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Violent Incidents Among Selected Public School Students in Two Large Cities of the South and the Southern Midwest, 1995: [United States]

ICPSR 2027

Daniel Lockwood

User Guide and Machine-Readable Codebooks

ICPSR

Inter-university Consortium for Political and Social Research

VIOLENT INCIDENTS AMONG SELECTED PUBLIC SCHOOL STUDENTS IN TWO LARGE CITIES OF THE SOUTH AND THE SOUTHERN MIDWEST, 1995: [UNITED STATES]

(ICPSR 2027)

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BIBLIOGRAPHIC CITATION

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REQUEST FOR INFORMATION ON USE OF ICPSR RESOURCES

To provide funding agencies with essential information about use of archival resources and to facilitate the exchange of information about ICPSR participants' research activities, users of ICPSR data are requested to send to ICPSR bibliographic citations for each completed manuscript or thesis abstract. Please indicate in a cover letter which data were used.

DATA DISCLAIMER

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SUMMARY

This study of violent incidents among middle- and high-school students focused not only on the types and frequency of these incidents, but also on their dynamics -- the locations, the "opening moves," the relationship between the disputants, the goals and justifications of the aggressor, the role of third parties, and other factors. For this study, violence was defined as an act carried out with the intention, or perceived intention, of physically injuring another person, and the "opening move" was defined as the action of a respondent, antagonist, or third party that was viewed as beginning the violent incident. Data were obtained from interviews with 70 boys and 40 girls who attended public schools with populations that had high rates of violence. About half of the students came from a middle school in an economically disadvantaged African-American section of a large southern city. The neighborhood the school served, which included a public housing project, had some of the country's highest rates of reported violent crime. The other half of the sample were volunteers from an alternative high school attended by students who had committed serious violations of school rules, largely involving illegal drugs, possession of handguns, or fighting. Many students in this high school, which is located in a large city in the southern part of the Midwest, came from high-crime areas, including public housing communities. The interviews were open-ended, with the students encouraged to speak at length about any violent incidents in school, at home, or in the neighborhood in which they had been involved. The 110 interviews yielded 250 incidents and are presented as text files, Parts 3 and 4. The interview transcriptions were then reduced to a quantitative database with the incident as the unit of analysis (Part 1). Incidents were diagrammed, and events in each sequence were coded and grouped to show the typical patterns and sub-patterns in the interactions. Explanations the students offered for the violent-incident behavior were grouped into two categories: (1) "justifications," in which the young people accepted responsibility for their violent actions but denied that the actions were wrong, and (2) "excuses," in which the young people admitted the act was wrong but denied responsibility. Every case in the incident database had at least one physical indicator of force or violence. The respondent-level file (Part 2) was created from the incident-level file using the AGGREGATE procedure in SPSS. Variables in Part 1 include the sex, grade, and age of the respondent; the sex and estimated age of the antagonist; the relationship between respondent and antagonist; the nature and location of the opening move; the respondent's response to the opening move, persons present during the incident; the respondent's emotions during the incident; the person who ended the fight; punishments imposed due to the incident; whether the respondent was arrested; and the duration of the incident. Additional items

cover the number of times during the incident that something was thrown; the respondent was pushed, slapped, or spanked; was kicked, bit, or hit with a fist or with something else; was beaten up, cut, or bruised; was threatened with a knife or gun, or a knife or gun was used on the respondent. Variables in Part 2 include the respondent's age, gender, race, and grade at the time of the interview; the number of incidents per respondent; if the respondent was an armed robber or a victim of an armed robbery; and whether the respondent had something thrown at him/her; was pushed, slapped, or spanked; was kicked, bit, or hit with a fist or with something else; was beaten up; was threatened with a knife or gun; or had a knife or gun used on him/her.

GENERAL STUDY OVERVIEW

STUDY IDENTIFICATION

VIOLENT INCIDENTS AMONG SELECTED PUBLIC SCHOOL STUDENTS IN TWO LARGE CITIES OF THE SOUTH AND THE SOUTHERN MIDWEST, 1995: [UNITED STATES]

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Award No. 94-IJ-CX-0062

KEY WORDS

Juveniles, robbery, victimization, violent crimes

PURPOSE OF THE STUDY

Adolescent violence is partly attributable to escalating sequences of events in incidents that culminate in outcomes unintended by the participants. Although the young people who engage in violence often do not intend the outcome, they nevertheless suffer the consequences -- either the harm that comes from the victimization or from the punishment that comes from being the aggressor. The problem is increasing because, while the rates of some types of violent crimes are declining, the risk of being a victim of this type of crime has risen since the mid-1980s among juveniles aged 12 to 17. Little research has been conducted on the nature of violent interactions among middle- and high-school students, especially qualitative ethnographic studies conducted from a "social interactionist" perspective, which explains behavior though the analysis of interaction among people. Therefore, this study of violent incidents among middle- and high-school students focused not only on the types and frequency of these incidents, but also on their dynamics -- the locations, the "opening moves," the relationship between disputants, the goals and justifications of the aggressor, the role of third parties, and other factors. For this study, violence was defined as an act carried out with the intention, or perceived intention, of physically injuring another person, and the "opening move" was defined as the action of a respondent, antagonist, or third party that was viewed as beginning the violent incident. The violent incidents were analyzed to create general models of the sequence or pattern of events in the interactions among disputants. Information about the typical steps that culminate in violent incidents, the most common locations where the incidents take place, and how the disputants and others are related can be used in designing and improving violence prevention programs. The patterns of events identified can also indicate areas for intervention, with a focus on the opening moves.

METHODS

STUDY DESIGN

Data were obtained from interviews with 70 boys and 40 girls who attended public schools with populations that had high rates of violence. The interviews were open-ended, with the students encouraged to speak at length about any violent incidents in school, at home, or in the neighborhood in which they had been involved. These tape-recorded conversations explored incident dynamics from the young person's perspective and were concerned with behaviors, emotions, values, and attitudes at different steps of the violent encounter. The 110 interviews (Parts 3 and 4) yielded 250 incidents, almost all of which occurred within 12 months of the interview and half within 6 months. Using formal methods of content analysis, the interview transcriptions were reduced to a quantitative database with the incident as the unit of analysis (Part 1). Incidents were diagrammed, and events in each sequence were coded and grouped to show the typical patterns and sub-patterns in the interactions. Also examined were the explanations students offered for the violent-incident behavior. Explanations were categorized as "justifications," in which the young people accepted responsibility for their violent actions but denied that the actions were wrong, and "excuses," in which the young people admitted the act was wrong but denied responsibility. Every case in the incident database had at least one physical indicator of force or violence such as throwing something at the other, pushing, grabbing, shoving, slapping, kicking, hitting with a fist, hitting with an object, threatening with a gun or knife, or using a gun or knife. The respondent-level file (Part 2) was created from the incident-level file using the AGGREGATE procedure in SPSS.

SOURCES OF INFORMATION

Data were obtained from personal interviews with students at the selected schools. Most interviews lasted about an hour.

SAMPLE

Fifty-eight of the respondents were selected at random from a student body of about 750 at a middle school in an economically disadvantaged African-American section of a large southern city. The neighborhood the school served, which included a public housing project, had some of the country's highest rates of reported violent crime. Another 52 students volunteered from an alternative high school, attended by students who had committed serious violations of school rules, largely involving illegal drugs, possession of handguns, or fighting. Many students in this high school, which is located in a large city in the southern part of the Midwest, came from high-crime areas, including public housing communities. Only students who received permission from their parents to participate were included in the study. Since the schools were selected for having high rates of

violence, the students in the study were assumed to stand a greater chance of being involved with violence. For that reason, their involvement cannot be said to reflect the behavior of the general student bodies of middle schools and high schools.

RESPONSE RATES

Not applicable.

DATE(S) OF DATA COLLECTION

1995

SUMMARY OF CONTENTS

DESCRIPTION OF VARIABLES

Variables in Part 1 include the sex, grade, and age of the respondent; the sex and estimated age of the antagonist; the relationship between respondent and antagonist; the nature and location of the opening move; the respondent's response to the opening move; persons present during the incident; respondent's emotions during the incident; the person who ended the fight; punishments imposed due to the incident; whether the respondent was arrested; and the duration of the incident. Additional items covered the number of times during the incident that something was thrown; the respondent was pushed, slapped, or spanked; was kicked, bit, or hit with a fist or with something else; was beaten up, cut, or bruised; was threatened with a knife or gun; or a knife or gun was used on the respondent. Variables in Part 2 include the respondent's age, gender, race, and grade at time of the interview; the number of incidents per respondent; if the respondent was an armed robber or a victim of an armed robbery; and whether the respondent had something thrown at him/her; was pushed, slapped, or spanked; was kicked, bit, or hit with a fist, or with something else; was beaten up; was threatened with a knife or gun; or had a knife or gun used on him/her.

PRESENCE OF COMMON SCALES

None

UNIT OF OBSERVATION

Part 1: Incidents, Parts 2-4: Individuals.

EXTENT OF PROCESSING

Missing data codes were standardized by the data producer. ICPSR reformatted the data, performed checks for undocumented codes, produced the codebooks, and generated SAS and SPSS data definition statements for this collection.

EXTENT OF COLLECTION

This data collection contains four data files, a user guide and two codebooks provided in one PDF file, and SAS and SPSS data definition statements.

RESTRICTIONS

To preserve respondent anonymity, Parts 3 and 4 are restricted from general dissemination. These files are available from ICPSR. Requests for such data must be submitted in writing, including specific reasons for the request. All decisions regarding public release are made by the Criminal Justice Archive Advisory Committee.

DATA COLLECTION NOTES

(1) Parts 3 and 4 are machine-readable text files, transcriptions of tape-recorded conversations with students. (2) The user guide and codebooks are provided as a Portable Document Format (PDF) file. The PDF file format was developed by Adobe Systems Incorporated and can be accessed using PDF reader software, such as the Adobe Acrobat Reader. Information on how to obtain a copy of the Acrobat Reader is provided through the ICPSR Website on the Internet.

FILE SPECIFICATIONS

PART NUMBER: 1
PART NAME: Incident-Level Data
FILE STRUCTURE: rectangular
CASE COUNT: 250
VARIABLE COUNT: 69
RECORD LENGTH: 100
RECORDS PER CASE: 1

PART NUMBER: 2
PART NAME: Respondent-Level Data
FILE STRUCTURE: rectangular
CASE COUNT: 110
VARIABLE COUNT: 21
RECORD LENGTH: 29
RECORDS PER CASE: 1

PART NUMBER: 3
PART NAME: Text of Interviews with Alternative High School Students

PART NUMBER: 4
PART NAME: Text of Interviews with Middle School Students

RELATED PUBLICATIONS

Lockwood, Daniel. "Violence Among Middle School and High School Students: Analysis and Implications for Prevention" (Research in Brief). Washington, DC: United States Department of Justice. National Institute of Justice, 1997.

Lockwood, Daniel. "The Opening Move in Violent Interactions Among Selected African-American Middle School Students." CHALLENGE 7 (1996), 25-41.

Lockwood, Daniel. "Violence Prevention Among African-American Middle School Children." RESEARCH IN MIDDLE LEVEL EDUCATION QUARTERLY (Spring 1998), 33-49.

FINAL REPORTS AND OTHER PUBLICATIONS

The National Criminal Justice Reference Service (NCJRS) was established in 1972 by the National Institute of Justice (NIJ), of the U.S. Department of Justice, to provide research findings to criminal justice professionals and researchers. NCJRS operates specialized clearinghouses that are staffed by information specialists who supply a range of reference, referral, and distribution services. Final reports and other publications describing research conducted on a variety of criminal justice topics are available. Publications can be obtained from NCJRS at NIJ/NCJRS, Box 6000, Rockville, MD, 20850, 800-851-3420 or 301-251-5500. The URL for the NCJRS homepage is:

http://www.ncjrs.org

DATA RESOURCES PROGRAM ON THE INTERNET

The National Institute of Justice Data Resources Program (DRP) makes datasets from NIJ-funded research and evaluation projects available to the research community and sponsors research and training activities devoted to secondary data analysis. Datasets are archived by the National Archive of Criminal Justice Data (NACJD) at the Inter-university Consortium for Political and Social Research (ICPSR) at the University of Michigan.

The NACJD maintains a World Wide Web site with instructions for transfering files and sending messages. Criminal justice data funded by the Department of Justice are available via the Internet at this site at no charge to the user. NACJD may be contacted at NACJD/ICPSR, P.O. Box 1248, Ann Arbor, MI, 48106-1248, 800-999-0960 or 734-998-9825. The URL for the NACJD homepage is:

http://www.icpsr.umich.edu/NACJD

DATA COMPLETENESS REPORT

This report corresponds to the data file: DA2027.P1

Table 1: Distribution of Variables by Percentage of Missing Values*

Variable Name and Label (Total cases=250)		Percent of Cases with Missing Values
15.9% (11 of 69 variables) have 0% Missing Values		
20.3% (14 of 69 variables) have > 0% - 1% Missing Values		
26.1% (18 of 69 variables) have > 1% - 3% Missing Values		
8.7% (6 of 69 variables) have > 3% - 5% Missing Values		
10.1% (7 of 69 variables) have > 5% - 10% Missing Values		
V41	FEAR	5.2%
RESPONSE	RESPONSE TO OPENING MOVE	5.6%
V42	FEELS HUMILIATED	6.0%
V66	HOW LONG BEFORE INTERVIEW IN MONTHS	6.0%
V43	FEELS EMBARRASSMENT	6.4%
V68	BRUISES	6.4%
V44	CALM	8.4%
8.7% (6 of 69 variables) have > 10% - 20% Missing Values		
V46	ACCOUNT OF RESPONDENT	10.8%
V19	WORKING AGREEMENT?	11.2%
V56	RECONCILED WITH ANTAGONIST?	11.6%
V49	CORPORAL PUNISHMENT BY PARENT	17.6%
V50	OTHER PUNISHMENT BY PARENT	18.8%
V18	GOALS OF VIOLENT ACTION (OF RESPONDENT)	19.2%
4.3% (3 of 69 variables) have > 20% - 40% Missing Values		
V51	COUNSEL BY PARENTS	34.4%
V52	OTHER PARENTAL ACTION	34.4%
V60	PRIMARY ROLE OF 3RD PARTIES	36.8%
5.8% (4 of 69 variables) have > 40% - 100% Missing Values		
V10	RELATIONSHIP IN SCHOOL INCIDENTS	50.8%
V48	SCHOOL ACTION TAKEN	55.2%
V45	OTHER EMOTIONS	70.4%
V9	RELATIONSHIP IN INCIDENT AMONG RELATIVE	84.4%

*Variables individually listed only if greater than 5% missing values. Data does not contain skip patterns or skip patterns are not reflected in the data as coded.

DATA COMPLETENESS REPORT

This report corresponds to the data file: DA2027.P2

Table 2: Distribution of Variables by Percentage of Missing Values*

Variable Name and Label (Total cases=110)	Percent of Cases with Missing Values

23.8% (5 of 21 variables) have 0% Missing Values

28.6% (6 of 21 variables) have > 0% - 1% Missing Values

42.9% (9 of 21 variables) have > 1% - 3% Missing Values

4.8% (1 of 21 variables) have > 3% - 5% Missing Values

*Variables individually listed only if greater than 5% missing values. Data does not contain skip patterns or skip patterns are not reflected in the data as coded.

** CODEBOOK NOTES **

(1) The research project, "Violent Incidents among Selected Public School Students" produced two quantitative datasets along with the transcriptions of the interviews, (Parts 3 and 4, provided as ASCII files). The incident-level data file (Part 1) has the incident as the unit of analysis. The respondent-level data file (Part 2) has the respondent as the unit of analysis. Users of these data, provided with the common identifiers in these three different types of files, can easily go from incident-level characteristics to individual-level characteristics in the quantitative datasets and also locate the interviews in the qualitative interview collection.

This study has four identification numbers:

INCIDENT was placed automatically by SPSS in the incident-level file at the time the final data set was saved for ICPSR. INCIDENT is the same as the "Incident Identification Number." This is the final identification number given to the incidents, in sequence, at the time the data were prepared to be submitted to ICPSR. The purpose of INCIDENT is as a convenience for other users and reflects the researchers final decisions about such issues as which incidents should be considered violent. INCIDENT was not used in the analyses for this project but is provided in the data set as an ID sequence.

SUBJECT is the identifier given to the interview in the field at the time the interview was conducted. Placed on the transcription tape, SUBJECT was then used by the transcriber. "P" was used for the middle school interviews and "B" was used for the alternative school interviews. SUBJECT is in both the incident-level and respondent-level data sets. Interview transcriptions are identified by the SUBJECT label.

V1 is in the incident-level file and is the incident number assigned at the time of coding. "P" interviews are numbered 1-199 and "B" interviews are numbered 200-374.

V2 is also in the incident-level file and was added to the data set at the time of data analysis. V2 provides a numeric code that is consistent with the data set on the respondents.

(2) Variable, V2, was used by the researchers to create the respondent-level file from the incident-level file. The SPSS commands that created the respondent-level file from the incident-level file are as follows:

```
GET /FILE 'INCDA.sps'.
AGGREGATE /OUTFILE 'res.sav' /BREAK v2
 /nuinc = N
 /Age = MEAN (v5)
 /Roboff 'Robbery Offender'= PIN (v12 1,1)
 /Robvic 'Robbery Victim'=PIN (v12 2,2)
 /var20 'Times Something Thrown'= SUM (v20)
 /var21 'Times pushed,grabbed, shoved'=Sum (v21)
 /var22 'Times slapped or spanked'=Sum (v22)
 /var23 'Times kicked, bit, hit with fist'=sum (v23)
 /var24 'Times hit with something'=Sum (v24)
 /var25 'Times beat up'=sum (v25)
 /var26 'Times Threatened with Knife'= SUM (v26)
 /var27 'Times Threatened with Gun'= Sum (v27)
 /var28 'Times Used Knife'= Sum (v28)
 /var29 'Times Used Gun'= sum (v29).
```

(3) The respondent-level file contains two interviews for which incidents were not coded in the incident-level file. Cases with no incidents were entered into the incident-level file by hand.

(4) In the incident-level data, code 88 in V46 is labeled as "Response of actor not violent." Code 88 was sometimes declared as missing during the project's analyses, depending on the analyses performed. Code 88 is the easiest way to select the incidents where individuals were provoked by violence but did not respond violently. The content of these selected interviews can be reviewed to identify non-violent ways of dealing with violence.

(5) Part 3 contains the transcribed interviews of the students at the alternative high school. Interview B28A was provided to ICPSR in an ASCII file named "b27.a". Within the interview text, the respondent, however, is identified as B28A.

(6) All transcribed interviews were reviewed by the principal investigator and his project staff and by ICPSR for information that could lead to the identification of the respondent. Interview texts were edited as deemed necessary. Information changed by ICPSR was enclosed in square brackets ([ ]). The researchers also used the square brackets for explanatory purposes in a small number of instances.

CODEBOOK FOR ICPSR 2027

VIOLENT INCIDENTS AMONG SELECTED PUBLIC SCHOOL STUDENTS IN TWO LARGE CITIES OF THE SOUTH AND THE SOUTHERN MIDWEST, 1995 [UNITED STATES]
(PART 1: INCIDENT-LEVEL DATA)

PLEASE NOTE: The "M" between the code and the code label indicates the code has been designated as a missing value.

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
INCIDENT	INCIDENT IDENTIFICATION NUMBER	1	3	F3
SUBJECT	INTERVIEW CODE	4	11	A8
V1	OFFICE INCIDENT NUMBER	12	15	A4
V2	OFFICE INTERVIEW CODE	16	18	F3
SCHOOL	INTERVIEW LOCATION	19	19	F1
	1 Middle School			
	2 Alternative High School			
V3	SEX OF RESPONDENT	20	20	F1
	1 Male			
	2 Female			
	9 M Missing			
V4	GRADE OF RESPONDENT	21	22	F2
	99 M Missing			
V5	AGE OF RESPONDENT	23	24	F2
	99 M Missing			
V6	SEX OF PRIMARY ANTAGONIST	25	25	F1
	1 Male			
	2 Female			
	9 M Missing			
V7	ESTIMATED AGE OF ANTAGONIST	26	26	F1
	1 Adult, over 21			
	2 Young adult, 19-21			
	3 High school age, 14-18			
	4 Middle school age, 11-13			
	5 Elementary school age, 5-10			
	6 Younger than 5			
	9 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V8	RESPONDENT-ANTAGONIST RELATIONSHIP	27	27	F1
	1 Stranger			
	2 Acquaintance			
	3 Friend (as declared by respondent)			
	4 Relative			
	5 Romantic partner			
	6 Other			
	9 M Missing			
V9	RELATIONSHIP IN INCIDENT AMONG RELATIVES	28	28	F1
	1 Brother-brother			
	2 Sister-brother			
	3 Sister-sister			
	4 Cousin-cousin			
	5 Other			
	6 Child-father			
	7 Brother, brother-in-law			
	8 M Does not apply			
	9 M Missing			
V10	RELATIONSHIP IN SCHOOL INCIDENTS	29	29	F1
	1 Student-Student			
	3 Student-Teacher			
	5 Student-Security Guard			
	6 Student-Principal			
	8 M Does not apply			
	9 M Missing			
V12	RELATIONSHIP IN CRIMINAL INCIDENTS	30	31	F2
	0 Respondent is good Samaritan aiding crime victim			
	1 Respondent is robber of antagonist			
	2 Respondent is robbery victim of antagonist			
	3 Respondent is drug seller to antagonist			
	4 Respondent is drug buyer of antagonist			
	5 Respondent is using drugs with antagonist			
	6 Respondent is collaborator in other crime			
	7 Respondent is theft victim or offender			
	11 Respondent is bystander while crime is in progress			
	88 M Does not apply			
	99 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V13	LOCATION OF OPENING MOVE	32	33	F2

0	Inside home
1	Classroom
2	School hall or stairs
3	Other location in school
4	Outside school, on school grounds
5	On bus
6	Waiting to get on bus
7	Walking from or to bus
8	Walking from or to school
9	Outside home, on property
10	Park, playground
11	Sidewalk or street
12	Other
13	School recreation room
14	School cafeteria
15	School bathroom
16	School locker room
17	Church recreation room
18	Outside commercial establishment, store, mall, etc
19	Physical education class
20	Summer camp
21	Public outside basketball court
22	School football field
23	Public bus or train
24	Public swimming pool
25	Parking lot
26	Social agency recreation room
99 M	Missing

V14	OPENING MOVE	34	35	F2

1	Backbiting: something bad said about someone
2	Violent act (see definition)
3	Insult
4	Play: verbal teasing or rough physical play
5	Possessions: owned or being used (not robbery or theft)
6	Accusation of wrongdoing
7	Armed robbery, with gun

NAME	VARIABLE LABEL	BEG COL	END COL	FMT

V14 (cont.)

8	Refusing to cooperate or comply with a request
9	Physical or nonverbal gesture perceived as challenge
10	Defense of others
11	Threat of physical harm
12	Other action perceived as offensive
13	Joins group fight-cannot explain reason for fight
14	Other
15	Told authority figure about bad behavior of actor
16	Made advances to boyfriend or girlfriend of actor
17	Debate over politics
18	Friend, relative, acquaintance is attacked
19	Unspecified argument
21	Request to do something
22	Theft
23	Girl gets pregnant
24	Unarmed robbery
25	Gang initiation:drive-by shooting
88 M	Opening move cannot be coded
99 M	Opening move missing

V15 RESPONDENT'S INTERPRETATION OF THE SITUATION 36 37 F2

1	Antagonist(s) are threatening me or an intimate
2	Other
3	Antagonist(s) are attacking me or an intimate
4	Antagonist(s) on continuing obnoxious course
5	Dislikes behavior but does not consider it important
6	Antagonist is playing put down games
7	Antagonist is doing something they should not be doing
8	Behavior of antagonist is otherwise frightening
9	Antagonist, playing, has gotten serious, hitting too hard
10	Antagonist does not like me
11	Antagonist is challenging me
12	My friends wanted to fight I joined in
13	Antagonist robbed me
14	Antagonist endangered my life by telling what I did
15	Antagonist thought I said something bad about him
16	They are saying bad things about me
17	Girlfriend or boyfriend went out with A or R
18	A is trying to rob me with the threat of pistol
19	A did something harmful to me. (But not an attack)
20	Another actor is offering an opportunity to make money
21	My victim of my theft is vulnerable
22	Antagonist does not accept my apology for wrongdoing

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V15 (cont.)				
	23 I don't like antagonist			
	24 An intimate of the antagonist fought with my intimate			
	25 I am victim of unarmed robbery			
	26 A is trying to take away my possessions			
	27 Others arguing and started shooting			
	28 Group fight looks like fun			
	88 M Cannot be coded			
	99 M Missing			
V18	GOALS OF VIOLENT ACTION (OF RESPONDENT)	38	39	F2
	1 Save face or defend honor			
	2 Justice: retribution. Punish person for what they did			
	3 Compliance: Get person to stop offensive course of action			
	4 Self-defense			
	5 Defend other person			
	6 Join friends in attack			
	7 States that response is not rational			
	10 Get money			
	11 Promote image			
	12 Help friend find those who robbed his money			
	13 Trying to get away			
	88 M Response is not violent			
	99 M Missing			
V19	WORKING AGREEMENT?	40	40	F1
	1 Yes. Both parties agree to fight			
	2 No			
	8 M Cannot code			
	9 M Missing			
V20	THREW SOMETHING (NUMBER OF TIMES UP TO 7)	41	41	F1
	9 M Missing			
V21	PUSHED/GRABBED/SHOVED (NUMBER OF TIMES UP TO 7)	42	42	F1
	9 M Missing			
V22	SLAPPED OR SPANKED (NUMBER OF TIMES UP T0 7)	43	43	F1
	9 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V23	KICKED/BIT/HIT WITH FIST (NUMBER OF TIMES UP TO 7)	44	44	F1
	9 M Missing			
V24	HIT WITH SOMETHING (NUMBER OF TIMES UP T0 7)	45	45	F1
	9 M Missing			
V25	BEAT UP (NUMBER OF TIMES UP TO 7)	46	46	F1
	9 M Missing			
V26	THREATENED WITH KNIFE (NUMBER OF TIMES UP TO 7)	47	47	F1
	9 M Missing			
V27	THREATENED WITH GUN (NUMBER OF TIMES UP TO 7)	48	48	F1
	9 M Missing			
V28	USED KNIFE (NUMBER OF TIMES UP TO 7)	49	49	F1
	9 M Missing			
V29	USED GUN (NUMBER OF TIMES UP TO 7)	50	50	F1
	9 M Missing			
V33A	PRIMARY LOCATION OF FINAL COMBAT	51	52	F2
	0 Inside home			
	1 Classroom			
	2 School hall or stairs			
	3 Other location in school			
	4 Outside school, on school grounds			
	5 On bus			
	6 Waiting for to get on bus			
	7 Walking from or to bus			
	8 Walking from or to school			
	9 Outside home, on property			
	10 Park			
	11 Sidewalk or street			
	12 Other			
	13 School recreation room			
	14 School cafeteria			
	15 School bathroom			
	16 School locker room			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT

V33A (cont.)

17 Church recreation room
18 Outside commercial establishment, store, mall, etc
19 Physical education class
20 Summer camp
21 Public outside basketball court
22 School football field
23 Public bus or train
24 Public swimming pool
25 Parking lot
26 Social agency recreation room
99 M Missing

V33B	POLICE PRESENT ANY TIME IN EVENT?	53	53	F1

1 Yes
2 No
9 M Missing

V34B	SECURITY GUARD PRESENT IN EVENT?	54	54	F1

1 Yes
2 No
9 M Missing

V33C	TEACHER(S) PRESENT ANY TIME IN EVENT?	55	55	F1

1 Yes
2 No
9 M Missing

V34	MOTHER PRESENT ANY TIME IN EVENT?	56	56	F1

1 Yes
2 No
9 M Missing

V34C	BOYFRIEND OF MOTHER PRESENT ANY TIME IN EVENT	57	57	F1

1 Yes
2 No
9 M Missing

V35	FATHER PRESENT ANY TIME IN EVENT	58	58	F1

1 Yes
2 No
9 M Missing

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V35B	STEP-FATHER PRESENT ANY TIME IN EVENT?	59	59	F1
	1 Yes			
	2 No			
	9 M Missing			
V36	BUS DRIVER PRESENT ANY TIME IN EVENT?	60	60	F1
	1 Yes			
	2 No			
	9 M Missing			
V37	OTHER CARETAKER PRESENT ANY TIME IN EVENT?	61	61	F1
	1 Yes			
	2 No			
	9 M Missing			
V38	BLACKED OUT	62	62	F1
	1 Yes			
	2 No			
	9 M Missing			
V39	EXTREME RAGE	63	63	F1
	1 Yes			
	2 No			
	9 M Missing			
V40	ANGER	64	64	F1
	1 Yes			
	2 No			
	9 M Missing			
V41	FEAR	65	65	F1
	1 Yes			
	2 No			
	9 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V42	FEELS HUMILIATED	66	66	F1
	1 Yes			
	2 No			
	9 M Missing			
V43	FEELS EMBARRASSMENT	67	67	F1
	1 Yes			
	2 No			
	9 M Missing			
V44	CALM	68	68	F1
	1 Yes			
	2 No			
	8 M Cannot code			
	9 M Missing			
V45	OTHER EMOTIONS	69	69	F1
	2 List			
	8 M None			
	9 M Missing			
V46	ACCOUNT OF RESPONDENT	70	71	F2
	1 Justification: Appeal to loyalties. Aid intimate or friend			
	2 Justification: Retaliation for harmful behavior			
	3 Justification: Self-defense or stop victimization			
	4 Justification: Behavior threatened the actor			
	5 Justification: Behavior offended the actor			
	6 Justification: Antagonist refused request			
	7 Excuse: Free will impaired by anger			
	8 Excuse: Reluctant. Pushed into it by antagonist			
	9 Excuse: Unintentional. Did not mean to do it			
	10 Other			
	11 Justification: Fight is inevitable			
	12 Excuse: Wanted money			
	13 Justification: He swung and I slapped him			
	14 Excuse: Free will impaired by alcohol			
	15 Justification: Help stranger being beaten			
	16 Promote image			
	88 Response of actor not violent			
	99 M Account missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V47	PRINCIPAL PERSON WHO BROKE UP FIGHT	72	73	F2

1 Mother
2 Father
3 Other relative
4 Friend
5 Other acquaintance
6 Teacher
7 Bus driver
8 Other school employee
9 Police
10 None, fight ended without interference of others
11 Other
12 Stepfather
13 Security guard
99 M Missing

V48	SCHOOL ACTION TAKEN	74	75	F2

1 None
2 Counseling
3 Refer to peace center
4 In school suspension
5 Out of school suspension
6 Other
7 Called parent in for conference
10 Sent to alternative school
11 Expelled from school
12 Teacher sent to office
13 School brought in police
14 Referred to child protection agency
15 School conducted investigation
88 M Does not apply
99 M Missing

V49	CORPORAL PUNISHMENT BY PARENT	76	76	F1

1 Yes
2 No
9 M Missing

V50	OTHER PUNISHMENT BY PARENT	77	77	F1

1 Yes
2 No
9 M Missing

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V51	COUNSEL BY PARENTS	78	78	F1
	1 Yes			
	2 No			
	8 M Does not apply			
	9 M Missing			
V52	OTHER PARENTAL ACTION	79	79	F1
	1 Yes			
	2 No			
	8 M Does not apply			
	9 M Missing			
V53	POLICE ON SCENE	80	80	F1
	1 Yes			
	2 No			
	9 M Missing			
V54	ARREST OF RESPONDENT	81	81	F1
	1 Yes			
	2 No			
	9 M Missing			
V55	ADJUDICATED JUVENILE DELINQUENT	82	82	F1
	1 Yes			
	2 No			
	9 M Missing			
V56	RECONCILED WITH ANTAGONIST?	83	83	F1
	1 Yes			
	2 No			
	9 M Missing			
V57	3RD PARTIES CONTINUE EVENT?	84	84	F1
	1 Yes			
	2 No			
	9 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V58	RELATIVES INVOLVED IN EVENT (OTHER THAN AS ANTAGONISTS)?	85	85	F1
	1 Yes			
	2 No			
	9 M Missing			
V59	FRIENDS INVOLVED IN INCIDENT (OTHER THAN AS ANTAGONISTS)	86	86	F1
	1 Yes			
	2 No			
	9 M Missing			
V60	PRIMARY ROLE OF 3RD PARTIES	87	88	F2
	1 Encourage violence			
	2 Discourage violence			
	3 Mediate dispute			
	4 Retaliate			
	5 Attack			
	6 Cause of original dispute but then no longer involved			
	7 Do nothing			
	10 Help R, who is fighting A			
	11 Tell R that A did it			
	12 Come to aid of theft or robbery victim			
	13 Attacked by actors			
	88 M Doesn't apply			
	99 M Missing			
V61	DURATION IN MINUTES	89	90	F2
	60 More than one hour			
	99 M Missing			
V64	DURATION IN HOURS	91	92	F2
	24 More than 24 hours			
	99 M Missing			
V65	DURATION IN DAYS	93	94	F2
	99 M Missing			
V66	HOW LONG BEFORE INTERVIEW IN MONTHS	95	96	F2
	0 Less than one month			
	99 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
V67	CUT (1)YES (2)NO	97	97	F1
	1 Yes			
	2 No			
	9 M Missing			
V68	BRUISES	98	98	F1
	1 Yes			
	2 No			
	9 M Missing			
RESPONSE	RESPONSE TO OPENING MOVE	99	100	F2
	1 Violence			
	2 Influence attempts			
	3 Noncompliance			
	4 Insult			
	5 Threats of violent action			
	6 Evasive action			
	7 Mediation			
	8 Instigation			
	9 Other			
	10 Went to tell parent			
	11 Went to tell teacher			
	12 Passive-did not do anything			
	13 Complied with request			
	14 Challenged or invited to fight			
	15 Accused actor of wrong doing			
	16 Self-defense violent action			
	17 Property damage. Harmed something of actor			
	18 Spit back			
	19 Join other(s) who are already attacking actor			
	20 Went to defense of others using violence same as 1			
	21 Fact finding mission			
	22 Denial of accusation			
	23 Intimate of actor in previous event makes threat			
	24 Group of friends arrives and beats respondent			
	25 R gets friends and goes to attack friends of A			
	26 Actor pays R to assault A, or asks to assault			
	27 Intimate of R or A is viewed as about to attack R or A			
	28 Actors interfere to make fight fair			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT

RESPONSE (cont.)

29 2 actors fight
30 Group goes to neutral area where fight can occur
31 Actor tells R or A that someone wants fight him or her
32 Intimate arrives to help R or A
33 Gets weapon and brandishes it
34 Control figures (police, teachers, etc) arrive
35 Intimates of R or A go hunting for antagonists
36 Group chases after actor
37 Grabbed for property
38 Actor tells A about offensive action
39 Defiant comment
40 Fight stopped by external event
41 Intimate instigates fight
42 Intimate accompanying actor attacks other party
43 Accepts invitation to fight
44 Threatens to take possessions
45 3rd party tries to break up fight
88 M Cannot code
99 M Missing

CODEBOOK FOR ICPSR 2027

VIOLENT INCIDENTS AMONG SELECTED PUBLIC SCHOOL STUDENTS IN TWO LARGE CITIES OF THE SOUTH AND THE SOUTHERN MIDWEST, 1995 [UNITED STATES]
(PART 2: RESPONDENT-LEVEL DATA)

PLEASE NOTE: The "M" between the code and the code label indicates the code has been designated as a missing value.

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
IDNO	INTERVIEW IDENTIFICATION NUMBER	1	4	N4
SUBJECT	INTERVIEW CODE	5	8	A4
NUINC	NUMBER OF INCIDENTS PER RESPONDENT	9	9	F1
	9 M Missing			
AGE	RESPONDENT'S AGE	10	11	F2
	99 M Missing			
GENDER	RESPONDENT'S GENDER	12	12	F1
	1 Male			
	2 Female			
RACE	RESPONDENT'S RACE	13	13	F1
	1 White			
	2 African-American			
SCHOOL	RESPONDENT'S SCHOOL	14	14	F1
	1 Middle School			
	2 Alternative School			
GRADE	GRADE AT TIME OF INTERVIEW	15	16	F2
	99 M Missing			
VAR20	SOMETHING THROWN	17	17	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
VAR21	PUSHED, GRABBED, SHOVED	18	18	F1
	0 No			
	1 One or more incidents			
	9 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
VAR22	SLAPPED OR SPANKED	19	19	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
VAR23	KICKED, BIT, HIT WITH FIST	20	20	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
VAR24	HIT WITH SOMETHING	21	21	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
VAR25	BEAT UP	22	22	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
VAR26	THREATENED WITH KNIFE	23	23	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
VAR27	THREATENED WITH GUN	24	24	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
VAR28	USED KNIFE	25	25	F1
	0 No			
	1 One or more incidents			
	9 M Missing			

NAME	VARIABLE LABEL	BEG COL	END COL	FMT
VAR29	USED GUN	26	26	F1
	0 No			
	1 One or more incidents			
	9 M Missing			
ROB	ARMED ROBBER	27	27	F1
	1 Yes			
	2 No			
	9 M Missing			
VIC	VICTIM OF ARMED ROBBERY	28	28	F1
	1 Yes			
	2 No			
	9 M Missing			
ROBOFF	ROBBERY OFFENDER	29	29	F1
	0 No			
	1 Yes			
	9 M Missing			