

Appendix B

Pre-/Post-Test (including scoring instructions)

Use the test on the following pages during unit 1 and after unit 13. Scoring instructions are found after the test.

Victim Impact: Listen and Learn Program Pre-/Post-Test

(Circle one) Pre-Test Post-Test Date: _____

Name: _____ Inmate Number: _____

For Staff Use:

Age: _____ Sex: M F Ethnic Group: _____ Race: _____

Please CIRCLE a number from 1 to 5 for each question to tell us what you think.

("1" Means You Strongly DISAGREE, "5" Means You Strongly AGREE, or you may choose a middle number.)

Strongly Disagree Strongly Agree

1 2 3 4 5

- | | | | | | |
|--|---|---|---|---|---|
| 1. Being the victim of a crime changes a person's life. | 1 | 2 | 3 | 4 | 5 |
| 2. It is okay for someone to force his partner to have sex. | 1 | 2 | 3 | 4 | 5 |
| 3. Parents of murdered children never really recover. | 1 | 2 | 3 | 4 | 5 |
| 4. Black males who are ages 18–24 have the highest rate of being murdered. | 1 | 2 | 3 | 4 | 5 |
| 5. Most victims of crime get over it. | 1 | 2 | 3 | 4 | 5 |
| 6. A victim is a person who is hurt or suffers as a result of the words or actions of another. | 1 | 2 | 3 | 4 | 5 |
| 7. Suckers deserve what they get. | 1 | 2 | 3 | 4 | 5 |
| 8. If a girlfriend says "no" to sex, she's really just teasing. | 1 | 2 | 3 | 4 | 5 |
| 9. If someone hits their partner, it's because they care about them. | 1 | 2 | 3 | 4 | 5 |
| 10. I always tell the truth. | 1 | 2 | 3 | 4 | 5 |
| 11. If I left my car unlocked, I'd be asking for someone to steal it. | 1 | 2 | 3 | 4 | 5 |
| 12. You can victimize someone without committing a crime. | 1 | 2 | 3 | 4 | 5 |
| 13. Stealing from people with insurance isn't so bad. | 1 | 2 | 3 | 4 | 5 |
| 14. If a woman does not want to be hit, she should do what she's told. | 1 | 2 | 3 | 4 | 5 |
| 15. Children who claim to be abused are usually telling the truth. | 1 | 2 | 3 | 4 | 5 |
| 16. Victims can have a say in the sentencing of their offenders. | 1 | 2 | 3 | 4 | 5 |
| 17. It's not okay for parents to hit each other. | 1 | 2 | 3 | 4 | 5 |
| 18. When houses are broken into, people often lose things that can't be replaced. | 1 | 2 | 3 | 4 | 5 |
| 19. Women who wear sexy clothes are asking to be raped. | 1 | 2 | 3 | 4 | 5 |
| 20. Sometimes I get angry. | 1 | 2 | 3 | 4 | 5 |

21. People who batter or abuse others just can't help themselves.	1	2	3	4	5
22. Boys can be sexually abused by their mothers.	1	2	3	4	5
23. When a woman is beaten, it's because she's done something wrong.	1	2	3	4	5
24. Five out of every six people will be the victim of an attempted or completed violent crime in their lifetime.	1	2	3	4	5
25. Victims may attend and speak at parole hearings.	1	2	3	4	5
26. About 1 million people are injured, maimed, or killed each year in alcohol-related crashes.	1	2	3	4	5
27. Child abuse can be found in all types of families.	1	2	3	4	5
28. Women don't testify against their rapists because they really enjoyed it.	1	2	3	4	5
29. Sometimes you have to hit your partner so they'll pay attention.	1	2	3	4	5
30. Sometimes I think of things too bad to talk about.	1	2	3	4	5
31. Children are more likely to be abused at home than by strangers outside the home.	1	2	3	4	5
32. If you're involved in a relationship, you should not talk to or be friends with anybody else who is the same sex as your partner.	1	2	3	4	5
33. Guns in homes hurt or kill more family members and friends than are hurt or killed by people who break into homes with guns.	1	2	3	4	5
34. Victim impact statements are being used in many courts.	1	2	3	4	5
35. Victims of crime often live in fear the rest of their lives.	1	2	3	4	5
36. It's okay to abuse your parents if you were abused as a child.	1	2	3	4	5
37. One in three girls and one in four to seven boys are victims of child sexual abuse.	1	2	3	4	5
38. When someone's house is burglarized, they often never feel safe there again.	1	2	3	4	5
39. People who respect themselves don't need to hurt other people.	1	2	3	4	5
40. Kids often lie when they claim to have been abused by an adult.	1	2	3	4	5
41. It's okay to drink and drive as long as it's only beer.	1	2	3	4	5
42. Children who are molested often have sexual problems as adults.	1	2	3	4	5
43. If you hit your kids, it proves you love them.	1	2	3	4	5
44. If a 35-year-old woman has sex with a 14-year-old boy, it's okay because it helps him learn about sex.	1	2	3	4	5
45. Victims are not allowed to be present or speak at parole hearings.	1	2	3	4	5
46. After an offender has served his time, the victim and/or the victim's family should forget what happened.	1	2	3	4	5
47. Spraying graffiti on buildings or buses shouldn't bother anyone.	1	2	3	4	5
48. Even if people are dating regularly and one person is spending money on the other person, he or she has no right to expect sex.	1	2	3	4	5
49. Only a small number of children are victims of sexual abuse.	1	2	3	4	5
50. I feel sorry for people who suffer in life.	1	2	3	4	5

Scoring the Pre-/Post-Test

The pre-/post-test provides both a baseline measure (the pre-participation survey) and an opportunity to gauge change (the post-participation survey). The survey questions are geared at measuring five general constructs:

1. Knowledge of Victims' Rights (KR): Respondent's knowledge of victims' rights-related information. (Related questions: 16, 25, 34, and 45)
2. Knowledge of Victim-Related Facts (KF): Respondent's absorption of factual material. (Related questions: 2, 4, 6, 9, 12, 15, 17, 22, 24, 26, 27, 31, 33, 37, 40, 42, 48, 49)
3. Sensitivity to Victim's Plight (SP): Respondent's attitudes toward the victimization experience and rough measure of levels of expressed empathy. (Related questions: 1, 3, 5, 18, 35, 38, 46, 50)
4. Victim Blaming (B): Respondent's tendency to blame victims for their victimization. (Related questions: 7, 8, 11, 19, 28, 32, 39)
5. Accountability (AC): Respondent's attitudes regarding self-accountability and the need or desire to make amends with victims. (Related questions: 13, 14, 21, 23, 29, 36, 41, 47)

Creating a Scorable Database

Step 1: Establish a common scale. When reviewing the survey, notice that for some questions a high score denotes a desirable response, while for others a low score is desirable. Such **reversal items** are employed as a safeguard against careless responses; if a respondent is making a sincere effort to answer the questionnaire truthfully, there should be a mix of high and low responses. When coding the results into the database, the responses for reversal items should be **reverse coded** so that desirable responses receive high scores. As an example, consider the following item:

"It is always okay to spank your child if you are disciplining them."

This is a question in which a response of disagreement is desirable. On the survey itself, respondents are provided with a range of choices in which '1' denotes strong disagreement while '5' denotes strong agreement. However, in the data it is necessary for all items to be scored in the same direction. This is necessary because additive summary scores will be created later. In this case, we would recode the response '1' as a '5' for analytical purposes.

For items in which a disagreement response is desirable:

If the respondent circled: Enter a score of ____ into the database.

1	5
2	4
3	3
4	2
5	1

In the included questionnaire, this procedure should be followed for questions 5, 6, 7, 8, 9, 10, 11, 13, 15, 17, 19, 21, 26, 28, 32, 39, 40, 41, 43, 44, 45, 46, 47, and 49.

Before proceeding to step 2, ensure all appropriate items have been reverse coded.

Step 2: Binary coding for knowledge items. On knowledge items (KR and KF questions), responses should be recorded into “correct” and “incorrect” categories. Low-scoring responses (scores of 3 or lower) should be recoded as “0,” and high-scoring responses (scores of 4 or higher) should be recoded as “1.” Following this procedure allows for summation of correct responses within the KF and KR factors.

Step 3: Create summary scores. Within each factor, sum up the response scores. For knowledge items (KR and KF), the summary scores should now represent the number of correct responses. For the SP, B, and AC items, summary scores should now represent an additive scale of desirable responses; higher summary scores indicate more desirable attitudes and responses.

Step 4: Compare the pre-participation and post-participation scores. Ideally, program participants should exhibit higher scores on the post-participation survey. In comparing the pre- and post-participation scores, nonparametric tests, such as the Wilcoxon Signed Ranks Test, are appropriate.