



**Healthy Marriage and Relationship Education:
Recommended Outcome Measures for Adolescents**

OPRE Report #2015-65a

June 2015

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Submitted to:

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Office of Planning, Research and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services
Contract Number: HHSP23320095631WC

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Suggested citation: Scott, M.E., Moore, K.A., Fish, H., Benedetti, A., & Erikson, S.
(2015). *Healthy marriage and relationship education: Recommended outcome
measures for adolescents*. OPRE Report #2015-65a. Prepared by Child Trends.
Washington, DC: Office of Planning, Research and Evaluation, Administration for
Children and Families, U.S. Department of Health and Human Services.

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Healthy Marriage and Relationship Education Recommended Outcome Measures for Adolescents

Overview

Child Trends led a project on Healthy Marriage and Relationship Education Models and Measures funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services. This project builds on prior model development and evaluations sponsored by OPRE and lessons learned from those studies. A key objective for this project is to recommend measures that can be used to assess a range of targeted outcome domains for healthy marriage and relationship education (HMRE) programs serving high school-aged adolescents. For the purposes of this project, we define high school-aged adolescents as between the ages of 14 and 18. They are adolescents who are and are not in current romantic relationships. While many of the youth in our target population are in school, we also consider youth who are no longer in school or are in alternative school settings.

This excel spreadsheet summarizes the items and measures that we recommend for assessing a range of targeted outcome domains for HMRE programs serving youth. These recommendations were informed by a number of project activities, including a review of research and evaluation evidence, input from an expert work group and additional experts from the HMRE field, the development of a logic model for HMRE programs for adolescents, and results from cognitive interviews with adolescents. Some items were drawn directly from existing sources, some were adapted to be more appropriate for youth, and some were newly developed for the purposes of this project.

We have defined outcomes that can be measured in the short-, intermediate, and/or long-term. Short-term outcomes are the first changes for participants in HMRE programming, and are very closely influenced by the program. Initial outcomes are often changes in knowledge, attitudes and behaviors. Programs can expect to see changes in short term outcomes during the course of the intervention and immediately following the intervention. Intermediate outcomes are the step between short-term outcomes and longer-term outcomes. They can be changes in behavior that result from the acquisition of new knowledge and skills. Programs should expect to see changes in intermediate outcomes among their participants in about six to twelve months. Longer-term outcomes are the ultimate outcomes a program wants to achieve. For this population, long-term outcomes are those we would expect to see into young adulthood. We did not focus on outcomes beyond young adulthood.

How to use this document

The recommended items and measures are organized around a set of outcome domains each on a separate worksheet. The items presented in each worksheet are

not necessarily meant to be used together to form a scale or measure, but instead represent a variety of items related to that domain. Note that some items fall under more than one domain.

Users can search for items based on a number of factors, including by item; whether the item is existing, adapted, or newly developed; response categories; construct; the original source(s) for the items; and item subject. Users can also search for items that have been combined in previous studies to develop scales or indices, and psychometric and scale property information is provided when available. More detail about each of these search options is provided in the worksheet labeled "Column Definitions."

Column Definitions	
Item	The exact wording of each item and its stem are provided in this column. Each specific item is bolded.
Existing/Adapted/ New	Existing items reflect those that were drawn from existing surveys and instruments and can be used with no revisions. Items identified as adapted include those that have been modified from their original form to be more appropriate for youth, including refinement of wording or response options for some items. Child Trends also developed new items for domains in which measures for adolescents did not exist. Some of the adapted and new items have been tested with the target population, but others have not (this is indicated in the column “Cognitively Tested”).
Response Categories	Recommended response categories for each item (e.g., frequency scale, agree/disagree, etc.).
Construct	The idea/theme/subject matter captured by the item. This column also specifies whether the item should be used to evaluate individual attitudes and beliefs vs. skills and behaviors.
Source/Prior Use	This column identifies the source of the item and prior use in program evaluations. A complete references list for the item source(s) is located on a separate tab.
Item Subject	This column identifies who the item focuses on or is asking about. Specific definitions for each item subject are below.
General/Other Relationship Item	This column identifies whether the item can be revised to ask about other close relationships, such as a relationship with a best friend. Refined items can be used if the teen is not in a current romantic relationship, nor has ever experienced one.
Cognitively Tested	A subset of items was selected by the project team to be cognitively tested with adolescents. These items are identified in this column. Users should note that the items in the spreadsheet reflect changes to the items based on the results of the cognitive interviews.
Psychometric Properties	Psychometric properties are available in this column. If a complete scale or subscale is recommended, the table provides information about its psychometric properties, when available. If only a single item or a partial scale is recommended, the table cites the full scale source under the “Source/Prior Use” column. Note that if an item is adapted, the psychometric properties are reported for the original items.
Notes	Any additional information and relevant details about the item will be provided in this column, such as how the item was adapted. If an item was used in multiple scales, additional information about the psychometric properties of these additional scales is also provided in this column.

Item Subject Definitions	
Respondent	Items that pertain to the respondent’s own attitudes, beliefs, and expectations, or general skills and behavior.
Relationship with boyfriend/ girlfriend	Items that refer to the respondent’s relationship with his/her current partner.
Relationship with family	Items that refer to the respondent’s relationship with family.
Relationship with friends	Items that refer to the respondent’s relationship with friends.
Relationship with other adults	Items that refer to the respondent’s relationship with adults other than family (e.g., teachers, bosses).

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Domain 1: Healthy Relationship Knowledge, Expectations, and Attitudes	Definition	Measures
Domain 2: Perceived Program Effects	Definition	Measures
Domain 3: Fidelity	Definition	Measures
Domain 4: Emotional and Personal Support	Definition	Measures
Domain 5: Shared Interaction and Activities	Definition	Measures
Domain 6: Sexual Interaction and Pregnancy Prevention	Definition	Measures
Domain 7: Partner Communication	Definition	Measures
Domain 8: Conflict Management/Conflict	Definition	Measures
Domain 9: Violence	Definition	Measures
Domain 10: Social Skills	Definition	Measures
Domain 11: Individual Well-Being	Definition	Measures
Domain 12: Career and College Readiness	Definition	Measures

Outcome Domain Definitions and Priority Constructs

This tab provides definitions for the outcome domains and associated priority constructs. Note that other secondary constructs not listed here may be included in the recommended measures tabs when items appear in multiple domains.

Outcome Domain	Definition	Priority Constructs
Healthy Relationship Knowledge, Expectations, and Attitudes	This outcome domain refers to an individual's knowledge, expectations, attitudes, and beliefs about marriage and relationships. Items in this outcome domain assess aspects of both healthy and unhealthy relationships, adolescents' general perceptions of what it takes to make a relationship last, and the benefits of a healthy relationship. These items represent expected short-term outcomes.	<ul style="list-style-type: none"> • Attitudes about a healthy relationship • General marriage attitudes • General relationship attitudes • Relationship/marriage expectations • Social support for relationships and marriage • Healthy relationship self-efficacy
Perceived Program Effects	This outcome domain refers to participant's perceived effects of taking an HMRE class or program. Items included in this outcome domain are cross-cutting in multiple areas, such as relationship expectations, status, and self-efficacy. These items represent expected short-term outcomes.	<ul style="list-style-type: none"> • Changes in relationship status • Healthy relationship self-efficacy • Changes in relationship expectations and perceptions
Fidelity	This outcome domain refers to adolescents' attitudes and behaviors related to fidelity. Although adolescent relationships are not necessarily expected to be long-term, the items in this domain assesses adolescents' honesty, trustworthiness, respect, and faithfulness to their partners . These items represent expected intermediate outcomes.	<i>no specific sub-constructs were identified for this outcome domain</i>
Emotional and Personal Support	This outcome domain refers to an individual's respect for and trust in his/her partner, as well as his/her demonstration of love and support, and the amount of thought and concern the adolescent has for his/her partner that extends beyond concern for the relationship. It includes a general understanding and concern for the partner's feelings, expectations, and goals in life, and efforts to support each other in achieving their goals. These items represent expected short-term and intermediate outcomes.	<ul style="list-style-type: none"> • Concern for partner well-being • Partner support • Respectful communication • Trust and honesty
Shared Interaction and Activities	This outcome domain refers to the content and nature of the time an adolescent spends with his/her romantic partner. It includes the amount of time spent together, the quality of the interactions, and the types of activities in which they engage. These items represent expected intermediate outcomes.	<i>no specific sub-constructs were identified for this outcome domain</i>

Sexual Interaction and Pregnancy Prevention	This outcome domain refers to an adolescent's attitudes, expectations, and experiences around sexual interactions. It focuses on the relationship dynamics, decision-making processes, and communication skills associated with discussing intimacy and family planning within a relationship. It also focuses on adolescents' attitudes toward pregnancy and STI/HIV prevention, and risky sexual behaviors. These items represent expected intermediate outcomes.	<ul style="list-style-type: none"> • Attitudes about sexual interaction and pregnancy • Self-efficacy for sexual risk behaviors • Sexual interaction
Partner Communication	This outcome domain refers to all aspects of communication between an adolescent and their partner, including the content and method of communication as well as how the adolescent feels about the quality of communication with the partner. The primary focus of this outcome domain is on adolescents who are in relationships. However, the communication skills acquired through HMRE programming may not only affect skills and behaviors in romantic relationships, but in other close relationships, such as communication between best friends. These items represent expected short-term outcomes.	<ul style="list-style-type: none"> • Communication about personal beliefs and goals • Frequency and mode of communication • Quality of communication
Conflict Management/Conflict	This outcome domain refers to negative communication patterns and a teen's ability to manage conflict within his/her relationship. Conflict management reflects the ability to address or resolve conflict that can undermine a relationship. The items in this domain are relevant for multiple types of relationships, and may be used with adolescents who are not in romantic relationship by specifying an alternative partner in the stem (e.g., "best friend" in place of "boyfriend/girlfriend"). These items represent expected intermediate and long-term outcomes.	<ul style="list-style-type: none"> • Conflict behaviors • Negative communication
Violence	This outcome domain refers to both physical abuse and psychological abuse and is a marker of an unhealthy relationship. The items in this domain assess an adolescent's attitudes, beliefs, and behaviors associated with physical, emotional, and/or psychological violence and abuse. These items represent expected intermediate and long-term outcomes.	<ul style="list-style-type: none"> • Attitudes about intimate partner violence • Conflict behaviors • Intimate partner violence with current partner • Negative communication • Psychological violence
Social Skills	This outcome domain refers to the social competencies and skills that the adolescent possesses. Youth can develop important social skills in the context of their romantic relationships and through HMRE programs. It includes relationship-building skills, problem-solving skills, and interpersonal skills. These items represent expected short-term outcomes.	<ul style="list-style-type: none"> • Cooperation • Empathy • General and pro-social behavior • General relationship attitudes • Relationship with family and friends • Self-efficacy • Self-control • Social competence

Individual Well-Being	<p>This outcome domain refers to adolescents' individual functioning and well-being, with a focus on socio-emotional well-being, internalizing and externalizing behaviors, and bullying. This outcome domain is relevant for all adolescents in HMRE programs, regardless of their relationship status. These items represent expected intermediate and long-term outcomes.</p>	<ul style="list-style-type: none"> • Depression, anxiety, and distress • Disciplinary and delinquent behaviors • Externalizing behavior problems • Future aspirations • Internalizing behavior problems • Positive outlook • Self-efficacy of preventing risky behaviors • Tendency to be victimized • Tendency to bully
Career and College Readiness	<p>This outcome domain refers to the adolescent's overall readiness for future educational and career achievement. It includes skills like decision-making, setting and attaining goals, and budgeting. While this outcome domain is relevant for all adolescents, it may be more applicable to older adolescents who are closer to higher education, may have a job outside of school, or are looking to develop career skills for post high-school. These items represent expected long-term outcomes.</p>	<ul style="list-style-type: none"> • Attitudes towards employment • Education achievement • Education engagement • Goal-orientation • Initiative taking • Thrift

Outcome Domain: Healthy Relationship Knowledge, Expectations, and Attitudes [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Being in love is enough reason to get married.	Adapted	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Love is Enough Subscale (Cobb, Larson & Watson, 2003), part of the Development of the Attitudes About Romance and Mate Selection Scale	Respondent		X		Adapted the wording of the question
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Marriages are happy or unhappy and there is not much you can do to change it.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. If you are happily married, you do not need to work on your relationship.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Divorce is never okay.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. You should stay in a marriage for the kids.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Marriage should be lifelong.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It is okay to live with a boyfriend/girlfriend without being married.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It is okay to live with a boyfriend/girlfriend without a plan to be married.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It is okay to have kids without being married.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It is okay to have kids without a plan to be married.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It is hard on kids to be raised by single parents.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Growing up with two parents in a healthy marriage is best for children.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Children should be raised by parents in a stable, healthy relationship.	New	Strongly agree Agree Disagree Strongly disagree	General Marriage Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
When you think of your future, how likely is it: You will be married to one person for life?	Adapted	Not at all likely A little likely Somewhat likely Probably likely Definitely likely	Relationship/Marriage Expectations (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent		X		Adapted wording of item and stem through cognitive testing; revised stem and response categories to likelihood scale
When you think of your future, how likely is it: You see yourself living with a boyfriend/girlfriend without a plan to be married?	Adapted	Not at all likely A little likely Somewhat likely Probably likely Definitely likely	Relationship/Marriage Expectations (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent		X		Adapted wording of item and stem through cognitive testing; revised stem and response categories to likelihood scale
When you think of your future, before age 25, how likely is it that... You will be married?	Adapted	Not at all likely A little likely Somewhat likely Probably likely Definitely likely	Relationship/Marriage Expectations (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1 National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Respondent		X		Adapted wording of item and stem through cognitive testing; revised stem and response categories to likelihood scale
When you think of your future, before age 25, how likely is it that... You will have kids?	Adapted	Not at all likely A little likely Somewhat likely Probably likely Definitely likely	Relationship/Marriage Expectations (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent		X		Adapted wording of item and stem through cognitive testing; revised stem and response categories to likelihood scale
When you think of your future, before age 25, how likely is it that... You will be living with a boyfriend/girlfriend without being married?	Adapted	Not at all likely A little likely Somewhat likely Probably likely Definitely likely	Relationship/Marriage Expectations (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent		X		Adapted wording of item and stem through cognitive testing; revised stem and response categories to likelihood scale
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not threaten each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not push, shove, hit, slap, or grab each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not call each other names.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not cheat on each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Give each other gifts.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Encourage each other when life is hard.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Support each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Enjoy spending time together.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Enjoy spending time with each other's families.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Enjoy spending time with each other's friends.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. If you are really in love, you can stop working on your relationship.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Love is not enough to form a lasting relationship.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. You can learn from all romantic relationships, even if they end.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Ending a bad romantic relationship is a good thing.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A romantic partner should help me achieve my goals.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A good romantic relationship should bring out the best in me.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)
Avoiding bad romantic relationships as a teenager will help teens... Achieve their goals in life.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Avoiding bad romantic relationships as a teenager will help teens... Have better lives.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Avoiding bad romantic relationships as a teenager will help teens... Have healthy romantic relationships as an adult.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate the extent to which you agree or disagree with each of the following statements. A couple facing a hard time in their relationship should seek help through their: Family.	Adapted	Strongly agree Agree Disagree Strongly disagree	Social Support for Relationships and Marriage (Attitudes/Beliefs)	Study of Community Family Life Questionnaire- Community Healthy Marriage Evaluation (2007)	Respondent				Original question had the series of social supports in one item; this was adapted to separate and add an additional item
Please indicate the extent to which you agree or disagree with each of the following statements. A couple facing a hard time in their relationship should seek help through their: Partner's family.	Adapted	Strongly agree Agree Disagree Strongly disagree	Social Support for Relationships and Marriage (Attitudes/Beliefs)	Study of Community Family Life Questionnaire- Community Healthy Marriage Evaluation (2007)	Respondent				Original question had the series of social supports in one item; this was adapted to separate and add an additional item
Please indicate the extent to which you agree or disagree with each of the following statements. A couple facing a hard time in their relationship should seek help through their: Friends.	Adapted	Strongly agree Agree Disagree Strongly disagree	Social Support for Relationships and Marriage (Attitudes/Beliefs)	Study of Community Family Life Questionnaire- Community Healthy Marriage Evaluation (2007)	Respondent				Original question had the series of social supports in one item; this was adapted to separate and add an additional item

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate the extent to which you agree or disagree with each of the following statements. A couple facing a hard time in their relationship should seek help through their: Place of Worship.	Adapted	Strongly agree Agree Disagree Strongly disagree	Social Support for Relationships and Marriage (Attitudes/Beliefs)	Study of Community Family Life Questionnaire- Community Healthy Marriage Evaluation (2007)	Respondent				Original question had the series of social supports in one item; this was adapted to separate and add an additional item
Please indicate the extent to which you agree or disagree with each of the following statements. A couple facing a hard time in their relationship should seek help through a: Counselor.	Adapted	Strongly agree Agree Disagree Strongly disagree	Social Support for Relationships and Marriage (Attitudes/Beliefs)	Study of Community Family Life Questionnaire- Community Healthy Marriage Evaluation (2007)	Respondent				Original question had the series of social supports in one item; this was adapted to separate and add an additional item
Please indicate the extent to which you agree or disagree with each of the following statements. A couple facing a hard time in their relationship should seek help through: Relationship education class(es).	Adapted	Strongly agree Agree Disagree Strongly disagree	Social Support for Relationships and Marriage (Attitudes/Beliefs)	Study of Community Family Life Questionnaire- Community Healthy Marriage Evaluation (2007)	Respondent				Original question had the series of social supports in one item; this was adapted to separate and add an additional item
How important do you think being faithful - that is not cheating on your boyfriend/girlfriend by seeing other people - is for you?	Adapted	Very important Important Somewhat important Not at all important	Fidelity (Attitudes/Beliefs)	National Longitudinal Study of Adolescent Health (Add Health), Wave 3	Respondent		X		Simplified the wording of the question; changed wording of importance response categories
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A person should only have sex if they are married.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. When you date someone, there is pressure to have sex.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Male: I would be devastated if I got someone pregnant at this age. Female: I would be devastated if I got pregnant at this age.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. I would have to be committed to someone in order to have sex with them.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships; Adapted wording to be LGBTQ inclusive
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. I would feel comfortable having sex with someone I was attracted to but did not know very well.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Using condoms means my boyfriend/girlfriend doesn't trust me.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Evaluation of Pregnancy Prevention Approaches project, Site Baseline and Follow-up Surveys (2011)	Respondent				Adapted wording to be reflective of self
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It's always important to use condoms/birth control.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Evaluation of Pregnancy Prevention Approaches project, Site Baseline and Follow-up Surveys (2011)	Respondent				Adapted wording to be reflective of self
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Using condoms means my boyfriend/girlfriend doesn't love me.	New	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Two people who are in love do not need to use condoms/birth control.	New	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
When is it okay to have sex? If you... (Please check all that apply)	New	are married are engaged are in love are in a romantic relationship	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? Your partner wants to have sex.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You want to have sex.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You feel old enough.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You are protected from unintended pregnancy.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You are protected from STIs.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You have a private place to have sex.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				

Outcome Domain: Healthy Relationship Knowledge, Expectations, and Attitudes [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How much do you agree or disagree with the following statements about the program? Since attending the program, I better understand what makes a relationship healthy.	Existing	Strongly Agree Agree Disagree Strongly Disagree	Healthy Relationship Self-Efficacy (Attitudes/Beliefs)	Proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent				
How much do you agree or disagree with the following statements about the program? I have learned new skills in this program that I plan to use in my relationships.	Existing	Strongly Agree Agree Disagree Strongly Disagree	Healthy Relationship Self-Efficacy (Attitudes/Beliefs)	Proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent				
How much do you agree or disagree with the following statements about the program? I am confident in my abilities to use the skills and knowledge presented in this program.	Existing	Strongly Agree Agree Disagree Strongly Disagree	Healthy Relationship Self-Efficacy (Attitudes/Beliefs)	Proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent				
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A person angry enough to hit their partner must love them very much.	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools Antle et al. (2011) for the Love U2, Communication Smarts evaluation	Respondent				
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Violence between dating partners can improve the relationship.	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools Antle et al. (2011) for the Love U2, Communication Smarts evaluation	Respondent				

Outcome Domain: Healthy Relationship Knowledge, Expectations, and Attitudes [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Sometimes people deserve to be hit by the people they date.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>A person who makes their partner jealous on purpose deserves to be hit.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>There are times when violence between dating partners is okay.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Sometimes violence is the only way to express your feelings.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				

Outcome Domain: Healthy Relationship Knowledge, Expectations, and Attitudes [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Some couples must use violence to solve their problems.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Violence between dating partners is a personal matter and people should not interfere.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				

Outcome Domain: Perceived Program Effects [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Since completing the program, have you... Ended a relationship that was emotionally unhealthy or abusive?	Existing	Yes No	Changes in Relationship Status (Skills/Behaviors)	Originally developed by the Center for Self Sufficiency, and adapted and proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent	X			
Since completing the program, have you... Ended a relationship that was just not working for you?	Existing	Yes No	Changes in Relationship Status (Skills/Behaviors)	Originally developed by the Center for Self Sufficiency, and adapted and proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent	X			
Since completing the program, have you... Ended a relationship that was physically unhealthy or abusive?	Existing	Yes No	Changes in Relationship Status (Skills/Behaviors)	Originally developed by the Center for Self Sufficiency, and adapted and proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent	X			
How much do you agree or disagree with the following statements about the program? Since attending the program, I better understand what makes a relationship healthy.	Existing	Strongly Agree Agree Disagree Strongly Disagree	Healthy Relationship Self-Efficacy (Attitudes/Beliefs)	Proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent				
How much do you agree or disagree with the following statements about the program? I have learned new skills in this program that I plan to use in my relationships.	Existing	Strongly Agree Agree Disagree Strongly Disagree	Healthy Relationship Self-Efficacy (Attitudes/Beliefs)	Proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent				
How much do you agree or disagree with the following statements about the program? I am confident in my abilities to use the skills and knowledge presented in this program.	Existing	Strongly Agree Agree Disagree Strongly Disagree	Healthy Relationship Self-Efficacy (Attitudes/Beliefs)	Proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent				

Outcome Domain: Perceived Program Effects									Return to Table of Contents
Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please report how much you agree or disagree with the following statements. Since taking this class: I know more about what it takes to have a good relationship than a year ago.	Adapted	Strongly Agree Agree Disagree Strongly Disagree	Changes in Relationship Expectations and Perceptions (Attitudes/Beliefs)	Parents and Children Together (PACT) Healthy Marriage Follow-up Survey	Respondent				Changed response categories, changed stem

Outcome Domain: Fidelity									Return to Table of Contents
Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How important do you think being faithful - that is not cheating on your boyfriend/girlfriend by seeing other people - is for you?	Adapted	Very important Important Somewhat important Not at all important	Fidelity (Attitudes/Beliefs)	National Longitudinal Study of Adolescent Health (Add Health), Wave 3	Respondent		X		Simplified the wording of the question; changed wording of importance response categories
I worry about my boyfriend/girlfriend cheating on me.	Adapted	Strongly agree Agree Disagree Strongly disagree	Fidelity (Attitudes/Beliefs)	Supporting Healthy Marriage Baseline Survey	Relationship with boyfriend/girlfriend				Changed "spouse" to "boyfriend/girlfriend"
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often have you flirted with other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often have you gone out with other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often have you kissed other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often have you had sex with other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often do you think [CURRENT PARTNER] has had sex with other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not cheat on each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		

Outcome Domain: Emotional and Personal Support [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Would you say you strongly agree, agree, disagree, or strongly disagree with each statement? My boyfriend/girlfriend can trust me to keep their secrets.	Adapted	Strongly agree Agree Disagree Strongly disagree	Trust and Honesty (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X	X		Reversed the wording of the questions to focus on the respondent's behavior rather than the partner's
Please indicate whether you agree or disagree with the following statements. Would you say you strongly agree, agree, disagree, or strongly disagree with each statement? I lie to my boyfriend/girlfriend.	Adapted	Strongly agree Agree Disagree Strongly disagree	Trust and Honesty (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X	X		Reversed the wording of the questions to focus on the respondent's behavior rather than the partner's
Please indicate if the items below sound like your boyfriend/girlfriend. My boyfriend/girlfriend values me for who I am.	Existing	Not at all like my boyfriend/girlfriend A little like my boyfriend/girlfriend Somewhat like my boyfriend/girlfriend A lot like my boyfriend/girlfriend Exactly like my boyfriend/girlfriend	Respectful Communication (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			
Please indicate if the items below sound like your boyfriend/girlfriend. My boyfriend/girlfriend lacks respect for me.	Existing	Not at all like my boyfriend/girlfriend A little like my boyfriend/girlfriend Somewhat like my boyfriend/girlfriend A lot like my boyfriend/girlfriend Exactly like my boyfriend/girlfriend	Respectful Communication (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			
Please indicate if the items below sound like your boyfriend/girlfriend. My boyfriend/girlfriend breaks his/her promises.	Existing	Not at all like my boyfriend/girlfriend A little like my boyfriend/girlfriend Somewhat like my boyfriend/girlfriend A lot like my boyfriend/girlfriend Exactly like my boyfriend/girlfriend	Respectful Communication (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Makes me feel good about myself.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Pressures me to do risky things I do not want to do.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		Clarified that the partner pressures to do "risky" things
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Puts their friends before me.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		

Outcome Domain: Emotional and Personal Support									Return to Table of Contents
Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Wants to control what I do.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend can count on me to be there when they need me.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent-Adolescent Relationship Scale	Relationship with boyfriend/girlfriend	X			Wording adapted from parent reported parent-adolescent and adolescent reported parent-adolescent relationship items to focus on romantic relationships rather than parent-adolescent relationships
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend and I talk about the things that really matter.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent-Adolescent Relationship Scale	Relationship with boyfriend/girlfriend	X			Wording adapted from parent reported parent-adolescent and adolescent reported parent-adolescent relationship items to focus on romantic relationships rather than parent-adolescent relationships
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... I am comfortable sharing my thoughts and feelings with my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent-Adolescent Relationship Scale	Relationship with boyfriend/girlfriend	X			Wording adapted from parent reported parent-adolescent and adolescent reported parent-adolescent relationship items to focus on romantic relationships rather than parent-adolescent relationships
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Puts down my physical appearance or how I look.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		Changed response categories
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Tries to make me look bad.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		Changed response categories
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Insults or criticizes my ideas.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1 National Longitudinal Youth Survey (1997), taken from the Iowa Youth and Family Project	Relationship with boyfriend/girlfriend	X	X		Changed response categories
Please indicate how much the items below sound like you. I help my boyfriend/girlfriend be the best they can be.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Concern for Partner Well-Being (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how much the items below sound like you. I support my boyfriend/girlfriend in doing well in school.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Concern for Partner Well-Being (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		

Outcome Domain: Emotional and Personal Support [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how much the items below sound like you. I help my boyfriend/girlfriend avoid making mistakes that will hurt them in life.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Concern for Partner Well-Being (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how much the items below sound like you. I help my boyfriend/girlfriend make good decisions.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Concern for Partner Well-Being (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how much the items below sound like you. I help my boyfriend/girlfriend achieve their goals in life.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Concern for Partner Well-Being (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how much the items below sound like you. I help my boyfriend/girlfriend have a good reputation.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Concern for Partner Well-Being (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how often the following things happen with your boyfriend/girlfriend. I can do fun things with my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Please indicate how often the following things happen with your boyfriend/girlfriend. I can count on my boyfriend/girlfriend to be there for me.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale Supporting Healthy Marriage, Baseline, 12 and 30 Month Follow-Up Surveys, one item in Relationship Warmth and Support Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Emotional Support and Commitment Scale Relationship Rating Form (Davis and Todd, 1985) Dyadic Trust Scale (Larzelere and Huston, 1980)	Relationship with boyfriend/girlfriend	X			Lippman, Moore, et al (2014): Question wording changed to be reflective of romantic partner and not friend Supporting Healthy Marriage, changed stem and response categories Relationship Rating Form, added stem, changed wording, changed response categories Dyadic Trust Scale, added stem, changed wording, changed response categories
Please indicate how often the following things happen with your boyfriend/girlfriend. I can talk to my boyfriend/girlfriend about a problem about school or home.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend helps me do things I need to do.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Please indicate how often the following things happen with your boyfriend/girlfriend. I help my boyfriend/girlfriend to feel good about himself/herself.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend

Outcome Domain: Emotional and Personal Support									Return to Table of Contents
Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Would you say you strongly agree, agree, disagree, or strongly disagree with each statement? I help my boyfriend/girlfriend when they are feeling down.	Adapted	Strongly agree Agree Disagree Strongly disagree	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X	X		Question wording changed to be reflective of romantic partner and not friend
Please indicate whether you agree or disagree with the following statements. Would you say you strongly agree, agree, disagree, or strongly disagree with each statement? I do things to show my boyfriend/girlfriend I care about them.	Adapted	Strongly agree Agree Disagree Strongly disagree	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Please indicate whether you agree or disagree with the following statements. Would you say you strongly agree, agree, disagree, or strongly disagree with each statement? I give my boyfriend/girlfriend good advice.	Adapted	Strongly agree Agree Disagree Strongly disagree	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not cheat on each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Encourage each other when life is hard.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Support each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A romantic partner should help me achieve my goals.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A good romantic relationship should bring out the best in me.	New	Strongly agree Agree Disagree Strongly disagree	General Relationship Attitudes (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		Items intended to capture concepts assessed through the Love is Enough Subscale (Cobb, Larson & Watson, 2003)
Please indicate how often the following things happen with your boyfriend/girlfriend. I find it hard to talk about my feelings with my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I feel uncomfortable talking with my boyfriend/girlfriend when I have a problem.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording

Outcome Domain: Emotional and Personal Support [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how often the following things happen with your boyfriend/girlfriend. I am able to talk with my boyfriend/girlfriend about private thoughts and feelings.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I feel like my boyfriend/girlfriend listens to me when I share my thoughts.	New	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend talk about the following.... Your personal beliefs and attitudes.	New	Often Sometimes Hardly Ever Never	Communication about Personal Beliefs and Goals (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			

Outcome Domain: Shared Interactions and Activities

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, please indicate how often you and your boyfriend/girlfriend hang out together with... Your family.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, please indicate how often you and your boyfriend/girlfriend hang out together with... Your boyfriend/girlfriend's family.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, please indicate how often you and your boyfriend/girlfriend hang out together with... Your friends.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
In the past month, please indicate how often you and your boyfriend/girlfriend hang out together with... Your boyfriend/girlfriend's friends.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
In the past month, please indicate how often you and your boyfriend/girlfriend hang out together with... Our friends.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
In the past month, how often did you and your boyfriend/girlfriend.... Work on projects together.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend... Do hobbies or crafts together.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend.... Play sports or exercise together.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend.... Play cards or board games together.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend.... Conduct volunteer work together.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend.... Go to a religious service or activity together.	New	Often Sometimes Hardly Ever Never	Shared Interactions and Activities (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Enjoy spending time together.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Enjoy spending time with each other's families.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		

Outcome Domain: Shared Interactions and Activities									Return to Table of Contents
Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Enjoy spending time with each other's friends.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate how often the following things happen with your boyfriend/girlfriend. I can do fun things with my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend helps me do things I need to do.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Sex is the only thing we enjoy doing together.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				

Outcome Domain: Sexual Interaction and Pregnancy Prevention [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A person should only have sex with someone they love.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. A person should only have sex if they are married.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. When you date someone, there is pressure to have sex.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Male: I would be devastated if I got someone pregnant at this age. Female: I would be devastated if I got pregnant at this age.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. I would have to be committed to someone in order to have sex with them.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships; Adapted wording to be LGBTQ inclusive
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. I would feel comfortable having sex with someone I was attracted to but did not know very well.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Toledo Adolescent Relationships Study (2008), Wave 1	Respondent				Changed stem to not be specific for intimate relationships
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Using condoms means my boyfriend/girlfriend doesn't trust me.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Evaluation of Pregnancy Prevention Approaches, University of Oklahoma Health Sciences Center Site Baseline and Follow-up Surveys	Respondent				Adapted wording to be reflective of self
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It's always important to use condoms/birth control.	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Evaluation of Pregnancy Prevention Approaches, University of Oklahoma Health Sciences Center Site Baseline and Follow-up Surveys	Respondent				Adapted wording to be reflective of self

Outcome Domain: Sexual Interaction and Pregnancy Prevention [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Using condoms means my boyfriend/girlfriend doesn't love me.	New	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. Two people who are in love do not need to use condoms/birth control.	New	Strongly agree Agree Disagree Strongly disagree	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
When is it okay to have sex? If you... (Please check all that apply)	New	are married are engaged are in love are in a romantic relationship	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? Your partner wants to have sex.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You want to have sex.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You feel old enough.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You and your partner have talked about contraception or STIs.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				Informed by National Longitudinal Study of Adolescent Health (Add Health), Wave 1 and Wave 2
How important are the following items when deciding whether to have sex? You are protected from unintended pregnancy.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You are protected from STIs.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important are the following items when deciding whether to have sex? You have a private place to have sex.	New	Very important Important Somewhat important Not at all important	Attitudes about Sexual Interaction and Pregnancy (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Have you ever kissed or made out, but not had sex.	Adapted	Yes No	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Respondent				Wording simplified
Have you ever had sex with a girl/boy (sometimes called "making love," "having sex," or "going all the way")?	Existing	Yes No	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Respondent				

Outcome Domain: Sexual Interaction and Pregnancy Prevention [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
My boyfriend/girlfriend and I disagree about whether to have sex.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
My boyfriend/girlfriend and I disagree about when to have sex.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
My boyfriend/girlfriend and I disagree about condoms/birth control.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
Sex is the only thing we enjoy doing together.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
In the past month, My boyfriend/girlfriend and I talked about contraception or STIs.	Adapted	Yes No	Sexual Interaction (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 1 & 2	Relationship with boyfriend/girlfriend				Adapted stem and added response categories
If you wanted to use a condom, how confident are you that you could stop and use a condom once you were highly aroused or turned on?	Adapted	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Sexual Risk Behaviors (Attitudes/Beliefs)	National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Respondent				Changed wording of the item to respond to a confidence scale rather than "very sure" to "very unsure" scale. Changed wording from "birth control" to "condom."
How confident are you that you could plan ahead to have or use a method to prevent pregnancy or STIs?	Adapted	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Sexual Risk Behaviors (Attitudes/Beliefs)	National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Respondent				Changed wording of the item to respond to a confidence scale rather than "very sure" to "very unsure" scale. Changed wording from "birth control" to "method to prevent pregnancy or STIs."
How confident are you that you could resist sexual intercourse if your boyfriend/girlfriend did not want to use a method to prevent pregnancy or STIs?	Adapted	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Sexual Risk Behaviors (Attitudes/Beliefs)	National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Respondent				Changed wording of the item to respond to a confidence scale rather than "very sure" to "very unsure" scale. Change wording from "birth control" to "method to prevent pregnancy or STIs."
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often have you kissed other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often have you had sex with other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.

Outcome Domain: Sexual Interaction and Pregnancy Prevention									Return to Table of Contents
Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Thinking about the past month... During your relationship with [CURRENT PARTNER], how often do you think [CURRENT PARTNER] has you had sex with other guys/girls?	Adapted	Never Hardly ever Sometimes Often Very often	Fidelity (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted by simplifying item wording and changed stem and timeframe. Ask only of adolescents with a current partner.
How confident are you that you could... Say no to sex that you don't want.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How confident are you that you could... Say no to a behavior that is risky when it comes to getting STIs.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How confident are you that you could... Say no to a behavior that is risky when it comes to getting you or a partner pregnant.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				

Outcome Domain: Partner Communication									Return to Table of Contents
Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how often the following things happen with your boyfriend/girlfriend. I do not know what to talk about with my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I find it hard to talk about my feelings with my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I feel uncomfortable talking with my boyfriend/girlfriend when I have a problem.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I need to watch what I say to my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I am able to talk with my boyfriend/girlfriend about my dreams and goals.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I am able to talk with my boyfriend/girlfriend about private thoughts and feelings.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
Please indicate how often the following things happen with your boyfriend/girlfriend. I feel like my boyfriend/girlfriend listens to me when I share my thoughts.	New	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
Please indicate how much you agree or disagree with the following statements. Would you say you strongly disagree, disagree, agree, or strongly agree that... We are able to talk about things that really matter in life.	Adapted	Strongly agree Agree Disagree Strongly disagree	Quality of Communication (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent-Adolescent Relationship Scale	Relationship with boyfriend/girlfriend	X	X		Adapted to be applied for romantic relationships. Changed response category from frequency to agreement
Please indicate how much you agree or disagree with the following statements. Would you say you strongly disagree, disagree, agree, or strongly agree that... I listen to my boyfriend/girlfriend when they talk about something that is important to them.	New	Strongly agree Agree Disagree Strongly disagree	Quality of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how much you agree or disagree with the following statements. Would you say you strongly disagree, disagree, agree, or strongly agree that... It is easy to hold a conversation with my boyfriend/girlfriend.	New	Strongly agree Agree Disagree Strongly disagree	Quality of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how much you agree or disagree with the following statements. Would you say you strongly disagree, disagree, agree, or strongly agree that... I show my boyfriend/girlfriend that I am listening to what they are saying.	New	Strongly agree Agree Disagree Strongly disagree	Quality of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
Whether or not you have dated, how confident are you that you could... Tell your boyfriend/girlfriend how to treat you?	Adapted	Very confident Somewhat confident Not very confident Not at all confident	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend				Adapted to have fewer response categories
In the past month, how often did you and your boyfriend/girlfriend talk about the following.... What you want to do when you are an adult.	New	Often Sometimes Hardly Ever Never	Communication about Personal Beliefs and Goals (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend talk about the following.... The kind of work you want to do when you are an adult.	New	Often Sometimes Hardly Ever Never	Communication about Personal Beliefs and Goals (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend talk about the following.... The kind of life you want to have when you are an adult.	New	Often Sometimes Hardly Ever Never	Communication about Personal Beliefs and Goals (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did you and your boyfriend/girlfriend talk about the following.... Your personal beliefs and attitudes.	New	Often Sometimes Hardly Ever Never	Communication about Personal Beliefs and Goals (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
Please indicate how often you have done the following in the past week: How often did you talk with your boyfriend/girlfriend in person?	New	Every day or almost every day A few times a week A few times in the past month Once or twice Never	Frequency and Mode of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how often you have done the following in the past week: How often did you communicate with your boyfriend/girlfriend through text or apps that use text?	New	Every day or almost every day A few times a week A few times in the past month Once or twice Never	Frequency and Mode of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate how often you have done the following in the past week: How often did you communicate with your boyfriend/girlfriend using other technology?	New	Every day or almost every day A few times a week A few times in the past month Once or twice Never	Frequency and Mode of Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
Please indicate whether you agree or disagree with the following statements. Would you say you strongly agree, agree, disagree, or strongly disagree with each statement? I lie to my boyfriend/girlfriend.	Adapted	Strongly agree Agree Disagree Strongly disagree	Trust and Honesty (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X	X		Reversed the wording of the questions to focus on the respondent behavior rather than the partner's

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate if the items below sound like your boyfriend/girlfriend. My boyfriend/girlfriend breaks his/her promises.	Existing	Not at all like my boyfriend/girlfriend A little like my boyfriend/girlfriend Somewhat like my boyfriend/girlfriend A lot like my boyfriend/girlfriend Exactly like my boyfriend/girlfriend	Respectful Communication (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend can count on me to be there when they need me.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent-Adolescent Relationship Scale	Relationship with boyfriend/girlfriend	X			Wording adapted from parent reported parent-adolescent and adolescent reported parent-adolescent relationship items to focus on romantic relationships rather than parent-adolescent relationships
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend and I talk about the things that really matter.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent-Adolescent Relationship Scale	Relationship with boyfriend/girlfriend	X			Wording adapted from parent reported parent-adolescent and adolescent reported parent-adolescent relationship items to focus on romantic relationships rather than parent-adolescent relationships
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... I am comfortable sharing my thoughts and feelings with my boyfriend/girlfriend.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent-Adolescent Relationship Scale	Relationship with boyfriend/girlfriend	X			Wording adapted from parent reported parent-adolescent and adolescent reported parent-adolescent relationship items to focus on romantic relationships rather than parent-adolescent relationships
Please indicate how often the following things happen with your boyfriend/girlfriend. I can talk to my boyfriend/girlfriend about a problem about school or home.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship Scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
Please indicate whether you agree or disagree with the following statements. Would you say you strongly agree, agree, disagree, or strongly disagree with each statement? I give my boyfriend/girlfriend good advice.	Adapted	Strongly agree Agree Disagree Strongly disagree	Partner Support (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Adolescent-Peer Friendship Scale	Relationship with boyfriend/girlfriend	X			Question wording changed to be reflective of romantic partner and not friend
In the past month, My boyfriend/girlfriend and I talked about contraception or STIs.	Adapted	Yes No	Sexual Interaction (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 1 & 2	Relationship with boyfriend/girlfriend				Adapted stem and added response categories

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the last month, when you had a serious disagreement with your boyfriend/girlfriend, how often do you: Just keep your thoughts and feelings to yourself?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Supporting Healthy Marriage 12- and 30-Month Follow-Up Surveys	Relationship with boyfriend/girlfriend	X			
In the last month, when you had a serious disagreement with your boyfriend/girlfriend, how often do you: Discuss your disagreements respectfully?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Supporting Healthy Marriage 12- and 30-Month Follow-Up Surveys, one item in Positive Communication Skills Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Positive Interactions Scale Adapted from the National Survey of Families and Households, Waves 1, 2, 3	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Keep arguing until you get your way?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			Changed item wording
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Yell or shout?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Give each other the silent treatment?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Honest and truthful with your boyfriend/girlfriend?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Building Strong Families, 15 and 36 Month Follow-up Surveys, one item in Support and Affection Scale Dyadic Trust Scale (Larzelere and Huston, 1980)	Relationship with boyfriend/girlfriend	X	X		Building Strong Families, created a stem; changed wording to focus on teen relationships; changed response categories Dyadic Trust Scale (Larzelere and Huston, 1980), added stem, changed wording and response categories.
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Good at working out differences between you and your boyfriend/girlfriend?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Supporting Healthy Marriage 12- and 30-Month Follow-Up Surveys, one item in Positive Communication Scale Building Strong Families 15- and 36-Month Follow-Up Surveys Gottman Sound Relationship House Questionnaires (Gottman, 1999) Scott, M.E., Moore, K.A., & Hickman, S., one item in Positive Interactions Scale	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem, changed wording to focus on teen relationships and focus on the actions of the respondent instead of the couple overall Building Strong Families, changed stem, wording of item, and one response category Gottman Sound Relationship House Questionnaires (Gottman, 1999), changed stem, wording, and response categories

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Able to talk about anything with your boyfriend/girlfriend?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for Supporting Healthy Marriage Follow-up Youth Survey (2009)	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Find a way to work things out?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Discuss a problem without making things worse?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Respect your boyfriend/girlfriend's point of view?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Just walk away?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Storm out?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Avoid talking about it?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Feel that there is no point talking about it?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Feel uncomfortable talking about your thoughts and feelings?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? Small issues suddenly became big arguments.	Existing	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Adapted from Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale Adapted from the Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			SHM adapted item from the Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? Our arguments became very heated.	Existing	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Adapted from Supporting Healthy Marriage, Baseline, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale Adapted from the Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			SHM adapted item from the Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend seemed to view my words or actions more negatively than I meant them to be.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Relationship Dynamics Scale (Markman, Stanley, Blumberg, 2010)	Relationship with boyfriend/girlfriend	X		Scott, M.E., Moore, K.A., & Hickman, S. Full Conflict Scale ($\alpha = .88$ when combined with other items)	Supporting Healthy Marriage, changed stem. Changed wording to be in the past tense and to focus on teen relationships Building Strong Families, changed stem. Changed wording to be in the past tense and to focus on teen relationships. One response category changed from "rarely" to "hardly ever." Relationship Dynamics Scale, changed stem. Changed wording to be in the past tense. Changed response categories from never or almost never, once in awhile, frequently
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend was rude and mean to me when we disagreed.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem. Changed wording to be in the past tense and to focus on teen relationships.
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend and I stayed mad at one another after an argument.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem. Changed wording to be in the past tense and to focus on teen relationships.

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend yelled or screamed at you me he/she was angry?	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, Baseline, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale and Destructive Conflict Resolution Tactics Scale Psychological Maltreatment of Women Inventory (Tolman, 2003) Toledo Adolescent Relationships Study (2008), Wave 1 Originally developed by Conger & Elder (1994), used in the National Longitudinal Survey of Youth 1997	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem and tense Psychological Maltreatment of Women Inventory, changed stem, wording, and response categories Toledo Adolescent Relationships Study (2008), Wave 1, changed stem, wording, and tense.
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend and I had a serious disagreement?	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, changed stem, changed wording to be in the past tense and to focus on teen relationships.
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? Past hurts were brought up again.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Positive Communication Skills Scale Adapted from the Relationship Dynamics Scale (PREP, Inc., 2003)	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem. Wording changed to be in the past tense
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we argued, I felt personally attacked by my boyfriend/girlfriend.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we discussed something, my boyfriend/girlfriend acted as if I was totally wrong.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we argued, one of us said something we regretted.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we argued, one of us withdrew and refused to talk about it anymore.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? One or both of us continued to hold grudges even after discussing our disagreements.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage Follow-Up Survey	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed stem. Changed wording to be in the past tense. Response category changed from “almost never” to “hardly ever”

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we disagreed, my boyfriend/girlfriend did not show respect for my opinions.	New	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the last month, when you had a serious disagreement with your boyfriend/girlfriend, how often do you: Just keep your thoughts and feelings to yourself?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Supporting Healthy Marriage 12- and 30-Month Follow-Up Surveys	Relationship with boyfriend/girlfriend	X			
In the last month, when you had a serious disagreement with your boyfriend/girlfriend, how often do you: Discuss your disagreements respectfully?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Supporting Healthy Marriage 12- and 30-Month Follow-Up Surveys, one item in Positive Communication Skills Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Positive Interactions Scale Adapted from the National Survey of Families and Households, Waves 1, 2, 3	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: End up throwing things or hitting something?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			Changed item wording
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Keep arguing until you get your way?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			Changed item wording
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Yell or shout?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Give each other the silent treatment?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Honest and truthful with your boyfriend/girlfriend?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Building Strong Families, 15 and 36 Month Follow-up Surveys, one item in Support and Affection Scale Dyadic Trust Scale (Larzelere and Huston, 1980)	Relationship with boyfriend/girlfriend	X	X		Created a stem; changed wording to focus on teen relationships; changed response categories Dyadic Trust Scale (Larzelere and Huston, 1980). Added stem, changed wording and response categories.

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Good at working out differences between you and your boyfriend/girlfriend?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Supporting Healthy Marriage 12- and 30-Month Follow-Up Surveys, one item in Positive Communication Scale Building Strong Families 15-and 36-Month Follow-Up Surveys Gottman Sound Relationship House Questionnaires (Gottman, 1999) Scott, M.E., Moore, K.A., & Hickman, S., one item in Positive Interactions Scale	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem, changed wording to focus on teen relationships and focus on the actions of the respondent instead of the couple overall Building Strong Families, changed stem, wording of item, and one response category Gottman Sound Relationship House Questionnaires (Gottman, 1999), changed stem, wording, and response categories
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Mean to your boyfriend/girlfriend when you disagree?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S., one item in Conflict Scale Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale	Relationship with boyfriend/girlfriend	X	X		Changed stem. Changed wording to focus on teen relationships and respondent's actions instead of partner's actions
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Able to talk about anything with your boyfriend/girlfriend?	Existing	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for Supporting Healthy Marriage Follow-up Youth Survey (2009)	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Find a way to work things out?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Discuss a problem without making things worse?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Respect your boyfriend/girlfriend's point of view?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Just walk away?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Storm out?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Avoid talking about it?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Feel that there is no point talking about it?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Get so angry you want to break or smash something?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Get so angry you want to hit your boyfriend/girlfriend?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Feel uncomfortable talking about your thoughts and feelings?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? Small issues suddenly became big arguments.	Existing	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Adapted from Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale Adapted from the Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			SHM adapted item from the Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? Our arguments became very heated.	Existing	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Adapted from Supporting Healthy Marriage, Baseline, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale Adapted from the Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			SHM adapted item from the Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories

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Item	Existing/Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend seemed to view my words or actions more negatively than I meant them to be.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Relationship Dynamics Scale (Markman, Stanley, Blumberg, 2010)	Relationship with boyfriend/girlfriend	X		Scott, M.E., Moore, K.A., & Hickman, S. Full Conflict Scale ($\alpha = .88$ when combined with other items)	Supporting Healthy Marriage, changed stem. Changed wording to be in the past tense and to focus on teen relationships Building Strong Families, changed stem. Changed wording to be in the past tense and to focus on teen relationships. One response category changed from "rarely" to "hardly ever." Relationship Dynamics Scale, changed stem. Changed wording to be in the past tense. Changed response categories from never or almost never, once in awhile, frequently
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend was rude and mean to me when we disagreed.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem. Changed wording to be in the past tense and to focus on teen relationships.
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend and I stayed mad at one another after an argument.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem. Changed wording to be in the past tense and to focus on teen relationships.
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend yelled or screamed at you me he/she was angry?	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, Baseline, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale and Destructive Conflict Resolution Tactics Scale Psychological Maltreatment of Women Inventory (Tolman, 2003) Toledo Adolescent Relationships Study (2008), Wave 1 Originally developed by Conger & Elder (1994), used in the National Longitudinal Survey of Youth 1997	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem and tense Psychological Maltreatment of Women Inventory, changed stem, wording, and response categories Toledo Adolescent Relationships Study (2008), Wave 1, changed stem, wording, and tense.
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend and I had a serious disagreement?	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S. Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, changed stem, changed wording to be in the past tense and to focus on teen relationships.

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? Past hurts are were brought up again.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Positive Communication Scale Adapted from the Relationship Dynamics Scale (PREP, Inc., 2003)	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem. Wording changed to be in the past tense
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we argued, I felt personally attacked by my boyfriend/girlfriend.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we discussed something, my boyfriend/girlfriend acted as if I was totally wrong.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we argued, one of us said something we regretted.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we argued, one of us withdrew and refused to talk about it anymore.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage, Baseline and Follow-Up Survey Building Strong Families, 15 and 36 Month Follow-Up Surveys, one item in Destructive Conflict Behaviors Scale Gottman Sound Relationship House Questionnaires (Gottman, 1999)	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed wording to be in the past tense and to focus on teen relationships. Changed “almost never” response category to “hardly ever” Building Strong Families, changed stem. Changed wording to focus on teen relationships. Response category changed from “rarely” to “hardly ever” Gottman Sound Relationship House Questionnaires, changed stem, wording, and response categories
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? One or both of us continued to hold grudges even after discussing our disagreements.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Parents and Children Together (PACT) Healthy Marriage Follow-Up Survey	Relationship with boyfriend/girlfriend	X			Parents and Children Together (PACT) Healthy Marriage, changed stem. Changed wording to be in the past tense. Response category changed from “almost never” to “hardly ever”
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? When we disagreed, my boyfriend/girlfriend did not show respect for my opinions.	New	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not threaten each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not push, shove, hit, slap, or grab each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not call each other names.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Pressures me to do risky things I do not want to do.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		Clarified that the partner pressures to do “risky” things
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Puts their friends before me.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Wants to control what I do.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		
My boyfriend/girlfriend and I disagree about whether to have sex.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
My boyfriend/girlfriend and I disagree about when to have sex.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
My boyfriend/girlfriend and I disagree about condoms/birth control.	New	None of the time Some of the time Half of the time Most of the time All of the time I don't know/we don't talk about that	Sexual Interaction (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend				
In the past month, how often Have your arguments gotten physical?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, Baseline Survey Scott, M.E., Moore, K.A., & Hickman, S., one item in Physical Violence Scale National Survey of Families and Households, Waves 1, 2, 3	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, stem changed, focuses on past month. National Survey of Families and Households, stem, wording, and response categories changed
In the past month, how often Have you felt afraid that [PARTNER] would hurt you?	Existing	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Adapted from Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale	Relationship with boyfriend/girlfriend				
In the past month, how often Has [PARTNER] accused you of cheating?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, wording changed, changed to focus on the past month Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often Has [PARTNER] tried to keep you from seeing or talking with your friends?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, stem changed. Split one question asking about friends and family into two separate questions Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed
In the past month, how often Has [PARTNER] tried to keep you from seeing or talking with your family?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, stem changed. Split one question asking about friends and family into two separate questions Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed
In the past month, how often Has [PARTNER] blamed you for their problems?	Existing	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Originally developed by Conger & Elder (1994), used in the National Longitudinal Survey of Youth 1997 Supporting Healthy Marriage 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale and Destructive Conflict Resolution Tactics Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Adapted from the Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				SHM adapted item from the Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>A person angry enough to hit their partner must love them very much.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Violence between dating partners can improve the relationship.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Sometimes people deserve to be hit by the people they date.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>A person who makes their partner jealous on purpose deserves to be hit.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>There are times when violence between dating partners is okay.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Sometimes violence is the only way to express your feelings.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Some couples must use violence to solve their problems.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				
<p>Please indicate whether you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree.</p> <p>Violence between dating partners is a personal matter and people should not interfere.</p>	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	<p>Acceptance of Couple Violence scale (Foshee V, Fothergill K, Stuart J., 1992)</p> <p>Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools</p> <p>Antle et al. (2011) for the Love U2, Communication Smarts evaluation</p>	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How much do you agree or disagree with the following statements. Please select strongly agree, agree, disagree, or strongly disagree. It's okay for someone to stay in a relationship even if they're afraid of their boyfriend/girlfriend?	Adapted	Strongly agree Agree Disagree Strongly disagree	Attitudes about Intimate Partner Violence (Attitudes/Beliefs)	Proposed for the Healthy Marriage and Responsible Fatherhood Performance Measures and Additional Data Collection for the Fatherhood and Marriage Local Evaluation and Cross-site (FaMLE Cross-site) Project (2014)	Respondent				Adapted item wording and stem to be more general - not pertaining to the respondent themselves
In the past month, how often has your boyfriend/girlfriend done any of the following to you? Called you names, insulted you, or treated you disrespectfully in front of others?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often has your boyfriend/girlfriend done any of the following to you? Swore at you?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often has your boyfriend/girlfriend done any of the following to you? Threatened you with violence?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often has your boyfriend/girlfriend done any of the following to you? Pushed or shoved you?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often has your boyfriend/girlfriend done any of the following to you? Thrown something at you that could hurt you?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often has your boyfriend/girlfriend done any of the following to you? Slapped, hit, or kicked you in anger?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often have you done any of the following? Called [PARTNER] names, insulted [PARTNER], or treated [PARTNER] disrespectfully in front of others?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often have you done any of the following? Swore at [PARTNER]?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 2	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often have you done any of the following? Threatened [PARTNER] with violence?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often have you done any of the following? Pushed or shoved [PARTNER]?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often have you done any of the following? Thrown something at [PARTNER] that could hurt them?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often have you done any of the following? Slapped, hit, or kicked [PARTNER] in anger?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Waves 2 & 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often have you had an injury, such as a sprain, bruise, or cut because of a fight with your boyfriend/girlfriend?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
In the past month, how often has your boyfriend/girlfriend had an injury, such as a sprain, bruise, or cut because of a fight with you?	Adapted	Often Sometimes Hardly Ever Never	Intimate Partner Violence with Current Partner (Skills/Behaviors)	National Longitudinal Study of Adolescent Health (Add Health), Wave 3	Relationship with boyfriend/girlfriend				Changed the wording of questions, stem adapted, response categories adapted
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend doesn't want to do things with my friends.	New	None of the time Some of the time Half of the time Most of the time All of the time	Psychological violence (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend		X		
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend doesn't want to do things with my family.	New	None of the time Some of the time Half of the time Most of the time All of the time	Psychological violence (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend		X		
In the past month, how often Have your arguments gotten physical?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, Baseline Survey Scott, M.E., Moore, K.A., & Hickman, S., one item in Physical Violence Scale National Survey of Families and Households, Waves 1, 2, 3	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, stem changed, focuses on past month. National Survey of Families and Households, stem, wording, and response categories changed
In the past month, how often Have you felt afraid that [PARTNER] would hurt you?	Existing	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Adapted from Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale	Relationship with boyfriend/girlfriend				
In the past month, how often Has [PARTNER] accused you of cheating?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, wording changed, changed to focus on the past month Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, how often Has [PARTNER] tried to keep you from seeing or talking with your friends?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, stem changed. Split one question asking about friends and family into two separate questions Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed
In the past month, how often Has [PARTNER] tried to keep you from seeing or talking with your family?	Adapted	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Psychological Abuse Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				Supporting Healthy Marriage, stem changed. Split one question asking about friends and family into two separate questions Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed
In the past month, how often Has [PARTNER] blamed you for their problems?	Existing	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Originally developed by Conger & Elder (1994), used in the National Longitudinal Survey of Youth 1997 Supporting Healthy Marriage 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale and Destructive Conflict Resolution Tactics Scale Scott, M.E., Moore, K.A., & Hickman, S., one item in Psychological Abuse Scale Adapted from the Psychological Maltreatment of Women Inventory (Tolman, 2003)	Relationship with boyfriend/girlfriend				SHM adapted item from the Psychological Maltreatment of Women Inventory, stem, wording, and response categories changed
In the past month, how often Has [PARTNER] made you feel stupid?	Existing	Often Sometimes Hardly Ever Never	Psychological violence (Skills/Behaviors)	Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys	Relationship with boyfriend/girlfriend				
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not threaten each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not push, shove, hit, slap, or grab each other.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate if you agree or disagree with the following statements. In a healthy romantic relationship, how important is it that couples... Do not call each other names.	New	Very important Important Somewhat important Not at all important	Attitudes about a Healthy Relationship (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent		X		
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Puts their friends before me.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		
Please indicate how often the following things happen with your boyfriend/girlfriend. My boyfriend/girlfriend... Wants to control what I do.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		
Please indicate how often the following things happens with your boyfriend/girlfriend. My boyfriend/girlfriend... Puts down my physical appearance or how I look.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		Changed response categories
Please indicate how often the following things happens with your boyfriend/girlfriend. My boyfriend/girlfriend... Tries to make me look bad.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X	X		Changed response categories
Please indicate how often the following things happens with your boyfriend/girlfriend. My boyfriend/girlfriend... Insults or criticizes my ideas.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Respectful Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1 National Longitudinal Youth Survey (1997), taken from the Iowa Youth and Family Project	Relationship with boyfriend/girlfriend	X	X		Changed response categories
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: End up throwing things or hitting something?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends through cognitive interviews with teens in the DC area through a project funded by the Office of Population Affairs (OPA) (2010)	Relationship with boyfriend/girlfriend	X			Changed item wording
When you have a serious disagreement with your boyfriend/girlfriend, how often are you: Mean to your boyfriend/girlfriend when you disagree?	Adapted	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S., one item in Conflict Scale Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale	Relationship with boyfriend/girlfriend	X	X		Supporting Healthy Marriage, changed stem. Changed wording to focus on teen relationships and respondent's actions instead of partner's actions
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Get so angry you want to break or smash something?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X	X		

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
When you have a serious disagreement with your boyfriend/girlfriend, how often do you: Get so angry you want to hit your boyfriend/girlfriend?	New	Often Sometimes Hardly Ever Never	Conflict Behaviors (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend was rude and mean to me when we disagreed.	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S., one item in Conflict Scale Supporting Healthy Marriage, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem. Changed wording to be in the past tense and to focus on teen relationships. Scott, M.E., Moore, K.A., & Hickman, S. one item from Conflict Scale, see Conflict Management/Conflict domain for full scale
In the past month, how often did the following things happen in your relationship? Would you say often, sometimes, hardly ever, or never? My boyfriend/girlfriend yelled or screamed at me when he/she was angry?	Adapted	Often Sometimes Hardly Ever Never	Negative Communication (Skills/Behaviors)	Scott, M.E., Moore, K.A., & Hickman, S., one item in Conflict Scale Supporting Healthy Marriage, Baseline, 12 and 30 Month Follow-Up Surveys, one item in Negative Behaviors and Emotions Scale and Destructive Conflict Resolution Tactics Scale Psychological Maltreatment of Women Inventory (Tolman, 2003) Toledo Adolescent Relationships Study (2008), Wave 1 Originally developed by Conger & Elder (1994), used in the National Longitudinal Survey of Youth 1997	Relationship with boyfriend/girlfriend	X			Supporting Healthy Marriage, changed stem and tense Psychological Maltreatment of Women Inventory, changed stem, wording, and response categories Toledo Adolescent Relationships Study (2008), Wave 1, changed stem, wording, and tense. Scott, M.E., Moore, K.A., & Hickman, S. one item from Conflict Scale, see Conflict Management/Conflict domain for full scale
How confident are you that you could... Leave a violent or unhealthy relationship.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how much the items below sound like you. I avoid making other kids look bad.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent			Social Competence scale, 9 items: $\alpha=0.79$, CFI=0.986, TLI=0.981, RMSEA=0.042	
Please indicate how much the items below sound like you. If two of my friends are fighting, I find a way to work things out.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. When I work in school groups, I do my fair share.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how often this happens. How often ... Do you get along well with people of different races, cultures and religions?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how often this happens. How often ... Do you listen to other students' ideas?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how often this happens. How often ... Do you control your anger when you have a disagreement with a friend?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how often this happens. How often ... Can you discuss a problem with a friend without making things worse?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how often this happens. How often ... Do you follow the rules when you are at a park, theater, or sports event?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how often this happens. How often ... Do you respect others' points of view, even if you disagree?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Social Competence (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. I feel bad when someone gets their feelings hurt.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Empathy (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent			Adolescent Empathy scale, 4 items: $\alpha=0.84$, CFI=1.000, TLI=0.999, RMSEA=0.0336	
Please indicate how much the items below sound like you. I understand how those close to me feel.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Empathy (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. It is important to me to understand how other people feel.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Empathy (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how much the items below sound like you. I am happy when others succeed.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Empathy (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
How often would you make the following statements? I can listen to others.	Adapted	Often Sometimes Hardly Ever Never	Empathy (Skills/Behaviors)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent			Empathy—Teen Conflict Survey 5-item scale (Bosworth & Espelage, 1995) $\alpha = 0.62$	Changed response categories
How often would you make the following statements? Kids I don’t like can have good ideas.	Adapted	Often Sometimes Hardly Ever Never	Empathy (Skills/Behaviors)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Changed response categories
How often would you make the following statements? I get upset when my friends are sad.	Adapted	Often Sometimes Hardly Ever Never	Empathy (Skills/Behaviors)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Changed response categories
How often would you make the following statements? I trust people who are not my friends.	Adapted	Often Sometimes Hardly Ever Never	Empathy (Skills/Behaviors)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Changed response categories
How often would you make the following statements? I am sensitive to other people’s feelings, even if they are not my friends.	Adapted	Often Sometimes Hardly Ever Never	Empathy (Skills/Behaviors)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Changed response categories
Please indicate how often the following things happen. I show respect for teachers and neighbors.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	General and Pro-social Behavior (Skills/Behaviors)	Developed by the National Survey of Children’s Health (2007), informed by the Social Competence Scale, used in the Supporting Healthy Marriage Follow-Up Youth Survey	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how often the following things happen. I get along well with other kids.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	General and Pro-social Behavior (Skills/Behaviors)	Developed by the National Survey of Children's Health (2007), informed by the Social Competence Scale, used in the Supporting Healthy Marriage Follow-Up Youth Survey	Respondent				
Please indicate how often the following things happen. I try to understand other people's feelings.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	General and Pro-social Behavior (Skills/Behaviors)	Developed by the National Survey of Children's Health (2007), informed by the Social Competence Scale, used in the Supporting Healthy Marriage Follow-Up Youth Survey	Respondent				
Please indicate how often the following things happen. I try to work out problems with classmates, family, or friends.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	General and Pro-social Behavior (Skills/Behaviors)	Developed by the National Survey of Children's Health (2007), informed by the Social Competence Scale, used in the Supporting Healthy Marriage Follow-Up Youth Survey	Respondent				Wording changes
Please indicate how often the following things happen. I help other kids at school, with things like homework, sports or other activities.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	General and Pro-social Behavior (Skills/Behaviors)	Developed by Peterson and Seligman (2004) and used in the Supporting Healthy Marriage Follow-Up Youth Survey	Respondent				
Please indicate how often the following things happen. I try to see things from another person's point of view.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for Supporting Healthy Marriage Follow-up Youth Survey (2009)	Respondent				
Please indicate how much the items below sound like you. I work hard to listen to what other people have to say.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate how much the items below sound like you. I like to talk with people who have a different point of view.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate how much the items below sound like you. I say thank you when somebody does something nice.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate how much the items below sound like you. I apologize when I am wrong.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate how much the items below sound like you. I try to be open to points of view different than mine.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
Please indicate how much the items below sound like you. I think it is important to listen to people who are different from you.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how much the items below sound like you. I show respect for the opinions of others.	New	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	General and Pro-social Behavior (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How confident are you that you can... Stay out of fights.	Existing	Very confident Somewhat confident Not very confident Not at all confident	Self- Efficacy (Attitudes/Beliefs)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent			Self-Efficacy—Teen Conflict Survey. 5-item scale (Bosworth & Espelage, 1995) $\alpha = 0.85$	Removed the response option “unsure”
How confident are you that you can... Understand another person’s point of view.	Existing	Very confident Somewhat confident Not very confident Not at all confident	Self- Efficacy (Attitudes/Beliefs)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Removed the response option “unsure”
How confident are you that you can... Calm down when you are mad.	Existing	Very confident Somewhat confident Not very confident Not at all confident	Self- Efficacy (Attitudes/Beliefs)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Removed the response option “unsure”
How confident are you that you can... Talk out a disagreement.	Existing	Very confident Somewhat confident Not very confident Not at all confident	Self- Efficacy (Attitudes/Beliefs)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Removed the response option “unsure”
How confident are you that you can... Learn to stay out of fights.	Existing	Very confident Somewhat confident Not very confident Not at all confident	Self- Efficacy (Attitudes/Beliefs)	Teen Conflict Survey (Bosworth & Espelage, 1995) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				Removed the response option “unsure”
Please indicate how you feel about the following statements... Sometimes you have to physically fight to get what you want.	Existing	YES! yes no NO!	Self-Control (Skills/Behavior)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A “YES!” is checked if the statement is very true for them; “yes” if it is somewhat true; “no” if it is somewhat false; and “NO!” if it is very false

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how you feel about the following statements... I get mad easily.	Existing	YES! yes no NO!	Self-Control (Skills/Behavior)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... I do whatever I feel like doing.	Existing	YES! yes no NO!	Self-Control (Skills/Behavior)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... When I am mad, I yell at people.	Existing	YES! yes no NO!	Self-Control (Skills/Behavior)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... Sometimes I break things on purpose.	Existing	YES! yes no NO!	Self-Control (Skills/Behavior)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... If I feel like it, I hit people.	Existing	YES! yes no NO!	Self-Control (Skills/Behavior)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false

Full 12-item scale $\alpha = 0.65$ and

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how you feel about the following statements... I like to help around the house.	Existing	YES! yes no NO!	Cooperation (Skills/Behaviors)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent			0.65 (Gabriel, 1994)	A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... Being part of a team is fun.	Existing	YES! yes no NO!	Cooperation (Skills/Behaviors)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... Helping others makes me feel good.	Existing	YES! yes no NO!	Cooperation (Skills/Behaviors)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... I always like to do my part.	Existing	YES! yes no NO!	Cooperation (Skills/Behaviors)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
Please indicate how you feel about the following statements... It is important to do your part in helping at home.	Existing	YES! yes no NO!	Cooperation (Skills/Behaviors)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how you feel about the following statements... Helping others is very satisfying.	Existing	YES! yes no NO!	Cooperation (Skills/Behaviors)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false
After taking this class, my relationship with my parents:	Adapted	Improved a lot Improved Did not change Got worse	Relationship with Family and Friends (Skills/Behaviors)	Developed by the Dibble Institute for the Healthy Choices Healthy Relationships Student Survey (2012)	Relationship with family				Changed wording of one response category.
After taking this class, my relationship with my classmates:	Adapted	Improved a lot Improved Did not change Got worse	Relationship with Family and Friends (Skills/Behaviors)	Developed by the Dibble Institute for the Healthy Choices Healthy Relationships Student Survey (2012)	Relationship with friends				Changed wording of one response category.
After taking this class, my relationship with my friends:	Adapted	Improved a lot Improved Did not change Got worse	Relationship with Family and Friends (Skills/Behaviors)	Developed by the Dibble Institute for the Healthy Choices Healthy Relationships Student Survey (2012)	Relationship with friends				Changed wording of one response category.
After taking this class, my relationship with my teachers:	Adapted	Improved a lot Improved Did not change Got worse	Relationship with Family and Friends (Skills/Behaviors)	Developed by the Dibble Institute for the Healthy Choices Healthy Relationships Student Survey (2012)	Relationship with other adult				Changed wording of one response category.
In the past month, please indicate how often the following things happened... My parent(s) and I shared ideas or talked about things that really matter.	Adapted	Often Sometimes Hardly Ever Never	Relationship with Family and Friends (Skills/Behaviors)	Developed by the National Survey of Children's Health (2007), used in the Supporting Healthy Marriage Follow-Up Youth Survey	Relationship with family				Response categories changed, wording changed
In the past month, please indicate how often the following things happened... My friend(s) and I shared ideas or talked about things that really matter.	Adapted	Often Sometimes Hardly Ever Never	Relationship with Family and Friends (Skills/Behaviors)	Developed by the National Survey of Children's Health (2007), used in the Supporting Healthy Marriage Follow-Up Youth Survey	Relationship with friends				Response categories changed, wording changed
In the past month, please indicate how often the following things happened... When I disagreed with my parent(s) we were able to work things out.	Existing	Often Sometimes Hardly Ever Never	Relationship with Family and Friends (Skills/Behaviors)	Developed by Child Trends for Supporting Healthy Marriage Follow-up Youth Survey (2009)	Relationship with family				
In the past month, please indicate how often the following things happened... When I disagreed with my friend(s) we were able to work things out.	Adapted	Often Sometimes Hardly Ever Never	Relationship with Family and Friends (Skills/Behaviors)	Developed by Child Trends for Supporting Healthy Marriage Follow-up Youth Survey (2009)	Relationship with friends				Adapted to ask of friends
In the past month, please indicate how often you felt like you... Could talk to your parents about somebody you liked.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with family				Changed wording of the question, changed response categories
In the past month, please indicate how often you felt like you... Could count on your parent(s) to be there when you needed them.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent Adolescent-Relationship Scale	Relationship with family				Changed wording of the question

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
In the past month, please indicate how often you felt like you... Could talk with your parent(s) about the things that really matter.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent Adolescent-Relationship Scale	Relationship with family				Changed wording of the question
In the past month, please indicate how often you felt like you... Were comfortable sharing your thoughts and feelings with your parent(s).	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent Adolescent-Relationship Scale	Relationship with family				Changed wording of the question
In the past month, please indicate how often you felt like you... Could count on your friends to be there when you needed them.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent Adolescent-Relationship Scale	Relationship with friends				Changed wording of the question to be more general to all friends
In the past month, please indicate how often you felt like you... Could talk with your friends about the things that really matter.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent Adolescent-Relationship Scale	Relationship with friends				Changed wording of the question to be more general to all friends
In the past month, please indicate how often you felt like you... Were comfortable sharing your thoughts and feelings with your friends.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Lippman, Moore, et al. (2014), one item in Parent Adolescent-Relationship Scale	Relationship with friends				Changed wording of the question to be more general to all friends
In the past month, please indicate how often you felt like you... Could talk to your friends about somebody you liked.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Relationship with Family and Friends (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with friends				Changed wording of the question, changed response categories

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? I feel like crying.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? Bad things happen to me.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? I can't do anything right.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? I feel very tired.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? Nothing is fun for me.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? I worry about things.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? I have bad dreams.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? I have trouble sleeping.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? Lots of things scare me.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids experience different feelings. Please tell me how often the following statements describe how you feel....Would you say that you feel this way all the time, most of the time, some of the time or none of the time? I feel unhappy or sad.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Internalizing Behavior Problems (Skills/Behaviors)	Internalizing Symptoms Scale for Children (1996) used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I do not get along with other kids.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Ehrle & Moore (1999) for the National Survey of America's Families Behavioral and Emotional Problems Scale, used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I lie or cheat.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Ehrle & Moore (1999) for the National Survey of America's Families Behavioral and Emotional Problems Scale, used in the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I act too young for my age.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I argue a lot.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I have trouble concentrating or paying attention.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I brag a lot.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I can't sit still.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I am disobedient at school.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I am afraid of doing badly.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed, wording changed
All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time. I talk too much.	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Externalizing Behavior Problems (Skills/Behaviors)	Developed by Achenbach (1991) for the Youth Self-Report Child Behavior Checklist Syndrome Scales, some items adapted for the Supporting Healthy Marriage Follow-up Youth Survey	Respondent				Response categories changed
How often do you: Enjoy upsetting other kids?	Existing	Never Once in a while Pretty often Often	Tendency to Bully (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				
How often do you: Like to make other kids scared?	Existing	Never Once in a while Pretty often Often	Tendency to Bully (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				
How often do you: In a group, tease others?	Existing	Never Once in a while Pretty often Often	Tendency to Bully (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				
How often do you: Fight kids you can easily beat?	Existing	Never Once in a while Pretty often Often	Tendency to Bully (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				
How often do you: Get picked on by other kids?	Existing	Never Once in a while Pretty often Often	Tendency to Be Victimized (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				
How often do you: Get made fun of?	Existing	Never Once in a while Pretty often Often	Tendency to Be Victimized (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How often do you: Get called names by other kids?	Existing	Never Once in a while Pretty often Often	Tendency to Be Victimized (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				
How often do you: Get hit or pushed around?	Existing	Never Once Two Times Three or more times	Tendency to Be Victimized (Skills/Behaviors)	Developed by Rigby & Slee (1993) for the Peer Relations Questionnaire (PRQ) for Children (Shortened 12-item scale)	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often have you Stolen something.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often have you Stolen something worth more than \$500.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often have you Damaged or destroyed property that didn't belong to you.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often were you Detained or arrested by police.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often were you Required to appear in court for something you had done.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often were you Sent to the principal or school counselor for disciplinary reasons.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often have you Skipped class.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often were you Suspended or expelled from school.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories
In the past 6 months, how often were you Fired from a job.	Adapted	Never Once Two Times Three or more times	Disciplinary and Delinquent Behavior (Skills/Behaviors)	SAGE Baseline Survey (Straus, 1979). Modified by Rosenbaum, et al., 1991; and Flewelling, Paschall & Ringwalt, 1993	Respondent				Adapted stem to be in the past 6-months and changed response categories

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I was bothered by things that usually don't bother me.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I had trouble keeping my mind on what I was doing.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I felt depressed.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I felt that everything I did was an effort.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I felt hopeful about the future.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I felt fearful.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... My sleep was restless.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I was happy.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I felt lonely.	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week... I could not "get going."	Adapted	Never or rarely Sometimes A lot of the time Most of the time or all of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Center for Epidemiologic Studies Short Depression Scale (CES-D 10)	Respondent				Adapted response categories to those used in the National Longitudinal Study of Adolescent Health (Add Health), Wave 1
These next questions are about feelings you may have experienced over the past 30 days. During the past 30 days, how often did you feel... So sad that nothing could cheer you up?	Existing	All of the time Most of the time Some of the time A little of the time None of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Kessler Psychological Distress Scale (K6)	Respondent				
These next questions are about feelings you may have experienced over the past 30 days. During the past 30 days, how often did you feel... Nervous?	Existing	All of the time Most of the time Some of the time A little of the time None of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Kessler Psychological Distress Scale (K6)	Respondent				
These next questions are about feelings you may have experienced over the past 30 days. During the past 30 days, how often did you feel... Restless or fidgety?	Existing	All of the time Most of the time Some of the time A little of the time None of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Kessler Psychological Distress Scale (K6)	Respondent				
These next questions are about feelings you may have experienced over the past 30 days. During the past 30 days, how often did you feel... Hopeless?	Existing	All of the time Most of the time Some of the time A little of the time None of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Kessler Psychological Distress Scale (K6)	Respondent				
These next questions are about feelings you may have experienced over the past 30 days. During the past 30 days, how often did you feel... That everything was an effort?	Existing	All of the time Most of the time Some of the time A little of the time None of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Kessler Psychological Distress Scale (K6)	Respondent				
These next questions are about feelings you may have experienced over the past 30 days. During the past 30 days, how often did you feel... Worthless?	Existing	All of the time Most of the time Some of the time A little of the time None of the time	Depression, Anxiety, and Distress (Skills/Behaviors)	Kessler Psychological Distress Scale (K6)	Respondent				
How confident are you that you could... Say no to sex that you don't want.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How confident are you that you could... Say no to drinking or using drugs when you don't want to.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How confident are you that you could... Leave a violent or unhealthy relationship.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How confident are you that you could... Say no to a behavior that is risky when it comes to getting STIs.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How confident are you that you could... Say no to a behavior that is risky when it comes to getting you or a partner pregnant.	New	Completely confident Very confident Confident A little confident Not confident at all	Self-Efficacy for Preventing Risky Behaviors (Attitudes/Beliefs)	Developed by Child Trends for the current HMRE Models and Measures Project	Respondent				
How important is it to you that in the future... You will graduate from high school.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	Future Aspirations—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
How important is it to you that in the future... You will go to college.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	Future Aspirations—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
How important is it to you that in the future... You will have a job that pays well.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	Future Aspirations—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				

Full 6-Item Future Aspirations

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How important is it to you that in the future... You will stay in good health.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	Future Aspirations—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent			scale, $\alpha= 0.60$	
How important is it to you that in the future... You will do community work or volunteer work.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	Future Aspirations—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
How important is it to you that in the future... You will have good friends you can count on.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	Future Aspirations—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
Please indicate how closely these statements match how you feel. I will probably die before I am thirty.	Existing	YES! yes no NO!	Positive Outlook (Attitudes/Beliefs)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how closely these statements match how you feel. I think I will have a nice family when I get older.	Existing	YES! yes no NO!	Positive Outlook (Attitudes/Beliefs)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent			Full 6-Item Positive Outlook scale, $\alpha=.56$ (Gabriel, 1994)	
Please indicate how closely these statements match how you feel. I am afraid my life will be unhappy.	Existing	YES! yes no NO!	Positive Outlook (Attitudes/Beliefs)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
Please indicate how closely these statements match how you feel. Bad things happen to people like me.	Existing	YES! yes no NO!	Positive Outlook (Attitudes/Beliefs)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
Please indicate how closely these statements match how you feel. I think I can have a nice house when I grow up.	Existing	YES! yes no NO!	Positive Outlook (Attitudes/Beliefs)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
Please indicate how closely these statements match how you feel. I will probably never have enough money.	Existing	YES! yes no NO!	Positive Outlook (Attitudes/Beliefs)	Individual Protective Factors Index (IPFI) and Risk Assessment study (Phillips & Springer, 1992) Centers for Disease Control and Prevention's Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				

Outcome Domain: Career and College Readiness [Return to Table of Contents](#)

Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Overall, what grades did you receive last year/the last full year of school you completed?	Existing	Most A'S (90-100)/4:exceeds expectations About half A'S AND half B'S (85-89) Mostly B'S (80-84)/3:meets expectations About half B'S and half C'S (75-79) Mostly C'S (70-74)/2:need improvement About half C'S and half D'S (65-69) Mostly D'S (60-64)/1: does not meet expectations/unsatisfactory Mostly below D's (BELOW 60)	Educational Achievement (Skills/Behaviors)	Supporting Healthy Marriage 30-Month Follow-Up Youth Survey	Respondent				
Please indicate whether you agree or disagree with the following statements. Please select strongly disagree, disagree, agree, or strongly agree. If something interests me, I try to learn more about it.	Existing	Strongly agree Agree Disagree Strongly disagree	Educational Engagement (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent			Full 6-Item Educational Engagement Scale: $\alpha=0.72$, CFI=0.996, TLI=0.990, RMSEA=0.043	
Please indicate whether you agree or disagree with the following statements. Please select strongly disagree, disagree, agree, or strongly agree. I think the things I learn in school are useful.	Existing	Strongly agree Agree Disagree Strongly disagree	Educational Engagement (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate whether you agree or disagree with the following statements. Please select strongly disagree, disagree, agree, or strongly agree. Being a student is one of the most important parts of who I am.	Existing	Strongly agree Agree Disagree Strongly disagree	Educational Engagement (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
How often do you: Care about doing well in school?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Educational Engagement (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
How often do you: Pay attention in class?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Educational Engagement (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
How often do you: Go to class unprepared?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Educational Engagement (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. I am willing to risk failure to reach my goals.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Initiative Taking (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
Please indicate how much the items below sound like you. When I work at something, I care about doing my best.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Initiative Taking (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent			Full 4-Item Initiative Taking scale: $\alpha = 0.70$, CFI = 0.982, TLI=0.975, RMSEA = 0.064	
Please indicate how much the items below sound like you. I like coming up with new ways to solve problems.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Initiative Taking (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. I am a leader, not a follower.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Initiative Taking (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. I know how to manage my time.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Thrift (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent			Full 4-Item Thrift scale: $\alpha = 0.72$, CFI=0.999, TLI=0.998, RMSEA=0.037	
Please indicate how much the items below sound like you. I buy things even though I know they are too expensive for me.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Thrift (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. There are things I do not buy today so I can save for tomorrow.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Thrift (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. I am careful about how I spend my money.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Thrift (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. I develop step-by-step plans to reach my goals.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Goal-Orientation (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent			Full 7-Item Adolescent Goal Orientation scale: $\alpha = 0.88$, CFI=0.994, TLI=0.990, RMSEA=0.072	
Please indicate how much the items below sound like you. I have goals in my life.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Goal-Orientation (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. If I set goals, I take action to reach them.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Goal-Orientation (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. It is important to me that I reach my goals.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Goal-Orientation (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate how much the items below sound like you. I know how to make my plans happen.	Existing	Not at all like me A little like me Somewhat like me A lot like me Exactly like me	Goal-Orientation (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How often do you make plans to achieve your goals?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Goal-Orientation (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
How often do you have trouble figuring out how to make your goals happen?	Existing	None of the time Some of the time Half of the time Most of the time All of the time	Goal-Orientation (Skills/Behaviors)	Lippman, Moore, et al. (2014)	Respondent				
Please indicate if you agree or disagree with the following statement. Working hard at a job will pay off in the end.	Existing	Strongly agree Agree Disagree Strongly disagree	Attitudes Towards Employment (Attitudes/Beliefs)	Attitudes Toward Employment—Work Opinion Questionnaire (Johnson, Messe & Crano, 1984; Harter, 1988) Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				
Please indicate how often the following things happen with your boyfriend/girlfriend. I am able to talk with my boyfriend/girlfriend about my dreams and goals.	Adapted	None of the time Some of the time Half of the time Most of the time All of the time	Quality of Communication (Skills/Behaviors)	Toledo Adolescent Relationships Study (2008), Wave 1	Relationship with boyfriend/girlfriend	X			Changed the response scale and some wording
In the past month, how often did you and your boyfriend/girlfriend talk about the following.... The kind of work you want to do when you are an adult.	New	Often Sometimes Hardly Ever Never	Communication about Personal Beliefs and Goals (Skills/Behaviors)	Developed by Child Trends for the current HMRE Models and Measures Project	Relationship with boyfriend/girlfriend	X			
How important is it to you that in the future... You will graduate from high school.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	One item from Future Aspirations Scale—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				One item from Future Aspirations Scale, see Individual Well-being domain for full scale

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Item	Existing/ Adapted/New	Response Categories	Construct	Source/Prior Use	Item Subject	General/Other Relationships (X)	Cognitively Tested (X)	Psychometric Properties	Notes
How important is it to you that in the future... You will go to college.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	One item from Future Aspirations Scale—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				One item from Future Aspirations Scale, see Individual Well-being domain for full scale
How important is it to you that in the future... You will have a job that pays well.	Existing	Very important Important Somewhat important Not at all important	Future Aspirations (Attitudes/Beliefs)	One item from Future Aspirations Scale—Peer Leader Survey. Center for Urban Affairs and Policy Research, 1995 Adapted by Houston Community Demonstration Project, 1993 Centers for Disease Control and Prevention’s Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools	Respondent				One item from Future Aspirations Scale, see Individual Well-being domain for full scale

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