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An Objective Measure Of Assertiveness In Children

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AN OBJECTIVE MEASURE OF ASSERTIVENESS IN CHILDREN

DEBORAH K. PRICE

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An Objective Measure of
Assertiveness in Children
(TITLE)

BY

Deborah K. Price

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Arts, Psychology
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1982
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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ABSTRACT

The Price Assertion Test for Children is a 31 item self-report inventory designed to measure assertiveness in elementary school children. The study consisted of 335 boys and girls enrolled in grades four, five, and six in public and parochial schools in the Midwest. Subjects ranged in age from 9 years to 13 years with a mean age of 10.9 years. In this study, the factors fail to differentiate the children's assertiveness scores. The scale was factored using a principal component analysis with a modest 31% of the variance accounted for by the 4 extracted factors: rights of children, positive assertion, propriety, and disappointment. Moderate split-half reliability ($r = .72$) was found on the Price Assertion Test for Children and internal consistency correlations were significant ($p < .001$) for all items. Teachers and parents tended to agree in the assessment of assertiveness ($r = .29$; $p < .01$), but these ratings were not significantly related to assertiveness scores of children. Children who scored high on the Price Assertion Test for Children tended to be chosen by their classmates to participate in a social situation ($r = .12$; $p < .01$). Further validation is suggested.

DEDICATION

I would like to express my sincere thanks to my committee members for their dedication and perseverance.

CHAPTER I

A review of the literature suggests an increase in research in the area of adult assertiveness using self-report measures such as the College Self-Expression Scale (Galassi, Delo, Galassi, & Bastien, 1974), Rathus (Rathus, 1973), and the Assertion Inventory (Gambrill & Richey, 1975). However, there are few measures of assertiveness in children. In this study, assertiveness is defined as the proper expression of one's own thoughts, feelings, and beliefs in direct, honest, and appropriate ways which do not violate his or another's rights (Lange & Jakubowski, 1976).

The utilization of projective techniques is the most frequent means of determining assertiveness in children. Incorporating the It Scale for Children, a projective measure, Hartup and Zook (1969) found birth order and social class have no effect on assertiveness. They tested 161 children ranging in age from 3 to 5 years, and found that sex role stereotypes are evident by the age of 3 years and increase with age. Boys were found to prefer masculine traits more than females prefer feminine traits. Kagan, Hoskin, and Watson (1961) asked 98 children ranging in age from 6 to 8 years of age to respond to picture completion items. Boys tended to see themselves as stronger, larger, darker, more angular, and more like their fathers. Females tended to identify with their mothers. The Lynn Structured Doll Play Test (Lynn, 1959), a projective measure of assertiveness, was developed by asking 80 children, 8 and 9 years of

age, to have dolls resolve conflict situations. Age was found to have a significant effect on assertiveness in that, with an increase in age, males are more likely to bring about an increase in identification with masculine roles. In contrast, females were found to identify less with female traits as age increases. Tuddenham (1951) administered the Reputation Test (a version of the Guess Who Technique, Harkshorne & May, 1929) to 1,439 students in the first, third, and fifth grades. The children were shown a picture of a child not in their class and asked to provide the name of a classmate represented in the picture. Children who were friendly and sociable were more likely to be accepted than those who were not.

Direct observational techniques are the second most frequently utilized measure of assertiveness in children. Dawe (1934) observed playground quarrels in 40 nursery school children 2 to 5 years of age and found children quarreled most often with children of their own sex who were either older or younger. Boys were more likely to quarrel than girls. Most quarrels were over possessions and decreased with age. Green (1933) studied 40 preschool children via direct observation and found age and not sex had a significant effect on assertiveness. Older children were more likely than younger children to initiate assertive behavior. Group play increased with age as did the size of the group. Patterson, Littman, and Bricker (1967) investigated assertiveness in 450 nursery school children using the direct observation method and

found that boys with older siblings were more likely to initiate assertive behaviors than boys who were only children.

The effects of various factors on assertiveness vary between projective and direct observational techniques. Projective techniques have attributed differences in assertiveness to birth order, sexual stereotypes, age and social acceptance. Direct observational studies found a difference in assertiveness due to birth order but found conflicting results using age as a factor.

Incorporating an interview and sociogram, Smith (1950) tested 27 fourth graders and found social acceptance and obeying rules play a large part in children's culture.

The only paper and pencil self-report measure of aggression, assertion, and submission in children was developed by Deluty (1979). The Children's Action Tendency Scale was standardized on 46 children attending public and parochial schools and a special classroom of 17 clinically aggressive boys. Children in the regular classrooms were 6 to 12 years of age while the special classroom boys were 8 to 15 years of age. Boys in the regular classrooms were found to be less assertive than girls. Clinically aggressive boys scored higher on the aggressive scale and lower on the assertive and passive scales than did the boys from the normal population. No difference in assertiveness due to grade was reported. Children with high self-esteem were shown to have low submissiveness scores. The Children's Action Tendency Scale correlates well with the Coopersmith Self-Esteem Inventory (Coopersmith, 1967). Children's

answers were found to be affected by social desirability when scores were correlated with a Children's Social Desirability Questionnaire (Crandall, Crandall, & Katkovsky, 1965).

The purpose of this study is to construct a self-report measure of assertiveness in elementary school children as a review of the literature suggests no such instrument is available. Although a measure of assertiveness is incorporated into the Children's Action Tendency Scale (Deluty, 1979) along with measures of aggressiveness and submissiveness, no paper and pencil instrument isolates assertiveness in elementary school children.

CHAPTER II

Method

Subjects

The study consisted of 335 children enrolled in grades four, five, and six in parochial and public schools in two midwestern cities. Subjects ranged in age from 9 years to 13 years with a mean age of 10.9 years.

Instruments

The following instruments were utilized:

1. Parental Permission/Rating Form (Appendix A)
2. Teacher Rating Form (Appendix B)
3. Children's Medical Center Height and Weight Chart (Stewart & Meredith in LeFrancois, 1973) (Appendix C)
4. Price Assertion Test for Children (Appendix D)

Item Selection

Four items (6, 7, 9, and 10) on the Price Assertion Test for Children were derived from the Rathus Assertiveness Scale (Rathus, 1973). Three items (16, 28, and 31) were constructed by the author. The remaining items were derived from the College Self-Expression Scale (Galassi et al., 1974). Items were written on a third grade reading level to help insure comprehension by subjects. Thirty-nine items were rated by professors and graduate

students involved in teaching and/or research in the area of assertiveness. The experts were asked to evaluate each question on a 5 point Likert Scale with a score of 5 indicating an excellent measure of assertiveness (Appendix E). Items selected provided a minimum of 89 percent agreement by the judges. Items were rejected if any judge rated the item lower than a 3. Thirty items were selected and randomly ordered. A 4 point Likert Scale was chosen to avoid excessive use of the neutral middle category, with a score of 4 being an assertive score and a score of 1 being non-assertive. Item 31 was included for purposes of construction of a sociogram. Each child indicated the name of another child involved in testing whom they would invite to their home. A popularity score for each child was computed by dividing the number of times chosen by class size. The choices of the 10 children who did not choose students participating in testing were discarded.

Results

The measure of assertiveness was determined by summing the weighted score for each of the 30 items on the Price Assertion Test for Children. The means and standard deviations for the variables sex, birth order, age, size, religion, and grade are presented in Table 1.

A one-way analysis of variance on the factors sex, birth order, age, size, religion, and grade yielded no significant differences in scores (Table 2). The 30 item test was factored using a principal component of analysis with iteration. The first 4 factors (Table 3) were subjected to a Quartimax orthogonal rotation. The factor loadings are presented in Table 4. Items which best delineate the 4 factors are presented in Table 5.

Internal consistency was determined by computing Spearman-Brown reliability coefficients for the 15 odd even items on the Price Assertion Test for Children. Moderate ($r = .72$) reliability resulted. Pearson Product Moment Correlation Coefficients were run between individual item scores and total scores (Table 6). All items were found to be significant ($p < .001$). Correlation coefficients on five items (3, 11, 16, 24, and 25) were found to be greater than .44 ($p < .001$). Those items were analyzed using Chi-square which cross-classified the Likert categories with the variables sex, birth order, age, size, religion, and grade. This procedure produced three significant relations. Items 11 and 26

were found to discriminate between the sexes ($X^2 = 12.30$, $df = 3$, $p < .0064$; $X^2 = 9.58$, $df = 3$, $p < .0225$) with boys choosing more assertive responses than girls. On Item 24, grade was significantly ($X^2 = 19.86$, $df = 6$, $p < .0029$) related to assertiveness in that Grade 4 responses were as expected, however, Grades 5 and 6 tended to provide responses which were on the high end of assertiveness.

A Pearson Product Moment Correlation of the scores on the Price Assertion Test for Children with Teacher Rating Form ($r = .07$) and Parent Rating Form ($r = .08$) was not significant. Correlating the teacher ratings and parent ratings by utilization of the Pearson Product Moment Correlation yielded a significant correlation ($r = .29$, $p < .01$) which suggests that teachers and parents tended to agree in the assessment of assertiveness in elementary school children.

A Pearson Product Moment Correlation of the scores on the Price Assertion Test for Children with popularity score derived from the sociogram yielded a significant correlation ($r = .12$; $p < .01$) which suggests that children who scored high on the Price Assertion Test for Children tended to be chosen by their classmates to participate in a social situation.

Discussion

Dawe (1934), Hartup and Zook (1969), Kagan, Hoskin, and Watson (1961), and Lynn (1959) found sex to be a factor in assertiveness, a

premise not supported by this study. The results of this study suggest that there are no significant effects of birth order and assertiveness which supports the work of Hartup and Zook (1969). However, Green (1933) and Patterson, Littman, and Bricker (1967) found children with older siblings tend to be more assertive. Size and age were not factors affecting assertiveness scores on the Price Assertion Test for Children, however, Lynn (1959) found both factors affected assertiveness. The results of this study conflict with the majority of the research in the areas of sex, birth order, size, and age and the effects of these factors on assertiveness.

The items which appear to be better discriminators of assertion appear to involve some type of loss. Items involving losing a place in line, someone interfering in conversation, broken promises or toys, stolen lunches, teasing, pushing, or money not returned. Items involving expressing true feelings, volunteering, and avoidance of "appearing stupid" had the lowest predictive ability. In Table 5, Factor 1 appears to represent the rights of the child. Primary loading for this factor appears to be on Item 16 (.61). Factor 2 appears to represent positive assertiveness. Primary loadings on this factor appear to be Items 18 (.68) and 25 (.65). Propriety appears to be represented by Factor 3 with primary loadings evident on Items 6 (.52) and 23 (.57). Factor 4 seems to represent disappointment. Primary loadings on this factor appear to be on Items 27 (.71) and 28 (.64).

This test appears to have limitations. Incorporating a standardized paper and pencil measure of social desirability into the instrument may have enabled a more accurate interpretation of the possible effects of social desirability on item responses.

According to Smith (1950) and Tuddenham (1951), children who are friendly and sociable are more easily accepted than those who are unsociable, withdrawn, or indifferent. This study tends to support the research in that there was a slight tendency for children defined as assertive on the Price Assertion Test for Children to be chosen by their classmates to be involved in a social situation.

A four point Likert Scale was chosen in hopes of avoiding excessive use of the middle neutral category. The mean responses suggest a tendency to respond with answers that would appear to allow the child to be seen in a favorable light. The headings (always, sometimes, rarely, and never) were used to eliminate any bias attached to numbers (1, 2, 3, and 4) or letters (A, B, C, and D).

The results suggest that the Price Assertion Test for Children is not a valid and reliable measure of assertiveness in elementary school children. The test also fails to discriminate between the levels of sex, birth order, age, size, religion, and grade. This instrument, in its current format, should not be utilized as a measure of assertiveness until further validation is undertaken.

Table 1
Means and Standard Deviations of
Variables: Sex, Birth Order, Age, Size,
Religion, and Grade

Variable	n	Mean	Standard Deviation
Sex			
Male	147	89.81	9.47
Female	188	88.01	9.05
Birth Order			
First/Only	36	86.11	9.88
Middle	244	88.99	9.29
Last	55	89.76	8.57
Age (Years)			
9.0	5	92.80	8.35
9.5	40	87.67	9.15
10.0	42	89.38	8.60
10.5	58	87.12	10.01
11.0	49	88.49	9.35
11.5	79	88.84	8.90
12.0	46	91.04	9.22
12.5	14	89.07	11.03
13.0	2	92.00	5.66
Size			
Smaller than average	109	88.00	10.81
Average	53	88.58	9.51
Larger than average	149	89.26	8.28
Religion			
Protestant	168	89.76	8.52
Catholic	129	88.20	9.74
Other	22	90.64	8.47
Grade			
Fourth	97	88.30	8.72
Fifth	115	87.71	10.19
Sixth	122	90.13	8.61

Table 2
 Analysis of Variance on the Factors: Sex,
 Birth Order, Age, Size, Religion, and Grade

Source of Variation	df	Sum of Squares	Mean Square	F
Sex	1	273.05	273.05	3.20
Within Groups	333	28402.73	85.29	
Birth Order	2	320.31	160.15	1.88
Within Groups	332	28355.47	85.41	
Age	8	566.19	70.77	.82
Within Groups	326	28109.58	86.23	
Size	2	101.13	50.56	.57
Within Groups	308	27461.66	89.16	
Religion	2	227.01	13.50	1.39
Within Groups	313	25776.33	81.57	
Grade	2	376.02	188.01	2.22
Within Groups	331	28097.76	84.89	

Table 3
Communalities for the 30 Items and
Eigenvalues for the 30 Factors

Variable	Estimated Communality	Factor	Eigen Value	Percent	Cumulative Percent
1	.18286	1	4.17073	13.9	13.9
2	.18819	2	1.88088	6.3	20.2
3	.27898	3	1.61302	5.4	25.5
4	.12513	4	1.54535	5.2	30.7
5	.21529	5	1.34404	4.5	35.2
6	.14038	6	1.32002	4.4	39.6
7	.16756	7	1.25796	4.2	43.8
8	.11637	8	1.16428	3.9	47.7
9	.21180	9	1.09143	3.6	51.3
10	.15069	10	1.06646	3.6	54.8
11	.28981	11	.98693	3.3	58.1
12	.17373	12	.95337	3.2	61.3
13	.23672	13	.92620	3.1	64.4
14	.20909	14	.88329	2.9	67.3
15	.24583	15	.84680	2.8	70.2
16	.34073	16	.84127	2.8	73.0
17	.25364	17	.78675	2.6	75.6
18	.27451	18	.75561	2.5	78.1
19	.23437	19	.72128	2.4	80.5
20	.13963	20	.68996	2.3	82.8
21	.23689	21	.64318	2.1	85.0
22	.29732	22	.62304	2.1	87.0
23	.15294	23	.56403	1.9	88.9
24	.24384	24	.54984	1.8	90.8
25	.23421	25	.54342	1.8	92.6
26	.29498	26	.50289	1.7	94.2
27	.31575	27	.48724	1.6	95.9
28	.34175	28	.44853	1.5	97.4
29	.25259	29	.41465	1.4	98.7
30	.25379	30	.37755	1.3	100.0

Loading On The First Four Factors Using
A Quartimax Rotation

Item	Factor 1	Factor 2	Factor 3	Factor 4
1	.34362	.13302	.04763	-.21445
2	.43991	.23807	-.03636	-.00150
3	.58248	.22224	-.01226	-.06645
4	.01965	.24318	.31334	.08600
5	.31503	-.05726	.38767	-.02324
6	.05302	.11652	.52012	-.02501
7	.09696	-.17032	.36378	.19933
8	.03186	.13527	.33155	-.03568
9	.32162	-.00301	.28869	-.10695
10	.35191	-.04485	-.01384	.03009
11	.54978	-.28547	.16323	-.14931
12	.14372	-.28311	.26040	-.50124
13	.45421	.30458	-.00853	-.02312
14	.39630	.02585	.18429	.04767
15	.33258	.23215	.07774	-.00620
16	.61495	.00868	-.08937	.10202
17	.22920	-.04045	.51208	.13351
18	.15492	.68290	-.03040	-.07927
19	.23342	.53776	.06353	.06815
20	.25292	.21177	.05281	.12302
21	.48881	-.06184	.07238	.14569
22	.49196	-.26825	.11447	-.20120
23	-.06840	-.05983	.56782	.04148
24	.34691	.11869	.36925	-.08566
25	-.02663	.64897	.16628	-.02980
26	.52261	-.18523	-.00450	.31211
27	.19950	-.06894	.11592	.70559
28	.23703	.05764	.18299	.64176
29	.51185	.02368	-.16772	.18364
30	.37822	-.04918	.12844	.36761

Table 5
Factor Loadings for Individual Items
on the Four Rotated Factors

Item	Factor	Factor Loadings
1	1	.34362
2	1	.43991
3	1	.58248
4	3	.31334
5	3	.38767
6	3	.52012
7	3	.36378
8	3	.33155
9	1	.32162
10	1	.35191
11	1	.54978
12	4	-.50124
13	1	.45421
14	1	.39630
15	1	.33258
16	1	.61495
17	3	.51208
18	2	.68290
19	2	.53776
20	1	.25292
21	1	.48881
22	1	.49196
23	3	.56782
24	3	.36925
25	2	.64897
26	1	.52261
27	4	.70559
28	4	.64176
29	1	.51185
30	1	.37822

Table 6
Item Reliability of the 30-Item Assertion Scale for
335 Elementary School Children

Item	r
1. I tell people how I feel about things.	.29
2. If someone is bothering me, I tell this person to leave me alone.	.39
3. If someone butts in when I am talking, I ask this person to wait until I have finished.	.50
4. I volunteer in class.	.18
5. If I have a right to do something, I stand up for my rights.	.39
6. I avoid asking questions in class because others might think I am stupid.	.31
7. It is hard for me to say "No".	.27
8. If someone asks me to do something that I do not think I should do, I tell this person "No".	.22
9. If I bought something that did not work, I would take it back to the store.	.38
10. If some people were talking so loud that I could not hear the television, I would ask them to be quiet.	.32
11. If a clerk waits on someone else and I was there first, I would say something to the clerk.	.47
12. I can ask friends to lend me money.	.16
13. If someone is teasing me and I did not like it, I would ask this person to stop.	.44
14. If a friend broke a promise, I would tell this friend.	.43
15. If someone keeps kicking the back of my chair, I would ask this person to stop.	.35
16. If someone lost or broke one of my new toys, I would tell this person how I really feel.	.50
17. If I do not get enough money back at the store, I tell the sales clerk.	.39
18. If I like a friend's new clothes, I tell this person.	.24

Item	r
19. I can tell people I like them.	.34
20. If I am doing work that I have to do and a friend asks me to play, I tell my friend that I have to work and will play later.	.30
21. If someone eats some of my lunch and I did not say that this person could, I tell this person that he or she should not have eaten it.	.44
22. If I am eating alone in a restaurant and do not like the food, I complain to the waiter.	.40
23. It is hard for me to ask a friend to do something for me.	.24
24. If someone pushes in front of me in line, I ask this person to go to the end of the line.	.45
25. It is hard for me to tell people that they look nice.	.22
26. If I am mad at someone, I tell this person.	.46
27. If a friend borrowed some money from me and never paid me back, I would remind this person.	.33
28. If a friend has something of mine and I want it back, I will ask my friend to give it back to me.	.39
29. If I am planning on going to a show with a friend and this friend calls and tells me that he or she does not want to come, I tell this person how I really feel.	.43
30. If a relative, who I like very much, is bothering me, I ask this person to stop.	.44

$p < .001$

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APPENDIX A

PARENTAL PERMISSION/RATING FORM

Dear Parents,

Have you ever wondered why your child cannot effectively communicate with you? I am conducting research in this area and have constructed a test to measure effective communication. This may be defined as the proper expression of one's thoughts, feelings, and beliefs in direct, honest, and appropriate ways which do not violate his or another's rights. I am asking your cooperation in allowing your child to participate in testing. There has been very little research in this area. Allowing your child to participate will help me in my research and broaden the knowledge in this new and very important area.

Your child will be asked to read questions and mark his response on an answer sheet. Confidentiality will be maintained. Only myself and an assistant will see your child's answers. No one else will ever have access to the information. He or she will not be mistreated or changed in any way.

Even if your child is usually able to effectively communicate his or her needs, please help me by allowing your child to be tested. If you refuse to let me test your child, please reconsider. Information is drastically needed in this area. If your child is not tested, there will be other activities in which he may engage while his classmates are tested. Not taking the test will not be held against your child by anyone in the school or school system.

Please indicate your decision in the appropriate box:

- Yes My child may participate in testing
- No My child may not participate in testing

If you agree to let your child participate, please indicate your honest opinion of your child's ability to properly express his thoughts, feelings and beliefs in direct, honest, and appropriate ways which do not violate his or another's rights. Please circle one number on Question A and one number on Question B.

A. I honestly feel that my child . . .

1	2	3	4	5
Never effectively communicates	Rarely effectively communicates	Sometimes effectively communicates	Usually effectively communicates	Always effectively communicates

B. My child is . . .

1	2	3	4	5
Passive, does not stand up for his rights	Somewhat passive	An effective communicator	Somewhat aggressive	Aggressive, always violates the rights of others

Please fill out the following information regarding your child:

Name: Last _____ First _____

Sex: Male _____ Female _____

Date of Birth: Month _____ Day _____ Year _____

Age: _____ Grade: 4 _____ 5 _____ 6 _____

School: _____
 Address: _____
 Weight: _____ lbs. Height: Feet _____ Inches _____
 Race (Optional): Caucasian _____ Black _____ Other (Specify) _____
 Religion (Optional): Protestant _____ Catholic _____ Jewish _____ Other (Specify) _____
 Age(s) of Brother(s) _____
 Age(s) of Sister(s) _____

Any comments will be appreciated and may be written below.

Signature of Parent or Guardian

If there are questions, please contact your child's principal or call me at (217) 345-6439.

Thank you very much for your cooperation.

Sincerely,

Debbie Price
 Psychology Graduate Student
 Eastern Illinois University

A. I honestly feel that this student . . .

1	2	3	4	5
Never effectively communicates	Rarely effectively communicates	Sometimes effectively communicates	Usually effectively communicates	Always effectively communicates

B. This student is . . .

1	2	3	4	5
Passive, does not stand up for his rights	Somewhat passive	An effective communicator	Somewhat aggressive	Aggressive, always violates the rights of others

APPENDIX C

HEIGHT AND WEIGHT CHART

Height (in inches) and Weight (in pounds) at the Fiftieth Percentile for American Children (mid points between numbers utilized)

Age	Height		Weight	
	Girl	Boy	Girl	Boy
6 years	45½	46½	46½	48½
6½ years	47	47½	49½	51½
7 years	48	49	52½	54
7½ years	49¼	50	55¼	57
8 years	50½	51¼	58	60
8½ years	51½	52¼	61	63
9 years	52¼	53¼	63 ¾	66
9½ years	53½	54¼	67	69
10 years	54½	55¼	70¼	72
10½ years	55 ¾	56	74½	74 ¾
11 years	57	56 ¾	78 ¾	77½
11½ years	58¼	57 ¾	83¼	81
12 years	59 ¾	59	87½	84½

Adapted by the Health Department, Milwaukee, Wisconsin. Based on data by H.C. Stuart and H.V. Meredith in LeFrancois (1973).

PRICE ASSERTION TEST FOR CHILDREN

Name _____

Put your name in the space above. Read each question carefully. Mark one box at the right showing how the question is most like you. Put a cross, X in *one* of the boxes. Do not skip any questions. Answer the following sample question.

- | | | | | | |
|----|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | always | sometimes | rarely | never |
| A. | I enjoy walking..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | always | sometimes | rarely | never |
| B. | I watch television..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If there are any questions, ask the tester.

Now you may begin the test. Remember, mark *one* box. Mark the answer that is most like you. *Do not skip any questions.* Please wait at your seat until everyone has finished. There are no right or wrong answers. If you have any problems, raise your hand and wait for the tester to come to your desk.

- | | always | sometimes | rarely | never | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| 1. I tell people how I feel about things..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. I |
| 2. If someone is bothering me, I tell this person to please leave me alone..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. I |
| 3. If someone butts in when I am talking, I ask this person to wait until I have finished..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. I |
| 4. I volunteer in class..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. I |
| 5. If I have a right to do something, I stand up for my rights..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. I |
| 6. I avoid asking questions in class because others might think that I am stupid..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. I |
| 7. It is hard for me to say "No" | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. I |
| 8. If someone asks me to do something that I do not think I should do, I tell this person "No"..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. I |
| 9. If I brought something that did not work, I would take it back to the store..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. I |
| 10. If some people were talking so loud that I could not hear the television, I would ask them to be quiet ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. I |
| 11. If a clerk waits on someone else and I was there first, I would say something to the clerk..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. I |
| 12. I can ask friends to lend me money..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. I |
| 13. If someone is teasing me and I did not like it, I would ask this person to stop..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. I |
| 14. If a friend broke a promise, I would tell this friend..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. I |
| 15. If someone keeps kicking the back of my chair I would ask this person to stop..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16. If someone lost or broke one of my new toys, I would tell this person how I really feel..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17. If I do not get enough money back at the store I tell the sales clerk..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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- | | | | | | |
|-----------------------------------|--|------------------------------------|---------------------------------------|------------------------------------|-----------------------------------|
| never
<input type="checkbox"/> | 18. If I like a friend's new clothes, I tell this person..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 19. I can tell people I like them..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 20. If I am doing work that I have to do and a friend asks me to play, I tell my friend that I have to work and will play later..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 21. If someone eats some of my lunch and I did not say that this person could, I tell this person that he or she should not have eaten it..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 22. If I am eating alone in a restaurant and do not like the food, I complain to the waiter..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 23. It is hard for me to ask a friend to do something for me..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 24. If someone pushes in front of me in line, I ask this person to go to the end of the line..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 25. It is hard for me to tell people that they look nice..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 26. If I am mad at someone, I tell this person..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 27. If a friend borrowed some money from me and never paid me back, I would remind this person..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 28. If a friend has something of mine and I want it back, I will ask my friend to give it back to me..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 29. If I am planning on going to a show with a friend and this friend calls and tells me that he or she does not want to come, I tell my friend how I really feel..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 30. If a relative, who I like very much, is bothering me, I ask this person to stop..... | always
<input type="checkbox"/> | sometimes
<input type="checkbox"/> | rarely
<input type="checkbox"/> | never
<input type="checkbox"/> |
| never
<input type="checkbox"/> | 31. If I could invite one student in this class over to my house, I would invite _____ | | | | |
| | First Name | Last Name | | | |

Make sure you have answered every question.
Wait until everyone has finished.
Thank you for taking this test.

APPENDIX E
ITEM EVALUATION BY EXPERT JUDGES

Dear

I have constructed a test to measure assertion in fourth, fifth, and sixth grade students. Assertion may be defined as the proper expression of one's thoughts, feelings, and beliefs in direct, honest, and appropriate ways which do not violate his or another's rights.

I am asking for your assistance. Please read the following questions and rate them on a scale from five to one, five being very indicative of assertion, one being a very poor measure.

Any comments or additional questions will be appreciated. Please return this to my mailbox by Friday, April 15.

Thank you,

Debbie Price

- | | | | | | | | | | | | |
|-----|---|---|---|---|---|-----|---|---|---|---|---|
| 1. | 5 | 4 | 3 | 2 | 1 | 21. | 5 | 4 | 3 | 2 | 1 |
| 2. | 5 | 4 | 3 | 2 | 1 | 22. | 5 | 4 | 3 | 2 | 1 |
| 3. | 5 | 4 | 3 | 2 | 1 | 23. | 5 | 4 | 3 | 2 | 1 |
| 4. | 5 | 4 | 3 | 2 | 1 | 24. | 5 | 4 | 3 | 2 | 1 |
| 5. | 5 | 4 | 3 | 2 | 1 | 25. | 5 | 4 | 3 | 2 | 1 |
| 6. | 5 | 4 | 3 | 2 | 1 | 26. | 5 | 4 | 3 | 2 | 1 |
| 7. | 5 | 4 | 3 | 2 | 1 | 27. | 5 | 4 | 3 | 2 | 1 |
| 8. | 5 | 4 | 3 | 2 | 1 | 28. | 5 | 4 | 3 | 2 | 1 |
| 9. | 5 | 4 | 3 | 2 | 1 | 29. | 5 | 4 | 3 | 2 | 1 |
| 10. | 5 | 4 | 3 | 2 | 1 | 30. | 5 | 4 | 3 | 2 | 1 |
| 11. | 5 | 4 | 3 | 2 | 1 | 31. | 5 | 4 | 3 | 2 | 1 |
| 12. | 5 | 4 | 3 | 2 | 1 | 32. | 5 | 4 | 3 | 2 | 1 |
| 13. | 5 | 4 | 3 | 2 | 1 | 33. | 5 | 4 | 3 | 2 | 1 |
| 14. | 5 | 4 | 3 | 2 | 1 | 34. | 5 | 4 | 3 | 2 | 1 |
| 15. | 5 | 4 | 3 | 2 | 1 | 35. | 5 | 4 | 3 | 2 | 1 |
| 16. | 5 | 4 | 3 | 2 | 1 | 36. | 5 | 4 | 3 | 2 | 1 |
| 17. | 5 | 4 | 3 | 2 | 1 | 37. | 5 | 4 | 3 | 2 | 1 |
| 18. | 5 | 4 | 3 | 2 | 1 | 38. | 5 | 4 | 3 | 2 | 1 |
| 19. | 5 | 4 | 3 | 2 | 1 | 39. | 5 | 4 | 3 | 2 | 1 |
| 20. | 5 | 4 | 3 | 2 | 1 | | | | | | |

The students are going to be asked to respond by indicating "Always", "Sometimes", or "Never" to each of the following:

1. Do you say that you are sorry too many times?
2. Do you tell people how you feel about things?
3. If someone was bothering you, would you tell this person to leave you alone?
4. If someone does a favor for you, do you thank them?
5. If someone butts in when you are talking, do you ask them to wait until you have finished?
6. Do you volunteer in class?
7. If you have a right to do something, do you stand up for your rights?
8. If someone tells a lie about you, do you tell this person that it is a lie?
9. Do you like to start talking to strangers?
10. Do you avoid asking questions in class because others might think that you are stupid?
11. Is it hard for you to say "No"?
12. If someone asks you to do something that you think you should not do, can you tell them "No"?
13. If you bought something that did not work, would you take it back to the store?
14. If some people were talking so loud that you could not hear the television, would you ask them to be quiet?
15. If a clerk waits on someone else and you were there first, would you say something to the clerk?
16. If you are happy because one of your friends is happy, would you tell your friend that you were happy?
17. Can you ask a friend to lend you money?
18. If someone is teasing you and you did not like it, would you ask this person to stop?
19. If someone keeps kicking the back of your chair, do you ask them to stop?
20. If a friend broke a promise, would you tell him?

21. If a relative who you like very much is bothering you, do you ask them to stop?
22. If you do not get enough money back at the store, do you tell the sales clerk?
23. If you like a friend's new clothes, do you tell him?
24. Do you go out of your way to avoid getting into trouble?
25. Can you tell people you like them?
26. Can you tell people you do not like them?
27. If you are doing work that you have to do and a friend asks you to play with him, do you tell him that you have to work and will play later?
28. If someone eats some of your lunch and you did not say that he could, would you tell him that he should not have eaten it?
29. If you are in a restaurant and do not like the food, will you complain to the waiter?
30. Is it hard for you to ask a friend to do something for you?
31. If your parents do not like your friend, will you tell your parents good things about this friend?
32. If someone pushes in front of you in a line, do you ask them to go to the end of the line?
33. Is it hard for you to tell someone that they look nice?
34. If you are mad at someone, can you tell them?
35. If a friend borrowed some money from you and never paid you back, would you remind him?
36. If a friend has something of yours and you want it back, will you ask him to give it back to you?
37. If your parents want you home at a certain time and you think that it is too early, do you ask them if you can stay out later?
38. If you are supposed to go to a show with a friend and the friend calls and tells you that he does not want to come, do you tell your friend how you really feel?
39. If someone lost or broke one of your new toys would you tell them how you feel?

APPENDIX F

Directions Read To Subjects

When you receive your copy of the test, place your name in the space provided. Read all the directions carefully and answer the two sample questions. Do not open the booklet.

Has everyone answered the sample questions?

Remember, mark only one box after each question. Mark the box that is most like you. Do not skip any questions.

Please wait at your seat until everyone is finished.

There are no right or wrong answers.

Before you hand in your test, please recheck your paper to be sure you did not skip any questions and that you have marked only one box for each question.

If you have any questions, please raise your hand and I'll come to your desk to help you.

There is no time limit.

Are there any questions?

You may begin the test.