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Guide for the
Community Bonding Scale
Measuring a Protective Factor for
At-risk Behaviors and Attitudes

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The Community Bonding Scale measures the sense of connectedness or bonding to social institutions beyond the family.

Rationale

There has been considerable research about the importance of relationships in protecting youth from risky behaviors. For example, good relationships with family and friends can protect adolescents from drug use (Masten, 2003). Bonding to school not only increases school engagement and commitment to learning among students (Goodenow, 1993), but growth in achievement (Libbey, 2004) and healthy development generally (Catalano et al., 2004). Sense of bonding beyond the family may play a protective role in the health decisions of adolescents and young adults.

Community Bonding Scale Development

A pool of 20 items was generated based on theory. A principal components factor analysis was performed on the Community Bonding Scale. Both the scree criterion and the parallel analysis method (Lautenschlager, 1989) suggested: 1 factor based on 14 items, accounting for 53% of the variance (alpha= .93).

Relation to School Variables

In the Minnesota Community Voices and Character Education project, Narvaez, Bock, Endicott and Lies (2004) tested experimental and control schools with measures of school climate and the CBS. In a subsequent analysis, a MANOVA was conducted with 3 School Groups (control, high implementing of school program, low implementing) with climate as covariate and several dependent variables. For Climate (covariate): Wilk's lambda=. 68, $F (5,374) =35.75$, $p<.001$, $\eta2=.32$. For School Group (factor): Wilk's lambda= .89, $F (10,748) =4.35$, $p<.001$, $\eta2= .06$. The univariate analysis for Community Bonding was significant, $F (1, 378) =113.42$, $p<.001$, $\eta2=.23$.

Relation of CBS to at risk behaviors and attitudes

Narvaez, Gardner & Mitchell (2001) reported on risk behaviors in 38 community college students and 84 10th grade students. The CBS was negatively correlated with three at-risk variables: attitude towards peer tobacco use ($r =.24$, $p < .005$), interest in using tobacco ($r =.24$, $p < .006$), current use of tobacco($r =.20$, $p < .025$).

CBS was positively correlated with a theoretically related measure, Hopefulness, a measure of sense of security within the context of family and outlook (.58, $p < .001$).

Narvaez et al (2001) also had participants complete the Defining Issues Test (DIT), a measure of moral judgment development. To compare CBS with the effects of moral judgment on risk behavior, hierarchical regression was performed for each of three dependent variables, attitude towards peer smoking, interest in using tobacco, current use of tobacco. Stepwise, age was

entered first, gender was entered next, then the DIT Postconventional score was added, finally Community Bonding Scale score was added. Scores on the Community Bonding Scale accounted for significant variance over demographic variables (age, gender) and moral judgment development (DIT P-score), all $p < .02$. Community Bonding scores added significantly to R-square change over and above other significant effects. Scores on the Community Bonding Scale predicted to at-risk attitudes and behavior whereas moral judgment did not.

Community Bonding Scale
(5-point Likert-type scale: Never to Always)
ITEMS

1. My community needs me
2. I feel close to people in my school.
3. I feel close to people in my neighborhood.
4. I feel close to people in my city.
5. I feel close to people in my state.
6. I feel close to people in my country.
7. I feel close to people of my sex.
8. I feel close to my age group.
9. All kinds of people care about me.
10. People in my school care about me
11. People in my neighborhood care about me.
12. People in my city care about me.
13. People in my state care about me.
14. People in my country care about me.

SCORING: Add to a total score. Use the mean.

References

Catalano R.F., et al . (2004). The importance of bonding to school for healthy development: findings from the Social Development Research Group. *Journal of School Health*, *74*(7), 252-261.

Goodenow C. (1993). Classroom belonging among early adolescent students: Relation- ships to motivation and achievement. *Journal of Early Adolescents*, *13* (1), 21-43.

Lautenschlager, G. J. (1989). A comparison of alternatives to conducting Monte Carlo analyses for determining parallel analysis criteria. Multivariate Behavioral Research, 24 (3), 365-395.

Libbey, H. P. (2004). Measuring Student Relationships to School: Attachment Bonding, Connectedness and Engagement. *Journal of School Health*, *74*(7), 274-283.

Masten, A.S. (2003). Commentary: Developmental psychopathology as a unifying context for mental health and education models, research and practice in schools. *School Psychology Review, 32*, 169-173.

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Narvaez, D., Gardner, J., & Mitchell, C. (August, 2001). *Community bonding: A protective factor for at-risk behaviors and attitudes.* American Psychological Association, San Francisco.

TOOLS FOR TEACHERS: ETHICAL SKILL INSTRUCTION

Free from cee.nd.edu/curriculum

Narvaez, D. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Action*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D. & Bock, T., with Endicott, L., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Judgment*. St. Paul: Minnesota Department of Children, Families and Learning.

Narvaez, D., & Endicott, L., with Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Sensitivity*. St. Paul: Minnesota Department of Children, Families & Learning.

Narvaez, D. & Lies, J. with Endicott, L., Bock, T., & Mitchell, C. (2001). *Nurturing character in the middle school classroom: Ethical Motivation*. St. Paul: Minnesota Department of Children, Families and Learning.

Updated versions for purchase (each $10 or all four for $30):

Nurturing character in the classroom, EthEx Series, Book 4: Ethical Action. (Narvaez) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 2: Ethical Judgment. (Narvaez & Bock) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 1: Ethical Sensitivity. (Narvaez & Endicott) Notre Dame, IN: ACE Press.

Nurturing character in the classroom, EthEx Series, Book 3: Ethical Motivation. (Narvaez & Lies) Notre Dame, IN: ACE Press.

Integrative Ethical Education: Guide (Narvaez)

TOOLS FOR RESEARCH AND ASSESSMENT

Citizenship Scale *For Elementary and Secondary School Students: Guide.* Laboratory for Ethical Development and Education, University of Notre Dame

Ethical Goodness Scale *For Elementary and Secondary School Students: Guide.* (Narvaez, Bock & Vaydich) Laboratory for Ethical Development and Education, University of Notre Dame

Community Bonding Scale: *Guide*. (Narvaez) University of Notre Dame: Center for Ethical Education.

Attitudes Towards Human Rights Inventory: *Guide*. (Narvaez, Thoma, Getz) University of Notre Dame: Center for Ethical Education.

Positivity Scale: *Guide*. (Narvaez) University of Notre Dame: Center for Ethical Education.

Moral Theme Inventory (MTI): Guide. (Narvaez & Bock) South Bend, IN: Notre Dame University.

Assessing Ethical Skills: *Guide* (Narvaez)

Checklist for an Ethical Classroom: *Guide* (Narvaez)

Checklist for an Achieving and Ethical Classroom: *Guide* (Narvaez)

Tuning into Ethical Behavior: *Guide* (Narvaez)

Multicultural Experiences Questionnaire *(MEQ)* (Narvaez, Endicott, & Hill)

Rating Ethical Content System (*RECS*) for children's media (Narvaez)

TOOLS FOR PARENTS

Tuning into Ethical Behavior: *Guide* (Narvaez)

Nurturing a Peaceable Child (Warren, Vaydich & Narvaez)