DOCUMENT RESUME

ED 438 491 CG 029 772

AUTHOR McConochie, William A.
TITLE At Risk for Violence Test (ARFV). For Identifying Violence-Prone Teens and Adults. Manual.
PUB DATE 2000-02-03
NOTE 61p.
AVAILABLE FROM TestMaster, Inc., 71 E. 15th Ave., Eugene, OR 97401. Tel: 541-686-9934; Fax: 541-485-5702; e-mail: tstmastr@rio.com; Web Site: http://www.rio.com/~tstmastr.
PUB TYPE Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Evaluation Methods; *Measurement Techniques; Questionnaires; *Test Manuals; *Test Reliability; *Test Validity; *Violence

ABSTRACT

The At Risk for Violence Test (ARFV) is a test used to identify violence prone teens and adults. The ARFV, teen version, is designed for use in public and private schools, grades 6 through 12, as an annual screening early in the school year. Norms for girls and boys are used for scoring reports. The adult version may be used to screen job applicants or to counsel persons with anger and violence control problems. Adult norms are used for individuals over 18 years of age. The ARFV test items are written in a Likert scale format, permitting four levels of agreement or disagreement. This manual contains the test, directions for its administration and evaluation, and evidence of its reliability and validity. Research suggestions and additional follow-up and preventive program suggestions are provided. Also included are suggestions for handling criticisms about the test, and recommendations for managing political issues that might arise when trying to incorporate the test in a school system. (GCP)

MANUAL

(2-3-00 edition)

At Risk for Violence Test (ARFV)

For identifying violence-prone teens and adults

William A. McConochie, Ph.D.

TestMaster, Inc.
71 E. 15th Ave.
Eugene, Oregon 97401

541-686-9934
Fax 485-5702

e-mail: tstmastr@rio.com
Web address: http://www.rio.com/~tstmastr

"Courage without conscience is a wild beast."

Robert G. Ingersoll, 1882

Introduction:

In 1997 and 1998, several U.S. communities were shocked with boys bringing guns to school and killing classmates and teachers. One of these incidents occurred in Springfield, Oregon, next to Eugene, Oregon, where the author resides. His daughter was a junior in high school at the time.

The author has expertise in building tests measuring job applicant traits. He has helped some customers in the heavy trucking industry reduce accidents so dramatically that they have won first place awards at state and national levels and saved millions of dollars.

Research has revealed that motor vehicle accidents, both civilian and commercial, are caused largely by many different psychological traits, probably operating independently of one another. A driver can have an accident because he lacks intellectual aptitude for solving problems quickly and well. The most common such, "stupid" decision is probably forgetting to slow to 25 mph on exit ramps when driving large trucks (because they have a much higher center of gravity than passenger vehicles). Or, a driver can be deficient in one of several personality traits needed for good driving. For example, persons who lack communication skills for resolving anger can remain upset and distracted after an argument, interfering with concentration on the highway. A driver can lack factual knowledge important for driving, such as the greater distance required to slow and stop when traveling at highway speeds with heavy loads or how to secure plastic pipe to a flatbed trailer so it will not shift and cause the trailer and tractor to roll over on a curve.

The correlation (relationship) between each of several psychological traits and motor vehicle accidents is low. Thus, unless study sample sizes are quite large, the relationship might go

undetected. But, there are quite a few accidents nationally, because many millions of vehicles are traveling many millions of miles. A typical long haul driver travels five hundred miles per day. As a result, studies have been able to detect the relationships between accidents and various driver traits.

By avoiding hiring drivers who are low on any of ten driver traits, companies can reduce their accidents dramatically.

In the case of predicting violent school children, the problem appears different in several respects, but similar enough that the approach of measuring several psychological traits seems likely to provide a tool useful in reducing tragic incidents.

Traits of Mass Shooters

Various researchers familiar with youth who have committed mass school homicides have noticed that they often have several traits in common: They are Caucasian males, of average or better intelligence, have authoritarian ("black/white") thinking, histories of cruelty, access to guns and skill in shooting guns (2,3,4,5,6). Finally, all their incidents appeared precipitated by an experience of social rejection.

It has been noted that no tests specifically for violence proneness currently exist and that the factors that put persons at risk for violence tend to put them at risk for law-breaking in general. Some authors have therefore discounted the idea of attempting to build a tool for identifying persons prone to violence specifically. However, it seemed worthwhile to the present author to attempt to develop an instrument that incorporated those factors observed specifically in school shooters to see if a dimension of violence-proneness itself could be defined.

The problem of mass school shootings is so serious that if the upper 1 or 2 percent of violent-prone individuals can be identified, then preventive treatment services can probably be focused on them more productively than on all members of a group or school. Funds for such programs will

always be limited, so it behooves clinicians to help communities focus resources on the individuals most in need.

Following the model that has proven effective in reducing truck driving accidents within a given company's workforce, we could expect that while not all persons high on a measure of violence-proneness would actually commit violent acts, those who do commit violent acts would be high on this trait. Therefore, identifying and providing successful treatment services to all violent prone persons in a given population could be expected to significantly reduce the frequency of violent acts within that population.

In addition to traits appearing in various articles, other traits seemed to the present author to be implicit in school shooters, including unresolved anger, pleasure in hostile acts, low guilt, and impulsiveness. Being closed to help and being unwilling to help stop school violence also seemed to be traits worth measuring.

The frequency of mass school homicides is relatively low compared to motor vehicle accidents, only a handful per year, compared to tens of thousands of motor vehicle accidents. So, the author reasoned that perhaps school homicides occur not when only one of several traits is present but when all or most of several critical traits are present. This would greatly reduce the likelihood or frequency of the events.

National Argonne Laboratory physicist Enrico Fermi has been quoted as once asking students to estimate the number of piano tuners in Chicago, using simple logic and probability theory. He demonstrated that with this approach one can arrive at a remarkably close estimate of the number of tuners listed in the phone book. Using this approach the author estimated the number of perpetrators that would be predicted during a given year if each of several at-risk traits was operating independently on behavior and all had to be present to result in a homicidal act. This additive effect has been suggested by McGee and DeBernardo: "The more Classroom Avenger characteristics, traits or indicators an individual has, the greater the probability that he may act violently..." (ref #4, p. 15).

By multiplying the number of youth by the probability of the presence of each trait, the following frequency was estimated:

Contributing Trait	Decimal Fraction	Cumul.% of Total	Est. number per 28 Million in U.S. Population grades 6-12
Gender (males)	.5	50%	14,000,000
Caucasian	.8	40	11,200,000
Rigid Thinking	.2	8	2,240,000
Achieve.Fail.	.2	1.6	448,000
Unr.Anger	.2	.32	89,600
Rejection	.2	.065	17,920
Hos.Pleasure	.2	.0128	3,584
Impulsive	.2	.00256	716.8
Homicide End.	.2	.000512	143.36
Indiff to Guilt	.2	.000102	28.67
Gun Skill/Acc	.2	.00002	5.7

The actual number of U.S. school shootings in twelve months ending with the Springfield shooting in May of 1998 was 5. The above figures are based on estimates and would vary as estimates and number of traits were varied, but it seemed more than coincidence that the above approach, on the author's first estimate, was so close to the actual occurrence frequency.

Test Construction

The ARFV test items are written in a Likert scale format, permitting four levels of Agreement or Disagreement. (See copies of the teen and adult tests at the back of this manual.) For complex psychological traits such as "Enjoyment of Hostility", four to six good questions of this sort can provide reasonable reliability in measuring that trait. Respondents can be spread over a range of up to 18 points (lowest possible score on 6-item scale=6, highest score=24. 24-6=18). The higher the spread, the greater the reliability of a test. Some dimensions, such as Gun Skill and

Access, can be reliably measured with only one or two questions. Gender and ethnic status are not included in the current version of the ARFV because initial studies showed no significant relationship between gender and homicide endorsement and because the author lacked access to large samples of various ethnic group test subjects.

Validation Approach

Validation of an instrument designed to detect youth at risk for committing school shootings presents a unique challenge. One could validate a questionnaire by administering it to several million youth and then waiting to see if those who commit shootings in the future have high scores on the test. But this has obvious drawbacks. Urgency is one. We need tools that can quickly give us some hope of identifying violence-prone youth, as the emotional and other costs of further shootings are too great.

If ARFV questionnaire trait dimensions can be shown to correlate significantly, even if modestly, with a clear index or measure of a youth's thoughts about killing as a way to solve his problems, then we can expect that youth with more scores in the at-risk range on these traits will be at greater overall risk for actually committing homicide in the future.

Thus, the author added to the ARFV 8 items to measure "Endorsement of Homicide", such as "I think I would enjoy shooting someone I feel angry with" and "I would enjoy making a plan to kill someone."

Finally, items were added to directly measure whether students are willing to do such things as take such a questionnaire periodically to help prevent violence. A few items measure how open youth would be to professional help if needed to reduce violent tendencies. These items were deemed appropriate to assist follow-through with youth identified as at risk.

Initial Studies

Soon after work on the ARFV began, the author had a request from one of his industry customers to provide an adult test for screening job applicants at risk for violence in the work place. The author created an adult version of the ARFV by revised the few items referring to school failure, changing them to career/vocational failure, and administered a 75-item test to 134 job applicants who ranged in age between about 18 and 60 and included roughly equal numbers of men and women. Their modal educational level was 12th grade and mean age was 35.

Item analysis was performed to reduce the test to 58 items for practical reasons, so the test could be included in an existing battery of tests. Each of the initial dimensions or sub-tests was preserved, with varying numbers of items per section, usually 5 to 8. Reliability and validity correlations were computed. Mean scores below are reported on a scale from 1 to 4, corresponding with test response options (Strongly disagree (1), Disagree (2), Agree (3), Strongly Agree (4)). Some items are reverse scored. High scores are undesirable. A person's total score is a sum of his section scores, which are mean item scores.

Initial Normative Data for 134 Adults:

Section	Number of items	Mean	S.D.	Alpha Coefficient (Reliability)
Career failure	6	1.85	.400	.56
Rigid thinking	6	1.57	.390	.51
Impulsivity	5	1.68	.347	.54
Rejection	6	1.71	.445	.75
Low guilt	6	1.70	.371	.54
Unresolved anger	6	1.41	.415	.76
Hostility pleasure	6	1.31	.355	.72
Gun skill & access	2	2.15	.807	.69
Homicide endorse.	8	1.20	.266	.64
Closed to help	2	1.68	.718	.37

Not stop violence	3	1.56	.469	.49
Total score	56	17.81	2.949	.90

Thus, we can see that most normal persons rather strongly disavow the various traits that underlie hostility, as reflected in mean section score averages between the "Strongly Disagree" and "Disagree" response options. The low standard deviations (S.D.) reveal tight clustering of scores around the low means.

Current Normative Data is based on 291 normal adults (ages 18 to 60), and 267 normal teenagers (all of the freshmen and sophomores in a high school). Teen boys and girls are normed separately and for those 14 and below and 15 and above.

Initial Reliability Data (comments):

This tight clustering led to modest initial reliability coefficients (alphas) for section scores.

However, because abnormal individuals, those with histories of hostile expressions of anger, consistently have high scores on the section traits, the section scores have sufficiently high reliabilities for identifying persons with high levels of these traits. There is much room at the upper range of each section for higher scores by more violent-prone persons. Subsequent studies have yielded higher mean scores for violent persons and thus larger overall standard deviations and reliability coefficients (see for example addendum #4, this manual).

Validity Data:

Content-validity of the ARFV was assured by constructing it with items that clearly elicit

information directly relevant to the traits assumed to underlie violent tendencies. The reader is invited to study item questions in this regard (see copies at end of this manual).

Initial concurrent validity was sought in the form of correlations between at-risk traits and the Homicide Endorsement (H.E.) Index (8 items) and with three especially vivid items within this index. The correlations with the total H.E. score are biserial correlations because the distribution of scores on the H.E. index is heavily skewed (most people have very low scores).

Vivid items in Homicide Endorsement Index:

40. I think I would enjoy shooting someone I feel angry with.
44. I would enjoy making a plan to kill someone.
57. I can think of at least one person I know that I would like to kill if I was sure I would get away with it.

Correlations Between Section Scores and Homicide Endorsement (H.E.) Scores

(* = statistically significant at .05 level, ** = significant at .01 or better)

Section	Correlation with Total H.E. Score (For 134 adults)		Correlations with scores on H.E. scale items:		
	Biserial	Corrected for attenuation.	40, (For 66 adults)	44	and 57
Career failure	.159	.26	.017	.246	.282*
Rigid thinking	.358 **	.77	.197	.299*	.444**
Impulsivity	.376 **	.82	.416**	.437**	.343**
Rejection	.243 **	.43	.158	.289*	.260*
Low guilt	.285 **	.71	.43**	.301*	.261*
Unresolv. anger	.355 **	.67	.178	.488**	.412**
Hostility pleasure	.370 **	.84	.609**	.507**	.297*
Gun skill & access	.291 **	.37	.059	.118	.124

Homicide endorsement	n/a	n/a	.720**	.713**	.651**
Closed to help	.150	.49	.075	.265*	-.073
Not stop violence	.215 *	.68	.403**	.459**	.397**

Thus, we see evidence in the case of each section score for a significant relationship with homicide endorsement by either a statistically significant correlation with the total Homicide Endorsement Section score or with one or more of the vivid items in the Homicide Endorsement section.

As expected, these correlations are modest, for the most part, but statistically significant. They appear to confirm the hunches of clinicians and other professionals who have worked with violent youth that each of these traits does indeed underlie violent tendencies. See Addendum #1 at the end of this manual for a similar study on 105 normal teenagers. See Addendum #5 for data on 291 adult job applicants (including the original 134).

See also additional research reports as Addenda at the end of this manual.

CONCEPT/STRUCTURAL VALIDITY

Correlations Between Section Scores and the Total Score:

Evidence as to how strongly each of the section traits underlies violent tendencies was explored by computing correlations between section scores and the total ARFV test score. The total score is made up of the sum of all the section scores. Thus, the section scores each contribute to the total score and will slightly increase the section score correlation with it. The correlations are as follow (based on 134 adults):

Section	Correlation with Total Score (All significant at .000 level)
Failure	.571
Rigid thinking	.651
Impulsivity	.667
Rejection	.664
Low guilt	.587
Unresolved anger	.749
Hostility pleasure	.698
Gun skill & access	.453
Homicide endorse.	.644
Closed to help	.533
Not stop violence	.518

Thus, we see that all section scores strongly correlate with the total score. This implies that the total score is a measure of a robust psychological dimension, violence-proneness, with many facets, as represented by the traits measured by the 11 sections of the test.

Hierarchical Structure:

To further explore the apparent robustness of the violence-proneness dimension, a hierarchical structure analysis was performed. Factor analysis was done, asking for 1, 2 and 3 factors and correlations computed between the factor scores for each section on the factors at each level.

When one factor was requested, the section scores had the following correlations (loadings) on it:

Section	Correlation with Single Factor
Failure	.525
Rigid thinking	.627

Impulsivity	.696
Rejection	.668
Low guilt	.554
Unresolved anger	.765
Hostility pleasure	.688
Gun skill & access	.244
Homicide endorsement	.649
Closed to help	.360
Not stop violence	.501

Thus, we see further evidence that the ARFV test is measuring a robust psychological dimension with many facets. Of interest is the relatively low loading of .244 between Gun Skill and Access and this dimension. This lends a little support to the position of some gun proponents that "Guns don't kill people, people do." Gun skill and access alone does not make a violent person. Many psychological traits appear to provide the basis for a violent disposition. Guns are still needed to shoot people, however, and we have seen evidence above that those who claim gun skill and access are statistically more likely to have elevated scores on the measure of homicide endorsement.

A two-factor solution reveals one factor that accounts for 85 percent of the variance and has heaviest loadings on Career Failure, Rejection Feelings and Unresolved Anger. The smaller factor, accounting for the remaining 15 percent of variance has loadings on Homicide Endorsement, Hostility Pleasure and Low Guilt. A three factor solution yields another factor accounting for only 10 percent of variance with its primary loading on Not Stopping Violence.

Thus, if a school system wants to develop whole-school prevention programs, emphasis might best be placed on reducing feelings of failure and rejection and reducing unresolved anger. Secondarily they could teach that homicidal thinking, taking pleasure in being hostile and having no guilt for mistreating others are to be replaced with more appropriate behaviors. Finally, a school could encourage all students to be proactive in learning and practicing ways to help stop

violence in schools. Similar programs could be instituted in work places for adults.

KNOWN GROUPS VALIDITY; SCORES ON INDIVIDUALS KNOWN TO BE VIOLENT

Social Security Applicants with Histories of Violence:

The author in his clinical practice evaluates many adults and adolescents for the Social Security Administration to help determine their eligibility for early benefits. Several teens and adults who have histories of jail or prison terms for violence or who have spoken of current violent feelings, thoughts and behaviors have been tested on the ARFV. Their scores are consistently elevated on several sections and the total score. See Addendum #2 for data on 23 Social Security applicants.

Different individuals have different specific patterns of elevations on the section scores. These patterns have been consistent with information shared by the persons in interview. Some individuals, who report only intense and prolonged angry feelings and/or suicidal thoughts but no violent behaviors, have also had elevated ARFV scores, suggesting that not all persons with elevated ARFV scores will be currently contemplating violent behavior. (See sample reports at the end of this manual).

Incarcerated Teenagers:

A group of 41 incarcerated teenagers tested on the ARFV have a Total Score and 10 of 11 subtest scores higher than normal teens. See Addendum #3 for details.

Additional validity data was obtained by a study of 33 teenagers, 23 of whom were incarcerated and 10 of whom were not. They were asked to report how often they would commit future crimes if they knew the chance of getting caught was only 1 in 20. Scores were computed for several classes of crime and correlations run between these scores and ARFV scores. The correlations between the total ARFV score and the willingness to commit crime scores were all

significant at the .01 level or better, as follow:

Crime type	Correlation with ARFV Total Score
Avoidance	.56
Acquisitive	.49
Overindulg.	.54
Middleman/ dealing	.52
Destructive	.45
Assaultive	.37

Thus, elevated ARFV total scores appear related to a willingness to transgress against social norms by committing crimes.

One 15-year-old boy incarcerated for non-violent crimes had a total T-score of 153, 3½ standard deviations above the normal teen mean of 50 (T-score standard deviation is 28). Does this very high score presage a violent future? (See sample report #10 at the end of this manual.)

See additional studies at end of this manual, e.g. #6 on 80 adult male prison inmates.

Theoretical Implications...Discussion

What is the nature of violence proneness? Why are school shootings on the rise?

Prior research documents that school shooters usually do not have prior backgrounds of severe mental illness or overt delinquency such as truancy, belligerency or physical fighting. Clinically, they have been seen by some clinicians as having atypical depression and mixed personality disorder with paranoid, antisocial and narcissistic features (4).

The present ARFV test research findings suggest that these persons are likely to have high scores

on a measure of "violence-proneness."

Current research with the ARFV test shows violence-proneness as a trait is clearly present in adults, not just teenagers. Scores for both adults and teenagers are normally distributed, with virtually identical standard deviations but apparently higher mean scores for teen boys. Thus, what we see in school shootings is not just a teen problem but a manifestation of a broader issue, the management of a human trait of violence proneness. In the 1992-93 school year, 251 children died in school-related incidents in the United States, including 195 by shooting, 35 by knifing, 11 by beating and 4 by strangling. At least one death occurred in each of 40 states and the District of Columbia (8). The recent mass shootings are dramatic and newsworthy but only part of a larger violence problem in the United States.

This trait is normally distributed, in a classic bell-shaped distribution. (See "Normally Distributed Scores", Addenda A, at end of manual.) This form of distribution is characteristic of most, if not all, complex psychological traits. Violence-proneness is a complex trait, having many different facets, as reflected in the various subtests in the ARFV scale.

A lecture a few years ago at the University of Oregon by Bob Altemeyer, an authority on what is called the Social Dominance Orientation, implied that any human social group, under enough pressure, tends to generate dictatorial leadership, and that many civilians can be inspired to follow such leadership, even in committing very aggressive behaviors, including civil oppression and war against neighboring countries (1).

Perhaps what we are seeing in American society is a microcosm of this phenomenon, with individuals feeling under increasing stress and some of them becoming self-declared dictators, declaring war on their fellow citizens. Perhaps stress in general is shifting the whole population toward the high end of violence-proneness such that more of those at the extreme high end are becoming overtly violent against their fellow citizens.

We can speculate that the tendency to become aggressive when under stress has had survival

value for the human species in general over the millennia. When communities were hit by drought or other natural disasters, or their populations for other reasons outran food and water resources, social groups that became aggressive, killing neighboring groups, survived. More passive groups were victims. By killing some, the survivors had enough to survive, preserving the species with aggressive tendencies. We have seen dictatorial leaders and obedient aggressive civilians rise up many times even during the past century and continuing in the present. Typically, and presumably as expected under Social Dominance theory, these dictatorships arise in societies with relatively low per capita wealth, reflecting stress.

We can consider how modern American society may be putting increasing pressure on individuals, especially teenagers. The 11 traits measured by the ARFV can serve as a focus for such speculation and for research. How are feelings of failure, habits for thinking rigidly, for behaving impulsively being encouraged or exacerbated by forces operating in the United States today? What factors could be increasing feelings of social rejection? How could children be learning to have little or no guilt for hurting others? Are we failing to teach civil anger resolution skills? Do we encourage children to enjoy being hostile? Is gun skill and access increasing? Are we somehow teaching children that it is socially acceptable, even admirable and courageous, to kill persons they're angry with, even civilian friends, not just enemies in time of war? Are we failing to teach children that it is socially acceptable to ask for help with personal problems and that we all should take an active role in reducing school violence?

Another and perhaps simpler explanation for increased mass shootings might be terrorism. Could it be that teen school shooters are simply young, self-trained terrorists, learning all too easily from Internet sources and from news stories how to ambush, shoot and blow up people they're mad at?

See Research Addenda #9 for additional theoretical and conceptual ideas.

Using the ARFV

Teen Version

The ARFV, teen version, is designed for use in public and private schools, grades 6 through 12. School psychologists and private psychologists will find the ARFV helpful in doing screening or comprehensive evaluations of children identified as possibly at high risk for violence. The present examiner has conducted such evaluations of boys suspended from a local high school for violence-related behavior. The teen version of the ARFV can be administered to the child and the adult version to his primary parent or other custodial adult. Both individuals can then be interviewed to clarify how their elevated scores are based on personal experiences. For example, interviewing may clarify how a child is experiencing rejection by peers and feels unresolved anger toward a parent as a result of divorce. Parents appear to particularly appreciate an explanation of the concept of "at-risk" and how they can help their child control and reduce factors that are putting their child at risk. The parent can be given suggestions for helping the children avoid enjoying hostile activities, build and maintain friendships, improve school success and resolve anger promptly. The parent and school may have to be encouraged to do additional evaluations to clarify why the child is failing in academic work, if that is the case. Copies of test results can be made available to subsequent counselors as appropriate. In one case, a child evaluated by the author had been in counseling with a parent for 18 months. The child then committed a violence-related school act. He was then tested on the ARFV and elevated, violence prone scores were found. Treatment recommendations were made and followed, and three months later the boy's ARFV scores were normal and he was well adjusted in school and at home.

The ARFV could also be used to test all children in a school, as by an annual screening early in each school year and including all other children entering later in the year. It can be used to measure the benefits of a school-wide violence reduction education program.

Annual re-evaluations of all school youth might be prudent, because youth are changing quickly in their teen years. Causes of change are many: hormone changes, social experiences (e.g. rejections when attempting to make friends or to date), family changes that can generate anger

(divorce and abuse) and many threats to self-esteem through failure (academic, social, etc).

Newcomers should also be screened, as approximately one of every five families moves each year. Each fall brings a new freshman class to every high school.

While violence prevention programs can effectively begin with primary school children in grades lower than 6th, there seems no guarantee that these programs can assure that any given present or future group of 6 to 12th graders will all be at low risk for violence. Some students will have moved into town from communities lacking primary grade violence-prevention programs. Divorce, hormonal changes, new access to guns, exposure to violent movies, social conflicts and ostracism and other factors will add new risk possibilities as students enter their teen years.

Using the ARFV with Adults

The adult version can be used to screen job applicants or to counsel persons with anger and violence control problems. Adult norms are used for individuals over 18 years of age.

Administration

The ARFV can be administered to individuals or groups, taking 10-15 minutes, plus time to explain the test and guide persons in filling in the answer form. Instructions are contained on the question sheet.

The test setting should be quiet and well lit. #2 pencils only should be used and answer sheets should not be folded, torn or otherwise deformed.

Answer sheets should be checked for completeness before persons leave the room. Persons should be encouraged to be as honest as possible. They should be told how the scores will be used for counseling, guidance and for research and reassured that confidentiality of results will be honored. Administrators must determine who will and will not have access to report scores, e.g.

only principals, vice-principals and each student's counselor.

Scoring

Scoring will be possible by customers themselves, using computer disks provided by the author. Large batches of answer sheets can be mailed to TestMaster, Inc. for scoring via optical scanner. Test question sheets and answer sheets will be provided with disk orders. Optically scanable answer sheets will be provided for large volume projects.
TestMaster can provide consultation and research services for separate fees.

Current Norms

Norms currently are based on 291 normal adults (ages 18 to 60), and 267 normal teenagers (all of the freshmen and sophomores in a high school). Teen boys and girls are normed separately and for those 14 and below and 15 and above.

Interpreting Reports

The ARFV report provides a profile of 13 scores. These are T-scores, a standard scoring system with a mean of 50 and standard deviation of 28. Percentile ranges for normative populations are indicated on the report heading. The first several scores are section scores on the several factors that underlie violence proneness. The total score summarizes the information yielded by the first scores. The more at-risk scores a person has, the higher his/her overall risk for violence is expected to be.

Being "at risk" does not mean that one is definitely going to commit a violent act any more than being at risk for heart attack means a future heart attack is certain. It means that one has traits or habits that underlie violent behavior and that it would be wise to try to reduce some of these traits or habits. Being over-weight, a smoker and having high cholesterol are conditions that physicians

encourage us to modify to reduce the risk of heart disease. For example, a recent Harvard study (Nurse's Health Study) showed an 82% reduction in heart disease in nurses who followed all standard health advice (eating sensibly, not smoking, exercising, keeping weight down). Similarly, elevated scores on ARFV scales can lead to suggestions to help persons change behaviors or learn more constructive ones to reduce their likelihood of committing violent acts.

If the Honesty score is High or Very High, the test may be invalid and the reasons for this should be explored. Inability to read or random marking are possible explanations.

A school should assess its counseling and referral resources and decide what proportion of its students it can afford to interview in follow-up to the ARFV.

Those students with the highest profiles should be identified and interviewed. Counseling opportunities should be provided in the school and/or community as deemed appropriate to address and reduce as many at-risk conditions as possible.

Research Suggestions

Schools may also conduct research studies with the ARFV to discover information that can be used to improve prevention programs. Research questions might include:

Do students' scores in our community vary by gender or age?

Do students from divorced parents have more at-risk scores than others?

Do students' Rejection Index scores change after participating in a 6 month total-school acceptance promotion program?

Do students who watch more hours of TV and movie programs featuring violence get higher at-risk scores on the ARFV? If they reduce these hours, do their at-risk scores drop?

The T-scores on reports can be used for such studies. TestMaster, Inc. staff and/or local social scientists can be employed to assist in designing studies and interpreting findings.

As the ARFV is used and studies are conducted, findings will be shared, perhaps via the TestMaster web site and periodic conferences and publications. We can expect that these findings will provide further insights for using the ARFV with greatest benefit.

Additional Follow-up and Preventive Program Suggestions

Students with scores in a "red flag" zone (e.g. above the 98th percentile) should all be referred to outside counseling resources in the community, through the involvement of the students' parents or guardians. To the extent that family problems such as abuse, divorce and authoritarian thinking are exacerbating a youth's at-risk traits, then family involvement in treatment should be encouraged.

Communities may deem it practical to provide evening or weekend workshops for parents and students to address issues common in some degree to large segments of the population. Resources, such as a play and other reference materials, may be obtained from the national Ribbon of Promise organization (6).

Local workshops could be conducted by trained professionals and focus on different topics, perhaps on a monthly basis throughout the school year. Topics could include one or more of the following, by ARFV test section topic:

1. School failure: Minimizing school failure, as via sound aptitude assessments and flexible and comprehensive curricula to meet the needs of the full range of student types. Helping students to find and succeed in extracurricular activities.

2. Rigid thinking: Learning and using alternatives to authoritarian, black/white thinking

3. Impulsive behavior: Learning to consider alternative behaviors and options, before acting on impulses.

4. Feeling rejected: Learning to avoid and to handle social rejection gracefully and to avoid rejecting others insensitively. Finding constructive social groups to identify with and through which to build a sense of social belonging and acceptance.

5. Low guilt: Learning to feel appropriately guilty and sorry and to apologize for hurting others. Building and exercising a sound conscience and sense of what is right and wrong as defined by local social codes, school rules, community laws, and spiritual guidelines.

6. Unresolved anger: Learning tactful and effective anger management, expression and resolution skills.

7. Hostility pleasure: Disavowing hostility, cruelty and violence as sources of personal pleasure and power. Avoiding indulgence in or exposure to movies, TV programs and pop music that feature violence.

8. Gun skill and access: Learning the dangers of gun ownership and the principles of safe gun storage, use and handling.

9. Homicide endorsement: Learning to differentiate between socially approved killing (legal hunting of game birds and animals, police work, military activities by governments) and socially disapproved killing (poaching, homicide) and carefully separating the two.

10. Closed to help: Learning to feel comfortable admitting personal problems and discussing them with trusted friends and adults in constructive ways. Learning to find counseling resources in one's community.

11. Not stop violence at school or workplace: Learning to support, encourage and practice pro-active attitudes toward safety and violence-prevention.

Cost-Benefit Analysis

In weighing the cost of ARFV services against benefits, a school can consider several issues.

At $6.00 per report, testing all students in a high school of 2,000 students would cost approximately $6,000 per year.

The expected benefits would include efficient identification of the 3 to 5 percent of students judged by school staff to be at greatest risk.

Increased peace of mind would be a benefit, reassuring students, parents and school staff that a serious effort was being made to carefully identify at risk youth.

The ARFV or other such tests will probably be more reliable, objective and cost-effective tools for screening students than counselor judgments or peer or teacher ratings.

The ARFV provides scores that are convenient for use in research studies, conducted by school or district personnel, which can provide additional insights for violence prevention program development.

The reputation of the school and district will be enhanced for taking a pro-active approach to reducing violence.

How to Handle Nay-Sayers

Almost any innovative program will have its critics. You can try to anticipate objections and doubts about using the ARFV and prepare answers, for example:

Criticism: This program is too controversial.

Reply: Innovations of all sorts are often controversial. That doesn't make them bad. Innovations are more successful if supported by top managers in an organization. A school principal should endorse, stay familiar with and champion the effort to reduce school violence by various programs, including the ARFV if used.

Criticism: I doubt that children will honestly answer questions as blatantly direct as many of those in the ARFV.

Reply: Research shows that people tend to see other people as like themselves. As a result, they tend to see their own behaviors as reasonable and relatively normal. Without strong incentives to be dishonest, they respond to even direct test questions quite frankly.

Criticism: I know my child isn't prone to violence, so why should she take the ARFV?

Reply: It is important for all children to participate in order to encourage a total group attitude of cooperation and participation in the overall effort. Some students can't be singled out as more violence-prone before using the ARFV without raising questions about the initial selection process and its objectivity and fairness. And, not infrequently, homicides are committed at great surprise to friends, family and neighbors who saw the perpetrator as normal and benevolent before the hostile act. We can't always trust our impressions of people, even ones we think we know well.

Criticism: My child has access to guns and is skillful in using them because he has been carefully trained in this and has been very responsible in gun use. Does this make him violence-prone?

Reply: No. No one trait alone makes a child violence-prone. Your son can be high on Gun Skill and Access but not get a high Total score on the ARFV. But the more at risk traits a child has, the higher his overall risk. We're responsible for the safety of all our children and must work

together to reduce all risk factors we can influence. We can train children to be kind rather than rejecting, flexible in their thinking rather than black/white and careful in their use of guns and guided in their access to them.

Criticism: Some students could deliberately distort their answers to cover their murderous tendencies or to pull your leg and appear violent as a practical joke. Won't this make the ARFV invalid?

Reply: Perhaps for a few students. No assessment process is perfect. Some youth with high scores will be "false positives", not actually violence prone. Some who are violence-prone might not show up on the test. But it is expected that validation studies will confirm that most students with higher scores will be more violence-prone and most with lower scores will not be. Furthermore, the proportion of these correct predictions will be higher for this and other reliable and valid tests than for less objective prediction techniques, such as interviews or peer judgments.

Criticism: The probability of a shooting in our school is statistically very small. Why "waste" $6,000 for the ARFV to predict something that's very unlikely?

Reply: The probability of a mass shooting may be relatively small but school related deaths are actually quite common. In the 1992-93 school year, in the United States, 251 children died in school-related incidents, mostly shootings. Violence in general is a serious problem. What we don't know in this case can hurt us. We need to convey to all our students that violence is not condoned and that we care enough about each student to ask if he or she has these tendencies and offer help to them.

We believe the ARFV is quite economical compared to alternative screening programs. If you can find other more economical and effective screening tools, then we certainly will want to consider them. Until then, the ARFV seems a worthwhile investment. Many public school districts budget $5,000 per student per year. $3.00 is .06% of that (6 hundredths of one percent).

Handling delicate political issues

There are several political issues that communities must be prepared to manage skillfully when dealing with efforts to reduce school violence. Some of these are specific to the use of screening tests such as the ARFV. They will be presented as questions (Q) followed by potential answers (A).

1. Q. Should schools be in the business of violence prevention?

A. Schools have a responsibility to assure their students are safe, as by complying with fire standards and conducting fire alarm drills. It may be more economical and practical to address the violence problem with a questionnaire and referral service than with police guards and metal detectors. A metal detector won't stop a determined mass shooter. He'll start with the metal detector operator and go from there.

2. Q. what about kids who have high scores...how will we tell them this without scaring or offending them or their parents?

A. Students should be told at the outset that the ARFV is designed to identify children who are "at risk" for violence. "At risk" doesn't mean that a child is certain to be violent in the future but merely more likely than others. Students will be counseled on the at risk factors they are higher on and given information and help in reducing those factors.

3. Q. What about a parent who doesn't want to accept a counselor's request for follow-up counseling? How should counselors handle them?

A. The school district must establish policies and inform students and parents as to how violence prevention is to be endorsed by members of their community as a condition for attending public schools in their community. School districts routinely require all students to be immunized against communicable diseases for the protection of all. Violence proneness screening and

counseling should be promoted as another aspect of public health and safety.

Schools may be able to find alternative resources and help for students whose parents are uncooperative, such as teen treatment centers and even foster residences for children from especially chaotic families.

4. Q. What if a teen with high ARFV scores is already on probation for community crimes and/or is already in treatment?

A. It would seem appropriate for the school counselor to meet with other professionals already involved with the student, coordinating information and efforts to maximize desired outcomes.

5. Q. What about kids who don't have a mean bone in their bodies. Wouldn't a screening tool like ARFV upset them?

A. A few students may find the topic of teen homicide to be upsetting. But it would seem better to help them deal openly and directly with it than otherwise. Hundreds of youth have been tested with the ARFV without any known cases of upset.

Some children may be prone to violence and want to tell a concerned adult and be taken seriously. Some children may know friends or acquaintances who are, or will become, violence-prone. If they know early warning signs, they can talk to a counselor. Better to be informed and observant, even if less innocent and secure in one's outlook, than ignorant and vulnerable. In this matter, what we don't know can hurt us.

Children can be informed that after they have taken the ARFV, if they feel upset or concerned, they can talk to a school counselor.

6. Q. What if our school doesn't have and can't afford counselors?

A. Perhaps community mental health professionals can be used on a contractual basis to fill the need. These professionals could train home room teachers to at least make referrals to community treatment resources. Also, the issue of school violence may provide a stimulus to the community to increase school budgets to fund counseling positions.

Conclusion

"Men do not fail for want of knowledge – but for want of prudence to give wisdom the preference."

Henry David Thoreau, 1906

"Nine-tenths of wisdom consists in being wise in time."

Teddy Roosevelt, 1917

The ARFV test is offered as a tool of knowledge to help us be wise in time.

References

1. Altemeyer, Bob, University of Manitoba, Canada, altemey@ccm.umanitoba.ca

For a recent review of Social Dominance research, see Bob's chapter: "The Other 'Authoritarian Personality'" in Advances in Experimental Social Psychology, Vol. 30, 1998.

2. Capaldi, Deborah M., and Patterson, Gerald R., Can Violent Offenders be Distinguished from Frequent Offenders: Prediction from Childhood to Adolescence, Journal of Research in Crime and Delinquency, Vol. 33, No. 2, May 1996, pp.206-231.

3. Dwyer, K., Osher, D., and Warger, C., Early Warning, Timely Response...A Guide to Safe Schools, Washington, D.C., U.S. Department of Education, August, 1998.

4. McGee, James P., and Caren R. DeBernardo, Psy.D., The Classroom Avenger, 1999, paper for publication, copies available from authors (410-938-4355).

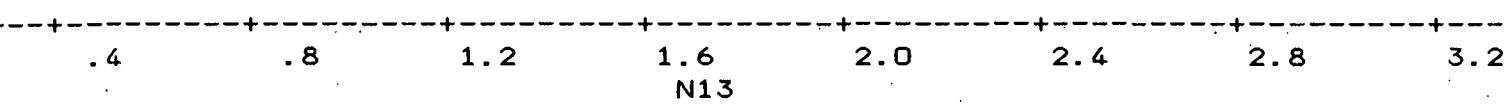
5. Reisman, William; quoted in "Criminologist discerns pattern in violent teens", Eugene Register Guard, Section C, pp. 1 and 4.,Tues. June 16, 1998.

6. Various professionals cited in "Experts scrambling on school shootings", APA Monitor, Vol 29, No 8, August, 1998, pp 1, and 35-36.

7. Ribbon of Promise, Springfield, OR (Ph: 541-726-0512, FAX 541-726-0393, www.ribbonofpromise.org).

8. Source: National School Safety Center, as summarized in the Oregonian, Thursday, April 29, 1999, Section A, page 8, by Kathleen Blythe, The Oregonian.

Normally Distributed Total ARFV Scores



Stem and Leaf for UNWTOT

```
11 | 26
12 | 02
13 | 2225777
14 | 01224667779
15 | 112234445557789
16 | 1223344556667889
17 | 1111234444455566666889
18 | 2222233447899
19 | 111222334468899
20 | 00012238899
21 | 156788
22 | 13367
23 | 007
24 | 0024
25 |
26 | 5
   |....|....|....|....|....|
```

Normally distributed total scores.

Percentiles

1st :	11.314	20th :	15.253	60th :	18.233	90th :	21.929
5th :	13.213	30th :	16.247	70th :	19.221	95th :	23.169
10th :	14.127	40th :	17.015	80th :	20.083	99th :	25.784

Quartiles, Extremes and Boxplot for UNWTOT

Minimum :	11.167		
		First Quartile :	15.613
	Median : 17.475		
		Third Quartile :	19.763
Maximum :	26.525		
Range :	15.358	Interquartile Distance :	4.150

Name _____ Date: _____

Male ____ Female ____ Age: _____

Teen Stress Response Questionnaire
ARFV - Teen

To help us understand how you handle stress, please indicate how strongly you agree or disagree with the following statements. Circle one number 1 through 4 below for each item, using this code.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

1 2 3 4 1. When I am in arguments with others, I try to have the last word and win.
1 2 3 4 2. When I have a problem with another person, there is just one best way to solve it.
1 2 3 4 3. I know better how the world should be than most of the adults I know.
1 2 3 4 4. A lot of the people I have to deal with seem really stupid to me.
1 2 3 4 5. I think often about something I might do when very angry that would make everyone pay attention to me.

1 2 3 4 6. The grades I have been getting in school the past year are much lower than I could have gotten.
1 2 3 4 7. I know one or more adults who care a lot about how I do in school.
1 2 3 4 8. I think I will probably not achieve some of my main goals in my life.
1 2 3 4 9. The adults I live with think my school progress is just fine.
1 2 3 4 10. I don't see much point in reading or learning new things.

1 2 3 4 11. When it comes to reaching personal goals, I feel like a failure most of the time.
1 2 3 4 12. I often fall asleep feeling mad or angry.
1 2 3 4 13. I would like to be a dictator and be able to tell everybody what to do.
1 2 3 4 14. I feel angry more often than most people I know.
1 2 3 4 15. Sometimes I feel mad at the whole world.

1 2 3 4 16. If I often wanted to hurt other people, I would want to talk to a professional counselor about it.
1 2 3 4 17. I often fall asleep thinking about getting even with someone I'm mad at.
1 2 3 4 18. I feel very rejected by at least one adult whom I want to accept me.
1 2 3 4 19. When a person my age rejects me, I get over it right away.
1 2 3 4 20. Recently I felt upset because I was rejected by someone I want to like me.

1 2 3 4 21. I have been rejected by several persons about my age by whom I wanted to be accepted.
1 2 3 4 22. If someone rejects me, I feel like rejecting them totally.
1 2 3 4 23. I feel disowned (rejected) by most or all of my family and relatives.
1 2 3 4 24. I like to watch movies of people shooting each other.
1 2 3 4 25. I like to play video games where I get to shoot at people, planes, etc.

c:\questionnaire.teenstress

Please turn over and continue

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

1 2 3 4 26. I would like to learn more about how to make bombs.
1 2 3 4 27. I want all the students in my school to be screened for violence tendencies and given help if needed.
1 2 3 4 28. During the past year, I have enjoyed destroying someone else's property.
1 2 3 4 29. I enjoy daydreaming about killing other people.
1 2 3 4 30. I am a happy person.

1 2 3 4 31. I tend to interrupt others, speaking when it is not my turn.
1 2 3 4 32. I often make decisions so quickly that I get in trouble.
1 2 3 4 33. It is wrong to kill other people for any reason.
1 2 3 4 34. Most people just do what they want to do, even if it angers others.
1 2 3 4 35. I have enjoyed starting dangerous fires.

1 2 3 4 36. If I killed another person in a fit of rage, I would feel very guilty.
1 2 3 4 37. I often fly off the handle, losing my temper.
1 2 3 4 38. Most of my problems are caused by other people, not me.
1 2 3 4 39. I feel very ashamed when I lose my temper.
1 2 3 4 40. I think I would enjoy shooting someone I feel angry with.

1 2 3 4 41. I feel sad for enemy soldiers our nation has killed in wars.
1 2 3 4 42. I think it is stupid for school administrators to try to reduce violence in schools.
1 2 3 4 43. I think a lot of teenagers these days think about killing someone they're mad at.
1 2 3 4 44. I would enjoy making a plan to kill someone.
1 2 3 4 45. I feel very badly when I hurt another person's feelings.

1 2 3 4 46. Students who have shot at their schools probably had good reasons to do so.
1 2 3 4 47. I would be willing to help a student who had shot others at their school to escape from the police.
1 2 3 4 48. I admire students who have shot others at their schools.
1 2 3 4 49. It would be very easy to get my hands on a gun and bullets during the next week without anyone else knowing about it.
1 2 3 4 50. I know how to load and shoot a pistol, rifle or shotgun.

1 2 3 4 51. I have given false answers to one or more of the questions on this form.
1 2 3 4 52. If I felt like hurting other people at school, I think I would want to talk to a school counselor about it.
1 2 3 4 53. I have enjoyed slapping or punching other people when mad at them.
1 2 3 4 54. Once each year I would be willing to fill out a form such as this one to help make my school safe.
1 2 3 4 55. I will never forgive some people at whom I am mad.

1 2 3 4 56. With just a little more stress I think I could lose control and hurt someone right now.
1 2 3 4 57. I can think of at least one person I know that I would like to kill if I was sure I would get away with it.
1 2 3 4 58. I was able to read and understand most or all of the words in this test.

Name _____ Date: _____

Male ____ Female ____ Age: _____

Stress Response Questionnaire

ARFV - Adult

To help us understand how you handle stress, please indicate how strongly you agree or disagree with the following statements. Circle one number 1 through 4 below for each item, using this code.

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

1 2 3 4 1. When I am in arguments with others, I try to have the last word and win.
1 2 3 4 2. When I have a problem with another person, there is just one best way to solve it.
1 2 3 4 3. I know better how the world should be than most of the adults I know.
1 2 3 4 4. A lot of the people I have to deal with seem really stupid to me.
1 2 3 4 5. I think often about something I might do when very angry that would make everyone pay attention to me.

1 2 3 4 6. The grades I got in school were much lower than I could have gotten.
1 2 3 4 7. I know one or more adults who care a lot about how I do on my job.
1 2 3 4 8. I think I will probably not achieve some of my main goals in my life.
1 2 3 4 9. All the adults who know me best think my career progress is just fine.
1 2 3 4 10. I don't see much point in reading or learning new things.

1 2 3 4 11. When it comes to reaching personal goals, I feel like a failure most of the time.
1 2 3 4 12. I often fall asleep feeling mad or angry.
1 2 3 4 13. I would like to be a dictator and be able to tell everybody what to do.
1 2 3 4 14. I feel angry more often than most people I know.
1 2 3 4 15. Sometimes I feel mad at the whole world.

1 2 3 4 16. If I often wanted to hurt other people, I would want to talk to a professional counselor about it.
1 2 3 4 17. I often fall asleep thinking about getting even with someone I'm mad at.
1 2 3 4 18. I feel very rejected by at least one adult whom I want to accept me.
1 2 3 4 19. When a person my age rejects me, I get over it right away.
1 2 3 4 20. Recently I felt upset because I was rejected by someone I want to like me.

1 2 3 4 21. I have been rejected by several persons about my age by whom I wanted to be accepted.
1 2 3 4 22. If someone rejects me, I feel like rejecting them totally.
1 2 3 4 23. I feel disowned (rejected) by most or all of my family and relatives.
1 2 3 4 24. I like to watch movies of people shooting each other.
1 2 3 4 25. I like to play video games where I get to shoot at people, planes, etc.

c:\questionnaire.2stress

Please turn over and continue

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

1 2 3 4 26. I would like to learn more about how to make bombs.
1 2 3 4 27. When working, I would want all the workers in my workplace to be screened for violence tendencies and given help if needed.
1 2 3 4 28. During the past year, I have enjoyed destroying someone else's property.
1 2 3 4 29. I enjoy daydreaming about killing other people.
1 2 3 4 30. I am a happy person.

1 2 3 4 31. I tend to interrupt others, speaking when it is not my turn.
1 2 3 4 32. I often make decisions so quickly that I get in trouble.
1 2 3 4 33. It is wrong to kill other people for any reason.
1 2 3 4 34. Most people just do what they want to do, even if it angers others.
1 2 3 4 35. I have enjoyed starting dangerous fires.

1 2 3 4 36. If I killed another person in a fit of rage, I would feel very guilty.
1 2 3 4 37. I often fly off the handle, losing my temper.
1 2 3 4 38. Most of my problems are caused by other people, not me.
1 2 3 4 39. I feel very ashamed when I lose my temper.
1 2 3 4 40. I think I would enjoy shooting someone I feel angry with.

1 2 3 4 41. I feel sad for enemy soldiers our nation has killed in wars.
1 2 3 4 42. I think it is stupid for employers to try to reduce violence in companies.
1 2 3 4 43. I think a lot of adults these days think about killing someone they're mad at.
1 2 3 4 44. I would enjoy making a plan to kill someone.
1 2 3 4 45. I feel very badly when I hurt another person's feelings.

1 2 3 4 46. Employees who have shot other workers and supervisors at their companies probably had good reasons to do so.
1 2 3 4 47. I would be willing to help an employee who had shot others at their place of work to escape from the police.
1 2 3 4 48. I admire employees who have shot others at their companies.
1 2 3 4 49. It would be very easy to get my hands on a gun and bullets during the next week without anyone else knowing about it.
1 2 3 4 50. I know how to load and shoot a pistol, rifle or shotgun.

1 2 3 4 51. I have given false answers to one or more of the questions on this form.
1 2 3 4 52. If I felt like hurting other people at work, I think I would want to talk to a human resource manager about it.
1 2 3 4 53. I have enjoyed slapping or punching other people when mad at them.
1 2 3 4 54. Once each year I would be willing to fill out a form such as this one to help make my workplace safe.
1 2 3 4 55. I will never forgive some people at whom I am mad.

1 2 3 4 56. With just a little more stress I think I could lose control and hurt someone right now.
1 2 3 4 57. I can think of at least one person I know that I would like to kill if I was sure I would get away with it.
1 2 3 4 58. I was able to read and understand most or all of the words in this test.

TESTMASTER.INC
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

ARFV Test
Research Addendum #1
5-5-99
Data on 105 Normal Teenagers

Tested Group

105 normal Eugene, Oregon teenagers were administered the ARFV on 5-3-99 at a teen dance in return for Burger King gift certificates. The sample included 56 girls, 49 boys. Their mean age was 16 with a standard deviation of 1.7 years.

About 10 other teens who produced incomplete or mechanically completed forms (e.g. all 2's) were omitted from data processing.

Data Highlights

Means and standard deviations are presented separately by gender, as there were significant differences between boys and girls on several section scores and the Total scores, which are presented below:

	Mean	S.D.
Boys (N=49)	22.098	2.96
Girls (N=56)	18.609	2.941
Adult men and women (no significant gender difference)	17.809	2.949

Whether these group mean score differences are due to sampling variations or real differences between teens and adults and between boys and girls is difficult to say without further studies. Ideally, a community will agree to test a random sample of students and adults to clarify such issues.

Correlations between section scores and Homicide Endorsement Index were similar to those for adults, implying that the section measures underlie violence-proneness in teens as they seem to in adults. Adult data is provided for comparison.
(* = significant at .05 level, ** = significant at .01 or better)

(Over)

Section	Correlation with Homicide Endorsement		Correlation with vivid items 40		44		47	
	Teens	Adults	Teen	Adlt	Teen	Adlt	Teen	Adlt
Failure	.38**	.16	.18	.02	.36**	.25	.36**	.28*
Rigid Thinking	.13	.36**	.07	.20	.11	.30*	.12	.44**
Impulsivity	.23*	.38**	.23**	.42**	.18	.44**	.25**	.34**
Rejection	.16	.24**	.00	.16	.12	.29*	.19*	.26*
Low Guilt	.60**	.29**	.58**	.43**	.52**	.30*	.52**	.26*
Unresolved Anger	.34**	.36**	.23**	.18	.23**	.49**	.31**	.41**
Hostile Pleasure	.57**	.37**	.43**	.61**	.50**	.51**	.61**	.30*
Gun Skill and Access	.37**	.29**	.38**	.06	.25**	.12	.32**	.12
Closed to help	.18*	.15	.14	.08	.15	.27*	.13	- .07
Not stop violence	.58**	.22*	.43**	.40**	.52**	.46**	.55**	.40**

Thus, we see that each of the 10 section scores correlates significantly at the .01 level or better with the Homicide Endorsement Index for one or both groups (teens and/or adults), the only exception being the Closed to Help score, for which the correlation is smaller. The teen data helps confirm that the 10 section scores measure traits which underlie violence-proneness as measured by the Homicide Endorsement Index.

Factor Analysis yielded correlations as follow with a single factor, and two factors:

Section	Correlation with Single Factor	Correlations with Two Factors	
Failure	.55	.30	.60
Rigid Think.	.44	.28	.40
Impulsive	.54	.42	.33
Rejection	.33	-.03	.82
Low Guilt	.62	.76	-.02
Unresol.Ang.	.56	.31	.62
Hostile Pleas.	.76	.78	.19
Gun Sk.& Ac.	.56	.67	.13
Homicide End.	.70	.72	.16
Closed to Help	.32	.27	.17
Honesty	.59	.61	.13

Thus, the single factor has heaviest loadings on Hostile Pleasure, Homicide Endorsement and Low Guilt, indicating that for teens these are the core dimensions of what the ARFV total score is measuring. The two-factor solution yields a second factor with heaviest loadings on Rejection, Unresolved Anger and Failure.

TESTMASTER.INC
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

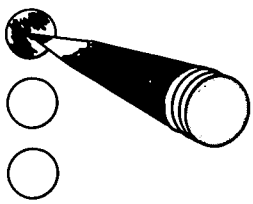
ARFV Test Research Addendum #2
9-15-99
Data on 23 Social Security Applicants with Histories of Violent Behavior

On all but two of the following, this group of applicants have higher mean scores than normal persons.

Sample: 18 adults (ages 18 to 55), 5 children (ages 12 to 16). Violent behavior documented by histories of jail time, reports of assault of parents, etc.

Test Section	T-score mean (norm mean = 50).	Standard deviation (norm s.d = 28).	T-Score mean significance level (n.s. = different).
Feelings of failure.	90.52	34.42	.01
Rigid thinking	91.35	37.76	.01
Impulsivity	104.48	41.19	.01
Social rejection	106.74	52.06	.01
Indiff. to guilt	70.52	41.76	n.s.
Unresolved anger	114.96	52.17	.01
Hostility pleasure	89.61	43.28	.01
Gun skill and access	59.17	35.04	n.s.
Homicide endorse.	117.39	58.25	.01
Closed to help	74.22	34.50	.01
Not stop violence	78.48	42.56	.01
Total score	115.61	45.49	.01

TESTMASTER.INC.



71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

ARFV Test Research Addendum #3
9-15-99
Data on 41 Incarcerated Teens
Showing Significant Mean Elevations Compared to Normal Teens

Test Section	T-score mean (norm mean = 50).	Standard deviation (norm s.d = 28).	Mean higher than norm group significance level (n.s. means not different).
Feelings of failure	75.95	30.97	.01
Rigid thinking	78.85	48.92	.01
Impulsivity	77.24	37.36	.01
Social rejection	58.44	22.95	.05
Indiff. to guilt	98.83	42.00	.01
Unresolved anger	86.68	39.87	.01
Hostility pleasure	110.59	62.54	.01
Gun skill and access	68.93	44.66	.01
Homicide endorse.	121.63	71.46	.01
Closed to help	55.56	28.10	n.s.
Not stop violence	83.02	37.62	.01
Total score	102.63	39.65	.01

TESTMASTER.INC
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

ARFV Test Research Addendum #4
11-9-99
Reliability (Alpha) Coefficients computed on 157 teenagers.

Alpha coefficients computed on 157 teenagers, 41 of whom were incarcerated in a detention facility, yielded higher reliability coefficients than for a normal population alone, as incarcerated teens have significantly higher scores on all but one of the ARFV subtests (see Research Addendum #3)

Test Section	Alpha Coefficient
Feelings of failure	.66
Rigid thinking	.68
Impulsivity	.53
Social rejection	.64
Indiff. to guilt	.69
Unresolved anger	.77
Hostility pleasure	.83
Gun skill and access	.68
Homicide endorse.	.86
Closed to help	.33
Not stop violence	.51
Total score	.92

TESTMASTER.INC.
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

ARFV Test Research Addendum #5
11-10-99

Correlations between subtest scores and the Homicide Endorsement Index.
N=291 Adult job applicants

Test Section	Correlations with Homicide Endorsement Index (all significant at .01 level or better)
Feelings of failure	.27
Rigid thinking	.39
Impulsivity	.46
Social rejection	.34
Indiff. to guilt	.36
Unresolved anger	.50
Hostility pleasure	.53
Gun skill and access	.14
Homicide endorse.	N/A
Closed to help	.27
Not stop violence	.38

TESTMASTER.INC.
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

ARFV Test Research Addendum #6
1-2-99

Data on 80 Adult Male Prison Inmates

About 90 Oregon male prison inmates were invited to participate anonymously in a study. Five refused. A few others completed only partial data. 80 were completely tested on the adult version of the ARFV and the Big Five Inventory, a 44-item assessment of the Big Five personality dimensions. They also provided data on their age, residential location (rural vs. urban), ethnic status and how many crimes of six different types they had committed. 56 of the 80 men were Caucasian, the others spread overs several ethnic groups.

The crime categories were:
1. General Rule Breaking
2. Property (burglary, etc.)
3. Drug/alcohol offenses
4. Destructive crimes
5. Sex crimes
6. Assaultive Crimes
   Total crime score

The Big 5 personality traits, measured by 44 items in the public domain test known as the Big Five Inventory (BFI) are:

Conscientiousness (organized, detail-oriented, responsible versus disorganized, careless, lazy).
Agreeableness (cooperative, compromising, kind, considerate of others versus obstinate, disagreeable, argumentative).
Emotional stress tolerance (<u>not</u> easily depressed, frightened, discouraged, flustered under stress, versus anxious, depressed, etc.)
Openness (open to new ideas and experiences, such as new foods, travel).
Extroversion (talkative, gregarious, social....versus quiet, shy, introverted).

<u>Findings:</u>

1. <u>Biographical</u> variables versus Big 5 traits.
   <u>Age</u> does not correlate with any BFI traits. Age correlates significantly with several crime

types: General Rule Breaking, Property Crimes, Drug Crimes, Destructive Crimes, Assaultive Crimes and Total Crimes, with correlations ranging between -.23 and -.36. Young inmates report having committed more of these crimes than older inmates.

Age also correlates with three ARFV test scores: Impulsivity (-.25), Hostile Pleasure (-.35) and Gun Skill and Access (-.23).

Ethnic status is not very relevant, as 56 of the 80 subjects were Caucasian. The others were spread among three other categories (African, Latino, Native Americans). Larger samples of minority group members would be needed for ethnic group comparisons.

Residence (urban versus rural), does not correlate with any crime data. It does correlate with one BFI variable, Conscientiousness, at the .05 level of significance, with rural prisoners having slightly higher scores than urban ones (r=.23). It also correlates with one of the ARFV scores, Career Failure Feelings, with rural prisoners having less feelings of failure than urban ones.

Again, the difference is slight, though significant statistically at the .04 level (r=.23).

2. Big 5 Personality Traits

A. Versus Crime Behavior

Extroversion does not correlate with any of the six crime behaviors or the total crime score.

Agreeableness correlates with 5 of the 6 crime categories and the total crime score as follows:

Category	Correlation	Significance Level
General Rule Breaking	-.278	.02
Property (Burglary, etc.)	-.265	.02
Drugs	NS	
Destructive Crimes	-.411	.000
Sex Crimes	-.318	.01
Assaultive Crimes	-.305	.01
Total Crimes	-.382	.001

The Big 5 traits are estimated to be about 50% genetically based and 50% shaped by environment, and relatively set by about age 30. The present findings suggest that low Agreeableness tends to predispose one to antisocial behavior, even to a criminal degree. Those who are criminal in their behavior appear more likely than the general population to be low in Agreeableness.

Conscientiousness does not correlate significantly with any of the crime behaviors.

Emotional Stress Tolerance does not correlate with any crime behaviors. Low EST is neuroticism. These inmates are not neurotic, as a group.

Openness correlates slightly with Drug Crimes (.236, sig. =.04) but with no others.

B. Big 5 versus ARFV Scores. There are many significant correlations between Big 5 traits and ARFV scores, as follow:

*=.05, **=.01 or better

	EX	AG	CON	EST	OP
Failure	-.35**	-.31**	-.55**	-.45**	-
Rigid	-	-.59**	-.30**	-.28**	-
Impulse	-	-.40**	-.48**	-	-
Reject	-	-.31**	-.55**	-.48**	-
Guilt	-	-.55**	-	-	-
U. Ang.	-.37**	-.63**	-.43**	-.40**	-
Hos. Ple.	-	-.62**	-	-	-
Gun S&A	-	-.31**	-	-	-
Hom. End.	-	-.63**	-	-	-
Closed	-	-.35**	-	-	-
Not. S.V.	-	-.41**	-	-	-
Total Score	-	-.73**	-.36**	-	-

These correlations help clarify how low basic personality trait levels probably underlie in one way or another all of the traits measured by the ARFV test. The overall implication is that low Agreeableness in particular puts one at greater risk for violence. Low Extroversion, Conscientiousness and Emotional Stress Tolerance also put one at greater risk for violence, but to a lesser degree than low Agreeableness.

It would appear important for society to teach citizens to be as "Agreeable" as possible, especially during their formative years before age 30. Skills for successfully socializing (Extroversion), being Conscientious and having good Emotional Stress Tolerance (low anxiety and depression), would also appear to help lower overall risk for violence among citizens.

3. At Risk for Violence scores...
Versus Criminal Behavior

The ARFV measures correlate significantly with several crimes, as follows:
(= Almost significant @ .05.) * = .05 ** = .01 or better

	Crime Types Committed						
ARFV Traits	General	Property	Drug	Destruct	Sex	Assault	Total Crimes
Career Failure	-	-	-	-	-	-	-

ARFV Traits	General	Property	Drug	Destruct	Sex	Assault	Total Crimes
Rigid Thinking	-	-	-	.23*	.23*	(.21)	.23*
Impulsivity	.27*	.21*	.25*	(.22)	-	.34**	.32**
Rejection	-	-	-	-	-	-	-
Low Guilt	-	-	-	.46**	-	(.22)	.31**
Unresolved Anger	-	.24*	-	.31**	-	.25*	.30**
Hostile Pleasure	.42**	.42**	.35**	.60**	.23*	.49**	.62**
Gun Skill & Access	.28*	.34**	.27*	.27*	-	-	.32**
Homicide Endorsement	.37**	.23*	(.22)	.53**	.24*	.36**	.47**
Closed to Help	-	-	-	.25*	-	-	-
Not Stop Violence	-	-	-	.28**	.28*	-	(.22)
TOTAL	.29**	.24*	-	.46**	-	.36**	.42**

Thus, we see numerous significant relationships between ARFV scores and criminal behavior reported by prisoners. ARFV traits in particular that appear to put persons at risk for criminal behavior are Impulsivity, Unresolved Anger, Hostile Pleasure, Gun Skill and Access, and Homicide Endorsement.

As expected, the ARFV test, which purports to measure violence-proneness, shows highest correlations with Destructive and Assaultive crimes (Total ARFV score correlations of .46 and .36, respectively).

The above correlations are especially meaningful considering the restriction of range in the population (all subjects are persons imprisoned for serious criminal behavior).

ARFV Scores of prison inmates vs. normal adults

A final indication that ARFV scores as a measure of violence and criminal tendencies may be sought be comparing mean scores of prisoners and normal adults (291 job applicants).

Prisoners as a group are higher than non-incarcerated adults on all scales within the ARFV and the total ARFV score. The differences are all significant at the .01 level (a t-score > 2.33).

The differences are most pronounced for Impulsivity (t = 6.4), Unresolved Anger (5.1), Hostile Pleasure (5.9), Gun Skill and Access (6.7), and the Total At-Risk for Violence score (8.5). In terms of T-scores, with normal men having a T of 50 and Standard Deviation of 28, the prisoner scores are:

Failure	78.42
Rigid	78.21
Impulse	75.73
Rejection	67.95
Guilt	67.78
Unresol. Ang.	77.59
HosT. Ple.	85.56
Gun S&A	73.98
Hom. End.	100.48
Closed	70.11
Not. S.V.	69.12
Total Score	93.27

Summary:

These results support the prior findings that the ARFV provides a measure of violence-proneness as a multifaceted trait that puts one at risk for violence and for antisocial behavior in the form of criminal acts.

TESTMASTER.INC.
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

ARFV Research Addendum #7
12-22-99

Data on 226 normal teenagers

All of the freshman and sophomore students (226) in a high school were tested on the teen version of the ARFV and on 18 questions measuring ability to handle three emotions: anger, depression and guilt. A dozen test forms were unuseable due to incomplete or mechanical scoring. The students were predominantly 14 or 15 years old, with approximately equal numbers of boys and girls. Their scores, combined with those of other normal 14 and 15-year-olds now provide the normative sample for scoring teen reports, for each gender separately and for teens 14 and below and 15 and above separately.

The ARFV scores for this group were quite similar to a prior group of normal teens.

The scores on the three measures of emotion handling skill correlate negatively and statistically significantly with the ARFV Total score and all subtrait scores, as in a prior study of 33 teenagers. This seems to confirm that violence-prone youth lack skill for handling these three important emotions, suggesting that improved skill in such emotion management might help reduce teen violence. The correlations between the total ARFV score and the emotion-handling scores were: -.561 (anger), -.486 (depression) and -.608 (guilt), all significant at the .000 level.

Several interesting research questions were raised by the data. Boys' scores generally are dropping from age 14 to 15 but are still higher than adults' scores. This implies that boys are becoming more civilized, less violence-prone, with age. The question is: Do very young boys have the highest scores, or do they have lower scores that rise to age 12 or 13 or 14 before they begin to decrease?

For girls, scores tend to increase from 14 to 15. Will they increase further to age 16 and 17 and then drop in adulthood?

Will all current 14 and 15-year-olds' scores drop to levels similar to today's adults or are today's teens a more violent generation than today's adults?

c:\mydocs\arfv#7

TESTMASTER.INC
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

Research Addendum #8
10-15-99

ARFV Correlations with other Teen Data

The ARFV test, teenage version, was embedded within a 288 item evaluation instrument developed by the author, in order to "operationalize" the many factors found from prior research to put teenagers at risk for delinquency in general, at the request of a local juvenile detention facility. Scales measuring the various factors which put teens at risk for delinquency were developed and 33 teenagers were evaluated on the 288 item instrument, including 10 non-incarcerated youth, 9 youth incarcerated for non-violent crimes and 14 youth incarcerated for violent crimes. The sample included 11 girls and 22 boys, ranging in age from 11 to 17 with only two below age 13.

Details of this study are available from the author. The highlights are presented below. The violence-proneness test total score correlates significantly with the following variables, most of which have previously been found to put children at risk for delinquency in general.

Family risk factors	.53
Personal risk factors	.41
Big Five agreeableness	-.44
Big Five emotional stress tolerance	-.37
Anger management skills	-.71
Depression management skills	-.58
Fear management skills	-.44
Guilt management skills	-.69
Total negative feeling mgt skills	-.75
Self-perceived social skills	-.34
Self-perceived self-care skills	-.50
Self-perceived law abidingness	-.51
Satisfaction with family	-.49
Satisfaction with law respect	-.54
Willingness to commit avoidance crimes,	-.60
Acquisitive crimes,	-.57
Overindulgence crimes,	-.49
Middleman dealing crimes,	-.58
Destructive crimes,	-.46
Assaultive crimes,	-.61
Overall crime avoidance	-.61
Number of adults trusted	-.38

-End-

b:\addendum.8

TESTMASTER.INC.
71 EAST 15TH AVENUE
EUGENE, OREGON 97401
541-686-9934
FAX: (541) 485-5702
WEB ADDRESS: http://www.rio.com/~tstmastr
E-MAIL: tstmastr@rio.com

Research Addendum #9
1-6-00

Comments on implications of ARFV research findings to date:

A Model of Delinquent, Criminal and Violent behavior as an Aspect of Low Civility

A Suggested Delinquency Model

Correlations do not indicate cause, but by logic we can often infer which variables are leading to others. Further studies on larger samples of youth and further statistical analysis of the correlations between the variables in the ARFV and other variables may clarify which lead to which. ARFV data to date suggest the following model.

Delinquency may be more likely in individuals who are born with tendencies toward disagreeable personalities, as reflected in low Agreeableness scores. (The Big 5 personality traits are considered to be approximately 50% genetically based and 50% environmentally shaped.) Children who are born with a low agreeableness disposition and/or who have parents with limited parenting skills are likely to develop less respect for and desire to please authority. As a result of this disrespect and poor parenting skills, these children are more likely to fail to learn good emotion management skills and good life skills. As a result they have lower life satisfaction. They would also appear to be less likely to win friends among well adjusted children and less likely to develop constructive relationships with adults outside their family, especially at school.

These children have un-met emotional needs. They have unresolved anger especially, because of their resentment for and distrust of authority. Like all teenagers, they want social acceptance, money, pleasure and to avoid stress.

They are likely to feel more understood by other emotionally and socially immature teens like themselves than by authorities whom they distrust and by normal peers with whom they have difficulty relating. They tend to befriend other wayward youth. Alone or with such youth, they turn to criminal behavior to meet their needs. They vent their anger toward adults, authority and society in general via destructive crimes such as vandalism and arson and by aggressive crimes

such as assault, rape and homicide. To obtain money they commit acquisitive crimes such as burglary, robbery, fencing stolen property, and selling drugs. They reduce stress and seek pleasure by running away from home, being truant from school and overindulging in street drugs, alcohol and sex.

In spite of their apparent distrust and shallow trust of adults, delinquent teenagers may be as open to pursuing future constructive goals as normal teenagers. This tendency might be capitalized upon by treatment and rehabilitation personnel to establish rapport with wayward youth in attempts to help them.

This model is generally consistent with several other models of delinquent behavior (see Capaldi & Patterson, references, for a brief review.)

Delinquent and Criminal Behavior as a Manifestation of Low Civility

ARFV research data to date reveals significant correlations between many psychological traits and behaviors, leading to the implication that delinquent, criminal and violent behavior are reflections of low degrees of a general human trait which may be described as "civility."

The trait of **civility** may be broadly defined as the degree to which a person is civilized, that is, holds constructive social and community attitudes, beliefs and habits. Individuals at the high end of this trait are pro-social, cooperative, kind, helpful and productive, and, at the extreme, noble, humanitarian, self-sacrificing, heroic and saintly. Individuals at the low end may be described as anti-social, selfish, uncooperative, hostile, antagonistic, argumentative, unproductive, and, at the extreme, anarchic, primitive and savage.

This trait is conceptualized as having measurable facets. It is assumed that a total score based on measures of such facets will be normally distributed. As such, humans are seen as varying on this trait over a continuous span of degrees. Because many of the facets of this trait are presumably learned during a person's life through family, community and social influences and experiences, a measure of this trait in a given society can be considered a measure of the level of social advancement of that society.

The high end of the trait of civility includes, but is probably not limited to, facets such as the following.

ARFV Measures Themselves:

Persons high on civility feel academically and/or occupationally successful and adequate. They think flexibly and are open to other persons' views and opinions. They deliberate before acting and are not impulsive. They feel socially accepted. They feel guilty when they do things that unintentionally hurt other people. They have good anger-resolution skills and do not harbor unresolved anger. They do not enjoy hostile fantasies, games, movies or behaviors. They tend

not to be interested in guns and killing people. They are open to counseling and other forms of personal help. They are willing to help stop violent behavior.

Correlationals with ARFV scores:

They tend to come from families in which people do not abuse alcohol or drugs, engage in criminal behavior or are hostile toward each other, and in which they feel loved, praised and provided adequate food, clothing and shelter. As children, they have not engaged in misbehavior at home, in the community or at school. They sleep well and do not have suicidal thoughts. They tend to be higher than their peers on the Big Five traits of Agreeableness, and, to a lesser degree, Emotional Stress Tolerance.

As children, they tend to trust adults, have good skills for handling anger, depression, fear and guilt feelings, and see themselves as socially competent, self-caring and law-abiding. They enjoy family activities and respecting community laws. They do not anticipate committing crimes of any sort and do not tend to commit crimes.

As adults, in terms of basic (Big Five) personality traits, they tend to be higher than their peers, especially on Agreeableness, and to a lesser extent on Conscientiousness, Emotional Stress Tolerance (not Neurotic) and perhaps Extroversion. They are less prone than their peers to committing crimes.

Summary comment:

In this context, the ARFV test is a partial measure of the civility dimension, focusing on violence-proneness and related psychological traits, as seen by the person taking the ARFV. High ARFV scores reflect low civility.

c:\addendum#9

Created by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

DATE: 05-11-1999 AT RISK FOR VIOLENCE REPORT
I.D. #: 1 NAME: JOBAPPLICANT, MALE AGE: 35

Normal adult male job applicant.

This report has several scores. High scores put a person at greater risk for violent behavior. In general, the first indices tend to be less serious than the last ones. The more scores a person has in the 'at risk' (higher ranges), the greater his/her overall risk for violence.

At risk level:	Bottom 20% Low	Mid 60% Average	Upper 20% High	Top 5% V.H.	Top 1% VVH
(Scores are T-scores with mean set at 50, Standard Deviation at 28.)					
FAILURE (SCHOOL/CAREER): 25	X				
Failers at risk.	.	.	.	.	.
RIGID THINKING: 56		X			
Rigid thinkers at risk.	.	.	.	.	.
IMPULSIVITY: 43		X			
Impulsive persons at risk.	.	.	.	.	.
REJECTION: 5	X				
Rejected persons at risk.	.	.	.	.	.
LOW GUILT: -4	X				
Those with lower guilt at risk.	.	.	.	.	.
UNRESOLVED ANGER: 33		X			
More anger at risk.	.	.	.	.	.
HOSTILE PLEASURE: 25	X				
Enjoying hostility at risk.	.	.	.	.	.
GUN SKILL AND ACCESS: 44		X			
More skill & Access at risk.	.	.	.	.	.
HOMICIDE ENDORSEMENT: 67		X			
Higher at risk.	.	.	.	.	.
CLOSED TO HELP: 23	X				
Closed at risk.	.	.	.	.	.
NOT HELP STOP VIOLENCE: 16	X				
Not willing at risk.	.	.	.	.	.
TOTAL SCORE: 16	X				
	.	.	.	.	.
Test Honesty Index: 22	X				

High = less honest or can't read in completing questionnaire.

POIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):

reated by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

ATE: 05-11-1999 AT RISK FOR VIOLENCE REPORT
.D. #: 4 NAME: FEMALE, HITTING

18 year old female Social Security Applicant with history of suicide attempts, depression, screaming, hitting brother, childhood abuse including molestation, beatings, rape.

This report has several scores. H:
risk for violent behavior. In gene
serious than the last ones. The mc
(higher ranges), the greater his/h

At risk level:	Bottom 20% Low	Mid 60% Average	Upper 20% High	Top 5% V.H.	Top 1% VVH
(Scores are T-scores with mean set at 50, Standard Deviation at 28.)					
FAILURE (SCHOOL/CAREER): 140					X
Failers at risk.					
RIGID THINKING: 96				X	
Rigid thinkers at risk.					
IMPULSIVITY: 78			X		
Impulsive persons at risk.					
REJECTION: 96				X	
Rejected persons at risk.					
LOW GUILT: 83			X		
Those with lower guilt at risk.					
UNRESOLVED ANGER: 133					X
More anger at risk.					
HOSTILE PLEASURE: 76			X		
Enjoying hostility at risk.					
GUN SKILL AND ACCESS: 107				X	
More skill & Access at risk.					
HOMICIDE ENDORSEMENT: 90			X		
Higher at risk.					
CLOSED TO HELP: 71		X			
Closed at risk.					
NOT HELP STOP VIOLENCE: 51		X			
Not willing at risk.					
OTAL SCORE: 126					X
Test Honesty Index: 22	X				

High = less honest or can't read in completing questionnaire.

OIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):
7. I CAN THINK OF AT LEAST ONE PERSON I KNOW THAT I WOULD LIKE TO KILL IF I AS SURE I WOULD GET AWAY WITH IT.

Created by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

DATE: 05-11-1999 AT RISK FOR VIOLENCE REPORT
I.D. #: 8 NAME: FEMALE, HOSTILE

48 year old woman who has been in jail 13 times for up to 8 days for fighting others when drunk. Has put some victims in the hospital.

This report has several scores. Hi
risk for violent behavior. In gene
serious than the last ones. The mc
(higher ranges), the greater his/h

At risk level:	Bottom 20% Low	Mid 60% Average	Upper 20% High	Top 5% V.H.	Top 1% VVH
(Scores are T-scores with mean set at 50, Standard Deviation at 28.)					
FAILURE (SCHOOL/CAREER): 107				X	
Failers at risk.					
RIGID THINKING: 116					X
Rigid thinkers at risk.					
IMPULSIVITY: 139					X
Impulsive persons at risk.					
REJECTION: 130					X
Rejected persons at risk.					
LOW GUILT: 97				X	
Those with lower guilt at risk.					
UNRESOLVED ANGER: 111					X
More anger at risk.					
HOSTILE PLEASURE: 90			X		
Enjoying hostility at risk.					
GUN SKILL AND ACCESS: 27		X			
More skill & Access at risk.					
HOMICIDE ENDORSEMENT: 132					X
Higher at risk.					
CLOSED TO HELP: 101				X	
Closed at risk.					
NOT HELP STOP VIOLENCE: 76			X		
Not willing at risk.					
TOTAL SCORE: 127					X
Test Honesty Index: 50		X			

High = less honest or can't read in completing questionnaire.

POIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):

reated by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

ATE: 05-11-1999 AT RISK FOR VIOLENCE REPORT
.D. #: 3 NAME: FIGHTER, ADULTMALE AGE: 40 GENDER: MALE INC. STATUS: 1

This report has several
risk for violent behavio
serious than the last on
(higher ranges), the gre

**40 year old male Social Security Applicant.
Diagnosed with antisocial personality disorder.
Jailed half a dozen or more times for street fighting, drunk driving, forgery, sexual abuse. Criminal trespass charge within past few months.**

At risk level:	20% Low	60% Average	20% High	5% V.H.	1% VVH

(Scores are T-scores with mean set at 50, Standard Deviation at 28.)

FAILURE (SCHOOL/CAREER): 72		X			
Failers at risk.	.	.	.	.	.
RIGID THINKING: 32		X			
Rigid thinkers at risk.	.	.	.	.	.
IMPULSIVITY: 91			X		
Impulsive persons at risk.	.	.	.	.	.
REJECTION: 67		X			
Rejected persons at risk.	.	.	.	.	.
LOW GUILT: 66		X			
Those with lower guilt at risk.	.	.	.	.	.
UNRESOLVED ANGER: 89			X		
More anger at risk.	.	.	.	.	.
HOSTILE PLEASURE: 103				X	
Enjoying hostility at risk.	.	.	.	.	.
GUN SKILL AND ACCESS: 62		X			
More skill & Access at risk.	.	.	.	.	.
HOMICIDE ENDORSEMENT: 106				X	
Higher at risk.	.	.	.	.	.
CLOSED TO HELP: 81			X		
Closed at risk.	.	.	.	.	.
NOT HELP STOP VIOLENCE: 135					X
Not willing at risk.	.	.	.	.	.
OTAL SCORE: 102				X	
	.	.	.	.	.
Test Honesty Index: 50		X			

High = less honest or can't read in completing questionnaire.

OIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):
7. I CAN THINK OF AT LEAST ONE PERSON I KNOW THAT I WOULD LIKE TO KILL IF I AS SURE I WOULD GET AWAY WITH IT.

Created by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

DATE: 05-11-1999 AT RISK FOR VIOLENCE REPORT
I.D. #: 9 NAME: ADULTMALE, ASSAULTIVE
1

49 year old male lives in woods alone, history of drug and alcohol abuse, has worked as a "hit man" beating up people for pay. Jailed many times.

This report has several scores. High sc
risk for violent behavior. In general,
serious than the last ones. The more sc
(higher ranges), the greater his/her ov

At risk level:	Bottom 20% Low	Mid 60% Average	Upper 20% High	Top 5% V.H.	Top 1% VVH
(Scores are T-scores with mean set at 50, Standard Deviation at 28.)					
FAILURE (SCHOOL/CAREER): 95				X	
Failers at risk.					
RIGID THINKING: 152					X
Rigid thinkers at risk.					
IMPULSIVITY: 123					X
Impulsive persons at risk.					
REJECTION: 93			X		
Rejected persons at risk.					
LOW GUILT: 110				X	
Those with lower guilt at risk.					
UNRESOLVED ANGER: 144					X
More anger at risk.					
HOSTILE PLEASURE: 135					X
Enjoying hostility at risk.					
GUN SKILL AND ACCESS: 113					X
More skill & Access at risk.					
HOMICIDE ENDORSEMENT: 184					X
Higher at risk.					
CLOSED TO HELP: 101				X	
Closed at risk.					
NOT HELP STOP VIOLENCE: 86			X		
Not willing at risk.					
TOTAL SCORE: 164					X
Test Honesty Index: 22		X			
High = less honest or can't read in completing questionnaire.					

POIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):
57. I CAN THINK OF AT LEAST ONE PERSON I KNOW THAT I WOULD LIKE TO KILL IF I WAS SURE I WOULD GET AWAY WITH IT.

reated by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

ATE: 05-11-1999 AT RISK FOR VIOLENCE REPORT
.D. #: 1 NAME: TEENGIRL, NORMAL AGE: 13 GEND **Normal 13 year old girl.** 1

This report has several scores. High scores put a person at greater risk for violent behavior. In general, the first indices tend to be less serious than the last ones. The more scores a person has in the 'at risk' (higher ranges), the greater his/her overall risk for violence.

	Bottom 20%	Mid 60%	Upper 20%	Top 5%	Top 1%
At risk level:	Low	Average	High	V.H.	VVH

(Scores are T-scores with mean set at 50, Standard Deviation at 28.)

FAILURE (SCHOOL/CAREER): 13	X				
Failers at risk.	.	.	.	.	.
RIGID THINKING: 41		X			
Rigid thinkers at risk.	.	.	.	.	.
IMPULSIVITY: 36		X			
Impulsive persons at risk.	.	.	.	.	.
REJECTION: 53		X			
Rejected persons at risk.	.	.	.	.	.
LOW GUILT: 46		X			
Those with lower guilt at risk.	.	.	.	.	.
UNRESOLVED ANGER: 45		X			
More anger at risk.	.	.	.	.	.
HOSTILE PLEASURE: 59		X			
Enjoying hostility at risk.	.	.	.	.	.
GUN SKILL AND ACCESS: 67		X			
More skill & Access at risk.	.	.	.	.	.
HOMICIDE ENDORSEMENT: 17	X				
Higher at risk.	.	.	.	.	.
CLOSED TO HELP: 6	X				
Closed at risk.	.	.	.	.	.
NOT HELP STOP VIOLENCE: 51		X			
Not willing at risk.	.	.	.	.	.
OTAL SCORE: 30		X			
	.	.	.	.	.
Test Honesty Index: 22	X				

High = less honest or can't read in completing questionnaire.

OIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):

Created by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

DATE: 05-11-1999 AT RISK FOR VIOLENCE REPORT
I.D. #: 5 NAME: TEENBOY, NORMAL AGE: 17 GE **Normal 15 year old boy.** 1

This report has several scores. High scores put a person at greater risk for violent behavior. In general, the first indices tend to be less serious than the last ones. The more scores a person has in the 'at risk' (higher ranges), the greater his/her overall risk for violence.

At risk level:	Bottom 20% Low	Mid 60% Average	Upper 20% High	Top 5% V.H.	Top 1% VVH
(Scores are T-scores with mean set at 50, Standard Deviation at 28.)					
FAILURE (SCHOOL/CAREER): 39		X			
Failers at risk.					
RIGID THINKING: -8	X				
Rigid thinkers at risk.					
IMPULSIVITY: -6	X				
Impulsive persons at risk.					
REJECTION: 51		X			
Rejected persons at risk.					
LOW GUILT: 4	X				
Those with lower guilt at risk.					
UNRESOLVED ANGER: 6	X				
More anger at risk.					
HOSTILE PLEASURE: 34		X			
Enjoying hostility at risk.					
GUN SKILL AND ACCESS: 2	X				
More skill & Access at risk.					
HOMICIDE ENDORSEMENT: 30		X			
Higher at risk.					
CLOSED TO HELP: -4	X				
Closed at risk.					
NOT HELP STOP VIOLENCE: 48		X			
Not willing at risk.					
TOTAL SCORE: -16	X				
Test Honesty Index: 22	X				
High = less honest or can't read in completing questionnaire.					

POIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):

reated by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

ATE: 05-11-1999 AT RISK FOR VIOLENCE REP
.D. #: 7 NAME: DETAINEE, VIOLENT#10 AGE
3

Incarcerated 15 year old with history of violent crimes.

This report has several scores. High scores put a person at greater risk for violent behavior. In general, the first indices tend to be less serious than the last ones. The more scores a person has in the 'at risk' (higher ranges), the greater his/her overall risk for violence.

	Bottom 20%	Mid 60%	Upper 20%	Top 5%	Top 1%
At risk level:	Low	Average	High	V.H.	VVH
FAILURE (SCHOOL/CAREER): 64		X			
Failers at risk.					
RIGID THINKING: 71		X			
Rigid thinkers at risk.					
IMPULSIVITY: 81			X		
Impulsive persons at risk.					
REJECTION: 60		X			
Rejected persons at risk.					
LOW GUILT: 101				X	
Those with lower guilt at risk.					
UNRESOLVED ANGER: 84			X		
More anger at risk.					
HOSTILE PLEASURE: 53		X			
Enjoying hostility at risk.					
GUN SKILL AND ACCESS: 64		X			
More skill & Access at risk.					
HOMICIDE ENDORSEMENT: 106				X	
Higher at risk.					
CLOSED TO HELP: 64		X			
Closed at risk.					
NOT HELP STOP VIOLENCE: 65		X			
Not willing at risk.					
OTAL SCORE: 93			X		
Test Honesty Index: 22	X				

(Scores are T-scores with mean set at 50, Standard Deviation at 28.)

High = less honest or can't read in completing questionnaire.

OIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):

7. I CAN THINK OF AT LEAST ONE PERSON I KNOW THAT I WOULD LIKE TO KILL IF I AS SURE I WOULD GET AWAY WITH IT.

Created by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

DATE: 05-11-1999 AT RISK FOR VIOLENCE RE
I.D. #: 6 NAME: DETAINEE, VIOLENT#9 AGE 3

Incarcerated 14 year old with history of violent crimes.

This report has several scores. High scores put a person at greater risk for violent behavior. In general, the first indices tend to be less serious than the last ones. The more scores a person has in the 'at risk' (higher ranges), the greater his/her overall risk for violence.

At risk level:	Bottom 20% Low	Mid 60% Average	Upper 20% High	Top 5% V.H.	Top 1% VVH
(Scores are T-scores with mean set at 50, Standard Deviation at 28.)					
FAILURE (SCHOOL/CAREER): 81			X		
Failers at risk.					
RIGID THINKING: 60		X			
Rigid thinkers at risk.					
IMPULSIVITY: 81			X		
Impulsive persons at risk.					
REJECTION: 42		X			
Rejected persons at risk.					
LOW GUILT: 188					X
Those with lower guilt at risk.					
UNRESOLVED ANGER: 28		X			
More anger at risk.					
HOSTILE PLEASURE: 146					X
Enjoying hostility at risk.					
GUN SKILL AND ACCESS: 94			X		
More skill & Access at risk.					
HOMICIDE ENDORSEMENT: 148					X
Higher at risk.					
CLOSED TO HELP: 47		X			
Closed at risk.					
NOT HELP STOP VIOLENCE: 151					X
Not willing at risk.					
TOTAL SCORE: 138					X
Test Honesty Index: 22	X				
High = less honest or can't read in completing questionnaire.					

POIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):
40. I THINK I WOULD ENJOY SHOOTING SOMEONE I FEEL ANGRY WITH.
44. I WOULD ENJOY MAKING A PLAN TO KILL SOMEONE.
57. I CAN THINK OF AT LEAST ONE PERSON I KNOW THAT I WOULD LIKE TO KILL IF I WAS SURE I WOULD GET AWAY WITH IT.

reated by TestMaster,Inc, 71 E.15th,Eugene,Or. 97401, 541-686-9934

ATE: 05-11-1999 AT RISK FOR VIOLENCE RE----
.D. #: 8 NAME: DETAINEE, NONVIOLENT#11
INC. STATUS: 2

Incarcerated 15 year old with history of non-violent crimes. Does very high Total Violence score presage a violent future?

This report has several scores. High scor
risk for violent behavior. In general, th
serious than the last ones. The more scor
(higher ranges), the greater his/her over

	Bottom 20%	Mid 60%	Upper 20%	Top 5%	Top 1%
At risk level:	Low	Average	High	V.H.	VVH
FAILURE (SCHOOL/CAREER): 55		X			
Failers at risk.					
RIGID THINKING: -8	X				
Rigid thinkers at risk.					
IMPULSIVITY: 56		X			
Impulsive persons at risk.					
REJECTION: 25	X				
Rejected persons at risk.					
LOW GUILT: 188					X
Those with lower guilt at risk.					
UNRESOLVED ANGER: 73		X			
More anger at risk.					
HOSTILE PLEASURE: 165					X
Enjoying hostility at risk.					
GUN SKILL AND ACCESS: 94			X		
More skill & Access at risk.					
HOMICIDE ENDORSEMENT: 248					X
Higher at risk.					
CLOSED TO HELP: 99				X	
Closed at risk.					
NOT HELP STOP VIOLENCE: 151					X
Not willing at risk.					
OTAL SCORE: 153					X
Test Honesty Index: 22	X				

(Scores are T-scores with mean set at 50, Standard Deviation at 28.)

High = less honest or can't read in completing questionnaire.

OIGNANT ITEMS (40,44,57) ENDORSED 'AGREE' OR 'STRONGLY AGREE' (NONE IF NONE LISTED):

0. I THINK I WOULD ENJOY SHOOTING SOMEONE I FEEL ANGRY WITH.
4. I WOULD ENJOY MAKING A PLAN TO KILL SOMEONE.
7. I CAN THINK OF AT LEAST ONE PERSON I KNOW THAT I WOULD LIKE TO KILL IF I AS SURE I WOULD GET AWAY WITH IT.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: At Risk for Violence Test - Manual (2-3-00 Edition)

Author(s): William A. McConochie, Ph.D.

Corporate Source: TestMaster, INC.

Publication Date: 2-3-00

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: William A. McConochie

Printed Name/Position/Title: WILLIAM A. McConochie President

Organization/Address: TestMaster, INC 71 E. 15th Ave. Eugene Or 97401

Telephone: 541 686 9934

FAX: 541 485 5702

E-Mail Address: tstmastr@rio.com

Date: 2-15-00

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

University of North Carolina at Greensboro
ERIC/CASS
201 Ferguson Building
PO Box 26171
Greensboro, NC 27402-6171

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com