ATTACHMENT STYLES AND AGGRESSOR-VICTIM RELATIONSHIPS IN

PREADOLESCENCE

by

Ashley M. Miller

A Thesis Submitted to the Faculty of

The Charles E. Schmidt College of Science

in Partial Fulfillment of the Requirements for the Degree of

Master of Arts

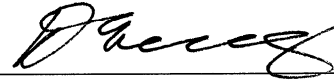Florida Atlantic University

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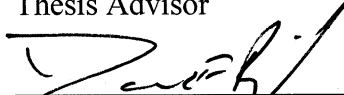
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This thesis was prepared under the direction of the candidate's thesis advisor, Dr. David Perry, Department of Psychology, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the Charles E. Schmidt College of Science and was accepted in partial fulfillment of the requirements for the degree of Master of Arts.
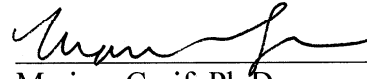

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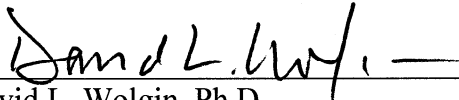
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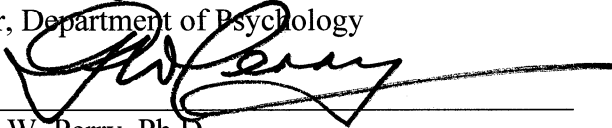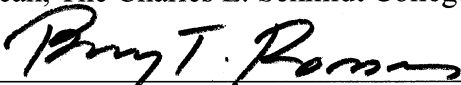Thesis Advisor

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ABSTRACT

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The current study investigated the change in relationship between an aggressor's

attachment style (avoidant or preoccupied) and a series of characteristics in their victims'

over a school year. Once a semester, participants rated themselves and their classmates

on 16 personality characteristics and their aggression levels against other students. Only

avoidant girls significantly refined their targets over the course of a school year. They

increased their aggression towards girls with low appearance self-efficacy, a high

avoidant attachment, high depression, high cross-gender typed behavior, high

internalizing behavior, and low global self-worth.

ATTACHMENT STYLES AND AGGRESSOR-VICTIM RELATIONSHIPS IN

PREADOLESCENCE

LIST OF TABLES

INTRODUCTION

Despite the expansive literature available on attachment theory, relatively little research has focused on attachment to close friends in middle childhood and adolescence. Ainsworth (1989) argued that attachment theory offers an appropriate model for friendship development and functioning (see also: Sroufe & Waters, 1977). As children age, they tend to see their close friends as important attachment figures, supplementing their relationships with their parents (Allen & Land, 1999; Bogaerts, Vanhuele, & Desmet, 2006; Bosacki, Dane, Marini, & YLC-CURA, 2007; Buehler, 2006; Buist, Dekovic, Meeus, & van-Aken, 2002; Fulgini & Eccles, 1993; Furman & Buhrmester, 1992; Harris, 1995; Hazan & Shaver, 1994; Hazan & Zeifman, 1994; Nelis & Rae, 2009; Nickerson & Nagel, 2005; Rubin, Dwyer, Booth-LaForce, Kim, Burgess, & Rose-Krasnor, 2004; Sentse & Laird, 2010). Of course, parental attachment colors a child's relationship with his or her peers, but attachments to friends take on a significance of their own.

The importance of secure attachment to parents is well documented. Children who are insecurely attached to their parents have more interpersonal difficulties, including loneliness (Boivin, Hymel, & Bukowski, 1995; Nangle, Erdley, Newman, Mason, & Carpenter, 2003; Nelis & Rae, 2009; Weiss, 1973, 1989), feelings of anger, guilt, anxiety, and depression (Armsden & Greenberg, 1987; Craig, 1998; Crick &

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Bigbee, 1998; Crick & Grotpeter, 1995; Marini, Dane, Bosacki, & YLC-CURA, 2006), and they are more likely to develop behavioral problems (Lyons-Ruth, Alpern, & Rapacholi, 1993; Speltz, Greenberg, & DeKlyen, 1990). Children who develop a secure attachment to their parents, mothers in particular, also have more positive qualities in friendships at age 5 (Elicker, Englund, & Sroufe, 1992; Krollmann & Krappmann, 1996; Lieberman, Doyle, & Markewicz, 1999; Park & Waters, 1989), are more likely to have a close friend at age 10 (Freitag, Belsky, Grossmann, Grossmann, & Scheurer-Englisch, 1996), and have more reciprocated classroom friendships in adolescence (Kerns, Klepac, & Cole, 1996). In addition, children tend to transfer their style of attachment to their parents to their relationships with their best same-sex friends. In particular, children with a preoccupied or avoidant style of relating to their parents tend to evidence the same style of relating to their best friend (Hodges, Finnegan, & Perry, 1999).

Children use their best friends as both a safe haven for comfort when stressed and a secure base from which to explore their environments (Agnew, 2003; Fraley & Davis, 1997; Hazan & Shaver, 1994, Nickerson & Nagle, 2005; Seibert & Kerns, 2009). Supportive friendships have positive implications for adolescent emotional and behavioral adjustment (Hartup, 1996). Adolescents with supportive friends are significantly less depressed and anxious than their insecurely attached peers (Bagwell, Newcomb, Bukowski, 1998; Nelis & Rae, 2009; Sentse & Laird, 2010) and have higher levels of school satisfaction (Elmore & Huebner, 2010). They have lower levels of maladaptive internalizing and externalizing behaviors (Buhrmester, 1990; Cohen & Wills, 1985; Hartup, 1996; Kupersmidt & Coie, 1990; Parker & Asher, 1993).

Friends also help protect each other from aggression (Bukowski, Sippola, & Boivin, 1995; Hodges, Malone, & Perry, 1997) and other negative outcomes seen in victimized children (Parker & Asher, 1993). Children who possess risk factors for victimization (e.g., low self-esteem, social withdrawl, physical weakness) are less likely to become victims of peer aggression if they have at least one friend at school (Bukowski, Sippola, & Boivin, 1995; Hanish & Henke, 1999; Hodges et al., 1997; Hodges, Malone, & Perry, 1997; Nelson, 1997; Pellegrini, Bartini, & Brooks, 1999).

It is important to understand what leads children to be victimized by peers because a history of victimization by peers predicts many unfortunate outcomes for children. Victims tend to have poor self-concept and high levels of depression, loneliness, and self-blame (Adler & Adler, 1998; Andreou, 2004; Bosacki, Dane, Marini, & YLC-CURA, 2007; Craig, 1998; Crick & Bigbee, 1998; Crick & Gotpeter, 1995; Duncan, 1999; Egan & Perry, 1998; Graham & Juvonen, 1998; Hartup, 1996; Hess & Atkins, 1998; Marini, Dane, Bosacki, & YLC-CURA, 2006; Mynard & Joseph, 1997; Prinstein, Boergers, & Vernberg, 2001; Salmivalli & Nieminen, 2002). Many of these studies have been longitudinal and show that victimization leads to increases over time in negative outcomes.

Aggressive children tend to select their victims carefully, rather than aggress indiscriminately against their entire peer group (Olweus, 1978; Perry, Kusel, & Perry, 1988). For example, aggressive children sometimes pick victims based on the likely reaction of the peer group: If the peer group frowns on bullying of a potential victim, the bully will not aggress against that target (Hodges, Malone, & Perry, 1997; Hodges,

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Finnegan, & Perry, 1999; Veenstra, Lindenberg, Oldehinkel, De Winter, Verhulst, & Ormel, 2005).

However, anticipated reactions of the peer group are not the only influence on an aggressors' choice of victim. Some victims and their aggressor tend to form dyadic aggressor-victim relationships (Dodge & Coie, 1989). There are different types of dyads: Perry, Hodges, and Egan (2001) describe symmetrical and asymmetrical dyads. Symmetrical dyads describe a mutually aggressive relationship. Each member bullies and is victimized by the other member. The symmetrical dyad may reflect a mutual dislike dyad in which each child reports disliking the other individual. The relationship is often marked by high levels of conflict (Abecassis, Hartup, Haselager, Scholte, & Van Lieshout, 2002; Card, 2007; Erath, Pettit, Dodge, & Bates, 2009; Hartup, 2005; Hodges & Card, 2003). Asymmetrical dyads describe the stereotypical bully-victim relationship: One member serves as aggressor, and the other as victim (Perry, Hodges, & Egan, 2001). The bully-victim relationship has been reported as less common than symmetrical dyads (Nansel, Overbeck, Pilla, Ruan, Simon-Morton, & Scheidt, 2001; Veenstra et al., 2005). In the bully-victim dyad, the bully is not punished through retaliation, but instead rewarded with submission of the victim (Card & Hodges, 2007; Coie, Cillessen, Dodge, Hubbard, Schwartz, Lemerise, et al., 1999; Reid, Patterson, & Snyder, 2002; Scwartz, Dodge, & Coie, 1993). These relationships can take on completely different dynamics when considering the idiosyncrasies of the victim: Some victims do not dislike their bullies and may even follow them around or invite aggression (Dodge & Coie, 1989; Troy & Stroufe, 1987).

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The purpose of the present study was to see if children's attachment styles influence whom they victimize and who victimize them. In general, preoccupied attachment is associated with clinging to relationship partners, worry about rejection by partners, strong needs for closeness to partners, and internalizing behaviors; however, sometimes preoccupied children (and adults) also exhibit aggression (Cassidy & Shaver, 2008). In contrast, avoidant attachment is associated with emotionally distancing from relationship partners, mistrust of partners, and externalizing, aggressive behaviors (Finnegan, Hodges, & Perry, 1996). Though this research seems to imply that bullies should have avoidant attachment, whereas victims should have preoccupied attachment, both bullies and victims exhibit a full range of attachment styles.

Nonetheless, it is possible that attachment styles play a role in children's choices of victims. In the present study, I looked at a total of 16 possible victim characteristics. I hypothesized that children with avoidant attachment are especially inclined to aggress towards peers who demonstrate a preoccupied attachment because they should feel annoyed by a clingy, needy individual (even if not in a close relationship with the individual). Conversely, children with preoccupied attachment should aggress against peers with avoidant attachment because they should find the coldness and distancing displayed by avoidant children to be frustrating (even if not in a close relationship with these children).

I explored these hypotheses in a short-term longitudinal study. Children in the fourth through seventh grades were tested in both the fall and spring semesters of the school year. At each time point, children responded to a questionnaire assessing their

attachment style to their friends. The degree to which each child aggressed towards each

of his or her classmates was assessed using peer-reports. Self-reports and peer-reports

also assessed a large number of additional variables. These additional assessments

allowed seeing whether children's attachment styles predict children's attack towards

many other types of targets (in addition to those with an incompatible attachment style).

These additional measures allowed seeing whether children's attachment styles predicted

how much their attacks on peers depended on how much they liked the peer, how much

they believed the peer liked them, how similar they perceived themselves to be to the

peer, how much they were attacked, how much they were liked by the peer, and the

peer's scores on depression, narcissism, global self-worth, dominance self-efficacy,

social prominence, prosocial behavior, cross-gender typing, coercive tendencies, and

internalizing symptoms.

METHOD

Participants and Procedure

Fourth through seventh graders of a university laboratory school were invited to participate. Participants were 101 boys and 94 girls who had received written parental consent. The sample was approximately 51% White, 21% Black, 20% Hispanic, and 8% other, and represented 75% of the children in their grades.

The children participated in both a group and an individual testing session in both fall and spring semesters of a single school year. The group sessions were led by a graduate student, and the children were tested in small groups in a spare classroom. A different graduate student conducted the individual session in a library cubicle or other private area. Peer nominations, the most sensitive measure, were collected during the individual sessions.

Measures

Attachment. Scales measuring children's preoccupied and avoidant attachment styles with their peers were adapted from scales used to assess adults' attachment styles with romantic partners (Brennan, Clark, & Shaver, 1998). Statements were rated on a 1-5 scale, with 1 representing "Disagree strongly" and 5 representing "Agree strongly." Children rated 30 statements; each attachment style had 15 items. All items can be seen in Appendix B. The items were averaged to get scale totals.

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Aggression and victimization. Raw aggression and victimization scores were calculated from the peer nomination data. Children were given a booklet. Each page had a name of a peer at the top, followed by a list of the peer's classmates, both male and female. Next to each of the classmates' names was a place for a child to check "Yes" or "No" in response to the question, "Is (name of the peer at the top of the page) mean to (name of the classmate)?" Participants were instructed to consider many types of aggression, including physical and social aggression; the instructions can be read in Appendix E.

Fourth and fifth graders' booklets included all of their classmates. Sixth and seventh graders only rated a subset of 14-15 students in their grade, because they did not have a single classroom for the entire school day. Participants did not nominate themselves as victim or aggressor.

A child's raw aggression score towards a particular peer was assessed as the proportion of nominators who named the child as mean to that peer. A raw victimization score was procured the same way (i.e., the proportion of nominators who named the child as a victim). An average of the raw aggression scores was used to estimate the child's general aggression towards his or her peers.

Victim characteristics. A variety of measures was used to assess potential victim characteristics. Attachment styles were measured as described above. Children rated how much they liked each peer (see Appendix H), how much they thought each peer liked them (see Appendix H), and how similar they thought they were to each peer (see Appendix I) on 1-4 scales, from "Not at all!" to "A lot!"

Participants completed a number of self-report scales. Self-efficacy in two domains (dominance and appearance) was measured on 4-point scales, along with other domains as seen in Appendix A, where 1 represented "HARD!" and 4, "EASY!" for the child. Global self-worth (Harter, 1985) and narcissism (Thomaes, Stegge, Bushman, Olthof, & Dennisen, 2008) were measured using items on another 4-point scale, from "Not at all true!" to "Completely true!" Those items can be seen in Appendices F and C, respectively. Participants also rated themselves on depression (see Appendix G; Kovacs, 1981); the 10 items were scored from 1-3 (e.g. "I look OK," "There are some bad things about my looks," or "I look ugly.") All scores were averaged for the scale total.

Peer nomination data were also subject to a factor analysis, and they loaded onto 5 factors: Social prominence, prosocial behavior, cross-gender typing, coercive behavior, and internalizing behaviors. The peer nomination questionnaire can be seen in Appendix D.

RESULTS

Analysis Strategy

Analyses were run for children's aggression towards same-sex targets only. This is because during middle childhood children's aggression is aimed nearly exclusively towards peers of their own sex.

A separate Hierarchical Linear Modeling (HLM) analysis was run (for children of each sex) for each combination of participant attachment measure (avoidant and preoccupied) and a potential target characteristic. Because there were two different attachment measures and 16 potential target characteristics, this amounted to 32 HLM analyses for each sex. Because there were two sexes of participants, a total of 64 analyses were run.

Each HLM analysis involved equations at two levels. The Level-1 equation estimated, for each participant, the degree to which the participant increased or decreased over the school year in aggression toward peers who possessed a particular target characteristic (e.g., preoccupied attachment, internalizing symptoms). This Level-1 equation therefore yielded a within-participant beta indicating change in aggression over the school year in the participant's tendencies to aggress towards peers who possessed the particular target characteristic (vs. peers who did not possess it). Thus, the Level-1 equation predicted the participant's raw aggression towards his or her classmates in the spring from the classmates' possession of the target characteristics in the fall. The

equation controlled for three variables: The participant's raw aggression toward each

target in the fall (to control for baseline aggression, so that the resulting beta would

capture change), each classmate's general victimization in the fall (the average raw

aggression the classmate received from the other children; this controlled for the

nomothetic influence of the target, or the degree to which the target was generally

victimized by all children), and each classmate's raw aggression towards the child in the

fall (this controlled for provocation by the target as a possible influence on participant's

aggression toward the target). All variables were group-mean centered. This step

provided a beta coefficient for each child indicating how that child's aggression changed

from fall to spring depending on a particular characteristic of their peers in the fall. The

Level-1 equation was:

$$ParAggToTar2ij = b0j + b1j*(ParAggToTar1ij) + b2j*(NomVicOfTar1ij) +$$

$$b3j*(TarAggToPar1ij) + b4j*(TarCharij) + rij$$

In this equation, ParAggToTar2 is the participant's aggression towards the target

in the spring semester, while ParAggToTar1 is the aggression in the fall semester; b0j is

the intercept; NomVicOfTar1 is the average raw aggression a classmate received from

other children; TarAggToPar1 is the target's aggression towards participant in the fall;

TarChar is the target's characteristic score; and rij is the error term. The beta (b4j)

yielded by the equation indicated how change in the child's aggression depended on the

target's specific characteristic.

The Level-2 equation used the beta from Level-1 (b4j) as the dependent variable

in a series of between-child analyses in which the aggressor's two attachment scores took

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turns as predictors. These analyses controlled for age of the child and general aggression towards the sex of the target being considered. All variables at this level had been grand-mean centered before being entered into the HLM program. The Level-2 equation was:

$$B4j = \gamma30 + \gamma31*(ParGeneralAggj) + \gamma32*(ParAgej) + \gamma33*(ParAttachj) + u4j$$

In this equation, b4j is the beta from the Level-1 equation; y30 is the intercept; ParGeneralAgg is the participant's general aggression score overall; ParAge is the participant's age in months; ParAttach is a participant's attachment style score; and u4j is the error term. The statistical significance of the coefficient of the participant attachment style (y33) indicates whether the attachment style predicted a change in aggression over time as a function of the peers' characteristics. The HLM program estimates the two equations simultaneously.

Boys' Aggression

The data collected in the current study is continuous. When a reference is made to an avoidant boy or girl that just means the participant was high on the avoidant attachment scale. The same rule is applied to preoccupied children.

Neither attachment style predicted change over the year in boys' tendencies to aggress against boys showing a particular target characteristic. Table 1 presents the relationship of attachment to target characteristics for boys.

Girls' Aggression

For girls, avoidant attachment predicted changes over the year in the tendencies to pick on girls with several specific characteristics. Over the year, avoidant girls increasingly picked on girls with low appearance self-efficacy (y = -.007648, p < .05), a

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high avoidant attachment ($y = .008519$, $p < .05$), high depression ($y = .044437$, $p < .05$), high cross-gender typed behavior ($y = .005495$, $p < .05$), high internalizing behavior ($y = .012498$, $p < .05$), and low global self-worth ($y = -.012260$, $p < .05$). Table 2 presents the relationship of attachment to target characteristics for girls. Preoccupied attachment did not predict girls' tendencies to pick on specific types of peers.

DISCUSSION

The purpose of this study was to identify traits of targets of aggression by bullies of certain attachment styles (avoidant vs. preoccupied). The only prediction was that avoidant children of both genders would increasingly pick on preoccupied targets and vice-versa. I failed to find this relationship in the data.

Surprisingly, only avoidant girls showed any reliable preferences to target certain peers over the year, and even picked on other avoidant girls. The rest of their target characteristics were more characteristic of bullies--girls with low appearance self-efficacy and low global self-worth, and girls with high depression, high internalizing behavior, and high cross-gender typed behavior. Few scores under every other combination of aggressor (preoccupied and avoidant boys and preoccupied girls) even approached significance.

Nonetheless, the results imply that avoidant girls do zero in on particular types of targets over the course of a school year. The data only describes a relative change in aggression and possibly sensitivity to a certain set of victim characteristics. Because the equations controlled for general aggression and because types of aggression were not distinguished in the measurements, nothing can be said conclusively about the overall amount, intensity, or type of aggression shown against the targets.

It is conceivable that avoidant girls may have the less common bully-victim dyadic relationship with their target. That is, their aggression may have increased over

the year towards certain targets because the aggressor is rewarded by submission of these particular victims (Card & Hodges, 2007; Coie et al., 1999; Reid, Patterson, & Snyder, 2002; Scwartz, Dodge, & Coie, 1993). Victims overall tend to have poor self-concept and high levels of depression, and those kinds of victims are what the avoidant girls targeted (Adler & Adler, 1998; Andreou, 2004; Bosacki, Dane, Marini, & YLC-CURA, 2007; Craig, 1998; Crick & Bigbee, 1998; Crick & Gotpeter, 1995; Duncan, 1999; Egan & Perry, 1998; Graham & Juvonen, 1998; Hartup, 1996; Hess & Atkins, 1998; Marini, Dane, Bosacki, & YLC-CURA, 2006; Mynard & Joseph, 1997; Prinstein, Boergers, & Vernberg, 2001; Salmivalli & Nieminen, 2002). However, it is possible that these submissive behaviors (such as internalizing behaviors and depression) may have annoyed the avoidant girl and encouraged her to increase aggression over the year (Finnegan et al., 1996).

However, it is also possible that avoidant girls' attacks toward their targets illustrate symmetrical relationships. It is possible that avoidantly attached girls reciprocally attack each other. These girls are exhibiting cross gender qualities (avoidance is more abundant in boys; Finnegan, Hodges, & Perry, 1996; Hodges, Finnegan, & Perry, 1999), and possibly these girls are struggling with each other for positions in a dominance hierarchy. This helps explain targeting of cross-gender typed girls as well, which was a somewhat surprising result, considering that children are more forgiving of cross-gender behavior in girls than boys (Huston, 1983). Correlations run on the present study, seen in Table 4, suggest that this is the case: Avoidant attachment is significantly correlated with cross gender qualities ($r = .14$, $p < .05$).

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Preoccupied girls and avoidant and preoccupied boys did not increase their aggression based on target characteristics. They probably aggress against specific target characteristics more than others, but the analyses may have failed to pick up on these possibilities because the aggression did not increase much over the course of a year. The change in aggression towards particular characteristics might be more obvious if a participant is followed throughout their school careers, that is, over several years.

The within-year longitudinal design is particularly suited for testing hypotheses about peer relationships in children. During the fall, children meet their peers and start to develop friendships and other, potentially more hostile, relationships. By spring, children have had a full semester to settle into their new relationships. The peer group tends to remain constant through this time period, allowing researchers to track changes between specific dyadic relationships. In the younger grades (4th and 5th), they remain in a single home class unit and are nearly constantly with the same group of peers. In the older grades (6th and 7th), the peer pool was larger to accommodate the entire grade. The older grades had a home room, but they did not stay with a single group of peers for the whole school day. Nonetheless, it is possible that without constant contact, there is less strife between two individuals who might have otherwise entered into an aggressor-victim relationship.

This study looked at 16 victim characteristics, two types of aggressor attachment styles, and only between dyads of the same gender. The victim characteristics were chosen because they appeared in previous literature as very prominent victim characteristics, and the aggressor attachments were chosen because they are the two most

common insecure attachments. Same-gender dyads were the focus because most aggression in middle childhood occurs between individuals of the same gender. All of these choices were made to keep the scope of the study within manageable levels, but future studies could easily expand the foci to include a wide variety of characteristics, both secure and disorganized attachments, and relationships between two individuals of different genders.

Attachment research focuses primarily on the attachments between adult romantic partners and between parent and child. By comparison, very little research ventures into attachments in childhood between peers. It is a subfield ripe for study. This particular study and related ones that explore attachment styles between aggressors and targets can potentially help identify problematic relationships before they begin. Though only a start, it can be of great use in helping to prevent the dire outcomes for victimized children.

Table 1

Effect of Each Attachment Style on Change in Aggression Over the School Year Toward Each Target Type for Boys

Characteristic	M (SD)	Avoidant Y	Preoccupied Y
Amount peers like target	2.85 (.989)	.000647	.000980
Amount target likes peers	2.87 (1.11)	.002789	.003197
Assumed amount target likes peers	2.86 (.957)	.005116	.001350
Similarity to peers	2.15 (1.05)	.000483	.006860
Avoidant attachment	2.73 (.561)	.002625	-.001087
Preoccupied attachment	2.47 (.765)	.000462	.005329
Appearance self-efficacy	2.99 (.704)	.002075	-.006048
Dominance self-efficacy	2.71 (.556)	-.000671	-.000131
Global self worth	3.60 (.435)	-.006145	-.004538
Depression	1.17 (.169)	.007325	.016475
Narcissism	1.70 (.524)	.002108	-.004696
Coercive behavior	-.237 (.831)	.002295	.001870
Cross-gender typing	-.180 (1.02)	-.002166	.001219
Internalizing behavior	.114 (.933)	-.002104	.001452
Prosocial behavior	-.454 (.806)	-.003159	.003988
Social prominence	.398 (1.06)	-.004784	.001992

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Table 2

Effect of Each Attachment Style on Change in Aggression Over the School Year Toward Each Target Type for Girls

Characteristic	M (SD)	Avoidant Y	Preoccupied Y
Amount peers like target	2.83 (1.08)	.007031	.002935
Amount target likes peers	2.83 (1.08)	.006343	.001404
Assumed amount target likes peers	2.88 (1.03)	.003331	.000149
Similarity to peers	2.22 (1.08)	.002238	-.003382
Avoidant attachment	2.26 (.606)	**.008519**	.000234
Preoccupied attachment	2.63 (.736)	.002047	.000726
Appearance self-efficacy	3.18 (.683)	-.007648	-.0003582
Dominance self-efficacy	2.58 (.582)	.001877	-.0020069
Global self worth	3.59 (.427)	-.012260	-.001902
Depression	1.22 (.193)	**.044437**	.003121
Narcissism	1.75 (.521)	-.006649	-.0020695
Coercive behavior	.249 (1.04)	-.006285	-.000554
Cross-gender typing	.0922 (.960)	**.005495**	.000901
Internalizing behavior	.042 (1.00)	**.012498**	.003334
Prosocial behavior	.329 (.967)	.001232	.004487
Social prominence	-.245 (.955)	.003859	.004193

Note: Significance values < .05 are in boldface.

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Table 3

Correlations Among Fall Variables for Boys

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Amount peers like target																
2 Amount target likes peers	.41															
3 Assumed amount target likes peers	.46	.69														
4 Similarity to peers	.36	.55	.60													
5 Avoidant attachment	-.04	-.00	-.02	-.02												
6 Preoccupied attachment	-.06	-.03	-.01	-.04	-.10											
7 Appearance self-efficacy	.03	.00	.00	.03	.03	-.03										
8 Dominance self-efficacy	-.03	.00	-.03	-.00	.11	-.05	.33									
9 Depression	-.04	-.02	.02	-.06	-.07	.45	-.28	-.15								
10 Narcissism	-.09	-.04	-.03	-.04	-.23	.23	.40	.32	-.04							
11 Coercive behavior	-.02	-.06	-.08	.00	.00	.11	.17	.16	-.03	.16						
12 Cross-gender typing	-.14	-.12	-.09	-.09	-.14	.14	-.03	-.22	.01	.14	-.09					
13 Global self worth	.06	-.02	-.01	-.04	-.09	-.28	.20	-.04	-.38	-.00	-.14	.09				
14 Internalizing behavior	-.05	-.07	-.06	-.08	-.21	.16	-.44	-.28	-.34	-.27	-.01	.12	.01			
15 Prosocial behavior	.09	.23	.23	.20	-.03	.14	-.07	-.29	.09	-.06	-.06	.14	.12	.16		
16 Social prominence	.13	.23	.15	.13	.04	-.02	.22	.32	-.17	-.02	.12	-.31	-.07	-.01	.32	

Note. Significance values < .05 are in boldface.

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Table 4

Correlations Among Fall Variables for Girls

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Amount peers like target																
2 Amount target likes peers	.47															
3 Assumed amount target likes peers	.48	.80														
4 Similarity to peers	.38	.67	.66													
5 Avoidant attachment	-.05	.01	.02	.00												
6 Preoccupied attachment	-.02	-.07	-.02	-.04	.22											
7 Appearance self-efficacy	.06	.05	.03	.04	-.33	-.32										
8 Dominance self-efficacy	-.04	-.00	-.06	-.01	-.15	-.14	.15									
9 Depression	-.16	-.18	-.13	-.15	.14	.48	-.29	.05								
10 Narcissism	-.08	-.09	-.07	-.07	-.21	-.03	.37	.31	.08							
11 Coercive behavior	-.05	-.13	-.11	-.06	-.19	-.17	.30	.18	-.13	.08						
12 Cross-gender typing	.01	.00	.01	.06	.14	.04	-.02	.21	-.14	-.10	.02					
13 Global self worth	.06	.01	.03	.04	-.23	-.34	.25	.14	-.44	.07	.26	.07				
14 Internalizing behavior	-.08	-.18	-.12	-.18	.20	.25	-.13	-.17	.44	.12	-.12	-.15	-.22			
15 Amount peers like target	.19	.41	.33	.29	.07	-.10	.04	-.10	-.10	.06	-.12	-.22	.04	-.08		
16 Amount target likes peers	.00	.05	-.04	.06	.04	-.11	.04	.20	-.10	.14	.03	.44	.12	.02	.04	

Note. Significance values < .05 are in boldface.

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About Me Part I
Instructions

This questionnaire assesses children's perceptions of self-efficacy for 28 behaviors in five domains (macho dominance, sports, appearance, macho inhibition of tender emotions, and popularity). The behaviors are the same as those used in the prescriptive stereotypes importance ratings. The girls' form and the boys' form are the same except for item 19 ("pretty" vs. "handsome").

<u>Instructions to Child:</u>

      For this questionnaire, we want you to tell us how hard or easy it is for you to do various things. You are to read each question carefully and imagine that you are doing what it says. Then <u>circle</u> how hard or how easy it would be for you to do the activity in question.

      This is not a test. There are no right or wrong answers. Just try to answer as honestly as possible.

      OK, look at this practice item.

When you are playing baseball (or softball), running the bases fast is _____ for me.

    <u>HARD!</u>   **<u>hard</u>**   **<u>Easy</u>**   **<u>EASY!</u>**

If running the bases fast is very hard for you, then circle **<u>HARD!</u>** in big letters and with the exclamation mark. If doing this is hard for you but not <u>very</u> hard, then circle **<u>hard</u>** in little letters. If doing this is easy for you but not <u>very</u> easy, then circle **<u>easy</u>** in little letters. If doing it is <u>very</u> easy for you, then circle **<u>EASY!</u>** in big letters and with the exclamation mark. Do you understand?

      OK, go ahead and circle your answer and then go on to do the rest of the items.

About Me Part I (Girls' Form)

1. Fighting back when challenged is _____ for me.

    HARD!   **Hard**   **Easy**   **EASY!**

2. Throwing a ball far is _____ for me.

    HARD!   **Hard**   **Easy**   **EASY!**

3. Feeling attractive is _____ for me.

    HARD!   **hard**   **Easy**   **EASY!**

4. Forcing others to do things is _____ for me.

    HARD!   **hard**   **Easy**   **EASY!**

5. Hiding your worries from others is _____ for me.

    HARD!   **hard**   **Easy**   **EASY!**

6. Having a lot of friends is _____ for me.

    HARD!   **hard**   **Easy**   **EASY!**

7. Doing risky activities is _____ for me.

    HARD!   **hard**   **Easy**   **EASY!**

8   Looking good in a bathing suit is _____ for me.

    HARD!   **hard**   **Easy**   **EASY!**

9. Winning at sports is _____ for me.

    HARD!   **hard**   **Easy**   **EASY!**

10. Acting tough when afraid on the inside is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

11. Making others feel like I am in charge is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

12. Being well-known is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

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13. Learning a new sport quickly is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

14. Doing cool and dangerous stunts is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

15. Being good looking is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

16. Hiding your weaknesses and fears is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

17. Being liked by my classmates is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

18. Trying exciting but dangerous activities is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

19. Being pretty is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

20. Being good at sports is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

21. Being sociable is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

22. When I am sad or my feelings are hurt, it is _____ for me to hide it.

    HARD!   **hard**   **easy**   **EASY!**

23. Bossing others around is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

24. Enjoying talking about sports is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

25. Being popular is _____ for me.

   HARD!   **hard**   **easy**   **EASY!**

26. Getting even with people you're mad at is _____ for me.

   HARD!   **hard**   **easy**   **EASY!**

27. Being cool is _____ for me

   HARD!   **hard**   **easy**   **EASY!**

28. Keeping from crying when sad is _____ for me.

   HARD!   **hard**   **easy**   **EASY!**

About Me Part I (Boys' Form)

1. Fighting back when challenged is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

2. Throwing a ball far is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

3. Feeling attractive is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

4. Forcing others to do things is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

5. Hiding your worries from others is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

6. Having a lot of friends is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

7. Doing risky activities is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

8 Looking good in a bathing suit is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

9. Winning at sports is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

10. Acting tough when afraid on the inside is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

11. Making others feel like I am in charge is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

12. Being well-known is _____ for me.

    HARD!   **hard**   **easy**   **EASY!**

13. Learning a new sport quickly is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

14. Doing cool and dangerous stunts is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

15. Being good looking is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

16. Hiding your weaknesses and fears is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

17. Being liked by my classmates is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

18. Trying exciting but dangerous activities is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

19. Being handsome is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

20. Being good at sports is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

21. Being sociable is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

22. When I am sad or my feelings are hurt, it is _____ for me to hide it.

      HARD!   **hard**   **easy**   **EASY!**

23. Bossing others around is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

24. Enjoying talking about sports is _____ for me.

      HARD!   **hard**   **easy**   **EASY!**

25. Being popular is _____ for me.

HARD!   **hard**   **easy**   **EASY!**

26. Getting even with people you're mad at is _____ for me.

HARD!   **hard**   **easy**   **EASY!**

27. Being cool is _____ for me

HARD!   **hard**   **easy**   **EASY!**

28. Keeping from crying when sad is _____ for me.

HARD!   **hard**   **easy**   **EASY!**

APPENDIX B

What I Am Like With My Friends

This questionnaire contains two scales measuring anxious and avoidant attachment styles with friends.

<u>Instructions to Child:</u>

This questionnaire asks about what you are like with your friends – like how you act and feel around and about them. On this questionnaire, you should base you answers on how <u>you</u> feel concerning your friends. Let's try a practice question. Remember, this is not a test and there are no right or wrong answers.

PRACTICE QUESTION

I do not like it when my friends try to help me with me problems.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!

If this is not at all how you feel, circle Disagree Strongly! with the exclamation mark. If this sounds a lot like how you feel, circle Agree Strongly! with the exclamation mark. Do you understand?

Go ahead and circle your answer and then go on to the rest of the items.

What I Am Like With My Friends

1. I do not like to show my friends how I feel deep down.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

2. I like being close to my friends.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

3. I need my friends to tell me they like me.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

4. My friends don't want to get as close as I would like.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

5. I do not like to be too close to my friends.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

6. I worry a lot about my friendships.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

7. I talk to my friends about my problems

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

8. I want to get close to my friends, but I keep pulling away.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

9. I worry about losing my friends.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

10. I get upset when my friends are not around as much as I'd like them to be.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

11. I find it easy to get close to my friends.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

12. I want to be close to my friends and this sometimes scares them away.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

13. I do not like it when my friends want to be very close.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

14. I tell my friends just about everything.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

15. I feel insecure when my friends aren't around.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

16. I worry that my friends won't care about me as much as I care about them.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

17. I do not worry about losing my friends.

Disagree   Disagree   Neither agree   Agree   Agree
Strongly!   a little   nor disagree   a little   Strongly!

18. I get upset or angry when my friends don't want to hang out with me.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

19. When my friends start to get close to me, I pull away from them.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

20. I find it hard to depend on my friends.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

21. I find it uncomfortable sharing my private thoughts and feelings with my friends.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

22. Sometimes I wish my friends liked me as much as I like them.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

23. I worry about having no friends.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

24. I don't mind asking my friends for comfort or help.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

25. Sometimes I feel like I force my friends to be closer to me than they want to be.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

26. I get nervous when my friends get too close to me.

| Disagree Strongly! | Disagree a little | Neither agree nor disagree | Agree a little | Agree Strongly! |

27. I try to avoid getting too close to my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!

28. I do not like it when my friends spend time away from me.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!

29. I do not like opening up to my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!

30. I worry that my friends will stop being my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!

APPENDIX C

About Me Part II

Instructions

This is the Childhood Narcissism Inventory (Thomaes, Stegge, Bushman, Olthof, Dennisen, 2008)

<u>Instructions to Child:</u>

OK, now this questionnaire asks you to tell some more things about yourself. There are 10 statements in this questionnaire. For each statement, tell us how true or not true the statement is for <u>you</u>. If the statement is never true, circle Not At All True! with the exclamation mark. If the statement is definitely true, circle Completely True! with the exclamation mark. Remember, this is not a test, but a survey. There are no right or wrong answers.

About Me Part II

1. I think it's important to stand out.

Not At All True!   Not Really True   Sort of True   Completely True!

0   1   2   3

2. Kids like me deserve something extra.

Not At All True!   Not Really True   Sort of True   Completely True!

0   1   2   3

3. Without me, our class would be much less fun.

Not At All True!   Not Really True   Sort of True   Completely True!

0   1   2   3

4. It often happens that other kids get the compliments I actually deserve.

Not At All True!   Not Really True   Sort of True   Completely True!

0   1   2   3

5. I love showing all the things I can do.

Not At All True!   Not Really True   Sort of True   Completely True!

0   1   2   3

6. I am very good at making other people believe the things I want them to believe.

Not At All True!   Not Really True   Sort of True   Completely True!

0   1   2   3

7. I am a very special person.

Not At All True!   Not Really True   Sort of True   Completely True!

0   1   2   3

8. I am a great example for other kids to follow.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

9. I often succeed at getting admiration.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

10. I like to think about how incredibly nice I am.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

APPENDIX D

About My Classmates Part I

Instructions

This is the Peer Nomination Inventory. It contains items measuring a wide range of social behaviors children exhibit in the peer group.

<u>Instructions to child:</u>

(First give the child a ruler, to help the child to keep track of the item he/she is working on.) Read the following to the child:

Here is a ruler that you can use to help you do this next questionnaire. Don't turn over the paper until I tell you to. We have been having boys and girls in school describe things they do. Now we want to know how many boys and girls here at (name the school) do the same sorts of things. So we have written down lots of things that kids do. I want you to check which boys (girls) in your class do these things.

Everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

Ok, now turn over your paper. Girls, across the top are the names of the girls in your class. (Boys, across the top are the names of the boys in your class.) I will read them aloud, and I want you to read them out loud with me, so that you are sure you know who each one is. (Read names.) Now <u>find your own name </u>and then mark a line through the column that has your name on it, because you won't put any "X"s under your own name.

Now look down the side of the page. See Number 1. (Have them use the ruler for a guideline.) "He is good at sports." OK, now look across the names. Who is good at sports? Put an "X" under their name. Who else likes to play sports? Put an "X" under their name too. Put an "X" under the name of every kid who likes to play sports. (Pause.) Through with that one? OK, we'll go on to the next one. Remember, for each item you can put an "X" under as many names as you want to. (Read items one by one.)

About My Classmates Part I (Girls' Form)

GIRLS' FORM	Name of Female Classmate	Name of Female Classmate	Name of Female Classmate								
1. She is good at sports.											
2. She is mean to other kids.											
3. Other kids enjoy watching her show off.											
4. She is afraid to do things.											
5. She always looks nice.											
6. She tries to help kids who are sad or afraid.											
7. She is a cool kid.											
8. She catches a ball well.											
9. She is good to have in a group because she shares things and gives other people a turn.											
10. She'd rather play with boys than with girls.											
11. She is popular.											

	Name of Female Classmate	Name of Female Classmate	Name of Female Classmate								
12. She's a good-looking kid.											
13. Other kids are mean to her.											
14. She learns a new sport quickly.											
15. She likes to do things that boys usually do.											
16. She's good at getting others to do what she wants them to do.											
17. She seems unhappy and looks sad often.											
18. She helps other kids solve their problems.											
19. She acts like a boy.											
20. She always manages to get her way.											
21. She is well-liked by her classmates.											
22. She always plays with boys.											
23. She makes other kids laugh.											

About My Classmates Part I (Boys' Form)

BOY'S FORM	Name of Male Classmate	Name of Male Classmate	Name of Male Classmate									
1. He is good at sports.												
2. He is mean to other kids.												
3. Other kids enjoy watching him show off.												
4. He is afraid to do things.												
5. He always looks nice.												
6. He tries to help kids who are sad or afraid.												
7. He is a cool kid.												
8. He catches a ball well.												
9. He is good to have in a group because he shares things and gives other people a turn.												
10. He'd rather play with girls than with boys.												
11. He is popular.												

	Name of Male Classmate	Name of Male Classmate	Name of Male Classmate								
12. He's a good-looking kid.											
13. Other kids are mean to him.											
14. He learns a new sport quickly.											
15. He likes to do things that girls usually do.											
16. He's good at getting others to do what he wants them to do.											
17. He seems unhappy and looks sad often.											
18. He helps other kids solve their problems.											
19. He acts like a girl.											
20. He always manages to get his way.											
21. He is well-liked by his classmates.											
22. He always plays with girls.											
23. He makes other kids laugh.											

About My Classmates Part II (Formerly Part III)

Instructions

This instrument assesses peer ratings of aggression between dyads.

Instructions to child:

In this section, we want to find out which kids sometimes do mean things to other kids, and who they are doing it to. There are many different ways to be mean to other kids. For example, a kid could hit or punch someone, tease someone or say something mean about them, or do something mean over the cell phone or the internet.

For each kid, we want you to tell us whether he or she is sometimes mean to each other kid on the list. Take a look at the practice item.

SAMPLE ITEM:

Is Billy Smith mean to Tommy Jones?   ___ Yes   ___ No

If you thought Billy was mean to Tommy, you would put a check mark in the YES box. If you didn't think Billy was mean to Tommy, you would put a check mark in the NO box. Remember to put a check mark in one and only one of the boxes each time. Don't think about this too much. Just tell us the first impression that comes to your mind. Whenever you see your name, go ahead and cross it out. We only want to know about everybody else. We're going to ask you about some of your classmates now and we'll ask you about the rest of them in a few minutes.

Remember, everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

About My Classmates Part II - SAMPLE

Remember, make sure to check either YES or NO for every kid.

Is Suzie mean to……	**YES**	**NO**
John?		
Sara?		
Tommy?		
Dave?		
Robby?		
Amy?		
Alex?		
Ashley?		
Chelsie?		

APPENDIX F

What I am Like Part III
Instructions

This questionnaire contains three scales measuring Within-Gender Typicality (5 items), Gender Contentedness (5 items), and Global Self-Worth (6 items).

Instructions to child:

This questionnaire contains some statements that describe things about kids, such as who they are, what they like to do, and how they feel about various things. As you can see from the top of your sheet where it says, "What I Am Like," we are interested in what each of you is like, what kind of person you are like. This is a survey, not a test. There are no right or wrong answers. Since kids are very different from one another, each of you will be putting down something different.

First let me explain how these questions work. There is a sample question on the first page marked PRACTICE QUESTION. I'll read it aloud and you can follow along with me. (Researcher reads practice question.)

PRACTICE QUESTION

Some kids are good at   Other kids aren't good at
playing cards   playing cards.
                              BUT

Very true   Sort of   Sort of   Very true
 for me   true for me   true for me   for me

This question talks about two kinds of kids, and we want to know which kids are most like you.

1. So, what I want you to decide first is whether you are more like the kids on the left side who are good at playing cards or are you more like the kids on the right side who aren't good at playing cards. Don't mark anything yet, but first decide which kind of kid is most like you and go to that side of the sentence.
2. Now, the second thing I want you to think about, now that you have decided which kind of kid is most like you, is to decide whether that is only sort of true for you, or very true for you. If it's only sort of true for you, then circle "sort of true for me"; if it's very true for you, then circle "very true for me".

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3. For each question, you only <u>circle one statement</u>. Sometimes it will be on one side of the page, and other times it may be on the other side of the page. You can only <u>circle one statement per question</u>. You <u>don't</u> circle one on both sides, just the <u>one</u> side most like you.

4. OK, that one was just for practice. Now we have some more questions which I'm going to read aloud. For each one, just circle the statement, the one that goes with what is true for you, what you are most like. Remember that no one else at the school will see your answers, and it is very important that you answer each question <u>honestly</u>.

What I Am Like Part III (Girls' Form)

1. Some kids are often <u>unhappy</u> with themselves

   BUT

   Other kids are pretty <u>pleased</u> with themselves.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

2. Some girls are happy that they were born a girl

   BUT

   Other girls are not happy they were born a girl.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

3. Some girls feel that the things they like to do in their spare time are <u>similar</u> to what most girls like to do in their spare time

   BUT

   Other girls feel that the things they like to do in their spare time are <u>different</u> from what most girls like to do in their spare time.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

4. Some kids are <u>happy</u> with themselves as a person

   BUT

   Other kids are often <u>not</u> happy with themselves.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

5. Some girls wish they didn't have to be a girl all their life

   BUT

   Other girls are glad they'll be a girl all their life.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

6. Some girls feel they are <u>different</u> from other girls

   BUT

   Other girls feel they are <u>similar</u> to other girls.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

7. Some kids are <u>not</u> very happy with the way they do things

              BUT

Very true for me	Sort of true for me

Other kids think the way they do things is <u>fine</u>.

Sort of true for me	Very true for me

8. Some girls are glad they'll grow up to be a woman

              BUT

Very true for me	Sort of true for me

Other girls wish they could grow up to be a man.

Sort of true for me	Very true for me

9. Some girls have the same feelings that other girls have

              BUT

Very true for me	Sort of true for me

Other girls <u>don't</u> have the same feelings that other girls have.

Sort of true for me	Very true for me

10. Some kids <u>don't</u> like the way they're leading their life

              BUT

Very true for me	Sort of true for me

Other kids <u>do</u> like the way they're leading their life.

Sort of true for me	Very true for me

11. Some girls don't like being a girl

              BUT

Very true for me	Sort of true for me

Other girls don't mind being a girl.

Sort of true for me	Very true for me

12. Some girls like to play with the same toys that other girls do

              BUT

Very true for me	Sort of true for me

Other girls <u>don't</u> like to play with the same toys that other girls do.

Sort of true for me	Very true for me

13. Some kids like the kind of person they are

              BUT

Very true for me	Sort of true for me

Other kids often wish they were someone else.

Sort of true for me	Very true for me

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14. Some girls feel lucky that they are a girl **BUT** Other girls don't feel lucky that they are a girl.

Very true for me	Sort of true for me	Sort of true for me	Very true for me

15. Some girls have the same interests that other girls have **BUT** Other girls <u>don't</u> have the same interests that other girls have.

Very true for me	Sort of true for me	Sort of true for me	Very true for me

16. Some kids are very <u>happy</u> being the way they are **BUT** Other kids wish they were <u>different</u>.

Very true for me	Sort of true for me	Sort of true for me	Very true for me

What I Am Like Part III (Boys' Form)

1. Some kids are often <u>unhappy</u> with themselves

   BUT

   Other kids are pretty <u>pleased</u> with themselves.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

2. Some boys are happy that they were born a boy

   BUT

   Other boys are not happy they were born a boy.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

3. Some boys feel that the things they like to do in their spare time are <u>similar</u> to what most boys like to do in their spare time

   BUT

   Other boys feel that the things they like to do in their spare time are <u>different</u> from what most boys like to do in their spare time.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

4. Some kids are <u>happy</u> with themselves as a person

   BUT

   Other kids are often <u>not</u> happy with themselves.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

5. Some boys wish they didn't have to be a boy all their life

   BUT

   Other boys are glad they'll be a boy all their life.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

6. Some boys feel they are <u>different</u> from other boys

   BUT

   Other boys feel they are <u>similar</u> to other boys.

   | Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

7. Some kids are <u>not</u> very happy with the way they do things

    BUT   Other kids think the way they do things is <u>fine</u>.

Very true for me	Sort of true for me		Sort of true for me	Very true for me

8. Some boys are glad they'll grow up to be a man

    BUT   Other boys wish they could grow up to be a woman.

Very true for me	Sort of true for me		Sort of true for me	Very true for me

9. Some boys have the same feelings that other boys have

    BUT   Other boys <u>don't</u> have the same feelings that other boys have.

Very true for me	Sort of true for me		Sort of true for me	Very true for me

10. Some kids <u>don't</u> like the way they're leading their life

    BUT   Other kids <u>do</u> like the way they're leading their life.

Very true for me	Sort of true for me		Sort of true for me	Very true for me

11. Some boys don't like being a boy

    BUT   Other boys don't mind being a boy.

Very true for me	Sort of true for me		Sort of true for me	Very true for me

12. Some boys like to play with the same toys that other boys do

    BUT   Other boys <u>don't</u> like to play with the same toys that other boys do.

Very true for me	Sort of true for me		Sort of true for me	Very true for me

13. Some kids like the kind of person they are

    BUT   Other kids often wish they were someone else.

Very true for me	Sort of true for me		Sort of true for me	Very true for me

14. Some boys feel lucky that they
are a boy

BUT

Other boys don't feel lucky that
they are a boy.

| Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

15. Some boys have the same
interests that other boys have

BUT

Other boys <u>don't</u> have the same
interests that other boys have.

| Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

16. Some kids are very <u>happy</u> being
the way they are

BUT

Other kids wish they were
<u>different</u>.

| Very true for me | Sort of true for me | | Sort of true for me | Very true for me |

APPENDIX G

About Me Part III

Instructions

This questionnaire is the short Children's Depression Inventory (Kovacs). Each item is scored on a 3-point scale, with reverse scoring for items 2, 4, 5, 6, and 10.

<u>Instructions to Child:</u>

OK, this next questionnaire asks you to tell how you feel about yourself. For each item, pick the one statement that describes you best.

About Me Part III

1.	6.
☐ I am sad once in a while. ☐ I am sad many times. ☐ I am sad all the time.	☐ Things bother me all the time. ☐ Things bother me many times. ☐ Things bother me once in a while.
2.	7.
☐ Nothing will ever work out for me. ☐ I am not sure if things will work out for me. ☐ Things will work out for me OK.	☐ I look OK. ☐ There are some bad things about my looks. ☐ I look ugly.
3.	8.
☐ I do most things OK. ☐ I do many things wrong. ☐ I do everything wrong.	☐ I do not feel alone. ☐ I feel alone many times. ☐ I feel alone all the time.
4.	9.
☐ I hate myself. ☐ I do not like myself. ☐ I like myself.	☐ I have plenty of friends. ☐ I have some friends, but I wish I had more. ☐ I don't have any friends.
5.	10.
☐ I feel like crying some days. ☐ I feel like crying once in a while. ☐ I never feel like crying.	☐ Nobody loves me. ☐ I am not sure anybody loves me. ☐ I am sure that someone loves me.

APPENDIX H

About My Classmates Part III

Instructions

This instrument assesses how much each child likes each other child and how much each child feels they are liked by each other child.

<u>Instructions to child:</u>

(First give the child a ruler, to help the child to keep track of the item he/she is working on.) Read the following to the child:

Here is a ruler that you can use to help you do this next questionnaire. Don't turn over the paper until I tell you to. We are interested in finding out how much you like each other kid in your class and how much <u>you think</u> they like you. Everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

If you look down the side of the paper, you can see each kid's name in your class. Put your ruler under the first kid's name. Now look at the top of the paper. Do you see the question? How much do you like each kid? Now think about how much you like that first kid? If it's NOT AT ALL!, circle the 1. If it's a little, circle the 2. If it's quite a bit, circle the 3. If it's A LOT!, circle the 4. Now do this for each other kid in you class. Remember, you can use your ruler to keep your place.

.   On the next piece of paper, there is another question. See it? It says, How much do you think each kid likes you? Now mark 1, 2, 3, or 4 to tell us how much <u>you think</u> each kid in your class likes you.

About My Classmates Part III

	How much do you like each kid?			
	Not at all!	A little	Quite a bit	A lot!
Suzie	1	2	3	4
John	1	2	3	4
Dave	1	2	3	4
Pat	1	2	3	4
Rachel	1	2	3	4
Jim	1	2	3	4
Steve	1	2	3	4
Amanda	1	2	3	4
Ashley	1	2	3	4
Arian	1	2	3	4
Chelsea	1	2	3	4
Alex	1	2	3	4
Lindsey	1	2	3	4
Matt	1	2	3	4
Amy	1	2	3	4
Chris	1	2	3	4
Ryan	1	2	3	4
Chrissi	1	2	3	4
Kara	1	2	3	4

	How much do you think each kid likes you?			
	Not at all!	A little	Quite a bit	A lot!
Suzie	1	2	3	4
John	1	2	3	4
Dave	1	2	3	4
Pat	1	2	3	4
Rachel	1	2	3	4
Jim	1	2	3	4
Steve	1	2	3	4
Amanda	1	2	3	4
Ashley	1	2	3	4
Arian	1	2	3	4
Chelsea	1	2	3	4
Alex	1	2	3	4
Lindsey	1	2	3	4
Matt	1	2	3	4
Amy	1	2	3	4
Chris	1	2	3	4
Ryan	1	2	3	4
Chrissi	1	2	3	4
Kara	1	2	3	4

APPENDIX I

About My Classmates Part IV

Instructions

This instrument assesses how much each child feels that they are similar to each other child.

Instructions to child:

(First give the child a ruler, to help the child to keep track of the item he/she is working on.) Read the following to the child:

Here is a ruler that you can use to help you do this next questionnaire. Don't turn over the paper until I tell you to. We are interested in finding out how <u>you think</u> you are similar to every other kid in your class. Everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

If you look down the side of the paper, you can see each kid's name in your class. Put your ruler under the first kid's name. Now look at the top of the paper. Do you see the question? How similar are you to each kid? Now think about how similar you are to that first kid? If it's NOT AT ALL!, circle the 1. If it's a little, circle the 2. If it's quite a bit, circle the 3. If it's A LOT!, circle the 4. Now do this for each other kid in you class. Remember, you can use your ruler to keep your place.

.   On the next piece of paper, there is another question. See it? It says, How much do you think each kid likes you? Now mark 1, 2, 3, or 4 to tell us how much <u>you think</u> each kid in your class likes you.

About My Classmates Part IV

	How similar are you to each kid?			
	Not at all!	A little	Quite a bit	A lot!
Suzie	1	2	3	4
John	1	2	3	4
Dave	1	2	3	4
Pat	1	2	3	4
Rachel	1	2	3	4
Jim	1	2	3	4
Steve	1	2	3	4
Amanda	1	2	3	4
Ashley	1	2	3	4
Arian	1	2	3	4
Chelsea	1	2	3	4
Alex	1	2	3	4
Lindsey	1	2	3	4
Matt	1	2	3	4
Amy	1	2	3	4
Chris	1	2	3	4
Ryan	1	2	3	4
Chrissi	1	2	3	4
Kara	1	2	3	4

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