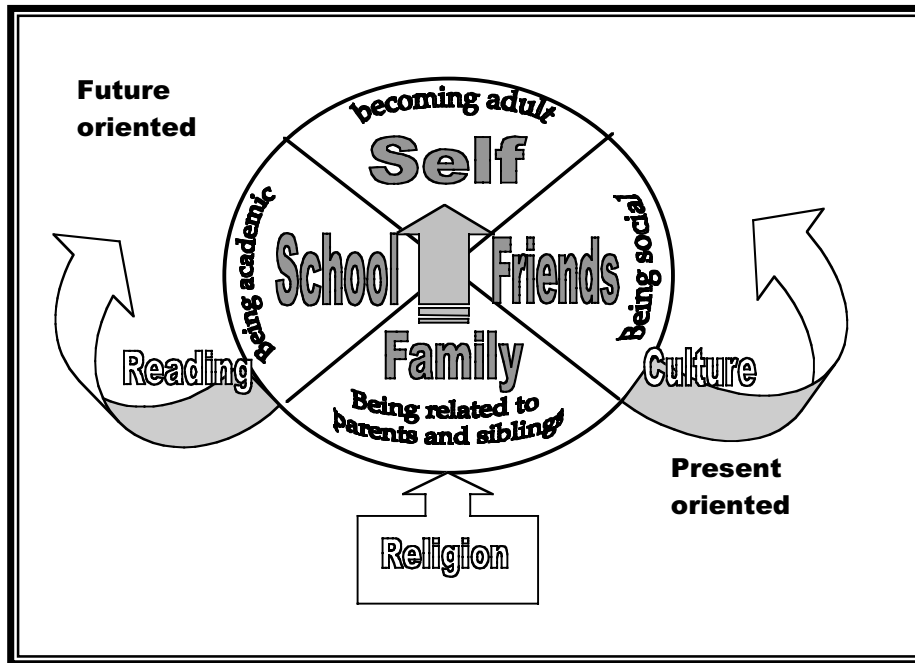


Connectedness Report: Small Rural School District, March 22, 2003



The Hemingway Measure of Adolescent Connectedness

(MAC 5 Adolescent, grades 6-12)

**Summary of Survey Results
October 29, 2002 Administration
A Small Rural School District**

Contact Person: Claytie Davis

Michael Justin Karcher, Ed.D., Ph.D.
College of Education and Human Development
The University of Texas ★ San Antonio
501 West Durango Blvd., Office 4.314
San Antonio, Texas 78207
mkarcher@utsa.edu 210-458-2671

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An Overview of Adolescent Connectedness

Establishing and maintaining connectedness to others, to society, and to oneself is a pervasive human concern (Baumeister and Leary, 1995; Gilligan, 1982; Kohut, 1977). Twenty-five years after Maslow (1968) described belongingness as the third most fundamental need of the self, Baumeister and Leary (1995) proposed that belongingness is perhaps the most important psychological resource for overall human well being. They describe the need to belong as the universal need for frequent, pleasant social contact (Baumeister & Leary, 1995) which individuals reciprocate by trying to connect with those things, people, and place that reflect contexts of belonging. Connectedness is shaped both by feelings of general belongingness and by assessments of person-specific interpersonal relatedness.

Within the theory of adolescent connectedness (Karcher, 2001) connectedness is described as movement towards others through affection and activity. Connectedness is considered a response to relatedness and belonging. When individuals feel a sense of relatedness to others and belonging in general they, in turn, value those relationships and social institutions in which they experience belongingness and relatedness. They pursue activities and relationships, which further cements their affective commitment. Connectedness, then, reflects one's perception of their own involvement in and affection for others, activities, and organizations.

Connectedness refers to involvement not only in dyadic relationships and groups, but also in activities, abstractions, and ideologies that reflect individuals' social memberships or affiliations. For example, descriptions of connectedness to reading, to religion, and to the future are also found in the child and adolescent literature (Feral, 1999; Nakkula & Selman, 1991).

Connectedness is a function of the need to belong, such that when belonging and relatedness is not experienced by an individual in one social ecology, he or she will become more connected to other social ecologies as a compensatory act (Baumeister & Leary, 1995). For example, when disconnection occurs with family members, connectedness with friends may increase; when adolescents become disconnected from school, they often seek connectedness outside of school in their neighborhood (Hirschi, 1969). Adolescents' sense of self is born out of these sometimes divergent connections to family, teachers, friends and peers (Buhrmester, 1990; Harter, 1999) which facilitate the development of a sense of oneself in the present as well as oneself in the future. Therefore, connectedness refers to one's engagement with others, but also in the process of constructing an enduring sense of self.

The Hemingway: Measure of Adolescent Connectedness (MAC 4th version; Karcher, 1999)

The Hemingway Measure of Adolescent Connectedness is based on an ecological framework that includes these social, institutional, and self domains. The scales assess caring for and involvement

in close relationships and important contexts. The measure also was developed through factor analyses which allow the structure of adolescent connectedness found with the U.S. youth.

The Hemingway: Measure of Adolescent Connectedness (MAC) consists of 72 items designed to measure the adolescents' degree of caring for and involvement in fifteen relationships and institutional contexts. The MAC includes subscales of 15 ecological worlds and four composite scales. Responses to each of the items are made using a five-point, Likert-type response scale which range from (1) not true at all, (2) not really true, (3) sort of true, (4) true, to (5) very true. There is at least one reverse scored item in each scale. The items within each of the 15 worlds are averaged to get separate subscale scores.

Four composite scales can be computed, which reflect the mean of all subscale items in each of four domains: Family (parents and sibling items), Friends (friends and neighborhood items), School (school and teacher items), and Self (present and future self items).

But the subscales also can be grouped into three underlying factors that have been found in multiple adolescent samples in the U.S. (Karcher, 2001). These are social connectedness, academic connectedness, and family connectedness.

The **social connectedness** factor includes connectedness to friends, the neighborhood, a romantic partner, and a self-in-the-present.

The **school connectedness** factor includes connectedness to school, teachers, peers, culturally different peers, reading, and self-in-the-future.

The **family connectedness** factor includes the connectedness to parents, siblings, mother, father, and religion subscales.

The subscales in each of these three factors can be characterized in terms of **temporality**, **conventionality**, and **ways of connecting**. The items in each of the subscales reflect a balance of items reflecting the two primary ways of connecting—through activity/involvement and through caring (e.g., "I work hard at school." and "I enjoy being at school."). Subscales reflect a time orientation. The social and family subscales are generally present-oriented, and the academic subscales are typically future-oriented. Finally, subscale worlds may either reflect conventional, adult-mediated behaviors and attitudes (e.g., school and family subscales) or unconventional behaviors and attitudes (e.g., friends, neighborhood, and self-in-the-present subscales) which reflect youth-directed behaviors and youth-specific attitudes (Jessor, 1993).

Connectedness to self emerges during adolescence and is reflected by two scales in the measure. During adolescence, specifically in the junior high years, youth undergo developmental

transitions, including pubertal changes, new psychosocial roles, and cognitive developments that result in the emergence of a sense of self out of their unique relationships with family memberships, teachers, and friends (Erikson, 1950; Harter, 1999). Adolescents self-esteem in these contexts informs a connectedness to a **self-in-the-present**. The ability to think abstractly also results in the development of a **self-in-the-future self** (Harter, 1999).

The Consequences of Connectedness

Promoting connectedness should be a goal of parents and educators, because youth who report greater connectedness tend to be psychologically happier, physically healthier, and generally better able to cope with the stresses of everyday life (Baumeister & Leary, 1995; Lee & Robbins, 1995, 1998). Conversely, studies of U.S., Scottish, and Korean youth, as well as with Asian-American adolescents, repeatedly find that youth reporting less connectedness also report more psychological difficulties and poorer physical health (Asakawa & Csikszentmihalyi, 2000; Hendry & Reid, 2000; Lee & Davis, 2000; Roth & Brooks-Gunn, 2001). The literature linking connectedness to unhappiness, depression, and anxiety (e.g., Bonny, Britto, Klostermann, Hornung, & Slap, 2000; Resnick, Harris, & Blum, 1993) as well as to academic achievement is growing in the U.S. and elsewhere, and it highlights the importance of connectedness in adolescent development (Bonny, Britto, Klostermann, & Slap, 1999; Cooper, 1999; Kuperminc, Blatt, & Leadbeater, 1997).

Variations in Connectedness Between Sexes

Gender differences have received the greatest attention within the research on connectedness. The proposition that girls report greater relatedness and belonging than boys has received much attention (Lang-Takac & Osterweil, 1992; Tolman, 1992), and empirical studies consistently reveal clear gender differences in connectedness (Hagerty et al., 1993; Harter, Waters, Pettit, Kofkin, & Jordan, 1997; Jacobson & Rowe, 1999; 1998; Lee, Keough, & Seagal, 1999; Lee & Robbins, 1995). Girls tend to report greater connectedness to family and school, including connectedness to teachers.

Using Connectedness Scales to Predict the Achievement of Developmental Assets

In the Connectedness Report, which follows the basic sample demographics on the next page, the connectedness scales are grouped by contexts: school, self, social and family. Next to these are the name and number of the asset that is akin to the connectedness scale and the mean connectedness score on that scale for students in your school who did not and who did have that specific asset. Below the mean for the students with that asset is a percentage which reflects the accuracy of predicting whether or not each student has the asset based only on the student's connectedness subscale score. Higher percentages mean the developmental asset and the connectedness scale are more interchangeable.

October 29, 2002 Administration: A Small Rural School District--Demographics:

Sex	Response	N	%
	Male	190	54%
	Female	159	46%
	Total	349	100%
	Blanks	17	

Grade	Response	N	%
	06	48	15%
	07	64	20%
	08	55	18%
	09	49	17%
	10	47	16%
	11	46	16%
	12	41	15%
	Total	350	100%
	Blanks	16	

Race/Ethnicity:	Response	N	%
	White	181	67%
	Black	1	0%
	Hispanic	3	1%
	Asian	0	0%
	Bi-Racial	87	32%
	Other	0	0%
	Total	272	100%
	Blanks	94	

Who do you live with?	Response	N	%
	Mother	88	28%
	Father	15	5%
	Both	191	61%
	Other	17	5%
	Total	311	100%
	Blanks	55	

Please use this survey to tell us about yourself. Read each statement. MARK the number that best describes how true that statement is for you or how much you agree with it. If a statement is unclear to you, ask for an explanation. If it is still unclear, mark the “?”.

“How TRUE about you is each sentence?”

- 1 – Not at all true
- 2 – Not really true
- 3 – Sort of true
- 4 – True
- 5 – Very true
- 6–Unclear

How to Read the Report:

Currently there are no national norms against which your school's scores can be compared. Instead, you should consider what developmental assets are most important to your overall school development plan, and consider what assets and forms of connectedness you can address through curricular changes staff training, or special programs. For example, public schools have a more difficult time addressing religious connectedness or community than do private schools, but both schools can address children's connectedness to other cultures. Similarly, schools can more easily facilitate connectedness to teachers than make a child's neighborhood feel more caring (Asset # 4).

When you review the summary findings on the next few pages, there are several questions you should keep in mind, and you should be aware that family, school, and social connectedness have different developmental consequences. Questions to keep in mind: On what scales are there large differences between boys and girls? Does connectedness seem most present among the students who have been in a building and known their teachers the longest (e.g., 8th, 11th, and 12th grades) or among youth who are newest to the school (e.g., 9th grade). These questions suggest whether the school climate likely facilitates a particular kind of connectedness (when it is highest among 8th and 12th graders) or erodes that kind of connectedness (when it is highest in 6th or 9th grades).

There are a couple of ways to think about the school, family, and social connectedness subscales. Of greatest importance to the long-term academic and social competence of your students--and the forms of connectedness most directly affected by school intervention--are the school connectedness subscales, which are presented below. Connectedness to school, to teachers, to reading, and to peers, particularly to culturally different peers predict positive outcomes, such as achievement, attendance, social success, and involvement in extracurricular activities. Family connectedness may be most relevant to your school in terms of what it suggests children are bringing with them to school: youth who have difficult relationships with mothers, fathers, and siblings transfer those negative expectations about relationships to teachers, friends, and peers (Karcher, 2002). Social connectedness, despite its positive-sounding name, tends to predict problem behavior (notice the negative relationship between Asset #31: Restraint and connectedness to a romantic partner). The higher youths connectedness to the neighborhood (here, to peers in the neighborhood, not to adults in their neighborhood as reflected in Asset # 4), connectedness to friends, and connectedness to romantic partners all predict risk-taking behavior. Social connectedness is not necessarily bad, however, as long as social connectedness is balanced with connectedness to family and to school.

Summary:

This summary of findings is meant to draw your attention to some of the high and low scores on connectedness, paying particular attention to sex differences and to grade differences. At least one point is presented next to each form of connectedness. Overall, connectedness was strongest in 6th grade and in 11th and 12th grades. Ninth and 10th grades appeared most at risk, with lowest scores on school connectedness subscales. Girls were considerably more connected, that is, involved in and concerned about school, their relationships in school (teachers, peers), and school activities (reading).

<p>Report focus: School Connectedness</p>
<p><i>School:</i> Involvement in and positive feelings toward school: Boys’ connectedness scores were much lower than girls’, and connectedness to school appeared to decline in the last three years of high school suggesting school connectedness is not increasing over the years as you would like it to.</p>
<p><i>Teachers:</i> Caring for teachers; wanting their respect; working to gain teachers’ trust: There were small gender differences. Although connectedness to teachers is highest in 6th grade, it remains fairly steady, somewhere between “sort of” and “true” until 12th grade. Notice that this scale accurately predicted whether or not each child had the asset of positive adult role models (#14) for 83% of youth, suggesting connectedness to teachers may generalize towards the children’s other relationships (and that children’s other relationships with adults informs how they feel about their teachers).</p>
<p><i>Reading:</i> Reading regularly, independently, and for fun: Girls were more connected to reading, and aside from an all-time high of 3.3 in 6th grade, connectedness to reading was low, often below 3 (indicating “sort of” connected to reading) between 8th and 12th grade. This connectedness scale is an excellent predictor of the Asset #25 reading for pleasure, accurately identify 88% of youth.</p>
<p><i>Peers:</i> Can work cooperatively with and likes one’s own peers: Peer relationships varied slightly between 6th and 12th grade, with peaks in grades 8 and 12, suggesting the longer kids have been together the more interpersonally effective they feel. But overall, the average of 3.2 suggests most of the students do not report feeling competent with and interested in working with their peers.</p>
<p><i>Culturally different peers:</i> Interest in and values diversity: Aside from a high score in 6th grade, there was a low degree of interest in culturally different peers in 7th to 9th grades, but then it increased afterwards. Girls were much more interested in knowing their culturally different peers.</p>
<p>Scale Anchors: 1 = Not at all true; No 2 = Not really true; 3 = Sort of true; 4 = True; 5 = Very true. Low connectedness scores were 1 to 3.5 (< 3.5); High connectedness scores were 3.5 to 5 (≥ 3.5)</p>

Recommendations:

- (1) Provide more opportunities for students to work with peers, especially non-friend peers, in interdependent tasks that are fun and facilitate success (rather than competition), such as in service learning, extracurricular event planning, and cooperative learning or class projects.
- (2) Provide teachers training and support to reach out to students in early high school, when students’ disconnection from parents appears most likely to undermine their connectedness to teachers.
- (3) Include non-academic reading activities in assignments, encourage outside reading (e.g, rewards for youth-chosen books read by youth on their own time), and allow in-school, quiet reading time.
- (4) Focus on boys’ lower connectedness (involvement and caring) as a risk-factor: that is, try to not accept lower connectedness as the norm and acceptable, and facilitate boys’ involvement.

Connectedness Report: A Small Rural School District, March 22, 2003
Profile of Average Level of Connectedness by Sex, Grade, & Related Developmental Asset:

Completed by Michael J. Karcher, Ed.D., Ph.D., University of Texas ★ San Antonio

Connectedness Domain	Developmental Asset	Conn. for kids with/out asset	Average Level by Sex		Mean Level of Connectedness in Each Grade								
			Girls	Boys	6th	7th	8th	9th	10th	11th	12th	α (#)	
School Connectedness: Future-oriented, Conventional													
<i>School:</i> Involvement in and positive feelings toward school	24. Bonding to School (5)	3.2	Does not have Does Have asset (72%)	3.5	3.2	3.8	3.5	3.5	3.5	3.3	3.4	3.3	.84 (6)
<i>Teachers:</i> Caring for; wanting respect; working to gain trust	14. Adult Role Models	3.5	3.7 (83%)	3.7	3.5	3.8	3.6	3.6	3.5	3.5	3.5	3.6	.83 (5)
<i>Reading:</i> Reading regularly, independently, and for fun	25. Reading for Pleasure	2.5	3.4 (88%)	2.8	2.5	3.3	2.9	3.0	2.8	2.8	2.9	3.0	.92 (4)
<i>Peers:</i> Can work cooperatively with and likes one's own peers	15. Pos. Peer Influence	3.0	3.4 (68%)	3.3	3.1	3.1	3.2	3.3	3.2	3.2	3.2	3.3	.74 (6)
<i>Culturally different peers:</i> Interest in and values diversity	34. Cultural Competence	3.2	4.3 (85%)	3.9	3.6	4.0	3.6	3.6	3.6	3.9	3.7	3.9	.91 (3)
Self-Perception: Temporal													
<i>Self-in-the Future:</i> Actively working toward hopeful future	37. Personal Power (& 40)	3.6	Does not Have Does Have (62%)	3.9	3.8	4.0	4.0	3.8	3.7	3.7	3.7	4.0	.79 (5)
<i>Self-in-the-present:</i> Feels esteemed, unique, likeable	38. Self-Esteem (17)	3.2	3.7 (71%)	3.4	3.4	3.5	3.5	3.5	3.3	3.3	3.3	3.4	.78 (5)
<i>Notes:</i> α = scale reliability (< .70 fair; .70 - .79 good; > .80 very good); * significant sex differences; # = number of items in the subscale. Scale Anchors: 1 = Not at all true; No 2 = Not really true; 3 = Sort of true; 4 = True; 5 = Very true; % = Accuracy of predicting that asset. Low connectedness includes anchors 1-3 (Mean < 3.5) and High connectedness includes anchors 4-5 (Mean \geq 3.5)													

<i>Social Connectedness: Present Oriented, Unconventional</i>	<i>Akin Asset:</i>	Don't Have	Does Have	Girls	Boys	6th	7th	8th	9th	10th	11th	12th	α (#)
<i>Friends:</i> Trusts, spends time with, & talks openly w/ friends	33. "Social" Competence	3.4	3.7 (72%)	3.7	3.4	3.7	3.7	3.7	3.3	3.4	3.5	3.6	.85 (6)
<i>Neighborhood:</i> Activity in and sense of safety & belonging	20. (-) Time at home (10 Safe)	3.5	3.2 (-63%)	3.3	3.4	3.7	3.4	3.3	3.2	3.2	3.1	3.2	.80 (6)
<i>Romantic partner:</i> Has, relies on, values boyfriend/girlfriend	31. Restraint	3.5	2.7 (67%)	3.3	2.9	3.2	3.2	3.0	2.8	2.9	3.3	3.2	.95 (4)
<i>Family Connectedness: Present-oriented, Conventional</i>													
<i>Family Connectedness: Present-oriented, Conventional</i>	<i>Akin Asset:</i>	Don't Have	Does Have	Girls	Boys	6th	7th	8th	9th	10th	11th	12th	α (#)
<i>Parents:</i> Spends time with, wants trust, cares for	1. Family Support	3.3	4.0 (77%)	3.7	3.6	3.9	3.6	3.7	3.7	3.4	3.6	3.6	.83 (6)
<i>Mother:</i> Fees close to, cares for, & communicates well with	2. Positive Fam. Comm.	3.6	4.2 (77%)	3.9	3.8	4.3	4.0	3.7	3.8	3.9	3.7	3.8	.83 (4)
<i>Father:</i> Fees close to, cares for, & communicates well with	2. Positive Fam. Comm.	3.3	4.1 (76%)	3.9	3.8	3.9	4.0	3.8	3.5	3.5	3.4	3.7	.86 (4)
<i>Siblings:</i> Frequent, enjoyable contact with siblings	1. Family Support	2.8	3.3 (70%)	3.5	3.0	3.2	3.0	3.0	3.2	3.0	2.9	2.9	.89 (5)
<i>Religion:</i> Faithfulness; involvement in, importance of	19. Religious Community	2.0	3.9 (84%)	3.2	2.9	3.2	3.2	2.8	2.8	2.9	2.6	3.2	.86 (3)
<p><i>Notes:</i> α = scale reliability (< .70 fair; .70 - .79 good; > .80 very good); * significant sex differences; # = number of items in the subscale. Scale Anchors: 1 = Not at all true; No 2 = Not really true; 3 = Sort of true; 4 = True; 5 = Very true; % = Accuracy of predicting that asset. Low connectedness includes anchors 1-3 (Mean < 3.5) and High connectedness includes anchors 4-5 (Mean \geq 3.5)</p>													

INDIVIDUAL ITEMS IN EACH SUBSCALE (Reverse score items 2, 7, 13, 18, 26, 30, 34, 45, 51, 55, 64, 70, 71)

School (6 items)

- (6) I work hard at school.
 - (16) I enjoy being at school.
 - (26) **I get bored in school a lot.**
 - (36) I do well in school.
 - (46) I feel good about myself when I am at school.
 - (56) Doing well in school is important to me.
-

Teachers (6 items)

- (8) I care what my teachers think of me.
 - (18) **I do not get along with some of my teachers.**
 - (28) I want to be respected by my teachers.
 - (38) I try to get along with my teachers.
 - (48) I always try hard to earn my teachers' trust.
 - (50) I usually like my teachers.
-

Reading (4 items)

- (10) I enjoy spending time by myself reading.
 - (20) I like to read.
 - (30) **I never read books in my free time.**
 - (40) I often read when I have free time.
-

Peers (6 items)

- (7) **My classmates often bother me.**
 - (17) I like pretty much all of the other kids in my grade.
 - (27) I like working with my classmates.
 - (37) I get along well with the other students in my classes.
 - (47) I am liked by my classmates.
 - (57) I rarely fight or argue with the other kids at school.
-

Kids from other cultures (3 items)

- (60) I like getting to know kids from other cultural or racial groups.
 - (65) I would like to know more people from different cultural groups.
 - (69) I like getting to know people who are culturally different from me.
-

Self-in-the-present (6 items)

- (3) I can name 5 things that my friends like about me.
 - (13) **There is not much that is unique or special about me.**
 - (23) I can name 3 things that other kids like about me.
 - (33) I really like who I am.
 - (43) I have special hobbies, skills, or talents.
 - (53) I have unique interests or skills that make me interesting.
-

Future (6 items)

- (9) I will have a good future.
- (19) Doing well in school will help me in the future.
- (29) I do things outside of school to prepare for my future.
- (39) I do lots of things in school to prepare for my future.
- (49) I think about my future often.
- (55) **What I do now will not affect my future.**

Neighborhood (6 items)

- (1) I like hanging out around where I live (like my neighborhood).
 - (11) I spend a lot of time with kids around where I live.
 - (21) I get along with the kids in my neighborhood.
 - (31) I often spend time playing or doing things in my neighborhood.
 - (41) I hang out a lot with kids in my neighborhood.
 - (51) **My neighborhood is boring.**
-

Friends (6 items)

- (2) **Spending time with friends is not so important to me.**
 - (12) I have friends I'm really close to and trust completely.
 - (22) Spending time with my friends is a big part of my life.
 - (32) My friends and I talk openly with each other about personal things.
 - (42) I spend as much time as I can with my friends.
 - (52) My friends and I spend a lot of time talking about things.
-

Romantic partner (5 items)

- (61) I spend a lot of time with a boyfriend / girlfriend.
 - (66) I have a boyfriend / girlfriend who is very important to me.
 - (70) **I don't really care about having a boyfriend/girlfriend.**
 - (74) I share my worries and concerns with a boyfriend / girlfriend.
 - (76) I spend as much time as I can with a girlfriend / boyfriend.
-

Parents (6 items)

- (4) My family has fun together.
 - (14) It is important that my parents trust me.
 - (24) I enjoy spending time with my parents.
 - (34) **My parents and I disagree about many things.**
 - (44) My parents and I get along well.
 - (54) I care about my parents very much.
-

Mother (4 items)

- (59) I enjoy spending time with my mother.
 - (63) My mother and I are pretty close.
 - (68) My mother cares a lot about me.
 - (77) I talk with my mother about very personal things and my problems.
-

Father (4 items)

- (58) I enjoy spending time with my father.
 - (64) My father and I are pretty close.
 - (67) My father cares a lot about me.
 - (78) I talk with my father about very personal things and my problems.
-

Siblings (5 items)

- (5) I have a lot of fun with my brother(s) or sister(s).
 - (15) I feel close to my brother(s) or sister(s).
 - (25) I enjoy spending time with my brothers / sisters.
 - (35) I try to spend time with my brothers / sisters when I can.
 - (45) **I try to avoid being around my brother/sister(s).**
-

Religion (3 items)

- (62) My religion is very important to me.
 - (71) I attend a religious service (like church) regularly.
 - (75) I am a religious or faithful person
-

1. I like hanging out around where I live (like in my neighborhood.)

Response	N	%
1-Not at all true	28	8%
2-Not really true	49	14%
3-Sort of true	117	33%
4-True	107	30%
5-Very True	55	15%
Total	356	100%
Mean	3.3	
Median	3	
StDev	1.129	

2. Spending time with friends is not so important to me.

Response	N	%
1-Not at all true	209	59%
2-Not really true	84	24%
3-Sort of true	37	10%
4-True	12	3%
5-Very True	13	4%
Total	355	100%
Mean	1.7	
Median	1	
StDev	1.033	

3. I can name 5 things that my friends like about me.

Response	N	%
1-Not at all true	22	6%
2-Not really true	37	11%
3-Sort of true	81	23%
4-True	149	43%
5-Very True	57	16%
Total	346	100%
Mean	3.5	
Median	4	
StDev	1.085	

4. My family has fun together.

Response	N	%
1-Not at all true	19	5%
2-Not really true	37	10%
3-Sort of true	123	34%
4-True	113	32%
5-Very True	65	18%
Total	357	100%
Mean	3.5	
Median	3	
StDev	1.069	

5. I have a lot of fun with my brother(s) or sister(s). (leave blank if you have none)

Response	N	%
1-Not at all true	22	7%
2-Not really true	50	15%
3-Sort of true	111	33%
4-True	97	29%
5-Very True	55	16%
Total	335	100%
Mean	3.3	
Median	3	
StDev	1.117	

6. I work hard at school.

Response	N	%
1-Not at all true	19	5%
2-Not really true	37	10%
3-Sort of true	103	29%
4-True	110	31%
5-Very True	87	24%
Total	356	100%
Mean	3.6	
Median	4	
StDev	1.124	

7. My classmates often bother me.

Response	N	%
1-Not at all true	63	18%
2-Not really true	117	33%
3-Sort of true	86	24%
4-True	54	15%
5-Very True	34	10%
Total	354	100%
Mean	2.7	
Median	2	
StDev	1.211	

8. I care what my teachers think of me.

Response	N	%
1-Not at all true	48	14%
2-Not really true	47	13%
3-Sort of true	94	27%
4-True	97	27%
5-Very True	67	19%
Total	353	100%
Mean	3.2	
Median	3	
StDev	1.286	

9. I will have a good future.

Response	N	%
1-Not at all true	12	4%
2-Not really true	9	3%
3-Sort of true	33	10%
4-True	133	41%
5-Very True	137	42%
Total	324	100%
Mean	4.2	
Median	4	
StDev	0.974	

10. I enjoy spending time by myself reading.

Response	N	%
1-Not at all true	113	32%
2-Not really true	79	22%
3-Sort of true	70	20%
4-True	56	16%
5-Very True	38	11%
Total	356	100%
Mean	2.5	
Median	2	
StDev	1.258	

11. I spend a lot of time with kids around where I live.

Response	N	%
1-Not at all true	54	15%
2-Not really true	77	22%
3-Sort of true	90	26%
4-True	76	22%
5-Very True	54	15%
Total	351	100%
Mean	3.0	
Median	3	
StDev	1.293	

12. I have friends I'm really close to and trust completely.

Response	N	%
1-Not at all true	10	3%
2-Not really true	23	6%
3-Sort of true	58	16%
4-True	102	29%
5-Very True	162	46%
Total	355	100%
Mean	4.1	
Median	4	
StDev	1.063	

13. There is not much that is unique or special about me.

Response	N	%
1-Not at all true	117	33%
2-Not really true	116	33%
3-Sort of true	66	19%
4-True	37	11%
5-Very True	14	4%
Total	350	100%
Mean	2.2	
Median	2	
StDev	1.129	

14. It is important that my parents trust me.

Response	N	%
1-Not at all true	3	1%
2-Not really true	10	3%
3-Sort of true	23	6%
4-True	126	35%
5-Very True	193	54%
Total	355	100%
Mean	4.4	
Median	5	
StDev	0.801	

15. I feel close to my brother(s) or sister(s) (leave blank if you have none)

Response	N	%
1-Not at all true	19	6%
2-Not really true	42	13%
3-Sort of true	92	28%
4-True	119	36%
5-Very True	57	17%
Total	329	100%
Mean	3.5	
Median	4	
StDev	1.006	

16. I enjoy being at school.

Response	N	%
1-Not at all true	61	18%
2-Not really true	58	17%
3-Sort of true	126	36%
4-True	71	20%
5-Very True	31	9%
Total	347	100%
Mean	2.9	
Median	3	
StDev	1.191	

17. I like pretty much all of the other kids in my grade.

Response	N	%
1-Not at all true	33	9%
2-Not really true	67	19%
3-Sort of true	114	32%
4-True	114	32%
5-Very True	26	7%
Total	354	100%
Mean	3.1	
Median	3	
StDev	1.083	

18. I do not get along with some of my teachers.

Response	N	%
1-Not at all true	69	20%
2-Not really true	74	21%
3-Sort of true	67	19%
4-True	88	25%
5-Very True	55	16%
Total	353	100%
Mean	3.0	
Median	3	
StDev	1.367	

19. Doing well in school will help me in the future.

Response	N	%
1-Not at all true	6	2%
2-Not really true	9	3%
3-Sort of true	24	7%
4-True	110	31%
5-Very True	204	58%
Total	353	100%
Mean	4.4	
Median	5	
StDev	0.858	

20. I like to read.

Response	N	%
1-Not at all true	79	22%
2-Not really true	66	19%
3-Sort of true	83	23%
4-True	62	17%
5-Very True	66	19%
Total	356	100%
Mean	2.9	
Median	3	
StDev	1.110	

21. I get along with the kids in my neighborhood

Response	N	%
1-Not at all true	13	4%
2-Not really true	31	9%
3-Sort of true	69	21%
4-True	163	49%
5-Very True	58	17%
Total	334	100%
Mean	3.7	
Median	4	
StDev	0.996	

22. Spending time with my friends is a big part of my life.

Response	N	%
1-Not at all true	14	4%
2-Not really true	32	9%
3-Sort of true	58	16%
4-True	103	29%
5-Very True	147	42%
Total	354	100%
Mean	4.0	
Median	4	
StDev	1.139	

23. I can name 3 things that other kids like about me.

Response	N	%
1-Not at all true	21	6%
2-Not really true	33	10%
3-Sort of true	76	22%
4-True	149	44%
5-Very True	62	18%
Total	341	100%
Mean	3.6	
Median	4	
StDev	1.083	

24. I enjoy spending time with my parents.

Response	N	%
1-Not at all true	19	5%
2-Not really true	37	10%
3-Sort of true	109	31%
4-True	116	33%
5-Very True	72	20%
Total	353	100%
Mean	3.5	
Median	4	
StDev	1.092	

25. I enjoy spending time with my brothers/sisters.(leave blank if you have none)

Response	N	%
1-Not at all true	16	5%
2-Not really true	46	14%
3-Sort of true	99	30%
4-True	106	32%
5-Very True	66	20%
Total	333	100%
Mean	3.5	
Median	4	
StDev	1.102	

26. I get bored in school a lot.

Response	N	%
1-Not at all true	29	8%
2-Not really true	58	17%
3-Sort of true	98	28%
4-True	71	20%
5-Very True	95	27%
Total	351	100%
Mean	3.4	
Median	3	
StDev	1.271	

26. I like working with my classmates.

Response	N	%
1-Not at all true	17	5%
2-Not really true	39	11%
3-Sort of true	122	35%
4-True	125	36%
5-Very True	47	13%
Total	350	100%
Mean	3.4	
Median	3	
StDev	1.014	

28. I want to be respected by my teachers.

Response	N	%
1-Not at all true	15	4%
2-Not really true	14	4%
3-Sort of true	47	13%
4-True	157	45%
5-Very True	118	34%
Total	351	100%
Mean	4.0	
Median	4	
StDev	1.009	

29. I do things outside of school to prepare for my future.

Response	N	%
1-Not at all true	26	7%
2-Not really true	57	16%
3-Sort of true	79	23%
4-True	112	32%
5-Very True	77	22%
Total	351	100%
Mean	3.4	
Median	4	
StDev	1.208	

30. I never read books in my free time.

Response	N	%
1-Not at all true	114	32%
2-Not really true	66	19%
3-Sort of true	49	14%
4-True	55	16%
5-Very True	68	19%
Total	352	100%
Mean	2.7	
Median	2	
StDev	1.527	

31. I often spend time playing or doing things in my neighborhood.

Response	N	%
1-Not at all true	34	10%
2-Not really true	63	18%
3-Sort of true	88	25%
4-True	107	31%
5-Very True	57	16%
Total	349	100%
Mean	3.3	
Median	3	
StDev	1.212	

32. My friends and I talk openly with each other about personal things.

Response	N	%
1-Not at all true	24	7%
2-Not really true	53	15%
3-Sort of true	69	19%
4-True	111	31%
5-Very True	98	28%
Total	355	100%
Mean	3.6	
Median	4	
StDev	1.226	

33. I really like who I am.

Response	N	%
1-Not at all true	17	5%
2-Not really true	29	8%
3-Sort of true	73	21%
4-True	140	40%
5-Very True	93	26%
Total	352	100%
Mean	3.7	
Median	4	
StDev	1.084	

34. My parents and I disagree about many things.

Response	N	%
1-Not at all true	29	8%
2-Not really true	88	25%
3-Sort of true	91	26%
4-True	80	23%
5-Very True	64	18%
Total	352	100%
Mean	3.2	
Median	3	
StDev	1.228	

35. I try to spend time with my brothers/sisters when I can.

Response	N	%
1-Not at all true	27	8%
2-Not really true	69	21%
3-Sort of true	96	29%
4-True	87	26%
5-Very True	52	16%
Total	331	100%
Mean	3.2	
Median	3	
StDev	1.178	

36. I do well in school.

Response	N	%
1-Not at all true	16	5%
2-Not really true	32	9%
3-Sort of true	100	28%
4-True	127	36%
5-Very True	80	23%
Total	355	100%
Mean	3.6	
Median	4	
StDev	1.067	

37. I get along well with the other students in my classes.

Response	N	%
1-Not at all true	9	3%
2-Not really true	32	9%
3-Sort of true	106	30%
4-True	166	47%
5-Very True	39	11%
Total	352	100%
Mean	3.6	
Median	4	
StDev	0.898	

38. I try to get along with my teachers.

Response	N	%
1-Not at all true	13	4%
2-Not really true	15	4%
3-Sort of true	78	22%
4-True	176	50%
5-Very True	73	21%
Total	355	100%
Mean	3.8	
Median	4	
StDev	0.940	

39. I do lots of things in school to prepare for my future.

Response	N	%
1-Not at all true	16	5%
2-Not really true	46	13%
3-Sort of true	137	39%
4-True	91	26%
5-Very True	57	16%
Total	347	100%
Mean	3.4	
Median	3	
StDev	1.051	

40. I often read when I have free time.

Response	N	%
1-Not at all true	94	27%
2-Not really true	90	26%
3-Sort of true	79	23%
4-True	48	14%
5-Very True	40	11%
Total	351	100%
Mean	2.6	
Median	2	
StDev	1.220	

41. I hand out a lot with kids in my neighborhood.

Response	N	%
1-Not at all true	41	12%
2-Not really true	81	24%
3-Sort of true	91	27%
4-True	77	23%
5-Very True	51	15%
Total	341	100%
Mean	3.0	
Median	3	
StDev	1.243	

42. I spend as much time as I can with my friends.

Response	N	%
1-Not at all true	9	3%
2-Not really true	25	7%
3-Sort of true	72	21%
4-True	110	31%
5-Very True	134	38%
Total	350	100%
Mean	4.0	
Median	4	
StDev	1.052	

43. I have special hobbies, skills, or talents.

Response	N	%
1-Not at all true	12	3%
2-Not really true	22	6%
3-Sort of true	59	17%
4-True	139	40%
5-Very True	118	34%
Total	350	100%
Mean	3.9	
Median	4	
StDev	1.032	

44. My parents and I get along well.

Response	N	%
1-Not at all true	22	6%
2-Not really true	21	6%
3-Sort of true	83	24%
4-True	135	39%
5-Very True	88	25%
Total	349	100%
Mean	3.7	
Median	4	
StDev	1.102	

45. I try to avoid being around my brother/sister(s).(leave blank if you have none)

Response	N	%
1-Not at all true	113	35%
2-Not really true	100	31%
3-Sort of true	63	19%
4-True	37	11%
5-Very True	13	4%
Total	326	100%
Mean	2.2	
Median	2	
StDev	1.140	

46. I feel good about myself when I am at school.

Response	N	%
1-Not at all true	22	6%
2-Not really true	49	14%
3-Sort of true	121	35%
4-True	117	34%
5-Very True	36	10%
Total	345	100%
Mean	3.3	
Median	3	
StDev	1.039	

47. I am liked by my classmates.

Response	N	%
1-Not at all true	8	2%
2-Not really true	15	4%
3-Sort of true	105	31%
4-True	164	48%
5-Very True	48	14%
Total	340	100%
Mean	3.7	
Median	4	
StDev	0.857	

48. I always try had to earn my teachers' trust.

Response	N	%
1-Not at all true	19	6%
2-Not really true	40	12%
3-Sort of true	98	28%
4-True	110	32%
5-Very True	78	23%
Total	345	100%
Mean	3.5	
Median	4	
StDev	1.125	

49. I think about my future often.

Response	N	%
1-Not at all true	13	4%
2-Not really true	38	11%
3-Sort of true	81	23%
4-True	112	32%
5-Very True	104	30%
Total	348	100%
Mean	3.7	
Median	4	
StDev	1.113	

50. I usually like my teachers.

Response	N	%
1-Not at all true	10	3%
2-Not really true	23	7%
3-Sort of true	95	27%
4-True	170	49%
5-Very True	50	14%
Total	348	100%
Mean	3.7	
Median	4	
StDev	0.906	

51. My neighborhood is boring.

Response	N	%
1-Not at all true	57	17%
2-Not really true	41	12%
3-Sort of true	77	22%
4-True	82	24%
5-Very True	88	26%
Total	345	100%
Mean	3.3	
Median	3	
StDev	1.398	

52. My friends and I spend a lot of time talking about things.

Response	N	%
1-Not at all true	13	4%
2-Not really true	35	10%
3-Sort of true	75	22%
4-True	119	34%
5-Very True	105	30%
Total	347	100%
Mean	3.8	
Median	4	
StDev	1.100	

53. I have unique interests or skills that make me interesting.

Response	N	%
1-Not at all true	12	3%
2-Not really true	39	11%
3-Sort of true	80	23%
4-True	134	39%
5-Very True	82	24%
Total	347	100%
Mean	3.7	
Median	4	
StDev	1.061	

54. I care about my parents very much.

Response	N	%
1-Not at all true	5	1%
2-Not really true	7	2%
3-Sort of true	30	9%
4-True	113	33%
5-Very True	190	55%
Total	345	100%
Mean	4.4	
Median	5	
StDev	0.841	

55. What I do now will not affect my future.

Response	N	%
1-Not at all true	153	46%
2-Not really true	44	13%
3-Sort of true	49	15%
4-True	50	15%
5-Very True	35	11%
Total	331	100%
Mean	2.3	
Median	2	
StDev	1.112	

56. Doing well in school is important to me.

Response	N	%
1-Not at all true	8	2%
2-Not really true	16	5%
3-Sort of true	70	20%
4-True	116	33%
5-Very True	138	40%
Total	348	100%
Mean	4.0	
Median	4	
StDev	0.995	

57. I rarely fight or argue with the other kids at school.

Response	N	%
1-Not at all true	30	9%
2-Not really true	46	13%
3-Sort of true	88	26%
4-True	115	33%
5-Very True	65	19%
Total	344	100%
Mean	3.4	
Median	4	
StDev	1.189	

Leave mother or father questions blank if either is deceased. If living with a relative or guardian, answer using the mother questions.

58. I enjoy spending time with my father.

Response	N	%
1-Not at all true	21	6%
2-Not really true	15	5%
3-Sort of true	45	14%
4-True	115	35%
5-Very True	128	40%
Total	324	100%
Mean	4.0	
Median	4	
StDev	1.143	

59. I enjoy spending time with my mother.

Response	N	%
1-Not at all true	13	4%
2-Not really true	13	4%
3-Sort of true	57	16%
4-True	140	40%
5-Very True	125	36%
Total	348	100%
Mean	4.0	
Median	4	
StDev	1.006	

60. I like getting to know kids from other cultural or racial groups.

Response	N	%
1-Not at all true	15	4%
2-Not really true	41	12%
3-Sort of true	94	27%
4-True	129	38%
5-Very True	63	18%
Total	342	100%
Mean	3.5	
Median	4	
StDev	1.060	

61. I spend a lot of time with a boyfriend/girlfriend.

Response	N	%
1-Not at all true	61	19%
2-Not really true	51	16%
3-Sort of true	43	14%
4-True	63	20%
5-Very True	98	31%
Total	316	100%
Mean	3.3	
Median	4	
StDev	1.519	

62. My religion is very important to me.

Response	N	%
1-Not at all true	63	18%
2-Not really true	56	16%
3-Sort of true	51	15%
4-True	75	22%
5-Very True	100	29%
Total	345	100%
Mean	3.3	
Median	4	
StDev	1.484	

63. My mother and I are pretty close.

Response	N	%
1-Not at all true	17	5%
2-Not really true	24	7%
3-Sort of true	72	21%
4-True	130	38%
5-Very True	102	30%
Total	345	100%
Mean	3.8	
Median	4	
StDev	1.091	

64. My father and I are pretty close.

Response	N	%
1-Not at all true	25	8%
2-Not really true	29	9%
3-Sort of true	69	21%
4-True	111	34%
5-Very True	88	27%
Total	322	100%
Mean	3.6	
Median	4	
StDev	1.194	

65. I would like to know more people from different cultural groups.

Response	N	%
1-Not at all true	27	8%
2-Not really true	64	19%
3-Sort of true	97	29%
4-True	99	29%
5-Very True	49	15%
Total	336	100%
Mean	3.2	
Median	3	
StDev	1.157	

66. I have a boyfriend/girlfriend who is very important to me.

Response	N	%
1-Not at all true	83	27%
2-Not really true	28	9%
3-Sort of true	33	11%
4-True	54	17%
5-Very True	113	36%
Total	311	100%
Mean	3.3	
Median	4	
StDev	1.648	

67. My father cares a lot about me.

Response	N	%
1-Not at all true	19	6%
2-Not really true	9	3%
3-Sort of true	22	7%
4-True	87	26%
5-Very True	192	58%
Total	329	100%
Mean	4.3	
Median	5	
StDev	1.095	

68. My mother cares a lot about me.

Response	N	%
1-Not at all true	6	2%
2-Not really true	7	2%
3-Sort of true	18	5%
4-True	90	26%
5-Very True	224	65%
Total	345	100%
Mean	4.5	
Median	5	
StDev	0.829	

69. I like getting to know people who are culturally different from me.

Response	N	%
1-Not at all true	23	7%
2-Not really true	51	15%
3-Sort of true	92	27%
4-True	112	33%
5-Very True	60	18%
Total	338	100%
Mean	3.4	
Median	4	
StDev	1.144	

70. I don't really care about having a boyfriend/girlfriend.

Response	N	%
1-Not at all true	137	40%
2-Not really true	75	22%
3-Sort of true	70	20%
4-True	33	10%
5-Very True	27	8%
Total	342	100%
Mean	2.2	
Median	2	
StDev	1.085	

71. I attend a religious service (like at a church, synagogue, or mosque) regularly.

Response	N	%
1-Not at all true	151	44%
2-Not really true	36	10%
3-Sort of true	43	12%
4-True	46	13%
5-Very True	69	20%
Total	345	100%
Mean	2.6	
Median	2	
StDev	1.611	

72. My father and I argue a lot.

Response	N	%
1-Not at all true	109	34%
2-Not really true	103	33%
3-Sort of true	45	14%
4-True	31	10%
5-Very True	28	9%
Total	316	100%
Mean	2.3	
Median	2	
StDev	1.271	

73. My mother and I argue a lot.

Response	N	%
1-Not at all true	95	28%
2-Not really true	101	29%
3-Sort of true	70	20%
4-True	44	13%
5-Very True	35	10%
Total	345	100%
Mean	2.5	
Median	2	
StDev	1.292	

74. I share my worries and concerns with a boyfriend/girlfriend.

Response	N	%
1-Not at all true	91	29%
2-Not really true	51	16%
3-Sort of true	48	15%
4-True	57	18%
5-Very True	69	22%
Total	316	100%
Mean	2.9	
Median	3	
StDev	1.536	

75. I am a religious or faithful person.

Response	N	%
1-Not at all true	85	25%
2-Not really true	54	16%
3-Sort of true	56	17%
4-True	67	20%
5-Very True	76	22%
Total	338	100%
Mean	3.0	
Median	3	
StDev	1.507	

76. I spend as much time as I can with a boyfriend/girlfriend.

Response	N	%
1-Not at all true	70	23%
2-Not really true	36	12%
3-Sort of true	36	12%
4-True	67	22%
5-Very True	98	32%
Total	307	100%
Mean	3.3	
Median	4	
StDev	1.566	

77. I talk with my mother about very personal things and my problems.

Response	N	%
1-Not at all true	81	24%
2-Not really true	83	24%
3-Sort of true	70	20%
4-True	50	15%
5-Very True	59	17%
Total	343	100%
Mean	2.8	
Median	3	
StDev	1.406	

78. I talk with my father about very personal things and my problems.

Response	N	%
1-Not at all true	112	35%
2-Not really true	81	25%
3-Sort of true	63	20%
4-True	33	10%
5-Very True	29	9%
Total	318	100%
Mean	2.3	
Median	2	
StDev	1.298	

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