A rapist is more likely to be Black or Hispanic than White.
16. In any rape case one would have to question whether the victim is promiscuous or has a bad reputation.
17. Rape mainly occurs on the "bad" side of town.
18. Many so-called rape victims are actually women who had sex and "changed their minds" afterwards.
19. If a husband pays all the bills, he has the right to sex with his wife whenever he wants.

Lonsway, K.A., and L.F. Fitzgerald (1994) Rape myths: In review. *Psychology of Women Quarterly*, 18, pp. 133-164.

Lonsway, K.A., and L.F. Fitzgerald. (1995). Attitudinal antecedents of rape myth acceptance: A theoretical and empirical reexamination. *Journal of Personality & Social Psychology*, 68(4), April, 704-711.

#### Attitude Toward Rape (ATR): Feild (1978)

The ATR contains thirty-two statements answered on a six point Likert scale. The responses range from 1, "strongly agree" to 6, "strongly disagree". Examples of statements included on the ATR are, "rapists are 'normal' men," "in order to protect the male, it should be difficult to prove that a rape has occurred," "a convicted rapist should be castrated", etc.

- [a] A woman can be raped against her will
- [b] The reason most rapists commit rape is for the thrill of physical violence
- [c] Rapists are "normal" men
- [d] In forcible rape, the victim never causes the crime
- [e] All rapists are mentally sick
- [f] A charge of rape two days after the act has occurred is probably not rape
- [g] A woman should be responsible for preventing her own rape
- [h] A man who has committed rape should be given at least 30 years in prison
- [i] Women are trained by society to be rape victims
- [j] A raped woman is a less desirable woman
- [k] During a rape a woman should give no resistance
- [l] Rape provides the opportunity for many rapists to show their manhood
- [m] Women provoke rape by their appearance or behaviour
- [n] "Nice" women do not get raped
- [o] Most charges of rape are unfounded
- [p] In order to protect the male, it should be difficult to prove that a rape has occurred
- [q] Rape is the expression of an uncontrollable desire for sex
- [r] Rape is the worst crime that can be committed
- [s] Rape is a sex crime
- [t] All rape is a male exercise in power over women
- [u] During a rape, a woman should do everything she can do to resist
- [v] Rapists are sexually frustrated individual
- [w] In most cases when a woman was raped, she was asking for it
- [x] The reason most rapists commit rape is for sex
- [y] Rape of a woman by a man she knows can be defined as "woman who changed her mind afterwards"
- [z] A convicted rapist should be castrated
- [aa] A woman should feel guilty following a rape

[bb] The degree of a woman's resistance should be the major factor in determining if a rape has occurred

[cc] A raped woman is a responsible victim, not an innocent one

[dd] Rape serves as a way to put or keep women in their "place"

Feild, H.S. (1978). Attitudes toward rape: A comparative analysis of police, rapists, crisis counselors, and citizens. *Journal of Personality and Social Psychology*, 36, 156-179.

#### Date Rape Attitudes Survey

Holcomb, D.R., P.D. Sarvela, K.A. Sondag, and L.H. Holcomb. (1993). An Evaluation of a Mixed-Gender Date Rape Prevention Workshop. *Journal of American College Health*, 41(4), 159-164.

#### Rape Supportive Attitudes Scale: Lottes (1988)

Measures the degree of acceptance of sexually coercive or violent behavior and attitudes toward intimate violence.

Lottes, I.L. (1988). Sexual Socialization and Attitudes toward Rape. Chapter in A.W. Burgess (Ed.), *Rape and Sexual Assault*, 2, New York: Garland, 193-220.

Lottes, I.L. (1988). A Sexual Ideology Instrument. In C.M. Davis, W. L. Yarber and S. L. Davis (Eds.), *Sexuality Related Measures: A Compendium*. Lake Mills, IA: Graphic, 177-181.

Lottes, I.L. (1988). Rape-supportive Attitude Scale. In C.M. Davis, W.L. Yarber and S. L. Davis (Eds.), *Sexuality Related Measures: A Compendium*, Lake Mills, IA: Graphic, 235-237.

#### Myths About Rape Scale

Costin, Frank, and Norbert Schwartz. (1987). Beliefs about rape and women's sex roles: A four-nation study. *Journal of Interpersonal Violence*, 2(1), March, 46-56.

#### Rape Empathy Scale (RES): Deitz et al. (1982)

A measure of perceived empathy for rape victims. Consists of 19 items measuring empathy levels toward rape survivors on a 6-point Likert scale ranging from strongly agree (1) to strongly disagree (6).

1. \*a) I feel that the situation in which a man compels a woman to submit to sexual intercourse against her will is an unjustifiable act under any circumstances.

b) I feel that the situation in which a man compels a woman to submit to sexual intercourse against her will is a justifiable act under certain circumstances.

2. a) In deciding the matter of guilt or innocence in a rape case, it is more important to know about the past sexual activity of the alleged rape victim than the past sexual activity of the alleged rapist.

\*b) It is more important to know about the past sexual activity of the alleged rapist than the past sexual activity of the alleged rape victim in deciding the matter of guilt or innocence in a rape case.

3. a) In general, I feel that rape is an act that is provoked by the rape victim.

\*b) In general, I feel that rape is an act that is not provoked by the rape victim.

4. a) I would find it easier to imagine how a rapist might feel during an actual rape than how a rape victim might feel.  
\*b) I would find it easier to imagine how a rape victim might feel during an actual rape than how a rapist might feel.
5. a) Under certain circumstances, I can understand why a man would use force to obtain sexual relations with a woman.  
\*b) I cannot understand why a man would use force to obtain sexual relations with a woman under any circumstances.
6. \*a) In a court of law, I feel that the rapist must be held accountable for his behavior during the rape.  
b) In a court of law, I feel that the rape victim must be held accountable for her behavior during the rape.
7. a) When a woman dresses in a sexually attractive way, she must be willing to accept the consequences of her behavior, whatever they are, since she is signaling her interest in having sexual relations.  
\*b) A woman has the right to dress in a sexually attractive way whether she is really interested in having sexual relations or not.
8. a) I would find it easier to empathize with the shame and humiliation a rapist might feel during a trial for rape than with the feelings a rape victim might have during the trial.  
\*b) I would find it easier to empathize with the shame and humiliation a rape victim might feel during a trial to prove rape than with the feelings a rapist might have during the trial.
9. a) If a man rapes a sexually active woman, he would probably be justified in his actions by the fact that she chooses to have sexual relations with other men.  
\*b) If a man rapes a sexually active woman, his actions would not be justified by the fact that she chooses to have sexual relations with other men.
10. a) I believe that all women secretly want to be raped.  
\*b) I don't believe that any women secretly want to be raped.
11. a) In deciding whether a rape has occurred or not, the burden of proof should rest with the woman, who must prove that a rape has actually occurred.  
\*b) In deciding whether a rape has occurred or not, the burden of proof should rest with the man, who must prove that a rape has not actually occurred.
12. \*a) I believe that it is impossible for a rape victim to enjoy being raped.  
b) I believe that it is possible for a rape victim to enjoy the experience of being raped, whether she admits it or not.
13. a) I can really empathize with the helplessness a rapist might feel during a rape, since he's at the mercy of forces beyond his control.  
\*b) I can really empathize with the helplessness a victim might feel during a rape if all of her attempts to resist the rape have failed.
14. \*a) After a rape has occurred, I think the woman would suffer more emotional torment in dealing with the police than the man would.  
b) After a rape has occurred, I think the man would suffer more emotional torment in dealing with the police than the woman would.
15. a) If a rape were interrupted, I think the victim would feel more embarrassment than the rapist.  
b) If a rape were interrupted, I think the rapist would feel more embarrassment than the rape victim.
16. a) I feel it is impossible for a man to rape a woman unless she is willing.  
\*b) I feel it is possible for a man to rape a woman against her will.
17. \*a) If a rape trial were publicized in the press, I feel the rape victim would suffer more emotional trauma from the publicity than the rapist.  
b) If a rape trial were publicized in the press, I feel the rapist would suffer more emotional trauma from the publicity than the rape victim.

18. a) Once a couple has had sexual intercourse, then that issue is resolved and it is no longer possible for that man to rape that woman.

\*b) Even if a couple has had sexual intercourse before, if the man forces the woman to have sexual intercourse with him against her will, this should be considered rape.

19. \*a) I can understand a wife's humiliation and anger if her husband forced her to have sexual relations with him.

b) A husband has every right to determine when sexual relations with his wife occur, even if it means forcing her to have sex with him.

20. \*a) If I were a member of the jury in a rape trial, I would probably be more likely to believe the woman's testimony than the man's, since it takes a lot of courage on the woman's part to accuse the man of rape.

b) If I were a member of the jury in a rape trial, I would probably be more likely to believe the man's testimony than the woman's, since rape is a charge that is difficult to defend against, even if the man is innocent.

Note. Item 15 was eliminated from the final version of the scale. An asterisk denotes the victim-empathic statement within each item.

Deitz, S., Blackwell, K.T., Daley, P.C., & Bentley, B.J. (1982). Measurement of empathy toward rape victims and rapists. *Journal of Personality and Social Psychology*, 43(2), August, 372-384.

#### Forcible Date Rape Scale

The Forcible Date Rape Scale (FDR) consists of 9-items that measure attitudes towards the use of force to obtain sexual access.

Fischer, G.J., & Chen, J. (1994). The Attitudes Toward Forcible Date Rape Scale: Development of a measurement model. *Journal of Psychopathology & Behavioral Assessment*, 16: 33-51.

#### Acceptance and Expectation Questionnaire: Cook (1995)

Asks participants if they would expect and then accept sexual assault across 14 situations. I.e., measures participants' reactions to different situations where sexual violence might occur. Participants were instructed, "For each of the following, please circle yes or no to indicate whether you would expect sexual assault to occur in those situations" and "For each of the following, please circle yes or no to indicate whether sexual assault is acceptable if it occurs in those situations."

Cook, S.L. (1995) Acceptance and Expectation of Sexual Aggression in College Students. *Psychology of Women Quarterly*, 19, pp. 181-194.

#### Hostility Towards Women Scale

The Hostility Toward Women scale (HTW) is a measure of anger and resentment toward women, and consists of 30 items. Items include:

1. I feel that many times women flirt with men just to tease them or hurt them.
11. I don't seem to get what's coming to me in my relationships with women.
13. Women irritate me a great deal more than they are aware of.
17. It is safer not to trust women.

Lonsway and Fitzgerald (1995) provide a short form:



1. I feel that many times women flirt with men just to tease them or hurt them.
2. I believe that most women tell the truth.
3. I usually find myself agreeing with (other) women.
4. I think that most women would lie just to get ahead.
5. (M) Generally, it is safer not to trust women.  
(F) It is generally safer not to trust women too much.
6. When it really comes down to it, a lot of women are deceitful.
7. I am easily angered by (other) women.
8. I am sure I get a raw deal from the (other) women in my life.
9. Sometimes (other) women bother me by just being around.
10. (Other) Women are responsible for most of my troubles.

Check, J.V.P. (1985). *The Hostility Toward Women Scale*. Unpublished doctoral dissertation, University of Manitoba, Winnipeg.

Also;

Check, J.V.P., and N. Malamuth. (1983). Sex Role Stereotyping and Reactions to Depictions of Stranger versus Acquaintance Rape. *Journal of Personality and Social Psychology*, 45: 344-356.

Check, J.V.P., and N. Malamuth. (1985). An Empirical Assessment of Some Feminist Hypotheses About Rape. *International Journal of Women's Studies*, 8.

Lonsway, K.A., and L.F. Fitzgerald. (1995). Attitudinal antecedents of rape myth acceptance: A theoretical and empirical reexamination. *Journal of Personality & Social Psychology*, 68(4), April, 704-711.

#### Adversarial Heterosexual Beliefs Scale

1. In dating relationships people are mostly out to take advantage of each other.
2. If you don't show who's boss in the beginning of a relationship you will be taken advantage of later.
3. Most people are pretty devious and manipulative when they are trying to attract someone of the opposite sex.
4. Men and women are generally out to use each other.
5. It's impossible for men and women to truly understand each other.
6. In the work force any gain by one sex necessitates a loss for the other.
7. When women enter the work force they are taking jobs away from men.
8. Men and women cannot really be friends.
9. Sex is like a game where one person "wins" and the other "loses."
10. In all societies it is inevitable that one sex is dominant.
11. It is natural for one spouse to be in control of the other.
12. When it comes to sex, most people are just trying to use the other person.
13. It is possible for the sexes to be equal in society.
14. Men and women share more similarities than differences.
15. It is possible for a man and a woman to be "just friends."

Lonsway, K.A., and L.F. Fitzgerald. (1995). Attitudinal antecedents of rape myth acceptance: A theoretical and empirical reexamination. *Journal of Personality & Social Psychology*, 68(4), April, 704-711.

#### Texas Rape Scale

The Texas Rape Scale (TRS) consists of 96 statements (including the 10-item Texas Rape Intensity Scale) designed to measure sexual aggression, rape rationalization, and attitudes towards

punishment for rape. Also included is a 15-item knowledge test, and 16 background or demographic questions.

Young, R.K., & Thiessen, D. (1992). The Texas Rape Scale. *Ethology & Sociobiology*, 13,19-33.

## **Gender roles, gender stereotyping**

Also see the measures compiled here:

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*. 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

### **General discussion**

- Beere, C. A. (1990). *Gender roles: A handbook of tests and measures*. Westport, CT: Greenwood Press.
- Braun, M. (2008). Using Egalitarian Items to Measure Men's and Women's Family Roles. *Sex Roles*, 59(9), 644-656.
- Brogan, D., & Kutner, N. G. (1976). Measuring sex-role orientation: a normative approach. *Journal of Marriage and the Family*, 38, 31-40.
- Frieze, I. H., & McHugh, M. C. (1998). Measuring Feminism and Gender Role Attitudes. *Psychology of Women Quarterly*, 22(3), 349-352.
- Gibbons, J. L., Hamby, B. A., & Dennis, W. D. (1997). Researching gender-role ideologies internationally and cross-culturally. *Psychology of Women Quarterly*, 21, 151-170.
- Larsen, K. S., & Long, E. (1988). Attitudes toward sex-roles: traditional or egalitarian? *Sex Roles*, 19, 1-12.
- McHugh, M. C., & Frieze, I. H. (1997). The measurement of gender-role attitudes. A review and commentary. *Psychology of Women Quarterly*, 21(1), 1-16.
- Swim, J. K., Mallett, R., Russo-Devosa, Y., & Stangor, C. (2005). Judgments Of Sexism: A Comparison Of The Subtlety Of Sexism Measures And Sources Of Variability In Judgments Of Sexism. *Psychology of Women Quarterly*, 29(4), 406-411.

### **General measures of gender attitudes and stereotypes**

#### Attitudes Towards Women Scale

The Attitudes Toward Women Scale is a 55-item measure that was originally designed to assess opinions about the rights and roles of women. It focuses on family and economic roles mostly, and on norms and obligations of one gender to the other. It has been widely use, in its long form and also in a shorter 15-item version (see Spence & Hahn, 1973; 1997). Items include:

- a. Husbands and wives should be equal partners in planning the family budget.
- b. Intoxication among women is worse than intoxication among men.
- c. There should be a strict merit system in job appointment and promotion without regard to sex.

The statements listed below describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to

express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly.

1. Swearing and obscenity are more repulsive in the speech of a woman than a man.
- 2.\* Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing laundry.
- 3.\* It is insulting to women to have the “obey” clause remain in the marriage service.
- 4.\* A woman should be free as a man to propose marriage.
5. Women should worry less about their rights and more about becoming good wives and mothers.
- 6.\* Women should assume their rightful place in business and all the professions along with men.
7. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
8. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
9. The intellectual leadership of a community should be largely in the hands of men.
- 10.\* Women should be given equal opportunity with men for apprenticeship in the various trades.
- 11.\* Women earning as much as their dates should bear equally the expense when they go out together.
12. Sons in a family should be given more encouragement to go to college than daughters.
13. In general, the father should have greater authority than the mother in the bringing up of the children.
- 14.\* Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.
15. There are many jobs in which men should be given preference over women in being hired or promoted.

In scoring items, A=0, B=1, C=2, D=3 except for the items with an asterisk where the scale is reversed. A high score indicates a profeminist, egalitarian attitude, while a low score indicates a traditional, conservative attitude.

- Spence, J. T., & Helmreich, R. L. (1972). The Attitudes Toward Women Scale: An objective instrument to measure attitudes toward the rights and roles of women in contemporary society. *JSAS Catalog of Selected Documents in Psychology*, 2, 66-67.
- Spence, J. T., Helmreich, R. L., & Stapp, J. (1973). A short version of the Attitudes Toward Women Scale (AWS). *Bulletin of the Psychonomic Society*, 2, 219-220.
- Spence, J.T. & Hahn, E.D. (1997). The Attitudes Toward Women Scale and attitude change in college students. *Psychology of Women Quarterly*, 21, 17-34.

### Gender stereotyping among adolescents

From the SAFE DATES curriculum an 11-item measure (developed by Foshee et al. 1998) used to evaluate the rigidity of sex role beliefs. Response choices are on a four point scale ranging from strongly agree to strongly disagree.

#### Gender stereotyping

Most women can't be trusted.

In a dating relationship the boy should be smarter than the girl.

Girls are always trying to manipulate boys.

In a dating relationship, the boy and girl should have about equal power.

Swearing is worse for a girl than for a boy.

On a date, the boy should be expected to pay all expenses.

In general, the father should have greater authority than the mother in making family decisions.

It is all right for a girl to ask a boy out on a date.

It is more important for boys than girls to do well in school.

If both husband and wife have jobs, the husband should do a share of the house-work such as washing dishes and doing the laundry.

Girls should have the same freedom as boys.

Foshee VA, Linder F, MacDougall JE, Bangdiwala S. (2001). Gender differences in the longitudinal predictors of adolescent dating violence. *Preventive Medicine*, 32(2): 128-41.

Foshee, V., K.E. Bauman, X.B. Arriaga, R.W. Helms, G.G. Koch, and G.F. Linder. (1998). An Evaluation of Safe Dates, an Adolescent Dating Violence Prevention Program. *American Journal of Public Health*, 88, pp. 45-50.

In earlier work, Foshee *et al.* use a modified version of Gunter and Wober's (1982) scale:

1. Most women can't take care of themselves without help from men.
2. A husband should be smarter than his wife.
3. The women's liberation movement is a good thing.
4. Most women like to be pushed around by men.
5. Most women like to show off their bodies.
6. Most men want to go out with women just for sex.
7. Most women can't be trusted.
8. Most women are concerned about whether men like them.
9. Most women are not interested in politics.
10. Most women at some time want to be a mother.
11. Most women quarrel a lot with other women.
12. Most women are very interested in their jobs and careers.
13. Most women like romantic affairs with men.
14. Most women depend on men to get them out of trouble.

Foshee, V., & Bauman, K. (1992). Gender Stereotyping and Adolescent Sexual Behavior: A Test of Temporal Order. *Journal of Applied Social Psychology*, 22(20), 1561-1579.

#### Attitudes Towards Women for Adolescents

(p. 51 of Dahlberg *et al.* 2005):

1. Swearing is worse for a girl than for a boy.
2. On a date, the boy should be expected to pay all expenses.
- 3\*. On the average, girls are as smart as boys.
4. More encouragement in a family should be given to sons than daughters to go to college.
- 5\*. It is all right for a girl to want to play rough sports like football.
6. In general, the father should have greater authority than the mother in making family decisions.
- 7\*. It is all right for a girl to ask a boy out on a date.
8. It is more important for boys than girls to do well in school.
- 9\*. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.

10. Boys are better leaders than girls.
11. Girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career.
- 12\*. Girls should have the same freedom as boys.

\*Reverse coded

Galambos, N. L., A. C. Peterson, M. Richards, and I. B. Gitelson. (1985) The Attitudes Towards Women Scale for Adolescents (AWSA): A study of reliability and validity. *Sex Roles*, 13: 343-356.

#### Gender Stereotyping (Attitudes Towards Women)

(p. 50 of Dahlberg *et al.* 2005):

1. Most women like to be pushed around by men.
2. Most women like to show off their bodies.
3. Most men want to go out with women just for sex.
4. Most women like romantic affairs with men.
5. Most women depend on men to get them out of trouble.
6. It is sometimes OK for a man to hit his wife.
- 7\*. Men and women should have equal responsibility for raising children.

\*Reverse coded

Gunter, B., & Wober, M. (1982). Television viewing and perceptions of women's roles on television and in real life. *Current Psychological Research*, 2, 277-288.

#### Modern Sexism scale

##### Old-Fashioned Sexism

1. Women are generally not as smart as men.
2. I would be equally as comfortable having a woman or a man as a boss. \*
3. It is more important to encourage boys than to encourage girls to participate in athletics.
4. Women are just as capable of thinking logically as men.
5. When both parents are employed and their child gets sick at school, the school should call the mother rather than the father.

##### Modern Sexism

1. Women often miss out on good jobs due to sexual discrimination.
2. It is rare to see women treated in a sexist manner on television.
3. Society has reached the point where women and men have equal opportunities for achievement.
4. It is easy to understand the anger of women's groups in America. \*
5. Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences.
6. Discrimination against women is no longer a problem in the United States.
7. On average, people in our society treat husbands and wives equally.
8. It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities.

- Swim, J. K., Aikin, K. J., Hall, W. S., & Hunter, B. A. (1995). Sexism and racism: Old-fashioned and modern prejudices. *Journal of Personality and Social Psychology*, 68,199-214.
- Swim, J. K., & Cohen, L. L. (1997). Overt, covert, and subtle sexism: A comparison between the Attitudes Toward Women and Modern Sexism Scales. *Psychology of Women Quarterly*, 21, 103-118.

Attitudes Toward Feminism And The Women's Movement (FWM) Scale (1994)

The leaders of the women's movement may be extreme, but they have the right idea.  
 There are better ways for women to fight for equality than through the women's movement.  
 More people would favor the women's movement if they knew more about it.  
 The women's movement has positively influenced relationships between men and women.  
 The women's movement is too radical and extreme in its views.  
 The women's movement has made important gains in equal rights and political power for women.  
 Feminists are too visionary for a practical world.  
 Feminist principles should be adopted everywhere.  
 Feminists are a menace to this nation and the world.  
 I am overjoyed that women's liberation is finally happening in this country.

- Fassinger, Ruth E. (1994). Development and Testing of the Attitudes Toward Feminism And The Women's Movement (FWM) Scale. *Psychology of Women Quarterly*, 18(3): 389-402.

Sex Role Egalitarianism (1984)

The SRES exists in four versions: two 95-item alternate full forms (B and K) and two 25-item alternate abbreviated forms (BB and KK). Sample items include:

*Marital Domain:*

The husband should be the head of the family.  
 Things work out best in a marriage if a husband stays away from housekeeping tasks.

*Parental Domain:*

It is more appropriate for a mother, rather than a father, to change their baby's diapers.  
 Keeping track of a child's activities should be mostly the mother's task.

*Employment Domain:*

It is wrong for a man to enter a traditionally female career.  
 Women can handle job pressures as well as men can.

*Social-Interpersonal-Heterosexual Domain:*

A woman should be careful not to appear smarter than the man she is dating.  
 A person should be more polite to a woman than to a man.

*Educational Domain:*

Home economics courses should be as acceptable for male students as for female students.  
 Choice of college is not as important for women as for men.

- Beere, C. A., King, D. W., Beere, D. B., & King, L. A. (1984). The sex-role egalitarianism scale: a measure of attitudes toward equality between the sexes. *Sex Roles*, 10, 563-576.
- King, L. A., & King, D. W. (1986). Validity of the sex-role egalitarianism scale: discriminating egalitarianism from feminism. *Sex Roles*, 15, 207-214.

- King, L. A., & King, D. W. (1997). Sex-role egalitarianism scale. Development, psychometric properties, and recommendations for future research. *Psychology of Women Quarterly*, 21, 71–87.
- King, L.A., D.W. King, B.D. Carter, C.R. Surface, and K. Stepanski. (1994). Validity of the sex-role egalitarian scale: Two replication studies. *Sex Roles*, 31 (5-6): 339-48

#### Bem Sex Role Inventory (1974)

- Bem, S.L. (1974) The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42: 155-162.

#### Robinson Behavioral Inventory

The Robinson Behavioral Inventory (RBI) is a 34-item measure developed to assess the relationship between attitude and behavior in the area of sex-roles. This measure has been used to evaluate outcome studies which measure reported changes in sex roles. Items include:

##### Date rape

Is it all right if a male holds a female down and forces he to engage in sexual intercourse if . . .

- . . . he spends a lot of money on her?
- . . . he is so turned on he cannot stop?
- . . . she has had intercourse with other guys?
- . . . she is stoned or drunk?
- . . . she lets him touch her above the waist?
- . . . she says she is going to have sex with him and then changes her mind?
- . . . they have dated a long time?
- . . . she gets him sexually excited?
- . . . she has led him on?

##### Intervention in dating violence

If you have a friend whose boyfriend yells at and threatens her when she does not do what he wants, would you . . .

- . . . offer her assistance?
- . . . talk to a teacher?
- . . . talk to another friend?
- . . . suggest to her that she see a guidance counsellor?
- . . . ignore it—it is a personal issue?

If you were at a party and you saw a guy grab the arm of his girlfriend because he did not want her to leave the party, would you . . .

- . . . say something to him then and there?
- . . . talk to him about it at a later time?
- . . . talk to a teacher?
- . . . talk to another friend?
- . . . ignore it—it is a personal issue?

Jaffe, P.G., Suderman, M., Reitzel, D., & Killip, S.M., (1992). An evaluation of a secondary school primary prevention program on violence in intimate relationships. *Violence and Victims*, 7, 129-146.

### **Attitudes towards masculinity**

#### **General discussion:**

Thompson, E.H., Pleck, J.H. and Ferrera, D.L. (1993). Men and Masculinities: Scales for Masculinity Ideology and Masculinity-Related Constructs. *Sex Roles*, 27(11/12), pp. 573-607.

Smiler, Andrew P. (2004). Thirty Years After the Discovery of Gender: Psychological Concepts and Measures of Masculinity. *Sex Roles*, 50 (1-2), pp. 15-26, January.

#### Masculinity Ideology Scale

The Masculinity Ideology Scale is an 8-item measure that assesses a male's endorsement and internalization of cultural belief systems about masculinity and male gender. It is adapted from Thompson and Pleck's Male Norms Scale (MRNS), a 26-item abbreviated version of the Brannon Masculinity Scale, Short Form.

Brannon, R. (1985). A scale for measuring attitudes about masculinity. In A.G. Sargent (Ed.), *Beyond Sex Roles* (pp. 110-116). St. Paul, MN: West.

Thompson, E., H., & Pleck, J. H. (1986). The structure of male role norms. *American Behavioral Scientist*, 29, 531-543.

#### Multicultural Masculinity Ideology Scale

1. Guys should be courteous to women.
2. A guy should let people know how he feels.
3. A guy should not have male friends who are homosexual.
4. A guy should prove his masculinity by having sex with a lot of people.
5. Guys should not try to solve problems by fighting.
6. Providing for his family should be a man's main goal in life.
7. Male friends should not show affection to each other.
8. A guy should look for a date who has a good personality rather than one who is really good looking.
9. Guys should have a positive attitude towards life and not let things get them down.
10. A guy should be confident in everything he does.
11. In a relationship, guys should have sexual intercourse as often as possible.
12. To be a guy, you've got to be tough.
13. Strong anger is a natural emotion for a guy to show.
14. A guy should have long-term goals for his life.
15. A guy should not show affection to those he loves.
16. A guy should put his best effort into every part of his life.
17. Courage should not be a necessary part of being a guy.
18. Being a virgin should not be an embarrassment to a guy.
19. Even if a guy is not rich, he should try to look that way.
20. A guy should always have a woman he is dating.
21. Guys should not cry even when something really bad happens.
22. A guy doesn't have to be aggressive to get what he wants out of life.
23. In a relationship, guys should have sexual intercourse before having oral sex.
24. A man should not always have to protect his family.



25. The best way a man can care for his family is to get the highest paying job he can.
26. Guys should be competitive.
27. A guy should have sexual intercourse only in emotionally committed relationships.
28. Even when things get really difficult, a guy should keep trying.
29. A guy should not look for danger just for the thrill of it.
30. Being athletic or good at a sport should be important for a guy.
31. A guy should have sexual intercourse as early as he can in his life.
32. Showing emotion is not a sign of weakness in a guy.
33. A guy should take risks to reach his goals.
34. For a guy, sexual intercourse should not be the goal of making out.
35. A guy should be independent and not get too attached to others.

## APPENDIX B

### Corresponding Behavior Questions

1. I am courteous to women my age.
2. I usually do not let others know how I am feeling.
3. I would be able to have a good male friend who was homosexual.
4. Having a lot of sex partners would make me feel really good about myself.
5. When I am mad at someone, I am likely to fight.
6. Providing for my family will be my main goal in life.
7. I hug my close guy friends.
8. My date's looks are more important to me than her personality.
9. I have trouble keeping a positive attitude towards life.
10. In difficult situations, I am confident about my ability.
11. Once I have had sexual intercourse with someone, I usually have sexual intercourse with that person as often as possible.
12. In difficult times, I try to be tough.
13. I do not get very angry at people when they do something mean to me.
14. I do not have a good idea what I want to do for the rest of my life.
15. I show affection towards people I love.
16. I put my best effort into everything I do.
17. I try to block out fear because it only gets in the way.
18. I don't (or didn't) keep my virginity a secret.
19. I buy or wear stuff to make me look richer than I actually am.
20. I don't go longer than a month between relationships.
21. I do not cry when something bad happens to me or my loved ones.
22. When I want something, I use aggressive ways to get it.
23. In a relationship, I have oral sex before having sexual intercourse.
24. When I am married, I will do almost anything to protect my family.
25. The main way I plan to care for my family is to get the highest paying job I can.
26. I am not competitive with others.
27. I have sexual intercourse only in emotionally committed relationships.
28. When my goals seem very hard to reach, I don't try to reach them.
29. I look for danger just for the thrill of it.
30. I am not athletic or good at a sport.
31. I had (or will have) sexual intercourse at my first opportunity.
32. I don't show emotion because it would mean that I was weak.
33. When there is something I want, I will take risks to get it.
34. I am not satisfied with sexual activity if it doesn't include sexual intercourse.
35. I ask for help when I need it.

Doss, Brian D., and J. Roy Hopkins. (1998). The multicultural masculinity ideology scale: Validation from three cultural perspectives. *Sex Roles*, May, Vol. 38, Iss. 9/10.

### Gender-Equitable Men (GEM) Scale

The Gender-Equitable Men (GEM) Scale is intended to measure attitudes toward manhood and gender norms related to sexual and reproductive health promotion and disease prevention, partner violence, and sexual and intimate relationships, among other topics.

#### Factor 1: Inequitable Gender Norms

It is the man who decides what type of sex to have.  
 A woman's most important role is to take care of her home and cook for her family.  
 Men need sex more than women do.  
 You don't talk about sex, you just do it.  
 Women who carry condoms on them are "easy."  
 A man needs other women, even if things with his wife are fine.  
 There are times when a woman deserves to be beaten.  
 Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.  
 It is a woman's responsibility to avoid getting pregnant.  
 A man should have the final word about decisions in his home.  
 Men are always ready to have sex.  
 A woman should tolerate violence in order to keep her family together.  
 If a woman cheats on a man, it is okay for him to hit her.  
 If someone insults me, I will defend my reputation, with force if I have to.  
 I would be outraged if my wife asked me to use a condom.  
 It is okay for a man to hit his wife if she won't have sex with him.  
 I would never have a gay friend.

#### Factor 2: Equitable Gender Norms

A couple should decide together if they want to have children.  
 In my opinion, a woman can suggest using condoms just like a man can.  
 If a guy gets a woman pregnant, the child is the responsibility of both.  
 A man should know what his partner likes during sex.  
 It is important that a father is present in the lives of his children, even if he is no longer with the mother.  
 A man and a woman should decide together what type of contraceptive to use.  
 It is important to have a male friend that you can talk about your problems with.

Items that were dropped (but may still be relevant in other circumstances)

It disgusts me when I see a man acting like a woman.  
 Women should be virgins until they get married.  
 If a man cheats on a woman, it is okay for her to hit him.  
 A man always deserves the respect of his wife and children.  
 Above all, a man needs respect.  
 Real men only have sex with women.  
 Men can take care of children just as well as women can.  
 Women have the same right as men to study and to work outside of the house.  
 I think it is ridiculous for a boy to play with dolls.

If a man sees another man beating a woman, he should stop it.  
 If she wants, a woman can have more than one sexual partner.

Pulerwitz, Julie, and Gary Barker. (2008). Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM Scale. *Men and Masculinities*, 10: 322–338.

### International Men and Gender Equality Survey (IMAGES)

The International Men and Gender Equality Survey (IMAGES) is a comprehensive household questionnaire on men's attitudes and practices – along with women's opinions and reports of men's practices – on a wide variety of topics related to gender equality.

Topics include: gender-based violence; health and health-related practices; household division of labor; men's participation in caregiving and as fathers; men's and women's attitudes about gender and gender-related policies; transactional sex; men's reports of criminal behavior; and quality of life.

Information on IMAGES can be found here - <http://www.icrw.org/publications/international-men-and-gender-equality-survey-images>

The survey instrument for men –

[http://www.endvawnow.org/uploads/browser/files/IMAGES\\_Men\\_Question\\_Promundo\\_en.pdf](http://www.endvawnow.org/uploads/browser/files/IMAGES_Men_Question_Promundo_en.pdf)

The survey instrument for women -

[http://www.endvawnow.org/uploads/browser/files/IMAGES\\_Women\\_Question\\_Promundo\\_en.pdf](http://www.endvawnow.org/uploads/browser/files/IMAGES_Women_Question_Promundo_en.pdf)

### Male Role Norms

1. A man should always try to project an air of confidence even if he really doesn't feel confident inside (S).
2. I think a young man should try to become physically tough even if he's not big (T).
3. If I heard about a man who was a hairdresser and a gourmet cook, I might wonder how masculine he was (A).
4. A good motto for a man would be, 'When the going gets tough, the tough get going' (T).
5. A man owes it to his family to work at the best-paying job he can get (S).
6. When a man is feeling a little pain, he should try not to let it show very much (T).
7. A man must stand on his own two feet and never depend on other people to help him do things (S).
8. A man should always refuse to get into a fight, even if there seems to be no way to avoid it (T).
9. A man whose hobbies are cooking, sewing, and going to the ballet probably wouldn't appeal to me (A).
10. Success in his work has to be a man's central goal in this life (S).
11. A man should never back down in the face of trouble (S).
12. I might find it a little silly or embarrassing if a male friend of mine cried over a sad love scene in a movie (A).
13. A man should generally work overtime to make more money whenever he has the chance (S).
14. Fists are sometimes the only way to get out of a bad situation (T).
15. I always like a man who's totally sure of himself (S).
16. Unless he was really desperate, I would probably advise a man to keep looking rather than accept a job as a secretary (A).
17. A real man enjoys a bit of danger now and then (T).

18. It is essential for a man to always have the respect and admiration of everyone who knows him (S).
19. I think it's extremely good for a boy to be taught to cook, sew, clean the house, and take care of younger children (A).
20. A man always deserves the respect of his wife and children (S).
21. A man should always think everything out coolly and logically and have rational reasons for everything he does (S).
22. It bothers me when a man does something that I consider "feminine" (A).
23. Nobody respects a man very much who frequently talks about his worries, fears, and problems (T).
24. It is a bit embarrassing for a man to have a job that is usually filled by a woman (A).
25. In some kinds of situations a man should be ready to use his fists, even if his wife or his girlfriend would object (T).
26. The best way for a young man to get the respect of other people is to get a job, take it seriously, and do it well (S).

*Note.* The letter in parentheses following each item indicates the original MRNS (Thompson & Pleck, 1986) subscale on which the item was included (S = Status, T = Toughness, A = Antifemininity). Factor 1 = Status/ Rationality, Factor 2 = Violent Toughness, Factor 3 = Antifemininity, Factor 4 = Tough Image.

Fischer, Ann R., David M. Tokar, Glenn E. Good, and Andrea F. Snell (1998). More on the Structure of Male Role Norms. *Psychology of Women Quarterly*, 22(2): 135-155.

#### Male Role Attitudes Scale

1. It is essential for a guy to get respect from others.
2. A man always deserves the respect of his wife and children.
3. I admire a guy who is totally sure of himself.
4. A guy will lose respect if he talks about his problems.
5. A young man should be physically tough, even if he's not big.
6. It bothers me when a guy acts like a girl.
7. I don't think a husband should have to do housework.
8. Men are always ready for sex.

Pleck, J. H., F. L. Sonenstein, and L. C. Ku. (1994) Attitudes toward male roles among adolescent males: A discriminant validity analysis. *Sex Roles*, 30 (7/8): 481-501.

#### Meanings of Adolescent Masculinity Scale (MAMS)

##### Constant Effort

- A guy should always seem as manly as other guys that he knows.
- A guy should never back down from a challenge in public.
- Acting manly should be the most important goal for guys.
- A guy must always appear confident even if he isn't.
- No matter what happens, a guy should seem strong to others.
- Getting made fun of helps guys become tough.
- Guys should try to appear manly in almost all situations.

##### Emotional Restriction

- It is not important for guys to listen to each other's problems.
- It is weird for a guy to talk about his feelings with other guys.
- Guys should not talk about their worries with each other.

It is not a guy's job to comfort a friend who is upset.  
 When a guy has a fear, he should keep it to himself.  
 It is hard to respect a guy who shows his feelings.  
 If a guy is upset about something, he should hold it in.

#### Heterosexism

A guy who wears nail polish is hard to take seriously.  
 It is embarrassing to have a lot of gay friends.  
 Being thought of as gay makes a guy seem like less of a man.  
 It would be embarrassing for a guy to admit he is interested in being a hair dresser.  
 A good way to seem manly is to avoid acting gay.  
 A guy should be embarrassed to "run like a girl."  
 There is something wrong if a guy wants to do activities usually done by girls.  
 "Real" guys never act like a girl.

#### Social Teasing

A guy should be able to take teasing from his friends.  
 There is nothing wrong with a guy who picks on his friends.  
 It is normal for guys to make fun of their friends.  
 In order to fit in, guys must be able to tease other guys.  
 Guys do not pick on each other to be mean.

Oransky, M., and C. Fisher. (2009). The development and validation of the meanings of adolescent masculinity scale. *Psychology of Men & Masculinity*, 10(1): 57-72.

#### Adolescent Masculinity Ideology in Relationships Scale (2005)

1. It's important for a guy to act like nothing is wrong, even when something is bothering him.
2. In a good dating relationship, the guy gets his way most of the time.
3. I can respect a guy who backs down from a fight.
4. It's ok for a guy to say no to sex.
5. Guys should not let it show when their feelings are hurt.
6. A guy never needs to hit another guy to get respect.
7. If a guy tells people his worries, he will look weak.
8. I think it's important for a guy to go after what he wants, even if it means hurting other people's feelings.
9. I think it is important for a guy to act like he is sexually active even if he is not.
10. I would be friends with a guy who is gay.
11. It's embarrassing for a guy when he needs to ask for help.
12. I think it's important for a guy to talk about his feelings, even if people might laugh at him.

Chu, Judy Y., Michelle V. Porche, and Deborah L. Tolman. (2005). The Adolescent Masculinity Ideology in Relationships Scale: Development and Validation of a New Measure for Boys. *Men and Masculinities*, 8(1), July, pp. 93-153.

#### Conformity to Masculine Norms

Mahalik, James R., Benjamin D. Locke, Larry H. Ludlow, Matthew A. Diemer, Ryan P.J. Scott, Michael Gottfried, and Gary Freitas. (2003). Development

of the Conformity to Masculine Norms Inventory. *Psychology of Men & Masculinity*. 4(1), pp. 3-25, January.

### Hypermasculinity

Mosher, D. L., & Sirkin, M. (1984). Measuring a macho personality constellation. *Journal of Research in Personality*, 18, 150-163.

Also;

Mosher, D. L., & Anderson, R. D. (1986). Macho personality, sexual aggression, and reactions to guided imagery of realistic rape. *Journal of Research in Personality*, 20, 77-94.

Mosher, D. L., & Tomkins, S.S. (1988). Scripting the macho man: Hypermasculine socialization and enculturation. *Journal of Sex Research*, 25: 60-84.

### Stereotypes About Male Sexuality Scale

(<http://www4.semo.edu/snell/scales/SAMSS.htm>)

1. Men should not be held.
2. Most men believe that sex is a performance.
3. Men generally want to be the guiding participant in sexual behavior.
4. Most men are ready for sex at any time.
5. Most men desire physical contact only as a prelude to sex.
6. The ultimate sexual goal in men's mind is intercourse.
7. Lack of an erection will always spoil sex for a man.
8. From a man's perspective, good sex usually has an "earthshaking" aspect to it.
9. Men don't really like to plan their sexual experiences.
10. Most men are sexually well-adjusted.
11. Only a narrow range of emotions should be permitted to men.
12. Men are almost always concerned with their sexual performance.
13. Most men don't want to assume a passive role in sex.
14. Men usually want sex, regardless of where they are.
15. Among men, touching is simply the first step towards sex.
16. Men are not sexually satisfied with any behavior other than intercourse.
17. Without an erection a man is sexually lost.
18. Quite, lazy sex is usually not all that satisfying for a man.
19. Men usually like good sex to "just happen."
20. Most men have healthy attitudes toward sex.
21. A man who is vulnerable is a sissy.
22. In sex, It's a man's performance that counts.
23. Sexual activity is easier if the man assumes a leadership role.
24. Men are always ready to for sex.
25. A men never really wants "only" a hug or caress.
26. Men want their sexual experiences t end with intercourse.
27. A sexual situation cannot be gratifying for a man unless he "can get it up."
28. Sexual climax is a necessary part of men's sexual behavior.
29. Most men yearn for spontaneous sex that requires little conscious effort.
30. In these days of increased openness about sex, most men have become free of past inhibiting ideas about their sexual behavior.
31. A man should be careful to hide his feelings.
32. Men's sexuality is often goal-orientated in its nature.
33. Sex is a man's responsibility.
34. Most men come to a sexual situation in a state of constant desire.
35. Men use physical contact as a request for sex.

36. Men believe that every sexual act should include intercourse.
37. Any kind of sexual activity for a man requires an erection.
38. Satisfying sexual activity for a man always includes increasing excitement and passion.
39. A satisfying sexual experience for a man does not really require all that much forethought.
40. Most men have progressive ideas about sex.
41. It is unacceptable for men to reveal their deepest concerns.
42. Men usually think of sex as work.
43. A man is supposed to initiate sexual contact.
44. Men are perpetually ready for sex.
45. Many men are dissatisfied with any bodily contact which is not followed by sexual activity.
46. Many men are only interested in sexual intercourse as a form of sexual stimulation.
47. An erection is considered by almost all men as vital for sex.
48. Men's sexual desire is often "imperative and driven" in nature.
49. Men consider sex artificial if it is preplanned.
50. In these days of wider availability of accurate information, most men are realistic about their sexual activities.
51. Intense emotional expressiveness should not be discussed by men.
52. Sex is a pressure-filled activity for most men.
53. Men are responsible for choosing sexual positions.
54. Men usually never get enough sex.
55. For men, kissing and touching are merely the preliminaries to sexual activity.
56. During sex, men are always thinking about getting t intercourse.
57. Without an erection, sexual activity for a man will end in misery.
58. Sexual activity must end with an orgasm for a man to feel satisfied.
59. For men, natural sex means "just doing it instinctively."
60. Most men have realistic insight into their sexual preferences and desires.

Snell, W. E., Jr. (1998). The stereotypes about male sexuality scale. In C. M. Davis, W. L. Yarber, R. Bauserman, G. Schreer & S. L. Davis (Eds.), *Handbook of sexuality related measures*. Thousand Oaks, London, New Delhi: Sage.

Snell, W. E., Jr, Belk, S., & Hawkins, R., II. (1986). The stereotypes about male sexuality scale (SAMSS): Components, correlates, antecedents, consequences and counselor bias. *Social and Behavioural Sciences Documents*, 16(10).

#### Ambivalent Sexism Inventory (Hostile and Benevolent Sexism)

- |       |  |
|-------|--|
| B(I)  | 1. No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman.                                |
| H     | 2. Many women are actually seeking special favors, such as hiring policies that favor them over men, under the guise of asking for "equality." |
| B(P)* | 3. In a disaster, women ought not necessarily to be rescued before men.  |
| H     | 4. Most women interpret innocent remarks or acts as being sexist.  |
| H     | 5. Women are too easily offended.  |
| B(I)  | 6. People are often truly happy in life without being romantically involved with a member of the other sex.                                    |
| H*    | 7. Feminists are not seeking for women to have more power than men.  |
| B(G)  | 8. Many women have a quality of purity that few men possess.   |
| B(P)  | 9. Women should be cherished and protected by men.   |
| H     | 10. Most women fail to appreciate fully all that men do for them.  |
| H     | 11. Women seek to gain power by getting control over men.  |

- B(I) 12. Every man ought to have a woman whom he adores.  
 B(I)\* 13. Men are complete without women.  
 H 14. Women exaggerate problems they have at work.  
 H 15. Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.  
 H 16. When women lose to men in a fair competition, they typically complain about being discriminated against.  
 B(P) 17. A good woman should be set on a pedestal by her man.  
 H\* 18. There are actually very few women who get a kick out of teasing men by seeming sexually available and then refusing male advances.  
 B(G) 19. Women, compared to men, tend to have a superior moral sensibility.  
 B(P) 20. Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.  
 H\* 21. Feminists are making entirely reasonable demands of men.  
 B(G) 22. Women, as compared to men, tend to have a more refined sense of culture and good taste.

(Notes: H = Hostile Sexism, B = Benevolent Sexism, (P) = Protective Paternalism, (G) = Complementary Gender Differentiation, (I) = Heterosexual Intimacy, \* = reversed item.)

Glick, P., & Fiske, S. T. (1997). Hostile and benevolent sexism: Measuring ambivalent sexist attitudes toward women. *Psychology of Women Quarterly*, 21, 119-135.

See also:

Glick, P., & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology*, 70, 491-512.

Glick, P., Fiske, S. T., Mladinic, A., Saiz, J. L., Abrams, D., Masser, B., et al. (2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality and Social Psychology*, 79, 763-775.

## Organisational measures

See pp. 10-12 and 24-32 of the following for this and other measures of organisational capacity: Annie Casey Foundation. (2007). *A Handbook of Data Collection Tools*. Seattle, WA: Organizational Research Services.

See general discussion, and measures, in the following:

Esplen, E., with E. Bell (2007). *Gender and Indicators: Supporting Resources Collection*. Brighton, UK: Institute of Development Studies, University of Sussex. <http://www.bridge.ids.ac.uk/reports/IndicatorsSRCfinal.pdf> (pp. 6-10)

Moser, A. (2007). *Gender and Indicators: Overview Report*. Brighton, UK: Institute of Development Studies, University of Sussex. <http://www.bridge.ids.ac.uk/reports/IndicatorsORfinal.pdf> (pp. 17-23)

Moser, C., M'Chaju-Liwewe, O., Moser, A. and Ngwira, N. (2004). *DFID Malawi Gender Audit: Evaporated, Invisibilised or Resisted?*, UK Department of International Development (DFID): London.



Designed by the Innovation Network, the KidsCount Network Self-Assessment helps organisations assess their work in data collection and analysis, communications and dissemination, policy analysis, community and constituency mobilisation, and fund development (sustainability).

Gender Audit Methodology (Moser, 2005)

Moser, C. (2005) *An Introduction to Gender Audit Methodology: Its Design and Implementation in DFID Malawi*. London: Overseas Development Institute (ODI). <http://www.brookings.edu/views/papers/200505moser.pdf>

Manual for the Gender Self-Assessment (2003)

Evertzen, A. (2003) *Manual for the Gender Self-Assessment*. The Hague: SNV Gender and Development Training Centre. [http://portals.wi.wur.nl/files/docs/ppme/Gender\\_self\\_assessment.doc](http://portals.wi.wur.nl/files/docs/ppme/Gender_self_assessment.doc)

Woman-friendly workplace measure (Merrill-Sands, 2001)

Deborah Merrill-Sands and Sara J. Scherr (2001). *Center Self-assessment for a Woman-friendly Workplace*. Consultative Group On International Agricultural Research (CGIAR), Working Paper No. 29, May. <http://www.worldbank.org/html/cgiar/publications/gender/genderwp29.pdf>

UNDP Gender Mainstreaming Scorecard (2009)

United Nations Development Programme (UNDP), January 2009. URL: [http://www.siyanda.org/newadditions/2009-03-28-3994-UNDP\\_Gender\\_Mainstreaming\\_Scor.htm](http://www.siyanda.org/newadditions/2009-03-28-3994-UNDP_Gender_Mainstreaming_Scor.htm)

### **School climate**

The Checkpoint for Schools provides a detailed measure of school climate, particularly its institutional ‘readiness’ to introduce and sustain a non-violence intervention strategy. It covers the following dimensions: Home/school/community, Values, Organisation, Environment, Curriculum, Training:

Varnava, G. (2000). *Towards a Non-violent Society: Checkpoints for Schools*. London: NCB.

The full measure is available from this website:

[http://www.nspcc.org.uk/inform/resourcesforteachers/classroomresources/checkpointsforschools\\_wda48934.html](http://www.nspcc.org.uk/inform/resourcesforteachers/classroomresources/checkpointsforschools_wda48934.html).

School Climate Questionnaire

The following provides a 12-item measure of schools’ promotion of peace and non-violence:

Harris, I. (April, 1995). Teacher’s responses to conflict in selected Milwaukee schools: A report submitted to the Department of Psychological Services, Milwaukee Public School. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (Evaluation of Second Step). (URL: <http://www.eric.ed.gov/PDFS/ED393855.pdf>)

California School Climate and Safety Survey

This measure involves 102 items on school violence victimization, perceived danger, hostility, interpersonal trust, belonging to school, like/dislike of school, peer and teacher connections, preoccupation with school violence subscales.

Furlong, M., Chung, A., Bates, M., & Morrison, R. L. (1995). Who are the victims of school violence? A comparison of student non-victims and multi-victims. *Education & Treatment of Children*, 18(3), 282-298.

#### School Climate subscale of Peer-Mediation survey (10 items)

Vanayan, M., White, N., Yuen, P., & Teper, M. (1996). The effects of a school-based mediation program on the attitudes and perceptions of student mediators. *Education Canada*, 38(3), 38-43.

#### Colorado School Climate Survey

Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (2000). *Bully Proofing Your School* (2nd ed.). Longmont, CO: Sopris West.

#### Also see...

Also see various instruments in the following three publications. For example, Tutty (2002: 190) identifies four measures of school climate, all also listed above. Dahlberg *et al.* (2005: 46-47) note the Classroom Climate Scale. Elsewhere, they describe various measures assessing students' perceptions of schools, including their commitment to schools and schooling and their perceptions of the extent to which opportunities and rewards are offered (pp. 41-45). The American College Health Association (2008: 21-22) offers a prevention tool for the prevention of sexual violence on campus.

American College Health Association (ACHA). (2008). *Shifting the Paradigm: Primary Prevention of Sexual Violence*. Baltimore, MD: ACHA (24 pp.).

Dahlberg, Linda L., Susan B. Toal, Monica H. Swahn, and Christopher B. Behrens. (2005). *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Tutty, L., Bradshaw, C., Thurston, W.E., Tunstall, L., Dewar, M.E., Toy-Pries, D., Thomlinson, D., Este, D., Meadows, L., Josephson, W., Dobko, S., Proulx, J., Perrault, S., McDonald, M., and Nixon, K. (2002). *School-based violence prevention programs: A resource manual to prevent violence against girls and young women*. Calgary: AB: RESOLVE Alberta. Online at <http://www.ucalgary.ca/resolve/violenceprevention/>.

*The Safe Schools Program: Quantitative Research Instrument to Measure School-Related Gender-Based Violence*, December 2006. URL:

[http://www.devtechsys.com/services/activities/documents/SRGBV\\_SafeSchoolsProgram\\_StudentTeacherBaselineSurveyMethodology\\_Dec2006\\_000.pdf](http://www.devtechsys.com/services/activities/documents/SRGBV_SafeSchoolsProgram_StudentTeacherBaselineSurveyMethodology_Dec2006_000.pdf). (Note: This document presents the quantitative research instruments used to examine school-related gender-based violence in schools in Malawi, and it may be particularly appropriate in developing country contexts.)

### **Peer group climate**

A U.S. study constructed a measure of peer group climate or culture using individual-level measures which were then aggregated. These included negative measures of rude and aggressive behaviour, consumption of porn, sexualised discussion, and encouragement of group drinking,

which were seen to create a general incentive to dominate and control women, and positive measures such as support and respect for spouses, seen as a deterrent to violence.

Rosen, L.N., R.J. Kaminski, A.M. Parmley, K.H. Knudson, and P. Fancher (2003)  
The Effects of Peer Group Climate on Intimate Partner Violence Among Married Male U.S. Army Soldiers. *Violence Against Women*, 9(9), September, pp. 1045-1071.

#### Perceived Chilly Climate for Women Scale

Uses eight Likert-type items (strongly agree to strongly disagree) to ask students to indicate the extent to which they have observed or experienced gender discrimination in classroom and nonclassroom settings.

Whitt, Elizabeth J., Nora, Amaury, Edison, Marcia I., Terenzini, Patrick T., Pascarella, Ernest T. (1999). Women's perceptions of a "chilly climate" and cognitive outcomes in college: Additional evidence. *Journal of College Student Development*, Mar/Apr.

Pascarella, Ernest T. *et al.* (1996). The "Chilly Climate" for Women and Cognitive Outcomes During the First Year of College. ASHE Annual Meeting Paper. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE), Memphis, TN, October 31 - November 3. [See p. 37 for the measures.]

### **Capacity building, partnership, advocacy, etc.**

#### Indicators to Help with Capacity Building in Health Promotion (2000)

This report by the New South Wales Government (Australia) contains nine checklists, each with a number of indicators, developed for health promotion practitioners to assess the quality of their overall work practice. <http://www.health.nsw.gov.au/pubs/2000/capbuild.html>

#### Alliances

See pp. 12-13 of: Annie Casey Foundation. (2007). *A Handbook of Data Collection Tools*. Seattle, WA: Organizational Research Services.

#### Support

See pp. 13-24 of: Annie Casey Foundation. (2007). *A Handbook of Data Collection Tools*. Seattle, WA: Organizational Research Services.

#### Advocacy and mobilisation

Guides to measures of advocacy and mobilisation can be found in:

- Annie Casey Foundation. (2004). *A Practical Guide to Documenting Influence and Leverage in Making Connections Communities*. Seattle, WA: Organizational Research Services.
- Annie Casey Foundation. (2007). *A Handbook of Data Collection Tools: Companion to "A Guide to Measuring Advocacy and Policy"*. Seattle, WA: Organizational Research Services.
- Annie Casey Foundation. (2007). *A Guide to Measuring Advocacy and Policy*. Seattle, WA: Organizational Research Services.

- *Instigate Online Toolkit for Community Mobilization* – Available online at <http://www.transformcommunities.org/tctatsite/instigate/welcome.html>.

## General discussion on survey data and measurement in relation to violence against women

- Bloom, Shelah S. (2008). *Violence Against Women and Girls: A Compendium of Monitoring and Evaluation Indicators*. MEASURE Evaluation, with support from USAID East Africa and Inter-Agency Gender Working Group.
- Cook, Sarah L. (2002). Self-reports of Sexual, Physical, and Nonphysical Abuse Perpetration: A Comparison of Three Measures. *Violence Against Women*, vol. 8, no. 5, pp. 541-565, May.
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- Psychology of Women Quarterly*, December 2005, Vol. 29 Issue 4;  
The Impact Of Questionnaire Administration Mode On Response Rate And Reporting Of Consensual And Nonconsensual Sexual Behavior / Maria Testa, Jennifer A. Livingston, Carol VanZile-Tamsen;

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Includes: 2. Methodological issues in cross-cultural large-survey research on violence / Rosemary Gartner.
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Includes;  
Beyond Frequency and Severity: Development and Validation of the Brief Coercion and Conflict Scales / Sarah L. Cook and Lisa A. Goodman: 1050-1072.  
Commentary on Cook and Goodman's "Beyond Frequency and Severity: Development and Validation of the Brief Coercion and Conflict Scales" / Patricia Tjaden: 1073-1077.
- Waltermaurer, E.M. (2005). Measuring intimate partner violence (IPV) - You may only get what you ask for. *Journal of Interpersonal Violence*, 20 (4): 501-506, APR.
- Waltermaurer, E.M., C.A. Ortega, and L.A. McNutt. (2003). Issues in Estimating the Prevalence of Intimate Partner Violence: Assessing the Impact of Abuse Status on Participation Bias. *Journal of Interpersonal Violence*, 18(9): 959-974.

## Fathering measures

The following identifies some measures of fathering involvement, although other key measures include those by Palkowitz and others. It also lists some scales relating to male roles and masculinities with items relevant to fathering.

### Nurturant Fathering Scale

The Nurturant Fathering Scale consists of nine items, each rated on a 5-point scale, that participants use to characterize their relationships with the father or father figure selected on the demographic form.

1. How much do you think your father *enjoyed* being a father?  
 A great deal  
 Very much  
 Somewhat  
 A little  
 Not at all
2. When you needed your father's *support*, was he there for you?  
 Always there for me  
 Often there for me  
 Sometimes there for me  
 Rarely there for me  
 Never there for me
3. Did your father have enough *energy* to meet your needs?  
 Always  
 Often  
 Sometimes  
 Rarely  
 Never
4. Did you feel that you could *confide in* (talk about important personal things with) your father?  
 Always  
 Often  
 Sometimes  
 Rarely  
 Never
5. Was your father available to spend *time* with you in activities?  
 Always  
 Often  
 Sometimes  
 Rarely  
 Never
6. How emotionally *close* were you to your father?  
 Extremely close  
 Very close  
 Somewhat close  
 A little close  
 Not at all close
7. When you were an *adolescent* (teenager), how well did you get along with your father?  
 Very well  
 Well  
 Ok

- \_\_\_\_\_ Poorly  
 \_\_\_\_\_ Very poorly  
 8. Overall, how would you *rate* your father?  
 \_\_\_\_\_ Outstanding  
 \_\_\_\_\_ Very good  
 \_\_\_\_\_ Good  
 \_\_\_\_\_ Fair  
 \_\_\_\_\_ Poor

9. As you go through your day, how much of a *psychological presence* does your father have in your daily thoughts and feelings?

- \_\_\_\_\_ Always there  
 \_\_\_\_\_ Often there  
 \_\_\_\_\_ Sometimes there  
 \_\_\_\_\_ Rarely there  
 \_\_\_\_\_ Never there

Finley, G. E. and S. J. Schwartz (2004). The Father Involvement and Nurturant Fathering Scales: Retrospective Measures for Adolescent and Adult Children. *Educational and Psychological Measurement*, 64(1): 143-164.

#### Father Involvement Scale

How *involved* was your father in the following aspects of your life and development?

5. Always involved  
 4. Often involved  
 3. Sometimes involved  
 2. Rarely involved  
 1. Never involved

What *did you want* your father's level of involvement to be compared with what it actually was?

5. Much more involved  
 4. A little more involved  
 3. It was just right  
 2. A little less involved  
 1. Much less involved

- Intellectual development \_\_\_\_\_  
 \_\_\_\_\_ Emotional development \_\_\_\_\_  
 \_\_\_\_\_ Social development \_\_\_\_\_  
 \_\_\_\_\_ Ethical/moral development \_\_\_\_\_  
 \_\_\_\_\_ Spiritual development \_\_\_\_\_  
 \_\_\_\_\_ Physical development \_\_\_\_\_  
 \_\_\_\_\_ Career development \_\_\_\_\_  
 \_\_\_\_\_ Developing responsibility \_\_\_\_\_  
 \_\_\_\_\_ Developing independence \_\_\_\_\_  
 \_\_\_\_\_ Developing competence \_\_\_\_\_  
 \_\_\_\_\_ Leisure, fun, play \_\_\_\_\_  
 \_\_\_\_\_ Providing income \_\_\_\_\_  
 \_\_\_\_\_ Sharing activities/interests \_\_\_\_\_  
 \_\_\_\_\_ Mentoring/teaching \_\_\_\_\_



Caregiving
Being protective
Advising
Discipline
School/homework
Companionship

- Hawkins, A. J., Bradford, K. P., Christiansen, S. L., Palkovitz, R., Day, R. D., & Call, R. A. (2002). The Inventory of Father Involvement: A pilot study of a new measure of father involvement. *Journal of Men's Studies, 10*, 183-196.
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#### Multicultural Masculinity Ideology Scale (excerpt)

6. Providing for his family should be a man's main goal in life.  
 24. A man should not always have to protect his family.  
 25. The best way a man can care for his family is to get the highest paying job he can.

#### APPENDIX B

##### Corresponding Behavior Questions

6. Providing for my family will be my main goal in life.  
 24. When I am married, I will do almost anything to protect my family.  
 25. The main way I plan to care for my family is to get the highest paying job I can.

- Doss, Brian D., and J. Roy Hopkins. (1998). The multicultural masculinity ideology scale: Validation from three cultural perspectives. *Sex Roles, May, Vol. 38, Iss. 9/10*.

#### Gender-Equitable Men (GEM) Scale (excerpt)

The Gender-Equitable Men (GEM) Scale is intended to measure attitudes toward manhood and gender norms related to sexual and reproductive health promotion and disease prevention, partner violence, and sexual and intimate relationships, among other topics.

It includes some measures focused on fathering, as follows:

##### Factor 1: Inequitable Gender Norms

A woman's most important role is to take care of her home and cook for her family. Changing diapers, giving the kids a bath, and feeding the kids are the mother's responsibility.  
 It is a woman's responsibility to avoid getting pregnant.

##### Factor 2: Equitable Gender Norms

A couple should decide together if they want to have children.  
 If a guy gets a woman pregnant, the child is the responsibility of both.  
 It is important that a father is present in the lives of his children, even if he is no longer with the mother.

Items that were dropped (but may still be relevant in other circumstances)

A man always deserves the respect of his wife and children.  
Men can take care of children just as well as women can.  
I think it is ridiculous for a boy to play with dolls.

Pulerwitz, Julie, and Gary Barker. (2008). Measuring attitudes toward gender norms among young men in Brazil: Development and psychometric evaluation of the GEM Scale. *Men and Masculinities*, 10: 322–338.

Male Role Norms (excerpt)

- 5. A man owes it to his family to work at the best-paying job he can get (S).
- 13. A man should generally work overtime to make more money whenever he has the chance (S).
- 19. I think it's extremely good for a boy to be taught to cook, sew, clean the house, and take care of younger children (A).
- 20. A man always deserves the respect of his wife and children (S).

*Note.* The letter in parentheses following each item indicates the original MRNS (Thompson & Pleck, 1986) subscale on which the item was included (S = Status, T = Toughness, A = Antifemininity). Factor 1 = Status/ Rationality, Factor 2 = Violent Toughness, Factor 3 = Antifemininity, Factor 4 =Tough Image.

Fischer, Ann R., David M. Tokar, Glenn E. Good, and Andrea F. Snell (1998). More on the Structure of Male Role Norms. *Psychology of Women Quarterly*, 22(2): 135-155.

Male Role Attitudes Scale (excerpt)

- 1. It is essential for a guy to get respect from others.
- 2. A man always deserves the respect of his wife and children.
- 7. I don't think a husband should have to do housework.

Pleck, J. H., F. L. Sonenstein, and L. C. Ku. (1994) Attitudes toward male roles among adolescent males: A discriminant validity analysis. *Sex Roles*, 30 (7/8): 481-501.

**Further references**

- Palkovitz, R. (2002). Involved fathering and child development: Advancing our understanding of good fathering. In C.S. Tamis-LeMonda & N. Cabrera (Eds.), *Handbook of father involvement: Multidisciplinary perspectives*. Mahwah, NJ: Lawrence Erlbaum (pp. 119-140).
- Schoppe-Sullivan, S. J., McBride, B. A., & Ho, M. R. (2004). Unidimensional versus multidimensional perspectives on father involvement. *Fathering: A Journal of Theory, Research, and Practice*, 2, 147-163.