

MORAL DEVELOPMENT, COURTSHIP VIOLENCE
AND SEX ROLES IN RELATIONSHIPS
OF ADOLESCENTS

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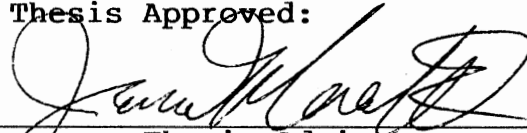
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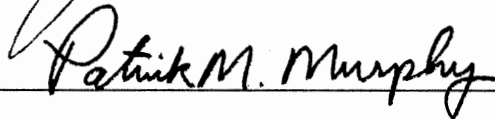
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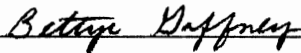
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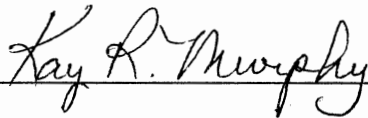
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Moral Development, Courtship Violence
and Sex Roles in Relationships
of Adolescents

Shiphrah Williams-Myers

This manuscript was prepared in partial
fulfillment of the requirements for a
Ph.D. degree at Oklahoma State University.

ABSTRACT

The study investigated the concepts of moral development and sex roles in relation to adolescent courtship violence in 157 adolescents (ages 14 through 18). Moral development was measured by the Defining Issues Test (DIT) (Rest, 1986); Sex roles by the BEM Inventory (BEM, 1978), and Violence by the Conflict Tactic Scale (CTS) (Straus, 1979). These instruments were given in combination with the Teen Curriculum on Dating Violence designed by the author.

Using the Pearson Correlations, significant relationships were found between androgyny and the Conflict Tactic Reasoning subscale for a friend (CTSRF) $r = 0.20$, and between androgyny and the Conflict Tactic Reasoning subscale for the individual (CTSRI) $r = -.28$.

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It has long been recognized that one of the primary interests of American teenagers during the adolescent period is participation in the dating process (Fenstein, 1985; Makepeace, 1985). The custom of dating, according to historical findings, originated on American college campuses in the 1930's; and was not participated in by high school students until the 1950's (Makepeace 1981, 1983, 1985). Since that time dating relationships have closely resembled marital relationships. Thus, such relationships carry with them the characteristics of the developmental adjustments and problems encountered by the married couple. One problem that has received much attention within the last decade is violence during the courtship period.

Despite evidence concerning the presence of violence in dating relationships literature relevant to this topic is scant. Most available literature investigates college students, and focuses on the fact that violence exists, but lacks a conceptual analysis of possible etiological considerations. The literature does not thoroughly investigate elements in the developmental process, such as moral development and sex roles. This investigation attempts to build a conceptual framework and expand the theoretical knowledge in the area of adolescent courtship

violence, moral development and sex roles (Billingham & Henningson, 1988; Makepeace 1987; Marshall & Rose, 1988).

The likelihood that dating violence might be a widespread problem was first suggested in an article published in 1981 by Makepeace. Since that time other research studies have supported the findings that dating violence is prevalent in high school as well as college (Billingham & Henningson, 1988; Makepeace, 1987; O'Keefe, Brockopp, & Chew, 1986). These studies of high school and college campuses revealed that the rate of dating violence is similar to that of spouse abuse (O'Keefe, et al., 1986). FBI statistics have verified that approximately 800 Americans are killed annually by a boyfriend or girlfriend. Yet, media accounts tend to treat these killings as isolated cases committed by psychopathic individuals (Elliot & Frank 1987; Makepeace 1985). This may be one of the reasons that dating violence has not received the national attention that spouse and child abuse has.

The literature clearly presents adolescence as a time of many stress producing events (Fenstein, 1985). The family environment from which the young person originates; how they are socialized to their role; and their feelings of what is right and wrong all have an effect on how they respond to the stresses of adolescence (Burt, Cohen, & Bjorck, 1988; Freize, 1978). The young person's exposure to abuse as a

child or witnessing abuse within the family of origin may have some association with etiological factors concerning dating violence (Burt, Cohen, & Bjorck, 1988; Makepeace 1981, 1985, 1987). However, how violence is socialized within the family and how the adolescent adapts to violent experiences could be etiological significant (Burt et al., 1988; Makepeace 1987; Marshall & Rose, 1988).

It is clear that adolescent development is not necessarily completed by a certain age. Adolescence is a continuous process that may represent stagnation at certain stages; as well as a failure to progress (Bandura, 1977; Erikson, 1982; Kohlberg, 1966; Piaget 1938). Dating relationships do closely mimic marriage; however the adolescent continues to have numerous unfinished developmental tasks of childhood (Poole, 1987). These unfinished tasks may include development of identity including sex role identification and the development of moral reasoning including obtaining a clearer picture of what the rules are (Buckholz & Gol, 1986; Poole, 1987).

Piaget (1950) and Inhelder & Piaget (1958) suggested that adolescents are capable of expanding adaptive potentials. These adaptive potentials are the ability to reason and problem-solve more effectively than in the pre-adolescent period. The direction which they expand is largely influenced by their concept of moral judgment and

the role they chose to assume (Inhelder, 1968).

Most researchers agree that courtship violence does exist. However variables that intervene and play causal roles have not been identified (Makepeace 1981, 1983, 1985, 1987; Roscoe & Callahan, 1985; Star, 1977; 1978). Sex roles, moral development and participation in violent activities by the adolescent are psychological complexities of learning. How these variables are integrated into what is acceptable or unacceptable by a given individual is important and the relationship of these variables warrants investigation.

From the literature on adolescent development, we expect that more appropriate conflict tactics (i.e., more reasoning and less violence) would be associated with enhanced moral reasoning and less stereotypical sex roles. (See Appendix C for a formal statement of problem, hypotheses, and definition of terms).

Despite evidence that violence does exist in adolescent dating relationships, there is little information available pertaining to the part moral development and sex role may play. As moral development progresses in adolescence there is a move toward cooperation and mutual respect (Piaget, 1965). There is also the belief that the role-taking the child may be involved in during his lifetime contributes to the growth of moral judgment (Kohlberg, 1964). Kohlberg

(1964) postulates that adolescent children gradually incorporate equality and reciprocity in their form of justice. These characteristics should result in the more egalitarian dating relationships which would be associated with less violent conflict tactics.

Maccoby and Jacklin (1974) suggests that sex-role development has strong environmental influences, relying on modeling (especially of same sex parent), and discouragement from significant others. The concept of what a child is to be, male or female, and the concept of right or wrong strongly resemble each other in the process of development. American society historically has promoted stereotypic images of males and females by placing the male in the role of an aggressor and the female in a more submissive role. Mass media directly and indirectly agrees to promote violence as a means of problem solving and often associates this with the "ideal" male. Thus, adolescents face a struggle in the progression toward a clear understanding of their moral development and their sexual identity. Violence may or may not be a part of what the adolescent views as appropriate.

Method

The sample pool for this study was 166 high school students who were either members of selected churches, social organizations, a girl's home and a boy's home located

in a large metropolitan, city in the Southwest. Of these 166 students, only data from 157 could actually be utilized in the study. All of the high school students were between ages of 14-18 years of age. Female students accounted for 55% (N = 86) of the sample and 45% (N = 71) were male. There were 19 students age 18; 19 age 17; 45 age 16; 60 age 15 and 14 age 14. No other demographic information was requested of the students.

Instruments Moral Development. The Defining Issues Test (DIT) (Rest, 1986) is an objective index of moral development based on Kohlberg's theory and methodology (Kohlberg 1958, 1981). After reading a series of moral dilemmas, the respondent rates and ranks the importance of various stage prototypical moral statements. In this study, a shortened version of the DIT was used with only three of the six dilemmas utilized (The Drug, The Prisoner, and The Newspaper). Rest (1986) reported a high correlation ($r = .94$) of the shortened with the full version. Validity has been established through a series of studies (McGeorge, 1975; Panowitsch, 1975; Rest, 1974; 1986).

Sex Roles. The BEM Sex Role Inventory (BSRI) (Bem, 1978) is one of the most widely used measures of sex role orientation. The instrument consists of 60 items and scores for masculinity, femininity, and androgyny can be derived. Concurrent validity and reliability studies generally

demonstrated relatively good psychometric properties (Bem, 1975, 1978).

Courtship Violence. The Conflict Tactics Scale (CTS) (Straus, 1979) is the most widely used measure of family violence. Three different tactics are measured: reasoning, verbal aggression, and violence. The CTS consists of items which ask the respondents how they dealt with disagreements and sequences items, such that they become more coercive and physically violent Straus (1979). Straus, Gelles and Steinmetz, (1980); Gelles (1974, 1982); Steinmetz (1977) provide evidence of reasonable reliability and validity. The Conflict Tactic Scale Reasoning subscale for the individual (CTSRI) is a group of responses to interrelationship conflict that denote reasoning was used to resolve the conflict rather than violence. The items are rated on a scale of zero to six designating number of times occurred. The scale is completed by the subject. The Conflict Tactic Reasoning subscale for a friend (CTSFR) contains the same items, also, completed by the subject. (See Appendix B for a more detailed description of all instruments).

Procedure

Contact was made by telephone to children's home, girl scout troops, boy scout troops, and select churches in the same Metropolitan area. Positive response was received from

one Catholic church, three Baptist Churches, one boy's home, one girl's home, one girl scout troop, and two boy scout troops. Dates were set to present the Teen Curriculum Dating Violence. (See Appendix E). Cover letters (See Appendix F) and permission sheets (See Appendix F) were hand delivered to all organizations which indicated they would participate. Information was given about the presentation and the collection of data. Due to the increased risk of students not returning for serial presentations, it was decided that data collection and the presentation would be completed in one session.

The sessions for the various organizations were conducted in the same manner. An adult in charge of the students was requested to be in charge of collecting permission slips, distributing instruments and collecting instruments. Students were greeted with an explanation of the program and rationale for data collection. They were assured that confidentiality would be maintained. Permission slips were collected first by an adult in the group, then a packet containing, The Conflict Tactics Scale (CTS), Defining Issues Test (DIT) and BEM Inventory (BEM) were distributed by the same adult. Students were told prior to starting that completion of the instruments was important. They were encouraged to be honest in their responses and not to consult with peers regarding answers.

Instruction was given to direct all questions concerning completion of the instruments to the examiner. Most students finished all instruments in thirty minutes. Students were instructed to remain quiet when finished to allow other students quiet time to finish. When all students acknowledged that they were finished the instruments were collected by the adult in charge. Then the Teen Curriculum on Dating Violence was presented with a question and answer period to follow.

Results

Pearson correlations were done to determine if there were significant relationship between androgynous sex roles and verbal reasoning directed towards friends, $r = -.20$, $p < .02$. A significant relationship was also found between the androgynous scores and verbal reasoning within the individual, $r = -.28$, $p = < .001$.

A multiple regression was done to determine the separate and multiple contributions of moral reasoning and sex roles in predicting conflict tactics. This analysis revealed that the DIT and the masculinity, femininity and androgynous subscales of the BEM can significantly predict verbal reasoning tactics, $F = 2.90$, $p < .05$. These variables accounted for 7% of the variance (multiple $R = .27$). Regression analysis also showed the reasoning tactics for individuals can be significantly predicted by DIT and the

three BEM subscales, $F = 4.83$, $p < .01$. In this analysis, the three variables accounted for 11% of the variance (Multiple R was .34).

In both analyses the DIT was seen as the greatest predictor of courtship violence on the reasoning subscale. The three BEM subscales and DIT contributed to courtship violence on the reasoning subscale in the following order of importance as predictors:

- (a) Friend - DIT, feminine, masculine, and androgynous scores accounted for the variance as 6.3%, .4%, .1%, .2% respectively for a total variance of 7%
- (b) Individual - DIT, feminine, masculine, and androgynous scores accounted for the variance as 8.3%, 2.4%, 0.3%, 0.3% respectively for a total variance of 11.3%

To clarify the relationships of the BEM scales to the CTS, a partial correlation was done, controlling for the DIT. With DIT controlled, androgyny was significantly related to reasoning toward friends, $r = 0.20$, $p < .01$; reasoning toward the individual, $r = -.29$, $p < .01$; and verbal equation directed toward the individual, $r = -.13$, $p < .05$. This latter variable was also significantly related

to masculinity scores, r .14, $p < .05$. (See Appendix D for detailed tabular presentation of data).

Discussion

The androgynous scores were revealed as the most powerful scores for determining possible relationship on the reasoning and verbal aggression subscales. The DIT was found to be the most reliable predictor of the violence reasoning scales.

The findings of the present study reveal that androgynous scores and DIT scores are related. Moral development is defined in the study as the development of a conscience, a set of cultural rules, of social actions which are internalized by the individual; these internalizations are behavioral, emotional and judgmental aspects of moral actions (Kohlberg, 1964, 1981). Maccoby and Jacklin (1974) defined acquiring sex roles as developing a set of cultural rules, which are gradually accepted and internalized. The major theories of sex role development represent psychological and sociological factors (Maccoby & Jacklin, 1974).

These theories suggest that sex role differentiation occurs through initiation from same sex models (particularly parents). It is hypothesized that this modeling is not a deliberate attempt by the child, but natural occurrence

(Maccoby & Jacklin, 1974). Kohlberg (1958, 1969), also saw imitation and/or modeling as a part of the development of moral values. Kohlberg calls these role taking experiences which have an impact on the rate of maturation and progression through the developmental stages. Kohlberg (1969), acknowledges that moral judgment can differ according to a person's cultural environment.

Sex differentiation is also said to evolve due to praise or discouragement from significant others (Maccoby & Jacklin, 1974). The behavioral aspects of moral actions suggest that moral development gradually develops by progressing from a being who only cares for his or her own needs to one who acknowledges others and is influenced by their discouragement and praise (Piaget, 1965).

According to the literature there are some similarities in the components which are found in the variables of moral development and sex role developments. Therefore it is not surprising that statistical analysis of the findings reveal significant relationships between androgynous scores and moral judgment scores.

Androgynous scores represent an unbiased view of sex role orientation, rationalizing what is right rather than what is designated appropriate for either sex (BEM, 1978). Androgynous views are probably closer to the version of principle thinking (natural rights, social contract), than

masculine or feminine view (Bem, 1978; Kohlberg, 1981).

Thus this would give some explanation for the relationship between moral judgment scores and androgynous scores.

Recommendations

The results of this research are viewed as preliminary findings. This study is the first study done in which these important variables have been studied collectively. It seems reasonable that other studies should follow. The studies could further investigate the relationships of these and other related variables. This information could give investigators a clearer picture of related concepts, and assist in theory development and expansion in this area. It could also assist with validating existing theories as well as the interrelationship and building conceptual models and frameworks.

Violence has been perplexed and perpetuated in our nation and the world for centuries. In some context (such as war) it can be understood. However, within the context of intimate relationships it leaves room for much investigation and analysis. With investigation of the variables that play a key role in human development, perhaps we can some day come to a better understanding of the mechanisms involved. Then we can relate interpretations of theoretical adequacy and inadequacy to the existential quest for scientific explanations regarding the reality of violence.

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APPENDIX A
Review of the Literature

Review of the Literature

This chapter will present a review of literature relevant to the study of adolescents involved in courtship violence. This chapter is divided into four major sections. The first section will examine concepts and theories related to adolescent development. The second section examines theories related to moral judgement and moral development. The third section examines sex role conceptualization. The fourth section presents studies of courtship violence and related studies. Finally, a summary that presents the purpose and rationale of the present investigation, based on the literature review ends the chapter.

Theories of Adolescent Development

Societies the world over have dealt with maturational aspects of adolescents. Some of these maturational aspects contain such elements as impulse control, dating behavior, and peer pressure (Brim & Kagan 1981; Hamacheck, 1988). Normal human development reveals a progression of movement from one stage of life to the next (Brim & Kagan 1988; Haber, Leach, & Schudy, 1982; Hamacheck, 1988). The common age range for adolescence indicates that during that time period (12-18 years) a shift in the developmental and learning process occurs (Freiberg, 1979; Hamacheck, 1988). The new developmental tasks that emerge during adolescence

stress the individual's defenses and can either stimulate growth in the form of new ways of coping or lead to regression and disorganization from failure to cope (Juhasz & Sonnenshein-Schneider, 1987). This is also a time of rapid growth. Physical, cognitive, and psychosocial changes occur simultaneously. The changes do not always occur in a uniform integrated way. There may be delays in some areas, while overlapping and acceleration occur in others (Cella, DeWolf & Fitzgibbon, 1987; Doka, 1986; Hamacheck, 1988). The onset of puberty varies from person to person. Puberty usually encompasses one to two years of rapid growth and development (Miller & Simon, 1980). Sexual maturity is preceded by the development of secondary sex characteristics. Height and weight accelerate dramatically as full adult status is attained.

Many authorities feel that one of the final stages of cognitive development occurs during adolescence (Rogow, Marcia, & Slugoski, 1983; Selman, 1980). Piaget (1962, 1965) calls this stage formal operations. Formal operations constitutes the highest level of intellectual functioning. Formal operations involves the capacity for abstract conceptual thought. The ability to reason becomes more complex as the individual is able to see multiple logical relationship between classes and properties (Elkind, 1967; Harris, 1977). This involves seeing the possible variations

of a problem and discriminating among the variable thus testing them systematically (Piaget, 1928; 1938; 1965).

Gesell & Gerston (1956) postulated that biological influences are the major determinants of adolescent development. He studied individuals from birth to 16 years of age. Greater emphasis was placed on the child, the adolescent and the role of environmental influences on adolescent development. They paralleled growth patterns with certain principles of maturation. His basic philosophy was that through maturational influences a person learns how to adjust (Hamacheck, 1988). Gesell described adolescent development as consisting of intense physical growth changes which are so dramatic that they affect all aspects of the human being (Gesell & Gerston, 1956). He categorized the behaviors through observing certain behaviors that occur at certain points in the maturational development of adolescents. His normative data consists of feelings, thoughts and behaviors seen at each age. Gesell indicated differences in equilibrium ranging from stormy equilibrium to calm equilibrium; and maintained that these changes are caused by maturational states which cause the adolescent to grow (Gesell & Gerston, 1956).

Freud also believed that human development was biological and marked by stages. He put more emphasis on the first years of life, concluding that adolescence and

adulthood have their roots in the resolution of childhood development stages (Brenner, 1974; Josselyn, 1971). During puberty (ages 13-18), which is Freud's genital stage, there is a reawakening of sexual interest (Freud, 1938). The adolescent with new sexual urges looks for gratification outside the home (Freud, 1938). Freud emphasizes that the first years of life are important in establishing traits that become permanent in adolescence (Brenner, 1974).

Adolescence is described by Josselyn (1971) as the psychological development that attempts to deal with pubescent changes and is therefore initiated by them. The biological changes of puberty upset a balance that previously existed between the ego and id during latency (Miller, 1984). Increased drives or impulses initiated by the greater hormonal secretion cause a personality reorganization in adolescents as they attempt to adjust to their new physical status (Josselyn, 1971). These increase impulses confront a relatively weak ego (Freud, 1965). Adolescents many times return to earlier modes of adaptation in an effort to reevaluate and reestablish mastery over the environment (Freud, 1965; Josselyn, 1971). Following these experiences the adolescent may go through a period of simply acting on instinctual drives (Hamacheck, 1988).

Some psychoanalysts believe that sexual development does not begin with puberty but that new avenues for dealing with

drives and the growth spurt come to the forefront in adolescence (Hamacheck, 1985; 1987, 1988). As the individual matures the simple solutions of drive satisfaction that a child used no longer work, and efforts toward new solutions are made (Meichenbaum, 1985). The ability to make these adjustments come about by the ego's capacity to renegotiate between the id, the superego, and the environment. The groundwork for this is laid earlier in development (Freud, 1965; Meichenbaum, 1985). If there has been inadequate accommodation in earlier stages, this is often reflected by difficulties in adolescence.

Adolescence is a developmental maturational process in which the individual attempts to work through life's experiences to achieve maturity (Berne, 1976; Erikson 1968; Mercer, 1979). Blos (1970) sees adolescence as a stage of individuation. Individuation according to this theorist is the maturational process that affords the person to be able to discriminate at an abstract level. Erikson (1968) speaks about ego identity, or the relationship between what a person seems like to others and what that person himself or herself thinks he or she is. To Erikson, (1968) adolescence represents an attempt to establish an identity within the social environment. Erikson (1963, 1968) called the stage of adolescence "identity vs isolation." He stressed that identity must be established before intimacy can occur. Blos

(1962, 1967) postulates that adolescents exhibit behavior marked with experimentation and testing the self. Both of these behaviors assist in reaching self identity. There may be rebelliousness or negativism shown during this period, which represents a movement toward individuation and autonomy (Blos, 1962, 1967). The individuation process may be accompanied by feelings of isolation, loneliness, and confusion since it brings childhood to an end. This realization of the end of childhood can create intense fears or panic in the individual (Levin, 1980, 1985). This fearful, yet exciting, entrance into adulthood is often a profound personal experience that may not be totally resolved in adolescence, but is dealt with throughout the course of one's lifetime according to Levin.

Mead (1979) suggests that the experiences of adolescent rebellion are culturally determined by the changes in generations and not biologically based. Adolescence is also seen as a period when people feel they deserve adult privileges that are not given to them, and ends when the full power and social status of adulthood are delegated to them by society (Jones, 1980). Mead (1979) sees the growth that takes place during adolescence as a continuous process and a cultural phenomenon, with individuals reacting to social expectations. The more clearly defined these expectations are, the less stressful and ambiguous the

adolescent period. The more the culture has changed, the greater the generation gap (Kappelman, 1977).

Today's adolescents have the culture of the 1980's to cope with which can exacerbate conflicts awakened by increased drives and changes in body image. Several issues in the complex and changing American society bear mentioning, since they directly influence the support an adolescent is able to obtain from the environment (Levin, 1985; Mercer, 1979). The following are issues that may produce conflict during adolescence: sexual roles; increasing violence in intimate and peer relationships; values and peer versus adult influence. The influence or results of the impact any of these issues can only be speculated. However, it is obvious that these and other issues increase the complexity of society and add new pressures to adolescents who are becoming adults and attempting to define their role in today's cultural milieu.

The adolescent continually strives for autonomy yet also imitates adult behavior (Kohlberg, 1966). Though these processes seem to be in conflict they occur simultaneously in adolescent development (Kohlberg, 1966). The adolescent gradually develops a sense of right and wrong. Maccoby and Jacklin (1974) suggest that as adolescents begin to accept their beliefs about certain phenomena, they attempt to make themselves and others conform to their perceptions. This

may be one rationale that explains why adolescents are seen as predominantly rigid in their belief system. Therefore, this investigation will investigate the relationship between what they view as right and wrong (moral development) and their sex role with the existence of violence in the dependent variable. It is believed that sex roles and moral development are somewhat dependent on environmental influences. And it has been validated that adolescence is a period of life represented by a variety of diverse environmental influences. Therefore it is imperative that we study concepts in adolescents that may have a profound effect on future adult development.

Moral Development/Moral Judgement. Freud stated that "the sense of guilt is the most important problem in the evolution of culture" (Freud, 1930). Theorists of the early twentieth century postulated that morality was the major focus in understanding social development (Freud, 1930). Moral development has been generally defined as the development of a conscience, a set of cultural rules, of social actions which are internalized by an individual (Kohlberg, 1964). Kohlberg (1981) further states that there are three different aspects of internalization. They are the behavioral, emotional and judgemental aspects of moral actions.

Piaget's Theory. Piaget believed in the study of what was called genetic epistemology. Genetic epistemology is

the science of how we know what we know (Piaget, 1952). His chief aim is to follow the ontogenological process of human development and analyze the transformations of development as they take place. Knowledge is not static it is not here and now (Piaget, 1964). Piaget believed that we must utilize the related sciences that we have such as psychology, mathematics, biology and physiology to interpret the development of knowledge (Piaget, 1964). Piaget and other theorists advocated that the child is our best source of accomplishing our quest for how we know what we know. The major method is through qualitative and quantitative analyses of the child. Piaget mastered this science by in-depth research of related sciences utilizing serial questions to get results and comparing and contrasting information that surfaced in each of the developmental stages (Piaget, 1964).

By utilizing this method of study, Piaget (1965) postulated two types of morality: heteronomous and autonomous. Heteronomous morality is morality that has unilateral respect and constraints. There is much influence from adult or authority figures. With autonomous morality, the child utilizes reason and logic to make decisions. The child is able to facilitate the mechanisms of cooperation and mutual respect. Heteronomous morality is found in the older mature child (Piaget, 1965).

Piaget (1965) theorizes and extracts several principles from the study of rules. In his theory he postulated that several stages lead to the process called moral development. Moral development ultimately leads to the ability to reason and make moral judgements. Piaget saw moral development as the process and moral judgements as the outcome (Piaget, 1965). He saw the first stage of moral development as the sensorimotor stage. This stage covered the age period from 0-2 years of age. During this stage there is no logic or reason, just schemes that have some internal sense of order. At the end of this stage the child begins to imitate older peers. This imitation again has no sense of logic or reason. Following the sensorimotor stage the individual moves to the egocentric stage (2-6 years old), the child prefers to play alone. At this time there is much adult influence. Piaget suggests that moral development gradually begins to develop by progressing from a being that only cares for his or her own needs to one who acknowledges others. Piaget uses the rules of the game in order to understand the process of moral development. The rules of the game are observed for their compliance, rigidity, and modification of the rules. Children gradually begin to accept outside norms from their peers (age 7-10) or older children as to what is right. When they begin to accept this notion this begins the stage of cooperation.

During this stage the rules of the game are not quite as rigid. Children are quite aware that the rules of the game are quite different in different places. They cooperate with their playmates if the rules are announced prior to the start of the game. Piaget (1965) believed these rules were a sort of juris prudence as the child developed.

The last stage which is codification of the rules; the child has accepted the rules as agreed upon with his or her peers. Respect for the rules is mutual. The rules can be changed and still be acceptable. In this entire process there is a practice (observed skills) of the rules and a consciousness (cognitive process that takes place) of the rules that integrate in the stages as mentioned. The practice of the rules is the actual actions that are taken and the consciousness of the rules is the ideas concerning the rules. These two concepts integrate to give some sense of morality to the situation. Piaget conceives of the principles of the rules as a process. And during this process the child matures; is able to discriminate what is true from what is not true eventually.

The younger child has difficulty evaluating the intentions and motives involved in lies and interprets things done by mistake as lies. As children grow and mature they gradually are able to interpret intention and motives. Children do this by evaluating the environmental actions at

a more abstract level. The older the child the more they are able to take motives and intentions into consideration prior to labelling actions as lies or truth. Because children are eventually able to develop some sense of jurisprudence in rules; they are able to discriminate ideas based on developed autonomy, cooperation, and the ability to differentiate environmental factors (Piaget, 1952).

Piaget (1950, 1965) also examines numerous concepts in his discussions of justice utilizing the stages that he observed in children discussed in the development of justice which he views as an integral part of moral development. He discusses several concepts related to justice. They are as follows: objective responsibility, subjective responsibility, retributive justice, immanent justice and distributive justice. These are all seen as part of a process that coincides with the process of growth and maturity (Piaget, 1950, 1965).

Objective responsibility (age 7-12) is found early in the child's development in the stage of concrete operations. Children are influenced by unilateral respect and constraints placed by authority figures. During this time their ideas of punishment are retributive. Children see the harshest punishment to be the best remedy and fair (Piaget, 1950, 1965). Gradually children progress (at approximately 12-15 years of age) in development to where

they think if one goes unpunished and some incident happens; that incident happens to repay the person who was not punished for their wrongful deed. This is called immanent justice. As the children mature, they develop cooperation and mutual respect and their interpretation of justice changes. They move from retributive justice to distributive justice. These transformations by the child are believed by Piaget (1965) to have sociological influences they integrate the use of logic or reason in their analysis of what is just and unjust.

Piaget analyzed the practice and the consciousness of the rules. In the practice of the rules Piaget found four stages which are listed respectively: motor and individual character, egocentric, cooperation and codification of the rules. Motor and individual character occur chronologically from zero to eighteen to twenty-four months of age. In this stage motor habits and desires dictate the child's action Piaget (1965). The second stage is called egocentric. This stage occurs between the ages of two and five years. The child plays mainly with himself/herself or with others without trying to win (Piaget, 1965). In this stage the child has the belief that everyone can win at once.

The third Piaget stage is incipient cooperation and it exhibits itself between the ages of seven and eight years (Piaget, 1965). This stage differs from the egocentric in

that each child tries to win. Unifications and mutual control of the rules are important concepts in this stage.

In the fourth and final stage, which is labeled codification of the rules, the development has reached the ages of between eleven and twelve years of age. In this stage Piaget believed every part of the game is fixed. Society is aware of the code of the rule observed. Piaget (1965) insists that the stages are merely for exposition, that the facts are actually present themselves on a continuum.

The consciousness of the rules represents an important component of moral development. In the first stage the child plays in a purely individualist manner. The child gets his or her motor interest satisfied (Piaget, 1965). Piaget postulates that in this stage rituals are invented for pleasure and that the notion of regularity is present. Events and scenario happenings, like day and night, are repeated and produce an awareness of "law" (Piaget, 1965).

The second stage begins when the child starts to conform to rules received from the outside. The child also learns to imitate rules used by others. The rules cannot be changed and are considered sacred by a child at this stage (Piaget, 1965). This begins around the age of six.

In the third of Piaget's stages of consciousness of the rules, which occurs after the age of ten, "autonomy follows

upon heteronomy" (Piaget, 1965). The rules of the game are no longer external law. Mutual consent is important. The rules can be changed with consent of the entire group. This stage represents the second half of the cooperative stage, (practice of the rules) and the entire stage of codification of the rules. The child also learns in this stage that rules are not external and that the origin of the games themselves do not differ.

Piaget (1965) postulates that the child progresses from unilateral respect and moral constraint to mutual respect and the development of justice. Initially, bound by moral realism the child has a regard to duty. This is heteronomous, "any act that shows obedience to a rule or even to an adult, regardless of what the adult commands is good" (Piaget, 1965). However, the opposite is bad. Moral realism demands that the letter of the law be followed rather than the spirit of the law. It also involves the concept of responsibility, which Piaget investigated by focusing upon stealing and lying. Cooperation and the development of justice are also important concepts in the theory. Justice is said to progress from retributive to distributive. Punishment progresses from expiatory to reciprocal.

Comparison of Kohlberg/Piaget. Development is thought by many authorities to progress in a cumulative manner.

Jean Piaget (1938) and Lawrence Kohlberg (1966, 1969) both agree with the concept that human development is a cumulative process. Though Piaget's studies of the child stop where Kohlberg begins, it is important to compare the theorists for background into the conceptualization of theoretical stages. Comparison of the theorists also allow for comprehension of the origins of Kohlbergian ideology.

Lawrence Kohlberg's research and writings on the topic of moral development were an effort to replicate Jean Piaget's (1938) investigations of the stages of moral judgement. He extended these stages to adolescence, and further examined the relation of stage growth to the circumstances related to taking the role of others in the social environment. Kohlberg made revisions and elaborated on Piaget's stages by expanding them to six stages of moral judgement.

Kohlberg's approach is that of tracing the basis of the child's judgement of moral issues. Kohlberg mimics Piaget's methodology by describing a series of events to the child which involve a moral dilemma. Children are expected to select a solution that is best for each dilemma and discuss why it is better than any other. The responses are analyzed by Kohlberg and his colleagues to determine which of the six developmental stages of moral judgements are reflected in the child's response (Kohlberg, 1981).

Kohlberg (1981) postulates that advancing in the process of moral judgement consists of progressing through three levels of development which are as follows: premoral or pre-conventional, conventional and post-conventional or autonomous (Kohlberg 1981). The conventional level is the one which the individual conforms to society's conventions. There are two stages within this level. Stage one is the punishment and obedience orientation. Here children learn what is good and bad, they learn to avoid punishment. Stage two is instrumental relativist orientation. Children are interested in what is satisfying and occasionally they are sensitive to the needs of others (Kohlberg, 1981).

The conventional level also has two stages. Stage three Kohlberg names the interpersonal concordance in Good boy-Nice girl orientation. In this stage there are mutual interpersonal expectations. Conforming to the norm is expected. Stage four is called society maintaining orientation. Children do what they consider their duty, they respect authority and see value in maintaining social order (Kohlberg, 1981). Post-Conventional is the level where the child conforms to principles and higher level abstraction. "There is a clear effort to define moral values and principles that have validity and application apart from authority . . ." (Kohlberg, 1981). Stage five is the Social Contract Orientation. Moral behavior is dictated in terms

of individual rights according to standards that have been critically examined; which the whole society has accepted. Stage six is called The Universal Ethical Principle Orientation. The individual moral judgements are based on universal principles of justice, equality of human rights and reciprocity and respect for individual as a person. What is right is chosen by the individual based on conscience and general ethical convictions (Kohlberg, 1981).

Kohlberg (1969) proposes that there are elements that determine how high in these six stages a person will progress. These elements are: level of logical reasoning, person's needs or motivation, person's social roles and the person's form of justice. The child level of logical development, according to Kohlberg, equates to the level of cognitive development in Piaget's theory. Thus logical development involves maturational and biological growth. Motivation or needs refer to the will or desire of the child. This is composed of both genetic and environmental influences (Kohlberg 1969). Social roles and form of justice are environmental. Children are socialized by taking the roles of others they interact with in their environment. They must gradually learn to be an "impartial spectator" or a "generalized other" in the development of moral judgement according to Kohlberg. This form of justice

according to Kohlberg is equality and reciprocity. Kohlberg (1963) believes that the role-taking the child is involved in; contributes to the growth of moral judgement. Kohlberg believes that his moral stages are universal and generalizable. However the dominant stage for different societies may differ.

Kohlberg (1963) presents himself as a disciple of Piaget. However, Piaget structured his stages somewhat differently from Kohlberg, and utilized the rules of the game to analyze situations. Kohlberg and Piaget agree that reciprocity and equality go hand in hand. They also agree that environment plays a vital role in contributing to the growth of moral development (Kohlberg, 1958, Piaget, 1965). Kohlberg appears to be a bit more convinced than is Piaget concerning environmental influences on the child. The reason for this difference is that at all stages of Kohlberg moral developmental theory he points out that the child has concern for others (Kohlberg, 1969). In contrast, Piaget sees the child as progressing in spite of environmental influences (Piaget, 1965). The infant is self-centered without concern for others (Piaget, 1932/1965). Though Kohlberg (1958) did not assess infants, he agrees with Piaget that there is little concern for others in this primary stage with infants. Both Piaget (1965) and Kohlberg (1958) see objective responsibility in the primary stages;

progressing to subjective responsibility in the latter stages. It must be remembered that the children Kohlberg studied were generally age 10 and over.

Kohlberg (1958) felt that Piaget was too specific on some points and rejected many of the causal explanations in his theory. For example, Kohlberg (1958) defined objective responsibility somewhat differently: "merely an expression of 'protective' modes of value and a failure to differentiate moral good from other kinds of good." Piaget (1965) suggested it was acts being evaluated in terms of consequences rather than intentions.

Piaget (1965) presented duty as heteronomous respect. Kohlberg (1958) found that respect for authority meant that they found the adult more powerful. Kohlberg also sees rules differently. While Piaget sees rules as expression of a means to purpose (Piaget, 1965). Kohlberg (1958) sees rules as based on the person's need for authority; a basis for shared action.

Both Piaget and Kohlberg see developmental growth as continuous with pauses that suggest at certain points the child completes that stage of development. After completion of the stage the child progresses on to the next stage of development. They both postulate that the stages progress in a chronological order and present expert theoretical considerations concerning the underlying structures that assist the child to accomplish each stage.

Piaget's writings do not suggest that there can be a regression or that the child can become stuck at any given stage. However, Kohlberg (1969, 1981) did investigate this possibility, and postulated that the highest stage may never be attained.

Kohlberg utilized Piaget's cognitive model to build his theory of moral development. He applied Piaget's concept of equilibrium to growth in moral judgement. Kohlberg sees role-taking experiences as important in the rate of maturation and progression through the developmental stages. He does admit that moral judgement can differ according to a person's culture. But the basic form of development remains the same despite culture.

Piaget and Kohlberg's theories are quite similar, but Kohlberg's use of Piagetian concepts brought about varying interpretations and modified definitions of Piaget's concepts. Kohlberg (1958, 1969, 1981) brought about documents that were heavily grounded in theory; yielding results that were validated by sound investigative technique.

Sex Role Conceptualization. The psychological nature of man and woman has been under intense debate for decades. A significant number of researchers within the last two decades have chosen to investigate the psychology of sex roles and differences. This section will review some of those investigators' findings.

Maccoby and Jacklin (1974) present a nature-nurture discussion of sex differentiation. Three theories are presented that purport to explain the differences. Though the authors discuss the biological and cognitive development of the sexes, the major theories that surfaced were psychological-sociological theories.

The first theory purports that psychological sex differentiation occurs through imitation. Children tend to use same sex models (particularly parents). They use these models more than opposite sex models for patterning their behavior. The child has a strong internal desire to pattern after one of the same sex. It is also postulated that much of the time this modeling is not a deliberate attempt on the child's part, but a natural occurrence (Maccoby & Jacklin, 1974).

The second major theory suggests that sex differentiation occurs through praise and discouragement. Parents and significant others reward and praise the child for what they conceive to be the appropriate behavior. They also actively discourage children when they engage in activities that seem inappropriate (Maccoby & Jacklin, 1974).

The third and final theory presented by Maccoby and Jacklin (1974) was that the sex differentiation occurs through self socialization. Children develop a concept of

what it is to be male or female. They struggle and progress to a clear understanding of their sex identity. Then children attempt to fit their own behavior to the concept of sex identity as they determine its appropriateness (Maccoby & Jacoby, 1974). Therefore, it is determined that a child's conception of what is appropriate behavior for male or female will depend upon observation of other males and females; as well as approval or disapproval of the actions he or she elicits from others. The first and second theory provide information children can draw upon in building their concept of sex appropriate behavior. However, the third theory suggests that neither modeling nor reinforcement automatically produces sex differentiated behavior (Maccoby & Jacklin, 1974). The authors stress the fact that behavioral sex differences exist does not constitute a linkage to sex roles.

Maccoby and Jacklin (1974) suggests that clear tendencies for children to choose stereotypically sex-related activities have been found as early as four years of age. Studies have also found that boys develop sex-typed activities at an earlier age, and females actually have a decline in sex-typed between the ages of five and ten. Sex-typed behavior is defined as activities that are stereotypically considered to be appropriate for either sex.

In relation to adolescence it was postulated that an

adolescent will imitate a same-sex model rather than an opposite-sex model (Maccoby & Jacklin, 1974). It was also suggested imitation is more prominent when learners have little information; when their past experience provides little guidance to what behaviors are appropriate. Therefore social influence is believed to be of utmost importance in children's acquisition of sex-typed behavior. Society has mandated that certain concepts are sex-typical. Some examples of sex typical concepts for boys are: aggressiveness, dominant, and competitive. Some examples of sex-typical concepts for girls are: cooperative, more social, dependent and shy (Maccoby and Jacklin, 1974). Though these concepts exist, the authors found little or ambiguous findings to support their validity.

Many authorities believe that basic differences between the sexes start at an early age, and continue throughout the life span, and that these differences have a biological origin (Freud, 1938, 1965; Frieze 1973). Others see differences resulting from socialization or from variations in the way we raise girls and boys (Fromm, 1943; Goldstein, 1965; Graf, 1972). Although many believe that culture is a major influence in socializing children for their later adult roles, they also find on careful review of the data that there are relatively few basic personality differences between boys and girls (Gross, 1958; Gruder, 1971, Hartley,

1974). So it appears that many apparent differences between men and women are not fundamental personality differences, but are the result of the roles the sexes are assigned and the reinforcements they receive of the varying behaviors for each sex (Haber, et al., 1982; Hoffman, 1977).

Roles are sets of socially expected behavior patterns associated with an individual's function in various social groups (Stuart & Sundeen, 1983). Identity emerges from self concept and is evident in the form of role behavior (Leach, 1978). Roles can provide a means for social participation and a way to test out identities for consensual validation by significant others (Kaplan, 1974). There are two basic types of roles. The first is an ascribed role over which the individual has no choice. Examples of ascribed roles include age and sex (Haber, et al., 1982). The second is an assumed role that the individual selects or achieves by choice. These roles include occupation, marital and family roles (Stuart & Sundeen, 1983).

Sex roles are important in that they forcefully affect one's performance in other roles (Sadoff, 1976). They are particularly significant for the performance of family roles. In turn, family roles permeate most other roles as well, and are frequently the cause of role conflict or disturbance (Leach, 1978).

Exactly how a child develops in a masculine or feminine

direction is not totally understood. Sigmund Freud (1938) and Anna Freud (1965) described the libido as the force that expressed sexual instinct as the libido. This instinct develops gradually during the oral stage with both sexes focusing on the mouth and lips. In the anal stage, the central concern is the anus and the elimination or retention of feces. According to Freud males and females diverge in their sex role development in the phallic stage, which occurs at approximately 4 years of age (Freud, 1938; Freud, 1965). The boy is concerned with love of the mother, is jealous of his father, and has castration anxiety (Freud, 1938; Freud, 1965). The girl deals with the lack of a penis, renounces her mother, and loves her father (Freud, 1938; Freud, 1965). One of the major points of Freudian theory is the biological inferiority of the female, based on the lack of a penis and female envy of male anatomy.

Sex role development has also been explained from a social learning approach. This theoretical approach views sex role behavior as being maintained by external, social motives rather than internal forces (Leach, 1978; Stuart & Sundeen, 1983). Social learning theorists do not believe that internal motives cause the child to adopt sex-role behavior. Sex role acquisition occurs by reinforcement, which means behavior reinforced through such things as rewards or praise by peers and/or authoritarian figures

(Hyde, 1979). Children are said to perform sex-appropriate responses because they receive direct social and physical rewards for this behavior. They avoid sex inappropriate behaviors because they are punished for them (Leach, 1978).

Cognitive development theory considers children to be active learners with their intellectual development considered the key to gender identity (Flavel, 1977; Flavel, Botkin, Fry, Wright, & Jarvis, 1968). Cognitive development theorists believe children are motivated by a desire for competence and mastery over the world (Flavel, 1977; Kohlberg, 1963, 1966, 1969, Kohlberg & Zigler, 1969). The theory proposes that children imitate same-sex models because they are motivated to maintain a competent, positive self-image and to master the behaviors which they judge important for themselves.

According to Kohlberg (1966, 1969) children pass through three major cognitive steps in the process of acquiring sex role behaviors. He suggests that in the first stage they discover that there are two sexes. Out of this awareness comes what is called by Kohlberg gender identity. That is children come to know their own sex while beginning to categorize others as either male or female. Kohlberg (1966, 1969) believes that with time and cognitive growth, gender identity becomes more stable. He also believes that children begin to categorize behaviors and objects as

appropriate for one sex or the other. Children use gender as an organizer for much of the information in their social world.

The second cognitive step that Kohlberg discusses is based on gender identity, on the categorization of sex-appropriate behaviors, and on egocentric thinking. Children develop a system of values for various behaviors and attitudes. Each child values behaviors and attitudes associated with his or her own sex more than behaviors and attitudes associated with the other sex. As a result of this differential valuing, children begin to imitate sex-appropriate behaviors and to avoid sex inappropriate behaviors and objects. During this period children begin to model the behaviors of other individuals of their own sex (Kohlberg, 1969).

Finally, Kohlberg (1966, 1969) believes that as a result of this differential valuing and differential modeling, each child develops an emotional attachment or identification with the same sex parent. This identification leads to further imitative behavior and role structuring. Kohlberg (1969) also agrees that the child's developing sex-role identity continues to be influenced by a variety of outside environmental forces as well.

Within the decade of the sixties traditional concepts of masculinity and femininity have been questioned (Mead &

Kaplan, 1965). Bem (1974), Bem & Bem (1970), and Spence, Helmrich & Stapp, (1975), suggest that one should not look at the concept of masculinity and femininity as polar ends of a single continuum but as conceptualization of masculinity and femininity within two independent trait constellations.

Individuals of either sex can be highly masculine, highly feminine or androgynous (Bem, 1974; Spence, et al., 1975). An androgynous person is one who may act according to sex roles stereotypes or not depending on the circumstance of the situation. Such a person is both instrumental and expressive, both assertive and yielding, both masculine and feminine.

Several researchers agree that children's conceptualization of sex roles are assumed to develop from more traditional, rigid, stereotyped sex role beliefs to more egalitarian, flexible, androgynous beliefs (Bem, 1975; Lipman-Blumen, 1975). Despite the process of development and/or conceptualization of sex roles they are important in our everyday lives. They are also important in one's adjustment and acceptance as men and women in American society.

In summary, many popular beliefs exist concerning the characteristics of the two sexes, though they are not validated. However, a significant proportion of society

continues to believe that certain myths are valid interpretations of a particular sex. For example, the concept of dominance has long been associated more with boys. According to the literature, this concept has presented ambiguous findings. Because the idea does strongly exist in society, some children are encouraged to be dominant if they are male. The child may also imitate this behavior because of the reinforcement they receive. For example, some males may associate dominant behavior as masculine, and receive positive reinforcement from same-sex parent and/or peers to demonstrate that behavior. Females who have been socialized to believe this myth may also accept dominant behavior in males. Maccoby and Jacklin (1974) believe the suggestion that society could devote its energies toward decreasing the acceptance of male aggression. The authors also believe that there could be a decrease in preparing woman to submit to male aggression and dominance. However, it is up to individuals in society to foster the lifestyles they value most.

Related Studies on Spouse Abuse. An early study on intrafamily violence between spouses was conducted by Gelles (1974). This study was designed to determine whether physical violence between spouses was more common than was generally acknowledged at that time. In the Gelles study forty couples were identified from social service agencies

and police reports as experiencing some form of family violence. For a control group, 40 other couples were selected at random from among the neighbors of the abusive subjects. One spouse from each couple's relationship was interviewed in depth in the subject's homes, eighty-three percent (83%) of the subjects interviewed were female.

The results of this study found that the greatest violence occurred in age groups between 41 and 50 years of age. There was an inverse relationship between the husbands' education level and violence. The violent husbands had lower occupational status than their nonviolent counterparts. There was also a correlation between lower socio-economic status incidence of violence. The Gelles study excluded upper-middle and the high/low and upper-class families with incomes over \$25,000.

From the total number of subjects, 44 reported one or more violent episodes in the marriage. Of these 44, 21 reported that violence occurred on a regular basis. Regular violence was defined as occurring from six times a year to daily. The data from the study showed the husband to be more violent than the wife; 47% of the husbands were reported as having hit their wives at least once and 25% were abusive regularly. Of the wives, 32% were reported as hitting their husbands at least once, 11% on a regular basis. Almost every violent husband reported coming from a family in which spouse abuse had occurred.

In all cases where information was available from the agencies, the subjects' responses corresponded well with the outside data. There is an assumption that data from a sample will underestimate the occurrence of violence due to the bias that will operate against giving personal information about violence. However, this assumption did not appear in the Gelles study.

One significant finding in the study was that in the control group, with no public record of family violence, 37% reported some incidence of spouse assault in their own families, and 15% reported regular violence. Gelles (1974) considers this figure the best estimate of the occurrence of marital violence in the general public, since these families had no record of family violence and were selected on a quasi-random basis (Gelles, 1974). Gelles (1982) considers the figures an underestimate of violence in the general population, because it systematically excluded families with a record of violence and because self-reporting of information is considered biased in that direction.

Straus, Gelles & Steinmetz, (1980) reported on the first national survey of family violence in American homes. The subjects consisted of 2,143 intact families, who were surveyed in 1975. One adult from each family was interviewed, fifty-six percent (56%) of the respondents were female. Area or cluster sampling procedures were used to

gather a sample with characteristics similar to the census data for the population of the United States. The authors describe the sample as an adequate group for generalization to families in this country.

Some limitations of the study were specified, the subjects were limited to intact families. No single-parent families were included. Interviews were completed with members of 65% of the families identified as eligible for this study. Given the topic under study, this completion rate was considered high. The level of violence in families was measured using the Conflict Tactics Scale, which was developed by one of the researchers (Straus, 1979).

There were only slight differences in violence among various areas of the country, and between city and rural populations. By race, wife abuse was reported to be highest among blacks, in comparison to white or other races. More spouse abuse was reported in families with no religious preferences although differences among religious affiliations was not clearly discriminated. In this study the younger couples, under 30 years old, were the most violent. The most violent men were those who had graduated from high school, the least violent were grammar school dropouts and men with some college education. Income was shown to have a direct bearing on levels of violence in families. Unemployed men were twice as likely to use severe

violence on wives than men employed full time, and men with part-time employment had a rate three times that of full-time employed husbands. Families living at or below the poverty line had a rate of conjugal violence 500 times greater than the rate in families with incomes over \$20,000. Blue collar workers had twice the rate of violence between husbands and wives as individuals in white collar occupations.

The most common situation in violent marriages was for both spouses to use violence. Forty-nine percent (49%) of violent couples reported this situation. The types of violent behavior showed some differences. More wives threw things and hit with an object. More husbands slapped, beat up their partners, and used a knife or gun.

From the findings of this study, it was estimated that 3.8% of American wives are beaten by their husbands every year. One in every six couples commits at least one violent act against his/her spouse. For 28% of all couples, violence will occur at some point during the marriage. Translating the survey findings for extreme violence into figures for the 1975 population of the United States, the authors reported rates would mean that over 1.7 million Americans had at some time been threatened with a spouse wielding a knife or gun, and over 2 million had been beaten by a husband or wife (Straus, et al., 1980).

The authors of this study consider these to be low figures and very likely a substantial underestimate of family violence in the United States (Straus et al., 1980). This is due to the fact that the findings were based on self-report information and that the study excluded divorced or separated couples.

Steinmetz (1977) conducted research on the use of violence to resolve marital conflicts with a sample of intact families with children in the State of Delaware. From a sample of 217 families selected by a stratified quota technique, 125 were contacted. Of these, 57 families volunteered to participate, 25 refused, and others were eliminated for various reasons.

Though, attempt was made to actively encourage the husbands to participate in this research the data gathered in this study is predominately from the wives. For the self-administered questionnaire, 35% of the husbands participated. In the interview portion of the study only 5 (9%) of the men participated.

Physical violence was reported being used by 60% of the families that participated. An early version of the Conflict Tactics Scale was used to measure marital violence. The author reports that the data suggest an increase in husbands' and wives' education and in social class will decrease use of physical force to resolve

conflicts (Steinmetz, 1977). It also reports that a significant portion of the families confirmed violence began during the courtship period.

While many of these studies may yield varying results, they present a synopsis of the literature that exists in this area. The study clearly concurs that a variety of variables are important in the study of family violence. Therefore moral development and sex role types were selected as initial variables to investigate in relation to domestic violence. The researcher is influenced by empirical data that suggests investigation of these concepts may broaden the theoretical knowledge base.

Studies of Courtship Violence. Family violence has been reported to be predominantly preceded by violence during the premarital period (dating), (Makepeace, 1983; Straus, et al., 1980). This problem of dating violence has been receiving more attention recently; studies have indicated that approximately one third of all high school and college students are involved in some form of violence in their relationships (Cate, Henton, Kovall, Christopher & Lloyd, 1982; Lane & Gwartney-Gibbs, 1985; Makepeace, 1983). The earliest study on courtship violence was conducted by Makepeace (1981). This study was designed to recognize and focus on violence that occurs during the dating period. The subjects were 202 college students, 49% were men and 51%

were women, 83% were freshmen and sophomores.

In this study the incidence of both actual and threatened courtship violence was examined. Direct personal experiences as well as knowledge of violent experiences of people that they personally knew were also assessed. Over sixty percent responded that they personally knew someone who had been involved in courtship violence while 21% of the students had at least one direct personal experience. Half of the respondents indicated that alcohol was involved in the violent act (Makepeace, 1981).

Cate, et al., (1982) reported premarital abuse from a social psychological perspective. In the study 355 college students (153 males and 202 females, mean age = 19.8 years) from a state university participated. The data was collected by means of a questionnaire, which was partially taken from the Conflict Tactic Scale developed by Straus (1979). Only the respondents who answered yes to the question of being the abused or the abuser completed the questions that related to the type and description of the violence used.

Cate, et al., (1982) found the incidence of premarital abuse prevalent. Of the 355 respondents who completed the questionnaire, 22.3% reported they were victims of premarital violence, or that they had been the abuser. The study also suggested that in over one-half of the cases, the

abuse was reciprocal. In 68% of the relationships where abuse was reported both partners admitted at some point being the perpetrator of the violence.

This study also reported at what stage in the dating relationship the violence took place. Greater than seventy percent (70%) reported they experienced the violence after the relationship became more serious and 25% experienced violence after engagement or cohabitation. The remaining percentage reported the abusive acts began during casual dating. It would seem from this study that violent behavior may be more acceptable or prevalent when relationships have progressed to a more in-depth level of intimacy (Cate, et al., 1982).

Makepeace (1983) examined the effect of life events stress and its effect on courtship violence. This was done via a questionnaire on the experiences of a sample of college undergraduates. Makepeace wanted to study the major life events that effect the lives of college students and to what extent these life changes related to courtship violence. The sample consisted of 244 college students, predominantly freshman, and sophomore females. The Conflict Tactics Scale (CTS) developed by Straus (1979) was used to assess courtship violence (CTS) and the Student Life Events Schedule (SLES) was used to measure life events. More than thirteen percent of the sample reported having employed some

form of interpersonal violence against a partner. However, there was no correlation found between courtship violence and life events stress (Makepeace, 1983).

Roscoe & Benaske (1985) examined the courtship violence experience by abused wives. The subjects were 82 randomly selected women from shelters across the state of Michigan. These women's histories were examined for violence in childhood, dating, and marriage. Approximately thirty-eight percent of the women revealed they had been abused as children; more by mothers (54%) than fathers. More than sixty-five percent indicated they were abused during the period they dated their spouses. The incidence level. Out of the respondents who admitted to being victims of dating violence, 33% did not complete high school, 58% completed high school and the remainder (9%) were college graduates (Roscoe & Benaske, 1985).

The primary causes of violence in this study were reported to be jealousy, money difficulties, and alcohol consumption. It was also revealed that there are many similarities in dating and marital abuse (Roscoe & Benaske, 1985).

Roscoe & Callahan (1985) investigated occurrences and forms of violence experienced by adolescents in families and dating relationships. The subjects were 204 juniors and seniors enrolled in a Michigan High School. The primary

focus of the study was to study the similarities between adolescents' experience with dating violence and those reported by college students.

The participants in this study were primarily females age 16 to 19. The instrument used to collect data was designed similarly to the one utilized by Cate, et al., (1982). Only participants who had participated in violent relationships answered questions describing the perceived cause of the violence and the type of violence experienced. The CTS (Straus, 1979) was used as a basis for developing this questionnaire. Adolescents' experiences with dating violence revealed that 35% knew someone personally who had been involved in a physically violent relationship. Only 9% of the students in this study reported they had experienced physical violence from a dating partner. Upon examination of the childhood histories of those involved in dating violence, 59% reported violent treatment in their families of origin. Adolescents involved in dating violence reported the following as causes of that violence: jealousy (47%), alcohol (35%), friends (35%), sexual denial (23%) and drugs (23%). Violence was interpreted as acts of anger (45%), confusion (47%), love (35%), sadness (12%) and hate (6%). The following places were cited as places where the violence occurred: homes (71%), vehicles (59%), and school (35%). The least severe forms of violence, slapping and pushing

were used more frequently than the more severe forms (ie. choking, use of weapons). Females were more likely to be the target of the violence (Roscoe & Callahan, 1985).

Lane & Gwartney-Gibbs (1985) studied violence in the context of dating and sex. The data was gathered by a self-administered mailout/mailback questionnaire that was sent to a sample of about 12,000 students. There were 325 students who returned the questionnaires; 50.9% were males and 49.1% were females. Approximately one-third of the participants reported they inflicted or received a threat of violence at some time during courtship. More than 35% admitted to engaging in pushing, grabbing, and shoving. Females in this study reported using a wider array of violence than males, but males used more extreme forms of violence. Males also were reported to use violence numerous times with numerous different partners of the males; they also inflicted more sexual aggression. In this study the students from high-income families, those "living together," and whites reported more violence than others (Lane & Gwartney-Gibbs, 1985).

Makepeace (1986) studied a sample of college students to investigate gender differences in courtship victimization. The data in the study came from seven college samples of students with a total number of 2338 students. The seven colleges were located in Kansas, Oregon, North Dakota, Utah,

Illinois, and Minnesota. The sample makeup was predominantly white (93%), mean age 21.5, 45.3% male, 54.7% female.

Courtship violence was reported by 16.7% of the participants of the study. Females reported violence more frequently than males but the mean number of experiences did not differ by gender. Males sustained more lower level violence such as thrown objects, pushing, slapping, biting and punching. Females sustained higher level violence, ie. being struck with an object or beaten up. Females reported being the victim while their male counterparts reported being the aggressor three times as often as females (26.8% vs 8.6%). More than sixty-five percent of the females that admitted to using violence in dating relationships reportedly did so as an act of self defense (Makepeace, 1986). This study summarized that males and females about equally reported initiating, committing and sustaining violence. However, more severe injuries were sustained by the female. The study also cited other studies that reported aggressor (usually male) denial of the incidence and admittance of violence in relationships (Makepeace, 1981).

Makepeace (1987) used data gathered from the 1986 study to investigate other social factor differences between participants with or without courtship violence experience

and between male offenders and female victims (Makepeace, 1987). Data taken from the seven college surveys was also utilized to provide information for the study on gender differences. This study included 2,338 students. This study compares background characteristics and experiential characteristics, and the participants reporting any courtship violence, with those reporting none.

In this study courtship violence was found to be related to stress and isolation. Rates were found to be higher for those who experienced: single parent, harsher, less close parenting, early dating, poor academic achievements, suspensions, alcohol problems, and multiple firings from jobs. Offender-victim differences were found to also be significant on three measures with offenders reporting more church attendance, less closeness to fathers, and greater approval of violence. This study found that the two factors that differentiated offenders and victims were lack of father closeness and frequent church attendance. The author believes the results seem to support a "multiple factor" explanation of courtship violence (Makepeace, 1987). He equated it to exchange theory, which views family violence as an outcome of paucity of other resources for achieving desired outcomes, rather than any single-factor interpretation such as patriarchy (Gelles, 1982; Goode, 1971), alcoholism (Hindman, 1977) or intergenerational

transmission (Bandura, 1973; Kalmuss, 1984).

O'Keefe, Brockopp & Chew, (1986) investigated dating violence in high school students. A total of 256 students were participants in the study. There were 135 girls and 121 boys and 65% of the students were white with 35% being black, Asian or other. Ninety percent of the students were high school juniors or seniors. The majority of the students reported coming from middle class neighborhoods with incomes of \$20,000 to \$35,000. The vast majority of the students were average or better students. A 12-item scale similar to the Conflict Tactics Scale developed by Straus (1979) was used. Thirty-five percent of the students reported they had experienced some form of violence in their dating relationship. It was suggested that the violence between boys and girls was reciprocal (ie., those who slapped and shoved would be slapped and shoved in return). The authors also state that all the variables governing dating violence among high school students are not yet known.

A recent study focusing on courtship violence and family of origin addressed observed and received violence as a child and its relationship to expressed and received violence in adult relationships (Marshall & Rose, 1988). Questionnaires addressing these issues were completed by 336 undergraduate students recruited from psychology classes.

Females composed 51% of the sample and 88.4% of this sample was under 25 years old.

The results revealed that 75% of the sample had experienced threats or actual violence while 64% had received these threats and violence in their dating relationships. In this sample 30% had parents who engaged in marital violence. Additionally 76.4% of those who experience violence in this sample reported they were abused as children. As in previous studies (Bernard & Bernard, 1983; Laner & Thompson, 1982; Steinmetz, 1977), this study suggested that receiving abuse as a child or observing violence between parents is correlated to one expressing violence as an adult (Marshall & Rose, 1988).

Historically speaking, dating relationships are thought to be characterized by peace and enjoyment yet recent findings indicate that many are plagued with conflict and violence (Bernard & Bernard, 1983; Laner & Thompson, 1982; Makepeace, 1981, 1983, 1987; Marshall & Rose, 1988). Research over the last decade has demonstrated that many dating relationships include various forms of violence to resolve dissension that may surface. Studies have continued to report that high school as well as college students are victims and offenders in relationships of intimates where violence occurs.

The studies presented in this segment represent an overview of the available literature on courtship violence.

As has been presented, some studies yield questionable information concerning the gravity of the problem, and relevant concepts that surface from the data.

Since courtship may began in early adolescence, it is important to investigate concepts that the adolescent may be experiencing. One such concept is moral development, the adolescent is beginning to define what they believe to be right or wrong (Kohlberg, 1966, 1981). Another such concept is sex role development, (Maccoby & Jacklin, 1974) in an individual who is struggling with identity issues. The researcher believes that the issue of courtship violence, sex-role, and moral development are all interrelated and therefore are the focus of this investigation (Walker, 1979).

Summary

Interest and beliefs concerning moral development, sex roles, and violence date back to ancient times. Over the centuries what man believes is right, wrong, and what type of role one plays in society has changed. In more recent years women and men are tolerated and accepted in increasingly non-traditional roles. Likewise American society seems to no longer accept that it is valid for a man to be physically violent toward a woman.

Moral development, sex roles and courtship violence all have similar modes of conceptualization. They are each

intertwined in the individual. Sex role learning, moral development acquisition, and courtship violence involve the acquiring of complex patterns of behavior which may emerge at one time. Some of the concepts of moral judgement and sex roles are not simple a few of the concepts that relate to courtship violence may also integrate the two. They are a beginning to facilitate better understanding of courtship violence. Isolation of these concepts may lead to greater understanding of this phenomena as well as initiate further in-depth study in this area.

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APPENDIX B
Instrumentation

Research Instrumentation

The Conflict Tactic Scale (CTS) was used for the measurement of courtship violence, the measurement of moral development utilized the Defining Issues Test (DIT); sex role types were measured by BEM Inventory (BSRI). Permission for use of each method or instrument from the authors may be found in Appendix B.

Defining Issues Test. The Defining Issues Test (DIT) (Rest, 1986) for assessing moral development is an objective index based on Kohlberg's theory and methodology (Kohlberg, 1958, 1981). After reading a series of moral dilemmas, the respondent rates and ranks the importance of various stage prototypical moral statements. The DIT indexes ability to comprehend moral reasoning and one's evaluation and preference for the characteristics of the different moral stages. The DIT is focused on understanding how individuals think about social issues. Three of the six dilemmas of the DIT were selected for use. The dilemmas used were Heinz and the Drug, The Prisoner's Dilemma and the Newspaper (Rest, 1974).

Rest reports that students as young as 14 years old have taken the DIT without difficulty (Rest, 1974). He also reports that students find it less stressful than test taking, and enjoyable because there are no right or wrong answers. The short version of the DIT correlated .94 with

the scores based on six stories (Rest, 1974). McGeorge (1975) relates that the reading level for the DIT is 11 years of age.

Concurrent validity was reported in a series of studies that involved making judgements about moral problems (Panowitsch, 1975; Rest, 1974). The DIT is concerned with the subjects' rationale behind the choices they make; and the way the subject interprets a given situation (Rest, 1974). The validation measure of moral judgement, is a complex multifaceted enterprise. Validity does not rest on any single criterion or any single study. Confidence that the DIT represents the construct, moral judgement comes from the interlocking lines of evidence and replication of the findings of many studies (McGeorge, 1975; Panowitsch, 1975; Rest, 1974; 1976).

BEM Sex Role Inventory. The BEM Sex Role Inventory (BSRI) used to assess sex roles (Bem, 1981) is an objective instrument discriminating between those individuals who restrict their behavior according to accepted sex stereotypes and those who do not. The instrument is based on the notion that nonintrusion sex roles restrict the range of behavior acceptable to the individual as he/she progresses through various life situations (Bem, 1981).

The instrument consists of 60 items. Femininity and masculinity are represented by some descriptors of positive

behavior and qualities. Femininity is concerned with qualities that represent regard for one's self and others. Masculinity is concerned with qualities that regard oneself as an individual.

Forty of the items constitute feminine and masculine scales. The remaining twenty are a measure of social desirability responses, thus representing a neutral domain with considerations of sex stereotypes.

Concurrent validity was reported in a series of studies on instrumental and expressive functioning. In these studies, only androgynous persons were consistent in their display of high levels of behavior in both domains, whereas nonintrusion persons were frequently low in either of the two domains (Bem, 1975; Bem, Martyna, & Watson, 1976).

The internal consistency reliability of the BSRI was examined by two administrations of the instrument. Product moment correlations were computed between the first and second administrations; all scores presented were highly reliable, the lowest test retest reliability (.76) occurred for males describing themselves as masculine.

Conflict Tactics Scale. The Conflict Tactics Scale (Straus, 1979) was used to measure courtship violence. It was originally used to measure intrafamily conflict in terms of the methods used to resolve conflicts (Straus, Gelles & Steinmetz, 1980). This scale was developed in a series of

survey studies by Straus and his colleagues (Straus, 1974, 1979). This scale was originally designed to be used as a self-administered instrument; it also has been used in structured interviews. The Conflict Tactic Scale takes 10-15 minutes to complete. Though it was normed for adults, the narrative statements can be read and understood by junior high school students (Straus, 1979). The instrument has been given to students as young as 12 years old without difficulty.

The instrument consists of 18 statements related to the resolution of conflict in families. Three different tactics are measured; reasoning, verbal aggression, and violence. The violence scale which consists of the final 8 items in the instrument, was used to measure violence in this study. The scale can be used to give a numerical score for each tactic; the instrument can also be used to designate a pair or individual as either violent or nonviolent within a relationship.

The CTS consists of items which ask the respondents how they dealt with disagreements. The list of possible actions begins with the ones low in coerciveness and high in social acceptability. The items gradually become more coercive and physically violent. This sequence enhances the likelihood that the subject will become committed to the process and continue answering the questions.

These questions concern highly sensitive and deviant types of behavior which can lead to antagonism on the part of the respondent and to self-defensively distorted responses, or to refusing to continue the interview. Reported experience with this instrument indicates low refusal and antagonism rates. This is due to the presentation in the context of disagreements and conflicts which are recognized as occurring in almost every family, to the sequence of items previously described, and to the sequence of family roles with the past less threatening behavior being questioned first and present behavior probed after the questions are familiar (Straus, et al, 1980).

The internal consistency reliability of the CTS was examined by two techniques: item-total correlation analysis and the alpha coefficient of reliability. The mean item-total correlation is .87 for the husband-to-wife violence index and .88 for the wife-to-husband violence index. These figures are based on a pilot study sample of 385 couples (Straus, 1979). For a later sample of 2,143 couples, the alpha coefficients are .83 for the husband-to-wife violence index, .82 for the wife-to-husband violence index (Straus, 1979).

Concurrent validity was reported in a study by Bulcroft and Straus (cited in Straus, 1979) in which 105 college students and their parents were asked to voluntarily and

separately complete the CTS for the last year the students lived at home. The correlation of husband-wife physical aggression between student and husband was .64. The correlation of father-student violence scale was .64, with a tendency for the student to report more violence than the father. This is consistent with the literature reports that abusive men tend to minimize abusive behavior.

The violence items have a degree of content or face validity as descriptions of acts of physical force being used by family members on another (Straus, 1979). Some evidence of construct validity is provided by the results of a number of studies using the CTS measure of violence (Gelles, 1974; Steinmetz, 1977; Straus, 1974).

The CTS is the most widely used instrument available for measuring family violence. It has one major disadvantage; as a self-report instrument it is only as reliable as the honesty of the respondent.

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These consist of pages:

86-87,	Conflict Tactics Scale (CTS)
88,	Escaped Prisoner
89,	Heinz and the Drug
90,	Newspaper
91-92,	BEM Inventory

U·M·I

CONFLICT TACTICS SCALE (CTS)

Here is a list of things that your father and mother might have done when they had a conflict. Now taking into account all disagreements (not just the most serious ones), we would like you remember back to your family when you were a child and indicate how often your father and mother did the things listed below. Please include your earliest recollections up to age 18.

0 = Never 3 = 3-5 times 6 = more than 20 times
 1 = Once 4 = 6-10 times X = Do not know
 2 = Twice 5 = 11-20 times

<u>Father</u>		<u>Mother</u>
0 1 2 3 4 5 6 X	a. Discussed the issue calmly	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	b. Got information to back up his/her side of things	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	c. Brought or tried to bring in someone to help settle things	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	d. Insulted or swore at you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	e. Sulked and/or refused to talk about it	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	f. Stamped out of the room or house (or yard)	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	g. Cried	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	h. Did or said something to spite you	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	i. Threatened to hit or throw something at you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	j. Threw or smashed or hit or kicked something	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	k. Threw something at you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	l. Pushed, grabbed, or shoved you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	m. Slapped or spanked you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	n. Kicked, bit, or hit with fist	0 1 2 3 4 5 6 X

CONFLICT TACTICS SCALE (CTS)

In intimate relationships individuals use different ways of trying to settle differences and disputes. Take into account all disagreements and indicate below how often you or your partner did the things listed below.

0 = Never
1 = Once
2 = Twice
3 = 3-5 times
4 = 6-10 times
5 = 11-20 times
6 = more than 20 times
X = Do not know

<u>Boy Friend or Girl Friend</u>		<u>You</u>
0 1 2 3 4 5 6 X	a. Discussed the issue calmly	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	b. Got information to back up his/her side of things	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	c. Brought or tried to bring in someone to help settle things	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	d. Insulted or swore at you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	e. Sulked and/or refused to talk about it	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	f. Stomped out of the room or house (or yard)	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	g. Cried	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	h. Did or said something to spite you	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	i. Threatened to hit or throw something at you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	j. Threw or smashed or hit or kicked something	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	k. Threw something at you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	l. Pushed, grabbed, or shoved you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	m. Slapped or spanked you/him	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	n. Kicked, hit, or hit with fist	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	o. Hit or tried to hit with something	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	p. Beat you/him up	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	q. Threatened with knife or gun	0 1 2 3 4 5 6 X
0 1 2 3 4 5 6 X	r. Used a knife or gun	0 1 2 3 4 5 6 X

ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

Should report him Can't decide Should not report him

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
					2. Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?
					3. Wouldn't we be better off without prisons and the oppression of our legal systems?
					4. Has Mr. Thompson really paid his debt to society?
					5. Would society be failing what Mr. Thompson should fairly expect?
					6. What benefits would prisons be apart from society, especially for a charitable man?
					7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
					8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?
					9. Was Mrs. Jones a good friend of Mr. Thompson?
					10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
					11. How would the will of the people and the public good best be served?
					12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions above, select the four most important:

Most important: _____ Second most important: _____

Third most important: _____ Fourth most important: _____

HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

_____ Should steal it _____ Can't decide _____ Should not steal it

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether a community's laws are going to be upheld.
					2. Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
					3. Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
					4. Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
					5. Whether Heinz is stealing for himself or doing this solely to help someone else.
					6. Whether the druggist's rights to his invention have to be respected.
					7. Whether the essence of living is more encompassing than the termination of dying, socially and individually.
					8. What values are going to be the basis for governing how people act towards each other.
					9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.
					10. Whether the law in this case is getting in the way of the most basic claim of any member of society.
					11. Whether the druggist deserves to be robbed for being so greedy and cruel.
					12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important:

Most important _____ Second most important _____

Third most important _____ Fourth most important _____

NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

Should stop it Can't decide Should not stop it

IMPORTANCE:

Great Much Some Little No

Great	Much	Some	Little	No	
					1. Is the principal more responsible to students or to the parents?
					2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?
					3. Would the students start protesting even more if the principal stopped the newspaper?
					4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
					5. Does the principal have the freedom of speech to say "no" in this case?
					6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
					7. Whether the principal's order would make Fred lose faith in the principal.
					8. Whether Fred was really loyal to his school and patriotic to his country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
					10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Fred was using the newspaper to stir up hatred and discontent.

From the list of questions above, select the four most important:

Most important _____ Second most important _____
 Third most important _____ Fourth most important _____

BEM INVENTORY

Developed by Sandra L. Bem, Ph.D.

Name _____ Age _____ Sex _____
 Phone No. or Address _____
 Date _____ 19 _____
 If a student: School _____ Yr. in School _____
 If not a student: Occupation _____

DIRECTIONS

On the opposite side of this sheet, you will find listed a number of personality characteristics. We would like you to use those characteristics to describe yourself, that is, we would like you to indicate, on a scale from 1 to 7, how true of you each of these characteristics is. Please do not leave any characteristic unmarked.

Example: sly

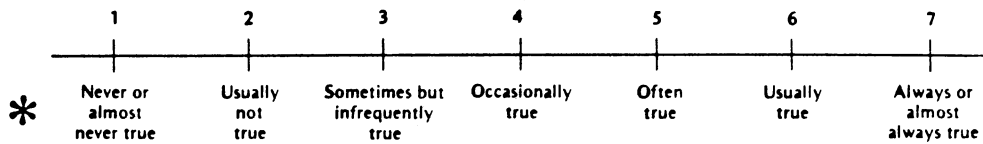
- Write a 1 if it is never or almost never true that you are sly.
- Write a 2 if it is usually not true that you are sly.
- Write a 3 if it is sometimes but infrequently true that you are sly.
- Write a 4 if it is occasionally true that you are sly.
- Write a 5 if it is often true that you are sly.
- Write a 6 if it is usually true that you are sly.
- Write a 7 if it is always or almost always true that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," then you would rate these characteristics as follows:

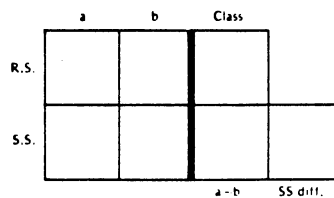
Sly	3	Irresponsible	7
Malicious	1	Carefree	5

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Defend my own beliefs		Adaptable		Flatterable	
Affectionate		Dominant		Theatrical	
Conscientious		Tender		Self-sufficient	
Independent		Conceited		Loyal	
Sympathetic		Willing to take a stand		Happy	
Moody		Love children		Individualistic	
Assertive		Tactful		Soft-spoken	
Sensitive to needs of others		Aggressive		Unpredictable	
Reliable		Gentle		Masculine	
Strong personality		Conventional		Gullible	
Understanding		Self-reliant		Solemn	
Jealous		Yielding		Competitive	
Forceful		Helpful		Childlike	
Compassionate		Athletic		Likable	
Truthful		Cheerful		Ambitious	
Have leadership abilities		Unsystematic		Do not use harsh language	
Eager to soothe hurt feelings		Analytical		Sincere	
Secretive		Shy		Act as a leader	
Willing to take risks		Inefficient		Feminine	
Warm		Make decisions easily		Friendly	



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APPENDIX C
Detailed Hypotheses and
Definition of Terms

Investigational efforts in the last decade have validated that adolescent courtship violence exists in significant proportions in our society. There are many concepts that affect adolescent development that may provide etiological considerations concerning the existence of this phenomena. The level of moral judgment/development an individual has attained; and how one views their sex-role in an intimate relationship are thought to be of utmost importance in the study of courtship violence.

Purpose of the Study

The purpose of this study is to investigate the relationship between moral development, sex roles, and violence in adolescents who date.

Research Question

The study examined the following question: What is the relationship between sex role types, levels of moral development and courtship violence in adolescents who date?

Study Hypotheses

- H₁ Students with lower moral judgment scores will score higher on the Conflict Tactic Scale (CTS) than students with higher moral judgment scores.
- H₂ Students with strong sex-role stereotypes (either masculine or feminine) will score higher on the Conflict Tactic Scale than students classified as androgynous.

H₃ Sex roles and moral judgment will interact such that no differences in CTS scores are anticipated for androgynous students of either high or low moral judgment, whereas masculine and feminine students with lower moral judgments will evidence higher CTS scores. Additionally no differences in CTS scores will be found as a function of sex roles for students with high moral judgment scores.

Definition of Terms

Dating or courtship violence - individuals who are intimately involved with each other experiencing activities within the relationship such as verbal threats; put-downs; physical encounters such as being pushed, shoved, kicked, punched, hit with object or object thrown at them. Within this relationship a weapon such as a gun or knife may be used to perpetuate threats or inflict physical pain or injury (Gelles, 1972; Laner & Thompson, 1985; Makepeace, 1983; Straus, 1979).

Moral development/judgment - ability to make moral decisions as measured by the Defining Issues Test (Rest, 1986).

Sex-Role Types - a process of responding to various terminology and rating of types as measured by the Bem Inventory (Bem, 1978).

Adolescents - dating male and female students, who are fourteen through eighteen years of age.

Limitations of the Study

Two limitations involving validity are inherent in the study design. The first limitation involves the instruments. There is a likely potential for the measure to be reactive and the subjects may answer as they feel it is desirable to answer. The second limitation is that the subjects will participate on a voluntary basis. The information from these adolescents cannot be expected to be generalized to an overall population of individuals involved in dating violence.

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APPENDIX D
Supplementary Tables

TablesCondescriptive

The SPSS subprogram Condescriptive was used to calculate the descriptive statistics for each variable which includes the means, standard deviations, range, variances, skewness, Kurtosis minimum and maximum.

TABLE 1

VARIABLE CTSRF					
MEAN	6.140	STD ERROR	0.337	STD DEV	4.224
VARIANCE	17.839	KURTOSIS	-0.764	SKEWNESS	0.164
RANGE	18.000	MINIMUM	0.0	MAXIMUM	18.000
SUM	964.000				

VARIABLE CTSRI					
MEAN	6.987	STD ERROR	0.354	STD DEV	4.432
VARIANCE	19.641	KURTOSIS	-0.382	SKEWNESS	0.389
RANGE	18.000	MINIMUM	0.0	MAXIMUM	18.000
SUM	1097.000				

VARIABLE CTSVAF					
MEAN	8.726	STD ERROR	0.651	STD DEV	8.163
VARIANCE	66.636	KURTOSIS	1.158	SKEWNESS	1.125
RANGE	36.000	MINIMUM	0.0	MAXIMUM	36.000
SUM	1370.000				

VARIABLE CTSVAI					
MEAN	9.306	STD ERROR	0.600	STD DEV	7.515
VARIANCE	56.470	KURTOSIS	1.027	SKEWNESS	1.031
RANGE	36.000	MINIMUM	0.0	MAXIMUM	36.000
SUM	1461.000				

TABLE I (continued)

VARIABLE CTSVIF					
MEAN	3.605	STD ERROR	0.643	STD DEV	8.056
VARIANCE	64.894	KURTOSIS	9.826	SKEWNESS	3.057
RANGE	48.000	MINIMUM	0.0	MAXIMUM	48.000
SUM	566.000				
VARIABLE CTSVII					
MEAN	4.662	STD ERROR	0.658	STD DEV	8.242
VARIANCE	67.930	KURTOSIS	4.638	SKEWNESS	2.291
RANGE	36.000	MINIMUM	0.0	MAXIMUM	36.000
SUM	732.000				
VARAIBLE BEMF					
MEAN	46.369	STD ERROR	1.197	STD DEV	14.999
VARIANCE	224.965	KURTOSIS	1.387	SKEWNESS	-0.709
RANGE	84.000	MINIMUM	0.0	MAXIMUM	84.000
SUM	7280.000				
VARIABLE BEMM					
MEAN	45.535	STD ERROR	1.245	STD DEV	15.594
VARIANCE	243.161	KURTOSIS	0.718	SKEWNESS	-0.612
RANGE	80.000	MINIMUM	0.0	MAXIMUM	76.000
SUM	7149.000				
VARIABLE BEMDIF					
MEAN	49.197	STD ERROR	0.977	STD DEV	12.239
VARIANCE	149.801	KURTOSIS	5.347	SKEWNESS	-1.753
RANGE	76.000	MINIMUM	0.0	MAXIMUM	76.000
SUM	7724.000				
VARIABLE DIT					
MEAN	5.471	STD ERROR	0.551	STD DEV	6.907
VARIANCE	47.712	KURTOSIS	48.141	SKEWNESS	5.399
RANGE	70.000	MINIMUM	0.0	MAXIMUM	70.000
SUM	859.000				

TABLE 2

Pearson Correlations

The SPSS subprogram Pearson Correlation was used to determine if there were significant relationships between any of the variables.

	BEMF	BEMM	BEMDIF	DIT
CTSRF	-0.0248 (157) P=0.758	0.0362 (157) P=0.652	-0.1958 (157) P=0.014*	0.0491 (157) P=0.541
CTSRI	-0.0504 (157) P=0.531	0.0955 (157) P=0.234	-0.2794 (157) P=0.000**	0.0567 (157) P=0.480
CTSVAF	0.0010 (157) P=0.990	0.0576 (157) P=0.474	-0.0125 (157) P=0.877	0.0199 (157) P=0.804
CTSVAI	-0.0134 (157) P=0.868	0.1426 (157) P=0.075	-0.1326 (157) P=0.098	-0.0012 (157) P=0.988
CTSVIF	-0.0845 (157) P=0.293	-0.0932 (157) P=0.246	0.0449 (157) P=0.577	0.1008 (157) P=0.209
CTSVII	-0.0429 (157) P=0.594	0.0633 (157) P=0.431	-0.0349 (157) P=0.664	0.0431 (157) P=0.592

* $p < .05$

** $p < .001$

A significant relationship was found between BEMDIF and CTSRF at .05 level. There was also found to be a significant relationship between BEMDIF and CRSRI at .001 level.

TABLE 3

Regression

The SPSS subprogram Regression was used to determine the separate and multiple contribution of each independent variable on the dependent (CTS) variables. The R^2 values indicate the amount of variance in the dependent variable that is accounted for by the independent variable. Violence scores are dependent variables with sex roles and moral development as the independent variables.

		TABLE 3	
		ANALYSIS OF VARIANCE	
MULTIPLE R	0.26640	REGRESSION	DF 4.
R SQUARE	0.07097	RESIDUAL	152.
ADJUSTED R SQ	0.04652		
STANDARD ERROR	4.12423		
SUM OF SQUARES		MEAN SQUARES	F
	197.50516	49.37629	2.90290
	2585.41204	17.00929	

* $p < .05$

		TABLE 4	
		ANALYSIS OF VARIANCE	
MULTIPLE R	0.33577	REGRESSION	DF 4.
R SQUARE	0.11274	RESIDUAL	152.
ADJUSTED R SQ	0.08939		
STANDARD ERROR	4.22908		
SUM OF SQUARES		MEAN SQUARES	F
	345.43828	86.35957	4.82857
	2718.53624	17.88511	

* $p < .01$

With probability less than .05 CTSRF can be significantly predicted by the DIT, BEMF, BEMM, BEMDIF respectively. At the .01 level of significance the CTSRI

can be significantly predicted respectively by the DIT,
BEMF, BEMM, BEMDIF.

TABLE 5

Partial Correlation

Based on information obtained from the regression analysis a partial correlation was performed using the SPSS subprogram Partial Correlation. Controlling for the DIT as the most significant predictor for determining possible relationships, the possible relationships of the remaining variables was examined.

	BEMF	BEMM	BEMDIF
CTSRF	-0.0322 (154) P=0.345	0.0297 (154) P=0.356	-0.2008 (154) P=0.006**
CTSRI	-0.0591 (154) P=0.232	0.0886 (154) P=0.136	-0.2856 (154) P=0.000***
CTSVAF	0.0019 (154) P=0.491	0.0553 (154) P=0.246	-0.0142 (154) P=0.430
CTSVAI	-0.0134 (154) P=0.434	0.1442 (154) P=0.036*	-0.1330 (154) P=0.049*
CTSVIF	-0.1003 (154) P=0.106	-0.1087 (154) P=0.088	0.0368 (154) P=0.324
CTSVII	-0.0495 (154) P=0.270	0.0579 (154) P=0.236	-0.0387 (154) P=0.316

* $p < .05$

** $p < .01$

*** $p < .001$

SPSS BATCH SYSTEM

FILE VIOLENCE (CREATION DATE = 02/21/89)

CTSVII

CATEGORY LABEL		ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CODE	FREQ	FREQ	FREQ	FREQ
			(PCT)	(PCT)	(PCT)
	0.	1	16.7	16.7	16.7
	1.	1	16.7	16.7	16.7
	2.	2	33.3	33.3	33.3
	4.	1	16.7	16.7	83.3
	7.	1	16.7	16.7	100.0
	TOTAL	6	100.0	100.0	
MEAN	2.667	STD ERR	1.022	MEDIAN	2.000
MODE	2.000	STD DEV	2.503	VARIANCE	6.267
KURTOSIS	1.137	SKEWNESS	1.139	RANGE	7.000
MINIMUM	0.0	MAXIMUM	7.000		
VALID CASES	6	MISSING CASES	0		

SPSS BATCH SYSTEM

FILE VIOLENCE (CREATION DATE = 02/21/89)

BEMM

CATEGORY LABEL		ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CODE	FREQ	FREQ	FREQ	FREQ
			(PCT)	(PCT)	(PCT)
	30.	1	16.7	16.7	16.7
	40.	1	16.7	16.7	33.3
	43.	1	16.7	16.7	50.0
	48.	1	16.7	16.7	66.7
	60.	1	16.7	16.7	83.3
	71	1	16.7	16.7	100.00
		-----	-----	-----	
	TOTAL	6	100.0	100.0	
MEAN	48.667	STD ERR	6.009	MEDIAN	44.500
MODE	30.000	STD DEV	14.720	VARIANCE	216.667
KURTOSIS	-0.384	SKEWNESS	0.495	RANGE	41.000
MINIMUM	30.000	MAXIMUM	71.000		
VALID CASES	6	MISSING CASES	0		

SPSS BATCH SYSTEM

FILE VIOLENCE (CREATION DATE = 02/21/89)

BEMDIF

CATEGORY LABEL		ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CODE	FREQ	FREQ	FREQ	FREQ
			(PCT)	(PCT)	(PCT)
	28.	1	16.7	16.7	16.7
	51.	2	33.3	33.3	50.0
	53.	1	16.7	16.7	66.7
	55.	1	16.7	16.7	83.3
	67.	1	16.7	16.7	100.0
	TOTAL	6	100.0	100.0	

MEAN	50.833	STD ERR	5.180	MEDIAN	52.000
MODE	51.000	STD DEV	12.687	VARIANCE	160.967
KURTOSIS	2.948	SKEWNESS	-1.116	RANGE	39.000
MINIMUM	28.000	MAXIMUM	67.000		

VALID CASES	6	MISSING CASES	0
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SPSS BATCH SYSTEM

FILE VIOLENCE (CREATION DATE = 02/21/89)

DIT

CATEGORY LABEL		ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CODE	FREQ	FREQ	FREQ	FREQ
			(PCT)	(PCT)	(PCT)
	1.	6	100.0	100.0	100.0
		-----	-----	-----	
	TOTAL	6	100.0	100.0	
MEAN	1.000	STD ERR	0.0	MEDIAN	1.000
MODE	1.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	1.000	MAXIMUM	1.000
VALID CASES	6	MISSING CASES	0		

SPSS BATCH SYSTEM

FILE VIOLENCE (CREATION DATE = 02/21/89)

CTSVAF

CATEGORY LABEL		ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CODE	FREQ	FREQ	FREQ	FREQ
			(PCT)	(PCT)	(PCT)
	0.	1	16.7	16.7	16.7
	1.	1	16.7	16.7	33.3
	4.	1	16.7	16.7	50.0
	10.	1	16.7	16.7	66.7
	21.	1	16.7	16.7	83.3
	24	1	16.7	16.7	100.0
		-----	-----	-----	
	TOTAL	6	100.0	100.0	
MEAN	10.000	STD ERR	4.219	MEDIAN	4.500
MODE	0.0	STD DEV	10.334	VARIANCE	106.800
KURTOSIS	-1.898	SKEWNESS	0.579	RANGE	24.000
MINIMUM	0.0	MAXIMUM	24.000		
VALID CASES	6	MISSING CASES	0		

SPSS BATCH SYSTEM

FILE VIOLENCE (CREATION DATE = 02/21/89)

CTSVAI

CATEGORY LABEL		ABSOLUTE	RELATIVE	ADJUSTED	CUM
	CODE	FREQ	FREQ	FREQ	FREQ
			(PCT)	(PCT)	(PCT)
	0.	1	16.7	16.7	16.7
	4.	1	16.7	16.7	16.7
	6.	2	33.3	33.3	66.7
	12.	1	16.7	16.7	83.3
	25.	1	16.7	16.7	100.0
	TOTAL	6	100.0	100.0	

MEAN	8.833	STD ERR	3.600	MEDIAN	6.000
MODE	6.000	STD DEV	8.819	VARIANCE	77.767
KURTOSIS	2.451	SKEWNESS	1.491	RANGE	25.000
MINIMUM	0.0	MAXIMUM	25.000		

VALID CASES	6	MISSING CASES	0
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WATCH SYSTEM
VIOLENCE (CREATION DATE = 02/21/89)

PF

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	2.	1	12.5	12.5	12.5
	4.	1	12.5	12.5	25.0
	7.	2	25.0	25.0	50.0
	9.	1	12.5	12.5	62.5
	10.	1	12.5	12.5	75.0
	11.	1	12.5	12.5	87.5
	13.	1	12.5	12.5	100.0
	TOTAL	8	100.0	100.0	

MIN	7.750	STD ERR	1.278	MEDIAN	7.500
ME	7.000	STD DEV	3.615	VARIANCE	13.071
SYNCS	-0.500	SKEWNESS	-0.215	RANGE	11.000
MINIM	2.000	MAXIMUM	13.000		

LID CASES 8 MISSING CASES 0

LF VIOLENCE (CREATION DATE = 02/21/89)

SP 1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	2.	1	12.5	12.5	12.5
	4.	1	12.5	12.5	25.0
	6.	2	25.0	25.0	50.0
	7.	1	12.5	12.5	62.5
	10.	2	25.0	25.0	87.5
	11.	1	12.5	12.5	100.0
	TOTAL	8	100.0	100.0	

MIN	7.125	STD ERR	1.043	MEDIAN	6.500
ME	6.000	STD DEV	2.049	VARIANCE	4.199
SYNCS	-1.400	SKEWNESS	0.016	RANGE	4.000
MINIM	2.000	MAXIMUM	11.000		

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	2.	1	12.5	12.5	12.5
	4.	1	12.5	12.5	25.0
	7.	1	12.5	12.5	37.5
	8.	1	12.5	12.5	50.0
	11.	2	25.0	25.0	75.0
	13.	1	12.5	12.5	87.5
	15.	1	12.5	12.5	100.0
	TOTAL	8	100.0	100.0	

MIN	8.125	STD ERR	1.575	MEDIAN	8.500
ME	11.000	STD DEV	2.444	VARIANCE	10.870
SYNCS	-0.917	SKEWNESS	-0.274	RANGE	13.000
MINIM	2.000	MAXIMUM	15.000		

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	2.	1	12.5	12.5	12.5
	4.	1	12.5	12.5	25.0
	6.	1	12.5	12.5	37.5
	8.	1	12.5	12.5	50.0
	9.	1	12.5	12.5	62.5
	12.	1	12.5	12.5	75.0
	13.	1	12.5	12.5	87.5
	15.	1	12.5	12.5	100.0
	TOTAL	8	100.0	100.0	

MIN	9.125	STD ERR	1.777	MEDIAN	8.500
ME	9.000	STD DEV	5.227	VARIANCE	24.268
SYNCS	-0.732	SKEWNESS	0.577	RANGE	15.000
MINIM	3.000	MAXIMUM	14.000		

LID CASES 8 MISSING CASES 0

3-BATCH SYSTEM

02/21/99

FILE VIOLENCE (CREATION DATE = 02/21/99)

PARTIAL CORRELATION COEFFICIENTS

TROLLING FOR... REMDIF

DIT

TSRF	0.0669	(144)	P=0.203
TSRI	0.0975	(144)	P=0.150
TSVAF	0.0210	(144)	P=0.307
TSVAI	0.0099	(144)	P=0.451
TSVIF	0.0975	(144)	P=0.113
TSVII	0.0462	(144)	P=0.292

COEFFICIENT / (D.F.) / SIGNIFICANCE) (A VALUE OF .99.0000 IS PRINTED IF A COEFFICIENT FILE VIOLENCE (CREATION DATE = 02/21/99)

DIT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	28.	1	17.5	12.5	12.5
	37.	1	12.5	12.5	25.0
	69.	1	12.5	12.5	37.5
	80.	1	12.5	12.5	50.0
	89.	1	12.5	12.5	62.5
	97.	1	12.5	12.5	75.0
	121.	1	12.5	12.5	87.5
	141.	1	12.5	12.5	100.0
TOTAL		8	100.0	100.0	

MEAN	87.750	STD ERR	17.618	MEDIAN	84.000
MODE	78.000	STD DEV	38.818	VARIANCE	1493.643
BIPOISS	-0.670	SKEWNESS	-0.010	RANGE	113.000
MINIMUM	29.000	MAXIMUM	141.000		

VIF

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	3	37.5	37.5	37.5
	1.	2	25.0	25.0	62.5
	2.	2	25.0	25.0	87.5
	10.	1	12.5	12.5	100.0
TOTAL		8	100.0	100.0	

MEAN	2.000	STD ERR	1.190	MEDIAN	1.000
MODE	0.0	STD DEV	3.338	VARIANCE	11.143
BIPOISS	8.549	SKEWNESS	2.480	RANGE	10.000
MINIMUM	0.0	MAXIMUM	10.000		

ALLD CASES 8 MISSING CASES 0

3-BATCH SYSTEM

02/21/99

FILE VIOLENCE (CREATION DATE = 02/21/99)

TSVII

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	3	37.5	37.5	37.5
	3.	1	12.5	12.5	50.0
	8.	1	12.5	12.5	62.5
	9.	1	12.5	12.5	75.0
	10.	2	25.0	25.0	100.0
TOTAL		8	100.0	100.0	

MEAN	5.000	STD ERR	1.668	MEDIAN	3.500
MODE	0.0	STD DEV	4.490	VARIANCE	20.000
BIPOISS	-2.434	SKEWNESS	-0.078	RANGE	10.000
MINIMUM	0.0	MAXIMUM	10.000		

ALLD CASES 8 MISSING CASES 0

S-BATCH SYSTEM
 R VIOLENCE (CREATION DATE = 02/21/89)

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99.	1	1.2	1.2	59.1
100.	1	1.2	1.2	60.5
101.	1	1.2	1.2	61.7
102.	1	1.2	1.2	63.0
103.	1	1.2	1.2	64.2
104.	1	1.2	1.2	65.4
105.	1	1.2	1.2	66.7
107.	1	1.2	1.2	67.9
108.	1	1.2	1.2	69.1
109.	1	1.2	1.2	70.4
111.	1	1.2	1.2	71.6
112.	1	1.2	1.2	72.8
113.	1	1.2	1.2	74.1
114.	1	1.2	1.2	75.3
115.	1	1.2	1.2	76.5
116.	1	1.2	1.2	77.8
117.	1	1.2	1.2	79.0
118.	1	1.2	1.2	80.2
119.	1	1.2	1.2	81.5
120.	1	1.2	1.2	82.7
121.	1	1.2	1.2	84.0
126.	1	1.2	1.2	85.2
135.	1	1.2	1.2	86.4
137.	1	1.2	1.2	87.7
139.	1	1.2	1.2	88.9

PSS-BATCH SYSTEM
 ILE VIOLENCE (CREATION DATE = 02/21/89)

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140.	1	1.2	1.2	90.1
141.	1	1.2	1.2	91.4
146.	1	1.2	1.2	92.6
150.	1	1.2	1.2	93.8
152.	1	1.2	1.2	95.1
153.	1	1.2	1.2	96.3
155.	1	1.2	1.2	97.5
156.	1	1.2	1.2	98.8
157.	1	1.2	1.2	100.0
TOTAL	81	100.0	100.0	

CAN	79.890	STD DEP	5.174	MEDIAN	95.000
TOP	1.000	STD REV	46.565	VARIANCE	2168.270
HTOSTS	-1.174	SKWNESS	-0.122	RANGE	146.000
INTWIM	1.000	MAXIMUM	157.000		
VALID CASES	81	MISSING CASES	0		

SPSS BATCH SYSTEM
 FILE VIOLENCE (CREATION DATE = 02/21/89)

SRF

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	8	9.9	9.9	9.9
	1.	3	3.7	3.7	13.6
	2.	6	7.4	7.4	21.0
	3.	4	4.9	4.9	25.9
	4.	6	7.4	7.4	33.3
	5.	7	8.6	8.6	42.0
	6.	7	8.6	8.6	50.6
	7.	9	11.1	11.1	61.7
	8.	7	8.6	8.6	70.4
	9.	2	2.5	2.5	72.8
	10.	6	7.4	7.4	80.2
	11.	4	4.9	4.9	85.2
	12.	8	9.9	9.9	95.1
	13.	2	2.5	2.5	97.5
	14.	1	1.2	1.2	98.8
	15.	1	1.2	1.2	100.0
	TOTAL	81	100.0	100.0	

MEAN 6.457 STD DEV 0.457 MEDIAN 6.429
 MODE 7.000 STD DEV 4.114 VARIANCE 16.926
 KURTOSIS -0.542 SKEWNESS 0.210 RANGE 18.000
 MINIMUM 0.0 MAXIMUM 18.000
 VALID CASES 81 MISSING CASES 0

SPSS BATCH SYSTEM
 FILE VIOLENCE (CREATION DATE = 02/21/89)
 CTSP!

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	7	8.6	8.6	8.6
	1.	2	2.5	2.5	11.1
	2.	5	6.2	6.2	17.3
	3.	5	6.2	6.2	23.5
	4.	7	8.6	8.6	32.1
	5.	5	6.2	6.2	38.3
	6.	6	7.4	7.4	45.7
	7.	9	9.9	9.9	55.6
	8.	5	6.2	6.2	61.7
	9.	4	4.9	4.9	66.7
	10.	8	9.9	9.9	76.5
	11.	6	7.4	7.4	84.0
	12.	6	7.4	7.4	91.4
	13.	1	1.2	1.2	92.6
	14.	2	2.5	2.5	95.1
	15.	1	1.2	1.2	96.3
	16.	1	1.2	1.2	97.5
	17.	2	2.5	2.5	100.0
	TOTAL	81	100.0	100.0	

BATCH SYSTEM
 VIOLENCE (CREATION DATE = 02/21/89)

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	33.	2	25.0	25.0	25.0
	39.	1	12.5	12.5	37.5
	43.	1	12.5	12.5	50.0
	40.	1	12.5	12.5	62.5
	51.	1	12.5	12.5	75.0
	46.	1	12.5	12.5	87.5
	58.	1	12.5	12.5	100.0
	TOTAL	8	100.0	100.0	

MIN	44.375	STD FREQ	2.479	MEDIAN	43.500
ME	33.000	STD DEV	0.841	VARIANCE	94.875
PTOSIS	-1.478	CUM FREQ	0.114	RANGE	25.000
MINIM	33.000	MAXIMUM	58.000		
MISSING CASES	0				

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	30.	1	12.5	12.5	12.5
	35.	1	12.5	12.5	25.0
	39.	1	12.5	12.5	37.5
	42.	1	12.5	12.5	50.0
	46.	1	12.5	12.5	62.5
	51.	2	25.0	25.0	87.5
	62.	1	12.5	12.5	100.0
	TOTAL	8	100.0	100.0	

MIN	44.750	STD FREQ	2.688	MEDIAN	44.500
ME	41.000	STD DEV	10.430	VARIANCE	108.788
PTOSIS	0.047	CUM FREQ	0.125	RANGE	33.000
MINIM	30.000	MAXIMUM	62.000		
MISSING CASES	0				

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	42.	1	12.5	12.5	12.5
	45.	1	12.5	12.5	25.0
	46.	1	12.5	12.5	37.5
	49.	1	12.5	12.5	50.0
	40.	1	12.5	12.5	62.5
	45.	1	12.5	12.5	75.0
	48.	1	12.5	12.5	87.5
	59.	1	12.5	12.5	100.0
	TOTAL	8	100.0	100.0	

MIN	50.500	STD FREQ	2.212	MEDIAN	49.500
ME	42.000	STD DEV	6.256	VARIANCE	39.143
PTOSIS	-1.444	CUM FREQ	0.106	RANGE	17.000
MINIM	42.000	MAXIMUM	59.000		
MISSING CASES	0				

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	2.	1	100.0	100.0	100.0
	TOTAL	1	100.0	100.0	

MIN	2.000	STD FREQ	0.0	MEDIAN	2.000
ME	2.000	STD DEV	0.0	VARIANCE	0.0
RANGE	0.0	MINIMUM	2.000	MAXIMUM	2.000
MISSING CASES	0				

SYBATCH SYSTEM
E VIOLENCE (CREATION DATE = 02/21/89)

		26.	1	1.2	1.2	100.0
		TOTAL	#1	100.0	100.0	
MEAN	8.716	STD DEV	0.726	MEDIAN	8.125	
MODE	0.0	STD DEV	4.427	VARIANCE	42.804	
UPPER	0.374	UPPER	0.464	RANGE	26.000	
MINIM	0.0	MAXIMUM	26.000			
VALID CASES	#1	MISSING CASES	0			

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	49	40.5	40.5	40.5
	1.	11	13.6	13.6	74.1
	2.	8	9.9	9.9	84.0
	3.	7	2.5	2.5	86.4
	4.	7	2.5	2.4	88.9
	5.	1	1.2	1.2	90.1
	7.	1	1.2	1.2	91.4
	8.	1	1.2	1.2	92.6
	10.	7	2.5	2.5	95.1
	12.	1	1.2	1.2	96.3
	14.	1	1.2	1.2	97.5
	24.	1	1.2	1.2	98.7
	26.	1	1.2	1.2	100.0
	TOTAL	#1	100.0	100.0	

MEAN	1.061	STD DEV	0.510	MEDIAN	0.327
MODE	0.0	STD DEV	4.449	VARIANCE	21.798
UPPER	14.503	UPPER	1.444	RANGE	26.000
MINIM	0.0	MAXIMUM	26.000		

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	41	40.6	40.6	40.6
	1.	11	17.6	13.6	54.2
	2.	6	7.4	7.4	71.6
	3.	4	4.9	4.9	76.5
	4.	7	2.5	2.5	79.0
	4.	1	1.2	1.2	80.2
	7.	2	2.5	2.5	82.7
	8.	7	2.5	2.5	85.2
	9.	1	1.2	1.2	86.4
	10.	3	3.7	3.7	90.1
	12.	7	2.5	2.5	92.6
	14.	7	3.7	3.7	96.3
	22.	1	1.2	1.2	97.5
	24.	1	1.2	1.2	98.7
	26.	1	1.2	1.2	100.0
	TOTAL	#1	100.0	100.0	

MEAN	3.223	STD DEV	0.717	MEDIAN	0.488
MODE	0.0	STD DEV	6.454	VARIANCE	41.650
UPPER	10.576	UPPER	3.000	RANGE	26.000
MINIM	0.0	MAXIMUM	36.000		

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	4	4.9	4.9	4.9
	16.	1	1.2	1.2	6.2
	21.	1	1.2	1.2	7.4
	23.	1	1.2	1.2	8.6
	26.	1	1.2	1.2	9.9
	27.	1	1.2	1.2	11.1
	29.	2	2.5	2.5	13.6
	30.	7	2.5	2.5	16.0
	31.	1	1.2	1.2	17.3
	32.	1	1.2	1.2	18.5
	33.	2	2.5	2.5	21.0
	34.	4	4.9	4.9	25.9
	36.	1	1.2	1.2	27.2
	38.	1	1.2	1.2	28.4
	39.	4	4.9	4.9	33.3
	41.	5	6.2	6.2	39.5
	43.	1	1.2	1.2	40.7
	45.	4	4.9	4.9	45.7
	46.	4	6.2	6.2	51.9
	48.	4	4.9	4.9	56.8
	49.	1	1.2	1.2	58.0
	50.	1	1.2	1.2	59.2
	TOTAL	#1	100.0	100.0	

SB-BATCH SYSTEM
 VIOLENCE (CREATION DATE = 02/21/89)

51.	2	3.7	3.7	67.9
53.	6	7.4	7.4	75.3
55.	4	4.9	4.9	80.2
56.	5	6.2	6.2	86.4
58.	3	3.7	3.7	90.1
60.	1	1.2	1.2	91.4
61.	1	1.2	1.2	92.6
65.	2	2.5	2.5	95.1
68.	1	1.2	1.2	96.3
75.	2	2.5	2.5	98.8
80.	1	1.2	1.2	100.0
TOTAL	R1	100.0	100.0	

AN	44.369	STD DEV	1.760	MEDIAN	44.700
DE	53.000	STD DEV	15.844	VARIANCE	251.022
RTOSIS	1.490	SKEWNESS	-0.791	RANGE	40.000
RTIMIN	0.0	MAXIMUM	40.000		

LTD CASES 91 MISSING CASES 0

SB-BATCH SYSTEM
 VIOLENCE (CREATION DATE = 02/21/89)

IN

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
0.	4	4.9	4.9	4.9
2.	1	1.2	1.2	6.2
14.	1	1.2	1.2	7.4
18.	1	1.2	1.2	8.6
27.	1	1.2	1.2	9.9
23.	3	3.7	3.7	13.6
27.	1	1.2	1.2	14.8
29.	1	1.2	1.2	16.0
30.	3	3.7	3.7	19.8
32.	4	4.9	4.9	24.7
33.	1	1.2	1.2	25.9
35.	2	2.5	2.5	28.4
36.	4	4.9	4.9	33.3
38.	2	2.5	2.5	35.8
39.	2	2.5	2.5	38.3
40.	3	3.7	3.7	42.0
43.	8	9.0	9.0	51.0
45.	5	6.2	6.2	57.0
46.	2	2.5	2.5	60.5
48.	2	2.5	2.5	63.0
51.	4	4.9	4.9	67.9
52.	7	8.6	8.6	76.5

WATCH SYSTEM
 VIOLENCE (CREATION DATE = 02/21/89)

44.	1	1.2	1.2	77.8
45.	2	2.5	2.5	80.2
57.	3	3.7	3.7	84.0
58.	1	1.2	1.2	85.2
60.	2	2.5	2.5	87.7
63.	3	3.7	3.7	91.4
64.	1	1.2	1.2	92.6
65.	1	1.2	1.2	93.8
70.	1	1.2	1.2	95.1
71.	2	2.5	2.5	97.5
74.	1	1.2	1.2	98.8
79.	1	1.2	1.2	100.0
TOTAL	81	100.0	100.0	

AV	43.481	STD DEP	1.405	MEDIAN	43.313
DE	43.000	STD DEP	17.149	VARIANCE	294.103
STPKS	0.496	SEGMENTS	-0.581	RANGE	79.000
MINIP	0.0	MAXIMUM	79.000		

LEN CASES 81 MISSING CASES 0
 UNDEF

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	4	4.9	4.9	4.9
	74.	1	1.2	1.2	6.2
	79.	1	1.2	1.2	7.4
	35.	1	1.2	1.2	8.6
	36.	1	1.2	1.2	9.8
	37.	2	2.5	2.5	12.3
	38.	1	1.2	1.2	13.6
	39.	3	3.7	3.7	17.3
	40.	1	1.2	1.2	18.5
	42.	1	1.2	1.2	19.7
	43.	3	3.7	3.7	23.4
	44.	1	1.2	1.2	24.7
	45.	1	1.2	1.2	25.9
	46.	2	2.5	2.5	28.4
	47.	2	2.5	2.5	30.9
	48.	4	4.9	4.9	35.8
	49.	3	3.7	3.7	39.5
	50.	4	4.9	4.9	44.4
	51.	7	8.6	8.6	53.0
	52.	2	2.5	2.5	55.5
	53.	4	4.9	4.9	60.4
	55.	4	4.9	4.9	65.3
	56.	4	4.9	4.9	70.2
	57.	4	4.9	4.9	75.1
	58.	5	6.2	6.2	81.3
	59.	4	4.9	4.9	86.2
	60.	1	1.2	1.2	87.4
	61.	2	2.5	2.5	89.9
	62.	1	1.2	1.2	91.1
	63.	1	1.2	1.2	92.3
	64.	1	1.2	1.2	93.5
	65.	1	1.2	1.2	94.7
	67.	1	1.2	1.2	95.9
	69.	1	1.2	1.2	97.1
	70.	1	1.2	1.2	98.3
	71.	1	1.2	1.2	99.5
	74.	1	1.2	1.2	100.0
TOTAL	81	100.0	100.0		

AV	49.481	STD DEP	1.572	MEDIAN	50.857
DE	51.000	STD DEP	14.144	VARIANCE	200.103
STPKS	4.997	SEGMENTS	-1.931	RANGE	76.000
MINIP	0.0	MAXIMUM	76.000		

LEN CASES 81 MISSING CASES 0

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	1.	81	100.0	100.0	100.0
TOTAL	81	100.0	100.0		

AV	1.000	STD DEP	0.0	MEDIAN	1.000
DE	1.000	STD DEP	0.0	VARIANCE	0.0
STPKS	0.0	SEGMENTS	1.000	RANGE	1.000
MINIP	0.0	MAXIMUM	1.000		

LEN CASES 81 MISSING CASES 0

APPENDIX E

Cover letters / Consent forms

Permission of Authors

Dear Parents or Guardians/Students:

The Teen Curriculum on Courtship Violence will be presented as part of a _____ class on the following dates _____ . This program has been approved by the school system.

The curriculum is designed to allow students to become aware of issues related to this serious problem and provide them with alternative strategies for coping with dating problems.

In the past we have used a number of measures to sensitize students to these issues. This year we will be using these instruments as part of a research study which is being sponsored by the Department of Family Relations and Child Development. The instruments which we will use for the research include coping with conflict, sex-role, and ethical dilemma measures. All of these are standard instruments which have been carried out by Shiphrah Williams-Myers under the direction of Dr. Jim Moran at Oklahoma State University.

To ensure confidentiality of the research no names will be placed on the instruments, but rather each person will be assigned a number to use to help us keep track of the measures. Participation in the research phase of the class is voluntary and will not affect the student's progress or grade in the class. If the student chooses not to participate, alternative assignments will be given. Furthermore, the student can withdraw from the research at any time without penalty.

We hope that you will participate in the research and help us understand the issues related to courtship violence better. If you have any questions about the research rather than class material call Dr. Jim Moran (405) 624-5057, or Shiphrah Williams-Myers (918) 583-1305 or the Office of University Research Services at Oklahoma University (405) 624-6991.

If you would like to take advantage of the opportunity to participate please return the enclosed form to the school. Thank you.

Sincerely,

Shiphrah Williams-Myers

I have read the informed consent document on the research to be conducted in conjunction with the class on Teen Curriculum on Courtship Violence. I understand its contents and I consent to participate in this study described in the document.

Student's name

Date

Parent's signature

Date

I would like a summary of the research sent to me following completion of the study with the understanding that this involves group information, not information related to specific individuals.

_____ yes Mailing Address _____

HE-88-020

INSTITUTIONAL REVIEW BOARD
 FOR HUMAN SUBJECTS
 OKLAHOMA STATE UNIVERSITY

Proposal Title: Moral Development, Courtship Violence, and Sex
 Roles in Relationships of Adolescents

Principle Investigator: Shiphrah Williams-Myers

Date: 3/14/88

 This application has been reviewed by the IRB and

Processed as: Exempt [] Expedite [] Full Board Review [X]
 Renewal or Continuation [] Amendment []

Approval Status: Approved [X]

Disapproved []

Conditional []

Deferred []

Comments, Modifications/Conditions for Approval or Reason for
 Disapproval:

- Consent of one parent/guardian is acceptable.
- Someone outside the research must assign the subject
 number for confidentiality.
- Clean up language in consent letter and add Office of
 University Research.

Signature: Margaret J. Weber
 Chair of University Board

Date: 4-29-88

cc: Jim Moran

747 N. Zenith Avenue
Tulsa, Oklahoma 74127
May 19, 1988

To whom it may concern:

Enclosed is a copy of my research proposal for a dissertation at Oklahoma State University. I would appreciate your reviewing the material, and I am willing to discuss any concerns you may have. Negotiation of instruments to be used is also acceptable.

The Teen Curriculum on Dating Violence has been approved and presented since 1985 in the Tulsa Public Schools, and surrounding area schools. It is a topic well received by the students. This proposal simply inserts measures to study concepts that surface from the literature as important.

Thank you for your consideration of this matter.

Sincerely,

Shiphrah Williams-Myers,
M.S., R.N.

Shiphrah Williams-Myers
P.O. Box 27362
Tulsa, OK

February 25, 1988

Consulting Psychologist Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Dear Publisher:

I am initiating a study entitled "Moral Development, Courtship Violence and Sex Roles in Relationships of Adolescents." I would like permission to use the "Bem Sex Role Inventory" as a tool in this study. This study commences upon receiving your affirmation. If you so desire a copy of the results of the study will be forwarded to you upon completion.

Thank you,

Shiphrah Williams-Myers

Shiphrah Williams-Myers
P.O. Box 27362
Tulsa, OK

February 25, 1988

Dr. James R. Rest
Minnesota Moral Research Project
330 Burton Hall
University of Minnesota
Minneapolis, MN 55455

Dear Dr. Rest:

I am initiating a study entitled "Moral Development, Courtship Violence and Sex Roles in Relationships of Adolescents." I would like permission to use the "Defining Issues Test" as a tool in this study. This study commences upon receiving your affirmation. If you so desire a copy of the results of the study will be forwarded to you upon completion.

Thank you,

Shiphrah Williams-Myers

Shiphrah Williams-Myers
P.O. Box 27362
Tulsa, OK

February 25, 1988

Dr. Straus
Department of Sociology and Anthropology
University of New Hampshire
Durham, New Hampshire 03824

Dear Dr. Straus:

I am initiating a study entitled "Moral Development, Courtship Violence and Sex Roles in Relationships of Adolescents." I would like permission to use the "Conflict Tactic Scale" as a tool in this study. This study commences upon receiving your affirmation. If you so desire a copy of the results of the study will be forwarded to you upon completion.

Thank you,

Shiphrah Williams-Myers

FAMILY RESEARCH LABORATORY

128 Horton Social Science Center, University of New Hampshire
Durham, NH 03824 (603) 862-2594

11 May 1988

Shiphrah Williams-Myers
P.O. Box 27362
Tulsa, OK 74127

Dear Shiphrah:

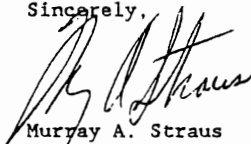
You have my permission to use the Conflict Tactics Scales (CTS) in your research.

I am enclosing reprints of some papers which may be helpful to you.

When a report of your study is available, I would appreciate being sent a copy.

I hope your research goes well.

Sincerely,



Murray A. Straus
Professor of Sociology and Director,
Family Research Laboratory

Enc: VB2, VB5, VB6

P.S. The above reprints are being sent on the assumption that you are doing research on spouse abuse. If, however, your research is on child abuse, please drop me a note and ask for reprints VA20 and VB25.

ORDER BLANK
CONSULTING PSYCHOLOGISTS PRESS
 (please print)

CPP Customer Number _____ Date 5/9/88
 Person who will be using materials Shiphrah Williams - Myers
 Address 747 N. Zenith Ave P.O. Box 27362 74149
 City Tulsa State Okla Zip 74127
 Telephone (918) 583 1305 Please check: ___ business home
 Organization _____
 Job title Assistant Chief Nursing Services - Outpatient

Quantity	Code No.	Description	Unit Price	Extended Price
300 250		Test Booklets		51.00
1		Scoring Stencil	1.25	1.25
1		Specimen Set	9.50	9.50

Mail this order with your check to:

CPP
 P.O. Box 60070
 Palo Alto, CA
 94306

First-time and foreign orders and orders under \$15.00 must be prepaid.

Subtotal 1 61.75
 (minimum \$5.00)
 Applicable Discount (if any) _____
 Subtotal 2 _____
 Sales Tax 6.18
 (for Calif. customers only; 6 or 6½% of Subtotal 2)
 Shipping Charges 6.18
 ___ Reg. mail (10% of subtotal 1 - \$1.35 min.)
 ___ Airmail (20% of subtotal 1 - \$3.00 min.)
Amount Enclosed \$67.93
 (U.S. \$)

Check enclosed Master Card (see below) VISA (see below)

VISA
 IMPORTANT: Copy Account No. from your VISA card

 Minimum order \$15.00 Expires

MasterCard
 IMPORTANT: Copy Account No. from your MasterCard

 Number shown name on MasterCard Expires

PURCHASER QUALIFICATION FORM ON REVERSE

I agree to the terms and conditions specified on page 76 of this catalog.
 Authorizing Signature: _____

CPP Purchaser Qualification Form

Who is required to complete this form? Customers must complete and submit this form with their first order from the catalog if the order includes any test marked with a "b" or "c" after its title. Purchasers of "b" tests must have completed courses in tests and measurements at a university or have received equivalent documented training. "C" tests require training or experience in the use of tests and completion of an advanced degree in an appropriate profession (e.g., psychology, speech pathology), or membership in a relevant professional association (e.g., APA), or a state license in psychology.

This form should be completed by the person who will be using the materials. Give complete answers to each question. Print or type your answers.

Graduate students ordering such tests should have this form endorsed by a qualified supervising faculty member.

Completion of this form is not required of purchasers ordering for an accredited school, college, or university or for a federal or state agency if they are using an official purchase order or enclosing institutional payment. Subagencies should include documentation of their affiliation with a qualified institution.

Name Shiphrah Williams - Myers Customer number _____
 Address (____ business or ____ home) P.O. Box 27362
 City Tulsa State OKLA Zip 74149-0362
 Job title Assistant Chief Nursing Services Organization Veteran's Administration
 Kind of organization _____ (e.g., business, counseling, educational)

Licensed as Registered Nurse Number RO027532

Tests & measurements coursework (please list course title, major books, topics covered, undergrad or grad level, institution) Statistics I II + III Research I + II
Advanced Research, Tests + Measurement (OKlahoma State University
University of Tulsa
University of Oklahoma)

Academic degrees received (degree, field, institution, year)
BS - Nursing University of Tulsa
MS - Nursing University of Oklahoma

On-the-job training and workshops in the use of tests (please list tests used, kind and length of training, trainer) Defining Issues Test, Conflict Tactic Scale
Experienced gained over the past 5 years by J. McCallers

Professional organizations of which you are a member (please spell out names)
National League For Nursing, Council of Family Relations

Whom will you be testing and for what purposes? The Test will be used in
The Study entitled "Moral Development, Courtship Violence and
Sex Roles in Relationships of Adolescents" 200 Subjects will be used for
the study

I certify that I will administer, interpret, and use the test instruments that I am purchasing in accordance with the APA-AERA-NCME Standards for Educational and Psychological Tests (1974).

Shiphrah Williams signature 5-9-88 date

I am a graduate student. My professor has endorsed my order below.
 I agree to supervise this student's use of the ordered items.

J. McCallers professor's signature 5/9/88 date
Family Relations, Child Development department Oklahoma State University institution

ORDER FORM ON REVERSE

CENTER for the study of
ETHICAL DEVELOPMENT

University of Minnesota

James Rest, Research Director / 141 Burton Hall / 178 Pillsbury Drive / Minneapolis, MN 55455 / (612) 624 7479 or 624 0876
Muriel Bebeau, Education Director / 15136 Moos Tower / 516 Delaware Street SE / Minneapolis, MN 55455 / (612) 625 4633

05-14-1988

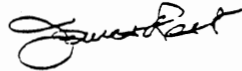
Shiphrah Williams-Myers
P.O. Box 27362
Tulsa, OK 74149

Dear M. Williams:

Thank you for your interest in this research. Enclosed is information about the Defining Issues Test and about materials that are available from the Center.

Please let me know if I can be of further assistance.

Sincerely,



James Rest
Professor
Educational Psychology

Enclosures:
General Information Sheet
DIT questionnaire
Brochure

APPENDIX F
Cirriculum on Dating Violence

The Teen Curriculum on Dating Violence

WORKSHOP

DAY 1

INTRODUCTION

GIVE CONFLICT TACTIC SCALE

I. Domestic Violence Agencies

A. General Purpose: To aid battering or battered persons and their children through direct assistance to the primary victims - women and children.

1. Overcoming DV requires direct assistance to victims and community action to promote social change.

a. Survival Resources:

Food, shelter, transportation, crisis line,
emergency care, clothing

b. Overcoming Victimization:

Counseling at shelter, office

c. Community Education:

Information and education re: causes and
alternatives Teen curriculum and Adult

d. Community Development:

Community resources to improve and expand
volunteers

e. Child advocacy

f. Counseling and support for Community:

Abusers Program

Friend's Outreach

B. Factors:

Many factors contribute to occurrence and acceptance.

1. Historically rigid role expectations of social behavior centering around aggression and dominance, passivity and submission.
 - a. Biblical
 - b. English commonlaw
Women as property, Rule of Thumb
2. Attitudes on violence are contradictory. Is it acceptable or not?
3. Fairy Tales
 - a. Dominance, passivity, live happily ever after.
 - b. Not prepared for conflicts and situations in family life.
4. Do not know how to express feelings.
 - a. Don't know how to express feelings
 - b. Iceberging
 - c. Society has taught males anger is an acceptable form of expressing feelings and all feelings are expressed as anger (frustration, low self-esteem, failure, etc.)
 - d. Don't know how to express anger in constructive way.

C. Purpose of Teen Curriculum:

1. Address battering as a problem that can occur with families and friends of any participant.
2. Recognize cycle of violence and that it is passed from parents to children.

3. Understand what battering/abuse is.
4. How, why battering happens.
5. How to confront it if it occurs.
6. How to keep a relationship free from ever becoming abusive.
7. Every man, woman, child has the right to live without violence, freedom.

II. Definitions of Domestic Violence and Statistics.

A. Physical Violence:

Pushing, shoving, slapping, hitting, biting, kicking, punching, stabbing, shooting.

B. Emotional:

Is the precursor to physical violence. Frightening and intimidating a person over a period of time to control and maintain power over them.

1. Two elements present that makes it different from violence.
 - a. Abuser must control: Control through fear
 - b. Fear on part of victim
2. Name-calling, pushing, shoving, biting, kicking, hitting, punching, stabbing, shooting.
3. Once it begins, it gets worse. More frequent, more severe.
4. What is the difference between abuse and arguing, fighting, wrestling, etc.?

5. EXAMPLE:

Someone teasing you about being fat, big nose, bad complexion, short. You want to avoid that person because their comments hurt, embarrass, humiliate you in front of others.

DAY 2

REVIEW DAY

GIVE DIT

D. Domestic Violence:

Violence in the Home

1. Victims:

Spouse - 95% female

Child - 200 cases/month - Tulsa area

Sibling

Incest - 1 in 4 girls, 1 in 8 boys by age of 18

Handicapped - 80% female, caretakers, daughters,
neglect, lack of care

Elderly - 68 cases/month in Tulsa

2. Only 2-5% males reported

a. Wimp

b. Taught not to hit

c. Embarrassed

D. Statistics

1. 50% of all couples have experienced violence in an intimate relationship.
2. 25% of all couples in an intimate relationship experience domestic violence repeatedly.
3. Battering is single major cause of injury to women.
4. A woman is beaten every 18 seconds in the U.S.
5. In Oklahoma: FBI Statistics
 - 2,000 - 4,000 women are beaten to death annually, and only 2% of male batterers are prosecuted.
 - 340,000 women are abused regularly - United States
 - 20,000 in Tulsa
 - 12 Domestic Violence calls/day
 - 45% from south and east Tulsa
6. 80% of children who witness abuse will become abused or abusive. All children are emotionally abused.
7. 50% of spouse-abusing families abuse the children as well.
8. 1/3 of all dating relationships are abusive.

III. CYCLE OF VIOLENCE

A. Tension Building

1. What makes you tense?:
 - Parents, teachers, friends, grades, money problems, tests, college entrance, drugs, sex, alcohol, peer pressure, little brothers and sisters.
2. Individuals who abuse:
 - Name calling, threats, pushing

Blames victim

Becomes more oppressive, possessive, jealous

Role expectations

- B. Violent episode:
1. Shortest period in cycle. Only person who abuses can end.
 2. Wants to teach a lesson, doesn't mean to harm at first.
Out of Control.
- C. Crisis state.
1. Best time for taking new direction.
 2. Both realize the offender has gone too far. Situation must be resolved.
 3. Abuser remorseful: Promises to change, never do again.
Victim forgives.
 4. Abuser not remorseful: Project blame for problems onto victim, displaces feeling onto her. Justify hurting them by blaming them.
- D. Honeymoon:
1. Loving behavior becomes reinforcement for staying.
 2. Hope, promises, presents, love
- E. Calmness restored.
- F. Woman will subconsciously recognize the cycle after being in it for a while and will learn how to prolong the honeymoon and calm phases and to reduce the tension phase.
She will feel guilty and try to change.
She will be very cautious and nervous, like walking on eggshells.
- G. Unless something stops this cycle, it will continue.

- H. Familiarity with situation at hand, has fear unknown.
- I. Usually violence doesn't happen on a frequent basis (i.e. daily, weekly). It may occur months apart.

DAY 3

GIVE BEM INVENTORY

- IV. DANGER SIGNS - All signs may not be present in individuals who batter.
 - A. Jealousy: Is it okay? It shows commitment to relationship.
 - B. Family Background:

Many abusers were abused as children, or saw their mothers abused. Abuser learns to use violence to get what they want and to control others.

They may have strong negative feelings about their mothers. They learn contempt for women, and mistreatment of women is acceptable.
 - C. Rigid role expectations:

Masculine role, 'rights' as a boyfriend - girlfriend is 'theirs' to do with as they please.
 - D. Possessiveness; Own as property, object
 - E. Displaced aggression: Blaming girlfriends for their problems, girlfriend supposed to make everything alright and when something goes wrong, it's her fault.
 - F. Jekyll-Hyde personality: Funny, nice, polite, great personality, charming. But watch out if someone crosses him.

- G. Controlling: Feels the need to control environment, and individuals close to them. Make all decisions subjective.
- H. Dictatorial: Wants things to look feel, progress as he desires.
- I. Low self-esteem: Everything is done to pad his ego. Does not feel good about self.
- J. Hitting walls, name-calling, etc.

V. VIDEO PRESENTATIONS:

- A. When the Good Times Go Bad:
 - Progression of abusive relationship, more severe.
 - Karen takes blame, tries harder.
 - Gary denies he hits her, only putting her in her place, she likes it, she wants to be told.
 - Has unfinished ending.
- B. Targets: Recognizing victimization and how not to become a victim.
- C. Fantasy game:
 - Name 10 characteristics of perfect mate (discussion)
 - Now eliminate all but 2 (discussion)
- D. Role playing
- E. Awareness in news on TV, newspaper, movies, magazines.

DAY 4

VI. RE-EMPHASIZE IMPORTANT POINTS

- A. Recognize Danger Signs - Definition of abuse - control/fear

- B. Recognize life isn't Fairy Tale - Relationships involve stress and conflict and couples must learn how to deal with these. Learn to communicate feelings as well as frustrations.
- C. Look at Prospective Partners in realistic ways.
 - 1. Guy with mean temper -- Don't say "Everything will be fine, and we'll be happy after we marry."
 - 2. He's got a problem, and he better get help -- I Don't Want to Get Hurt!
 - 3. He needs to realize he has a problem and he can learn other ways to deal with anger. It doesn't help anyone to ignore the problem.
 - 4. Break Cycle of Violence.
 - 5. Learn how to Deal with Stress and to Communicate.

Misinformation becomes part of the justification for Violence.

APPENDIX G

Raw Data / Code Sheets

LIST OF ABBREVIATIONS

CTSRI	Conflict Tactic Scale Reasoning for the Individual
CTSRF	Conflict Tactic Scale Reasoning for the Friend
CTSVIF	Conflict Tactic Scale Violence for the Friend
CTSVII	Conflict Tactic Scale Violence for the Individual
CTSVAF	Conflict Tactic Scale Verbal Aggression Friend
CTSVAI	Conflict Tactic Scale Verbal Aggression Individual
BEM	Sex Role Inventory
BEMF	BEM Feminine Scores
BEMM	BEM Masculine Scores
BEMDIFF	BEM Androgynous Scores
DIT	Defining Issues Test
CTS	Conflict Tactic Scale
DIT	Defining Issues Test Measure of Moral Judgment

FORTRAN CODING FORM

Williams-Myers - Violence Study

ID	CTSRF	CSRI	CSVAF	CSVAE	CSVIF	CSVSI	BE	BEIF	BEIMM	BEINDIF	DIT
070517	101	570	038	434	200						
070317	171	700	003	123	550						
070704	090	002	149	310	88						
070905	050	000	493	358	00						
020721	252	272	783	634	314						
070611	060	009	375	142	02						
130700	000	000	676	095	05						
050302	200	000	537	940	08						
121204	000	000	515	550	9						
040407	060	020	674	551	07						
020002	040	000	453	269	11						

FORTRAN STATEMENT

FORTRAN CODING FORM

Williams-Myers - Violence Study

ID	CTSRF	CSRI	CSVAF	CSVAE	CSVIF	CSVSI	BE	BEIF	BEIMM	BEINDIF	DIT
----	-------	------	-------	-------	-------	-------	----	------	-------	---------	-----

FORTRAN STATEMENT

FORTRAN CODING FORM

Violence Study

ID	AGE	SEX	ETHNIC	RELIG	EDUC	INCOME	UNEMP	CRIME	DRUGS	ALCOH	SMOKING	PSYCH	PHYSIC	DIET
0011	00	1	700	30	53	65	50	9	1	1	1	1	1	1
0043	33	5	48	17	29	29	50	0	9	1	1	1	1	1
0305	10	00	06	00	46	54	21	2	1	1	1	1	1	1
0707	19	20	00	00	28	07	51	0	4	1	1	1	1	1
0404	10	00	40	40	34	35	49	0	7	1	1	1	1	1
1112	09	1	700	00	25	66	74	30	5	1	1	1	1	1
0905	12	1	11	20	12	31	45	60	0	1	1	1	1	1
0406	17	1	80	80	13	86	03	51	3	1	1	1	1	1
1110	08	0	90	70	00	30	45	40	0	1	1	1	1	1
1205	01	0	300	00	55	45	57	0	3	1	1	1	1	1
0606	03	0	300	00	06	37	04	50	7	1	1	1	1	1
0806	07	1	31	32	45	34	53	16	1	1	1	1	1	1
0404	10	0	30	90	94	54	25	20	6	1	1	1	1	1
1212	06	0	70	10	14	54	50	0	3	1	1	1	1	1
0303	09	0	10	00	00	45	45	0	10	1	1	1	1	1
0303	09	0	80	10	12	95	23	50	3	1	1	1	1	1
0810	00	20	800	00	07	57	45	10	3	1	1	1	1	1

Violence Study

FORTRAN CODING FORM

ID	AGE	SEX	ETHNIC	RELIG	EDUC	INCOME	UNEMP	CRIME	DRUGS	ALCOH	SMOKING	PSYCH	PHYSIC	DIET
0308	06	1	701	06	33	53	30	0	1	1	1	1	1	1
0810	02	0	700	00	13	00	25	0	0	1	1	1	1	1
0001	01	0	500	01	27	05	60	4	1	1	1	1	1	1
1211	16	1	60	40	50	00	00	0	0	1	1	1	1	1
0707	13	1	32	20	31	30	71	1	1	1	1	1	1	1
0205	00	0	00	00	26	15	25	15	1	1	1	1	1	1

FORTRAN CODING FORM

Violence Study

ID	AGE	SEX	ETHNIC	RELIG	EDUC	INCOME	UNEMP	CRIME	DRUGS	ALCOH	SMOKING	PSYCH	PHYSIC	DIET
0010	00	00	00	00	02	12	74	00	1	1	1	1	1	1
0503	17	0	60	40	25	83	69	00	1	1	1	1	1	1
0001	04	00	02	00	34	18	64	00	1	1	1	1	1	1
1010	03	1	300	10	55	40	60	00	1	1	1	1	1	1
0408	15	20	03	03	73	55	62	05	1	1	1	1	1	1
1008	03	0	00	00	53	52	37	03	1	1	1	1	1	1
0809	12	1	51	01	23	63	94	10	1	1	1	1	1	1
0418	00	00	00	00	56	54	51	00	1	1	1	1	1	1
1414	17	1	700	00	51	52	49	00	1	1	1	1	1	1
0606	10	0	00	00	34	38	42	70	6	1	1	1	1	1

FORTRAN CODING FORM

Violence Study

ID	AGE	SEX	ETHNIC	RELIG	EDUC	INCOME	UNEMP	CRIME	DRUGS	ALCOH	SMOKING	PSYCH	PHYSIC	DIET
0408	11	1	82	63	36	30	36	37	00	1	1	1	1	1
0007	00	0	00	01	00	22	91	52	13	00	1	1	1	1
0006	00	1	20	00	02	96	64	90	06	1	1	1	1	1
0807	00	1	100	01	95	60	47	00	1	1	1	1	1	1
0511	10	00	00	00	00	00	00	00	00	1	1	1	1	1
1211	08	0	00	00	00	00	00	00	00	1	1	1	1	1
1215	10	20	00	00	00	00	00	00	00	1	1	1	1	1
0405	08	1	01	00	41	33	53	00	1	1	1	1	1	1
0000	00	0	00	00	29	12	76	00	1	1	1	1	1	1
0202	05	0	00	00	79	36	52	00	1	1	1	1	1	1
0500	09	0	00	00	10	36	56	55	00	1	1	1	1	1
0609	13	1	60	20	53	63	93	00	1	1	1	1	1	1
0406	00	00	00	00	50	38	50	00	1	1	1	1	1	1

FORTRAN CODING FORM

Violence Study

ID	AGE	SEX	ETHNIC	RELIG	EDUC	INCOME	UNEMP	CRIME	DRUGS	ALCOH	SMOKING	PSYCH	PHYSIC	DIET
0202	01	0	100	00	33	23	51	04	1	1	1	1	1	1
0706	09	0	05	14	64	75	22	00	1	1	1	1	1	1
0001	01	0	00	00	00	51	28	53	07	1	1	1	1	1
0706	04	0	00	00	58	46	58	02	1	1	1	1	1	1
0102	10	0	10	10	15	63	62	00	1	1	1	1	1	1
0304	09	1	60	01	43	45	46	00	1	1	1	1	1	1
1311	01	0	10	50	00	00	29	50	00	1	1	1	1	1
0508	01	0	10	00	04	65	54	40	00	1	1	1	1	1
1212	01	0	40	00	04	63	25	80	00	1	1	1	1	1
0101	04	0	40	40	00	41	51	57	00	1	1	1	1	1
1111	11	1	18	00	01	78	43	53	00	1	1	1	1	1
0104	03	0	09	01	01	61	52	96	04	1	1	1	1	1
0003	00	0	09	00	01	45	30	60	11	1	1	1	1	1
0303	17	1	020	32	67	64	30	4	1	1	1	1	1	1

FORTRAN CODING FORM

Violence Study

ID	CSM	CSM1	CSM2	CSM3	CSM4	CSM5	CSM6	CSM7	CSM8	CSM9	CSM10	CSM11	CSM12	CSM13	CSM14	CSM15	CSM16	CSM17	CSM18	CSM19	CSM20
00110017003053165509																					
08043305481729295009																					
03051000060046584212																					
07071920000280795104																					
04041004040034354907																					
111120917000256674305																					
05051211120123145600																					
04061718090138603513																					
11100808070030454000																					
12050101000055459703																					
060603030000637004507																					
08060713132453495318																					
04041003090945425308																					
12120607010445455003																					
03030101000045455010																					
03030908010129523503																					
08100208000075745103																					

RTRAN CODING FORM

Violence Study

ID	CSM	CSM1	CSM2	CSM3	CSM4	CSM5	CSM6	CSM7	CSM8	CSM9	CSM10	CSM11	CSM12	CSM13	CSM14	CSM15	CSM16	CSM17	CSM18	CSM19	CSM20
0010000000021274600																					
05031706048258306900																					
001011400020034186100																					
101100313001055406000																					
04081520030373556205																					
10080303000053525703																					
08091215101236397810																					
04180010000056545100																					
14141717000051524900																					
06061030003438424706																					

FORTRAN CODING FORM

Violence Study

ID	CSM	CSM1	CSM2	CSM3	CSM4	CSM5	CSM6	CSM7	CSM8	CSM9	CSM10	CSM11	CSM12	CSM13	CSM14	CSM15	CSM16	CSM17	CSM18	CSM19	CSM20
04081118263650363900																					
00070001000291521300																					
00160012000296014006																					
08180911002955604700																					
05110003000000000000																					
12110810000100000000																					
12151012000000000000																					
04050810010042935100																					
00000001000091027600																					
02020505020079365200																					
05000902010365255000																					
06091316020053639300																					
04060600000050385800																					

Violence Study

FORTRAN CODING FORM

ID	CSM	CSM1	CSM2	CSM3	CSM4	CSM5	CSM6	CSM7	CSM8	CSM9	CSM10	CSM11	CSM12	CSM13	CSM14	CSM15	CSM16	CSM17	CSM18	CSM19	CSM20
03080613010639352300																					
08100207000130225500																					
020010150001274705604																					
12111616040500000000																					
07071113252431307111																					
001050005000261513515																					

RTRAN CODING FORM

Violence Study

ID	CSM	CSM1	CSM2	CSM3	CSM4	CSM5	CSM6	CSM7	CSM8	CSM9	CSM10	CSM11	CSM12	CSM13	CSM14	CSM15	CSM16	CSM17	CSM18	CSM19	CSM20
03080613010639352300																					
08100207000130225500																					
020010150001274705604																					
12111616040500000000																					
07071113252431307111																					
001050005000261513515																					

FORTRAN CODING FORM

Violence Study

ID	CSM	CSM1	CSM2	CSM3	CSM4	CSM5	CSM6	CSM7	CSM8	CSM9	CSM10	CSM11	CSM12	CSM13	CSM14	CSM15	CSM16	CSM17	CSM18	CSM19	CSM20
02020101000038235104																					
07060909051446439200																					
0001001000000518853027																					
07060703000058265803																					
01020103010156384200																					
03040916001427254600																					
131110105000021225000																					
05080101000046554400																					
12120104000046325900																					
01080404000041515700																					
11111718000048433500																					
01040309010161525604																					
00030009000145306011																					
03030711020526364304																					

FORTRAN CODING FORM

Violence Study

ID	DATE	TIME	STAGE	TYPE	STATUS	GROUP	REMARKS	INIT
020	2010	06000	1	56306	701			
09	0505	10000	1	45266	306			
12	1150	00000	1	39573	809			
09	0227	1122	1	30235	508			
07	1219	09080	1	46584	208			
07	0708	08000	1	45544	408			
10	1103	07000	1	56614	713			
03	0108	10000	1	31295	106			
09	0703	08000	1	35820	11			
03	0401	00000	1	58455	904			

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FORTRAN CODING FORM

Violence Study

ID	DATE	TIME	STAGE	TYPE	STATUS	GROUP	REMARKS	INIT
14	1110	00000	1	85555	007			
10	0007	15000	1	49905	008			
08	0907	1020	1	32523	702			
10	0009	00000	1	47653	808			
12	1209	18000	1	46633	700			
02	0400	10000	1	46623	800			
00	0200	00000	1	16323	700			

International 44-211

FORTRAN CODING FORM

Violence Study

ID	DATE	TIME	STAGE	TYPE	STATUS	GROUP	REMARKS	INIT
04	0008	040930	1	50001	5808			
09	0500	00000	1	00000	000			
04	0006	050000	1	00000	000			
00	0000	00000	1	00000	000			
03	0000	00000	1	00000	000			
07	0000	00000	1	00000	000			
13	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
11	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
02	0000	00000	1	00000	000			
01	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
10	0000	00000	1	00000	000			
11	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
10	0000	00000	1	00000	000			
10	0000	00000	1	00000	000			

International 44-211

FORTRAN CODING FORM

Violence Study

ID	DATE	TIME	STAGE	TYPE	STATUS	GROUP	REMARKS	INIT
10	1015	1810	1	03339	4602			
00	0000	00000	1	00000	000			
00	1200	07000	1	42584	006			
03	0501	07000	1	00000	000			
05	1171	00000	1	00000	000			

International 44-211

FORTRAN CODING FORM

Violence Study

ID	DATE	TIME	STAGE	TYPE	STATUS	GROUP	REMARKS	INIT
04	0008	0200	1	03339	4607			
18	0240	00000	1	00000	000			
13	1514	06000	1	00000	000			
06	0709	09000	1	00000	000			
10	1204	05000	1	00000	000			
08	0711	08000	1	00000	000			
10	1814	0233	1	2367	2510			
12	1802	06000	1	00000	000			
02	0200	25000	1	00000	000			
07	0824	2004	1	1648	46115			
05	1031	2624	1	1468	714803			
07	0711	09000	1	00000	000			
09	0909	03020	1	00000	000			
09	0827	2103	1	0960	465910			
11	1815	22020	1	7565	74903			

International 44-211

FORTRAN CODING FORM

Violence Study

ID	DATE	TIME	STAGE	TYPE	STATUS	GROUP	REMARKS	INIT
07	0209	10000	1	1372	907			
08	1007	07000	1	00000	000			
13	1000	00000	1	00000	000			
00	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
00	0000	00000	1	00000	000			
03	0602	2100	1	00000	000			
07	0609	0700	1	00000	000			
00	0000	00000	1	00000	000			
04	0000	00000	1	00000	000			
08	0811	00000	1	00000	000			
00	0000	00000	1	00000	000			
04	1103	00000	1	00000	000			
00	0000	00000	1	00000	000			

International 44-211

CTS Scoring Sheet FRIEND Yell (Individual)

Concealing Substrate (40% of Items)	CTSRF 9	CTSR1 10
Verbal Aggression Substrate (40% of Items)	CTSVAF 36	CTSAI 36
Violence Substrate (20% of Items)	CTSVIF 16	CTSVII 32

BEM Scoring Sheet

Female SSa Box	BEMF 34
Male SSb Box	BEMM 38
Difference Scale SS diff	BEMDIF 49

CTS Scoring Sheet FRIEND Yell (Individual)

Concealing Substrate (40% of Items)	CTSRF 5	CTSR1 12
Verbal Aggression Substrate (40% of Items)	CTSVAF 21	CTSAI 12
Violence Substrate (20% of Items)	CTSVIF 1	CTSVII 2

BEM Scoring Sheet

Female SSa Box	BEMF 50
Male SSb Box	BEMM 48
Difference Scale SS diff	BEMDIF 51

CTS Scoring Sheet FRIEND Yell (Individual)

Concealing Substrate (40% of Items)	CTSRF 6	CTSR1 13
Verbal Aggression Substrate (40% of Items)	CTSVAF 13	CTSAI 11
Violence Substrate (20% of Items)	CTSVIF 0	CTSVII 1

BEM Scoring Sheet

Female SSa Box	BEMF 65
Male SSb Box	BEMM 46
Difference Scale SS diff	BEMDIF 63

CTS Scoring Sheet FRIEND Yell (Individual)

Concealing Substrate (40% of Items)	CTSRF →	CTSR1 →
Verbal Aggression Substrate (40% of Items)	CTSVAF →	CTSAI →
Violence Substrate (20% of Items)	CTSVIF →	CTSVII →

BEM Scoring Sheet

Female SSa Box	BEMF 21
Male SSb Box	BEMM 27
Difference Scale SS diff	BEMDIF 46

CTS Scoring Sheet FRIEND Yell (Individual)

Concealing Substrate (40% of Items)	CTSRF 5	CTSR1 3
Verbal Aggression Substrate (40% of Items)	CTSVAF 7	CTSAI 6
Violence Substrate (20% of Items)	CTSVIF 4	CTSVII 2

BEM Scoring Sheet

Female SSa Box	BEMF 58
Male SSb Box	BEMM 30
Difference Scale SS diff	BEMDIF 69

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	5	6	7	8	9	10	11	12
Most Important	Prisoner	Second Most Important	3	4	4	4	6	7	3	4	3	4	5	5	5
(Weight 2)	Manpower	(Weight 1)	4	4	2	4	5	5	3	3	5	5	4	3	3
Third Most Important		Fourth Most Important													

	2	3	4	SA	SB	6	A	M	P
Heinz	3	4	2		1				
Prisoner			4	1		2			
Manpower									
Raw Scores			3		1	2			

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	5	6	7	8	9	10	11	12
Most Important	Prisoner	Second Most Important	3	4	4	4	6	7	3	4	3	4	5	5	5
(Weight 2)	Manpower	(Weight 1)	4	4	2	4	5	5	3	3	5	5	4	3	3
Third Most Important		Fourth Most Important													

	2	3	4	SA	SB	6	A	M	P
Heinz	2	4	1						
Prisoner	2					4	1		
Manpower	1	4							
Raw Scores			4						1

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	5	6	7	8	9	10	11	12
Most Important	Prisoner	Second Most Important	3	4	4	4	6	7	3	4	3	4	5	5	5
(Weight 2)	Manpower	(Weight 1)	4	4	2	4	5	5	3	3	5	5	4	3	3
Third Most Important		Fourth Most Important													

	2	3	4	SA	SB	6	A	M	P
Heinz	3	1	4			2			
Prisoner	2		4				1		
Manpower	1	4	2						
Raw Scores			3						2

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	5	6	7	8	9	10	11	12
Most Important	Prisoner	Second Most Important	3	4	4	4	6	7	3	4	3	4	5	5	5
(Weight 2)	Manpower	(Weight 1)	4	4	2	4	5	5	3	3	5	5	4	3	3
Third Most Important		Fourth Most Important													

	2	3	4	SA	SB	6	A	M	P
Heinz									
Prisoner									
Manpower									
Raw Scores									

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	5	6	7	8	9	10	11	12
Most Important	Prisoner	Second Most Important	3	4	4	4	6	7	3	4	3	4	5	5	5
(Weight 2)	Manpower	(Weight 1)	4	4	2	4	5	5	3	3	5	5	4	3	3
Third Most Important		Fourth Most Important													

	2	3	4	SA	SB	6	A	M	P
Heinz									
Prisoner									
Manpower									
Raw Scores									

CTS Scoring Sheet		FRIEND	YOU (Individual)
Renewing Subscale a+b+c+d Items (10 of 20 items)	CTSRF	2	CTSRI 2
Verbal Aggression Subscale Items f+g+h+i+j (10 of 20 items) (10 of 20 items)	CTSVAF	17	CTSVAI 17
Violence Subscale k+l+m+n+o+p+q+r Items (10 of 20 items)	CTSVIF	4	CTSVII 4

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 20
Maintaining SSb Box Scale	BEMM 50
Diffidence Scale SS diff	BEMDIF 51

CTS Scoring Sheet		FRIEND	YOU (Individual)
Renewing Subscale a+b+c+d Items (10 of 20 items)	CTSRF	7	CTSRI 7
Verbal Aggression Subscale Items f+g+h+i+j (10 of 20 items) (10 of 20 items)	CTSVAF	13	CTSVAI 13
Violence Subscale k+l+m+n+o+p+q+r Items (10 of 20 items)	CTSVIF	4	CTSVII 4

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 55
Maintaining SSb Box Scale	BEMM 50
Diffidence Scale SS diff	BEMDIF 10

CTS Scoring Sheet		FRIEND	YOU (Individual)
Renewing Subscale a+b+c+d Items (10 of 20 items)	CTSRF	2	CTSRI 2
Verbal Aggression Subscale Items f+g+h+i+j (10 of 20 items) (10 of 20 items)	CTSVAF	5	CTSVAI 5
Violence Subscale k+l+m+n+o+p+q+r Items (10 of 20 items)	CTSVIF	7	CTSVII 7

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 27
Maintaining SSb Box Scale	BEMM 51
Diffidence Scale SS diff	BEMDIF 22

CTS Scoring Sheet		FRIEND	YOU (Individual)
Renewing Subscale a+b+c+d Items (10 of 20 items)	CTSRF	11	CTSRI 11
Verbal Aggression Subscale Items f+g+h+i+j (10 of 20 items) (10 of 20 items)	CTSVAF	6	CTSVAI 6
Violence Subscale k+l+m+n+o+p+q+r Items (10 of 20 items)	CTSVIF	4	CTSVII 4

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 55
Maintaining SSb Box Scale	BEMM 55
Diffidence Scale SS diff	BEMDIF 50

CTS Scoring Sheet		FRIEND	YOU (Individual)
Renewing Subscale a+b+c+d Items (10 of 20 items)	CTSRF	2	CTSRI 7
Verbal Aggression Subscale Items f+g+h+i+j (10 of 20 items) (10 of 20 items)	CTSVAF	2	CTSVAI 4
Violence Subscale k+l+m+n+o+p+q+r Items (10 of 20 items)	CTSVIF	2	CTSVII 8

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 50
Maintaining SSb Box Scale	BEMM 43
Diffidence Scale SS diff	BEMDIF 55

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SRAY		YOU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	1	6	4	5	3	5
Most Important	Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	5	
(Weight 2)	(Weight 1)	Manpower	4	4	2	4	1	5	3	3	5	4	3	
Third Most Important	Fourth Most Important													

	2	3	4	SA	SB	G	A	M	P
Heinz									
Prisoner									
Manpower									
Raw Scores									

DIT Scoring Sheet

SRAY		YOU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	1	6	4	5	3	5
Most Important	Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	5	
(Weight 2)	(Weight 1)	Manpower	4	4	2	4	1	5	3	3	5	4	3	
Third Most Important	Fourth Most Important													

	2	3	4	SA	SB	G	A	M	P
Heinz									
Prisoner									
Manpower									
Raw Scores									

DIT Scoring Sheet

SRAY		YOU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	1	6	4	5	3	5
Most Important	Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	5	
(Weight 2)	(Weight 1)	Manpower	4	4	2	4	1	5	3	3	5	4	3	
Third Most Important	Fourth Most Important													

	2	3	4	SA	SB	G	A	M	P
Heinz									
Prisoner									
Manpower									
Raw Scores									

DIT Scoring Sheet

SRAY		YOU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	1	6	4	5	3	5
Most Important	Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	5	
(Weight 2)	(Weight 1)	Manpower	4	4	2	4	1	5	3	3	5	4	3	
Third Most Important	Fourth Most Important													

	2	3	4	SA	SB	G	A	M	P
Heinz									
Prisoner									
Manpower									
Raw Scores									

DIT Scoring Sheet

SRAY		YOU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	1	6	4	5	3	5
Most Important	Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	5	
(Weight 2)	(Weight 1)	Manpower	4	4	2	4	1	5	3	3	5	4	3	
Third Most Important	Fourth Most Important													

	2	3	4	SA	SB	G	A	M	P
Heinz									
Prisoner									
Manpower									
Raw Scores									

TOTAL

CTS Scoring Sheet FRIEND Yell (The...)

Reasoning Subscale above 2 items (2 of 10 items)	CTSRF 4	CTSR1 7
Verbal Approximation Subscale above 2 items (2 of 10 items)	CTSVAF 4	CTSVAI 15
Violence Subscale below 2 items (2 of 10 items)	CTSVIF 2	CTSVII 2

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 20
Mental Scale SSb Box	BEMM 51
Difference Scale SS diff	BEMDIF 40

CTS Scoring Sheet FRIEND Yell (The...)

Reasoning Subscale above 2 items (2 of 10 items)	CTSRF 2	CTSR1 10
Verbal Approximation Subscale above 2 items (2 of 10 items)	CTSVAF 31	CTSVAI 6
Violence Subscale below 2 items (2 of 10 items)	CTSVIF 36	CTSVII 28

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 50
Mental Scale SSb Box	BEMM 43
Difference Scale SS diff	BEMDIF 55

CTS Scoring Sheet FRIEND Yell (The...)

Reasoning Subscale above 2 items (2 of 10 items)	CTSRF 4	CTSR1 4
Verbal Approximation Subscale above 2 items (2 of 10 items)	CTSVAF 2	CTSVAI 3
Violence Subscale below 2 items (2 of 10 items)	CTSVIF 3	CTSVII 2

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 52
Mental Scale SSb Box	BEMM 32
Difference Scale SS diff	BEMDIF 24

CTS Scoring Sheet FRIEND Yell (The...)

Reasoning Subscale above 2 items (2 of 10 items)	CTSRF 7	CTSR1 5
Verbal Approximation Subscale above 2 items (2 of 10 items)	CTSVAF 7	CTSVAI 6
Violence Subscale below 2 items (2 of 10 items)	CTSVIF 4	CTSVII 4

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 60
Mental Scale SSb Box	BEMM 66
Difference Scale SS diff	BEMDIF 59

CTS Scoring Sheet FRIEND Yell (The...)

Reasoning Subscale above 2 items (2 of 10 items)	CTSRF 1	CTSR1 1
Verbal Approximation Subscale above 2 items (2 of 10 items)	CTSVAF 24	CTSVAI 2
Violence Subscale below 2 items (2 of 10 items)	CTSVIF 27	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 50
Mental Scale SSb Box	BEMM 54
Difference Scale SS diff	BEMDIF 47

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	(Weight 3) - Second Most Important	Heinz	4	3	2	3	4	6	6	6	6	3	5
(Weight 2) - Third Most Important	(Weight 1) - Fourth Most Important	Prisoner	3	4	4	4	6	6	3	4	3	4	5
		Manager	4	4	2	4	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz	2	1						
Prisoner	1	2	1					5
Manager	2		5	1	4			

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	(Weight 3) - Second Most Important	Heinz	4	3	2	3	4	6	6	6	3	5	5
(Weight 2) - Third Most Important	(Weight 1) - Fourth Most Important	Prisoner	3	4	4	4	6	6	3	4	3	4	5
		Manager	4	4	2	4	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz	1	2		4				
Prisoner	3	2	1	4				
Manager	1		2	3	4			

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	(Weight 3) - Second Most Important	Heinz	4	3	2	3	4	6	6	6	3	5	5
(Weight 2) - Third Most Important	(Weight 1) - Fourth Most Important	Prisoner	3	4	4	4	6	6	3	4	3	4	5
		Manager	4	4	2	4	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz								
Prisoner								
Manager								
Raw Scores								

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	(Weight 3) - Second Most Important	Heinz	4	3	2	3	4	6	6	6	3	5	5
(Weight 2) - Third Most Important	(Weight 1) - Fourth Most Important	Prisoner	3	4	4	4	6	6	3	4	3	4	5
		Manager	4	4	2	4	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz	1							1
Prisoner								
Manager								
Raw Scores								

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	(Weight 3) - Second Most Important	Heinz	4	3	2	3	4	6	6	6	3	5	5
(Weight 2) - Third Most Important	(Weight 1) - Fourth Most Important	Prisoner	3	4	4	4	6	6	3	4	3	4	5
		Manager	4	4	2	4	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz	4							2
Prisoner		4	1					
Manager	2	4	3	1				
Raw Scores								6

CTS Scoring Sheet FRIEND Yell (The ...)

Remaining Subscale a+b+c Items (3 of 5 items)	CTSRF	8	CTSR I	3
Variant Appraisal Subscale d+e+f+g+h+i+j Items (10 of 10 items)	CTSVAF	16	CTSVAI	6
Violence Subscale k+l+m+n+o+p+q+r Items (8 of 8 items)	CTSVIF	12	CTSVII	0

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	77
Remaining SSb Box Scale	BEMM	46
Difference Scale SS diff	BEMDIF	71

CTS Scoring Sheet FRIEND Yell (The ...)

Remaining Subscale a+b+c Items (3 of 5 items)	CTSRF	8	CTSR I	-
Variant Appraisal Subscale d+e+f+g+h+i+j Items (10 of 10 items)	CTSVAF	0	CTSVAI	0
Violence Subscale k+l+m+n+o+p+q+r Items (8 of 8 items)	CTSVIF	3	CTSVII	6

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	50
Remaining SSb Box Scale	BEMM	50
Difference Scale SS diff	BEMDIF	0

CTS Scoring Sheet FRIEND Yell (The ...)

Remaining Subscale a+b+c Items (3 of 5 items)	CTSRF	1	CTSR I	-
Variant Appraisal Subscale d+e+f+g+h+i+j Items (10 of 10 items)	CTSVAF	1	CTSVAI	0
Violence Subscale k+l+m+n+o+p+q+r Items (8 of 8 items)	CTSVIF	6	CTSVII	0

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	20
Remaining SSb Box Scale	BEMM	0
Difference Scale SS diff	BEMDIF	0

CTS Scoring Sheet FRIEND Yell (The ...)

Remaining Subscale a+b+c Items (3 of 5 items)	CTSRF	6	CTSR I	6
Variant Appraisal Subscale d+e+f+g+h+i+j Items (10 of 10 items)	CTSVAF	6	CTSVAI	0
Violence Subscale k+l+m+n+o+p+q+r Items (8 of 8 items)	CTSVIF	1	CTSVII	5

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	29
Remaining SSb Box Scale	BEMM	20
Difference Scale SS diff	BEMDIF	23

CTS Scoring Sheet FRIEND Yell (The ...)

Remaining Subscale a+b+c Items (3 of 5 items)	CTSRF	9	CTSR I	6
Variant Appraisal Subscale d+e+f+g+h+i+j Items (10 of 10 items)	CTSVAF	21	CTSVAI	3
Violence Subscale k+l+m+n+o+p+q+r Items (8 of 8 items)	CTSVIF	24	CTSVII	1

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	55
Remaining SSb Box Scale	BEMM	50
Difference Scale SS diff	BEMDIF	0

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	1	6	1	5	3	5
(Weight 3) Second Most Important	Piscar	3	4	1	4	6	1	3	4	3	4	5	1	5	
(Weight 2) Third Most Important	Murphy	4	4	2	4	1	5	3	3	5	5	1	4	3	

	2	3	4	SA	SB	6	A	M	P
Heinz		4	3	1					
Piscar		4	1	3					
Murphy	1		2	4					3

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4) Most Important	Heinz	4	3	2	1	2	4	1	6	1	6	1	5	3	5
(Weight 3) Second Most Important	Piscar	3	4	1	4	6	1	3	4	3	4	5	1	5	
(Weight 2) Third Most Important	Murphy	4	4	2	4	1	5	3	3	5	5	1	4	3	

	2	3	4	SA	SB	6	A	M	P
Heinz		4	3	1					
Piscar		4	1	3					
Murphy			2	4					3

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	1	6	1	5	3	5
(Weight 3) Second Most Important	Piscar	3	4	1	4	6	1	3	4	3	4	5	1	5	
(Weight 2) Third Most Important	Murphy	4	4	2	4	1	5	3	3	5	5	1	4	3	

	2	3	4	SA	SB	6	A	M	P
Heinz		5	4	1					1
Piscar		1	4	3					
Murphy	4		2	4					
Raw Scores				5	2	1			3

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	1	6	1	5	3	5
(Weight 3) Second Most Important	Piscar	3	4	1	4	6	1	3	4	3	4	5	1	5	
(Weight 2) Third Most Important	Murphy	4	4	2	4	1	5	3	3	5	5	1	4	3	

	2	3	4	SA	SB	6	A	M	P
Heinz		3		3					1
Piscar			3						3
Murphy									3
Raw Scores				4	0	3			7

DIT Scoring Sheet

	STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	1	6	1	5	3	5
(Weight 3) Second Most Important	Piscar	3	4	1	4	6	1	3	4	3	4	5	1	5	
(Weight 2) Third Most Important	Murphy	4	4	2	4	1	5	3	3	5	5	1	4	3	

	2	3	4	SA	SB	6	A	M	P
Heinz		1				6			
Piscar		2	1						3
Murphy		3	1			2			
Raw Scores						8	2	3	7

Reasoning Subscale CTSRF 8	CTSRI 9
Verbal Aggression Subscale CTSVAF 17	CTSAVI 11
Violence Subscale CTSVIF 2	CTSVII 1

BEM Scoring Sheet

Female SSa Box	BEMF 32
Male SSb Box	BEMM 52
Difference Scale SS diff	BEMDIF 37

1 A P-0

Reasoning Subscale CTSRF 10	CTSRI 10
Verbal Aggression Subscale CTSVAF 9	CTSAVI 15
Violence Subscale CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Female SSa Box	BEMF 44
Male SSb Box	BEMM 40
Difference Scale SS diff	BEMDIF 56

X P-7

Reasoning Subscale CTSRF 14	CTSRI 14
Verbal Aggression Subscale CTSVAF 10	CTSAVI 6
Violence Subscale CTSVIF 6	CTSVII 8

BEM Scoring Sheet

Female SSa Box	BEMF 55
Male SSb Box	BEMM 55
Difference Scale SS diff	BEMDIF 50

CTS Scoring Sheet

Reasoning Subscale CTSRF 7	CTSRI 7
Verbal Aggression Subscale CTSVAF 11	CTSAVI 9
Violence Subscale CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Female SSa Box	BEMF 60
Male SSb Box	BEMM 61
Difference Scale SS diff	BEMDIF 51

CTS Scoring Sheet

Reasoning Subscale CTSRF 5	CTSRI 10
Verbal Aggression Subscale CTSVAF 31	CTSAVI 26
Violence Subscale CTSVIF 24	CTSVII 14

BEM Scoring Sheet

Female SSa Box	BEMF 68
Male SSb Box	BEMM 71
Difference Scale SS diff	BEMDIF 48

DIT Scoring Sheet

STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	4	6	6	6	3	5
Most Important	Second Most Important	Prisoner	3	4	4	4	6	4	3	4	3	4	5	
(Weight 2)	(Weight 1)	Murderer	4	4	2	4	1	5	3	3	5	5	4	
Third Most Important	Important													

	2	3	4	SA	SB	6	A	M	P
Heinz			3	2	4				1
Prisoner	2								
Murderer									
Raw Scores			7	0	0				4

DIT Scoring Sheet

STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	4	6	6	6	3
Most Important	Second Most Important	Prisoner	3	4	4	4	6	4	3	4	3	4	5
(Weight 2)	(Weight 1)	Murderer	4	4	2	4	1	5	3	3	5	5	4
Third Most Important	Important												

	2	3	4	SA	SB	6	A	M	P
Heinz	3	1	4	2					
Prisoner			2	3			4		
Murderer			4		1			2	
Raw Scores			7	0	0				3

DIT Scoring Sheet

STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	4	6	6	6	3
Most Important	Second Most Important	Prisoner	3	4	4	4	6	4	3	4	3	4	5
(Weight 2)	(Weight 1)	Murderer	4	4	2	4	1	5	3	3	5	5	4
Third Most Important	Important												

	2	3	4	SA	SB	6	A	M	P
Heinz			2	1		3	4		
Prisoner	4			3					
Murderer		4	2	3				1	
Raw Scores			4	0	3				7

DIT Scoring Sheet

STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	4	6	6	6	3
Most Important	Second Most Important	Prisoner	3	4	4	4	6	4	3	4	3	4	5
(Weight 2)	(Weight 1)	Murderer	4	4	2	4	1	5	3	3	5	5	4
Third Most Important	Important												

	2	3	4	SA	SB	6	A	M	P
Heinz		1	2						
Prisoner	2			1	6			2	
Murderer		1	1	3					
Raw Scores			1	1					

DIT Scoring Sheet

STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	(Weight 3)	Heinz	4	3	2	1	3	4	4	6	6	6	3
Most Important	Second Most Important	Prisoner	3	4	4	4	6	4	3	4	3	4	5
(Weight 2)	(Weight 1)	Murderer	4	4	2	4	1	5	3	3	5	5	4
Third Most Important	Important												

	2	3	4	SA	SB	6	A	M	P
Heinz		2	4					1	3
Prisoner			4	3			2		
Murderer			4	1					
Raw Scores			1	2					3

TOTAL
1 = 3 + 3

CTS Scoring Sheet		FRIEND	YOU (Individual)
Reasoning Subscale CTSRF (20 items)	↗	↗	↗
Verbal Comprehension Subscale CTSVAI (19 items)	↖	↖	↖
Visuospatial CTSVID (20 items)	↘	↘	↘

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 56
Mechanical Scale	BEMM 30
Difference Scale SS diff	BEMDIF 67

CTS Scoring Sheet		FRIEND	YOU (Individual)
Reasoning Subscale CTSRF (20 items)	↗	↗	↗
Verbal Comprehension Subscale CTSVAI (19 items)	↖	↖	↖
Visuospatial CTSVID (20 items)	↘	↘	↘

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 34
Mechanical Scale	BEMM 23
Difference Scale SS diff	BEMDIF 58

CTS Scoring Sheet		FRIEND	YOU (Individual)
Reasoning Subscale CTSRF (20 items)	↗	↗	↗
Verbal Comprehension Subscale CTSVAI (19 items)	↖	↖	↖
Visuospatial CTSVID (20 items)	↘	↘	↘

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 56
Mechanical Scale	BEMM 30
Difference Scale SS diff	BEMDIF 67

CTS Scoring Sheet		FRIEND	YOU (Individual)
Reasoning Subscale CTSRF (20 items)	↗	↗	↗
Verbal Comprehension Subscale CTSVAI (19 items)	↖	↖	↖
Visuospatial CTSVID (20 items)	↘	↘	↘

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 34
Mechanical Scale	BEMM 23
Difference Scale SS diff	BEMDIF 58

CTS Scoring Sheet		FRIEND	YOU (Individual)
Reasoning Subscale CTSRF (20 items)	8	8	8
Verbal Comprehension Subscale CTSVAI (19 items)	22	21	21
Visuospatial CTSVID (20 items)	15	15	15

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF 76
Mechanical Scale	BEMM 74
Difference Scale SS diff	BEMDIF 25

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	SRAY														
			J	K	L	M	N	O	P	Q	R	S	T	U	V		
Heinz	4	3	2	3	4	5	6	7	8	9	10	11	12				
Pisano	3	4	4	4	6	6	7	4	3	4	5	5	5				
Munro	4	4	2	4	5	5	3	3	5	5	4	3	4				
Row Scores	7	3	1	6	6	6	6	6	6	6	6	6	6				

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	SRAY														
			J	K	L	M	N	O	P	Q	R	S	T	U	V		
Heinz																	
Pisano																	
Munro																	
Row Scores	3	3	3	3	3	3	3	3	3	3	3	3	3				

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	SRAY														
			J	K	L	M	N	O	P	Q	R	S	T	U	V		
Heinz	4	3	2	3	4	5	6	7	8	9	10	11	12				
Pisano	3	4	4	4	6	6	7	4	3	4	5	5	5				
Munro	4	4	2	4	5	5	3	3	5	5	4	3	4				
Row Scores	7	3	1	6	6	6	6	6	6	6	6	6	6				

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	SRAY														
			J	K	L	M	N	O	P	Q	R	S	T	U	V		
Heinz	4	3	2	3	4	5	6	7	8	9	10	11	12				
Pisano	3	4	4	4	6	6	7	4	3	4	5	5	5				
Munro	4	4	2	4	5	5	3	3	5	5	4	3	4				
Row Scores	7	3	1	6	6	6	6	6	6	6	6	6	6				

CTS Scoring Sheet

CTS Scoring Sheet		FRIEND	YOU (Individual)
Reasoning Subscale CTSRF (20 items)	↗	↗	↗
Verbal Comprehension Subscale CTSVAI (19 items)	↖	↖	↖
Visuospatial CTSVID (20 items)	↘	↘	↘

BEM Scoring Sheet

BEM Scoring Sheet	
Forming SSa Box Scale	BEMF +
Mechanical Scale	BEMM +
Difference Scale SS diff	BEMDIF +

CTS Scoring Sheet		FRIEND	YES (YES - GOOD)
Emerson Subscale a+b+c (3 items)	CTSRF	7	CTSR1 7
Tolstoy Aggression Subscale d+e+f+g+h+i+j+k+l+m+n (13 items) (0 to 30 range)	CTSVAF	9	CTSVAI 7
Voltaire Subscale k+l+m+n+o+p+q+r (8 items)	CTSVIF	6	CTSVII 6

BEM Scoring Sheet	
Forming SSa Box	BEMF 45
Abolish Scale SSb Box	BEMM 24
Difference Scale SS diff	BEMDIF 21

CTS Scoring Sheet		FRIEND	YES (YES - GOOD)
Emerson Subscale a+b+c (3 items)	CTSRF	7	CTSR1 7
Tolstoy Aggression Subscale d+e+f+g+h+i+j+k+l+m+n (13 items) (0 to 30 range)	CTSVAF	11	CTSVAI 7
Voltaire Subscale k+l+m+n+o+p+q+r (8 items)	CTSVIF	9	CTSVII 7

BEM Scoring Sheet	
Forming SSa Box	BEMF 4
Abolish Scale SSb Box	BEMM 21
Difference Scale SS diff	BEMDIF 17

CTS Scoring Sheet		FRIEND	YES (YES - GOOD)
Emerson Subscale a+b+c (3 items)	CTSRF	9	CTSR1 2
Tolstoy Aggression Subscale d+e+f+g+h+i+j+k+l+m+n (13 items) (0 to 30 range)	CTSVAF	11	CTSVAI 11
Voltaire Subscale k+l+m+n+o+p+q+r (8 items)	CTSVIF	22	CTSVII 11

BEM Scoring Sheet	
Forming SSa Box	BEMF 30
Abolish Scale SSb Box	BEMM 22
Difference Scale SS diff	BEMDIF 8

CTS Scoring Sheet		FRIEND	YES (YES - GOOD)
Emerson Subscale a+b+c (3 items)	CTSRF	12	CTSR1 11
Tolstoy Aggression Subscale d+e+f+g+h+i+j+k+l+m+n (13 items) (0 to 30 range)	CTSVAF	17	CTSVAI 6
Voltaire Subscale k+l+m+n+o+p+q+r (8 items)	CTSVIF	6	CTSVII 6

BEM Scoring Sheet	
Forming SSa Box	BEMF 39
Abolish Scale SSb Box	BEMM 17
Difference Scale SS diff	BEMDIF 22

CTS Scoring Sheet		FRIEND	YES (YES - GOOD)
Emerson Subscale a+b+c (3 items)	CTSRF	8	CTSR1 5
Tolstoy Aggression Subscale d+e+f+g+h+i+j+k+l+m+n (13 items) (0 to 30 range)	CTSVAF	5	CTSVAI 0
Voltaire Subscale k+l+m+n+o+p+q+r (8 items)	CTSVIF	0	CTSVII 0

BEM Scoring Sheet	
Forming SSa Box	BEMF 45
Abolish Scale SSb Box	BEMM 20
Difference Scale SS diff	BEMDIF 25

DIT Scoring Sheet

STRAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	3	4	4	6	6	5	3	5
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	4	6	6	3	4	3	4	5	5
		Murderer	4	4	2	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz			1			2			
Prisoner	1		1						
Murderer	1	2	3						
Raw Scores				6	6	2			8

DIT Scoring Sheet

STRAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	3	4	4	6	6	5	3	5
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	4	6	6	3	4	3	4	5	5
		Murderer	4	4	2	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	1	2				1		3	
Prisoner	3	4	4						
Murderer	3	4	1						
Raw Scores				6	1	1			8

DIT Scoring Sheet

STRAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	3	4	4	6	6	5	3	5
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	4	6	6	3	4	3	4	5	5
		Murderer	4	4	2	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	1	2				1		3	
Prisoner	3	4	4						
Murderer	3	4	1						
Raw Scores				6	6	2			8

DIT Scoring Sheet

STRAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	3	4	4	6	6	5	3	5
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	4	6	6	3	4	3	4	5	5
		Murderer	4	4	2	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	1	2				1		3	
Prisoner	3	4	4						
Murderer	3	4	1						
Raw Scores				6	6	2			8

DIT Scoring Sheet

STRAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	3	4	4	6	6	5	3	5
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	4	6	6	3	4	3	4	5	5
		Murderer	4	4	2	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz			4	3				2	
Prisoner			4						
Murderer	2			3					
Raw Scores				1	3				6

CTS Scoring Sheet FRIEND YES(Individual)

Reasoning Subscale e-Box Items (20 of 25 items)	CTSRF 18	CTSRE 0
Verbal Comprehension Subscale d-Box Items (10 of 25 items)	CTSVAF 24	CTSVAI 0
Visuospatial Relationships Subscale (10 of 25 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 75
Mental Scale SSb Box	BEMM 71
Difference Scale SS diff	BEMDIF 53

CTS Scoring Sheet FRIEND YES(Individual)

Reasoning Subscale e-Box Items (20 of 25 items)	CTSRF 18	CTSRE 0
Verbal Comprehension Subscale d-Box Items (10 of 25 items)	CTSVAF 24	CTSVAI 0
Visuospatial Relationships Subscale (10 of 25 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 75
Mental Scale SSb Box	BEMM 71
Difference Scale SS diff	BEMDIF 53

CTS Scoring Sheet FRIEND YES(Individual)

Reasoning Subscale e-Box Items (20 of 25 items)	CTSRF 13	CTSRE 15
Verbal Comprehension Subscale d-Box Items (10 of 25 items)	CTSVAF 14	CTSVAI 6
Visuospatial Relationships Subscale (10 of 25 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 51
Mental Scale SSb Box	BEMM 71
Difference Scale SS diff	BEMDIF 37

CTS Scoring Sheet FRIEND YES(Individual)

Reasoning Subscale e-Box Items (20 of 25 items)	CTSRF 6	CTSRE 7
Verbal Comprehension Subscale d-Box Items (10 of 25 items)	CTSVAF 9	CTSVAI 9
Visuospatial Relationships Subscale (10 of 25 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 53
Mental Scale SSb Box	BEMM 43
Difference Scale SS diff	BEMDIF 57

CTS Scoring Sheet FRIEND YES(Individual)

Reasoning Subscale e-Box Items (20 of 25 items)	CTSRF 10	CTSRE 12
Verbal Comprehension Subscale d-Box Items (10 of 25 items)	CTSVAF 4	CTSVAI 5
Visuospatial Relationships Subscale (10 of 25 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 45
Mental Scale SSb Box	BEMM 36
Difference Scale SS diff	BEMDIF 36

DIT Scoring Sheet

		STAY	JUN	1	2	3	4	5	6	7	8	9	10	11	12	
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	1	3	4	1	6	1	5	3	5	3	5
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	1	4	6	1	3	4	3	4	5	1	5	
		Murderer	4	4	2	4	1	5	3	3	5	5	1	4	3	

	2	3	4	SA	SB	6	A	M	P
Heinz	2	1				1	3	1	1
Prisoner	1	1					3		
Murderer	2	1							1

DIT Scoring Sheet

		STAY	JUN	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	1	3	4	1	6	1	5	3	5	3
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	1	4	6	1	3	4	3	4	5	1	5
		Murderer	4	4	2	4	1	5	3	3	5	5	1	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	2	1				1	3	1	1
Prisoner	1	1					3		
Murderer	2	1							1
Raw Scores									

DIT Scoring Sheet

		STAY	JUN	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	1	3	4	1	6	1	5	3	5	3
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	1	4	6	1	3	4	3	4	5	1	5
		Murderer	4	4	2	4	1	5	3	3	5	5	1	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz			2			3			
Prisoner	1						3	1	
Murderer	1	3							
Raw Scores						2	6		1

DIT Scoring Sheet

		STAY	JUN	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	1	3	4	1	6	1	5	3	5	3
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	1	4	6	1	3	4	3	4	5	1	5
		Murderer	4	4	2	4	1	5	3	3	5	5	1	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz									
Prisoner									
Murderer									
Raw Scores									6

DIT Scoring Sheet

		STAY	JUN	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	(Weight 3) Second Most Important	Heinz	4	3	2	1	3	4	1	6	1	5	3	5	3
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Prisoner	3	4	1	4	6	1	3	4	3	4	5	1	5
		Murderer	4	4	2	4	1	5	3	3	5	5	1	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	3	1							
Prisoner									
Murderer			3	2					1
Raw Scores						4			4

CTS Scoring Sheet

Reasoning Subscale a-b-c-d Items (20 of 25 items)	CTSRF 4	CTSRI 0
Verbal Comprehension Subscale d-e-f-g-h-i-j-k-l-m-n-o-p-q-r (15 of 20 items)	CTSVAF 9	CTSVAI 0
Violence Subscale k-l-m-n-o-p-q-r Items (8 of 10 items)	CTSVIF 2	CTSVID 0

BEM Scoring Sheet

Forming SSa Box	BEMF 33
Abuse SSb Box	BEMM 39
Difference Scale SS diff	BEMDIF 46

CTS Scoring Sheet FRIEND YELL (TIN) (WAL)

Reasoning Subscale a-b-c-d Items (20 of 25 items)	CTSRF 3	CTSRI 4
Verbal Comprehension Subscale d-e-f-g-h-i-j-k-l-m-n-o-p-q-r (15 of 20 items)	CTSVAF 1	CTSVAI 6
Violence Subscale k-l-m-n-o-p-q-r Items (8 of 10 items)	CTSVIF 0	CTSVID 2

BEM Scoring Sheet

Forming SSa Box	BEMF 37
Abuse SSb Box	BEMM 47
Difference Scale SS diff	BEMDIF 10

CTS Scoring Sheet FRIEND YELL (TIN) (WAL)

Reasoning Subscale a-b-c-d Items (20 of 25 items)	CTSRF 9	CTSRI 7
Verbal Comprehension Subscale d-e-f-g-h-i-j-k-l-m-n-o-p-q-r (15 of 20 items)	CTSVAF 3	CTSVAI 9
Violence Subscale k-l-m-n-o-p-q-r Items (8 of 10 items)	CTSVIF 0	CTSVID 12

BEM Scoring Sheet

Forming SSa Box	BEMF 13
Abuse SSb Box	BEMM 51
Difference Scale SS diff	BEMDIF 38

CTS Scoring Sheet FRIEND YELL (TIN) (WAL)

Reasoning Subscale a-b-c-d Items (20 of 25 items)	CTSRF 3	CTSRI 1
Verbal Comprehension Subscale d-e-f-g-h-i-j-k-l-m-n-o-p-q-r (15 of 20 items)	CTSVAF 9	CTSVAI 4
Violence Subscale k-l-m-n-o-p-q-r Items (8 of 10 items)	CTSVIF 0	CTSVID 2

BEM Scoring Sheet

Forming SSa Box	BEMF 31
Abuse SSb Box	BEMM 39
Difference Scale SS diff	BEMDIF 31

CTS Scoring Sheet FRIEND YELL (TIN) (WAL)

Reasoning Subscale a-b-c-d Items (20 of 25 items)	CTSRF 1	CTSRI 11
Verbal Comprehension Subscale d-e-f-g-h-i-j-k-l-m-n-o-p-q-r (15 of 20 items)	CTSVAF 3	CTSVAI 7
Violence Subscale k-l-m-n-o-p-q-r Items (8 of 10 items)	CTSVIF 6	CTSVID 1

BEM Scoring Sheet

Forming SSa Box	BEMF 32
Abuse SSb Box	BEMM 61
Difference Scale SS diff	BEMDIF 47

SRAY JTW

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	3	4	5	6	7	8	9	10	11
Prisoner	3	4	4	4	6	3	4	2	4	5	5	5
Newspaper	4	4	2	4	5	3	3	3	5	5	4	3

(Weight 4) - (Weight 3)
Most Important - Signal Most Important
(Weight 2) - (Weight 1)
Third Most Important - Important

	2	3	4	SA	SB	6	A	M	P
Heinz			3						1
Prisoner	3	3				1	2	3	
Newspaper	5	3	1						
Raw Scores	7	13	6	0	1	3	4	7	

DIT Scoring Sheet

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	3	4	5	6	7	8	9	10	11
Prisoner	3	4	4	4	6	3	4	2	4	5	5	5
Newspaper	4	4	2	4	5	3	3	3	5	5	4	3

(Weight 4) - (Weight 3)
Most Important - Signal Most Important
(Weight 2) - (Weight 1)
Third Most Important - Important

	2	3	4	SA	SB	6	A	M	P
Heinz	4	3	1						2
Prisoner	4	3				1			
Newspaper	1	4	3					2	
Raw Scores				3	1			4	

DIT Scoring Sheet

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	3	4	5	6	7	8	9	10	11
Prisoner	3	4	4	4	6	3	4	2	4	5	5	5
Newspaper	4	4	2	4	5	3	3	3	5	5	4	3

(Weight 4) - (Weight 3)
Most Important - Signal Most Important
(Weight 2) - (Weight 1)
Third Most Important - Important

	2	3	4	SA	SB	6	A	M	P
Heinz	3		1	4					
Prisoner	4	3				1		2	
Newspaper	2	4	3	1					
Raw Scores				10	1			11	

DIT Scoring Sheet

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	3	4	5	6	7	8	9	10	11
Prisoner	3	4	4	4	6	3	4	2	4	5	5	5
Newspaper	4	4	2	4	5	3	3	3	5	5	4	3

(Weight 4) - (Weight 3)
Most Important - Signal Most Important
(Weight 2) - (Weight 1)
Third Most Important - Important

	2	3	4	SA	SB	6	A	M	P
Heinz	3	4				1		2	
Prisoner	4	2	3	1					
Newspaper		4	3	1					
Raw Scores				4	1			6	

DIT Scoring Sheet

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	3	4	5	6	7	8	9	10	11
Prisoner	3	4	4	4	6	3	4	2	4	5	5	5
Newspaper	4	4	2	4	5	3	3	3	5	5	4	3

(Weight 4) - (Weight 3)
Most Important - Signal Most Important
(Weight 2) - (Weight 1)
Third Most Important - Important

	2	3	4	SA	SB	6	A	M	P
Heinz			3			4		1	
Prisoner			3	2					
Newspaper			2	4				3	
Raw Scores			5	4	4			13	

↑ TOTAL ↓

Reaming Subscale e302 Items (0-20 items)	CTSRF 7	CTCRI 8
Verbal Aggression Subscale dmsf1-10; (m)g) Items (0-20 items)	CTSVAF 24	CTSAI 20
Violence Subscale k1-k10; m)g) Items (0-20 items)	CTSVIF 4	CTSVII 6

BEM Scoring Sheet

Female SSa Box Scale	BEMF 48
Male SSb Box Scale	BEMM 46
Difference Scale SS diff	BEMDIF 51

CTS Scoring Sheet FRIEND Yell (Individual)

Reaming Subscale e302 Items (0-20 items)	CTSRF 2	CTCRI 2
Verbal Aggression Subscale dmsf1-10; (m)g) Items (0-20 items)	CTSVAF 0	CTSAI 25
Violence Subscale k1-k10; m)g) Items (0-20 items)	CTSVIF 0	CTSVII 3

BEM Scoring Sheet

Female SSa Box Scale	BEMF 63
Male SSb Box Scale	BEMM 54
Difference Scale SS diff	BEMDIF 56

CTS Scoring Sheet FRIEND Yell (Individual)

Reaming Subscale e302 Items (0-20 items)	CTSRF 12	CTCRI 18
Verbal Aggression Subscale dmsf1-10; (m)g) Items (0-20 items)	CTSVAF 2	CTSAI 6
Violence Subscale k1-k10; m)g) Items (0-20 items)	CTSVIF 0	CTSVII 4

BEM Scoring Sheet

Female SSa Box Scale	BEMF 68
Male SSb Box Scale	BEMM 65
Difference Scale SS diff	BEMDIF 52

CTS Scoring Sheet FRIEND Yell (Individual)

Reaming Subscale e302 Items (0-20 items)	CTSRF 10	CTCRI 18
Verbal Aggression Subscale dmsf1-10; (m)g) Items (0-20 items)	CTSVAF 14	CTSAI 36
Violence Subscale k1-k10; m)g) Items (0-20 items)	CTSVIF 2	CTSVII 33

BEM Scoring Sheet

Female SSa Box Scale	BEMF 23
Male SSb Box Scale	BEMM 61
Difference Scale SS diff	BEMDIF 35

CTS Scoring Sheet

Reaming Subscale e302 Items (0-20 items)	CTSRF 8	CTCRI 7
Verbal Aggression Subscale dmsf1-10; (m)g) Items (0-20 items)	CTSVAF 11	CTSAI 8
Violence Subscale k1-k10; m)g) Items (0-20 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Female SSa Box Scale	BEMF 33
Male SSb Box Scale	BEMM 35
Difference Scale SS diff	BEMDIF 44

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	(Weight 0) Not Important
Heinz	4	3	2	1
Prisoner	3	4	4	6
Murderer	4	4	2	4

	2	3	4	SA	SB	G	A	M	P
Heinz			4	3			1		3
Prisoner	4	3	3				1		
Murderer	2	4	1	3					
Raw Scores	0	1	10	10	3	0	0	3	15

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	(Weight 0) Not Important
Heinz	4	3	2	1
Prisoner	3	4	4	6
Murderer	4	4	2	4

	2	3	4	SA	SB	G	A	M	P
Heinz		4	3		2				
Prisoner	4	3	3				1		
Murderer	4	1		2					3
Raw Scores				5	2	1			6

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	(Weight 0) Not Important
Heinz	4	3	2	1
Prisoner	3	4	4	6
Murderer	4	4	2	4

	2	3	4	SA	SB	G	A	M	P
Heinz		3							
Prisoner			3						
Murderer	3								
Raw Scores				3	2	1			3

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	(Weight 0) Not Important
Heinz	4	3	2	1
Prisoner	3	4	4	6
Murderer	4	4	2	4

	2	3	4	SA	SB	G	A	M	P
Heinz		3							
Prisoner			3						
Murderer	3								
Raw Scores				3	2	1			3

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	(Weight 0) Not Important
Heinz	4	3	2	1
Prisoner	3	4	4	6
Murderer	4	4	2	4

	2	3	4	SA	SB	G	A	M	P
Heinz									
Prisoner		3							
Murderer	1								
Raw Scores				2	3	1			2

CTS Scoring Sheet FRIEND YES (INDIVIDUAL)

Reasoning Subscale e-bond Items (20 of 30 items)	CTSRF 10	CTSRE 10
Verbal Comprehension Subscale dms (1 of 11) (cont'd) 2 items (2 of 20 items)	CTSVAF 9	CTSVAI 8
Visuospatial Relationships Subscale kolorimono-pangit Items (2 of 20 items)	CTSVIF 8	CTSVII 8

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 47
Mechanic Scale SSb Box	BEMM 65
Differences Scale SS diff	BEMDIF 38

CTS Scoring Sheet FRIEND YES (INDIVIDUAL)

Reasoning Subscale e-bond Items (20 of 30 items)	CTSRF 12	CTSRE 14
Verbal Comprehension Subscale dms (1 of 11) (cont'd) 2 items (2 of 20 items)	CTSVAF 9	CTSVAI 18
Visuospatial Relationships Subscale kolorimono-pangit Items (2 of 20 items)	CTSVIF 8	CTSVII 3

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 46
Mechanic Scale SSb Box	BEMM 63
Differences Scale SS diff	BEMDIF 37

CTS Scoring Sheet FRIEND YES (INDIVIDUAL)

Reasoning Subscale e-bond Items (20 of 30 items)	CTSRF 2	CTSRE 4
Verbal Comprehension Subscale dms (1 of 11) (cont'd) 2 items (2 of 20 items)	CTSVAF 6	CTSVAI 9
Visuospatial Relationships Subscale kolorimono-pangit Items (2 of 20 items)	CTSVIF 8	CTSVII 8

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 46
Mechanic Scale SSb Box	BEMM 64
Differences Scale SS diff	BEMDIF 38

CTS Scoring Sheet FRIEND YES (INDIVIDUAL)

Reasoning Subscale e-bond Items (20 of 30 items)	CTSRF 8	CTSRE 2
Verbal Comprehension Subscale dms (1 of 11) (cont'd) 2 items (2 of 20 items)	CTSVAF 8	CTSVAI 8
Visuospatial Relationships Subscale kolorimono-pangit Items (2 of 20 items)	CTSVIF 8	CTSVII 1

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 16
Mechanic Scale SSb Box	BEMM 32
Differences Scale SS diff	BEMDIF 39

CTS Scoring Sheet FRIEND YES (INDIVIDUAL)

Reasoning Subscale e-bond Items (20 of 30 items)	CTSRF 9	CTSRE 9
Verbal Comprehension Subscale dms (1 of 11) (cont'd) 2 items (2 of 20 items)	CTSVAF 9	CTSVAI 3
Visuospatial Relationships Subscale kolorimono-pangit Items (2 of 20 items)	CTSVIF 2	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 50
Mechanic Scale SSb Box	BEMM 49
Differences Scale SS diff	BEMDIF 51

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	SRBY Item												
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Heinz	1	2	3	4	5	6	7	8	9	10	11	12
		Prisoner	3	4	4	4	6	6	3	4	3	4	5	5
		Newspaper	4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz			1	3		4			
Prisoner		2	3						
Newspaper			1	2					*

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	SRBY Item												
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Heinz	4	3	2	1	3	4	1	6	6	5	3	5
		Prisoner	3	4	4	4	6	6	3	4	3	4	5	5
		Newspaper	4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz		1							
Prisoner									
Newspaper									
Raw Scores				C	D	D			C
				↑ TOTAL ↑					

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	SRBY Item												
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Heinz	4	3	2	1	3	4	1	6	6	5	3	5
		Prisoner	3	4	4	4	6	6	3	4	3	4	5	5
		Newspaper	4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz									
Prisoner									
Newspaper									
Raw Scores				C	D	D			C
				↑ TOTAL ↑					

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	SRBY Item												
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Heinz	4	3	2	1	3	4	1	6	6	5	3	5
		Prisoner	3	4	4	4	6	6	3	4	3	4	5	5
		Newspaper	4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz									
Prisoner									
Newspaper									
Raw Scores				C	D	D			C
				↑ TOTAL ↑					

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	SRBY Item												
(Weight 2) Third Most Important	(Weight 1) Fourth Most Important	Heinz	4	3	2	1	3	4	1	6	6	5	3	5
		Prisoner	3	4	4	4	6	6	3	4	3	4	5	5
		Newspaper	4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	2	2		1					
Prisoner			3		1	4	2		
Newspaper	4	3	2	1					
Raw Scores				C	1	1			2
				↑ TOTAL ↑					

Reasoning Subscale 4-Word Items (0-10 items)	CTSRF 11	CTSRE 11
Verbal Comprehension Subscale 4-Word Items (0-10 items)	CTSVAF 13	CTSVAI 9
Visuospatial Subscale 4-Word Items (0-10 items)	CTSVIF 1	CTSVII 3

BEM Scoring Sheet

Female SSa Box Scale	BEMF 43
Male SSb Box Scale	BEMM 30
Difference Scale SS diff	BEMDIF 59

E-11

CTS Scoring Sheet		FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-Word Items (0-10 items)	CTSRF 6	CTSRE 6	
Verbal Comprehension Subscale 4-Word Items (0-10 items)	CTSVAF 2	CTSVAI 7	
Visuospatial Subscale 4-Word Items (0-10 items)	CTSVIF 0	CTSVII 0	

BEM Scoring Sheet

Female SSa Box Scale	BEMF 56
Male SSb Box Scale	BEMM 20
Difference Scale SS diff	BEMDIF 74

E-12

CTS Scoring Sheet		FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-Word Items (0-10 items)	CTSRF 0	CTSRE 2	
Verbal Comprehension Subscale 4-Word Items (0-10 items)	CTSVAF 5	CTSVAI 16	
Visuospatial Subscale 4-Word Items (0-10 items)	CTSVIF 6	CTSVII 6	

BEM Scoring Sheet

Female SSa Box Scale	BEMF 44
Male SSb Box Scale	BEMM 46
Difference Scale SS diff	BEMDIF 51

E-13

CTS Scoring Sheet		FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-Word Items (0-10 items)	CTSRF 10	CTSRE 16	
Verbal Comprehension Subscale 4-Word Items (0-10 items)	CTSVAF 10	CTSVAI 25	
Visuospatial Subscale 4-Word Items (0-10 items)	CTSVIF 0	CTSVII 7	

BEM Scoring Sheet

Female SSa Box Scale	BEMF 27
Male SSb Box Scale	BEMM 60
Difference Scale SS diff	BEMDIF 28

E-14

CTS Scoring Sheet		FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-Word Items (0-10 items)	CTSRF 10	CTSRE 4	
Verbal Comprehension Subscale 4-Word Items (0-10 items)	CTSVAF 16	CTSVAI 13	
Visuospatial Subscale 4-Word Items (0-10 items)	CTSVIF 33	CTSVII 19	

BEM Scoring Sheet

Female SSa Box Scale	BEMF 50
Male SSb Box Scale	BEMM 50
Difference Scale SS diff	BEMDIF 50

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	1	2	3	4	5A	5B	6	A	M	P		
			Heinz	4	3	2	M	3	4	M	6	A	5A	3	5A
			Prisoner	3	4	A	4	6	M	3	4	3	4	5A	5A
			Murderer	4	4	2	4	M	5A	3	3	5A	5A	4	3

	2	3	4	5A	5B	6	A	M	P
Heinz	3	4	2						
Prisoner	1	5	1					4	
Murderer	2	1	4						
Raw Scores				2	0	0			4

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
			Heinz	4	3	2	M	3	4	M	6	A	5A	3	5A	
			Prisoner	3	4	A	4	6	M	3	4	3	4	5A	5A	
			Murderer	4	4	2	4	M	5A	3	3	5A	5A	4	3	

	2	3	4	5A	5B	6	A	M	P	
Heinz			4	3					1	
Prisoner			4	2						
Murderer			2					4		
Raw Scores			16	9	0	0			5	9

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
			Heinz	4	3	2	M	3	4	M	6	A	5A	3	5A	
			Prisoner	3	4	A	4	6	M	3	4	3	4	5A	5A	
			Murderer	4	4	2	4	M	5A	3	3	5A	5A	4	3	

	2	3	4	5A	5B	6	A	M	P
Heinz	4	2	4	3					1
Prisoner			2	3					
Murderer			2	4	1				3
Raw Scores	4	4	6	6	11	0			13

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
			Heinz	4	3	2	M	3	4	M	6	A	5A	3	5A	
			Prisoner	3	4	A	4	6	M	3	4	3	4	5A	5A	
			Murderer	4	4	2	4	M	5A	3	3	5A	5A	4	3	

	2	3	4	5A	5B	6	A	M	P
Heinz	1	4	3						2
Prisoner		4	3	2					
Murderer		5	4	1					
Raw Scores				1	8	6			1

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
			Heinz	4	3	2	M	3	4	M	6	A	5A	3	5A	
			Prisoner	3	4	A	4	6	M	3	4	3	4	5A	5A	
			Murderer	4	4	2	4	M	5A	3	3	5A	5A	4	3	

	2	3	4	5A	5B	6	A	M	P
Heinz	1		3				4		2
Prisoner			4	2					3
Murderer			3	2	4				
Raw Scores						4	8	4	5

CTS Scoring Sheet FRIEND YELL (INDIVIDUAL)

Reasoning Subscale (4 of 12 items)	CTSRF 5	CTSRI 7
Verbal Aggression Subscale (4 of 12 items) (0 to 20 range)	CTSVAF 16	CTSVAI 15
Violence Subscale (4 of 12 items)	CTSVIF 3	CTSVIE 1

BEM Scoring Sheet

Female SS - Box Scale	BEMF 45
Male SS - Box Scale	BEMM 48
Difference Scale SS diff	BEMDIF 48

CTS Scoring Sheet FRIEND YELL (INDIVIDUAL)

Reasoning Subscale (4 of 12 items)	CTSRF 7	CTSRI 7
Verbal Aggression Subscale (4 of 12 items) (0 to 20 range)	CTSVAF 1	CTSVAI 0
Violence Subscale (4 of 12 items)	CTSVIF 0	CTSVIE 0

BEM Scoring Sheet

Female SS - Box Scale	BEMF 48
Male SS - Box Scale	BEMM 32
Difference Scale SS diff	BEMDIF 61

CTS Scoring Sheet FRIEND YELL (INDIVIDUAL)

Reasoning Subscale (4 of 12 items)	CTSRF 1	CTSRI 7
Verbal Aggression Subscale (4 of 12 items) (0 to 20 range)	CTSVAF 4	CTSVAI 7
Violence Subscale (4 of 12 items)	CTSVIF 1	CTSVIE 1

BEM Scoring Sheet

Female SS - Box Scale	BEMF 60
Male SS - Box Scale	BEMM 58
Difference Scale SS diff	BEMDIF 51

CTS Scoring Sheet FRIEND YELL (INDIVIDUAL)

Reasoning Subscale (4 of 12 items)	CTSRF 0	CTSRI 4
Verbal Aggression Subscale (4 of 12 items) (0 to 20 range)	CTSVAF 0	CTSVAI 4
Violence Subscale (4 of 12 items)	CTSVIF 0	CTSVIE 1

BEM Scoring Sheet

Female SS - Box Scale	BEMF 38
Male SS - Box Scale	BEMM 35
Difference Scale SS diff	BEMDIF 52

CTS Scoring Sheet FRIEND YELL (INDIVIDUAL)

Reasoning Subscale (4 of 12 items)	CTSRF 10	CTSRI 14
Verbal Aggression Subscale (4 of 12 items) (0 to 20 range)	CTSVAF 32	CTSVAI 11
Violence Subscale (4 of 12 items)	CTSVIF 32	CTSVIE 1

BEM Scoring Sheet

Female SS - Box Scale	BEMF 32
Male SS - Box Scale	BEMM 29
Difference Scale SS diff	BEMDIF 52

DIT Scoring Sheet

	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	3	4	4	6	6	6	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	4	4	6	6	3	4	3	4	5	5
	Manager		4	4	2	4	5	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	2	1					4	3	
Prisoner	4	3	1						
Manager	1	2	4	3					
Row Sums				3	0	0			3

DIT Scoring Sheet

	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	3	4	4	6	6	6	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	4	4	6	6	3	4	3	4	5	5
	Manager		4	4	2	4	5	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	4	2			3				
Prisoner	4	3						1	
Manager		2						1	
Row Sums					3	0	0		3

DIT Scoring Sheet

	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	3	4	4	6	6	6	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	4	4	6	6	3	4	3	4	5	5
	Manager		4	4	2	4	5	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	3	4	1					2	
Prisoner	4	3	3						
Manager	3	4	1					3	
Row Sums					5	0	0		5

DIT Scoring Sheet

	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	3	4	4	6	6	6	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	4	4	6	6	3	4	3	4	5	5
	Manager		4	4	2	4	5	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	2	3			1				
Prisoner	4	3	2		1				
Manager	2		3	4				1	
Row Sums					6	0	0		6

DIT Scoring Sheet

	STAY	JUL	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	3	4	4	6	6	6	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	4	4	6	6	3	4	3	4	5	5
	Manager		4	4	2	4	5	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz		2	4					3	
Prisoner		3	1						
Manager	3	4		1					
Row Sums				6	1	0			7

CTS Scoring Sheet FRIEND YUK(TWO INDIVIDUAL)

Reasoning Subscale above 2 items (10 to 15 items)	CTSRF 13	CTSRI 12
Verbal Comprehension Subscale above 4 items (10 to 15 items)	CTSVPF 7	CTSVAI 13
Visuospatial Subscale below 4 items (10 to 15 items)	CTSVIF 2	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 51
Abusing SSb Box Scale	BEMM 51
Difference Scale SS diff	BEMDIF 52

CTS Scoring Sheet FRIEND YUK(TWO INDIVIDUAL)

Reasoning Subscale above 2 items (10 to 15 items)	CTSRF 9	CTSRI 8
Verbal Comprehension Subscale above 4 items (10 to 15 items)	CTSVPF 6	CTSVAI 4
Visuospatial Subscale below 4 items (10 to 15 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 52
Abusing SSb Box Scale	BEMM 29
Difference Scale SS diff	BEMDIF 21

CTS Scoring Sheet FRIEND YUK(TWO INDIVIDUAL)

Reasoning Subscale above 2 items (10 to 15 items)	CTSRF 6	CTSRI 6
Verbal Comprehension Subscale above 4 items (10 to 15 items)	CTSVPF 6	CTSVAI 11
Visuospatial Subscale below 4 items (10 to 15 items)	CTSVIF 8	CTSVII 0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 44
Abusing SSb Box Scale	BEMM 51
Difference Scale SS diff	BEMDIF 49

CTS Scoring Sheet FRIEND YUK(TWO INDIVIDUAL)

Reasoning Subscale above 2 items (10 to 15 items)	CTSRF 6	CTSRI 3
Verbal Comprehension Subscale above 4 items (10 to 15 items)	CTSVPF 3	CTSVAI 6
Visuospatial Subscale below 4 items (10 to 15 items)	CTSVIF 3	CTSVII 1

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 53
Abusing SSb Box Scale	BEMM 43
Difference Scale SS diff	BEMDIF 57

CTS Scoring Sheet FRIEND YUK(TWO INDIVIDUAL)

Reasoning Subscale above 2 items (10 to 15 items)	CTSRF 11	CTSRI 10
Verbal Comprehension Subscale above 4 items (10 to 15 items)	CTSVPF 17	CTSVAI 23
Visuospatial Subscale below 4 items (10 to 15 items)	CTSVIF 2	CTSVII 4

BEM Scoring Sheet

Forming SSa Box Scale	BEMF 53
Abusing SSb Box Scale	BEMM 51
Difference Scale SS diff	BEMDIF 51

L1 Scoring Sheet

	STAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	Heinz	(Weight 3) - Second Most Important	4	3	2	1	3	4	6	6	5	3	5	5
(Weight 2) - Third Most Important	Prisoner	(Weight 1) - Fourth Most Important	3	4	4	4	6	6	6	3	4	3	4	5
	Newspaper		4	4	2	4	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	3	1						2	
Prisoner			4						
Newspaper			1						
Raw Scores									9
	↑ TOTAL ↓								

DIT Scoring Sheet

	STAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	Heinz	(Weight 3) - Second Most Important	4	3	2	1	3	4	6	6	5	3	5	5
(Weight 2) - Third Most Important	Prisoner	(Weight 1) - Fourth Most Important	3	4	4	4	6	6	6	3	4	3	4	5
	Newspaper		4	4	2	4	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	4	2	1					3	
Prisoner			4					3	
Newspaper			1	2	4				
Raw Scores									7
	↑ TOTAL ↓								

DIT Scoring Sheet

	STAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	Heinz	(Weight 3) - Second Most Important	4	3	2	1	3	4	6	6	5	3	5	5
(Weight 2) - Third Most Important	Prisoner	(Weight 1) - Fourth Most Important	3	4	4	4	6	6	6	3	4	3	4	5
	Newspaper		4	4	2	4	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	2	1	1					4	
Prisoner			1					4	
Newspaper			1						2
Raw Scores									6
	↑ TOTAL ↓								

DIT Scoring Sheet

	STAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	Heinz	(Weight 3) - Second Most Important	4	3	2	1	3	4	6	6	5	3	5	5
(Weight 2) - Third Most Important	Prisoner	(Weight 1) - Fourth Most Important	3	4	4	4	6	6	6	3	4	3	4	5
	Newspaper		4	4	2	4	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	3	1						2	
Prisoner			1					3	
Newspaper	3	2	1					4	
Raw Scores									6
	↑ TOTAL ↓								

DIT Scoring Sheet

	STAY	JUD	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) - Most Important	Heinz	(Weight 3) - Second Most Important	4	3	2	1	3	4	6	6	5	3	5	5
(Weight 2) - Third Most Important	Prisoner	(Weight 1) - Fourth Most Important	3	4	4	4	6	6	6	3	4	3	4	5
	Newspaper		4	4	2	4	4	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	3	1						4	
Prisoner			1					4	
Newspaper	2	1	3					4	
Raw Scores									9
	↑ TOTAL ↓								

CTS Scoring Sheet FRIEND YUL (THU-VU-AN)

Receiving Subscale (4 of 10 items)	CTSRF 13	CTSR I 7
Verbal Aggression Subscale (4 of 10 items)	CTSVAF 0	CTSVAI 0
Violence Judgment Subscale (4 of 10 items)	CTSVIF 0	CTSVIE 0

BEM Scoring Sheet

Female SSa Box Scale	BEMF 67
Male SSb Box Scale	BEMM 60
Difference Scale SS diff	BEMDIF 46

CTS Scoring Sheet FRIEND YUL (THU-VU-AN)

Receiving Subscale (4 of 10 items)	CTSRF 7	CTSR I 6
Verbal Aggression Subscale (4 of 10 items)	CTSVAF 11	CTSVAI 6
Violence Judgment Subscale (4 of 10 items)	CTSVIF 0	CTSVIE 7

BEM Scoring Sheet

Female SSa Box Scale	BEMF 39
Male SSb Box Scale	BEMM 51
Difference Scale SS diff	BEMDIF 42

CTS Scoring Sheet FRIEND YUL (THU-VU-AN)

Receiving Subscale (4 of 10 items)	CTSRF 2	CTSR I 7
Verbal Aggression Subscale (4 of 10 items)	CTSVAF 21	CTSVAI 25
Violence Judgment Subscale (4 of 10 items)	CTSVIF 27	CTSVIE 27

BEM Scoring Sheet

Female SSa Box Scale	BEMF 53
Male SSb Box Scale	BEMM 63
Difference Scale SS diff	BEMDIF 43

CTS Scoring Sheet FRIEND YUL (THU-VU-AN)

Receiving Subscale (4 of 10 items)	CTSRF 4	CTSR I 4
Verbal Aggression Subscale (4 of 10 items)	CTSVAF 5	CTSVAI 5
Violence Judgment Subscale (4 of 10 items)	CTSVIF 0	CTSVIE 0

BEM Scoring Sheet

Female SSa Box Scale	BEMF 45
Male SSb Box Scale	BEMM 33
Difference Scale SS diff	BEMDIF 58

CTS Scoring Sheet FRIEND YUL (THU-VU-AN)

Receiving Subscale (4 of 10 items)	CTSRF 7	CTSR I 7
Verbal Aggression Subscale (4 of 10 items)	CTSVAF 4	CTSVAI 4
Violence Judgment Subscale (4 of 10 items)	CTSVIF 0	CTSVIE 2

BEM Scoring Sheet

Female SSa Box Scale	BEMF 21
Male SSb Box Scale	BEMM 49
Difference Scale SS diff	BEMDIF 31

DIT Scoring Sheet

STAY JUW

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important
Heinz	4 3 2 m 3 4 m 6 A 5 3 5		
Pisano	3 4 A 4 6 m 3 4 3 4 5 5		
Murphy	4 4 2 4 m 5 3 3 5 5 4 3		

	2	3	4	SA	SB	6	A	M	P
Heinz		2	4	1			2		
Pisano		3	4				2		
Murphy		3	-	2					
Raw Scores				5	-	6	4	5	

DIT Scoring Sheet

STAY JUW

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important
Heinz	4 3 2 m 3 4 m 6 A 5 3 5		
Pisano	3 4 A 4 6 m 3 4 3 4 5 5		
Murphy	4 4 2 4 m 5 3 3 5 5 4 3		

	2	3	4	SA	SB	6	A	M	P
Heinz		3		1			4	2	
Pisano			4	3	1		2		
Murphy		1	3						
Raw Scores				2	4	1			5

DIT Scoring Sheet

STAY JUW

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important
Heinz	4 3 2 m 3 4 m 6 A 5 3 5		
Pisano	3 4 A 4 6 m 3 4 3 4 5 5		
Murphy	4 4 2 4 m 5 3 3 5 5 4 3		

	2	3	4	SA	SB	6	A	M	P
Heinz			3	4			1		
Pisano			3						
Murphy		2	3	6					
Raw Scores									-

DIT Scoring Sheet

STAY JUW

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important
Heinz	4 3 2 m 3 4 m 6 A 5 3 5		
Pisano	3 4 A 4 6 m 3 4 3 4 5 5		
Murphy	4 4 2 4 m 5 3 3 5 5 4 3		

	2	3	4	SA	SB	6	A	M	P
Heinz									
Pisano									
Murphy									
Raw Scores									

DIT Scoring Sheet

STAY JUW

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important
Heinz	4 3 2 m 3 4 m 6 A 5 3 5		
Pisano	3 4 A 4 6 m 3 4 3 4 5 5		
Murphy	4 4 2 4 m 5 3 3 5 5 4 3		

	2	3	4	SA	SB	6	A	M	P
Heinz		3	-	1					
Pisano		3	4						
Murphy		1	3	2					
Raw Scores				6	-	2			5

CTS Scoring Sheet FRIEND YELL (TRAILGUA)

Reasoning Subscale e-verb Items (20 of 25 items)	CTSRF	6	CTSR1	6
Verbal Apprehension Subscale d-verb items (10 of 15 items) (20 of 25 items)	CTSVAF	8	CTSVAI	2+
Violence Subscale k-verb items (10 of 15 items) (20 of 25 items)	CTSVIF	9	CTSVII	2+

BEM Scoring Sheet

Female SSa Box Scale	BEMF	76
Male SSb Box Scale	BEMM	81
Difference Scale SS diff	BEMDIF	5

CTS Scoring Sheet FRIEND YELL (TRAILGUA)

Reasoning Subscale e-verb Items (20 of 25 items)	CTSRF	9	CTSR1	9
Verbal Apprehension Subscale d-verb items (10 of 15 items) (20 of 25 items)	CTSVAF	6	CTSVAI	6
Violence Subscale k-verb items (10 of 15 items) (20 of 25 items)	CTSVIF	8	CTSVII	4

BEM Scoring Sheet

Female SSa Box Scale	BEMF	71
Male SSb Box Scale	BEMM	79
Difference Scale SS diff	BEMDIF	8

CTS Scoring Sheet FRIEND YELL (TRAILGUA)

Reasoning Subscale e-verb Items (20 of 25 items)	CTSRF	6	CTSR1	6
Verbal Apprehension Subscale d-verb items (10 of 15 items) (20 of 25 items)	CTSVAF	6	CTSVAI	5
Violence Subscale k-verb items (10 of 15 items) (20 of 25 items)	CTSVIF	6	CTSVII	6

BEM Scoring Sheet

Female SSa Box Scale	BEMF	74
Male SSb Box Scale	BEMM	73
Difference Scale SS diff	BEMDIF	1

CTS Scoring Sheet FRIEND YELL (TRAILGUA)

Reasoning Subscale e-verb Items (20 of 25 items)	CTSRF	6	CTSR1	7
Verbal Apprehension Subscale d-verb items (10 of 15 items) (20 of 25 items)	CTSVAF	12	CTSVAI	1
Violence Subscale k-verb items (10 of 15 items) (20 of 25 items)	CTSVIF	1	CTSVII	6

BEM Scoring Sheet

Female SSa Box Scale	BEMF	71
Male SSb Box Scale	BEMM	73
Difference Scale SS diff	BEMDIF	2

CTS Scoring Sheet FRIEND YELL (TRAILGUA)

Reasoning Subscale e-verb Items (20 of 25 items)	CTSRF	7	CTSR1	7
Verbal Apprehension Subscale d-verb items (10 of 15 items) (20 of 25 items)	CTSVAF	6	CTSVAI	2
Violence Subscale k-verb items (10 of 15 items) (20 of 25 items)	CTSVIF	6	CTSVII	6

BEM Scoring Sheet

Female SSa Box Scale	BEMF	72
Male SSb Box Scale	BEMM	67
Difference Scale SS diff	BEMDIF	5

DIT Scoring Sheet

	STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	6	6	6	6	6	3	5
Next Important	Prisoner	Second Most Important	3	4	4	4	6	6	3	4	3	4	5	5
(Weight 2)	Murphy	(Weight 1)	4	4	2	4	6	5	3	3	5	5	4	3
Third Most Important		Fourth Most Important												

	2	3	4	SA	SB	G	A	M	P
Heinz	4	3	2						
Prisoner		4	3	1			2		
Murphy			3	2	4	1			
Raw Scores				4	1				5
	↑		↑		↑		↑		↑
	TOTAL								

DIT Scoring Sheet

	STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	6	6	6	6	3	5	
Next Important	Prisoner	Second Most Important	3	4	4	4	6	6	3	4	3	4	5	
(Weight 2)	Murphy	(Weight 1)	4	4	2	4	6	5	3	3	5	5	4	
Third Most Important		Fourth Most Important												

	2	3	4	SA	SB	G	A	M	P
Heinz	4	3	2						
Prisoner		4	3	1			2		
Murphy			3	2	4	1			
Raw Scores				4	1				5
	↑		↑		↑		↑		↑
	TOTAL								

DIT Scoring Sheet

	STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	6	6	6	6	3	5	
Next Important	Prisoner	Second Most Important	3	4	4	4	6	6	3	4	3	4	5	
(Weight 2)	Murphy	(Weight 1)	4	4	2	4	6	5	3	3	5	5	4	
Third Most Important		Fourth Most Important												

	2	3	4	SA	SB	G	A	M	P
Heinz	2	3	4					1	
Prisoner		4	3	1			2		
Murphy			2	1	3				
Raw Scores				1	3				4
	↑		↑		↑		↑		↑
	TOTAL								

DIT Scoring Sheet

	STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	6	6	6	6	3	5	
Next Important	Prisoner	Second Most Important	3	4	4	4	6	6	3	4	3	4	5	
(Weight 2)	Murphy	(Weight 1)	4	4	2	4	6	5	3	3	5	5	4	
Third Most Important		Fourth Most Important												

	2	3	4	SA	SB	G	A	M	P
Heinz	2	4	1		3				
Prisoner		4	3	1			3		
Murphy			2					3	
Raw Scores				1	3			4	
	↑		↑		↑		↑		↑
	TOTAL								

DIT Scoring Sheet

	STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4)	Heinz	(Weight 3)	4	3	2	3	4	6	6	6	6	3	5	
Next Important	Prisoner	Second Most Important	3	4	4	4	6	6	3	4	3	4	5	
(Weight 2)	Murphy	(Weight 1)	4	4	2	4	6	5	3	3	5	5	4	
Third Most Important		Fourth Most Important												

	2	3	4	SA	SB	G	A	M	P
Heinz	1	2		4			3		
Prisoner			3	2	4				
Murphy		1	2	4	3				
Raw Scores				2	3	4			15
	↑		↑		↑		↑		↑
	TOTAL								

CTS Scoring Sheet FRIEND YKI(Total: 60)

Reasoning Subscale score (20 items)	CTSRF	8	CTSRE	9
Verbal Aggression Subscale score (10 items) (omit 4 items (10 to 14))	CTSVAF	11	CTSVAI	12
Violence Subscale score (omit 10 items (1 to 10))	CTSVIF	0	CTSVIE	0

BEM Scoring Sheet

Female SSa Box Scale	BEMF	61
Male SSb Box Scale	BEMM	39
Difference Scale SS diff	BEMDIF	22

CTS Scoring Sheet FRIEND YKI(Total: 60)

Reasoning Subscale score (20 items)	CTSRF	0	CTSRE	2
Verbal Aggression Subscale score (10 items) (omit 4 items (10 to 14))	CTSVAF	2	CTSVAI	12
Violence Subscale score (omit 10 items (1 to 10))	CTSVIF	37	CTSVIE	9

BEM Scoring Sheet

Female SSa Box Scale	BEMF	42
Male SSb Box Scale	BEMM	24
Difference Scale SS diff	BEMDIF	18

DIT Scoring Sheet 0-4

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important								
STRAY	JTM	Heinz	Prisoner	Newspaper							
1	2	3	4	5	6	7	8	9	10	11	12
4	3	2	1	3	4	6	4	5	3	5	3
3	4	4	4	6	3	4	3	4	5	5	5
4	4	2	4	1	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz	4	1		2		3		
Prisoner	4	3	1			3		
Newspaper	2	1	5					
Row Sums			4	8	1	3		6
↑ TOTAL ↑								

DIT Scoring Sheet 0-5

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important								
STRAY	JTM	Heinz	Prisoner	Newspaper							
1	2	3	4	5	6	7	8	9	10	11	12
4	3	2	1	3	4	6	4	5	3	5	3
3	4	4	4	6	3	4	3	4	5	5	5
4	4	2	4	1	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz	3	4				1	2	
Prisoner	3	4				2		
Newspaper	2	4	1					
Row Sums			1	8	1	3		1
↑ TOTAL ↑								

DIT Scoring Sheet 0-2

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important								
STRAY	JTM	Heinz	Prisoner	Newspaper							
1	2	3	4	5	6	7	8	9	10	11	12
4	3	2	1	3	4	6	4	5	3	5	3
3	4	4	4	6	3	4	3	4	5	5	5
4	4	2	4	1	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz					1		2	
Prisoner		1	3					
Newspaper		1						
Row Sums			7	2	1			10
↑ TOTAL ↑								

DIT Scoring Sheet 0-3

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	(Weight 1) Fourth Most Important								
STRAY	JTM	Heinz	Prisoner	Newspaper							
1	2	3	4	5	6	7	8	9	10	11	12
4	3	2	1	3	4	6	4	5	3	5	3
3	4	4	4	6	3	4	3	4	5	5	5
4	4	2	4	1	5	3	3	5	5	4	3

2	3	4	SA	SB	6	A	M	P
Heinz		2	3			1		
Prisoner		4	3	1				
Newspaper	2	4	1					
Row Sums			8	4	1			1
↑ TOTAL ↑								

CTS Scoring Sheet FRIEND YKI(Total: 60)

Reasoning Subscale score (20 items)	CTSRF	9	CTSRE	1
Verbal Aggression Subscale score (10 items) (omit 4 items (10 to 14))	CTSVAF	13	CTSVAI	5
Violence Subscale score (omit 10 items (1 to 10))	CTSVIF	0	CTSVIE	0

BEM Scoring Sheet

Female SSa Box Scale	BEMF	40
Male SSb Box Scale	BEMM	60
Difference Scale SS diff	BEMDIF	20

CTS Scoring Sheet FRIEND YKI(Total: 60)

Reasoning Subscale score (20 items)	CTSRF	6	CTSRE	5
Verbal Aggression Subscale score (10 items) (omit 4 items (10 to 14))	CTSVAF	4	CTSVAI	6
Violence Subscale score (omit 10 items (1 to 10))	CTSVIF	0	CTSVIE	2

BEM Scoring Sheet

Female SSa Box Scale	BEMF	53
Male SSb Box Scale	BEMM	43
Difference Scale SS diff	BEMDIF	10

DIT Scoring Sheet

	STRAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	6	6	3	3	3
(Weight 3) Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	3	4	3
(Weight 2) Third Most Important	Manpaper	4	4	2	4	1	3	3	3	3	3	3	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	1	1	1						
Prisoner									
Manpaper									
Row Scores									
TOTAL									

DIT Scoring Sheet

	STRAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	6	6	3	3	3
(Weight 3) Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	3	4	3
(Weight 2) Third Most Important	Manpaper	4	4	2	4	1	3	3	3	3	3	3	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	1	1	1						
Prisoner									
Manpaper									
Row Scores									
TOTAL									

DIT Scoring Sheet

	STRAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	6	6	3	3	3
(Weight 3) Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	3	4	3
(Weight 2) Third Most Important	Manpaper	4	4	2	4	1	3	3	3	3	3	3	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	1	1	1						
Prisoner									
Manpaper									
Row Scores									
TOTAL									

DIT Scoring Sheet

	STRAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	4	3	2	1	3	4	1	6	6	6	3	3	3
(Weight 3) Second Most Important	Prisoner	3	4	4	4	6	1	3	4	3	4	3	4	3
(Weight 2) Third Most Important	Manpaper	4	4	2	4	1	3	3	3	3	3	3	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	1	1	1						
Prisoner									
Manpaper									
Row Scores									
TOTAL									

C-21

CTS Scoring Sheet

	FRIEND	YOU (FRIEND/ENEMY)
Remaining Subscale above 2000	CTSRF 5	CTSRI 6
Verbal Aggression Subscale above 2000 (not 2000)	CTSVAF 25	CTSVAI 22
Violence Subscale below 2000 (not 2000)	CTSVIF 16	CTSVII 8

BEM Scoring Sheet

Female SSa Box Scale	BEMF 63
Male SSb Box Scale	BEMM 65
Difference Scale SS diff	BEMDIF 49

C-19

CTS Scoring Sheet

	FRIEND	YOU (FRIEND/ENEMY)
Remaining Subscale above 2000	CTSRF 4	CTSRI 6
Verbal Aggression Subscale above 2000 (not 2000)	CTSVAF 10	CTSVAI 7
Violence Subscale below 2000 (not 2000)	CTSVIF 1	CTSVII 0

BEM Scoring Sheet

Female SSa Box Scale	BEMF 53
Male SSb Box Scale	BEMM 52
Difference Scale SS diff	BEMDIF 51

C-20

CTS Scoring Sheet

	FRIEND	YOU (FRIEND/ENEMY)
Remaining Subscale above 2000	CTSRF 0	CTSRI 16
Verbal Aggression Subscale above 2000 (not 2000)	CTSVAF 0	CTSVAI 20
Violence Subscale below 2000 (not 2000)	CTSVIF 0	CTSVII 10

BEM Scoring Sheet

Female SSa Box Scale	BEMF 46
Male SSb Box Scale	BEMM 36
Difference Scale SS diff	BEMDIF 57

C-20

CTS Scoring Sheet

	FRIEND	YOU (FRIEND/ENEMY)
Remaining Subscale above 2000	CTSRF 4	CTSRI 3
Verbal Aggression Subscale above 2000 (not 2000)	CTSVAF 9	CTSVAI 12
Violence Subscale below 2000 (not 2000)	CTSVIF 1	CTSVII 14

BEM Scoring Sheet

Female SSa Box Scale	BEMF 56
Male SSb Box Scale	BEMM 61
Difference Scale SS diff	BEMDIF 47

DIT Scoring Sheet

SRAY JTW

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	M	3	4	P	6	A	5	3	5
Prisoner	3	4	A	4	6	M	3	4	3	4	5	5
Murderer	4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	5		2			4			1
Prisoner	4	1							
Murderer			1		1				2
Raw Scores									

↑ total ↑

CTS Scoring Sheet

FRIEND YELL (TWO-WORD)

Reasoning Subscale (6 items)	CTSRF 15	CTSR E 15
Verbal Expression Subscale (6 items)	CTSVAF 10	CTSVAI 8
Violence Subscale (6 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box	BEMF	46
Analogue Scale SSb Box	BEMM	39
Difference Scale SS diff	BEMDIF	55

DIT Scoring Sheet

SRAY JTW

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	M	3	4	P	6	A	5	3	5
Prisoner	3	4	A	4	6	M	3	4	3	4	5	5
Murderer	4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	5					4			1
Prisoner									
Murderer									
Raw Scores									

↑ total ↑

CTS Scoring Sheet

FRIEND YELL (TWO-WORD)

Reasoning Subscale (6 items)	CTSRF 0	CTSR E 6
Verbal Expression Subscale (6 items)	CTSVAF 0	CTSVAI 7
Violence Subscale (6 items)	CTSVIF 0	CTSVII 4

BEM Scoring Sheet

Forming SSa Box	BEMF	7
Analogue Scale SSb Box	BEMM	54
Difference Scale SS diff	BEMDIF	19

DIT Scoring Sheet

SRAY JTW

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	M	3	4	P	6	A	5	3	5
Prisoner	3	4	A	4	6	M	3	4	3	4	5	5
Murderer	4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz	5					4			1
Prisoner									
Murderer									
Raw Scores									

↑ total ↑

CTS Scoring Sheet

FRIEND YELL (TWO-WORD)

Reasoning Subscale (6 items)	CTSRF 0	CTSR E 2
Verbal Expression Subscale (6 items)	CTSVAF 0	CTSVAI 5
Violence Subscale (6 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSa Box	BEMF	27
Analogue Scale SSb Box	BEMM	23
Difference Scale SS diff	BEMDIF	53

DIT Scoring Sheet

SRAY JTW

	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	M	3	4	P	6	A	5	3	5
Prisoner	3	4	A	4	6	M	3	4	3	4	5	5
Murderer	4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	G	A	M	P
Heinz									
Prisoner									
Murderer	4								
Raw Scores									

↑ total ↑

CTS Scoring Sheet

FRIEND YELL (TWO-WORD)

Reasoning Subscale (6 items)	CTSRF 0	CTSR E 6
Verbal Expression Subscale (6 items)	CTSVAF 0	CTSVAI 19
Violence Subscale (6 items)	CTSVIF 0	CTSVII 31

BEM Scoring Sheet

Forming SSa Box	BEMF	56
Analogue Scale SSb Box	BEMM	51
Difference Scale SS diff	BEMDIF	53

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Important

SPRY	JW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	3
Piscener		3	4	4	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz		2	1	3					
Piscener		2	1	3					
Murphy		1	3	4					
Row Scores									
									TOTAL

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Important

SPRY	JW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	3
Piscener		3	4	4	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz				1		3			
Piscener		1	3						
Murphy		1	2		4	3			
Row Scores									
									TOTAL

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Important

SPRY	JW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	3
Piscener		3	4	4	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz		2	1	3					4
Piscener		1	4	2					3
Murphy		3	1	4					
Row Scores									
									TOTAL

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Important

SPRY	JW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	3
Piscener		3	4	4	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz		2	1	3					4
Piscener		1	4	2					3
Murphy		3	1	4					
Row Scores									
									TOTAL

F-15

CTS Scoring Sheet

	FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-16 (20 items)	CTSRF 7	CTSR1 7
Verbal Aggression Subscale 4-16 (10 items)	CTSVAF 18	CTSVAI 18
Violence Subscale 4-16 (10 items)	CTSVIF 25	CTSVII 24

BEM Scoring Sheet

Female SSa Box	BEMF 31
Male SSa Box	BEMM 30
Difference Scale SS diff	BEMDIF 51

F-16

CTS Scoring Sheet

	FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-16 (20 items)	CTSRF 8	CTSR1 5
Verbal Aggression Subscale 4-16 (10 items)	CTSVAF 8	CTSVAI 5
Violence Subscale 4-16 (10 items)	CTSVIF 8	CTSVII 2

BEM Scoring Sheet

Female SSa Box	BEMF 61
Male SSa Box	BEMM 52
Difference Scale SS diff	BEMDIF 56

F-14

CTS Scoring Sheet

	FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-16 (20 items)	CTSRF 12	CTSR1 11
Verbal Aggression Subscale 4-16 (10 items)	CTSVAF 16	CTSVAI 10
Violence Subscale 4-16 (10 items)	CTSVIF 4	CTSVII 5

BEM Scoring Sheet

Female SSa Box	BEMF
Male SSa Box	BEMM
Difference Scale SS diff	BEMDIF

F-13

CTS Scoring Sheet

	FRIEND	YELL (INDIVIDUAL)
Reasoning Subscale 4-16 (20 items)	CTSRF 8	CTSR1 8
Verbal Aggression Subscale 4-16 (10 items)	CTSVAF 10	CTSVAI 15
Violence Subscale 4-16 (10 items)	CTSVIF 8	CTSVII 12

BEM Scoring Sheet

Female SSa Box	BEMF 74
Male SSa Box	BEMM 70
Difference Scale SS diff	BEMDIF 56

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	M	3	4	M	6	A	5	3	5
Prisoner		3	4	A	4	6	M	3	4	3	4	5	5
Newspaper		4	4	2	4	M	5	3	3	5	5	4	3

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Fourth Most

	2	3	4	5A	5B	6	A	M	P
Heinz									
Prisoner									
Newspaper									
Raw Scores				0	0	0			0
TOTAL									

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	M	3	4	M	6	A	5	3	5
Prisoner		3	4	A	4	6	M	3	4	3	4	5	5
Newspaper		4	4	2	4	M	5	3	3	5	5	4	3

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Fourth Most

	2	3	4	5A	5B	6	A	M	P
Heinz									
Prisoner									
Newspaper									
Raw Scores				0	0	0			0
TOTAL									

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	M	3	4	M	6	A	5	3	5
Prisoner		3	4	A	4	6	M	3	4	3	4	5	5
Newspaper		4	4	2	4	M	5	3	3	5	5	4	3

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Fourth Most

	2	3	4	5A	5B	6	A	M	P
Heinz									
Prisoner									
Newspaper									
Raw Scores									
TOTAL									

DIT Scoring Sheet

STAY	JTW	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	M	3	4	M	6	A	5	3	5
Prisoner		3	4	A	4	6	M	3	4	3	4	5	5
Newspaper		4	4	2	4	M	5	3	3	5	5	4	3

(Weight 4) (Weight 3)
Most Important - Second Most
(Weight 2) (Weight 1)
Third Most Important - Fourth Most

	2	3	4	5A	5B	6	A	M	P
Heinz									
Prisoner									
Newspaper									
Raw Scores									
TOTAL									

F-12

CTS Scoring Sheet

	FRIEND	YOU (INDIVIDUAL)
Reasoning Subscale (4 to 12 items)	CTSRF 9	CTSRI 10
Verbal Expression Subscale (4 to 12 items)	CTSVAF 22	CTSVAI 7
Violence Subscale (4 to 12 items)	CTSVIF 27	CTSVII 1

BEM Scoring Sheet

Forming SSA Box Scale	BEMF 30
Maintenance Scale SSA Box	BEMM 22
Utilization Scale SSA diff	BEMOIF 55

A-10

CTS Scoring Sheet

	FRIEND	YOU (INDIVIDUAL)
Reasoning Subscale (4 to 12 items)	CTSRF 2	CTSRI 8
Verbal Expression Subscale (4 to 12 items)	CTSVAF 4	CTSVAI 13
Violence Subscale (4 to 12 items)	CTSVIF 1	CTSVII 4

BEM Scoring Sheet

Forming SSA Box Scale	BEMF 39
Maintenance Scale SSA Box	BEMM 35
Utilization Scale SSA diff	BEMOIF 53

C-11

CTS Scoring Sheet

	FRIEND	YOU (INDIVIDUAL)
Reasoning Subscale (4 to 12 items)	CTSRF 7	CTSRI 7
Verbal Expression Subscale (4 to 12 items)	CTSVAF 9	CTSVAI 9
Violence Subscale (4 to 12 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Forming SSA Box Scale	BEMF 41
Maintenance Scale SSA Box	BEMM 57
Utilization Scale SSA diff	BEMOIF 39

C-12

CTS Scoring Sheet

	FRIEND	YOU (INDIVIDUAL)
Reasoning Subscale (4 to 12 items)	CTSRF 8	CTSRI 10
Verbal Expression Subscale (4 to 12 items)	CTSVAF 7	CTSVAI 7
Violence Subscale (4 to 12 items)	CTSVIF 2	CTSVII 4

BEM Scoring Sheet

Forming SSA Box Scale	BEMF 58
Maintenance Scale SSA Box	BEMM 43
Utilization Scale SSA diff	BEMOIF 60

DIT Scoring Sheet

STRAY	JTW	YR (1980-1991)													
		1	2	3	4	5	6	7	8	9	10	11	12		
Heinz		4	3	2	1	3	4	5	6	7	8	9	10	11	12
Pisener		3	4	1	4	4	6	1	3	4	3	4	5	6	7
Munzger		4	4	2	4	1	5	1	3	3	5	5	6	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz		4	1						2
Pisener			4	1					2
Munzger	3	1	4	2					
Row Series				2					3

DIT Scoring Sheet

STRAY	JTW	YR (1980-1991)													
		1	2	3	4	5	6	7	8	9	10	11	12		
Heinz		4	3	2	1	3	4	5	6	7	8	9	10	11	12
Pisener		3	4	1	4	4	6	1	3	4	3	4	5	6	7
Munzger		4	4	2	4	1	5	1	3	3	5	5	6	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	1			2		4	3		
Pisener		3	4	1					
Munzger			3	1	2			4	
Row Series				4	2	4			6

CTS Scoring Sheet

	FRIEND	YR (INDIVIDUAL)
Remaining Substrate above Zone (to 1st Zone)	CTSRF 3	CTSR1 3
Lowest Reposition Substrate above zone (1st) (only 1 Zone (to 1st Zone))	CTSVAF 8	CTSVAI 8
Vertical Substrate below zone (to 1st Zone)	CTSVIF 1	CTSVII 1

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	29
Remaining SSb Box Scale	BEMM	52
Difference Scale SS diff	BEMDIF	35

DIT Scoring Sheet

STRAY	JTW	YR (1980-1991)													
		1	2	3	4	5	6	7	8	9	10	11	12		
Heinz		4	3	2	1	3	4	5	6	7	8	9	10	11	12
Pisener		3	4	1	4	4	6	1	3	4	3	4	5	6	7
Munzger		4	4	2	4	1	5	1	3	3	5	5	6	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz		4	1						2
Pisener			4	1					2
Munzger	3	1	4	2					
Row Series				2					3

CTS Scoring Sheet

	FRIEND	YR (INDIVIDUAL)
Remaining Substrate above Zone (to 1st Zone)	CTSRF 12	CTSR1 12
Lowest Reposition Substrate above zone (1st) (only 1 Zone (to 1st Zone))	CTSVAF 6	CTSVAI 7
Vertical Substrate below zone (to 1st Zone)	CTSVIF 1	CTSVII 8

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	45
Remaining SSb Box Scale	BEMM	45
Difference Scale SS diff	BEMDIF	50

CTS Scoring Sheet

	FRIEND	YR (INDIVIDUAL)
Remaining Substrate above Zone (to 1st Zone)	CTSRF 3	CTSR1 3
Lowest Reposition Substrate above zone (1st) (only 1 Zone (to 1st Zone))	CTSVAF 1	CTSVAI 1
Vertical Substrate below zone (to 1st Zone)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	45
Remaining SSb Box Scale	BEMM	45
Difference Scale SS diff	BEMDIF	50

DIT Scoring Sheet

STRAY	JTW	YR (1980-1991)													
		1	2	3	4	5	6	7	8	9	10	11	12		
Heinz		4	3	2	1	3	4	5	6	7	8	9	10	11	12
Pisener		3	4	1	4	4	6	1	3	4	3	4	5	6	7
Munzger		4	4	2	4	1	5	1	3	3	5	5	6	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz		5	4					1	2
Pisener			4	1				3	
Munzger									
Row Series									

CTS Scoring Sheet

	FRIEND	YR (INDIVIDUAL)
Remaining Substrate above Zone (to 1st Zone)	CTSRF 8	CTSR1 10
Lowest Reposition Substrate above zone (1st) (only 1 Zone (to 1st Zone))	CTSVAF 2	CTSVAI 8
Vertical Substrate below zone (to 1st Zone)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Remaining SSa Box Scale	BEMF	75
Remaining SSb Box Scale	BEMM	74
Difference Scale SS diff	BEMDIF	51

C-2

CTS Scoring Sheet		FRIEND	YOU (INDIVIDUAL)
Receiving Subscale scored items (2 of 5 items)	CTSRF	11	CTSRE 10
Verbal Aggression Subscale scored items (out of 5 items (2 of 5 items))	CTSVAF	8	CTSVAI 8
Violence Subscale scored items (out of 5 items)	CTS VIF	7	CTS VII 0

BEM Scoring Sheet	
Female SSa Box Scale	BEMF 30
Male SSb Box Scale	BEMM 45
Difference Scale SS diff	BEMDIF 40

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	YOU														
				1	2	3	4	5	6	7	8	9	10	11	12			
Heinz	4	3	2	1	3	4	1	1	1	1	1	1	1	1	1	1	1	1
Prisoner	3	4	4	4	6	1	3	4	3	4	5	5	5	5	5	5	5	5
Murderer	4	4	2	4	1	5	3	3	3	3	3	3	3	3	3	3	3	3
Raw Scores																		
				TOTAL														

	2	3	4	SA	SB	6	A	M	P
Heinz	3	2	1						1
Prisoner	1	2						1	
Murderer	1	3	1						2
Raw Scores	1	2	1						4
				TOTAL					

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	YOU														
				1	2	3	4	5	6	7	8	9	10	11	12			
Heinz	4	3	2	1	3	4	1	1	1	1	1	1	1	1	1	1	1	
Prisoner	3	4	4	4	6	1	3	4	3	4	5	5	5	5	5	5	5	
Murderer	4	4	2	4	1	5	3	3	3	3	3	3	3	3	3	3	3	
Raw Scores																		
				TOTAL														

	2	3	4	SA	SB	6	A	M	P
Heinz	3	2	1						1
Prisoner	1	2						1	
Murderer	1	3	1						2
Raw Scores	1	2	1						4
				TOTAL					

CTS Scoring Sheet

CTS Scoring Sheet		FRIEND	YOU (INDIVIDUAL)
Receiving Subscale scored items (2 of 5 items)	CTSRF	12	CTSRE 5
Verbal Aggression Subscale scored items (out of 5 items (2 of 5 items))	CTSVAF	1	CTSVAI 3
Violence Subscale scored items (out of 5 items)	CTS VIF	0	CTS VII 0

BEM Scoring Sheet	
Female SSa Box Scale	BEMF 55
Male SSb Box Scale	BEMM 45
Difference Scale SS diff	BEMDIF 57

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	YOU														
				1	2	3	4	5	6	7	8	9	10	11	12			
Heinz	4	3	2	1	3	4	1	1	1	1	1	1	1	1	1	1	1	
Prisoner	3	4	4	4	6	1	3	4	3	4	5	5	5	5	5	5	5	
Murderer	4	4	2	4	1	5	3	3	3	3	3	3	3	3	3	3	3	
Raw Scores																		
				TOTAL														

	2	3	4	SA	SB	6	A	M	P
Heinz	3	2	1						1
Prisoner	1	2						1	
Murderer	1	3	1						2
Raw Scores	1	2	1						4
				TOTAL					

CTS Scoring Sheet

CTS Scoring Sheet		FRIEND	YOU (INDIVIDUAL)
Receiving Subscale scored items (2 of 5 items)	CTSRF	6	CTSRE 6
Verbal Aggression Subscale scored items (out of 5 items (2 of 5 items))	CTSVAF	3	CTSVAI 3
Violence Subscale scored items (out of 5 items)	CTS VIF	0	CTS VII 0

BEM Scoring Sheet	
Female SSa Box Scale	BEMF 63
Male SSb Box Scale	BEMM 70
Difference Scale SS diff	BEMDIF 45

DIT Scoring Sheet

(Weight 4) Most Important	(Weight 3) Second Most Important	(Weight 2) Third Most Important	STAY	YOU														
				1	2	3	4	5	6	7	8	9	10	11	12			
Heinz	4	3	2	1	3	4	1	1	1	1	1	1	1	1	1	1	1	
Prisoner	3	4	4	4	6	1	3	4	3	4	5	5	5	5	5	5	5	
Murderer	4	4	2	4	1	5	3	3	3	3	3	3	3	3	3	3	3	
Raw Scores																		
				TOTAL														

	2	3	4	SA	SB	6	A	M	P
Heinz	3	2	1						1
Prisoner	1	2						1	
Murderer	1	3	1						2
Raw Scores	1	2	1						4
				TOTAL					

CTS Scoring Sheet

CTS Scoring Sheet		FRIEND	YOU (INDIVIDUAL)
Receiving Subscale scored items (2 of 5 items)	CTSRF	4	CTSRE 4
Verbal Aggression Subscale scored items (out of 5 items (2 of 5 items))	CTSVAF	10	CTSVAI 3
Violence Subscale scored items (out of 5 items)	CTS VIF	9	CTS VII 9

BEM Scoring Sheet	
Female SSa Box Scale	BEMF 45
Male SSb Box Scale	BEMM 42
Difference Scale SS diff	BEMDIF 52

C-29

CTS Scoring Sheet FRIEND YOU (Individual)

Resolving Substrate a-b-d (3 items) (p. 20)	CTSRF	4	CTSR	4
Turbid Aggregation Substrate d-m-f-n-l (5) (m-g) (2 items) (p. 20)	CTSVAF	10	CTSVAI	4
Violence Substrate k-o-l-m-n-o-p-q-r (8 items) (p. 20)	CTSVIF	4	CTSVII	0

BEM Scoring Sheet

Forming SSa Box Scale	BEMF	34
Abusive SSb Box Scale	BEMM	35
Difference Scale SS diff	BEMDIF	49

C-30

CTS Scoring Sheet FRIEND YOU (Individual)

Resolving Substrate a-b-d (3 items) (p. 20)	CTSRF	11	CTSR	12
Turbid Aggregation Substrate d-m-f-n-l (5) (m-g) (2 items) (p. 20)	CTSVAF	9	CTSVAI	17
Violence Substrate k-o-l-m-n-o-p-q-r (8 items) (p. 20)	CTSVIF	0	CTSVII	2

BEM Scoring Sheet

Forming SSa Box Scale	BEMF	56
Abusive SSb Box Scale	BEMM	67
Difference Scale SS diff	BEMDIF	43

C-31

CTS Scoring Sheet FRIEND YOU (Individual)

Resolving Substrate a-b-d (3 items) (p. 20)	CTSRF	9	CTSR	5
Turbid Aggregation Substrate d-m-f-n-l (5) (m-g) (2 items) (p. 20)	CTSVAF	12	CTSVAI	11
Violence Substrate k-o-l-m-n-o-p-q-r (8 items) (p. 20)	CTSVIF	12	CTSVII	1

BEM Scoring Sheet

Forming SSa Box Scale	BEMF	23
Abusive SSb Box Scale	BEMM	14
Difference Scale SS diff	BEMDIF	56

C-1

CTS Scoring Sheet FRIEND YOU (Individual)

Resolving Substrate a-b-d (3 items) (p. 20)	CTSRF	9	CTSR	6
Turbid Aggregation Substrate d-m-f-n-l (5) (m-g) (2 items) (p. 20)	CTSVAF	17	CTSVAI	18
Violence Substrate k-o-l-m-n-o-p-q-r (8 items) (p. 20)	CTSVIF	8	CTSVII	1

BEM Scoring Sheet

Forming SSa Box Scale	BEMF	38
Abusive SSb Box Scale	BEMM	60
Difference Scale SS diff	BEMDIF	35

DIT Scoring Sheet

	STAY	JM	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	M	3	4	M	6	A	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	A	4	6	M	3	4	3	4	5	5
	Murderer		4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	4	3	1						3
Prisoner	1	1	5						
Murderer									

DIT Scoring Sheet

	STAY	JM	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	M	3	4	M	6	A	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	A	4	6	M	3	4	3	4	5	5
	Murderer		4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	5	4	1			2			
Prisoner	2	2	3						
Murderer									
Raw Scores				3	7	2			5
			↑		↑		↑		↑
	TOTAL								

DIT Scoring Sheet

	STAY	JM	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	M	3	4	M	6	A	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	A	4	6	M	3	4	3	4	5	5
	Murderer		4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz									
Prisoner									
Murderer									
Raw Scores							6	6	5
			↑		↑		↑		↑
	TOTAL								

DIT Scoring Sheet

	STAY	JM	1	2	3	4	5	6	7	8	9	10	11	12
(Weight 4) Most Important	Heinz	(Weight 3) Second Most Important	4	3	2	M	3	4	M	6	A	5	3	5
(Weight 2) Third Most Important	Prisoner	(Weight 1) Fourth Most Important	3	4	A	4	6	M	3	4	3	4	5	5
	Murderer		4	4	2	4	M	5	3	3	5	5	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	3								1
Prisoner	4	1	3			2			
Murderer				2	3				
Raw Scores				5	4	4			3
			↑		↑		↑		↑
	TOTAL								

C-27

CTS Scoring Sheet FRIEND YELL (TDC-1004)

Rearing Subscale (4 to 12 items)	CTSRF	3	CTSR2	5
Turkey Aggression Subscale (direct and indirect) (10 of 12 items (6 to 12 items))	CTSVAF	10	CTSVAI	C
Violence Subscale (10 items) (10 of 12 items)	CTSVIF	6	CTSVII	0

BEM Scoring Sheet

Forming SSA Box	BEMF	46
Abuse Scale	BEMM	58
Difference Scale	BEMDIF	42

C-28

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important Second Most Important

(Weight 2) (Weight 1)
Third Most Important Fourth Most Important

STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	5
Pisces		3	4	1	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	4	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz				2	2				
Pisces	4			2					
Murphy			4	1					
Raw Scores				10	2	0	0		0
				TOTAL					

C-29

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important Second Most Important

(Weight 2) (Weight 1)
Third Most Important Fourth Most Important

STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	5
Pisces		3	4	1	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	4	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	1		4	3	2				
Pisces			4	3	1				
Murphy		1	4	1					
Raw Scores				10	2	0	0		0
				TOTAL					

C-30

CTS Scoring Sheet FRIEND YELL (TDC-1004)

Rearing Subscale (4 to 12 items)	CTSRF	8	CTSR2	4
Turkey Aggression Subscale (direct and indirect) (10 of 12 items (6 to 12 items))	CTSVAF	33	CTSVAI	5
Violence Subscale (10 items) (10 of 12 items)	CTSVIF	48	CTSVII	17

BEM Scoring Sheet

Forming SSA Box	BEMF	29
Abuse Scale	BEMM	29
Difference Scale	BEMDIF	50

C-31

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important Second Most Important

(Weight 2) (Weight 1)
Third Most Important Fourth Most Important

STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	5
Pisces		3	4	1	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	4	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz				2	2				
Pisces				2					
Murphy			4	1					
Raw Scores				10	2	0	0		0
				TOTAL					

C-32

CTS Scoring Sheet FRIEND YELL (TDC-1004)

Rearing Subscale (4 to 12 items)	CTSRF	7	CTSR2	7
Turkey Aggression Subscale (direct and indirect) (10 of 12 items (6 to 12 items))	CTSVAF	19	CTSVAI	20
Violence Subscale (10 items) (10 of 12 items)	CTSVIF	0	CTSVII	2

BEM Scoring Sheet

Forming SSA Box	BEMF	80
Abuse Scale	BEMM	79
Difference Scale	BEMDIF	51

C-33

DIT Scoring Sheet

(Weight 4) (Weight 3)
Most Important Second Most Important

(Weight 2) (Weight 1)
Third Most Important Fourth Most Important

STAY	JTU	1	2	3	4	5	6	7	8	9	10	11	12
Heinz		4	3	2	1	3	4	1	6	4	5	3	5
Pisces		3	4	1	4	6	1	3	4	3	4	5	4
Murphy		4	4	2	4	1	5	3	3	5	4	4	3

	2	3	4	SA	SB	6	A	M	P
Heinz	3	2	1	3	2				
Pisces			1	2					
Murphy		3	2	1					
Raw Scores				5	2	0	0		0
				TOTAL					

C-34

CTS Scoring Sheet FRIEND YELL (TDC-1004)

Rearing Subscale (4 to 12 items)	CTSRF	0	CTSR2	11
Turkey Aggression Subscale (direct and indirect) (10 of 12 items (6 to 12 items))	CTSVAF	0	CTSVAI	17
Violence Subscale (10 items) (10 of 12 items)	CTSVIF	0	CTSVII	30

BEM Scoring Sheet

Forming SSA Box	BEMF	53
Abuse Scale	BEMM	46
Difference Scale	BEMDIF	55

Examining Substrate e-board Items (2 or 3 items)	CTSRF 7	CTSR 6
Verbal Repetition Substrate direction (1) (2) (3) Items (2 or 3 items)	CTSVAF 9	CTSAI 9
Verbal Substrate e-board Items (2 or 3 items)	CTSVIF 5	CTSVII 4

BEM Scoring Sheet

Primary SSa Box	BEMF 46
Alternate SSa Box	BEMM 43
Difference Scale SS diff	BEMDIF 54

ATS Scoring Sheet FRIEND YELL (20/10/10/10/10)

Examining Substrate e-board Items (2 or 3 items)	CTSRF 0	CTSR 0
Verbal Repetition Substrate direction (1) (2) (3) Items (2 or 3 items)	CTSVAF 0	CTSAI 4
Verbal Substrate e-board Items (2 or 3 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Primary SSa Box	BEMF 45
Alternate SSa Box	BEMM 32
Difference Scale SS diff	BEMDIF 59

ATS Scoring Sheet FRIEND YELL (20/10/10/10/10)

Examining Substrate e-board Items (2 or 3 items)	CTSRF 4	CTSR 4
Verbal Repetition Substrate direction (1) (2) (3) Items (2 or 3 items)	CTSVAF 7	CTSAI 6
Verbal Substrate e-board Items (2 or 3 items)	CTSVIF 2	CTSVII 0

BEM Scoring Sheet

Primary SSa Box	BEMF 67
Alternate SSa Box	BEMM 65
Difference Scale SS diff	BEMDIF 51

ATS Scoring Sheet FRIEND YELL (20/10/10/10/10)

Examining Substrate e-board Items (2 or 3 items)	CTSRF 12	CTSR 12
Verbal Repetition Substrate direction (1) (2) (3) Items (2 or 3 items)	CTSVAF 0	CTSAI 0
Verbal Substrate e-board Items (2 or 3 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Primary SSa Box	BEMF 58
Alternate SSa Box	BEMM 51
Difference Scale SS diff	BEMDIF 55

ATS Scoring Sheet FRIEND YELL (20/10/10/10/10)

Examining Substrate e-board Items (2 or 3 items)	CTSRF 5	CTSR 3
Verbal Repetition Substrate direction (1) (2) (3) Items (2 or 3 items)	CTSVAF 2	CTSAI 0
Verbal Substrate e-board Items (2 or 3 items)	CTSVIF 0	CTSVII 0

BEM Scoring Sheet

Primary SSa Box	BEMF 53
Alternate SSa Box	BEMM 38
Difference Scale SS diff	BEMDIF 60

STAY JTW 1 2 3 4 5 6 7 8 9 10 11 12

Heinz	4	3	2	1	3	4	1	6	1	5	3	5
Prisoner	3	4	1	4	6	1	3	4	3	4	5	4
Manager	4	4	2	4	1	5	3	3	5	4	4	3

	2	7	4	SA	SB	6	A	M	P
Heinz									
Prisoner									
Manager									
Raw Score									

DIT Scoring Sheet

STAY JTW 1 2 3 4 5 6 7 8 9 10 11 12

Heinz	4	3	2	1	3	4	1	6	1	5	3	5
Prisoner	3	4	1	4	6	1	3	4	3	4	5	4
Manager	4	4	2	4	1	5	3	3	5	4	4	3

	2	7	4	SA	SB	6	A	M	P
Heinz	1	2		4					
Prisoner		2	3			4			
Manager			5						
Raw Score									11

DIT Scoring Sheet

STAY JTW 1 2 3 4 5 6 7 8 9 10 11 12

Heinz	4	3	2	1	3	4	1	6	1	5	3	5
Prisoner	3	4	1	4	6	1	3	4	3	4	5	4
Manager	4	4	2	4	1	5	3	3	5	4	4	3

	2	7	4	SA	SB	6	A	M	P
Heinz		2	4	5					
Prisoner		4	2			3			
Manager		4	5						
Raw Score									7

DIT Scoring Sheet

STAY JTW 1 2 3 4 5 6 7 8 9 10 11 12

Heinz	4	3	2	1	3	4	1	6	1	5	3	5
Prisoner	3	4	1	4	6	1	3	4	3	4	5	4
Manager	4	4	2	4	1	5	3	3	5	4	4	3

	2	7	4	SA	SB	6	A	M	P
Heinz		3	4	6		2		1	1
Prisoner			4	1				3	
Manager	3			4					
Raw Score						7	1	2	9

DIT Scoring Sheet

STAY JTW 1 2 3 4 5 6 7 8 9 10 11 12

Heinz	4	3	2	1	3	4	1	6	1	5	3	5
Prisoner	3	4	1	4	6	1	3	4	3	4	5	4
Manager	4	4	2	4	1	5	3	3	5	4	4	3

	2	7	4	SA	SB	6	A	M	P
Heinz	1	2		4					
Prisoner						1			
Manager									
Raw Score						9			9

VITA

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Doctor of Philosophy

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Professional Experience: Staff Nurse, St. Francis
Hospital 6/74 - 8/81; Assistant Professor of
Nursing, University of Tulsa, Baccalaureate
Program 8/81 - 12/85, Nursing. Supervisor
Geriatric Unit, Outpatient Clinic, Veterans
Administration 12/85 - 7/88; Assistant Professor
of Nursing, Graduate College, University of
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Professional Affiliations: Omicron Nu; American Home
Economics Association, National Council on Family
Relations, American Nurses Association, National
League for Nursing.