

Program Evaluation Tasks for the Research Project Entitled *Community-Based Aboriginal Curriculum Initiatives: Implementation and Evaluation*

Introduction

The objective of this SSHRC/CURA program of research is to examine the effects of Aboriginal cultural instruction in selected schools in terms of school attendance, retention, achievement, cultural awareness, self-esteem, identity, self-development, and social-cognitive-development. The research involves assessing the effects of bringing Aboriginal artist-educators into participating schools, and evaluating student functioning in these respective domains, on an on-going basis, over a five-year period. This research has been federally funded with a one million dollar grant provided by the Social Sciences and Humanities Research Council of Canada (SSHRC) within their Community University Research Alliances (CURA) program.

In Year 1, all students in the selected schools will be invited to participate in the program; baseline assessment will be conducted and follow-up assessments will be taken several months later. Year 1 students will be tracked in school over the five years of the program's duration. In Year 2 and subsequent years, new entering students will be invited to join the program, and will be included in the on-going assessment sessions. Most of the instruments described in this document are standardized measures that have been used with Aboriginal and non-Aboriginal children and youth. Some measures are being developed specifically for this project; these will be pilot tested before being included in the evaluation. Before beginning the evaluation, and every year thereafter, parental permission will be obtained. Appendix A contains copies of the parental consent letters that have been approved for use by the Brandon University Research Ethics Committee (BUREC), along with the BUREC Ethics Certificate of approval for the research.

The evaluation section described below is divided into three sections: Section 1 contains evaluation tasks to be used with students in grades 2-5; section 2 contains descriptions of tasks to be used with students in grade 5-12. Appendices B to N contain test questions or examples of questions described in Sections 1 and 2. Section 3 describes other evaluative measures and provides additional relevant information.

Section 1: Program Evaluation for Grades 2-5

Individual test administration will be conducted by trained research assistants who will be matched in cultural background with that of the student. Five domains will be assessed in early to mid-elementary school children: self-esteem, intergroup attitudes (explicit), intergroup attitudes (implicit), ethnic identity, and cognitive skills.

1. Self-esteem

a) In the Name-Letter task, participants are presented with letters of the alphabet on a computer screen. Upon presentation, participants are asked to indicate on a four point Like-Dislike scale, how much they like each letter. Since this is a computer created and presented

task, members of the committee can view the task by contacting Barry Corenblum at 727-9789.

b) The Favorite Month task requires participants to rate on a four point Like-Dislike scale, how much they like each month of the year. Since this is a computer created and presented task, members of the committee can view the task by contacting Barry Corenblum at 727-9789.

The name letter and favorite month tasks have been used to assess self-esteem (see Fazio & Olson, 2003). High self-esteem on self-report measures is correlated with naming the letter of the child's first name and the month of their birth as their favorite letter and month, respectively.

c) The Harter and Pike (1980) Test of Perceived Competency and Social Acceptance consists of four subscales: (1) peer and (2) maternal acceptance, and (3) cognitive and (4) physical competency, with six items in each subscale. Each item consists of two picture plates, one showing a child of the same sex as the participant performing an activity well, the other picture depicting poor performance. Participants are asked to indicate which picture is most like them and to indicate on a four-point scale how descriptive it is of them. An example of a picture plate is included in Appendix B.

2. Intergroup Attitudes (Explicit)

a) In the Picture Selection Task (Corenblum & Annis, 1992; Corenblum, Annis & Tanaka, 1997), participants are presented with water color sketches of Aboriginal and White children of each gender and asked racial recognition questions (e.g., point to the Aboriginal girl), perceived similarity questions (three worded positively & three worded negatively), evaluation questions (three worded positively & three worded negatively), and four social distance questions. This measure has been used extensively in the Brandon School Division since Corenblum and colleagues began their studies on racial and ethnic identity in 1982. In addition, the Picture Selection Task has been used with several Aboriginal populations in St. Theresa's Point, Garden Hill, and the former OO-Zow-A-Kwan training center in Rivers, MB. A complete list of questions is given in Appendix C.

b) The Multi-Response Racial Attitude (MRA) scale (Doyle & Aboud, 1995; Aboud, 2003) is used to derive measures of attitudes and bias toward White and Aboriginal people. Twenty-four adjectives are presented along with a concrete behavioral example depicted on three index cards. Children are asked to sort the three cards into three boxes labeled as belonging to a White child, to an Aboriginal child, or to all children. Boxes will identify, by gender, colored drawings of heads differing in skin tone and hairstyle. The MRA has been used with Aboriginal (attending public and First Nation schools) and Non-Aboriginal populations in Quebec. A list of adjectives is given in Appendix D.

3. Intergroup Attitudes (Implicit)

a) White-Aboriginal IAT, White-Black IAT, and Aboriginal-Black IAT

The children's version of the implicit association test (IAT; Greenwald, McGhee, & Schwartz, 1998) was developed specifically for this project. On each side of a computer screen pictures of a white and Aboriginal child are seen, and in the middle of the screen, another picture of a white or an Aboriginal child is seen. On one-half of the trials, positive attributes are paired with the white picture and negative attributes are paired with the Aboriginal picture; on the other half of the trials, the adjective-picture combinations are reversed. Participants are asked to respond as quickly as possible as to whether the picture in the middle is similar to the picture on the right or on the left of the screen. Since this is a computer created and presented task, members of the committee can view the task by contacting Barry Corenblum at 727-9789.

b) Lexical Decision Task – As in the IAT, group membership is made salient by presenting pictures of white and Aboriginal children on either side of a computer monitor and another picture of a white or Aboriginal child in the middle of the screen. The child must then decide if the picture in the middle matches the picture on the left or on the right of the monitor. Children will then see, over a series of trials, words stereotypic or not of whites and Aboriginals and the same words with their letters scrambled. The child must decide if the word they see on the screen is a real word or a made-up word. Faster responses should be seen to relate to real words that are stereotypic of each group than the same words with their letters scrambled. Since this is a computer created and presented task, members of the committee can view the task by contacting Barry Corenblum at 727-9789.

4. Ethnic Identity Measures – These measures derived from Sellars et al. (1998) and Phinney (1992) ask participants to indicate their level of agreement on a five point, Agree-Disagree scale. Scale items assess ethnic centrality, private regard, and public regard. Items will be presented on a computer and participants will respond by pressing a key on the keyboard. A complete listing of the 21 items comprising these scales is given in Appendix E.
5. Cognitive Skills Assessment – On the seven tasks comprising the Goldschmid and Bentler (1968) Conservation Assessment Kit, participants are asked whether various amounts of substance remain the same before and after a physical transformation of shape, size, weight, number or volume. The scoring sheet for this task is given in Appendix F.
6. Interviews with Parents – Because parents are the first and most important educators of their children, it is important to gather their perspective and attitudes toward schools and their children's education. Aboriginal and non-Aboriginal trained interviewers (depending upon family ancestry) will contact the child's parents or primary guardian and request an interview in the child's home. Parents or guardians will be asked questions about their attitudes and feelings about the child's education and the school that their child attends. Parents or guardians will be asked (for example) about their child rearing practices, attitudes toward school achievement, their perceptions or views about the nature of intelligence, familiar family routines,

and family supports. The interview process, the nature of the questions, and training of the interviewers are in the planning stages; ethical approval from the Brandon University Ethics Committee and approval from the school communities and divisions will be obtained before proceeding with this aspect of the research.

Section 2: Program Evaluation for Grades 5-12

The eight tasks contained in this section will be group-administered using a survey format, by trained research assistants who will be matched to the cultural background of the students in the class. Students who choose not to participate will be given other tasks to complete during data collection periods (Note that the tasks for the children in Grades 2 to 5 will be pull-out tasks; thus, there is no similar need for alternate classroom activities in the earlier grades). The tasks included in this section are: biographical and background information, measures of social-cognitive development, self-esteem, self-image, ethnic-cultural identity, ego-strength, involvement in problem behaviors, and possible selves.

1. Demographic and Background Information (See Appendix G) will be collected on age, date of birth, sex, grade, religion, living situation, parent's level of education, parent's occupation, and number and age of siblings.
2. Social-Cognitive Development (See Appendix H) will be measured using Loevinger's (1998) Sentence Completion Test (SCT) of ego development. The short form consists of 12 sentence stems that students complete in any way they wish. SCT responses for each stem are transcribed, collated by stem, and then scored by trained raters using a standardized manual; SCT stem scores are recombined to provide an overall assessment of ego functioning for each respondent. This includes sum scores and total protocol ratings (TPRs; derived by applying ogive rules given in the manual to the frequency distribution of ego scores for each protocol. The TPR reflects the respondents' core ego level and is keyed on a numerical scale where 2 = impulsive, 3 = self-protective, 4 = conformist, 5 = self-aware, 6 = conscientious, 7 = individualistic, 8 = autonomous, and 9 = integrated. Ego levels indicate how an individual views the self and social relations; the measure provides a development gradient, as well as an index of personality functioning.
3. The Rosenberg Self-Esteem Scale (See Appendix I) consists of 10 items rated on a 4-point scale (Strongly Agree to Strongly Disagree) to assess feelings of self-worth.
4. Offer's Self-Image Scale for Children and Adolescents (See Appendix J) consists of 98 items that are rated on a 6-point scale (from "describes me very well" to "does not describe me at all"). It includes scales for: Impulse Control; Emotional Tone; Body Image; Coping Selves; Familial Selves; Peer Selves; Vocational Goals; and Individual Values. Sum scores (including items that are reversed) are computed for each scale to provide a measure of the importance of these aspects of self to the student.

5. Ethnic-Cultural Identity (See Appendix K) will be measured by three inventories that index the extent to which students identify with and have integrated their own culture into their sense of self.
 - a) Three scales adapted from Sellars et al. (1998) measure: Centrality (8 items); Private Regard (6 items); and Public Regard (6 items); the 20 items are rated on a 7-point Likert scale. Item sums (including reversed items) are computed for each scale. (See Appendix K1)
 - b) The Bicultural Ethnic Identity Measure (Moran et al., 1999), which includes 8 items that focus on the extent to which one's own culture is important and 6 items that focus on the importance of the mainstream culture. Items are rated on a 4-point Likert scale anchored by "4 = a lot/always/very important" and "1 = not at all/never/not very important." Respondents are asked to indicate how much each statement applies to their life for Aboriginal and white (non-Aboriginal) cultural aspects. Item sums (including reversed items) are computed for the two scales. (See Appendix K2)
 - c) The Multi-ethnic Identity Measure (Phinney, 1992) consists of 20-items with 4 scales to measure Achievement, Behaviour, and Belongingness to one's cultural group, as well as an Other-Group Oriented scale. Items are rated on a 4-point scale in terms of "applies very much" or "applies not at all." Ratings (including reversals) are compiled for each scale. (See Appendix K3)
6. The Psychological Inventory of Ego-Strengths (Markstrom, Sabino, Turner, & Berman (1997); See Appendix L) measures 8 ego strengths that are present throughout the lifespan, but each have ascendance with successful psychosocial stage resolutions as outlined in Erickson's model of child and adolescent development. The inventory consists of 32 items that are rated on a 5-point scale from "describes me very well" to "does not describe me very well." There are 4 items on each of the 8 scales (with 2 items on each scale reversed) and items are summed for scale scores and an overall score. Ego strengths assess healthy adaptive functioning, and psychosocial development.
7. The Problem Behavior Inventory (See Appendix M) (Gfellner & Hundleby, 1995) will be indexed by 6 to 8 standard items for use of: alcohol, cigarettes, and other substances (e.g., marijuana, sniffing/inhalants), as well as several other items that identify minor problem behaviours. Items are rated in terms of frequency of occurrence over the past 6 months.
8. Possible Selves (See Appendix N) (Markus, 1987) will be adapted to measure students' ratings for importance of outcomes and goals in the past, currently, and in the future for school achievement, sports or athletics, leadership at school or in the community, and career or vocational goals. Sum scores are completed for each of the goals for the three occasions for each student and reflect perceived importance.

Section 3: Other Measures and Program Information

Pilot Testing – Some of the individually administered instruments in this study were created specifically for this project. As a result, the validity of what they are measuring needs to be assessed by comparing responses on these newly developed measures against more established measures. Children in grades 2-5 who receive parental permission (see [Appendix A3](#)) and who themselves agree to be tested, will be asked to complete the computer-based tests, as well as to complete the picture selection task and the multi response attitude scale. Three schools (e.g., Earl Oxford, Kirkcaldy, Riverheights) not involved in the full project will be contacted in February to secure their participation as pilot schools.

School Information – Data will be collected on an on-going basis 1) for school attendance (and absences) to chart short-term and long-term school retention, and 2) for general performance in class or achievement in schoolwork. This data will be collated and maintained in a database by the school project liaison person (a staff person in the school) and/or by division/administrative office personnel, with assistance as needed by university researchers and/or research assistants. Students will be assigned a random code to protect their identities. Codes will be maintained in a master file at the university research office to enable associating different components of the evaluation. Student names will not be associated with any of the data forms in order to protect the identities of students. As well as being an important component in the project, this information will be useful to the school for purposes of internal review.

Interviews and Focus Groups – These will be conducted with a random selection of students in each school to obtain students' impressions and thoughts (e.g., likes, dislikes) about the cultural program. As well, data from focus group and individual interviews with teachers, school administrators, and other school division personnel, as well as with parents and other community members, will continually inform the program. This qualitative interview component will be developed as the program unfolds in the participating schools. A separate Brandon University ethics submission will be submitted for this part of the evaluation.

School Participation – To date, seven schools in three locations have requested and been approved to participate in the project. These include five schools in Brandon with a high concentration of Aboriginal students (New Era, King George, George Fitton, Betty Gibson, and Harrison Middle School) and two schools on reserves (Sioux Valley School and Minegoziibe Anishinabe [Pine Creek] School). In each of these schools, designated school personnel (e.g., principals, teachers, teacher's aides, student teachers, school-community liaisons) are involved with the project and will coordinate activities in their school (e.g., collecting school records information, collecting parent consent forms, scheduling test administration sessions, assisting artist-educators as well as other activities as deemed needed). The SSHRC/CURA research team will mentor these school-based researchers.

After becoming familiar with the project, these schools requested to become involved as target sites for development of the artist-educators curriculum, and met the criteria for inclusion in the program. School involvement in the project will require close collaboration among teachers, artist-educators, and members of the research team – as outlined in the original SSHRC/CURA proposal. To date, meetings and orientation sessions have been held

with directors, superintendents, principals, teachers, and other school personnel for discussion and input on how best to proceed with implementation in their school.

As well, parent education sessions will be held at Parent Council meetings and other forum for parents and guardians, to inform them about the project, discuss what it entails, and to answer questions. The aim is to provide appropriate background and familiarity with the project so that parents will be informed and able to address issues of consent for their child's participation.

Additional schools will be added in subsequent years as the project evolves. As well, a parent component of the evaluation will be developed later.

Informed Consent – Informed consent for children's involvement in the program will be obtained from parents or guardians. Prototype consent forms are included in Appendix A. As indicated above, presentations and education sessions are being offered by members of the research team to familiarize parents and the communities with the program. As well, informed consent will be sought from students for their participation in the evaluation. Special care will be taken with younger students. Teachers will be asked if they want to participate in the individual and focus group sessions, and will be provided with consent forms, as well.

Issues of Anonymity and Confidentiality – Random digit codes will be assigned to students in every school, and these will be used on all data collected in order to protect the identity of students. A master file will be retained in the research office and kept securely. At no time will names be associated with any information collected. Information will be treated as *confidential*.

Data entry of survey materials (coded and without names attached) will be done by research assistants (RAs) at the University as a means to ensure anonymity of participants in the project. Particulars regarding informed consent are given in the letters to parents or guardians and in the instructions to students. Our research assistants will be given instructions to assist in their administering of the class survey (See Appendix O). They will also sign a confidentiality form (See Appendix P).

Third Party Sharing – Data will be analyzed and presented in aggregate form so that no one school will be identified in presentations and published materials. However, as the findings will be useful to particular schools and communities, individual school reports will be made available to the schools as requested. Again, aggregating group data will be used to protect the identity of participants.

Attention to Cultural Differences – We are following “best practices” for research in Aboriginal communities. It is important to point out that this issue has been carefully attended to during every phase of the project development, and more than half of the co-investigators and collaborators on the project are of Aboriginal descent. They have and will continue to provide guidance throughout the project. Any presentations and dissemination of findings will involve approval from the school communities where appropriate.

Data Retention – Data will be stored in a secure location in the research offices at Brandon University for a minimum of five years after the completion of the project. The master list of student codes will be retained in a similar but separate location from the data repository.

Freedom of Information & Protection of Privacy Act & Personal Health Information Act – All information will be reported in aggregate form. No information will be identified with any individual students, as all surveys will be coded.

Appendices A1 & A2 & A3

Letters of Consent & BU Ethics Certificate

(described in Introduction, p. 1)

Parent Consent Letter for Students in Grades 2- 5

Dear Parent/Guardian:

This letter is to inform you about a project in the school and to ask your permission for your child to participate.

In this project, Drs. Helen Armstrong (Faculty of Education), Barry Corenblum, and Barbara Gfellner (both of the Department of Psychology) from Brandon University are interested in learning about why children stay in school. There are, generally, four things that influence regular school attendance and achievement: something about the child, something about the family, something about the school, and something about the community/society. Over the next five years, we will be looking at all four factors, but for now, we are looking at things about the child and the school. In a few months we may be contacting you to talk about your attitudes and feelings about your child's school, the programs at your child's school, and your attitudes toward school achievement, as well as questions about your home and family, including a parent's role in educating their children and some of the concerns parents may have in raising children.

Initially, over the course of three, thirty-minute in-school sessions, we will be asking your child about their feelings toward themselves, their teachers, and other children. We will also be asking them questions that look at their skills, gifts, and strengths on a number of tasks. Our inquiries will use a variety of methods such as computer games, interviews, and handling objects like play dough, blocks, and water. In past studies, we have found that children enjoy doing these activities, and find them a nice break from their regular school activities.

Only the researchers and their assistants will see your child's answers and what your child says will not be used to assess their school performance. The interview session will take place during school hours at your child's school and will be conducted by trained interviewers under the supervision of Brandon University Professor, Dr. Barry Corenblum.

The school board administration and your child's school principal have given their permission for this project to be conducted. This letter is to request your consent for two things: your permission for your child to participate in this project and your permission for the school to release information about your child concerning school attendance and achievement. In order to give permission for your child to participate in the program, as well as to allow the school to release information about your child, please sign the consent form below and return it to your child's classroom teacher. You may return it yourself or give it to your child to return.

Thank you for your attention and hopefully also your kind cooperation. If you have any questions or concerns, please feel free to contact Dr. Barry Corenblum at 727-9789 or Dr. Helen D. Armstrong at 727-7329.

Yours sincerely,

Dr. B. Corenblum
Professor and Chair Department of Psychology

Please return this consent form to the regular classroom teacher.

Do you give permission for your child to be interviewed? Yes ____ No ____

Do you give permission for your child's school attendance and performance to be tracked? Yes ____ No ____

Pupil's Name: _____ Grade: _____

Name of Parent (please print): _____ Contact phone # _____

Signature of Parent: _____ Date: _____

Parent Consent Letter for Students in Grades 5-S4

Dear Parent/Guardian:

This letter is to inform you about a project in the school and to ask permission for your child to participate in it.

In this project, Drs. Helen Armstrong (Faculty of Education), Barry Corenblum, and Barbara Gfellner (both of the Department of Psychology) from Brandon University are interested in learning about why children stay in school. There are, generally, four things that influence regular school attendance and achievement: something about the child, something about the family, something about the school, and something about the community/society. Over the next five years, we will be looking at all four factors, but for now, we are looking at things about the child and the school. In a few months we may be contacting you to talk about your attitudes and feelings about your child’s school, the programs at your child’s school, and your attitudes toward school achievement, as well as questions about your home and family, including a parent’s role in educating their children and some of the concerns parents may have in raising children.

The initial student surveys, each taking approximately twenty minutes, will take place during school hours at your child’s/youth’s school. They will be conducted by trained research assistants. As well, teachers will also keep track of student attendance at the school for the project. Only the researchers and their assistants will see your child’s answers and what your child says will not be used to assess their school performance. The survey session will take place during school hours at your child’s school and will be conducted by trained research assistants under the supervision of Brandon University Professor, Dr. Barbara Gfellner.

The school board administration and your child’s school principal have given their permission for this project to be conducted. This letter is to request your consent for two things: your permission for your child to participate in this project and your permission for the school to release information about your child concerning school attendance and achievement. In order to give permission for your child to participate in the program, as well as to allow the school to release information about your child, please sign the consent form below and return it to your child’s classroom teacher. You may return it yourself or give it to your child to return.

Thank you for your cooperation. If you have any questions or concerns about this project, please call Dr. Barbara Gfellner at 727-7305 or Dr. Helen D. Armstrong at 727-7329 for more information.

Yours sincerely,

Barbara M. Gfellner, Ph. D.
Brandon University

Please return this consent form to the classroom teacher or to the school office

Do you give permission for your child to be surveyed? Yes _____ No _____

Do you give permission for tracking your child’s attendance and performance at school?
Yes _____ No _____

Pupil’s Name: _____ Grade: _____

Name of Parent/Guardian (please print): _____ Contact phone # _____

Signature of Parent/Guardian: _____ Date: _____

**Parent Consent Letter for Students in Grades 2- 5
In the Pilot Study**

Dear Parent:

This letter is to inform you of a project being conducted in the Brandon School Division. We would like your child to participate, and are now asking for your permission to do so.

In this project, Drs. Helen Armstrong (Faculty of Education), Barry Corenblum and Barbara Gfellner (both of the Department of Psychology), are interested in learning about why children stay in school. As part of the project, we have developed several new questionnaires for looking at student's attitudes and feelings toward themselves, other people, and their school. These questionnaires need to be tested themselves to see if they are measuring the kinds of attitudes and feelings they should be measuring. We would like your permission for your child to be interviewed as part of this 'testing the tests' procedure.

The interview will take approximately thirty minutes and involve students responding to questions posed in a computer game format, pointing to pictures in response to a variety of questions, and a card sorting task. Trained interviewers will conduct all of the interviews. In past studies, we have found that children enjoy doing these activities, and find them a nice break from their regular school activities.

No one will see your child's answers and what your child says will not be used to assess their school performance. The interview session will take place during school hours at your child's school under the supervision of Brandon University Professor, Dr. Barry Corenblum.

The school board administration and your child's school principal have given their permission for this project to be conducted. This letter is to request your consent. To indicate whether or not we have your permission, you need to sign the consent form below and return it to your child's classroom teacher. You may return it yourself or give it to your child to return.

Thank you for your attention and hopefully also your kind cooperation. If you have any questions or concerns please feel free to contact Dr. Corenblum at 727-9789 or Dr. Helen D. Armstrong at 727-7329 for more information.

Yours sincerely,

Dr. B. Corenblum
Professor and Chair Department of Psychology

Please return this consent form to the regular classroom teacher

Do you give permission for your child to be interviewed? Yes ____ No ____

Pupil's Name: _____ Grade: _____

Name of Parent/Guardian (please print): _____ Contact phone # _____

Signature of Parent/Guardian: _____ Date: _____

BRANDON UNIVERSITY RESEARCH ETHICS CERTIFICATE

All research projects involving human subjects/participants that are carried out by persons connected with Brandon University must be reviewed and approved by the Brandon University Research Ethics Committee (BUREC) before being undertaken or submitted to an internal or external funding source (BURC, SSHRC, etc.)

Instructions: Please review the statements below, sign and submit two hard copies of this form, along with a total of six copies of your application, to the Research Office. You will receive a signed copy of this certificate when your project has been approved by BUREC.

Name of Researcher(s): Dr. Barbara M. Gfellner, Dr. Barry Corenblum

Department(s): Department of Psychology

Title of Project: Cultural Curriculum Initiative: Project Evaluation (Primary School Component)

By signing this certificate, I agree: (1) to conduct my project in accordance with the principles for research involving human subjects as outlined in the Brandon University Research Ethics Committee Guidelines for Research Involving Humans and the Tri-Council Policy Statement, Ethical Conduct for Research Involving Humans; (2) to report any changes to the procedure and/or protocol of this research project to BUREC and, if appropriate, (3) to undergo subsequent review; (4) to submit annual progress reports to BUREC; and, (5) to notify BUREC in writing when the project is complete.

Sept 16, 2005
Date

[Signature]
Signature of Researcher

NOTE: This portion of the certificate is completed by BUREC.

This certifies that the Brandon University University Research Ethics Committee has examined the above research proposal and has concluded that in all respects the proposed research meets the appropriate standards for research involving humans.

27 Sept 06
Date

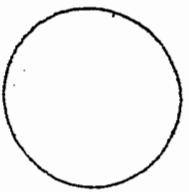
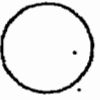
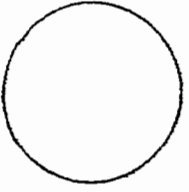
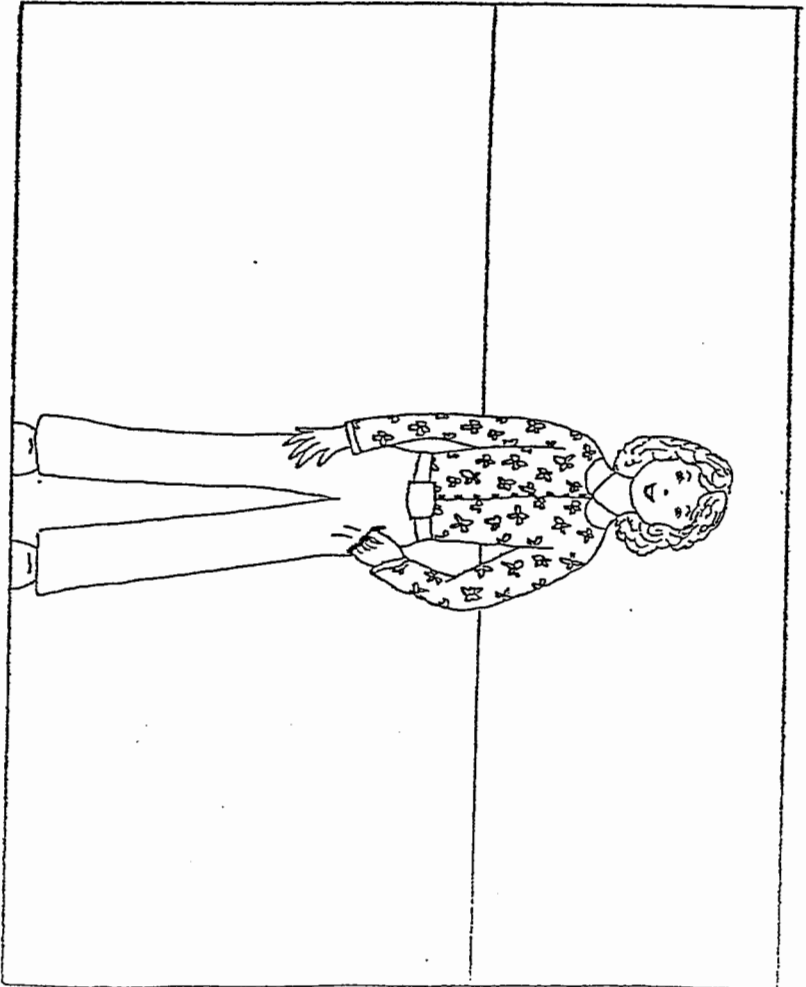
[Signature]
Chair, Brandon University Research Ethics Committee

Your first annual progress report is due:

Appendix B

Harter & Pike's Test of Perceived Competency and Social Acceptance

(described in Section 1.1.c, p. 2)



SAMPLE QUESTION

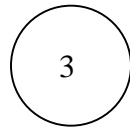
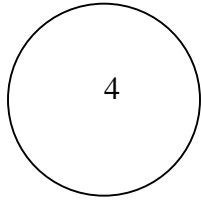
This girl is usually kind of happy.

Are you:

Always happy

OR

Usually happy



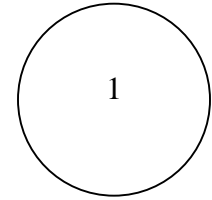
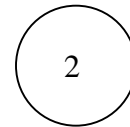
This girl is usually kind of sad.

Are you:

Always sad

OR

Usually sad



Appendix C

Picture Selection Task

(described in Section 1.2.b, p. 2)

Picture Selection Task

Place pictures of the Aboriginal boy, white girl, Aboriginal girl, and white boy, as well as the All response card and the None response card, in front of the child.

Give the child a pencil and say:

“I am going to ask you some questions about some kids (Point to the four pictures). When you answer the questions you can point to one of these pictures, or you can say all of them, or you can say none of them. Let’s try the first question. Do one of these kids like ice cream (point to all four picture cards), or do all of these kids like ice cream, or do none of them like ice cream? What do you think? (Circle the child’s response.) Let’s answer the second question (repeat the above).”

When it is clear the child has all response options in mind, continue asking the rest of the questions.

Responses (circle child’s answers)

- | | |
|---|-----------------------------|
| 1. Who likes ice cream | AB WB AG WG ALL NONE |
| 2. Who likes mushy vegetables | AB WB AG WG ALL NONE |
| 3. Who is friendly | AB WB AG WG ALL NONE |
| 4. Point to the one who is a white girl | AB WB AG WG ALL NONE |
| 5. Who gets into trouble | AB WB AG WG ALL NONE |
| 6. Who would your friend say <u>does not</u>
look like you | AB WB AG WG ALL NONE |
| 7. Who is nice | AB WB AG WG ALL NONE |
| 8. Who would you <u>not</u> like to eat lunch with | AB WB AG WG ALL NONE |
| 9. Who likes to ride their bike | AB WB AG WG ALL NONE |
| 10. Who is bad | AB WB AG WG ALL NONE |
| 11. Point to the one who is a white boy | AB WB AG WG ALL NONE |
| 12. Who would you like to invite to your house | AB WB AG WG ALL NONE |
| (shuffle picture cards only here) | |
| 13. Who would you would like to play with | AB WB AG WG ALL NONE |
| 14. Point to the one who is an Aboriginal girl | AB WB AG WG ALL NONE |

15. Who likes to play outside **AB WB AG WG ALL NONE**
16. Who would you not like to invite to your birthday party **AB WB AG WG ALL NONE**
17. Who would your mother say does not look like you **AB WB AG WG ALL NONE**
18. Point to the one who is an Aboriginal boy **AB WB AG WG ALL NONE**
19. Who would you not like to invite to your house **AB WB AG WG ALL NONE**
20. Who looks most like you **AB WB AG WG ALL NONE**
21. Who would your mother say looks most like you **AB WB AG WG ALL NONE**
22. Who would you not like to go skating or to the movies with **AB WB AG WG ALL NONE**
23. Who likes to go on picnics **AB WB AG WG ALL NONE**
24. Who does not look like you **AB WB AG WG ALL NONE**

_____ (shuffle picture cards only here) _____

25. Who would you like to go skating or to the movies with **AB WB AG WG ALL NONE**
26. Who do you want to eat lunch with **AB WB AG WG ALL NONE**
27. Who would your friend say looks most like you **AB WB AG WG ALL NONE**
28. Who likes to clean up their room **AB WB AG WG ALL NONE**
29. Who would you like to invite to your birthday party **AB WB AG WG ALL NONE**
30. Who gets into fights **AB WB AG WG ALL NONE**
31. Who likes toys **AB WB AG WG ALL NONE**
32. Who likes to go swimming **AB WB AG WG ALL NONE**

Appendix D

Multi-Response Racial Attitude (MRA) Scale

(described in Section 1.2.b, p. 2)

Items from the Multi-Response Racial Attitude (MRA) Scale

1. Clean – never forgets to wash their hands before eating
2. Unfriendly – always pushing others around and getting into fights
3. Mean – always poking other children
4. Wonderful – can do just about anything with wood or paper
5. Sporty (filler) – likes to play soccer, hockey, and baseball
6. Dirty – always has dirty hands and puts finger marks everywhere
7. Healthy – eats good food that gives them a lot of energy
8. Good – always keeps their room clean
9. Cruel – sometimes throws rocks at little cats
10. Stupid – does stupid things like pulling all the toilet paper in the bathroom
11. Nice – says thank-you when they receive presents
12. Fun (filler) – likes to go to the summer fair
13. Happy – smiles and laughs a lot
14. Selfish – likes to keep things for themselves and won't share with friends
15. Sick – misses school and can't play with friends
16. Friendly – has a lot of friends because they are fun to be with
17. Relaxed (filler) – likes to go on holidays to the beach
18. Naughty – does things like draw on the walls with crayons
19. Kind – brings flowers to their teacher
20. Won't play with others – tells other children to go and stay away
21. Sweet-tooth (filler) – likes candy and other tasty treats
22. Bad – takes money from their mother's purse
23. Helpful – likes to carry heavy things for other people
24. Smart – always does good work in class

Appendix E

Ethnic Identity Questions

(described in Section 1.4, p.3)

Ethnic Identity Questions

1. Overall, being Aboriginal has little to do with how I feel about myself.
2. In general, being Aboriginal is an important part of how I see myself.
3. What happens to me is tied up with what happens to other Aboriginal people.
4. Being Aboriginal is not important to what kind of person I am.
5. I have a strong feeling of belonging to the Aboriginal people.
6. I have a strong liking for other Aboriginal people.
7. Being Aboriginal is an important part of who I am.
8. Being Aboriginal is not important to who I am friends with.
9. I feel good about Aboriginal people.
10. I am happy that I am an Aboriginal person.
11. I feel that Aboriginal people have done great things.
12. I don't like that I am Aboriginal.
13. I feel proud to be Aboriginal.
14. I think that Aboriginal people have done good things for Canada.
15. Other people think that Aboriginal people are good.
16. Other people respect Aboriginal people.
17. Other people think that Aboriginal people are not very good at things.
18. Aboriginal people are not respected by other people.
19. Other people think that Aboriginal people have done well.
20. I have spent time learning Aboriginal culture and traditions.
21. Other people like Aboriginal people.

Appendix F

Cognitive Skills Assessment Conservation Assessment Kit

(described in Section 1.5, p. 3)

CONCEPT ASSESSMENT KIT—CONSERVATION

Marcel L. Goldschmid and Peter M. Bentler

RECORDING FORM FORM C

SCORES			
Task	Behavior	Explanation	Total
A I			
A II			
A III			
B I			
B II			
B III			
Total			

NAME _____ DATE _____

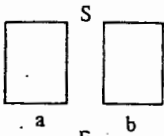
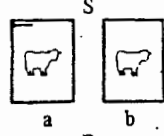
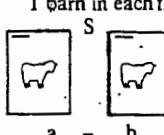
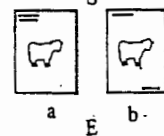
DATE OF BIRTH _____ AGE _____ SEX _____

SCHOOL _____ GRADE _____

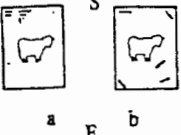
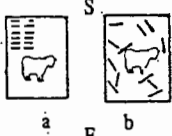
EXAMINER _____

COMMENTS _____

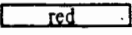
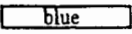
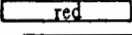
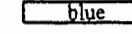
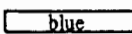
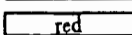
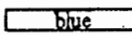
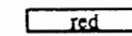
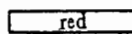
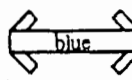
(A) AREA

ITEM	DIRECTIONS	VERBAL INSTRUCTIONS	RESPONSE	SCORE
<p>(a) Presentation of boards</p> 	<p>Place the 2 boards before S with the long sides parallel, about 2 inches apart, saying:</p> <p>Superimpose the boards for a moment, saying:</p> <p>Then, replace boards as before.</p>	<p>Let's pretend that these boards are two fields of grass.</p> <p>See, they are the same size.</p>		
<p>(b) 1 cow in each field, 1 barn in left field</p> 	<p>Place one cow in the center of each board, saying:</p> <p>Place a barn on left field, 2 inches from upper left corner, saying:</p> <p>Then, ask:</p> <p>Depending on subject's response, say:</p>	<p>If we put a cow in each field, each cow has just as much grass to eat as the other cow.</p> <p>Now, Farmer Jones builds a barn on <u>this</u>* field. He has to take some of the grass away to make room for the barn.</p> <p>Now, show me which cow has more grass to eat.</p> <p>Yes (or no), that (<u>point to b</u>) cow has more grass to eat, because the barn covers up part of <u>this</u> cow's grass.</p>		
<p>(c) 1 cow in each field 1 barn in each field</p> 	<p>Hand a barn to S, saying:</p> <p>Give help if necessary, then, say:</p>	<p>Take this barn, and put it in the field so <u>this</u> cow has just as much grass to eat as <u>that</u> one.</p> <p>Now, every time I put a barn in one field, I will also put a barn in the other field.</p>		
<p>I 2 barns vs. 2 barns</p> 	<p>Taking up a barn in each hand, place a second barn in each field. On the left board, put second barn close beside first one. On right board put second barn in diagonally opposite corner from the first, saying:</p> <p>When finished, ask:</p> <p>Record, and ask:</p> <p>Record.</p>	<p>Watch what I do.</p> <p>Now, does <u>this</u> cow have just as much grass to eat as <u>that</u> one, or does one have more grass to eat?</p> <p>Why?</p>	<p>Same <input type="checkbox"/></p> <p>a has more <input type="checkbox"/></p> <p>b has more <input type="checkbox"/></p>	

*When saying the first underlined word, point to (a); when saying the second underlined word, point to (b). Follow this procedure for all underlined words.

ITEM	DIRECTIONS	VERBAL INSTRUCTIONS	RESPONSE	SCORE
<p>II 6 vs. 6 barns</p>  <p>a E b</p>	<p>Place 4 barns, one at a time on each board simultaneously, picking up one with your left, and one with your right hand. On left board, place barns next to each other in two rows of 3 barns each. On right board, scatter barns over entire area except near edges, as in graph, saying:</p> <p>When finished, ask:</p> <p>Record, and ask:</p>	<p>Watch what I do. You see, I am putting some more barns in each field.</p> <p>Now, does <u>this</u> cow have as much grass to eat as <u>that</u> one, or does one have more grass to eat?</p> <p>Why?</p>	<p>Same <input type="checkbox"/></p> <p>a has more <input type="checkbox"/></p> <p>b has more <input type="checkbox"/></p>	
<p>III 12 vs 12 barns</p>  <p>a E b</p>	<p>Place 6 more barns in each field, following the same procedure as in item (II), saying:</p> <p>When finished, ask:</p> <p>Record, and ask:</p>	<p>Watch what I do. I am putting some more barns in each field.</p> <p>Now, does <u>this</u> cow have as much grass to eat as <u>that</u> one, or does one have more grass to eat?</p> <p>Why?</p>	<p>Same <input type="checkbox"/></p> <p>a has more <input type="checkbox"/></p> <p>b has more <input type="checkbox"/></p>	

(B) LENGTH

<p>I blue vs. red stick</p> <p>a </p> <p>b </p> <p>a </p> <p>b </p>	<p>Present the blue and red stick to the subject making sure that he sees that they are of equal length, that the 2 ends at both sides correspond, saying:</p> <p>Then, put them parallel to each other in front of the child. Move the <u>blue</u> stick by one inch to the right, and say:</p> <p>Record, and ask:</p> <p>Record.</p>	<p>You see these two sticks, they are both the same length. Is the <u>red</u> stick as long as the <u>blue</u> stick, or is it longer or shorter?</p> <p>Now, is the <u>red</u> stick as long as the <u>blue</u> stick, or is it longer or shorter?</p> <p>Why?</p>	<p>Same <input type="checkbox"/></p> <p>a is longer <input type="checkbox"/></p> <p>b is longer <input type="checkbox"/></p>	
<p>II red vs. blue stick</p> <p>a </p> <p>b </p> <p>a </p> <p>b </p>	<p>Put the sticks again parallel to each other and make sure the S can see that they are of identical length.</p> <p>Then, move the <u>red</u> stick to the right by one inch, and ask:</p> <p>Record, and ask:</p> <p>Record.</p>	<p>Now, is the <u>blue</u> stick as long as the <u>red</u> stick, or is it longer or shorter?</p> <p>Why?</p>	<p>Same <input type="checkbox"/></p> <p>a is longer <input type="checkbox"/></p> <p>b is longer <input type="checkbox"/></p>	
<p>III blue stick with arrow vs. red stick</p> <p>a </p> <p>b </p>	<p>Put the sticks again parallel to each other, and show him that they are of equal length. Then, put the <u>blue</u> stick between the arrowheads, so that the points of the arrows are exactly superimposed on the ends of the stick, ask:</p> <p>Record, and ask:</p> <p>Record.</p>	<p>Watch what I do.</p> <p>Now, is the <u>red</u> stick as long as the <u>blue</u> stick, or is it longer or shorter?</p> <p>Why?</p>	<p>Same <input type="checkbox"/></p> <p>a is longer <input type="checkbox"/></p> <p>b is longer <input type="checkbox"/></p>	

Appendix G

Demographic Questions

(described in Section 2.1, p. 4)

Demographic questions

1. What is your age? _____
2. What is your grade? _____
3. What is your birth date? _____
4. What is your gender? (circle one)
 - a) female
 - b) male
5. What is your racial background? (circle one)
 - a) Aboriginal
(e.g., First Nation [status or non-status], urban Aboriginal, Métis)
 - b) White
 - c) Black
 - d) Asian
 - e) Other. Please specify _____
6. What is your religion? _____
7. What is your father's job?

8. What is your mother's job?

9. How much formal education has your father completed? (circle one)
 - a) junior high school (Grade 9)
 - b) some high school
 - c) finished high school
 - d) some university or community college
 - e) university degree
 - f) post-graduate degree
10. How much formal education has your mother completed? (circle one)
 - a) junior high school (Grade 9)
 - b) some high school
 - c) finished high school
 - d) some university or community college
 - e) university degree
 - f) post-graduate degree
11. Who do you live with? (circle one)
 - a) both your parents
 - b) adopted parents
 - c) father and step-mother
 - d) mother and step-father
 - e) foster home
 - f) mother only
 - g) father only
 - h) part-time with mother & father
 - i) court-appointed guardian
 - j) other Please specify _____
12. How many older brothers do you have? _____
What are their ages? _____
13. How many older sisters do you have? _____
What are their ages? _____
14. How many younger brothers do you have? _____
What are their ages? _____
15. How many younger sisters do you have? _____
What are their ages? _____

Appendix H

Loevinger's Sentence Completion Test

(described in Section 2.2, p. 4)

Sentence Completion Test**Instructions: Please complete the following sentences (boys)**

1. Education
2. A man's job
3. The thing that I like about myself
4. Women are lucky because
5. A good father
6. A man feels good when
7. A wife should
8. A man should always
9. Rules are
10. What gets me into trouble is
11. When I am criticized
12. I am

Instructions: Please complete the following sentences (girls)

1.	For a woman a career is
2.	A girl has a right to
3.	The thing I like about myself
4.	What gets me into trouble is
5.	Education
6.	A wife should
7.	Rules are
8.	When I am criticized
9.	Men are lucky because
10.	I am
11.	A woman feels good when
12.	A woman should always

Appendix I

Rosenberg Self-Esteem Scale

(described in Section 2.3, p. 4)

Rosenberg Self-Esteem Scale (SES)

To score the items, assign a value to each of the 10 items as follows:

- For items 1,2,4,6,7: Strongly Agree=3, Agree=2, Disagree=1, and Strongly Disagree=0.
- For items 3,5,8,9,10 (which are reversed in valence, and noted with the asterisks** below): Strongly Agree=0, Agree=1, Disagree=2, and Strongly Disagree=3.

The scale ranges from 0-30, with 30 indicating the highest score possible. Other scoring options are possible. For example, you can assign values 1-4 rather than 0-3; then scores will range from 10-40. Some researchers use 5- or 7-point Likert scales, and again, scale ranges would vary based on the addition of "middle" categories of agreement. (Present the items with these instructions. **Do not print** the asterisks on the sheet you provide to respondents.)

- BELOW IS A LIST OF STATEMENTS DEALING WITH YOUR GENERAL FEELINGS ABOUT YOURSELF. IF YOU **STRONGLY AGREE**, CIRCLE **SA**. IF YOU **AGREE** WITH THE STATEMENT, CIRCLE **A**. IF YOU **DISAGREE**, CIRCLE **D**. IF YOU **STRONGLY DISAGREE**, CIRCLE **SD**.

		1. STRONGLY AGREE	2 AGREE	3. DISAGREE	4. STRONGLY DISAGREE
1.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
2.	I feel that I have a number of good qualities.	SA	A	D	SD
3.	All in all, I am inclined to feel that I am a failure.**	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
5.	I feel I do not have much to be proud of.**	SA	A	D	SD
6.	I take a positive attitude toward myself.	SA	A	D	SD
7.	On the whole, I am satisfied with myself.	SA	A	D	SD
8.	I wish I could have more respect for myself.**	SA	A	D	SD
9.	I certainly feel useless at times.**	SA	A	D	SD
10.	At times I think I am no good at all.**	SA	A	D	SD

Appendix J

Offer's Self-Image Scale for Children and Adolescents

(described in Section 2.4, p. 4)

Self-Image Questionnaire for Young Adolescents

After carefully reading each of the statements on the following pages, please circle the number, which indicates how well the statement describes you. Each number goes with a category telling whether it describes you: very well (1); well (2); fairly well (3); not quite (4); hardly (5), not at all (6). There are 98 statements. Please respond to all of them. Remember, there are no right or wrong answers.

Example:

Statement: I like ice cream

Choice of answers:

1 – Describes me very well

3 – Describes me fairly well

5 – Hardly describes me

2 – Describes me well

4 – Does not quite describe me

6 – Does not describe me at all

If you like ice cream a whole lot, you would circle 1. If you don't like ice cream at all, you would circle 6. If you like ice cream a little, you would circle 3. If you only occasionally like ice cream, you might circle 4.

1 – Describes me very well

3 – Describes me fairly well

5 – Hardly describes me

2 – Describes me well

4 – Does not quite describe me

6 – Does not describe me at all

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. For me good sportsmanship is as important as winning the game..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. When I am with people I am afraid that someone will make fun of me... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I am not satisfied with my weight..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I "lose my head" easily..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. My parents are almost always on the side of someone else,
like my brother or sister..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Boys find me a bore..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I feel nervous most of the time..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I usually feel out of place at picnics and parties..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I feel that working is too much responsibility for me..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. My parents will be disappointed in me in the future..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. At times I have fits of laughing or crying that I seem
unable to control..... | 1 | 2 | 3 | 4 | 5 | 6 |

1 – Describes me very well

3 – Describes me fairly well

5 – Hardly describes me

2 – Describes we well

4 – Does not quite describe me

6 – Does not describe me at all

12. Most of the time I am happy with the way I look.....	1	2	3	4	5	6
13. If I put my mind to it, I can learn almost anything.....	1	2	3	4	5	6
14. I look forward to the courses available in high school.....	1	2	3	4	5	6
15. Very often I feel that my father is no good.....	1	2	3	4	5	6
16. I am confused most of the time.....	1	2	3	4	5	6
17. I feel that I am not as good as most people.....	1	2	3	4	5	6
18. My parents are difficult to understand.....	1	2	3	4	5	6
19. I can count on my parents most of the time.....	1	2	3	4	5	6.
20. In the past year I have been very worried about my health.....	1	2	3	4	5	6
21. I often blame myself even when I am not at fault.....	1	2	3	4	5	6
22. Most of the time I am happy.....	1	2	3	4	5	6
23. I wish I were in better physical condition.....	1	2	3	4	5	6
24. My work, in general, is at least as good as the work of others.....	1	2	3	4	5	6
25. Sometimes I feel so ashamed of myself that I want to hide in a corner and cry.....	1	2	3	4	5	6
26. I am sure that I will be proud about my future job.....	1	2	3	4	5	6
27. My feelings are easily hurt.....	1	2	3	4	5	6
28. When a tragedy occurs to one of my friends, I feel sad too.....	1	2	3	4	5	6
29. The picture that I have of myself in the future satisfies me.....	1	2	3	4	5	6
30. I am a superior student in school.....	1	2	3	4	5	6
31. I feel relaxed under normal circumstances.....	1	2	3	4	5	6
32. I feel empty emotionally most of the time.....	1	2	3	4	5	6

1 – Describes me very well

3 – Describes me fairly well

5 – Hardly describes me

2 – Describes we well

4 – Does not quite describe me

6 – Does not describe me at all

33. I would rather sit around and loaf than work.....	1	2	3	4	5	6
34. I am uncomfortable with the way my body is developing.....	1	2	3	4	5	6
35. I am not afraid of competing to succeed.....	1	2	3	4	5	6
36. I become violent if I don't get my way.....	1	2	3	4	5	6
37. Most of the time my parents get along well with each other.....	1	2	3	4	5	6
38. I think that other people just do not like me.....	1	2	3	4	5	6
39. I find it very difficult to establish new friendships.....	1	2	3	4	5	6
40. I am so very nervous.....	1	2	3	4	5	6
41. When my parents are strict, I believe that they are right, even when I get angry.....	1	2	3	4	5	6
42. I am proud of my body.....	1	2	3	4	5	6
43. At times I think about what kind of work I will do in the future.....	1	2	3	4	5	6
44. Even under pressure I manage to remain calm.....	1	2	3	4	5	6
45. When I grow up and have a family it will be, in at least a few ways, similar to my own.....	1	2	3	4	5	6
46. I often feel that I would rather die than go on living.....	1	2	3	4	5	6
47. I find it extremely hard to make friends.....	1	2	3	4	5	6
48. I would rather be supported for the rest of my life than work.....	1	2	3	4	5	6
49. I feel that I have a part in making family decisions.....	1	2	3	4	5	6
50. I feel so very lonely.....	1	2	3	4	5	6
51. I enjoy life.....	1	2	3	4	5	6
52. I keep an even temper most of the time.....	1	2	3	4	5	6

1 – Describes me very well	3 – Describes me fairly well	5 – Hardly describes me				
2 – Describes we well	4 – Does not quite describe me	6 – Does not describe me at all				

53. A job well done gives me pleasure.....	1	2	3	4	5	6
54. My parents are usually patient with me.....	1	2	3	4	5	6
55. I am satisfied with my height.....	1	2	3	4	5	6
56. I would rather be alone than with kids my age.....	1	2	3	4	5	6
57. When I decide to do something, I do it.....	1	2	3	4	5	6
58. I think that boys find me attractive.....	1	2	3	4	5	6
59. I think that there is plenty that I could learn from others.....	1	2	3	4	5	6
60. I fear something constantly.....	1	2	3	4	5	6
61. Very often I feel that I am not at all the person that I would like to be.....	1	2	3	4	5	6
62. If I know that I will have to face a new situation, I will try in advance to find out as much as possible about it.....	1	2	3	4	5	6
63. Usually I feel that I am a bother at home.....	1	2	3	4	5	6
64. If others disapprove of me, I get terribly upset.....	1	2	3	4	5	6
65. I like one of my parents much better than the other.....	1	2	3	4	5	6
66. Being together with other people gives me a good feeling.....	1	2	3	4	5	6
67. Whenever I fail in something, I try to find out what I can do in order to avoid another failure.....	1	2	3	4	5	6
68. I frequently feel ugly and unattractive.....	1	2	3	4	5	6
69. Even though I am continuously on the go, I feel unable to get things done.....	1	2	3	4	5	6
70. When others look at me, they must think that I am poorly developed.....	1	2	3	4	5	6
71. My parents are ashamed of me.....	1	2	3	4	5	6

1 – Describes me very well

3 – Describes me fairly well

5 – Hardly describes me

2 – Describes we well

4 – Does not quite describe me

6 – Does not describe me at all

72. My body is growing about as quickly as I would like it to.....	1	2	3	4	5	6
73. I feel strong and healthy.....	1	2	3	4	5	6
74. I am a calm person.....	1	2	3	4	5	6
75. New situations are often difficult for me to cope with.....	1	2	3	4	5	6
76. I try to stay away from home most of the time.....	1	2	3	4	5	6
77. I find life an endless series of problems, without solution in sight.....	1	2	3	4	5	6
78. I feel that I am able to make decisions.....	1	2	3	4	5	6
79. I have been carrying a grudge against my parents for years.....	1	2	3	4	5	6
80. I am worried that I will not be able to assume responsibilities for myself in the future.....	1	2	3	4	5	6
81. When I enter a new room, I have a strange and funny feeling.....	1	2	3	4	5	6
82. I feel that I have no talent whatsoever.....	1	2	3	4	5	6
83. When I am with people I am bothered about hearing strange noises.....	1	2	3	4	5	6
84. Most of the time my parents are satisfied with me.....	1	2	3	4	5	6
85. I do not have a particularly difficult time making friends.....	1	2	3	4	5	6
86. School and studying mean very little to me.....	1	2	3	4	5	6
87. Very often I feel that my mother is no good.....	1	2	3	4	5	6
88. I am looking forward to the years ahead.....	1	2	3	4	5	6
89. Usually I control myself.....	1	2	3	4	5	6
90. I enjoy most parties I go to.....	1	2	3	4	5	6
91. I am fearful of growing up.....	1	2	3	4	5	6
92. I frequently feel bad.....	1	2	3	4	5	6

1 – Describes me very well

3 – Describes me fairly well

5 – Hardly describes me

2 – Describes we well

4 – Does not quite describe me

6 – Does not describe me at all

93. There are people I will never forgive for things they have done.1	2	3	4	5	6
94. I enjoy learning new things.....1	2	3	4	5	6
95. I feel that I cannot cope with difficult situations.1	2	3	4	5	6
96. I am a leader in school.....1	2	3	4	5	6
97. Sometimes I do things that I know I shouldn't but I can't stop myself...1	2	3	4	5	6
98. I am popular at school.....1	2	3	4	5	6

Appendices K1 & K2 & K3

Multi-Dimensional Inventory (Sellars et al.)
Bicultural Ethnic Identity Measure (Moran et al.)
Multi-Ethnic Identity Measure (Phinney)

(described in Section 2.5 a, b, & c, p. 4)

Multi-Dimensional Inventory of Aboriginal identity (adapted from Sellars et al., 1998)

1. Overall, being Aboriginal has little to do with how I feel about myself.
2. In general, being Aboriginal is an important part of my self-image.
3. My destiny is tied to the destiny of other Aboriginal people.
4. Being Aboriginal is unimportant to my sense of what kind of person I am.
5. I have a strong sense of belonging to Aboriginal people.
6. I have a strong attachment to other Aboriginal people.
7. Being Aboriginal is an important reflection of who I am.
8. Being Aboriginal is not a major factor in my social relationships.
9. I feel good about Aboriginal people.
10. I am happy that I am Aboriginal.
11. I feel that Aboriginal people have made major accomplishments and advancements.
12. I often regret that I am Aboriginal.
13. I am proud to be Aboriginal.
14. I feel that the Aboriginal community has made valuable contributions to society.
15. Overall, Aboriginal people are considered to be good by others.
16. In general, others respect Aboriginal people.
17. Most people consider Aboriginal people, on the average, to be more ineffective than other racial groups.
18. In general, other groups view Aboriginal people in a positive manner.
19. Society views Aboriginal people as an asset.

Bi-Cultural Identity (Moran et al., 1999)

1. I will be involved in Aboriginal traditions as an adult.
2. I live by an Aboriginal way of life.
3. My family is a success in the Aboriginal way of life.
4. My family lives by the Aboriginal way of life.
5. I will be successful in the Aboriginal way of life.
6. It is important to follow traditional Aboriginal spiritual beliefs.
7. My family activities are based on Aboriginal culture.
8. My Aboriginal language is spoken at home.
9. I live by a White (non-Aboriginal) way of life.
10. I will be involved in more White (non-Aboriginal) traditions as an adult.
11. My family is a success in the White (non-Aboriginal) way of life.
12. I am successful in the White (non-Aboriginal) way of life.
13. I will be successful in the White (non-Aboriginal) way of life as an adult.
14. My family activities are based on White (non-Aboriginal) culture.

Multi-Ethnic Cultural Identity (Phinney, 1992)

1. I spend time trying to find out about my cultural group, such as its history, traditions, and customs.
2. I am active in organizations or social groups that include mostly members of my own cultural group.
3. I have a clear sense of my cultural background and what it means to me.
4. I like meeting and getting to know people from cultural groups other than my own.
5. I think a lot about how my life will be affected by my cultural group membership.
6. I am happy I am a member of the group I belong to.
7. I sometimes think it would be better if different cultural groups did not try to mix.
8. I am not very clear about the role of culture in my life.
9. I often spend time with people from cultural groups other than my own.
10. I really have not spent much time trying to learn more about the culture and history of my cultural group.
11. I have a strong sense of belonging to my cultural group.
12. I understand pretty well what my cultural group membership means to me, in terms of how to relate my own group to other groups.
13. In order to learn more about my cultural background, I have often talked to other people about my culture.
14. I have a lot of pride in my cultural group and its accomplishments.
15. I do not try to become friends with people from other ethnic groups.
16. I participate in cultural practices of my own group, such as special foods, music, or customs.
17. I am involved in activities with people from other ethnic groups.
18. I feel strong attachment to my own ethnic group.
19. I enjoy being around people from ethnic groups other than my own.
20. I feel good about my cultural background.

Appendix L

Psychological Inventory of Ego Strengths

(described in Section 2.6, p. 4-5)

Please indicate how well each of the following statements describes you by circling the appropriate number of the following scale.

1	2	3	4	5		
<i>(Does not describe me well)</i>			<i>(Describes me very well)</i>			
1.	I find I can easily be distracted even when I really need to finish a task.	1	2	3	4	5
2.	I feel okay with the way I've handled my life so far.	1	2	3	4	5
3.	I have experienced feelings of love with someone outside of my family.	1	2	3	4	5
4.	When I see someone with a need, I help in whatever way I am able.	1	2	3	4	5
5.	I really don't know what strengths or skills I have to offer society.	1	2	3	4	5
6.	I am involved in a variety of activities that allow me to use my skills and abilities.	1	2	3	4	5
7.	I don't think I have really loved anyone outside of my family.	1	2	3	4	5
8.	When things don't go my way, I remind myself of the positive things in my life.	1	2	3	4	5
9.	I really don't know what I want out of life.	1	2	3	4	5
10.	When I know someone is having a difficult time, I really feel concerned about them.	1	2	3	4	5
11.	When I make a commitment to something, I stick with it.	1	2	3	4	5
12.	In many ways, I have control over my future.	1	2	3	4	5
13.	I don't pretend to be something that I'm not.	1	2	3	4	5
14.	I'm afraid of what might happen to me in the future.	1	2	3	4	5
15.	I feel like I don't have control over my life.	1	2	3	4	5
16.	When I think of my future, I see a definite direction for my life.	1	2	3	4	5
17.	Even when I have opportunity to do things I might be good at, I usually can't get started.	1	2	3	4	5
18.	Beyond my closest friends and family, I'm not that concerned about the needs of other people.	1	2	3	4	5
19.	I have strengths that enable me to be effective in certain situations.	1	2	3	4	5
20.	When I am in a close relationship with someone, I tend to lose sight of my interests and goals.	1	2	3	4	5
21.	No matter how bad things get, I am confident they will get better.	1	2	3	4	5
22.	Fear keeps me from striving for many of my goals.	1	2	3	4	5
23.	I'm not really sure what I believe in.	1	2	3	4	5
24.	When I feel really down, I have a hard time believing that things are going to get better.	1	2	3	4	5

25. When I reflect on the past, I feel sadness and regret. 1 2 3 4 5
26. I have trouble accepting a particular purpose or role in life. 1 2 3 4 5
27. I'm not afraid of what the future has in store for me. 1 2 3 4 5
28. I don't have time to deal with other people's problems. 1 2 3 4 5
29. When something doesn't work out the way I had hoped, it makes me feel like just
quitting everything. 1 2 3 4 5
30. My friends and I believe we can disagree on things and still be friends. 1 2 3 4 5
31. Even though I'm sometimes afraid of failing, if there's something I want to do
I try to do it. 1 2 3 4 5
32. I'm usually able to resist when I'm tempted to do something that's not in my
best interest. 1 2 3 4 5

Appendix M

Problem Behaviour Inventory

(described in Section 2.7, p. 5)

Problem Behaviours

Alcohol & Drug Use

In the past six months how often have you used the following? (Your answers will be kept strictly confidential.)

1 = I have never used it, ever

In the last six months:

2 = I did not use it

3 = I used it once

4 = I used it 2 or 3 times

5 = I used it 4 or 5 times

6 = I used it 6 to 10 times

7 = I used it more than 10 times

- | | | | | | | | | |
|----|-----------------------------------|---|---|---|---|---|---|---|
| 1. | alcohol..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | marijuana..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | sniffed glue to get high..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | sniffed solvents to get high..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | methyl amphetamines..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | (e.g., crystal meth) | | | | | | | |
| 6. | crack or other uppers | | | | | | | |
| | (non-prescriptions)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | downers or other tranquillizers | | | | | | | |
| | (non-prescriptions)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Circle one answer:

- | | | | |
|---------------------------|-----------------|-----------------------|------------------|
| Cigarettes – do not smoke | tried one | less than one per day | 1 or 2 per day |
| 3 to 5 per day | 6 to 10 per day | 11 to 15 per day | 16 to 20 per day |
| more than 20 per day | | | |

Other activities

In the last six months, how many times did you do the following? (Your answers will be kept strictly confidential.)

1 = I have not done this, ever.

In the last six months:

2 = I did not do this

3 = I did it once

4 = I did it 2 or 3 times

5 = I did it 4 or 5 times

6 = I did it 6 to 10 times

7 = I did it more than 10 times

1. Ran away from home.....	1	2	3	4	5	6	7
2. Took something from a store without paying	1	2	3	4	5	6	7
3. Drove a car without my having a proper driver's license.....	1	2	3	4	5	6	7
4. Skipped school.....	1	2	3	4	5	6	7
5. Broke into a house or apartment to steal.....	1	2	3	4	5	6	7
6. Went drinking, under age, in a bar or hotel.....	1	2	3	4	5	6	7
7. Stayed out late without permission.....	1	2	3	4	5	6	7
8. Cheated on an exam.....	1	2	3	4	5	6	7
9. Gave a fake excuse for being absent from school...1	2	3	4	5	6	7	
10. Got into a fight.....	1	2	3	4	5	6	7
11. Was late for school.....	1	2	3	4	5	6	7
12. Was charged with impaired driving (driving under the influence of drugs or alcohol).1	2	3	4	5	6	7	
13. Went "joyriding" or "cruising" in someone else's car without permission.....	1	2	3	4	5	6	7
14. Sold or gave drugs to someone.....	1	2	3	4	5	6	7
15. Destroyed property just for the fun of it.....	1	2	3	4	5	6	7
16. Sneaked into a movie, game, or other event without paying.....	1	2	3	4	5	6	7
17. Saw the school principal or vice-principal for causing trouble.....	1	2	3	4	5	6	7
18. I did some other things. Please specify.							
_____	1	2	3	4	5	6	7
_____	1	2	3	4	5	6	7
_____	1	2	3	4	5	6	7
_____	1	2	3	4	5	6	7

Appendix N

Possible Selves

(described in Section 2.8, p. 5)

Possible Selves

Right now, please rate how important each of the following are to you?

1. being good at a sport (or sports) or an athletic activity (or activities)

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

2. being a good student

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

3. being a leader in your school or community

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

4. having a good job or career when you grow up

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

If you could do anything you wanted, have you ever thought about or wished that you could:

5. be good at a sport (or sports) or an athletic activity (or activities)

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

6. be a good student

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

7. be a leader in your school or community

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

8. have a good job or career when you grow up

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

Thinking back to last year when you were in school, how would you have rated the importance of the following items to you?

9. being good at a sport (or sports) or an athletic activity (or activities)

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

10. being a good student

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

11. being a leader in your school or community

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

12. having a good job or career when you grow up

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

Thinking ahead to the future, (say high school or afterwards), how important do you think the following things will be to you?

13. being good at a sport (or sports) or an athletic activity (or activities)

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

14. being a good student

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

15. being a leader in your school or community

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

16. having a good job or career when you grow up

1	2	3	4	5	6	7
not at all important	not very important	sometimes important	important about half the time	more often important	very important	extremely important

Appendix O

Class Survey – Instructions for Research Assistants

(described in Section 3, p. 7, issues of anonymity and confidentiality)

Instructions for Class Survey Administration

Check to ensure that all students have parent consent forms

My name is _____. I am a student from Brandon University who is working as a research assistant for this study.

You are invited to participate in a class survey. It is voluntary, and we would appreciate your help.

The survey is to see how you see yourselves and other people, and also focuses on things that are important to you now and in the future. There are some questions about different kinds of activities, as well.

There are no right or wrong answers; we are just interested in your views on these questions.

We ask that you answer every question, although you do not have to. Please ask if something is not clear / if you do not understand the question; probably some other students will not understand it as well.

Anything you answer here will be kept anonymous. No one will know that your answers came from you; so do not put your name on the form. Names are never associated with papers. We are using codes so that we can track students over time.

As well, to protect students' identities, the findings of the survey will be combined and analyzed in large groups for the entire sample.

Are there any questions about the survey?

If you have any questions while going through the survey, please raise your hand and ask. Others may have the same concern.

(For grade 5 students – we will read the questions with the class. Experience has found that this method is helpful for some of the younger students.)

Appendix P

Confidentiality Form

(described in Section 3, p. 7, issues of anonymity and confidentiality)

Confidentiality Agreement for the Research Assistants

I, _____, as research assistant, engage in the study of *Community-Based Aboriginal Curriculum Initiatives: Implementation and Evaluation* voluntarily, on behalf of Dr. Helen D. Armstrong, Dr. Barbara Gfellner, and Dr. Barry Corenblum of Brandon University, who are conducting the study with the approval of the Brandon University Research Ethics Committee and the Social Sciences and Humanities Research Council of Canada / Community University Research Alliance.

I promise to keep all data that I collect and/or handle confidential while in my custody and after the completion of the study. I promise to surrender all data, in whatever form it might take, to the principal investigator, Helen D. Armstrong, upon the completion of the study. After the completion of my work, no information will be communicated by me to any outside sources, either orally or in written form. I understand that this research activity is sensitive in nature, and I will conduct myself in a professional manner at all times.

Signature of the Research Assistant _____ Date _____