# *Second Step* Knowledge Assessment Interviews

## Overview and Contents

In this kit, you will find everything you need for carrying out the *Second Step* Knowledge Assessment Interviews with young children. The 15–20 minute interviews are designed to be given as pre- and posttests to demonstrate knowledge gains in *Second Step* skills and concepts. The materials included herein were developed to assist you in administering, scoring, and understanding the results of the *Second Step* Interviews.

This kit contains the following materials:
• Guide to Using the *Second Step* Interviews
• Printing masters of the Interviews—Boys' and Girls' forms
• Photographs used in the Interviews

Please call the Committee for Children Client Support Services department at 800-634-4449, ext. 200 if you have any questions after reading this packet.

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# Guide to Using the *Second Step* Interviews

**Description and purpose:** The *Second Step* Knowledge Assessment Interview evaluates the social-emotional knowledge and skill of young children. Designed for students who are not yet proficient in reading, this assessment measure uses an interview format rather than a paper-and-pencil one. The interviews are conducted individually with students and use black-and-white pictures to depict social situations and assess social-emotional knowledge and skill. The story-and-question format is similar to the one used in the *Second Step* lessons.

Evaluation research has been done using the interview with preschool and kindergarten students (see below for more detail). However, to our knowledge, no research is available yet on its use with first- and second-grade students. As with younger children, first- and second-grade students vary widely in their reading ability, posing significant challenges to assessment. Therefore, this interview may be one option for schools interested in evaluating social-emotional knowledge and skill of first- and second-grade students. Please be aware that due to the lack of research, it is unknown how effective the interview is for those grade levels.

**Interview content:** The *Second Step* program teaches children core social and emotional skills. Each question in the interview is designed to measure key concepts and skills, as outlined below:

• Ability to identify emotions (sadness, anger, happiness, surprise; Items 1, 8, 14, 16, 18).
• Use of physical and situational cues and perspective taking to identify emotions (Items 2, 9, 15, 17, 19).
• Ability to brainstorm alternative solutions to a problem (Items 3, 10).
• Ability to formulate a prosocial solution for joining a group (Items 4, 6) or gain access to something that isn't yours (Item 12).
• Ability to predict consequences of a solution (Items 5, 11).
• Ability to use an alternative prosocial solution when one solution isn't working (Items 7, 13).
• Knowledge of anger-management techniques (Item 20).

**Background research:** The interview measure has been used to demonstrate children's knowledge gains in two evaluations of the *Second Step* program. The first was a pilot study conducted by the curriculum developers within six schools in the Seattle metropolitan area (Moore & Beland, 1992). Preschool and kindergarten students who received the program ($n = 85$) were compared with a group of students who did not receive it ($n = 38$), using the interview to measure social-emotional knowledge and skills. *Second Step* students indicated significant growth from pre- to posttest, while students who did not receive the program made little gain.

In an independent program evaluation, McMahon and her colleagues assessed the growth of 109 preschool and kindergarten students attending a Chicago elementary school (McMahon, Washburn, Felix, Yakin, & Childrey, 2000). Student change was evaluated using the *Second Step* interview and

behavioral measures (that is, observations and teacher ratings). After receiving the program, students showed increased social-emotional knowledge and skill in the interview. Students also demonstrated a reduction in observed problem behaviors (but no change on teachers' ratings) following *Second Step* lessons.

Please note that we do not have norms or psychometric information (that is, research about the tool's characteristics) for this tool. However, as mentioned above, evaluations of the *Second Step* program—with and without comparison groups—have shown change before and after the program with this measure. Additionally, the measure typically is appropriate for most grant applications and other evaluations educators are asked to carry out.

**Using the interview as an outcome measure:** The interview can be helpful in assessing the effects of the *Second Step* program for non- or beginning readers. However, for a comprehensive outcome evaluation, additional measures should be included. Multiple outcome measures will provide more information about program effects and aid interpretation of the evaluation results.

We also recommend a strong evaluation design (for example, pre-/post-assessment and multiple participating schools) and procedures to support high-quality program implementation. A well-planned strategy will be essential to optimizing your outcome evaluation. Please refer to "Conducting an Outcome Evaluation for *Second Step: A Violence Prevention Program*" on our Web site (www.cfchildren.org) for further details. Consultation with someone experienced in program evaluation may be vital as well.

## Instructions for use

### 1. Initial planning.
To use the *Second Step* Knowledge Assessment Interview as a pretest, administer it a few days before you teach the first lesson of *Second Step®: A Violence Prevention Curriculum*. Then administer the interview again as a posttest after all the lessons are taught. In order to assess students' knowledge gains, the same group of students must be interviewed at each time point.

Given the time-intensive nature of the *Second Step* interviews, selecting a subsample of students to interview is a frequent evaluation strategy. Two methods can be used for sampling or choosing students in the subgroup:
- **Random sampling all students.** If you are interested in how the program works with the general student population, sampling must be done randomly. That is, the students interviewed should not be "hand-picked" but selected at random. Random sampling will yield a group that is representative of all the students within the grade levels of interest.
- **Random sampling a smaller subset of students.** If you are interested in how the program works with a particular group of students, a random sample should be drawn from that subset of students. For example, schools are often interested in how effective the *Second Step* program is for less-skilled or at-risk students. In that case, the students with weaker social-emotional skills could be identified. In turn, a subsample could be selected randomly from the subset of less-skilled students.

A related consideration when planning the evaluation is the number of students to include. The number of students will likely affect the results, particularly for small sample sizes. The greater the number of students evaluated, the more reliable the results. In general, a minimum of 30–50 students is needed to achieve results that are reliable and able to be analyzed.

Careful planning will allow the most efficient use of the tool. The following is an estimate of the time involved at each step, once the student sample is selected:

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**Time Planner** (per classroom)

| | |
|---|---|
| Preparation time | 30–45 minutes (or more, depending on the number of students being evaluated) |
| Administration (per interview) | 15–20 minutes |
| Scoring (per interview) | 3–5 minutes |
| Data analysis/interpretation | 30 minutes |

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2. **Preparing for the interviews.**
   - **Timing.** Plan for about 15–20 minutes per student to administer the interview.
   - **Conditions.** Interviews should be conducted under similar conditions each time the students are interviewed. "Standardized" assessments are important for evaluating student growth (that is, change) accurately from pre- to posttest. For example, it is ideal for the same interviewer to conduct the interview with a given student at pre- and posttest.
   - **Forms.** Prepare copies of the interviews, noting that there are "girl" and "boy" versions to match the gender of students being interviewed.
   - **Identification codes.** If large numbers of classes at the same grade level are using the assessments and/or if scoring or data entry is conducted by someone other than the classroom teacher, identification (ID) codes should be used instead of student names on the interviews. ID codes protect student confidentiality and help ensure standardization of scoring. Special attention should be made to make sure the exact numbers are assigned to the same student for both the pretest and posttest.
   - **Photographs.** Ensure you have all seven photographs used in the interview. "Boy" and "girl" versions are included for the first two photos; the last three photos are used for *both* boys and girls. (The rationale for "boy" and "girl" versions is to minimize gender bias—that is, reduce the chance that children's responses are due to how they perceive the opposite sex.) We do not recommend photocopying the photographs because the quality of copied photographs is typically poor. If you need additional copies of the photographs, please call our Client Support Services at 800-634-4449, ext. 200.
   - **Interview content.** Read over the interviews and instructions. You may want to practice the script out loud so you are comfortable reading it. It is important for the interviewer to use the script as written to assess students' *Second Step* knowledge and skill accurately. The use of identical scripts across interviews and students is another critical aspect of standardizing the assessments.

3.  **Conducting the interviews.**
    *   **Present the photographs.** Place the photos one at a time on a table or desk with the student sitting opposite you. Use a clipboard and keep it at a slant so the student cannot see the recording form.
    *   **Be consistent.** Your actions and voice tone should be the same for every student you interview. Be warm to the students, but do not praise ("good"), smile, nod, or offer other indications that their response was correct.
    *   **Avoid correcting students.** Because the interview is an assessment, it should not be used as an opportunity to instruct or correct a student, even if her/his answer is clearly wrong.
    *   **Read the questions as written.** The wording of questions has been designed for specific purposes. For example, asking "How can you tell _____ is feeling this way?" encourages indication of physical cues in the photo, while the probe "What else makes you think s/he feels this way?" encourages students to relate to their own experiences. Resist the temptation to define unfamiliar terms, rephrase questions, or reinterpret questions. Many terms unfamiliar to children will likely be addressed in the *Second Step* program. In addition, on the posttest interviews, resist the temptation to cue the children with familiar phrases from *Second Step* lessons. Altering the wording at either pre- or posttest will compromise the results.
    *   **Pace yourself.** Allow a "wait time" of at least 10 seconds before repeating a question or probe and before continuing on.
    *   **Probe.** Repeat the probe until the student indicates s/he has nothing more to say, is silent for longer than 10 seconds, or repeats an answer already given. Answers to a probe are recorded above the probe in categories for the original question.
    *   **Record answers.** Answer categories are provided for ease in recording and scoring. When you are unsure how or whether to categorize an answer, write the answer verbatim under "other." Read the scoring instructions before interviewing; this will give you a clearer picture of how to record answers.
    *   **Avoid discussing answers.** After the pretest, please avoid any discussion with students about the interview and their answers to the questions. Observing these precautions gives us confidence that the changes in test results are due to real changes in students' knowledge and skill acquisition, rather than to differences in testing conditions.

4.  **Scoring.**
It is more efficient to score the same question for the entire class set of tests and then score the next item for the whole class rather than separately scoring each individual student test from beginning to end. Scoring all of the same question at once allows for greater assurance that the scorer is applying the same standard of consistency to each question and increases the reliability of the scoring.

Follow the scoring instructions closely. After scoring the interviews for the entire group, go back and total each individual student's score. Write in the total score at the top right hand corner of each interview form for easy reference and summarization.

When the *Second Step* Knowledge Assessment Interview is given as a pre- and posttest, it is important to use the same standards for scoring the pretests as the posttests. For many teachers it may seem odd to score the pretests, since students are being tested before being taught the material; however, this creates a baseline to calculate change after the posttest is scored. In order to keep the scoring consistent between the pre- and posttests, follow the scoring instructions closely. Many items test for knowledge that most children their age would not know without *Second Step* lessons. In those cases, do not be tempted to give them extra points just because it is reasonable for them to be lacking that information. Remember that the pretest must be allowed to reflect the knowledge that students lack and that they will gain from the *Second Step* curriculum. Therefore, it is fine if scores are low on the pretest.

**Scoring individual items.** Each item is scored separately, for *up to 2 points awarded per item*. Responses listed under "other" may be awarded 1 point if they adequately answer the question without repeating another answer. An example of a repetitive answer is "telling the teacher" and "telling her/his mother." When scoring, be sure to read the student responses that are written, not just the check marks.

Below are specific scoring instructions for each item.

**Photograph 1**
1. Award 1 point for "sad/unhappy," "mad/angry," "disappointed," or "hurt" (up to a maximum of 2 points). Award 0 points for "bad."
2. Award up to 2 points for more than one cue. More than one body or facial cue is not considered a repetitive answer. For example, "head down" and "shoulders down" are separate cues, as are "forehead wrinkled" and "frowning." Young children may say "eyes" or "mouth" or indicate the forehead—these responses are acceptable for credit. You may give a point for "face" or "body" if nothing more specific is listed (such as "eyes"). Children may repeat the story in various ways to answer the question; give 1 point for citing the story (check "because of situation" on the interview form).
3. Award 1 point for each solution (maximum 2 points), whether it is positive or negative. Award 0 points for "do something else" or "find other friends," etc., as these solutions do not answer the question. Be aware of repeat answers.
4. Award 1 point each (maximum 2 points) for answers that entail making a comment or asking a question about the play situation. Award 1 point each for "ask to play," "ask to share/trade/ take turns," or other acceptable responses.
5. Award 1 point for each plausible consequence cited (maximum 2 points). Be aware of possible repeats.
6. Award 1 point each (maximum 2 points) for answers that entail making a comment or asking a question about the play situation. Award 1 point each for "ask to play," "ask to share/trade/ take turns," or other acceptable responses.
7. Award 1 point for a prosocial solution that is different than the one given for Item 6. "Telling a grown-up" or "do something else" are acceptable. Note that 2 points are possible for this item, just as for other items in the interview.

**Photograph 2**

8. Award 1 point for "sad/unhappy," "mad/angry," "disappointed," or "hurt" (maximum 2 points).

9. Award 1 point per cue (maximum 2 points). More than one body or facial cue is not considered a repetitive answer. For example, "head down" and "shoulders down" are separate cues, as are "forehead wrinkled" and "frowning." Young children may say "eyes" or "mouth" or indicate the forehead—these responses are acceptable for credit. You may give a point for "face" or "body" if nothing more specific is listed (such as "eyes"). Children may repeat the story in various ways to answer the question; give 1 point for citing the story (check "because of situation" on the interview form).

10. Award 1 point for each solution (maximum 2 points), whether it is positive or negative. Award 0 points for "do something else," as this does not answer the question. Be aware of possible repeats.

11. Award 1 point each for plausible consequences cited (maximum 2 points). Be aware of possible repeats.

12. Award 1 point for any of the following (maximum 2 points): "trading," "taking turns," "waiting," "sharing," "asking." Award 0 points for "tell a grown-up."

13. Award 1 point for any of the solutions listed above that was not given as a response to Item 12. A point may be given for "tell a grown-up" or "do something else." Note that 2 points are possible for this item, just as for other items in the interview.

**Photograph 3**

14. Award 1 point each for "happy" or "excited" (2 points maximum).

15. Award points for the following cues: "smiling," "teeth showing," "eyes open," "eyebrows." Points may be awarded for "mouth," "eyes," etc., or for indicating the forehead. Award points for "face" or "body" if nothing more specific is listed. A maximum of 2 points is possible.

**Photograph 4**

16. Award 1 point each (2 points maximum) for "surprised" or its synonym (for example, "astonished," "shocked"), and other similarly-expressed emotions (for example, "amazed," "afraid").

17. Award points for the following cues: "mouth open," "eyes open wide," "eyebrows up." Points may be awarded for "mouth," "eyes," and so on, or for indicating forehead. Award points for "face" or "body" if nothing more specific is listed. A maximum of 2 points is possible.

**Photograph 5**

18. Award 1 point each for "mad," "angry," or other synonyms (2 points maximum).

19. Award points for the following cues: "fists," "frown," "eyebrows," "chin wrinkled," "forehead wrinkled," "teeth showing." Points may be awarded for "mouth," "eyes," and so on, or for indicating forehead. Award points for "face" or "body" if nothing more specific is listed. A maximum of 2 points is possible.

20. Award points (2 points maximum) for listed answers and/or the following responses: "being alone," "saying 'calm down'," or "slow down."

**Totalling students' scores.** Two different totals can be used to interpret interview results:

• **Basic Skills Total.** To compute the Basic Skills Total, count only one correct answer for each item for a maximum of 20 points. This is an index of the child's basic skill knowledge.

• **Extra Credit Total.** To calculate the Extra Credit Total, look at each item again. If the child gave MORE than one correct answer for an item, give the child an "extra credit" score of **1** point for that item. Even if the child gave many scorable answers for a given item, give only **1** extra credit point for that item. (Otherwise, the item would be given disproportionate emphasis compared to the other skills assessed in the interview.) Although unlikely, a maximum of 20 points is possible for the Extra Credit Total. Note that it is possible for students to score extra credit on particular items even if their Basic Skills Total is below the maximum of 20 points.

**5. Interpreting the data.**

The purpose of using a pretest and posttest format is to show the growth, or change, that results from students' experience learning the concepts and skills in the *Second Step* curriculum. You may find it helpful to compute the percentage of change for students' total scores in the following way.

After administering and scoring the pretest and posttest, create a chart that includes each student's name and total score as shown in the example below. A computer spreadsheet may also be used for this task. Make one of these charts for the pretest scores and another for the posttest scores.

**Sample Chart**

| Posttest | | |
|---|---|---|
| **Student** | **Basic Skills Total** | **Extra Credit Total** |
| Pam | 20 | 3 |
| Doug | 17 | 0 |
| Allison | 16 | 1 |

**Calculating percentage of change.** To calculate the percentage of change, you will only use the scores of students who took *both* the pretest and posttest. Using your score charts, identify the subset of students who took both tests. For example, if Doug did not take the posttest, you would only consider Pam and Allison's scores.

Once you've identified this subset of students, add their scores together to come up with separate pretest and posttest totals. The formula below is used to calculate percentage of change for the Basic Skills and Extra Credit Totals:

$$\text{Percentage (\%) of change} = \frac{\text{Posttest total} - \text{Pretest total}}{\text{Pretest total}} \times 100$$

If the percentage of change for a total is a positive number, this will indicate an increase from pre- to posttest; a negative percentage change will indicate a decrease over time. Looking at the percentage change for students from pre- to posttest is akin to "eyeballing" the results. However, percentage change does not tell you whether the change is statistically significant, that is, whether the change is reliable.

**Testing the significance of student change.** The use of a statistical test (such as a t-test) is necessary to determine if students' pre/post change is reliable and not due to a chance occurrence. Students' *individual change* can be tested statistically if individuals are tracked from pre- to posttest. On the other hand, if students are surveyed anonymously, a statistical test will assess *aggregated* rather than individual change. Aggregated change refers to the comparison of school means at pre- and posttest, requiring the participation of multiple schools in the evaluation.

**Displaying your results.** Bar and line graphs are helpful for displaying results (that is, total scores across students) and showing changes from pre- to posttest.

**Interpretation of statistical significance.** If statistical tests were used to assess pre- and posttest scores, your results will indicate whether student change was statistically significant. Statistical significance indicates that the results were reliable and not likely due to a chance occurrence. Note that statistical "power" for detecting significant change will be contingent on the number of students being evaluated—the more students involved, the better the probability of detecting true change.

**Interpretation of "social significance."** Determining the "social significance" or real-world impact of the program will be aided greatly by the use of comparison schools. A significant difference between schools that receive the program and those that do not is good evidence that the program had an impact on students.

**Concluding a program effect.** Student outcomes can be affected by a variety of factors beyond the program. A lack of positive change from pre- to posttest may be related to low statistical power because too few students participated in the evaluation. Another possible explanation for the specific results are the particular group of students sampled and interviewed. The greater the number of students involved across classrooms and schools, the more reliable the results will be. A strong evaluation design (for example, use of multiple and/or comparison schools) will allow you to attribute outcomes to the program more confidently.

Process (or implementation) evaluation also can be extremely helpful in interpreting outcome results. By documenting what the program was like "in action," you can assess the degree to which the program was implemented as intended. The higher the implementation quality, the greater will be your probability for demonstrating positive findings and capacity for concluding program effectiveness.

**Social-emotional knowledge goals for students.** Norms are not available with which to compare your school/district results. However, a "socially significant" goal would be for students, in general, to indicate competence in all the skills and concepts tapped in the *Second Step* interview. A Basic

Skills total of 20 would indicate a basic level of social-emotional competence. Greater competence in a particular area may be indicated by consistently attaining Extra Credit points for similar items. For example, the ability to generate *more than one* prosocial solution to a problem is associated with greater social-emotional competence (and less aggressive behavior). Thus, two correct answers each for Items 3, 4, 6, 10, and 12 and/or at least one correct answer for Items 7 and 13 are helpful indicators of competent problem-solving skill.

**References**

Moore, B., & Beland, K. (1992). *Evaluation of Second Step preschool–kindergarten: A violence-prevention curriculum kit: Summary report.* Seattle, WA: Committee for Children.

McMahon, S. D., Washburn, J., Felix, E. D., Yankin, J., & Childrey, G. (2000). Violence prevention: Program effects on urban preschool and kindergarten children. *Applied and Preventive Psychology, 9,* 271–281.

# Interview Evaluation Instrument for
# *Second Step*®*: A Violence Prevention Curriculum*

### Boys' Form

**Child's Name:** _____

**Child's ID Number:** _____

**Grade/Age:** _____

**Interviewer:** _____

**Date:** _____

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**Child's ID Number:** _____

**Interviewer:** _____ **Date:** _____

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**Directions for the Interviewer**
The purpose of this interview is to assess the degree of knowledge and skills a student has at present. The interview must not be used as an opportunity to instruct or correct a student, even if her/his answer is clearly wrong. Read the questions as written. The interview text in **bold** print is information you will say aloud to the student. The plain text is not spoken to the child. (See Interview Guide for complete instructions.)

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## Introduction
**Hi, my name is _____ . What is your name? How old are you? I want to know how children think about things. I've got some pictures of children to show you. I will tell you a little story about each picture, and then I will ask you some questions. Pretend that all the children in the pictures are your age.**

## Photo 1
**Here is the first picture. This is Jessie.** Point to the child on the left. **He really wants to play with these two boys.** Point to the boys playing kitchen. **Which one is Jessie? Can you point to him? Who does Jessie want to play with? What are the two boys playing? Yes, they are playing "house" or "kitchen."** State what the boys are playing if need be.

1.  **How do you think Jessie is feeling right now?**
    - ❑ Sad/unhappy
    - ❑ Mad/angry
    - ❑ Disappointed
    - ❑ Hurt

    - ❑ Other: _____

2.  **How can you tell Jessie feels** _____ **?**

    - ❑ Facial expression: _____

    - ❑ Body: _____
    - ❑ Staring at kids
    - ❑ Because of situation (retells story)
    - ❑ Child relates own experience ("Once when I...")

    - ❑ Other: _____

    Probe: **What else makes you think he feels** _____ **?**

    Repeat probe.

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**Child's ID Number:** _____

3. **What can Jessie do so the two other boys will want to play with him?**

   ❏ Say something: _____
   ❏ Ask to play
   ❏ Stand there and wait
   ❏ Join in
   ❏ Ask the teacher for help
   ❏ Give them something to play with (another pot, etc.)

   ❏ Other: _____

   Probe: **What else could he do?**

   Repeat probe.

4. **If Jessie said something to the boys, what could he say?**

   _____

   Probe: **Pretend you're Jessie and I'm one of the boys, and say it to me.**

5. **What might happen if Jessie pushed his way in and started playing?**
   ❏ Kids would get mad
   ❏ Start a fight
   ❏ Get in trouble
   ❏ Someone could get hurt
   ❏ They won't play with him

   ❏ Other: _____

   Probe: **Let's think of *all* the things that might happen. What else might happen?**

   Repeat probe.

6. **If you were Jessie, and you wanted to play with these two kids, what would you do or say?**

   _____

7. **If that didn't work, then what would you do or say?**

   _____

*Second Step* Interview Evaluation Instrument: Boys' Form   © 2004 Committee for Children

## Photo 2

**Here is another picture. This is Daren, and this is Todd. Daren has been playing with the fire engine for a long time. Now Todd wants to play with the fire engine, but Daren keeps playing with it. Who's been playing with the fire engine for a long time? You can point. That's right—Daren. Who wants to play with it? That's right—Todd.**

8. **How do you think Todd is feeling?** Point to Todd.
   - ❑ Sad/unhappy
   - ❑ Mad/angry
   - ❑ Disappointed
   - ❑ Hurt

   - ❑ Other: _____

9. **How can you tell Todd feels** _____ **?**
   - ❑ Facial expression: _____
   - ❑ Body: _____
   - ❑ Staring at Daren
   - ❑ Because of situation (retells story)
   - ❑ Child relates own experience ("Once when I...")

   - ❑ Other: _____

   Probe: **What else makes you think he feels** _____ **?**

   Repeat probe.

10. **What could Todd do so he could have a chance to play with the fire engine?**
    - ❑ Trade
    - ❑ Take turns
    - ❑ Ask for it
    - ❑ Wait
    - ❑ Share
    - ❑ Tell the teacher

    - ❑ Other: _____

    Probe: **Let's think of *all* the things Todd could do. What else could he do?**

    Repeat probe.

**11. What might happen if Todd grabs the fire engine away from Daren?**
 - ❏ Daren would get mad
 - ❏ Start a fight
 - ❏ Get in trouble
 - ❏ Someone could get hurt
 - ❏ Cause hurt feelings
 - ❏ Daren won't play with him

 - ❏ Other: _____

 Probe: **Let's think of *all* the things that might happen. What else might happen?**

 Repeat probe.

**12. What would you do if you were Todd and you wanted to play with the fire engine?**

 _____

**13. If that didn't work, then what would you do?**

 _____


**Now I am going to show you some pictures of children's faces. I want you to tell me how you think each child is feeling.**

## Photo 3
**14. How do you think this child is feeling?**
 - ❏ Happy
 - ❏ Excited

 - ❏ Other: _____

**15. How can you tell?** _____

 Probe: **What else makes you think she feels** _____ **?**

## Photo 4
**16. How do you think this child is feeling?**
 - ❏ Surprised

 - ❏ Other: _____

**17. How can you tell?** _____

 Probe: **What else makes you think he feels** _____ **?**

## Photo 5

**18. How do you think this child is feeling?**

    ❑ Mad/angry

    ❑ Other: _____

**19. How can you tell?** _____

    Probe: **What else makes you think he feels** _____ **?**

**20. What could he do to calm down?**

    ❑ Breathe deeply
    ❑ Count slowly
    ❑ Run/exercise
    ❑ Tell himself to calm down
    ❑ Do something quiet and fun by himself
    ❑ Talk to someone

    ❑ Other: _____

    Probe: **What else could he do?**

    Repeat probe.

# Interview Evaluation Instrument for
# *Second Step*®*: A Violence Prevention Curriculum*

## Girls' Form

**Child's Name:** _____

**Child's ID Number:** _____

**Grade/Age:** _____

**Interviewer:** _____

**Date:** _____

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**Child's ID Number:** _____

**Interviewer:** _____     **Date:** _____

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**Directions for the Interviewer**

The purpose of this interview is to assess the degree of knowledge and skills a student has at present. The interview must not be used as an opportunity to instruct or correct a student, even if her/his answer is clearly wrong. Read the questions as written. The interview text in **bold** print is information you will say aloud to the student. The plain text is not spoken to the child. (See Interview Guide for complete instructions.)

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## Introduction

**Hi, my name is** _____ **. What is your name? How old are you? I want to know how children think about things. I've got some pictures of children to show you. I will tell you a little story about each picture, and then I will ask you some questions. Pretend that all the children in the pictures are your age.**

## Photo 1

**Here is the first picture. This is Jessie.** Point to the child on the left. **She really wants to play with these two girls.** Point to the girls playing kitchen. **Which one is Jessie? Can you point to her? Who does Jessie want to play with? What are the two girls playing? Yes, they are playing "house" or "kitchen."** State what the girls are playing if need be.

1. **How do you think Jessie is feeling right now?**
   - ❑ Sad/unhappy
   - ❑ Mad/angry
   - ❑ Disappointed
   - ❑ Hurt

   - ❑ Other: _____

2. **How can you tell Jessie feels** _____ **?**
   - ❑ Facial expression: _____
   - ❑ Body: _____
   - ❑ Staring at kids
   - ❑ Because of situation (retells story)
   - ❑ Child relates own experience ("Once when I...")
   - ❑ Other: _____

   Probe: **What else makes you think she feels** _____ **?**

   Repeat probe.

**Child's ID Number:** _____

3. **What can Jessie do so the two other girls will want to play with her?**

   ❑ Say something: _____
   ❑ Ask to play
   ❑ Stand there and wait
   ❑ Join in
   ❑ Ask the teacher for help
   ❑ Give them something to play with (another pot, etc.)

   ❑ Other: _____

   Probe: **What else could she do?**

   Repeat probe.

4. **If Jessie said something to the girls, what could she say?**

   _____

   Probe: **Pretend you're Jessie and I'm one of the girls, and say it to me.**

5. **What might happen if Jessie pushed her way in and started playing?**
   ❑ Kids would get mad
   ❑ Start a fight
   ❑ Get in trouble
   ❑ Someone could get hurt
   ❑ They won't play with her

   ❑ Other: _____

   Probe: **Let's think of *all* the things that might happen. What else might happen?**

   Repeat probe.

6. **If you were Jessie, and you wanted to play with these two kids, what would you do or say?**

   _____

7. **If that didn't work, then what would you do or say?**

   _____

## Photo 2

**Here is another picture. This is Darla, and this is Amy. Darla has been playing with the fire engine for a long time. Now Amy wants to play with the fire engine, but Darla keeps playing with it. Who's been playing with the fire engine for a long time? You can point. That's right—Darla. Who wants to play with it? That's right—Amy.**

8. **How do you think Amy is feeling?** Point to Amy.
   - ❏ Sad/unhappy
   - ❏ Mad/angry
   - ❏ Disappointed
   - ❏ Hurt

   - ❏ Other: _____

9. **How can you tell Amy feels** _____ **?**
   - ❏ Facial expression: _____
   - ❏ Body: _____
   - ❏ Staring at Darla
   - ❏ Because of situation (retells story)
   - ❏ Child relates own experience ("Once when I...")

   - ❏ Other: _____

   Probe: **What else makes you think she feels** _____ **?**

   Repeat probe.

10. **What could Amy do so she could have a chance to play with the fire engine?**
    - ❏ Trade
    - ❏ Take turns
    - ❏ Ask for it
    - ❏ Wait
    - ❏ Share
    - ❏ Tell the teacher

    - ❏ Other: _____

    Probe: **Let's think of *all* the things Amy could do. What else could she do?**

    Repeat probe.

**11. What might happen if Amy grabs the fire engine away from Darla?**
- ❑ Darla would get mad
- ❑ Start a fight
- ❑ Get in trouble
- ❑ Someone could get hurt
- ❑ Cause hurt feelings
- ❑ Darla won't play with her

- ❑ Other: _____

Probe: **Let's think of *all* the things that might happen. What else might happen?**

Repeat probe.

**12. What would you do if you were Amy and you wanted to play with the fire engine?**

_____

**13. If that didn't work, then what would you do?**

_____


**Now I am going to show you some pictures of children's faces. I want you to tell me how you think each child is feeling.**

## Photo 3
**14. How do you think this child is feeling?**
- ❑ Happy
- ❑ Excited

- ❑ Other: _____

**15. How can you tell?** _____

Probe: **What else makes you think she feels** _____ **?**

## Photo 4
**16. How do you think this child is feeling?**
- ❑ Surprised

- ❑ Other: _____

**17. How can you tell?** _____

Probe: **What else makes you think he feels** _____ **?**

## Photo 5

**18. How do you think this child is feeling?**

❑ Mad/angry

❑ Other: _____

**19. How can you tell?** _____

Probe: **What else makes you think he feels** _____ **?**

**20. What could he do to calm down?**

❑ Breathe deeply
❑ Count slowly
❑ Run/exercise
❑ Tell himself to calm down
❑ Do something quiet and fun by himself
❑ Talk to someone

❑ Other: _____

Probe: **What else could he do?**

Repeat probe.

Interview Photo 2 (Boys)

Interview Photo 4 (Girls)