

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 6 for each question to tell us what you think.
("1" Means You Strongly DISAGREE, "6" Means You Strongly AGREE, or you may choose a middle number.)

Statements	Scale					
	SD					SA
1. Being the victim of a crime changes a person's life.	1	2	3	4	5	6
2. Blaming the victim is common in gang violence.	1	2	3	4	5	6
3. Parents of murdered children never really recover.	1	2	3	4	5	6
4. Most homicide victims killed with a weapon were stabbed.	1	2	3	4	5	6
5. Most victims of crime get over it as time passes.	1	2	3	4	5	6
6. It is OK to spank your child if you are disciplining them.	1	2	3	4	5	6
7. Victims deserve what they get.	1	2	3	4	5	6
8. If a girlfriend says "no" to sex, she's really just teasing.	1	2	3	4	5	6
9. If someone controls or isolates his or her partner, it's because he or she cares about them.	1	2	3	4	5	6
10. I always tell the truth.	1	2	3	4	5	6
11. Someone who leaves their car unlocked is asking for it to be stolen.	1	2	3	4	5	6
12. You can abuse someone without using violence.	1	2	3	4	5	6
13. Stealing from people with insurance isn't so bad.	1	2	3	4	5	6
14. If you commit a crime you should admit it.	1	2	3	4	5	6
15. Children who claim to be abused are usually just lying to get attention.	1	2	3	4	5	6
16. Victims can have a say in the sentencing of their offender.	1	2	3	4	5	6
17. It's OK for parents to hit each other in front of their children.	1	2	3	4	5	6
18. When houses are broken into, people often have things stolen that can't be replaced.	1	2	3	4	5	6
19. Women who wear sexy clothes are asking to be raped.	1	2	3	4	5	6
20. Sometimes I get angry.	1	2	3	4	5	6
21. People who batter or abuse others just can't help themselves.	1	2	3	4	5	6
22. Abused boys are often more seriously injured physically than abused girls.	1	2	3	4	5	6
23. No one ever has the right to abuse or intimidate a person, no matter what.	1	2	3	4	5	6

Statements	Scale					
	SD					SA
24. Posttraumatic Stress Disorder (PTSD) is a common problem for many crime victims and causes them problems so bad that they may lose their jobs and marriages.	1	2	3	4	5	6
25. Victims should be able to speak at parole hearings.	1	2	3	4	5	6
26. Not many people are injured or killed in alcohol-related crashes, making it a minor crime.	1	2	3	4	5	6
27. Child abuse can be found in all types of families.	1	2	3	4	5	6
28. If a woman does not fight back against a rapist, it is because she really enjoyed it.	1	2	3	4	5	6
29. If you rob someone, you should pay them back.	1	2	3	4	5	6
30. Sometimes I think of things too bad to talk about.	1	2	3	4	5	6
31. Children are more likely to be abused at home or by someone they know than by strangers outside the home.	1	2	3	4	5	6
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	6
33. Crime has a ripple effect that impacts the victim's family, friends, and community.	1	2	3	4	5	6
34. In many courts victims may make a "victim impact statement" about the crime, or send a written or videotaped statement.	1	2	3	4	5	6
35. Victims of crime can often live in fear for the rest of their lives.	1	2	3	4	5	6
36. If you victimize someone, it is important to find an appropriate way to apologize or make amends to your victim.	1	2	3	4	5	6
37. Girls are much more often victims of child sexual abuse than are boys.	1	2	3	4	5	6
38. When someone's house is burglarized, they often never feel safe there again.	1	2	3	4	5	6
39. Gay people deserve it when they get beaten.	1	2	3	4	5	6
40. Kids often lie when they claim to have been abused by an adult.	1	2	3	4	5	6
41. It's OK to drink and drive as long as it's only beer.	1	2	3	4	5	6
42. Children who are molested often have emotional problems as adults.	1	2	3	4	5	6
43. If you hit your kids, it proves you love them.	1	2	3	4	5	6
44. If a 35-year-old woman has sex with a 14-year-old boy; it's OK because it helps him learn about sex.	1	2	3	4	5	6
45. Victims are not allowed to be present or speak at parole hearings.	1	2	3	4	5	6
46. After an offender has served his time, the victims and/or the victim's family should forget what happened.	1	2	3	4	5	6
47. Spraying graffiti on building or buses shouldn't bother anyone.	1	2	3	4	5	6
48. Even when people are dating regularly and one person is spending money on the other person; they have no right to expect sex.	1	2	3	4	5	6
49. Only a very small number of children are victims of sexual abuse.	1	2	3	4	5	6
50. I feel sorry for people who suffer in life.	1	2	3	4	5	6

Scoring the Pre- /Post-Test

When administered in a pre- /post manner, the 50-item pre- /post-test provides both a baseline measure (the pre-survey) and an opportunity to gauge change (the post-survey). The survey statements are geared at measuring five general constructs:

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

**Note: Five items (items 10, 20, 30, 43, and 44) went uncategorized.

Creating a Scorable Database

Step 1: Establish a common scale. When reviewing the survey, notice that for some items 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 survey 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 "6" 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 "6" for analytical purposes.

For items in which a disagreement response is desirable:

If the respondent circled _____ enter a score of ____ into the database.

If the respondent circled:	Enter a score of ____ into the database.
1	6
2	5
3	4
4	3
5	2
6	1

Before proceeding to Step 2, be sure that all appropriate items have been reverse coded!!

Reverse Coding

Item #	Respondent Score	Reverse Score
5		
6		
7		
8		
9		
10		
11		
13		
15		
17		
19		
21		
26		
28		
32		
39		
40		
41		
43		
44		
45		
46		
47		
49		

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

Item #	Respondent Score	Recoded Score
2		
4		
6		
9		
12		
15		
16		
17		
22		
24		
25		
26		
27		
31		
33		
34		
37		
40		
42		
45		
48		
49		

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; please recall that the scores have been recoded to a “0” or “1.” For the Sensitivity, Blaming, and Accountability items, summary scores should now represent an additive scale of desirable responses; higher summary scores indicate more favorable or desirable attitudes and responses.

1. Knowledge of Victims’ Rights (KR): Respondent’s knowledge of victims’ rights-related information. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
16. Victims can have a say in the sentencing of their offender.		
25. Victims should be able to speak at parole hearings.		
34. In many courts victims may make a “victim impact statement” about the crime or send a written or videotaped statement.		
45. Victims are not allowed to be present or speak at parole hearings.		
TOTAL SUMMARY SCORE		

2. Knowledge of Victim-Related Facts (KF): Respondent's absorption of factual material. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
2. Blaming the victim is common in gang violence.		
4. Most homicide victims killed with a weapon were stabbed.		
6. It is always OK to spank your child if you are disciplining them.		
9. If someone controls or isolate his or her partner, it's because he or she cares about them.		
12. You can abuse someone without using violence.		
15. Children who claim to be abused are usually just lying to get attention.		
17. It's not OK for parents to hit each other in front of their children.		
22. Abused boys are often more seriously injured physically than abused girls.		
24. Five out of every six people will be the victim of an attempted or completed violent crime in their lifetime.		
26. Posttraumatic Stress Disorder (PTSD) is a common problem for many crime victims and causes them problems so bad that they may lose their jobs and marriages.		
27. Child abuse can be found in all types of families.		
31. Children are more likely to be abused at home or by someone they know than by strangers outside the home.		
33. Crime has a ripple effect that impacts the victim's family, friends, and community.		
37. Girls are much more often victims of child sexual abuse than are boys.		
40. Kids often lie when they claim to have been abused by an adult.		
42. Children who are molested often have emotional problems as adults.		
48. Even if people are dating regularly and one person is spending money on the other person, they have no right to expect sex.		
49. Only a very small number of children are victims of sexual abuse.		
TOTAL SUMMARY SCORE		

3. Sensitivity to Victim's Plight (SP): Respondent's attitudes toward the victimization experience and rough measure of levels of expressed empathy. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
1. Being the victim of a crime changes a person's life.		
3. Parents of murdered children never really recover.		
5. Most victims of crime get over it as time passes.		
18. When houses are broken into, people often have things stolen that can't be replaced.		
35. Victims of crime can often live in fear the rest of their lives.		
38. When someone's house is burglarized, they often never feel safe there again.		
46. After an offender has served his time, the victim and/or the victim's family should forget what happened.		
50. I feel sorry for people who suffer in life.		
TOTAL SUMMARY SCORE		

4. Victim Blaming (B): Respondent's tendency to blame victims for their victimization. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
7. Victims deserve what they get.		
8. If a girlfriend says "no" to sex, she's really just teasing.		
11. Someone who leaves their car unlocked is just asking for it to be stolen.		
19. Women who wear sexy clothes are asking to be raped.		
28. If a women does not fight back against a rapist, it is because she really enjoyed it.		
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.		
39. Gay people deserve it when they get beaten.		
TOTAL SUMMARY SCORE		

5. Accountability (AC): Respondent's attitudes regarding self-accountability and the need or desire to make amends with victims. Bold statements denote reverse coding.

Statement	Respondent Answer	Score
13. Stealing from people with insurance isn't so bad.		
14. If you commit a crime you should admit it.		
21. People who batter or abuse others just can't help themselves.		
23. No one ever has the right to abuse or intimidate a person, no matter what.		
29. If you rob someone, you should pay them back.		
36. If you victimize someone, it is important to find an appropriate way to apologize or make amends to your victim.		
41. It's OK to drink and drive as long as it's only beer.		
47. Spraying graffiti on buildings or buses shouldn't bother anyone.		
TOTAL SUMMARY SCORE		

Step 4: Compare the pre-participation and post-participation scores. Ideally, program participants should exhibit higher scores on the post- survey. In comparing the pre- and post- factor summary scores, nonparametric tests such as the Wilcoxon Signed Ranks Test are appropriate. More information about this test can be found at www.psych.cornell.edu/darlington/wilcoxon/wilcox0.htm.

Summary Score Table		
Constructs	Summary Score	
	Pre	Post
Knowledge of Victims' Rights (KR)*		
Knowledge of Victim-Related Facts (KF)*		
Sensitivity to Victim's Plight (SP)**		
Victim Blaming (B)**		
Accountability (AC)**		

*Note: This score is the number correct out of the total number of statements.

**Note: High summary scores indicate more desirable attitudes and responses.