



EXEMPLAR OF A DISTRICT-DETERMINED MEASURE: SELF-CONTROL

In our programs, self-control is quite often a skill with which many students struggle; it is also one that is critical to future academic and social-emotional success. We have chosen to measure self-control as an indicator of growth in our students.

1. Scoring the Assessment (tool for scoring, e.g., rubric or scale)

Items 1, 8, 9, 10, 11, 12 and 13 are scored as follows:

YES! = 1

yes = 2

no = 3

NO! = 4 Items 2-7 are reverse coded (YES! = 4, NO! = 1).

To score the scale, point values for all 13 items are added. Blank items are excluded, with the scale score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 52 indicates a high sense of self-control. A minimum score of 13 indicates a relatively low sense of control.

2. Directions (for those administering the assessment)

Teachers, clinicians, counselors, or support staff should administer this survey to students within the first month of school (or within the first month of their arrival at school), again four months into school (or four months after their arrival), and again at the end of the school year. Copy enough surveys for each student (or make available in an online survey format). Give students up to 20 minutes to fill out the survey. (Most will take less time.) Read directions in #3 below. When students are finished, collect surveys in a confidential way (i.e., so other students do not see each other's responses).

3. Student Directions

Ask students to read each statement and circle or choose the response that most closely matches their feelings. Choose "YES!" 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.

4. The Assessment Tool

13-item **Individual Protective Factors Index: Control** (from CDC's Violence Prevention Compendium)

5. Sorting High, Moderate, and Low Growth (who scores the assessment, what tool they'll use to score, and how scores will be sorted into high, moderate, and low growth)

Counselor scores each survey

Individual growth (difference between beginning and end survey):

Low: 0-7 points

Moderate: 8-13 points

High: 14 or more points

Aggregate caseload growth:

Low: 60% or more of caseload made only low or moderate growth

Moderate: 40-59% of caseload made only low or moderate growth

High: 39% or less of caseload made only low or moderate growth

6. Submission (who submits the final product(s) to CES and/or DESE)

Counselor reports aggregate caseload growth to principal or department head, who reports to appropriate district-level representative for reporting to DESE.

Please Note: This DDM is constructed around the use of the "Control—Protective Factors Index" (see assessment tool below). Districts may opt to retain the assessment tool referenced and modify content in the remaining instructions, or, districts may opt to utilize a different assessment tool. If a different assessment tool is utilized, the sorting strategy for low, medium, and high growth will need to be modified accordingly.

P2. Control—Individual Protective Factors Index

Psychosocial and Cognitive Assessments II.

This assessment measures sense of control and has two subscales: self-efficacy and self-control. Students are asked to indicate how closely several statements match their feelings. 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.

Self-Efficacy

1. Other people decide what happens to me. ■ YES! ■ yes ■ no ■ NO!
2. It is important to think before you act. ■ YES! ■ yes ■ no ■ NO!
3. If I study hard, I will get better grades. ■ YES! ■ yes ■ no ■ NO!
4. When I try to be nice, people notice. ■ YES! ■ yes ■ no ■ NO!
5. If you work hard, you will get what you want. ■ YES! ■ yes ■ no ■ NO!
6. To make a good decision, it is important to think. ■ YES! ■ yes ■ no ■ NO!
7. I am responsible for what happens to me. ■ YES! ■ yes ■ no ■ NO!

Self-Control

1. Sometimes you have to physically fight to get what you want. ■ YES! ■ yes ■ no ■ NO!
2. I get mad easy. ■ YES! ■ yes ■ no ■ NO!
3. I do whatever I feel like doing. ■ YES! ■ yes ■ no ■ NO!
4. When I am mad, I yell at people. ■ YES! ■ yes ■ no ■ NO!
5. Sometimes I break things on purpose. ■ YES! ■ yes ■ no ■ NO!
6. If I feel like it, I hit people. ■ YES! ■ yes ■ no ■ NO!

Scoring and Analysis

Items 1, 8, 9, 10, 11, 12 and 13 are scored as follows: YES!= 1 yes =2 no =3 NO! =4

All other items are reverse coded. To score the scale, point values for all 13 items are added. Blank items are excluded, with the scale score adjusted for the number of items completed when two or few items are blank. The maximum obtainable score of 52 indicates a high sense of self-control. A minimum score of 13 indicates a relatively low sense of control.