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**THE MULTI-CAM:
A MULTIDIMENSIONAL INSTRUMENT TO
ASSESS CHILDREN'S ACTION-CONTROL
MOTIVES, BELIEFS, AND BEHAVIORS**

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English Abstract

The Multi-CAM is designed to be an easily adjusted and adapted multi-purpose questionnaire for measuring action-control motives, behaviors and beliefs. Action-control motives involve the reasons for why one chooses to engage in goal directed and intentional behavior (i.e., action). Action control behaviors refer to the coping responses that one engages when faced with extreme obstacles during goal pursuit. Action-control beliefs refer to the system of beliefs that surround goal-directed and intentional behavior, or the volitional components of actions. Action-related beliefs involve three constituents (a) the agent (b) the ends (goal, or desired outcome) and (c) various means. The system of relations among these three constituents are conceptualized in a three-fold manner. First, the link between the agent and a specific means is termed agency beliefs and reflects the agent's perception of his/her access to the outcome relevant means. Second, the link between the agent and the goal is termed control expectancy and reflects the agent's perception of whether or not s/he can attain the outcome, *without specific* reference to any means. Third, the link between the means and the outcome is termed means-ends beliefs and reflects the agent's perception of the utility, or causal importance, of a specific performance-relevant means for attaining a positive outcome and avoiding a negative outcome. In this users-guide for the Multi-CAM, the basic steps needed to operationalize means are described and illustrated for 10 possible means. Importantly, depending on the theoretical needs of any application of this instrument any subset of these means may be used in an empirical application or any number of domain-relevant means may be added (the rules for operationalizing new means are detailed). In addition, any goal-directed end may be operationalized. As with the means, the rules for operationalizing a given ends are fully described. Numerous examples of item operationalizations are given and an example of a Multi-CAM questionnaire for academic performance and one for social relations are presented as an Appendix in both English and German.

German Abstract (Zusammenfassung)

Der Multi-CAM-Fragebogen dient der Erfassung von Motiven, Verhaltensweisen und Überzeugungen, die mit der Steuerung bzw. Kontrolle von Handlungen in Zusammenhang stehen und kann auf einfache Weise unterschiedlichen Untersuchungszielen angepaßt werden. Motive der Handlungssteuerung umfassen Gründe, sich für die Ausführung eines zielgerichteten und intentionalen Verhaltens bzw. einer Handlung zu entscheiden. Handlungskontrollverhalten bezieht sich auf Strategien, die zur Bewältigung extremer Hindernisse, die bei der Durchführung einer Handlung auftreten und die Zielerreichung gefährden können, ausgeführt werden.

Handlungskontrollüberzeugungen repräsentieren das System von Überzeugungen, das die motivationalen und volitionalen Komponenten einer Handlung umgibt. Auf Handlungen bezogene Überzeugungen beinhalten drei Konstituenten: (a) den Handelnden bzw. die Handelnde (b) das Handlungsergebnis (Zielvorstellung oder erwünschtes Handlungsresultat) und (c) verschiedene Handlungsmittel. Das System der Beziehungen zwischen diesen drei Konstituenten ist in Form der folgenden drei Relationen konzeptualisiert: 1.) Die Beziehung zwischen dem/der Handelnden und einem spezifischen Handlungsmittel wird als Verfügbarkeitsüberzeugung oder Selbstwirksamkeitsurteil bezeichnet, da sie die Wahrnehmung des/der Handelnden über das Ausmaß seines/ihres Zugangs zu einem für das Handlungsergebnis relevanten Handlungsmittel widerspiegelt. 2.) Die Beziehung zwischen dem/der Handelnden und dem Handlungsergebnis wird Generelle Kontrollerwartung genannt und reflektiert die Einschätzung des/der Handelnden, ob er oder sie das Ziel erreichen kann, *ohne Bezugnahme* auf irgendein Handlungsmittel. 3.) Die Beziehung zwischen einem Handlungsmittel und dem Handlungsergebnis wird Kausalitätsüberzeugung genannt, da sie die Wahrnehmung des/der Handelnden bezüglich der Nützlichkeit oder kausalen Wirksamkeit eines spezifischen Handlungsmittels zur Erreichung eines positiven Handlungsergebnisses oder zur Vermeidung eines negativen Handlungsergebnisses darstellt. In diesem Handbuch für den Multi-CAM-Fragebogen werden die grundlegenden Vorgehensweisen bei der Operationalisierung von Überzeugungen beschrieben und anhand von zehn möglichen Handlungsmitteln illustriert. Die Flexibilität dieses Instrumentes ist besonders hervorzuheben, da die Auswahl der zu erfassenden Handlungsmittel von der jeweiligen Fragestellung abhängig gemacht werden kann. Beispielsweise können Teilmengen der dargestellten Handlungsmittel verwendet oder neue bereichsrelevante Mittel

hinzugefügt werden (die hierzu nötigen Regeln zur Operationalisierung der Überzeugungen werden ausgeführt). Außerdem kann die Operationalisierung der Handlungsergebnisse ebenfalls an die jeweilige Fragestellung angepaßt werden. Wie für die Handlungsmittel, werden auch die Regeln der Operationalisierung von bereichsspezifischen Zielvorstellungen vollständig dargelegt. Zahlreiche Items werden als Beispiele für Operationalisierungen gegeben und ein Multi-CAM-Fragebogen für Schulleistung und einer für soziale Beziehungen werden im Anhang als Beispiele in deutscher und englischer Sprache präsentiert.

Authors' Note

This work was conducted in association with the Action Control and Child Development (ACCD) project co-directed by Todd D. Little, Paul B. Baltes, and Gabriele Oettingen. The ACCD project is conducted under the auspices of the Max Planck Institute for Human Development and Education, Center for Psychology, directed by Paul B. Baltes. Very grateful appreciation is extended to Paul Baltes, Ed Deci, William Fleeson, P. H. Hawley, Jutta Heckhausen, Thomas Kindermann, Lothar Krappmann, Ulman Lindenberger, Gabriele Oettingen, Rich Ryan, Ellen Skinner, and Anna Stetsenko for providing penetrating and in-depth comments on earlier versions of this questionnaire. Also, we appreciate the feedback from the students of numerous graduate research methods courses that the first author taught for the Boston University Overseas Graduate program. We also thank Heidrun Goslowsky, Matthias Graßhof, Heidi Hooper, Oliver Kaiser, Martina Mauch, and Anne Tschida for their valuable assistance.

Introduction

Action-Theory Perspective of Psychological Control

The basis for the Multi-CAM is the action-theory perspective of psychological control originally developed by Skinner, Chapman, and Baltes (1988a, 1988b, 1988c; see also, Chapman, Skinner, & Baltes, 1990; Little, in press; Little, Oettingen, & Baltes, 1995a; Little, Oettingen, Stetsenko, & Baltes, 1995b; Oettingen, Lindenberger, & Baltes, 1992; Oettingen, Little, Lindenberger, & Baltes, 1994; Skinner & Chapman, 1987). Examining the structure and function of an action, as a context, offers an enlarged and more precise conceptual view of psychological control and behaviors (M.M. Baltes & Baltes, 1986). By using an action-theory perspective, the focus of inquiry is on goal-directed and intentional behavior (*i.e. actions*). In this context, beliefs about goal-directed behaviors involve three constituents (a) the agent (b) the ends, goal, or desired outcome, and (c) various means (see Figure 1 and Table 1). The system of relations among these three constituents are conceptualized in a three-fold manner. First, the link between the agent, a specific means, and the outcome is termed an agency belief and reflects the agent's perception of his/her access to the outcome-relevant means. Second, the link between the agent and the goal is termed control expectancy and reflects the agent's perception of whether or not s/he can attain the outcome, without specific reference to any means. Finally, the link between the means and the outcome is termed a means-ends belief and reflects the agent's perception of the utility, or causal importance, of a specific means for attaining a positive outcome and avoiding a negative outcome.

Because of the explicit goal-oriented nature of the action-theory model, these three belief systems normally reflect a domain specific representation of psychological control. That is, the belief relations are, typically, defined in terms of a domain-specific goal or outcome (although the framework could be applied to more general goals if required; Little, in press; Skinner, 1996). Such an operationalization generally provides more precise predictive power than more domain general models of psychological control (e.g., Berry & West, 1993, Lachman, 1986; Lefcourt, von Baeyer, Ware, & Cox, 1979). Moreover, the action-theory model can be adapted to any domain of functioning for which a specific goal is definable (Little, in press; Skinner, 1995).

The flexibility of our instrument and precision of the action-theory model (and related models; e.g., Bandura, 1995; Flammer, 1995; Weisz, 1983, 1990) are useful for examining the influences of as well as the influences on children's competence systems.

Table 1
Summary of the Action-Control Beliefs Represented in the Multi-CAM

Definition	Examples of Belief dimensions	Symbolic belief relations
Means-ends or causality beliefs (M → E)		
The child's general expectations about the utility or causal power of specific causes or means (M) for a given domain-specific outcome (E) such as achieving good or avoiding bad school performance.	Effort Ability Luck Teachers' role Parent's role	Means M causes end E
Agency beliefs (A → M :: E)		
The child's belief that he or she (A) (has access to / can use / can implement) a specific means (M) that is relevant (::) for outcome (E).	Same as Means-ends beliefs	Agent A has means M to achieve end E
Control expectancy (A → E)		
The child's personal expectation that he or she (A) can achieve a given outcome (E), without reference to any specific means.	Unspecified	Agent A can achieve end E

Note. Bold face denotes one of the constituents of intentional action: **A** symbolizes the agent, **M** symbolizes a given outcome-relevant means, and **E** symbolizes the desired outcome. Outcome **E**, such as school performance, implies either the desire to succeed by accomplishing a positive outcome (i.e., getting a good grade) or to succeed by avoiding a negative outcome (i.e., not getting a bad grade). From Little, Oettingen, Stetsenko, & Baltes, 1995.

Means-ends or Causality beliefs. Among the recent action-theory operationalizations of psychological control, the Multi-CAM and its predecessor, the CAMI (see Little, Oettingen, & Baltes, 1995) are particularly useful for cross-cultural comparisons because of the nature of the means-ends beliefs operationalizations (see Little, in press; Skinner, 1995). As reflected in the Multi-CAM, means-ends beliefs represent children's *general* conceptions of the usefulness or utility of a given causal means (e.g., effort, ability, luck) for obtaining an outcome (i.e., third-person or general causality beliefs). These causality-related beliefs reflect perceptions of the reasons why children generally succeed or fail in attaining their specific goals.

In our framework, the means-ends beliefs are not personal attributions of performance successes and failures, but instead, indicate children's general notions of causality (Oettingen et al., 1994). Such causality conceptions are shaped through the interplay of the children's reasoning skills and their perceptions of the naturally-occurring contingencies imbedded in a sociocultural context. In this regard, means-ends beliefs reflect children's naive theories of the causes of success and failure in a given domain such as school performance (Little & Lopez, 1997). Similar models of psychological control operationalize the means-to-ends connection as first-person or personal strategy beliefs (as opposed to third-person or general causality beliefs; see e.g., Skinner, Wellborn, & Connell, 1990; Skinner, 1995). Such first-person (self-focused) operationalizations are quite useful for many purposes (see also contingency beliefs, Flammer, 1995; Weisz, 1990), but only the third-person means-ends beliefs (other-focused and causality-related) allow cross-cultural comparisons of children's general perceptions of the causes of school performance. As such, these beliefs can be used as a point of reference for determining the degree of commonality in children's views of the causal contingencies, in a given domain of functioning (see e.g., Oettingen et al., 1994; Stetsenko, Little, Oettingen, & Baltes, 1995).

In the original CAMI, five means are specified: effort, ability, luck, teachers (the teachers' role), and unknowns (unknown factors). As outlined by Little and Lopez (1997), these outcome-relevant means can be further classified as self-oriented, or intra-agentic, and nonself-oriented, or extra-agentic, causes (see also Chapman & Skinner, 1989; Skinner & Chapman, 1987). Effort and ability are causal processes that emanate from within the person (intra-agentic), whereas luck, teachers, and unknowns emanate from outside the person (extra-agentic). Given this distinction, empirical findings indicate that different factors can differentially influence the development of these various causality beliefs. For example, children's perceptions of the causal importance of the self-oriented effort and ability dimensions (as well as the distinction between them) are influenced predominantly by such factors as cognitive maturation (Chapman & Skinner, 1989; Nicholls, 1978; Nicholls & Miller, 1983), adaptive self-regulation and self-perceptions of performance feedback (Graham, 1991; Heckhausen, 1984; Karoly, 1993), and common goal structures across modern schooling environments (e.g., teaching the merits of effort and ability in becoming a productive adult in a given society; Stetsenko et al., 1995). On the other hand, the nonself-oriented dimensions (luck, teachers, and unknowns) primarily involve culturally-determined value characteristics (e.g., the

degree and type of authority a teacher may have). Thus, in addition to cognitive and motivational influences, children's perceptions of the nonself-oriented means can be shaped by such factors as sociocultural variations in the academic socialization practices of parents and teachers (Deci & Ryan, 1987; Dweck, 1986) and sociocultural variations in teachers' interpersonal styles and practices (Ames, 1992; Ames & Archer, 1988; Boggiano & Katz, 1991; S. J. Rosenholtz & Simpson, 1984).

Self-related agency beliefs and control expectancy. Agency beliefs are personal perceptions of whether one possesses or can use a given outcome-relevant means such as effort, luck, or ability (e.g., "When it comes to understanding new things in school are you bright enough for it?"; see Appendices for detailed sample items). As self-related judgments of one's personal resources (e.g., behavioral and cognitive capacity), which are formed on the basis of learning history and domain-related control experiences, these beliefs can vary across individuals, life domains, and sociocultural contexts. In terms of other theories of psychological control, agency beliefs are similar, for example, to self-efficacy (Bandura, 1995), competence (Flammer, 1995; Weisz, 1990), and capacity beliefs (Skinner, 1995, for an overview see Skinner, 1996). In fact, because the items reflecting agency beliefs and capacity beliefs stem from the same action-theory of psychological control, the specific wording of a given item is constrained by the theory, resulting in similar operationalizations (Little, in press; Skinner, 1995).

In our use of the action-theory model of psychological control (e.g., Little et al., 1995), agency beliefs reflect a child's personal sense of empowerment for each specific means that is relevant for obtaining a goal. Control expectancy, on the other hand, reflects a child's general assessment of his or her capacity to obtain the desired outcome. In contrast to the agency beliefs, then, control expectancy reflects a child's global sense of whether s/he can produce or avoid a given outcome without referring to any specific means. In this regard, control expectancy is a means-unspecified agency conception of whether a given child can personally affect a desired outcome (e.g., "When you want to figure out a new lesson, will you be able to do it?"). Given such an operationalization, one could view the control-expectancy dimension as superfluous to the relevant agency dimensions. However, in our view, control expectancy reflects a broader self-related perception that is more susceptible to evaluative biases such as personal optimism/pessimism and self-protective buffering than are agency beliefs. In addition, control expectancy judgments appear to be more affected by immediate (on-line) environmental influences than are agency beliefs (Lopez & Little, 1996). We

worded the control expectancy in future tense because in the literature expectancies are typically assessed before a future task (e.g., Atkinson 1957, Crandall, Katkovsky, & Crandall, 1965). Because children are typically engaged in attaining a defined goal, they have little problem referring to future action sequences when responding to these operationalizations. In our view, similar operationalizations worded in present tense (e.g., "Do you think that learning something new in school is something that you can do you want to?"), as we operationalized the control expectancy in our previous work (e.g., Oettingen et al., 1994; Little, *in press*), most likely assessed children's perceptions of personal controllability rather than control expectancy.

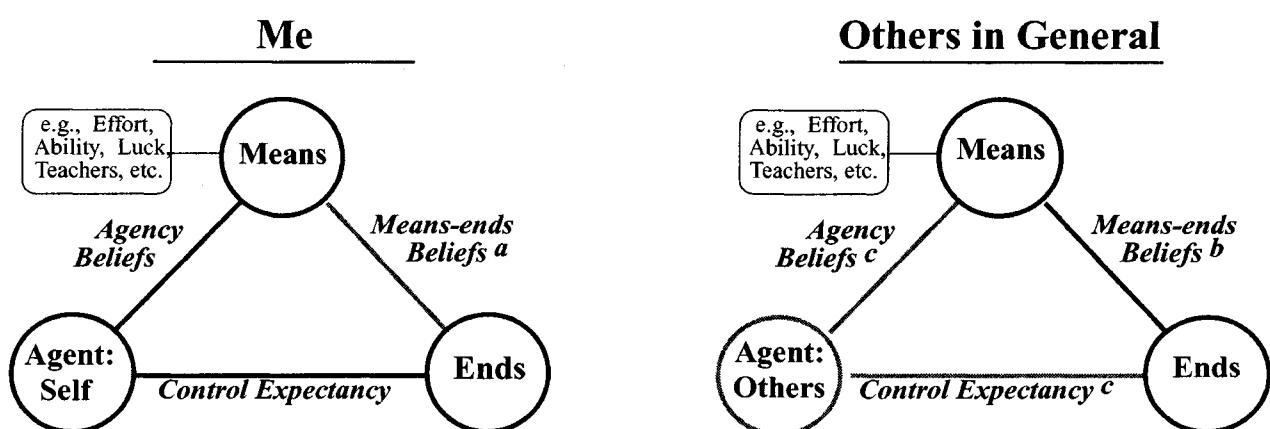


Figure 1. Psychological control relations among the constituents of an action sequence and the distinction between self and others as agent. [Note. The highlighted connections are those assessed in the Multi-CAM as well as the original CAMI; see Little et al., 1995a; from Little, *in press-b*].

aAlso called personal strategy beliefs (see e.g., Skinner, Wellborn, & Connell, 1990; Skinner, 1995).

bGeneral means-ends beliefs reflect perceptions of causal contingencies, or causality-related beliefs.

cSuch general beliefs would reflect a measure of cultural efficacy and expectancy (Bandura, *in press*).

In comparison to agency beliefs, control expectancies develop sooner in one's competence system (Skinner, 1992, 1995), but because of their global nature they can be less precise in reflecting one's actual performance, particularly for domains in which the contingencies are clearly indicated in a particular context. For well-defined performance contexts such as schools, agency beliefs about one's personal access to outcome-relevant means may yield a more precise estimate of action performance than does one's global, means-unspecified control expectancy (see e.g., Oettingen et al., 1994; Skinner et al., 1990; Skinner, 1995). On the other hand, for domains such as social relationships, the specific contingencies appear to be less clearly defined (and therefore less easily perceived) and as

such may not yield precise estimates of personal competence. Under such conditions, the global control expectancy can be of equal, better, or at least differential predictive strength (e.g., Lopez & Little, 1996).

Other models of psychological control such as locus of control theory (Rotter, 1966) and attribution theory (e.g., Graham, 1991, 1994; Weiner, 1992) are also highly related to the action-theory framework (in fact, in the initial formulation of the action-control model of psychological control, these theories were instrumental in informing the theoretical distinctions). Two differences are (a) the temporal direction of the personal control judgments and (b) the first-person (self-focused) versus third-person (other-focused) distinction. More specifically, attributions are self-related judgments of the reasons for one's past successes and failures. Similarly, locus of control focuses on individuals' attributional tendencies toward self-oriented causes (e.g., effort and ability) as opposed to nonself-oriented causes (e.g., luck and teachers). At a theoretical level then, such attributions or beliefs are more closely related to personal strategy beliefs (Skinner et al., 1990b; Skinner, 1995) than to general means-ends beliefs. Again, the distinction is that means-ends beliefs are general causality-related conceptions (third-person, other-focused) and attributions/strategy beliefs are personal beliefs of what personally works for a child (first-person, self-focused). These relationships among the three basic constituents of an action sequence (agent, means, and ends) are depicted in Figure 1 both as first-person or self-focused perceptions and as third-person or other-focused perceptions.

The utility of our distinction can be seen in many empirical patterns found for these action-control beliefs. For example, the role of luck functions differently when defined as a self-related agency belief as opposed to a causality-related means-ends belief. As an agency conception, luck behaves like a personal, self-oriented factor: children who believe they have access to effort and ability also believe they have access to (i.e., can influence) their personal luck (see e.g., Little et al., 1995b; Oettingen et al., 1994). On the other hand, as a causality-related means-ends conception, luck behaves like a nonself-oriented dimension. Here, children who believe that external-related means such as teachers and unknown causes are responsible for school outcomes also view luck as a similar influence. At an individual-differences level, these nonself-oriented causality-related dimensions (means-ends beliefs for luck, teachers, and unknowns), have a moderately high positive correlational manifold that is quite independent of the self-oriented effort and ability dimensions (see Little & Lopez, 1997; see also Karasawa, Little, Miyashita, Mashima, & Azuma, 1997). Moreover, the

predictive power of these beliefs is quite distinct. In the school domain, the self-related agency beliefs predict school performance to a far greater degree (i.e., r_s generally $> .40$, and as high as .9; see e.g., Oettingen & Little, 1993) than do the causality-related means-ends beliefs (i.e., r_s generally between -.30 and +.30). The personal control expectancy is in the middle ground, but always positive.

In summary, the action-theory framework provides a comprehensive theoretical model of children's competence systems. Because of the interrelations among the different aspects of the action-control system, the Multi-CAM, CAMI, and related instruments contain built-in checks and balances for assessing the validity of the theoretical model and of cross-cultural comparisons.

Specifics of the Operationalization of the Multi-CAM

The example domains for the Multi-CAM are friendships and academic performance (note that the Multi-CAM can be used as an alternative form of the original CAMI; Skinner et al., 1988c; Little, Oettingen, & Baltes, 1995). Operationally, an outcome of friendships is defined as (a) making, (b) engaging (e.g., getting friends to play), and (c) keeping friends. For academic performance, the positive outcomes are (a) learning new things in school, (b) figuring out a new lesson, and (c) understanding new ideas in school. Note, for both domains, even for the socioculturally more regulated academic domain, the selected goals are *a priori* neutral in terms of whether children may be motivated to attain them for more intrinsic or more extrinsic reasons. The goal must be operationalized by three highly related, yet differentiated, instances of the desired outcome. That is, in order to have multiple indicators of each Multi-CAM construct, which is a particular strength of the Multi-CAM, one must have at least three operationalized instances of the desired goal or outcome. Each of the three instances of the desired outcome are crossed with the operationalizations of each possible goal-relevant means. Consequently, each belief type that is defined for the goal-relevant means (i.e., agency, control expectancy, and means-ends beliefs) is assessed at least three times. In addition to the three assessments with these outcomes, both the control expectancy and the agency beliefs are assessed for three outcomes under difficult circumstances. Thus, the agency and control-expectancy beliefs comprise six item-level responses for each construct. These items are intended to be aggregated into three parcels of two items each.

As seen in Tables 2 and 3, any of these means and any of the belief types (agency, means-ends, control-expectancy) can be selected (e.g., as a short form of the instrument) and any relevant means can be added or further subdivided, depending on the theoretical needs of any application of

this instrument. For example, in past representations of the CAMI (i.e., the original School Performance domain version) the means of Powerful Others was used. In this version, the Powerful Others dimension has been broken down into the four dimensions of Teachers, Parents, Peers as Others, and Peers as Friends. Also, as in past representations, the means-ends dimension of Unknowns has been employed (logically, no agency belief is possible for unknown means).

Table 2
Example operational definitions of some key concepts of the questionnaire: English

Key concept	Operational terminology		
Goals			
Achievement	(a) learning something new in school (b) figuring out a new lesson (c) understanding new things in school		
Friendship	(a) making a new friend (b) getting a friend to play (c) keeping a good friend		
Action relations			
Agency	(Defined in 2nd person, singular: you, your)		
Difficulty: unspecified	When it comes to getting goal (e.g., learn something new in school), ...		
high	When it comes to getting goal (e.g., learn something new in school), even if it's difficult ...		
Access	(a) do you have	(b) can you	(c) are you
Means-ends	(Defined in 3rd person, plural: Other Children, they, them)		
Utility	How do other children get goal (e.g., learn something new in school)? Is it because they ...		
Control Expectancy	(Defined in 2nd person, singular: you; personal efficacy)		
Difficulty: unspecified	When you want to get goal (e.g., learning something new in school), will you be able to do it?		
Difficulty: high difficult,	When you want to get goal (e.g., learning something new in school), even if it's difficult, will you be able to do it?		

Table 2, continued
Example operational definitions of some key concepts of the questionnaire: English

Key concept	Operational terminology
Means	
Effort	(a) work hard enough (b) put enough effort into it (c) keep on trying long enough
Personal Attributes	(a) being fun enough (b) being likable enough (c) being nice enough
Physical Attributes	(a) being good-looking enough (b) being attractive enough (c) being nice-looking enough
Luck	(a) being lucky enough (b) get lucky enough (c) can count on your/their luck
Ability	(a) have enough brains (b) being smart enough (c) being bright enough
Domain Knowledge	(a) see how it works (b) know what it takes (c) understand how it happens
Powerful Others	(a) have others help you/them (b) get others to assist you/them (c) ask others to support you/them
Peers as Friends	(a) ask a(nother) friend to help you/them (b) have a(nother) friend help you/them (c) get a(nother) friend to help you/them
Teachers	(a) get your/their teacher to help you/them (b) ask your/their teacher to help you/them (c) have your/their teacher help you/them
Parents	(a) have your/their parents help you/them (b) get your/their parents to help you/them (c) ask your/their parents to help you/them
Unknowns	(a) it just happens for no reasons (b) it just happens and can't be explained (c) it just happens and I don't know why

Another approach could be to reconceptualize this dimension as a domain knowledge (or lack there) of how the ends are accomplished and, therefore, allow for the logical category that this dimension is one that a person can have access to -- therefore, this category, Domain Knowledge, can have a corresponding agency belief dimension. Table 2 gives an overview of the operational characteristics of specific components of the instrument for the English version (Table 3 gives the German operational definitions). Appendix B gives the general format for the instrument (note that each item is preceded with a five to seven letter code detailing the action-control component assessed by the item -- this is not to be reproduced in an actual presentation version of the Multi-CAM), Appendix C provide the actual presentation format of the English version for the academic and social relations

domain and Appendix D provide the respective German versions of these questionnaires.

As mentioned above, an important theoretical distinction is brought to this formulation of an action-control questionnaire and deals with the idea that the instrument is designed for cross-cultural research. The distinction lies in the means-ends conceptualizations. Specifically, these beliefs can be formulated as a first person (e.g., I make friends, because I'm lucky) or as a third person (e.g., other children make friends, because they're lucky). The ideographic approach to understanding personal means-ends is a more fine grained level of analysis and is similar to the work of Skinner and her colleagues (e.g., Skinner, Schindler, & Tschechne, 1990; Skinner, 1990, 1995) who distinguish between Strategy beliefs (i.e., First person means-ends beliefs) and Capacity beliefs (i.e., agent

Table 3
Example operational definitions of the key concepts of the questionnaire: German

Key concept	Operational terminology	
Ziele		
Schulleistung	(a) etwas Neues in der Schule lernen (b) ein neues Unterrichtsthema begreifen (c) neue Dinge im Unterricht verstehen	
Freundschaft	(a) einen neuen Freund oder eine neue Freundin gewinnen (b) einen Freund oder eine Freundin dazu zu bringen, mit Dir/ihnen zu spielen (c) einen guten Freund oder eine gute Freundin behalten	
Beziehungen zwischen den Handlungskonstituenten		
Selbstwirksamkeit	(Definiert in 2ter Person, singular: Du, Deine, Dein, Dich, Dir)	
Schwierigkeit: nicht spezifiziert	Wenn Du das Ziel (z.B. etwas Neues in der Schule lernen) erreichen willst ...	
hoch	Wenn Du das Ziel (z.B. etwas Neues in der Schule lernen) erreichen willst, obwohl es schwierig ist, ...	
Zugang	(a) kannst Du	(c) bist Du
Kausalitätsüberzeugung	(Definiert in 3ter Person, plural: Andere Kinder, sie, ihre, ihnen)	
Nützlichkeit	Wie erreichen andere Kinder ihr Ziel (z.B. etwas Neues in der Schule lernen)? Liegt es daran, daß (sie) ...	
Kontrollerwartung	(Definiert in 2ter Person, singular: Du; persönliche Erfolgserwartung)	
Schwierigkeit: nicht spezifiziert	Wenn Du das Ziel (z.B. etwas Neues in der Schule lernen) erreichen willst, wirst Du es können?	
Schwierigkeit: hoch	Wenn Du das Ziel (z.B. etwas Neues in der Schule lernen) erreichen willst, obwohl es schwierig ist, wirst Du es können?	

Table 3 continued

Key concept	Operational terminology
Handlungsmittel	
Anstrengung	(a) sich genug anstrengen (b) genug tun (c) lange genug durchhalten, es zu versuchen
Persönliche Attribute	(a) genug witzige Einfälle haben (b) leicht genug zu mögen sein (c) nett genug sein
Physische Attribute	(a) gut genug aussehen (b) attraktiv genug sein (c) genügend gutes Aussehen haben
Glück	(a) auf das Glück verlassen können (b) das Glück auf Deiner/ihrer Seite haben (c) auf Dein/ihr Glück zählen können
Fähigkeit	(a) klug genug sein (b) schlau genug sein (c) clever genug sein
Wissen über Bereich	(a) sehen, wie es geht (b) wissen, wie es geht (c) verstehen, wie es geht
Mächtige Andere	(a) andere helfen Dir/ihnen (b) andere unterstützen Dich/sie (c) andere sind Dir/ihnen behilflich
Peers als Freunde	(a) einen (anderen) Freund oder eine (andere) Freundin fragen, ob er oder sie Dir/ihnen hilft (b) einen (anderen) Freund oder eine (andere) Freundin dazu bekommen, Dir/ihnen zu helfen (c) einen (anderen) Freund oder eine (andere) Freundin dazu bringen, Dir/ihnen zu helfen
Lehrer	(a) Deine/ihre Lehrerin oder Deinen/ihren Lehrer dazu bringen, Dir/ihnen zu helfen (b) Deine/ihre Lehrerin oder Deinen/ihren Lehrer fragen, ob sie oder er ihnen hilft (c) Deine/ihre Lehrerin oder Deinen/ihren Lehrer dazu bringen, Dir/ihnen zu helfen
Eltern	(a) Deine/ihre Eltern dazu bekommen, Dir/ihnen zu helfen (b) Deine/ihre Eltern dazu bringen, Dich/sie zu unterstützen (c) Deine/ihre Eltern fragen, ob sie Dir helfen
Unbekannt	(a) es passiert, ohne daß es einen Grund dafür gibt (b) es passiert, und man kann nicht erklären, warum (c) es passiert, und ich weiß' nicht warum

access to the means). In this questionnaire, a third person, nomothetic approach is employed. The nomothetic approach advocated here provides an important fundamental foundation for drawing conclusions about the nature of any cross-cultural differences. That is, responses to this type of means-ends conceptualization allows one to ask the question, are the belief systems between cultures the same or different (see e.g., Little & Lopez, 1997). Responses to the agency beliefs dimensions allow us to ask the question whether the cultural context influences a person's sense of personal access within a given culture. If the fundamental similarity of the beliefs systems (i.e., concepts of how the world works as evinced in the means-ends dimensions) can not be established, the

conclusions about the differences in agency beliefs are difficult to disentangle and may be confounded with differences in the means-ends beliefs. These beliefs systems can be broken down into a simple taxonomy which is described in Table 4. Using this taxonomy, this instrument assesses the 1st person agency beliefs and the 3rd person means-ends beliefs.

Table 4
Taxonomy of the belief relations by type of agent

Agency Beliefs	
1st Person	Measures personal efficacy or access to specific means.
3rd Person	Measures sociocultural efficacy or access to specific means.
Means-ends Beliefs	
1st Person	Measures personal beliefs of the utility of specific means.
3rd Person	Measures sociocultural beliefs of the utility of specific means.
Control Expectancy	
1st Person	Measures personal efficacy in obtaining the desired outcome.
3rd Person	Measures sociocultural efficacy in obtaining the desired outcome.

The response format involves organizing the type of response around (a) the type of motive, belief (control, agency or means-ends), and behavior and the (b) the operationalized goal component (e.g. making, keeping, or engaging friends). The items are presented such that the items of a given category and goal are presented on a single page and organized randomly within a block for each outcome; for example, the means-ends belief items for making friends are together, then the agency belief items for making friends are presented together, immediately following the means-ends items. Then the agency beliefs for making friends under difficult circumstances follow. Then, the means-ends items for playing together with a friend are grouped together, followed again by the corresponding agency belief items, and so on. All statements are presented with a 4-point scale (i.e., almost never, sometimes, often, almost always; German: sehr selten, ab und zu, häufig, sehr oft) which can be Icon-assisted.

Motivational Components in the Multi-CAM

In addition to the action-control beliefs linking the three components of an action sequence, the Multi-CAM incorporates a number of items that assess the motivational impetus behind an action sequence.

In particular, three types of motivational components are assessed on both a general and

personal level. The first type is task difficulty (e.g., "Do you think that figuring out a new lesson is hard to do?"). The second type is personal relevance of the goal (e.g., "Do you think that figuring out a new lesson is important to do?"). The third type is the perceived "origin" of actions (Ryan & Connell, 1989). Reasons for acting can vary from external to internal origins. Specifically, external reasons are those where behavior is explained by reference to external authority, such as fear of punishment or rule compliance (e.g., "Is it because you don't want your parents to be angry with you?"). Introjected reasons are framed in terms of internal, esteem-based pressures to act, such as feelings of obligation (e.g., "Do you think that figuring out a new lesson is something you are supposed to do?"). Identifications are captured by reasons involving acting from one's own values or goals (e.g., "Is it because you want to do it for yourself?"). Finally, intrinsic reasons for action are those where behavior is done simply for its inherent enjoyment or for fun (e.g., "Is it because you enjoy it?" and "Is it because you like to do it?"). Moreover, by asking these motivational questions at a general level, children's naive theories of school and friendship motivations are also simultaneously assessed (see Appendix B).

Action-Control Behaviors assessed by the Multi-CAM

Based on the model of action-control behaviors developed by Little and Lopez (1997; see also Lopez & Little, 1995, 1996), the Multi-CAM includes the five dimensional constructs defined by Little and Lopez as well as two additional affect-related constructs, one assessing the anxiety-related reactions to a problem and the other assessing emotional engagement.

Methodological Considerations

Administration procedures. The presentation procedures for this questionnaire are rather specific. That is, the questionnaire is designed such that it can be group administered; however, it is also designed such that EACH question is read aloud while the child follows silently along. The presentation format employs a framing technique in which a statement is placed at the top of each page that directs the child to think about and imagine the specific operational aspect of the goal domain being assessed. For example, the agency belief statements addressing the operationalization of Making Friends reads, "Think about YOURSELF making a new friend." To further frame the statements, each statement is verbally preceded by the phrase, "When it comes to making a new friend ..." This framing technique keeps the domain specific component of the beliefs always as the context for the statements without burdening each statement with the grammatical necessity of wording the

domain specific operationalization into the statement; that is, only that part of the statement in which the belief component is assessed is focally presented. This framing technique has the further advantage of being easily applied to other goal-directed domains, such as sports performance, musical performance, and so on.

Analysis procedures. Regarding the analyses of this questionnaire, its design incorporates measurement features that are purposefully suited for structural equation modeling (e.g., Jöreskog & Sörbom, 1989; Little, 1997). All constructs are represented by multiple items. These items can be used as separate indicators of the constructs in structural modeling procedures or they can be simply averaged to be used in other types of analysis. For the agency belief dimensions, for example, each construct is represented by 6 items and these items are designed to be combined in such a way as to form three indicators for each dimension. Specifically for use in structural modeling, the domains are to be collapsed into 3 indicators that are the average of two paired items. In general, the combinatorial constraint is the items that are paired are not from the same operationalization. Tables 5 and 6 lists the items combinations that are to be used to represent each construct measured by the Multi-CAM (note that only those items represented in the Appendix versions are included in Tables 5 and 6).

As shown in Tables 5 and 6, the compiled version of the Multi-CAM which is shown in Appendix B as well as formatted as a presentation version in the Appendices measures 48 distinct constructs (with 165 items) surrounding action-control motives, beliefs and behaviors about goal-directed and intentional behavior. Because of the framing technique that is used in the Multi-CAM, the presentation time for these items is surprisingly quick. Children in the second grade, when guided by the pace set by a reader (see administration procedures above), can complete all the items in approximately 45 minutes, and older children (e.g., by grade 6) can complete the instrument in approximately 30 minutes.

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(Note. This reference list is a partial compilation of various works that address aspects of this work)

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Appendix A:

Constructs measured by the Multi-CAM.

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The Action-Control Motives and Goal Perceptions measured by the Multi-CAM	54

Table 5
The Action-Control Beliefs and Behaviors measured by the Multi-CAM

Construct	Indicator 1	Indicator 2	Indicator 3
Means-ends Beliefs			
Effort	meEFF1	meEFF2	meEFF3
Ability	meABL1	meABL2	meABL3
Luck	meLUC1	meLUC2	meLUC3
Teachers	meTEA1	meTEA2	meTEA3
Parents	mePNT1	mePNT2	mePNT3
Friends	meFND1	meFND2	meFND3
Unknowns	meUNK1	meUNK2	meUNK3
Agency Beliefs			
Effort	agEFF1 # agEFF6	agEFF3 # agEFF2	agEFF5 # agEFF4
Ability	agABL1 # agABL6	agABL3 # agABL2	agABL5 # agABL4
Luck	agLUC1 # agLUC6	agLUC3 # agLUC2	agLUC5 # agLUC4
Teachers	agTEA1 # agTEA6	agTEA3 # agTEA2	agTEA5 # agTEA4
Parents	agPNT1 # agPNT6	agPNT3 # agPNT2	agPNT5 # agPNT4
Friends	agFND1 # agFND6	agFND3 # agFND2	agFND5 # agFND4
Personal Control Expectancy			
Expectancy	prC-E1 # prC-E6	prC-E3 # prC-E2	prC-E5 # prC-E4
Action-Control Behaviors			
Ignor	NOPROB1	NOPROB2	NOPROB3
Emotionality	EMOTON1	EMOTON2	EMOTON3
Direct Action	DIRECT1	DIRECT2	DIRECT3
Indirect Action	INDRCT1	INDRCT2	INDRCT3
Inaction	INACTN1	INACTN2	INACTN3
Prosocial Action	PROSOC1	PROSOC2	PROSOC3
Antisocial Action	ANTSOC1	ANTSOC2	ANTSOC3

Note. # denotes the average of the two items.

Table 6
The Action-Control Motives and Goal Perceptions measured by the Multi-CAM

Construct	Indicator 1	Indicator 2	Indicator 3
Personal Outcome Perceptions			
Difficulty	prDIF1	prDIF2	prDIF3
Controllability	prCAN1	prCAN2	prCAN3
Importance	prIMP1	prIMP2	prIMP3
Generalized Outcome Perceptions			
Difficulty	gnDIF1	gnDIF2	gnDIF3
Controllability	gnCAN1	gnCAN2	gnCAN3
Importance	gnIMP1	gnIMP2	gnIMP3
Motivational Components (General)			
Wanting	gnWNT1	gnWNT2	gnWNT3
Liking	gnLIK1	gnLIK2	gnLIK3
Enjoying	gnJOY1	gnJOY2	gnJOY3
Introjection	gnSHD1	gnSHD2	gnSHD3
Positive Teachers	gnTEAp1	gnTEAp2	gnTEAp3
Positive Parents	gnPARp1	gnPARp2	gnPARp3
Positive Friends	gnKIDp1	gnKIDp2	gnKIDp3
Extrinsic	gnEXT1	gnEXT2	gnEXT3
Negative Teachers	gnTEAn1	gnTEAn2	gnTEAn3
Negative Parents	gnPAR1n	gnPARn2	gnPARn3
Negative Friends	gnKIDn1	gnKIDn2	gnKIDn3
Motivational Components (Personal)			
Wanting	prWNT1	prWNT2	prWNT3
Liking	prLIK1	prLIK2	prLIK3
Enjoying	prJOY1	prJOY2	prJOY3
Introjection	prSHD1	prSHD2	prSHD3
Positive Teachers	prTEAp1	prTEAp2	prTEAp3
Positive Parents	prPARp1	prPARp2	prPARp3
Positive Friends	prKIDp1	prKIDp2	prKIDp3
Extrinsic	prEXT1	prEXT2	prEXT3
Negative Teachers	prTEAn1	prTEAn2	prTEAn3
Negative Parents	prPAR1n	prPARn2	prPARn3
Negative Friends	prKIDn1	prKIDn2	prKIDn3

Appendix B:

Conceptual Versions of the Multi-CAM

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Table 7
The General Presentation format in English

Goals **school:** learning something new in school
social: making a new friend

Think about OTHER CHILDREN _____.

Do OTHER CHILDREN think that _____ is

- [gnCON1] ... something they can make happen if they want to?
- [gnDIF1] ... hard to do?
- [gnSHD1] ... something they are supposed to do?
- [gnIMP1] ... important to do?

Think about WHY OTHER CHILDREN _____.

Why do OTHER CHILDREN _____? Is it because they...

- [gnWNT1] ... want to do it for themselves?
- [gnLIK1] ... like to do it?
- [gnJOY1] ... enjoy doing it?
- [gnEXT1] ... want to (school: get good grades; social: be popular)?
- [gnTEAp1] ... want to get praise from their teacher?
- [gnTEAn1] ... don't want their teacher to think that they are no good?
- [gnPARp1] ... want to make their parents happy?
- [gnPARn1] ... don't want their parents to be angry with them?
- [gnKIDp1] ... want to be liked by their classmates?
- [gnKIDn1] ... don't want to be teased by the other children in their class?

Think about HOW OTHER CHILDREN _____.

How do OTHER CHILDREN _____? Is it because (they)...

- [meEFF1] ... work hard enough?
- [meABL1] ... have enough brains?
- [meNIC1] ... are fun enough?
- [meLUC1] ... are lucky enough?
- [meTEA1] ... get their teacher to help them?
- [mePNT1] ... have their parents help them?
- [meFND1] ... ask their (other) friends to help them?
- [meUNK1] ... it just happens for no reasons?

Think about YOURSELF _____.

Do YOU think that _____ is

- [prCON1] ... something you can make happen if you want to?
- [prDIF1] ... hard to do?
- [prSHD1] ... something you are supposed to do?
- [prIMP1] ... important to do?

Think about WHY YOU _____.

Why do YOU _____? Is it because YOU...

- [prWNT1] ... want to do it for yourself?
- [prLIK1] ... like to do it?
- [prJOY1] ... enjoy doing it?
- [prEXT1] ... want to (school: get good grades; social: be popular)?
- [prTEAp1] ... want to get praise from your teacher?
- [prTEAn1] ... don't want your teacher to think that you are no good?
- [prPARp1] ... want to make your parents happy?
- [prPARn1] ... don't want your parents to be angry with you?
- [prKIDp1] ... want to be liked by your classmates?
- [prKIDn1] ... don't want to be teased by the other children in your class?

Table 7, continued

Goals

- school:** learning something new in school
- social:** making a new friend

What can YOU do when YOU want to _____?

When YOU want to _____,
[prC-E1] ... will you be able to do it?

When it comes to _____, ...

- [agEFF1] ... can you work hard enough at it?
- [agABL1] ... do you have enough brains for it?
- [agNIC1] ... are you fun enough for it?
- [agLUC1] ... are you lucky enough for it?
- [agTEA1] ... can you get your teacher to help you?
- [agPNT1] ... can you have your parents help you?
- [agFND1] ... can you ask a(nother) friend to help you?

Sometimes, _____ is difficult to do. For example,
(social) imagine that you are at a new school and don't have any friends!

(school) imagine that the other children are ahead of you and you want to catch up with them!

What can YOU do when YOU want to _____, even if it's difficult?

When YOU want to _____, even if it's difficult...
[prC-E2] ... will you be able to do it?

When it comes to _____, even if it's difficult...

- [agEFF2] ... can you work hard enough at it?
- [agABL2] ... do you have enough brains for it?
- [agNIC2] ... are you fun enough for it?
- [agLUC2] ... are you lucky enough for it?
- [agTEA2] ... can you get your teacher to help you?
- [agPNT2] ... can you have your parents help you?
- [agFND2] ... can you ask a(nother) friend to help you?

What do YOU do when YOU have problems _____? How do YOU feel?

When I have problems _____,...

- [NOPROB1] ... I don't get upset about it.
- [EMOTON1] ... I feel down about it.
- [INACTN1] ... I don't do anything.
- [DIRECT1] ... I try to work it out.
- [INDRCT1] ... I do something else instead.
- [PROSOC1] ... I seek out others.
- [ANTSOC1] ... I think others can't help me.

Table 7, continued

Goals: school: figuring out a new lesson
social: getting a friend to play

Think about OTHER CHILDREN _____.

- Do OTHER CHILDREN think that _____ is
- [gnCON2] ... something they can make happen if they want to?
 - [gnDIF2] ... hard to do?
 - [gnSHD2] ... something they are supposed to do?
 - [gnIMP2] ... important to do?

Think about WHY OTHER CHILDREN _____.

- Why do OTHER CHILDREN _____? Is it because they...
- [gnWNT2] ... want to do it for themselves?
 - [gnLIK2] ... like to do it?
 - [gnJOY2] ... enjoy doing it?
 - [gnEXT2] ... want to (school: get good grades; social: be popular)?
 - [gnTEAp2] ... want to get praise from their teacher?
 - [gnTEAn2] ... don't want their teacher to think that they are no good?
 - [gnPARp2] ... want to make their parents happy?
 - [gnPARn2] ... don't want their parents to be angry with them?
 - [gnKIDp2] ... want to be liked by their classmates?
 - [gnKIDn2] ... don't want to be teased by the other children in their class?

Think about HOW OTHER CHILDREN _____.

- How do OTHER CHILDREN _____? Is it because (they)...
- [meEFF2] ... put enough effort in to it?
 - [meABL2] ... are smart enough?
 - [meNIC2] ... are likable enough?
 - [meLUC2] ... get lucky enough?
 - [meTEA2] ... ask their teacher to help them?
 - [mePNT2] ... get their parents to help them?
 - [meFND2] ... have their (other) friends help them?
 - [meUNK2] ... it just happens and can't be explained?

Think about YOURSELF _____.

- Do YOU think that _____ is
- [prCON2] ... something you can make happen if you want to?
 - [prDIF2] ... hard to do?
 - [prSHD2] ... something you are supposed to do?
 - [prIMP2] ... important to do?

Think about WHY YOU _____.

- Why do YOU _____? Is it because YOU...
- [prWNT2] ... want to do it for yourself?
 - [prLIK2] ... like to do it?
 - [prJOY2] ... enjoy doing it?
 - [prEXT2] ... want to (school: get good grades; social: be popular)?
 - [prTEAp2] ... want to get praise from your teacher?
 - [prTEAn2] ... don't want your teacher to think that you are no good?
 - [prPARp2] ... want to make your parents happy?
 - [prPARn2] ... don't want your parents to be angry with you?
 - [prKIDp2] ... want to be liked by your classmates?
 - [prKIDn2] ... don't want to be teased by the other children in your class?

Table 7, continued

Goals: school: figuring out a new lesson
 social: getting a friend to play

What can YOU do when YOU want to _____?

When YOU want to _____,
 [prC-E3] ... will you be able to do it?

When it comes to _____...

- [agEFF3] ... can you put enough effort in to it?
- [agABL3] ... are you smart enough for it?
- [agNIC3] ... are you likable enough for it?
- [agLUC3] ... can you get lucky enough for it?
- [agTEA3] ... can you ask your teacher to help you?
- [agPNT3] ... can you get your parents to help you?
- [agFND3] ... can you have a(nother) friend help you?

Sometimes, _____ is difficult to do. For example,
 (social) imagine that a friend doesn't want to play with you but wants to play with someone else instead!

(school) imagine that you missed a lesson, and you want to figure it out before the next lesson begins!

What can YOU do when YOU want to _____, even if it's difficult?

When YOU want to _____, even if it's difficult,...
 [prC-E4] ... will you be able to do it?

When it comes to _____, even if it's difficult,...

- [agEFF4] ... can you put enough effort in to it?
- [agABL4] ... are you smart enough for it?
- [agNIC4] ... are you likable enough for it?
- [agLUC4] ... can you get lucky enough for it?
- [agTEA4] ... can you ask your teacher to help you?
- [agPNT4] ... can you get your parents to help you?
- [agFND4] ... can you have a(nother) friend help you?

What do YOU do when YOU have problems _____? How do YOU feel?

When I have problems _____,...

- [NOPROB2] ... I don't get bothered by it.
- [EMOTON2] ... I feel unhappy about it.
- [INACTN2] ... I don't take action.
- [DIRECT2] ... I try to figure it out.
- [INDRCT2] ... I do anything else instead.
- [PROSOC2] ... I go to others.
- [ANTSOC2] ... I think others just get in my way.

Table 7, continued

Goals: school: understanding new things in school
social: keeping a good friend

Think about OTHER CHILDREN _____.

Do OTHER CHILDREN think that _____ is

- [gnCON3] ... something they can make happen if they want to?
- [gnDIF3] ... hard to do?
- [gnSHD3] ... something they are supposed to do?
- [gnIMP3] ... important to do?

Think about WHY OTHER CHILDREN _____.

Why do OTHER CHILDREN _____? Is it because they...

- [gnWNT3] ... want to do it for themselves?
- [gnLIK3] ... like to do it?
- [gnJOY3] ... enjoy doing it?
- [gnEXT3] ... want to (school: get good grades; social: be popular)?
- [gnTEAp3] ... want to get praise from their teacher?
- [gnTEAn3] ... don't want their teacher to think that they are no good?
- [gnPARp3] ... want to make their parents happy?
- [gnPARn3] ... don't want their parents to be angry with them?
- [gnKIDp3] ... want to be liked by their classmates?
- [gnKIDn3] ... don't want to be teased by the other children in their class?

Think about HOW OTHER CHILDREN _____.

How do OTHER CHILDREN _____? Is it because (they)...

- [meEFF3] ... keep on trying long enough?
- [meABL3] ... are bright enough?
- [meNIC3] ... are nice enough?
- [meLUC3] ... can count on their luck?
- [meTEA3] ... have their teacher help them?
- [mePNT3] ... ask their parents to help them?
- [meFND3] ... get their (other) friends to help them?
- [meUNK3] ... it just happens and I don't know why?

Think about YOURSELF _____.

Do YOU think that _____ is

- [prCON3] ... something you can make happen if you want to?
- [prDIF3] ... hard to do?
- [prSHD3] ... something you are supposed to do?
- [prIMP3] ... important to do?

Think about WHY YOU _____.

Why do YOU _____? Is it because YOU...

- [prWNT3] ... want to do it for yourself?
- [prLIK3] ... like to do it?
- [prJOY3] ... enjoy doing it?
- [prEXT3] ... want to (school: get good grades; social: be popular)?
- [prTEAp3] ... want to get praise from your teacher?
- [prTEAn3] ... don't want your teacher to think that you are no good?
- [prPARp3] ... want to make your parents happy?
- [prPARn3] ... don't want your parents to be angry with you?
- [prKIDp3] ... want to be liked by your classmates?
- [prKIDn3] ... don't want to be teased by the other children in your class?

Table 7, continued

Goals: school: understanding new things in school
social: keeping a good friend

What can YOU do when YOU want to _____?

When YOU want to _____,
[prC-E5] ... will you be able to do it?

When it comes to _____,...
 [agEFF5] ... can you keep on trying long enough at it?
 [agABL5] ... are you bright enough for it?
 [agNIC5] ... are you nice enough for it?
 [agLUC5] ... can you count on your luck for it?
 [agTEA5] ... can you have your teacher help you?
 [agPNT5] ... can you ask your parents to help you?
 [agFND5] ... can you get a(nother) friend to help you?

Sometimes, _____ is difficult to do. For example,
 (social) imagine that a friend doesn't want to be friends with you anymore!
 (school) imagine that your teacher is giving a new lesson with lots of new ideas to understand!

What can YOU do when YOU want to _____, even if it's difficult?

When YOU want to _____, even if it's difficult...
[prC-E6] ... will you be able to do it?

What can YOU do when YOU want to _____.

When it comes to _____, even if it's difficult...
 [agEFF6] ... can you keep on trying long enough at it?
 [agABL6] ... are you bright enough for it?
 [agNIC6] ... are you nice enough for it?
 [agLUC6] ... can you count on your luck for it?
 [agTEA6] ... can you have your teacher help you?
 [agPNT6] ... can you ask your parents to help you?
 [agFND6] ... can you get a(nother) friend to help you?

What do YOU do when YOU have problems _____? How do YOU feel?

When I have problems _____,...
 [NOPROB3] ... I don't worry about it.
 [EMOTON3] ... I feel bad about it.
 [INACTN3] ... I do nothing.
 [DIRECT3] ... I try to solve it.
 [INDRCT3] ... I do other things instead.
 [PROSOC3] ... I look to others.
 [ANTSOC3] ... I don't think others are helpful.

Table 8
The General Presentation format in German

Ziele: Schule: etwas Neues in der Schule lernen
Sozial: einen neuen Freund oder eine neue Freundin gewinnen

Denke darüber nach, wie ANDERE KINDER _____.
Was denken ANDERE KINDER darüber, _____? Denken sie, daß es...
 [gnCON1] ... ihnen gelingt, wenn sie es wollen?
 [gnDIF1] ... schwierig ist?
 [gnSHD1] ... von ihnen erwartet wird?
 [gnIMP1] ... wichtig ist?

Denke darüber nach, WARUM ANDERE KINDER _____.
Warum _____ ANDERE KINDER? Tun sie es, weil (sie)...
 [gnWNT1] ... es für sich selber wollen?
 [gnLIK1] ... es gerne tun?
 [gnJOY1] ... es ihnen Freude macht?
 [gnEXT1] ... (Schule: gute Noten bekommen; sozial: bei anderen beliebt sein) wollen?
 [gnTEAp1] ... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?
 [gnTEAn1] ... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?
 [gnPARp1] ... ihren Eltern eine Freude machen wollen?
 [gnPARn1] ... nicht wollen, daß sich ihre Eltern über sie ärgern?
 [gnKIDp1] ... wollen, daß ihre Klassenkameraden sie mögen?
 [gnKIDn1] ... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?

Denke darüber nach, WIE ANDERE KINDER _____.
Wie _____ ANDERE KINDER? Liegt es daran, daß (sie)...
 [meEFF1] ... sich genug anstrengen?
 [meABL1] ... klug genug sind?
 [meNIC1] ... genug witzige Einfälle haben?
 [meLUC1] ... sich auf ihr Glück verlassen können?
 [meTEA1] ... ihre Lehrerin oder ihren Lehrer dazu bringen, ihnen zu helfen?
 [mePNT1] ... ihre Eltern dazu bekommen, ihnen zu helfen?
 [meFND1] ... ihre (anderen) Freunde oder (anderen) Freundinnen fragen, ob sie ihnen helfen?
 [meUNK1] ... es passiert, ohne daß es einen Grund dafür gibt?

Denke darüber nach, wie DU selbst _____.
Was denkst DU darüber, _____? Denkst DU, daß es...
 [prCON1] ... Dir gelingt, wenn Du es willst?
 [prSHD1] ... von Dir erwartet wird?
 [prDIF1] ... schwierig ist?
 [prIMP1] ... wichtig ist?

Denke darüber nach, WARUM DU _____.
Warum _____ DU? Tust DU es, weil (DU)...
 [prWNT1] ... es für Dich selber willst?
 [prLIK1] ... es gerne tut?
 [prJOY1] ... es Dir Freude macht?
 [prEXT1] ... (Schule: gute Noten bekommen; sozial: bei anderen beliebt sein) willst?
 [prTEAp1] ... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?
 [prTEAn1] ... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?
 [prPARp1] ... Deinen Eltern eine Freude machen willst?
 [prPARn1] ... nicht willst, daß sich Deine Eltern über Dich ärgern?
 [prKIDp1] ... willst, daß Deine Klassenkameraden Dich mögen?
 [prKIDn1] ... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?

Table 8, continued

Ziele: Schule: etwas Neues in der Schule lernen

Sozial: einen neuen Freund oder eine neue Freundin gewinnen

Was kannst DU tun, wenn DU _____ willst?

Wenn DU _____ willst,...
[prC-E1] ... wirst Du es können?

Wenn es darum geht, _____,...
[agEFF1] ... kannst Du Dich dazu genug anstrengen?

[agABL1] ... bist Du klug genug dazu?
[agNIC1] ... kannst Du dazu genug witzige Einfälle haben?
[agLUC1] ... kannst Du Dich auf Dein Glück verlassen?
[agTEA1] ... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bringen, Dir zu helfen?
[agPNT1] ... kannst Du Deine Eltern dazu bekommen, Dir zu helfen?
[agFND1] ... kannst Du einen (anderen) Freund oder eine (andere) Freundin fragen, ob er oder sie Dir hilft?

Manchmal ist es schwierig, _____.

(Sozial) Stelle Dir ZUM BEISPIEL vor, Du bist in einer neuen Schule und hast keinen einzigen Freund oder keine einzige Freundin!

(Schule) Stelle Dir ZUM BEISPIEL vor, daß die anderen Kinder Dir im Lernen voraus sind, und Du aufholen willst!

Was kannst DU tun, wenn DU _____ willst, obwohl es schwierig ist?

Wenn DU _____, obwohl es schwierig ist,
[prC-E2] ... wirst Du es können?

Wenn es darum geht, _____, obwohl es schwierig ist,...
[agEFF2] ... kannst Du Dich dazu genug anstrengen?

[agABL2] ... bist Du klug genug dazu?
[agNIC2] ... kannst Du dazu genug witzige Einfälle haben?
[agLUC2] ... kannst Du Dich auf Dein Glück verlassen?
[agTEA2] ... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bringen, Dir zu helfen?
[agPNT2] ... kannst Du Deine Eltern dazu bekommen, Dir zu helfen?
[agFND2] ... kannst Du einen (anderen) Freund oder eine (andere) Freundin fragen, ob er oder sie Dir hilft?

Was tust DU, wenn DU Probleme hast, _____. Wie fühlst DU Dich?

Wenn ich Probleme habe, _____,...
[NOPROB1] ... rege ich mich nicht darüber auf.
[EMOTON1] ... fühle ich mich deshalb bedrückt.
[INACTN1] ... tue ich nichts.
[DIRECT1] ... versuche ich, etwas daran zu ändern.
[INDRCT1] ... wende ich mich etwas anderem zu.
[PROSOC1] ... suche ich nach anderen.
[ANTSOC1] ... nehme ich an, daß mir andere nicht helfen können.

Table 8, continued

Ziele: Schule: ein neues Unterrichtsthema begreifen
 Sozial: einen Freund oder eine Freundin dazu zu bringen, mit ihnen/Dir zu spielen

Denke darüber nach, wie ANDERE KINDER _____.

Was denken ANDERE KINDER darüber, _____? Denken sie, daß es...

- [gnCON2] ... ihnen gelingt, wenn sie es wollen?
- [gnDIF2] ... schwierig ist?
- [gnSHD2] ... von ihnen erwartet wird?
- [gnIMP2] ... wichtig ist?

Denke darüber nach, WARUM ANDERE KINDER _____.

Warum _____ ANDERE KINDER? Tun sie es, weil (sie)...

- [gnWNT2] ... es für sich selber wollen?
- [gnLIK2] ... es gerne tun?
- [gnJOY2] ... es ihnen Freude macht?
- [gnEXT2] ... (Schule: gute Noten bekommen; sozial: bei anderen beliebt sein) wollen?
- [gnTEAp2] ... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?
- [gnTEAn2] ... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?
- [gnPARp2] ... ihren Eltern eine Freude machen wollen?
- [gnPARn2] ... nicht wollen, daß sich ihre Eltern über sie ärgern?
- [gnKIDp2] ... wollen, daß ihre Klassenkameraden sie mögen?
- [gnKIDn2] ... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?

Denke darüber nach, WIE ANDERE KINDER _____.

Wie _____ ANDERE KINDER? Liegt es daran, daß (sie)...

- [meEFF2] ... genug dafür tun?
- [meABL2] ... schlau genug sind?
- [meNIC2] ... leicht genug zu mögen sind?
- [meLUC2] ... das Glück auf ihrer Seite haben?
- [meTEA2] ... ihre Lehrerin oder ihren Lehrer fragen, ob sie oder er ihnen hilft?
- [mePNT2] ... ihre Eltern dazu bringen, ihnen zu helfen?
- [meFND2] ... ihre (anderen) Freunde oder (anderen) Freundinnen dazu bekommen, ihnen zu helfen?
- [meUNK2] ... es passiert, und man kann nicht erklären, warum?

Denke darüber nach, wie DU selbst _____.

Was denkst DU darüber, _____? Denkst DU, daß es...

- [prCON2] ... Dir gelingt, wenn Du es willst?
- [prSHD2] ... von Dir erwartet wird?
- [prDIF2] ... schwierig ist?
- [prIMP2] ... wichtig ist?

Denke darüber nach, WARUM DU _____.

Warum _____ DU? Tust DU es, weil (DU)...

- [prWNT2] ... es für Dich selber willst?
- [prLIK2] ... es gerne tust?
- [prJOY2] ... es Dir Freude macht?
- [prEXT2] ... (Schule: gute Noten bekommen; sozial: bei anderen beliebt sein) willst?
- [prTEAp2] ... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?
- [prTEAn2] ... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?
- [prPARp2] ... Deinen Eltern eine Freude machen willst?
- [prPARn2] ... nicht willst, daß sich Deine Eltern über Dich ärgern?
- [prKIDp2] ... willst, daß Deine Klassenkameraden Dich mögen?
- [prKIDn2] ... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?

Table 8, continued

Ziele: Schule: ein neues Unterrichtsthema begreifen
Sozial: einen Freund oder eine Freundin dazu zu bringen, mit ihnen/Dir zu spielen

Was kannst DU tun, wenn DU _____ willst?

Wenn DU _____ willst,...
 [prC-E3] ... wirst Du es können?

Wenn es darum geht, _____,...

- [agEFF3] ... kannst Du genug dafür tun?
- [agABL3] ... bist Du schlau genug dazu?
- [agNIC3] ... bist Du dazu leicht genug zu mögen?
- [agLUC3] ... hast Du das Glück auf Deiner Seite?
- [agTEA3] ... kannst Du Deine Lehrerin oder Deinen Lehrer fragen, ob sie oder er Dir hilft?
- [agPNT3] ... kannst Du Deine Eltern dazu bringen, Dir zu helfen?
- [agFND3] ... kannst Du einen (anderen) Freund oder eine (andere) Freundin dazu bekommen, Dir zu helfen?

Manchmal ist es schwierig, _____.

(Sozial) Stelle Dir ZUM BEISPIEL vor, daß ein Freund oder eine Freundin lieber mit jemand anderem spielen will, als mit Dir!

(Schule) Stelle Dir ZUM BEISPIEL vor, Du hast im Unterricht gefehlt und Du willst das Thema begreifen, bevor ein neues Unterrichtsthema anfängt!

Was kannst DU tun, wenn DU _____ willst, obwohl es schwierig ist?

Wenn DU _____ willst, obwohl es schwierig ist,
 [prC-E4] ... wirst Du es können?

Wenn es darum geht, _____, obwohl es schwierig ist,...

- [agEFF4] ... kannst Du genug dafür tun?
- [agABL4] ... bist Du schlau genug dazu?
- [agNIC4] ... bist Du dazu leicht genug zu mögen?
- [agLUC4] ... hast Du das Glück auf Deiner Seite?
- [agTEA4] ... kannst Du Deine Lehrerin oder Deinen Lehrer fragen, ob sie oder er Dir hilft?
- [agPNT4] ... kannst Du Deine Eltern dazu bringen, Dir zu helfen?
- [agFND4] ... kannst Du einen (anderen) Freund oder eine (andere) Freundin dazu bekommen, Dir zu helfen?

Was tust DU, wenn DU Probleme hast, _____. Wie fühlst DU Dich?

Wenn ich Probleme habe, _____,...
 [NOPROB2] ... lasse ich mich nicht davon stören.
 [EMOTON2] ... fühle ich mich deshalb unglücklich.
 [INACTN2] ... unternehme ich nichts.
 [DIRECT2] ... versuche ich, es hinzubekommen.
 [INDRCT2] ... tue ich irgend etwas anderes.
 [PROSOC2] ... gehe ich zu anderen.
 [ANTSOC2] ... denke ich, daß andere mir nur im Weg stehen.

Table 8, continued

Ziele: Schule: neue Dinge im Unterricht verstehen**Sozial:** einen guten Freund oder eine gute Freundin behalten**Denke darüber nach, wie ANDERE KINDER _____.**

Was denken ANDERE KINDER darüber, _____? Denken sie, daß es...

- [gnCON3] ... ihnen gelingt, wenn sie es wollen?
- [gnDIF3] ... schwierig ist?
- [gnSHD3] ... von ihnen erwartet wird?
- [gnIMP3] ... wichtig ist?

Denke darüber nach, WARUM ANDERE KINDER _____.

Warum _____ ANDERE KINDER? Tun sie es, weil (sie)...

- [gnWNT3] ... es für sich selber wollen?
- [gnLIK3] ... es gerne tun?
- [gnJOY3] ... es ihnen Freude macht?
- [gnEXT3] ... (Schule: gute Noten bekommen; sozial: bei anderen beliebt sein) wollen?
- [gnTEAp3] ... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?
- [gnTEAn3] ... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?
- [gnPARp3] ... ihren Eltern eine Freude machen wollen?
- [gnPARn3] ... nicht wollen, daß sich ihre Eltern über sie ärgern?
- [gnKIDp3] ... wollen, daß ihre Klassenkameraden sie mögen?
- [gnKIDn3] ... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?

Denke darüber nach, WIE ANDERE KINDER _____.

Wie _____ ANDERE KINDER? Liegt es daran, daß (sie)...

- [meEFF3] ... lange genug durchhalten, es zu versuchen?
- [meABL3] ... clever genug sind?
- [meNIC3] ... nett genug sind?
- [meLUC3] ... auf ihr Glück zählen können?
- [meTEA3] ... ihre Lehrerin oder ihren Lehrer dazu bekommen, ihnen zu helfen?
- [mePNT3] ... ihre Eltern fragen, ihnen zu helfen?
- [meFND3] ... ihre (anderen) Freunde oder (anderen) Freundinnen dazu bringen, ihnen zu helfen?
- [meUNK3] ... es passiert, und ich weiß nicht warum?

Denke darüber nach, wie DU selbst _____.

Was denkst DU darüber, _____? Denkst DU, daß es...

- [prCON3] ... Dir gelingt, wenn Du es willst?
- [prSHD3] ... von Dir erwartet wird?
- [prDIF3] ... schwierig ist?
- [prIMP3] ... wichtig ist?

Denke darüber nach, WARUM DU _____.

Warum _____ DU? Tust DU es, weil (DU)...

- [prWNT3] ... es für Dich selber willst?
- [prLIK3] ... es gerne tut?
- [prJOY3] ... es Dir Freude macht?
- [prEXT3] ... (Schule: gute Noten bekommen; sozial: bei anderen beliebt sein) willst?
- [prTEAp3] ... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?
- [prTEAn3] ... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?
- [prPARp3] ... Deinen Eltern eine Freude machen willst?
- [prPARn3] ... nicht willst, daß sich Deine Eltern über Dich ärgern?
- [prKIDp3] ... willst, daß Deine Klassenkameraden Dich mögen?
- [prKIDn3] ... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?

Table 8, continued

Ziele: Schule: neue Dinge im Unterricht verstehen
Sozial: einen guten Freund oder eine gute Freundin behalten

Was kannst DU tun, wenn DU _____ willst?

Wenn DU _____ willst,...
 [prC-E5] ... wirst Du es können?

- Wenn es darum geht, _____,...
- [agEFF5] ... kannst Du lange genug durchhalten, es zu versuchen?
 - [agABL5] ... bist Du clever genug dazu?
 - [agNIC5] ... bist Du nett genug dazu?
 - [agLUC5] ... kannst Du auf Dein Glück zählen?
 - [agTEA5] ... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bekommen, Dir zu helfen?
 - [agPNT5] ... kannst Du Deine Eltern fragen, ob sie Dir helfen?
 - [agFND5] ... kannst Du einen (anderen) Freund oder eine (andere) Freundin dazu bringen, Dir zu helfen?

Manchmal ist es schwierig, _____.

(Sozial) Stelle Dir ZUM BEISPIEL vor, daß ein Freund oder eine Freundin nicht mehr mit Dir

befreundet sein will!

(Schule) Stelle Dir ZUM BEISPIEL vor, Dein Lehrer nimmt ein neues Unterrichtsthema durch, bei dem es viele neue Dinge zu verstehen gibt.

Was kannst DU tun, wenn DU _____ willst, obwohl es schwierig ist?

Wenn DU neue Dinge in der Schule lernen willst, obwohl es schwierig ist,
 [prC-E6] ... wirst Du es können?

- Wenn es darum geht, _____, obwohl es schwierig ist,...
- [agEFF6] ... kannst Du lange genug durchhalten, es zu versuchen?
 - [agABL6] ... bist Du clever genug dazu?
 - [agNIC6] ... bist Du nett genug dazu?
 - [agLUC6] ... kannst Du auf Dein Glück zählen?
 - [agTEA6] ... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bekommen, Dir zu helfen?
 - [agPNT6] ... kannst Du Deine Eltern fragen, ob sie Dir helfen?
 - [agFND6] ... kannst Du einen (anderen) Freund oder eine (andere) Freundin dazu bringen, Dir zu helfen?

Was tust DU, wenn DU Probleme hast, _____. Wie fühlst DU Dich?

- Wenn ich Probleme habe, _____,...
- [NOPROB3] ... mache ich mir darüber keine Sorgen.
 - [EMOTON3] ... fühle ich mich deshalb schlecht.
 - [INACTN3] ... mache ich nichts.
 - [DIRECT3] ... versuche ich, das Problem zu lösen.
 - [INDRCT3] ... tue ich andere Dinge.
 - [PROSOC3] ... wende ich mich an andere.
 - [ANTSOC3] ... glaube ich nicht, daß andere mir helfen können.

Appendix C:

Presentation Versions of the Multi-CAM: English Language Editions

	<u>Page</u>
The Multi-CAM: About School and School Life	71
The Multi-CAM: About Friendships and Friends	91

**About
SCHOOL
AND
SCHOOL LIFE**

**Multi-dimensional
Control
Agency
Means-Ends**

Multi- CAM

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FOR HUMAN DEVELOPMENT AND EDUCATION
BERLIN, GERMANY VERSION 2.0g**

Boy: **Girl:**

_____

NAME: _____ **CLASS:** _____

INSTRUCTIONS

On the following pages you will find questions about different things about school. We are interested in things that kids your age experience. These things can vary in how often they happen:

“Almost Never” - “Sometimes” - “Often” - “Almost Always”

For each question, please mark how often you think such things happen.

No one will see your answers -- not your teacher, your parents, nor anyone else you know. This is not a test. There are no right or wrong answers, so everyone will have different answers. It's only what you think that's important.

Some sentences will sound like others you have heard - but, they are different - so please answer all of them honestly.

Here are two examples. Place an X over the box that's best for you:

Example 1:

Is playing sports something you ..

	Almost Never	Sometimes	Often
... like to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Always		

Example 2:

When you want to watch TV, do you...

	Almost Never	Sometimes	Often
... have to ask your parents for approval?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Always		

Don't turn the page until everyone is ready.

Think about OTHER CHILDREN learning something new in school.

Do OTHER CHILDREN think that learning something new in school is ...

	Almost never	Some- times	Often	Almost always
... something they are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they can make happen if they want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY OTHER CHILDREN learn something new in school.

Why do OTHER CHILDREN learn something new in school? Is it because they...

	Almost never	Some- times	Often	Almost always
... want to do it for themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make their parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by their classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their teacher to think that they are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get good grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their parents to be angry with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from their teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in their class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about HOW OTHER CHILDREN learn something new in school.

How do OTHER CHILDREN learn something new in school? Is it because they ...

	Almost never	Some- times	Often	Almost always
... are lucky enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get their teacher to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... work hard enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ask their friends to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have enough brains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it just happens for no reasons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are fun enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have their parents help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about YOURSELF learning something new in school.

Do YOU think that learning something new in school is ...

	Almost never	Some- times	Often	Almost always
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you can make happen if you want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY YOU learn something new in school.

**Why do YOU learn something new in school?
Is it because YOU ...**

	Almost never	Some- times	Often	Almost always
... don't want your parents to be angry with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get good grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from your teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by your classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want your teacher to think that you are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make your parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

What can YOU do when YOU want to learn something new in school?

When YOU want to learn something new in school, ...

... will you be able to do it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to learning something new in school, ...

... can you work hard enough at it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... can you have your parents help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... do you have enough brains for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you ask a friend to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... are you fun enough for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... are you lucky enough for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you get your teacher to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Sometimes, learning something new in school is difficult to do.

FOR EXAMPLE, imagine that the other children are ahead of you and you want to catch up with them!

What can you do when you want to learn something new in school, even if it's difficult?

**When YOU want to learn something new in school,
even if it's difficult, ...**

	Almost never	Some- times	Often	Almost always
... will you be able to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to learning something new in school, even if it's difficult, ...

	Almost never	Some- times	Often	Almost always
... can you get your teacher to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you work hard enough at it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you have your parents help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you have enough brains for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you ask a friend to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you fun enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you lucky enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do YOU do when YOU have problems learning something new in school? How do YOU feel?

When I have problems learning something new in school,

	Almost never	Some- times	Often	Almost always
... I don't get upset about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I feel down about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't do anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I try to work it out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I do something else instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I seek out others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I think others can't help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about OTHER CHILDREN figuring out a new lesson.

**Do OTHER CHILDREN think that figuring out
a new lesson is ...**

	Almost never	Some- times	Often	Almost always
... something they are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they can make happen if they want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY OTHER CHILDREN figure out a new lesson.

**Why do OTHER CHILDREN figure out a new
lesson? Is it because they...**

	Almost never	Some- times	Often	Almost always
... want to get praise from their teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their parents to be angry with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their teacher to think that they are no good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in their class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make their parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by their classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get good grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about HOW OTHER CHILDREN figure out a new lesson.

How do OTHER CHILDREN figure out a new lesson?
Is it because they ...

	Almost never	Some- times	Often	Almost always
... put enough effort in to it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have their friends help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are smart enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it just happens and can't be explained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are likable enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get lucky enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get their parents to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ask their teacher to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about YOURSELF figuring out a new lesson.

Do YOU think that figuring out a new lesson is ...

	Almost never	Some- times	Often	Almost always
... something you can make happen if you want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY YOU figure out a new lesson.

Why do YOU figure out a new lesson?

Is it because YOU ...

	Almost never	Some- times	Often	Almost always
... don't want your parents to be angry with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make your parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by your classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want your teacher to think that you are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get good grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from your teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

**What can YOU do when YOU want to
figure out a new lesson.**

When YOU want to figure out a new lesson, ...

... will you be able to do it?	Almost never	Some- times	Often	Almost always
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to figuring out a new lesson, ...

... can you ask your teacher to help you?	Almost never	Some- times	Often	Almost always
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you put enough effort in to it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you get your parents to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you smart enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you have a friend help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you likable enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you get lucky enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Sometimes, figuring out a new lesson is difficult to do.

FOR EXAMPLE, imagine that you missed a lesson, and you want to figure it out before the next lesson begins!

What can you do when you want to figure out a new lesson, even if it's difficult?

**When YOU want to figure out a new lesson,
even if it's difficult, ...**

... will you be able to do it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**When it comes to figuring out a new lesson,
even if it's difficult, ...**

... can you get lucky enough for it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... can you ask your teacher to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you put enough effort in to it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you get your parents to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... are you smart enough for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you have a friend help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... are you likable enough for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**What do YOU do when YOU have problems figuring
out a new lesson? How do YOU feel?**

When I have problems figuring out a new lesson, ...

	Almost never	Some- times	Often	Almost always
... I feel unhappy about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't take action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I go to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I think others just get in my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I try to figure it out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I do anything else instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't get bothered by it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

**Think about OTHER CHILDREN
understanding new things in school.**

**Do OTHER CHILDREN think that understanding
new things in school is ...**

	Almost never	Some- times	Often	Almost always
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they can make happen if they want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Think about WHY OTHER CHILDREN
understand new things in school.**

**Why do OTHER CHILDREN understand new
things in school? Is it because they...**

	Almost never	Some- times	Often	Almost always
... want to get good grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in their class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from their teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make their parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their teacher to think that they are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by their classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their parents to be angry with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Think about HOW OTHER CHILDREN
understand new things in school.**

How do OTHER CHILDREN understand new things in school? Is it because they ...

	Almost never	Some- times	Often	Almost always
... ask their parents to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... keep on trying long enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get their friends to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are bright enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are nice enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it just happens, and I don't know why?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can count on their luck?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have their teacher help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about YOURSELF understanding new things in school.

Do YOU think that understanding new things in school is ...

	Almost never	Some- times	Often	Almost always
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you can make happen if you want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY YOU understand new things in school.

**Why do YOU understand new things in school?
Is it because YOU ...**

	Almost never	Some- times	Often	Almost always
... want to get praise from your teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want your teacher to think that you are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make your parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by your classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want your parents to be angry with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get good grades?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What can YOU do when YOU want to understand new things in school.

When YOU want to understand new things in school, ...

... will you be able to do it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to understanding new things in school, ...

... can you count on your luck for it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... can you have your teacher help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you keep on trying long enough at it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you ask your parents to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... are you bright enough for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you get a friend to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... are you nice enough for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Sometimes, understanding new things in school is difficult to do.

FOR EXAMPLE, imagine that your teacher is giving a new lesson with lots of new ideas to understand!

What can you do when you want to understand new things in school, even if it's difficult?

**When YOU want to understand new things in school,
even if it's difficult, ...**

	Almost never	Some- times	Often	Almost always
... will you be able to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**When it comes to understanding new things
in school, ...**

	Almost never	Some- times	Often	Almost always
... are you nice enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you ask your parents to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you count on your luck for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you get a friend to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you keep on trying long enough at it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you have your teacher help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you bright enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do YOU do when YOU have problems understanding new things in school? How do YOU feel?

When I have problems understanding new things in school, ...

	Almost never	Some- times	Often	Almost always
... I do nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I try to solve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I do other things instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I feel bad about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't worry about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I look to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't think others are helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thanks a lot!

**About
FRIENDSHIPS
AND
FRIENDS**

**Multi-dimensional
C ontrol
A gency
M eans-Ends**

Multi- CAM

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FOR HUMAN DEVELOPMENT AND EDUCATION
BERLIN, GERMANY VERSION 2.0g**

Boy: **Girl:**

_____

NAME: _____ CLASS: _____

INSTRUCTIONS

On the following pages you will find questions about different things about friendships. We are interested in things that kids your age experience with friends. These things can happen:

“Almost Never” - “Sometimes” - “Often” - “Almost Always”

For each question, please mark how often you think such things happen.

No one will see your answers -- not your teacher, your parents, nor anyone else you know. This is not a test and there are no right or wrong answers, so everyone will have different answers. It's only what you think that's important.

Some sentences will sound like others you have heard - but, they are different - so please answer all of them honestly.

Here are two examples. Place an X over the box that's best for you:

Example 1:

Is listening to music something you ..

	Almost Never	Sometimes	Often	Almost Always
... like to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Example 2:

When you want to go to a movie, do you ...

	Almost Never	Sometimes	Often	Almost Always
... have to ask your parents for approval?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about OTHER CHILDREN making a new friend.

Do OTHER CHILDREN think that making a new friend is ...

	Almost never	Some- times	Often	Almost always
... something they are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they can make happen if they want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY OTHER CHILDREN make a new friend.

Why do OTHER CHILDREN make a new friend? Is it because they...

	Almost never	Some- times	Often	Almost always
... want to do it for themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make their parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by their classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their teacher to think that they are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be popular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their parents to be angry with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from their teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in their class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about HOW OTHER CHILDREN make a new friend.

How do OTHER CHILDREN make a new friend? Is it because they ...

	Almost never	Some- times	Often	Almost always
... are lucky enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get their teacher to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... work hard enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ask their other friends to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have enough brains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it just happens for no reasons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are fun enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have their parents help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about YOURSELF making a new friend.

Do YOU think that making a new friend is ...

	Almost never	Some- times	Often	Almost always
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you can make happen if you want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY YOU make a new friend.

Why do YOU make a new friend?

Is it because YOU ...

	Almost never	Some- times	Often	Almost always
... don't want your parents to be angry with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be popular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from your teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by your classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want your teacher to think that you are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make your parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What can YOU do when YOU want to make a new friend?

When YOU want to make a new friend, ...

	Almost never	Some- times	Often	Almost always
... will you be able to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to making a new friend, ...

	Almost never	Some- times	Often	Almost always
... can you work hard enough at it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you have your parents help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you have enough brains for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you ask another friend to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you fun enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you lucky enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you get your teacher to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Sometimes, making a new friend is difficult to do.

FOR EXAMPLE, imagine that you are at a new school and don't have any friends!

What can you do when you want to make a new friend, even if it's difficult?

**When YOU want to make a new friend,
even if it's difficult, ...**

	Almost never	Some- times	Often	Almost always
... will you be able to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**When it comes to making a new friend, even
if it's difficult, ...**

	Almost never	Some- times	Often	Almost always
... can you get your teacher to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you work hard enough at it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you have your parents help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you have enough brains for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you ask another friend to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you fun enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you lucky enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do YOU do when YOU have problems making a new friend? How do YOU feel?

When I have problems making a new friend,

	Almost never	Some- times	Often	Almost always
... I don't get upset about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I feel down about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't do anything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I try to work it out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I do something else instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I seek out others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I think others can't help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about OTHER CHILDREN getting a friend to play.

Do OTHER CHILDREN think that getting a friend to play is ...

	Almost never	Some- times	Often	Almost always
... something they are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they can make happen if they want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY OTHER CHILDREN get a friend to play.

Why do OTHER CHILDREN get a friend to play? Is it because they...

	Almost never	Some- times	Often	Almost always
... want to get praise from their teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their parents to be angry with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their teacher to think that they are no good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in their class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make their parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by their classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be popular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about HOW OTHER CHILDREN get a friend to play.

How do OTHER CHILDREN get a friend to play?

Is it because they ...

	Almost never	Some- times	Often	Almost always
... put enough effort in to it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have their other friends help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are smart enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it just happens and can't be explained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are likable enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get lucky enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get their parents to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ask their teacher to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about YOURSELF getting a friend to play.

Do YOU think that getting a friend to play is ...

	Almost never	Some- times	Often	Almost always
... something you can make happen if you want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something you are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY YOU get a friend to play.

**Why do YOU get a friend to play?
Is it because YOU ...**

	Almost never	Some- times	Often	Almost always
... don't want your parents to be angry with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make your parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by your classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want your teacher to think that you are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be popular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from your teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What can YOU do when YOU want to get a friend to play.

When YOU want to get a friend to play, ...

	Almost never	Some- times	Often	Almost always
... will you be able to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to getting a friend to play, ...

	Almost never	Some- times	Often	Almost always
... can you ask your teacher to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you put enough effort in to it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you get your parents to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you smart enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you have another friend help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are you likable enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can you get lucky enough for it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Sometimes, getting a friend to play is difficult to do.

FOR EXAMPLE, imagine that a friend doesn't want to play with you but wants to play with someone else instead!

What can you do when you want to get a friend to play, even if it's difficult?

**When YOU want to get a friend to play,
even if it's difficult, ...**

... will you be able to do it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**When it comes to getting a friend to play,
even if it's difficult, ...**

... can you get lucky enough for it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... can you ask your teacher to help you?

... can you put enough effort in to it?

... can you get your parents to help you?

... are you smart enough for it?

... can you have another friend help you?

... are you likable enough for it?

What do YOU do when YOU have problems getting a friend to play? How do YOU feel?

When I have problems getting a friend to play, ...

	Almost never	Some- times	Often	Almost always
... I feel unhappy about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't take action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I go to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I think others just get in my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I try to figure it out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I do anything else instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't get bothered by it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about OTHER CHILDREN keeping a good friend.

**Do OTHER CHILDREN think that keeping
a good friend is ...**

	Almost never	Some- times	Often	Almost always
... important to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... hard to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they can make happen if they want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something they are supposed to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Think about WHY OTHER CHILDREN keep a good friend.

**Why do OTHER CHILDREN keep
a good friend? Is it because they...**

	Almost never	Some- times	Often	Almost always
... want to be popular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want to be teased by the other children in their class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to get praise from their teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to do it for themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to make their parents happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... like to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their teacher to think that they are no good?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... want to be liked by their classmates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... enjoy doing it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... don't want their parents to be angry with them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about HOW OTHER CHILDREN keep a good friend.

How do OTHER CHILDREN keep a good friend? Is it because they ...

	Almost never	Some- times	Often	Almost always
... ask their parents to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... keep on trying long enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get their other friends to help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are bright enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are nice enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... it just happens, and I don't know why?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... can count on their luck?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have their teacher help them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't turn the page until everyone is ready.

Think about YOURSELF keeping a good friend.

Do YOU think that keeping a good friend is ...

... hard to do?

Almost never	Som- times	Often	Almost always
-----------------	---------------	-------	------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... important to do?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... something you are supposed to do?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... something you can make happen if you want to?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Think about WHY YOU keep a good friend.

Why do YOU keep a good friend?

Is it because YOU ...

Almost never	Som- times	Often	Almost always
-----------------	---------------	-------	------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... want to get praise from your teacher?
... don't want to be teased by the other children
in your class?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... want to do it for yourself?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... don't want your teacher to think that you are
no good?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... want to make your parents happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... like to do it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... want to be liked by your classmates?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... enjoy doing it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... don't want your parents to be angry with you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... want to be popular?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

What can YOU do when YOU want to keep a good friend.

When YOU want to keep a good friend, ...

... will you be able to do it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to keeping a good friend, ...

... can you count on your luck for it?

... can you have your teacher help you?

... can you keep on trying long enough at it?

... can you ask your parents to help you?

... are you bright enough for it?

... can you get another friend to help you?

... are you nice enough for it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sometimes, keeping a good friend is difficult to do.

FOR EXAMPLE, imagine that a friend doesn't want to be friends with you anymore!

What can you do when you want to keep a good friend, even if it's difficult?

**When YOU want to keep a good friend,
even if it's difficult, ...**

... will you be able to do it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When it comes to keeping a good friend, ...

... are you nice enough for it?

Almost never	Some- times	Often	Almost always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... can you ask your parents to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you count on your luck for it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you get another friend to help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you keep on trying long enough at it?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... can you have your teacher help you?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... are you bright enough for it?

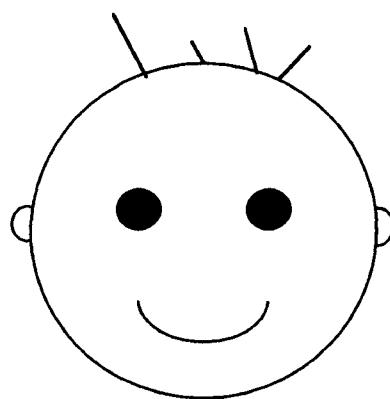
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

What do YOU do when YOU have problems keeping a good friend? How do YOU feel?

When I have problems keeping a good friend, ...

	Almost never	Some- times	Often	Almost always
... I do nothing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I try to solve it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I do other things instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I feel bad about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't worry about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I look to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... I don't think others are helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thanks a lot!



Appendix D:

Presentation Versions of the Multi-CAM: German Language Editions

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The Multi-CAM: About School and School Life	113
The Multi-CAM: About Friendships and Friends	133

Über
SCHULE
UND
IN DER
SCHULE SEIN

Multi-dimensional
Control
Agency
Means-Ends

Multi- CAM

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FÜR BILDUNGSFORSCHUNG
BERLIN, DEUTSCHLAND VERSION 2.0g

BIST DU EIN JUNGE: BIST DU EIN MÄDCHEN:

#-----

NAME: _____ KLASSE: _____

Einleitung

Auf den nächsten Seiten wirst Du Fragen über verschiedene Dinge finden, die mit der Schule zusammenhängen. Wir wollen wissen, wie es Kindern in Deinem Alter in der Schule geht. Was wir Dich fragen, kann man verschieden oft erleben:

“Sehr selten” - “Ab und zu” - “Häufig” - “Sehr oft”

Wir möchten gerne, daß Du bei jeder der folgenden Fragen ankreuzt, wie oft solche Dinge Deiner Meinung nach geschehen.

Wir werden Deine Antworten niemandem weitererzählen - weder Deinen Lehrerinnen oder Lehrern, noch Deinen Eltern oder sonst irgend jemandem, den Du kennst. Das ist keine Prüfung. Auf die Fragen gibt es keine richtigen oder falschen Antworten. Es wird daher jeder anders antworten. Nur was Du denkst, ist wichtig.

Hier sind zwei Beispiele. Mache ein X in das Kästchen, das für Dich am meisten stimmt:

Beispiel 1:

Ist Sport treiben etwas, das...

... Du magst?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Beispiel 2:

Wenn Du fernsehen willst, ...

... mußt Du Deine Eltern um Erlaubnis fragen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie ANDERE KINDER etwas Neues in der Schule lernen.

Was denken ANDERE KINDER darüber, etwas Neues in der Schule zu lernen? Denken sie, daß es ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... von ihnen erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihnen gelingt, wenn sie es wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM ANDERE KINDER etwas Neues in der Schule lernen.

Warum lernen ANDERE KINDER etwas Neues in der Schule? Tun sie es, weil (sie) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... es für sich selber wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihren Eltern eine Freude machen wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wollen, daß ihre Klassenkameraden sie mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es ihnen Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gute Noten bekommen wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß sich ihre Eltern über sie ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, WIE ANDERE KINDER etwas Neues in der Schule lernen.

**Wie lernen ANDERE KINDER etwas Neues in
der Schule? Liegt es daran, daß (sie) ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... sich auf ihr Glück verlassen können?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Lehrerin oder ihren Lehrer dazu bringen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... sich genug anstrengen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Freunde oder Freundinnen fragen, ob sie ihnen helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... klug genug sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es passiert, ohne daß es einen Grund dafür gibt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... genug witzige Einfälle haben?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Eltern dazu bekommen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

**Denke darüber nach, wie DU selbst etwas
Neues in der Schule lernst.**

**Was denkst DU darüber, etwas Neues in
der Schule zu lernen? Denkst Du, daß es ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Dir gelingt, wenn Du es willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Dir erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Denke darüber nach, WARUM DU
etwas Neues in der Schule lernst.**

**Warum lernst DU etwas Neues in der Schule?
Tust DU es, weil (DU) ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... nicht willst, daß sich Deine Eltern über Dich ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gute Noten bekommen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... willst, daß Deine Klassenkameraden Dich mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es Dir Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Deinen Eltern eine Freude machen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für Dich selber willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tut?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Was kannst DU tun, wenn DU etwas Neues in der Schule lernen willst?

**Wenn DU etwas Neues in der Schule
lernen willst, ...**

... wirst Du es können?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Wenn es darum geht, etwas Neues in der Schule
zu lernen,**

... kannst Du Dich dazu genug anstrengen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**... kannst Du Deine Eltern dazu bekommen,
Dir zu helfen?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du klug genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... kannst Du einen Freund oder eine Freundin
fragen, ob er oder sie Dir hilft?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du dazu genug witzige Einfälle haben?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Dich auf Dein Glück verlassen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... kannst Du Deine Lehrerin oder Deinen Lehrer
dazu bringen, Dir zu helfen?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**Manchmal ist es schwierig, etwas Neues
in der Schule zu lernen.**

Stelle Dir ZUM BEISPIEL vor, daß die anderen Kinder Dir im Lernen voraus sind und Du aufholen willst!

Was kannst Du tun, wenn Du etwas Neues in der Schule lernen willst, obwohl es schwierig ist?

Wenn Du etwas Neues in der Schule lernen willst, obwohl es schwierig ist, ...

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... wirst Du es können?

Wenn es darum geht, etwas Neues in der Schule zu lernen, obwohl es schwierig ist, ...

... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bringen, Dir zu helfen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... kannst Du Dich dazu genug anstrengen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Eltern dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du klug genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen Freund oder eine Freundin fragen, ob er oder sie Dir hilft?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du dazu genug witzige Einfälle haben?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Dich auf Dein Glück verlassen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Was tust Du, wenn DU Probleme hast, etwas Neues in der Schule zu lernen? Wie fühlst Du Dich?

**Wenn ich Probleme habe,
etwas Neues in der Schule zu lernen, ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... rege ich mich nicht darüber auf.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... fühle ich mich deshalb bedrückt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tue ich nichts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... versuche ich, etwas daran zu ändern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wende ich mich etwas anderem zu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... suche ich nach anderen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nehme ich an, daß mir andere nicht helfen können.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie ANDERE KINDER ein neues Unterrichtsthema begreifen.

Was denken ANDERE KINDER darüber, ein neues Unterrichtsthema zu begreifen? Denken sie, daß es ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... von ihnen erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihnen gelingt, wenn sie es wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM ANDERE KINDER ein neues Unterrichtsthema begreifen.

Warum begreifen ANDERE KINDER ein neues Unterrichtsthema? Tun sie es, weil (sie) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß sich ihre Eltern über sie ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für sich selber wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihren Eltern eine Freude machen wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wollen, daß ihre Klassenkameraden sie mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es ihnen Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gute Noten bekommen wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

**Denke darüber nach, WIE ANDERE KINDER
ein neues Unterrichtsthema begreifen.**

**Wie begreifen ANDERE KINDER ein neues
Unterrichtsthema? Liegt es daran, daß (sie) ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... genug dafür tun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Freunde oder Freundinnen dazu bekommen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schlau genug sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es passiert, und man kann nicht erklären warum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... leicht genug zu mögen sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... das Glück auf ihrer Seite haben?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Eltern dazu bringen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Lehrerin oder ihren Lehrer fragen, ob sie oder er ihnen hilft?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie DU selbst ein neues Unterrichtsthema begreifst.

Was denkst DU darüber, ein neues Unterrichtsthema zu begreifen? Denkst DU, daß es...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... Dir gelingt, wenn Du es willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Dir erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM DU ein neues Unterrichtsthema begreifst.

Warum begreifst DU ein neues Unterrichtsthema? Tust DU es, weil (DU) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... nicht willst, daß sich Deine Eltern über Dich ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für Dich selber willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Deinen Eltern eine Freude machen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... willst, daß Deine Klassenkameraden Dich mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es Dir Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gute Noten bekommen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Was kannst DU tun, wenn DU ein neues Unterrichtsthema begreifen willst?

Wenn DU ein neues Unterrichtsthema begreifen willst, ...

... wirst Du es können?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wenn es darum geht, ein neues Unterrichtsthema zu begreifen, ...

... kannst Du Deine Lehrerin oder Deinen Lehrer fragen, ob sie oder er Dir hilft?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... kannst Du dafür genug tun?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Eltern dazu bringen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du schlau genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen Freund oder eine Freundin dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du dazu leicht genug zu mögen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... hast Du das Glück auf Deiner Seite?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Manchmal ist es schwierig, ein neues Unterrichtsthema zu begreifen.

Stelle Dir ZUM BEISPIEL vor, Du hast im Unterricht gefehlt, und Du willst das Thema begreifen, bevor ein neues Unterrichtsthema anfängt!

Was kannst Du tun, wenn Du ein neues Unterrichtsthema begreifen willst, obwohl es schwierig ist?

Wenn Du ein neues Unterrichtsthema begreifen willst, obwohl es schwierig ist, ...

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... wirst Du es können?

Wenn es darum geht, ein neues Unterrichtsthema zu begreifen, obwohl es schwierig ist ...

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... hast Du das Glück auf Deiner Seite?

... kannst Du Deine Lehrerin oder Deinen Lehrer fragen, ob sie oder er Dir hilft?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du genug dafür tun?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Eltern dazu bringen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du schlau genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen Freund oder eine Freundin dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du dazu leicht genug zu mögen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Was tust Du, wenn DU Probleme hast, ein neues Unterrichtsthema zu begreifen? Wie fühlst DU Dich?

Wenn ich Probleme habe, ein neues Unterrichtsthema zu begreifen, ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... fühle ich mich deshalb unglücklich.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... unternehme ich nichts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gehe ich zu anderen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... denke ich, daß andere mir nur im Weg stehen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... versuche ich, es hinzubekommen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tue ich irgend etwas anderes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lasse ich mich nicht davon stören.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie ANDERE KINDER neue Dinge im Unterricht verstehen.

Was denken ANDERE KINDER darüber, neue Dinge im Unterricht zu verstehen? Denken sie, daß es ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihnen gelingt, wenn sie es wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von ihnen erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM ANDERE KINDER neue Dinge im Unterricht verstehen.

Warum verstehen ANDERE KINDER neue Dinge im Unterricht? Tun sie es, weil (sie) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... gute Noten bekommen wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für sich selber wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihren Eltern eine Freude machen wollen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wollen, daß ihre Klassenkameraden sie mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es ihnen Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht wollen, daß sich ihre Eltern über sie ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, WIE ANDERE KINDER neue Dinge im Unterricht verstehen.

**Wie verstehen ANDERE KINDER neue
Dinge im Unterricht? Liegt es daran, daß (sie) ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... ihre Eltern fragen, ob sie ihnen helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lange genug durchhalten, es zu versuchen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Freunde oder Freundinnen dazu bringen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... clever genug sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nett genug sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es passiert, und ich weiß nicht warum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... auf ihr Glück zählen können?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Lehrerin oder ihren Lehrer dazu bekommen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie DU selbst neue Dinge im Unterricht verstehst.

Was denkst DU darüber, neue Dinge im Unterricht zu verstehen? Denkst DU, daß es ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Dir erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Dir gelingt, wenn Du es willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM DU neue Dinge im Unterricht verstehst.

Warum verstehst DU neue Dinge im Unterricht? Tust DU es, weil (DU) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für dich selber willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Deinen Eltern eine Freude machen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... willst, daß Deine Klassenkameraden Dich mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es Dir Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich Deine Eltern über Dich ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gute Noten bekommen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Was kannst DU tun, wenn DU neue Dinge im Unterricht verstehen willst?

Bitte blättere erst um, wenn alle fertig sind.

Wenn DU neue Dinge im Unterricht verstehen willst, ...

... wirst Du es können?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wenn es darum geht, neue Dinge im Unterricht zu verstehen,

... kannst Du auf Dein Glück zählen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du lange genug durchhalten, es zu versuchen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Eltern fragen, ob sie Dir helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du clever genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen Freund oder eine Freundin dazu bringen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du nett genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Manchmal ist es schwierig, neue Dinge im Unterricht zu verstehen.

Stelle Dir ZUM BEISPIEL vor, Dein Lehrer oder Deine Lehrerin nimmt ein neues Unterrichtsthema durch, bei dem es viele neue Dinge zu verstehen gibt.

Was kannst Du tun, wenn Du neue Dinge im Unterricht verstehen willst, obwohl es schwierig ist?

Wenn Du neue Dinge im Unterricht verstehen willst, obwohl es schwierig ist, ...

... wirst Du es können?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wenn es darum geht, neue Dinge im Unterricht zu verstehen, obwohl es schwierig ist, ...

... bist Du nett genug dazu?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... kannst Du Deine Eltern fragen, ob sie Dir helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du auf Dein Glück zählen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen Freund oder eine Freundin dazu bringen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du lange genug durchhalten, es zu versuchen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du clever genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Was tust Du, wenn DU Probleme hast, neue Dinge im Unterricht zu verstehen? Wie fühlst Du Dich?

Wenn ich Probleme habe, neue Dinge im Unterricht zu verstehen, ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... mache ich nichts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... versuche ich, das Problem zu lösen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tue ich andere Dinge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... fühle ich mich deshalb schlecht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... mache ich mir darüber keine Sorgen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wende ich mich an andere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... glaube ich nicht, daß andere mir helfen können.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vielen Dank!

Über
FREUNDSCHAFTEN
UND
FREUNDE

Multi- dimensional
C ontrol
A gency
M eans-Ends

Multi- CAM

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BIST DU EIN JUNGE

BIST DU EIN MÄDCHEN

#-----

NAME: _____ KLASSE: _____

Einleitung

Auf den nächsten Seiten wirst Du Fragen über verschiedene Dinge finden, die mit Freundschaften zusammenhängen. Wir wollen wissen, wie es Kindern in Deinem Alter mit Freundinnen und Freunden geht. Was wir Dich fragen, kann man verschieden oft erleben:

“Sehr selten“ - “Ab und zu“ - “Häufig“ - “Sehr oft“

Wir möchten gerne, daß Du bei jeder der folgenden Fragen ankreuzt, wie oft solche Dinge Deiner Meinung nach geschehen.

Wir werden Deine Antworten niemandem weitererzählen - weder Deinen Lehrerinnen oder Lehrern, noch Deinen Eltern oder sonst irgend jemandem, den Du kennst. Das ist keine Prüfung. Auf die Fragen gibt es keine richtigen oder falschen Antworten. Es wird daher jeder anders antworten. Nur was Du denkst, ist wichtig.

Hier sind zwei Beispiele. Mache ein X in das Kästchen, das für Dich am meisten stimmt:

Beispiel 1:

Ist Sport treiben etwas, das...

... Du magst?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Beispiel 2:

Wenn Du fernsehen willst, ...

... mußt Du Deine Eltern um Erlaubnis fragen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie ANDERE KINDER einen neuen Freund oder eine neue Freundin gewinnen.

Was denken ANDERE KINDER darüber, einen neuen Freund oder eine neue Freundin zu gewinnen?

Denken sie, daß es...

... von ihnen erwartet wird?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... schwierig ist?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... wichtig ist?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... ihnen gelingt, wenn sie es wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Denke darüber nach, WARUM ANDERE KINDER einen neuen Freund oder eine neue Freundin gewinnen

Warum gewinnen ANDERE KINDER einen neuen Freund oder eine neue Freundin?

Tun sie es, weil (sie) ...

... es für sich selber wollen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... ihren Eltern eine Freude machen wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es gerne tun?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... wollen, daß ihre Klassenkameraden sie mögen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es ihnen Freude macht?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bei anderen beliebt sein wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... nicht wollen, daß sich ihre Eltern über sie ärgern?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, WIE ANDERE KINDER einen neuen Freund oder eine neue Freundin gewinnen.

Wie gewinnen ANDERE KINDER einen neuen Freund oder eine neue Freundin?

Liegt es daran, daß (sie) ...

... sich auf ihr Glück verlassen können?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... ihre Lehrerin oder ihren Lehrer dazu bringen, ihnen zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... sich genug anstrengen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... ihre anderen Freunde oder anderen Freundinnen fragen, ob sie ihnen helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... klug genug sind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es passiert, ohne daß es einen Grund dafür gibt?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... genug witzige Einfälle haben?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... ihre Eltern dazu bekommen, ihnen zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie DU selbst einen neuen Freund oder eine neue Freundin gewinnst.

Was denkst DU darüber, einen neuen Freund oder eine neue Freundin zu gewinnen? Denkst DU, daß es ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Dir gelingt, wenn Du es willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Dir erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM DU einen neuen Freund oder eine neue Freundin gewinnst.

Warum gewinnst DU einen neuen Freund oder eine neue Freundin? Tust DU es, weil (DU) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... nicht willst, daß sich Deine Eltern über Dich ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... bei anderen beliebt sein willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... willst, daß Deine Klassenkameraden Dich mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es Dir Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Deinen Eltern eine Freude machen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für Dich selber willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Was kannst DU tun, wenn DU einen neuen Freund oder eine neue Freundin gewinnen willst?

Wenn DU einen neuen Freund oder eine neue Freundin gewinnen willst, ...

... wirst Du es können?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wenn es darum geht, einen neuen Freund oder eine neue Freundin zu gewinnen,

... kannst Du Dich dazu genug anstrengen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... kannst Du Deine Eltern dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du klug genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... kannst Du einen anderen Freund oder eine andere Freundin fragen, ob er oder sie Dir hilft?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du dazu genug witzige Einfälle haben?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Dich auf Dein Glück verlassen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bringen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Manchmal ist es schwierig, einen neuen Freund
oder eine neue Freundin zu gewinnen.**

Stelle Dir ZUM BEISPIEL vor, Du bist in einer neuen Schule und hast keinen einzigen Freund oder keine einzige Freundin!

Was kannst Du tun, wenn Du einen neuen Freund oder eine neue Freundin gewinnen willst, obwohl es schwierig ist?

Wenn Du einen neuen Freund oder eine neue Freundin gewinnen willst, obwohl es schwierig ist,

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... wirst Du es können?

Wenn es darum geht, einen neuen Freund oder eine neue Freundin zu gewinnen, obwohl es schwierig ist, ...

... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bringen, Dir zu helfen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... kannst Du Dich dazu genug anstrengen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Eltern dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du klug genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen anderen Freund oder eine andere Freundin fragen, ob er oder sie Dir hilft?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du dazu genug witzige Einfälle haben?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Dich auf Dein Glück verlassen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Was tust DU, wenn Du Probleme hast, einen neuen Freund oder eine neue Freundin zu gewinnen? Wie fühlst Du Dich?

Wenn ich Probleme habe, einen neuen Freund oder eine neue Freundin zu gewinnen, ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... rege ich mich nicht darüber auf.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... fühle ich mich deshalb bedrückt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tue ich nichts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... versuche ich, etwas daran zu ändern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wende ich mich etwas anderem zu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... suche ich nach anderen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nehme ich an, daß mir andere nicht helfen können.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie ANDERE KINDER einen Freund oder eine Freundin dazu bringen, mit ihnen zu spielen.

Was denken ANDERE KINDER darüber, einen Freund oder eine Freundin dazu zu bringen, mit ihnen zu spielen? Denken sie, daß es ...

... von ihnen erwartet wird?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... wichtig ist?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... ihnen gelingt, wenn sie es wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... schwierig ist?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Denke darüber nach, WARUM ANDERE KINDER einen Freund oder eine Freundin dazu bringen, mit ihnen zu spielen.

Warum bringen ANDERE KINDER einen Freund oder eine Freundin dazu, mit ihnen zu spielen?

Tun sie es, weil (sie) ...

**... von ihrem Lehrer oder ihrer Lehrerin
gelobt werden wollen?**

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**... nicht wollen, daß sich ihre Eltern über sie
ärgern?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es für sich selber wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... nicht wollen, daß ihre Lehrerin oder ihr Lehrer
denkt, daß sie nicht gut sind?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... nicht wollen, daß sich die anderen Kinder in ihrer
Klasse über sie lustig machen?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... ihren Eltern eine Freude machen wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es gerne tun?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... wollen, daß ihre Klassenkameraden sie mögen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es ihnen Freude macht?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bei anderen beliebt sein wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Denke darüber nach, WIE ANDERE KINDER einen Freund oder eine Freundin dazu bringen, mit ihnen zu spielen.

Wie bringen ANDERE KINDER einen Freund oder eine Freundin dazu, mit ihnen zu spielen?

Liegt es daran, daß (sie) ...

... genug dafür tun?

Sehr selten	Ab und zu	Häufig	Sehr oft
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... ihre anderen Freunde oder anderen Freundinnen dazu bekommen, ihnen zu helfen?

... schlau genug sind?

... es passiert, und man kann nicht erklären warum?

... leicht genug zu mögen sind?

... das Glück auf ihrer Seite haben?

... ihre Eltern dazu bringen, ihnen zu helfen?

... ihre Lehrerin oder ihren Lehrer fragen, ob sie oder er ihnen hilft?

Denke darüber nach, wie DU selbst einen Freund oder eine Freundin dazu bringst, mit Dir zu spielen.

Was denkst DU darüber, einen Freund oder eine Freundin dazu zu bringen, mit Dir zu spielen?

Denkst DU, daß es ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... Dir gelingt, wenn Du es willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Dir erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM DU einen Freund oder eine Freundin dazu bringst, mit Dir zu spielen.

Warum bringst DU einen Freund oder eine Freundin dazu, mit Dir zu spielen? Tust DU es, weil (DU) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... nicht willst, daß sich Deine Eltern über Dich ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für Dich selber willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Deinen Eltern eine Freude machen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... willst, daß Deine Klassenkameraden Dich mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es Dir Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... bei anderen beliebt sein willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Was kannst DU tun, wenn DU einen Freund oder eine Freundin dazu bringen willst, mit Dir zu spielen?

**Wenn DU einen Freund oder eine Freundin
dazu bringen willst, mit Dir zu spielen, ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... wirst Du es können?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Wenn es darum geht, einen Freund oder eine Freundin
dazu zu bringen, mit Dir zu spielen, ...**

... kannst Du Deine Lehrerin oder Deinen Lehrer fragen, ob sie oder er Dir hilft?	Sehr selten	Ab und zu	Häufig	Sehr oft
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... kannst Du dafür genug tun?	□	□	□	□
--------------------------------	---	---	---	---

... kannst Du Deine Eltern dazu bringen, Dir zu helfen?	□	□	□	□
--	---	---	---	---

... bist Du schlau genug dazu?	□	□	□	□
--------------------------------	---	---	---	---

... kannst Du einen anderen Freund oder eine andere Freundin dazu bekommen, Dir zu helfen?	□	□	□	□
---	---	---	---	---

... bist Du dazu leicht genug zu mögen?	□	□	□	□
---	---	---	---	---

... hast Du das Glück auf Deiner Seite?	□	□	□	□
---	---	---	---	---

Manchmal ist es schwierig, einen Freund oder eine Freundin dazu zu bringen, mit einem zu spielen.

Stelle Dir ZUM BEISPIEL vor, daß ein Freund oder eine Freundin lieber mit jemand anderem spielen will als mit Dir!

Was kannst Du tun, wenn Du Deinen Freund oder Deine Freundin dazu bringen willst, mit Dir zu spielen, obwohl es schwierig ist?

Wenn Du Deinen Freund oder Deine Freundin dazu bringen willst, mit Dir zu spielen, obwohl es schwierig ist,

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... wirst Du es können?

Wenn es darum geht, Deinen Freund oder Deine Freundin dazu zu bringen, mit Dir zu spielen, obwohl es schwierig ist, ...

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... hast Du das Glück auf Deiner Seite?

... kannst Du Deine Lehrerin oder Deinen Lehrer fragen, ob sie oder er Dir hilft?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... kannst Du genug dafür tun?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... kannst Du Deine Eltern dazu bringen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du schlau genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen anderen Freund oder eine andere Freundin dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... bist Du dazu leicht genug zu mögen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Was tust Du, wenn Du Probleme hast, einen Freund oder eine Freundin dazu zu bringen, mit Dir zu spielen?
Wie fühlst Du Dich?**

Wenn ich Probleme habe, einen Freund oder eine Freundin dazu zu bringen, mit mir zu spielen, ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... fühle ich mich deshalb unglücklich.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... unternehme ich nichts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... gehe ich zu anderen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... denke ich, daß andere mir nur im Weg stehen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... versuche ich, es hinzubekommen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tue ich irgend etwas anderes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lasse ich mich nicht davon stören.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie ANDERE KINDER einen guten Freund oder eine gute Freundin behalten.

Was denken ANDERE KINDER darüber, einen guten Freund oder eine gute Freundin zu behalten?

Denken sie, daß es ...

... wichtig ist?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... schwierig ist?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... ihnen gelingt, wenn sie es wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... von ihnen erwartet wird?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Denke darüber nach, WARUM ANDERE KINDER einen guten Freund oder eine gute Freundin behalten.

Warum behalten ANDERE KINDER einen guten Freund oder eine gute Freundin?

Tun sie es, weil (sie) ...

... bei anderen beliebt sein wollen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... nicht wollen, daß sich die anderen Kinder in ihrer Klasse über sie lustig machen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... von ihrem Lehrer oder ihrer Lehrerin gelobt werden wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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... es für sich selber wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... ihren Eltern eine Freude machen wollen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es gerne tun?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... nicht wollen, daß ihre Lehrerin oder ihr Lehrer denkt, daß sie nicht gut sind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... wollen, daß ihre Klassenkameraden sie mögen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... es ihnen Freude macht?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... nicht wollen, daß sich ihre Eltern über sie ärgern?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**Denke darüber nach, WIE ANDERE KINDER
einen guten Freund oder eine gute Freundin behalten.**

**Wie behalten ANDERE KINDER einen guten Freund
oder eine gute Freundin? Liegt es daran, daß (sie) ...**

	Sehr selten	Ab und zu	Häufig	Sehr oft
... ihre Eltern fragen, ob sie ihnen helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... lange genug durchhalten, es zu versuchen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre anderen Freunde oder anderen Freundinnen dazu bringen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... clever genug sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nett genug sind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es passiert, und ich weiß nicht warum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... auf ihr Glück zählen können?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ihre Lehrerin oder ihren Lehrer dazu bekommen, ihnen zu helfen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Denke darüber nach, wie DU selbst einen guten Freund oder eine gute Freundin behältst.

Was denkst DU darüber, einen guten Freund oder eine gute Freundin zu behalten? Denkst DU, daß es ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... schwierig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wichtig ist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... von Dir erwartet wird?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Dir gelingt, wenn Du es willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Denke darüber nach, WARUM DU einen guten Freund oder eine gute Freundin behältst.

Warum behältst DU einen guten Freund oder eine gute Freundin? Tust DU es, weil (DU) ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... von Deinem Lehrer oder Deiner Lehrerin gelobt werden willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich die anderen Kinder in Deiner Klasse über Dich lustig machen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es für Dich selber willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß Deine Lehrerin oder Dein Lehrer denkt, daß Du nicht gut bist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... Deinen Eltern eine Freude machen willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es gerne tust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... willst, daß Deine Klassenkameraden Dich mögen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... es Dir Freude macht?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... nicht willst, daß sich Deine Eltern über Dich ärgern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... bei anderen beliebt sein willst?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bitte blättere erst um, wenn alle fertig sind.

Was kannst DU tun, wenn DU einen guten Freund oder eine gute Freundin behalten willst?

**Wenn DU einen guten Freund oder eine gute
Freundin behalten willst, ...**

... wirst Du es können?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Wenn es darum geht, einen guten Freund oder
eine gute Freundin zu behalten,**

... kannst Du auf Dein Glück zählen?

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**... kannst Du Deine Lehrerin oder Deinen Lehrer
dazu bekommen, Dir zu helfen?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... kannst Du lange genug durchhalten,
es zu versuchen?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... kannst Du Deine Eltern fragen, ob sie
Dir helfen?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du clever genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

**... kannst Du einen anderen Freund oder eine
andere Freundin dazu bringen, Dir zu helfen?**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du nett genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Manchmal ist es schwierig, einen guten Freund oder eine gute Freundin zu behalten.

Stelle Dir ZUM BEISPIEL vor, daß ein Freund oder eine Freundin nicht mehr mit Dir befreundet sein will!

Was kannst Du tun, wenn Du einen guten Freund oder eine gute Freundin behalten willst, obwohl es schwierig ist?

Wenn Du einen guten Freund oder eine gute Freundin behalten willst, obwohl es schwierig ist,

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... wirst Du es können?

Wenn es darum geht, einen guten Freund oder eine gute Freundin zu behalten, obwohl es schwierig ist, ...

Sehr selten	Ab und zu	Häufig	Sehr oft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

... bist Du nett genug dazu?

... kannst Du Deine Eltern fragen, ob sie Dir helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du auf Dein Glück zählen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du einen anderen Freund oder eine andere Freundin dazu bringen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du lange genug durchhalten, es zu versuchen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... kannst Du Deine Lehrerin oder Deinen Lehrer dazu bekommen, Dir zu helfen?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

... bist Du clever genug dazu?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Was tust Du, wenn Du Probleme hast, einen guten Freund oder eine gute Freundin zu behalten? Wie fühlst Du Dich?

Wenn ich Probleme habe, einen guten Freund oder eine gute Freundin zu behalten, ...

	Sehr selten	Ab und zu	Häufig	Sehr oft
... mache ich nichts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... versuche ich, das Problem zu lösen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tue ich andere Dinge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... fühle ich mich deshalb schlecht.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... mache ich mir darüber keine Sorgen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wende ich mich an andere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... glaube ich nicht, daß andere mir helfen können.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vielen Dank!

Appendix E:**Presentation Versions of the Multi-CAM: Russian Language Editions**

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**О
ШКОЛЕ
И
ШКОЛЬНОЙ
ЖИЗНИ**

Multi- dimensional
Control
Agency
Means-Ends

Мульти-КАМ

**©1996 Институт развития и образования человека
имени Макса Планка
Берлин, Германия
Версия 2.0g**

Мальчик: Девочка:



Имя: _____ Класс: _____

ИНСТРУКЦИЯ:

На следующих страницах ты найдешь вопросы о школьной жизни. Нам интересно, что думают об этом ребята твоего возраста. Возможно, такие ситуации не случаются почти никогда, может быть, случаются редко, часто или почти всегда. Вот варианты ответов:

"Почти никогда" - "Иногда" - "Часто" - "Почти всегда"

Пожалуйста, отмечай крестиком ответ для каждого утверждения в соответствии с тем, насколько часто такие ситуации случаются по твоему мнению.

Никто из твоих знакомых, учителей, членов твоей семьи, одноклассников или друзей не увидит твоих ответов. Помни о том, что не существует правильных или неправильных ответов. У каждого будут свои ответы. Главное, что здесь важно, это как ты думаешь.

Некоторые утверждения могут показаться тебе похожими на те, которые ты уже отвечал(а). Но это не так, поэтому, пожалуйста, отвечай честно на все вопросы.

Возможно, некоторые вопросы покажутся тебе немножко смешными. Несмотря на это, отвечай пожалуйста на все вопросы.

Вот два примера. Отметь крестиком тот из ответов, который больше всего тебе подходит:

Пример 1:

Играть в спортивные игры - это то, что ты ...

	Почти никогда	Иногда	Часто	Почти всегда
... любишь делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Пример 2:

Если ты хочешь посмотреть телевизор, ты ...

	Почти никогда	Иногда	Часто	Почти всегда
... должен (должна) спросить разрешения у своих родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Подумай о ДРУГИХ РЕБЯТАХ ,
которые учат в школе новый материал.**

ДРУГИЕ РЕБЯТА думают, что учить в школе новый материал - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... то, что им положено делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что они могут сделать, если захотят?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Подумай, ПОЧЕМУ ДРУГИЕ РЕБЯТА учат в школе новый
материал.**

Почему ДРУГИЕ РЕБЯТА учат в школе новый
материал? Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... они хотят это делать сами для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят, чтобы их любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они не хотят, чтобы их учительница думала, что они плохие ученики?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят получать хорошие оценки?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они не хотят, чтобы родители сердились на них?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят, чтобы их учитель хорошо к ним относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они не хотят, чтобы одноклассники смеялись над ними?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Не переворачивай страницу, пока все не будут готовы.

Подумай о том, КАК ДРУГИМ РЕБЯТАМ удается выучить в школе новый материал.

Как ДРУГИМ РЕБЯТАМ удается выучить в школе новый материал? Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... они везучие?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они обращаются за помощью к своему учителю (учительнице)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они очень стараются?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они просят своих друзей помочь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они сообразительные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... это происходит безо всякой причины?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они веселые и общительные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они получают помощь от родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о том, как ТЫ учишь в школе новый материал.

ТЫ думаешь, что учить в школе новый материал - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... важно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что ты можешь сделать, если захочешь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что тебе положено делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ТЫ учишь в школе новый материал.

Почему ТЫ учишь в школе новый материал?

Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты не хочешь, чтобы родители сердились на тебя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы одноклассники смеялись над тобой?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь получать хорошие оценки?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы твоя учительница (учитель) хорошо к тебе относилась?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы тебя любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы учительница думала, что ты плохой ученик (ученица)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь это делать сам(а) для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ можешь сделать, если ТЫ хочешь выучить в школе новый материал?

Если ТЫ хочешь выучить в школе новый материал, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы выучить в школе новый материал, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты можешь очень постараться?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь воспользоваться помощью своих родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно сообразительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь попросить своего друга или подругу помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно веселый(ая) и общительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно везучий(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь обратиться за помощью к своему учителю?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Иногда бывает трудно выучить в школе новый материал.

Представь, что ты отстал(а) от других ребят в классе и тебе хочется их нагнать!

Что ты можешь сделать, если ты хочешь выучить в школе новый материал, даже если это трудно?

Если ТЫ хочешь выучить в школе новый материал, даже если это трудно, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы выучить в школе новый материал, даже если это трудно, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты можешь обратиться за помощью к своей учительнице (учителю)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь очень постараться?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь воспользоваться помощью своих родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно сообразительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь попросить своего друга или подругу помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно веселый(ая) и общительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно везучий(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Что ТЫ делаешь, когда У ТЕБЯ не получается выучить в школе
новый материал? Что ТЫ чувствуешь?**

Когда у меня не получается выучить в школе новый материал, ...

	Почти никогда	Иногда	Часто	Почти всегда
... я не расстраиваюсь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я огорчаюсь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ничего не делаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я стараюсь справиться с этим.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я делаю что-нибудь другое.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ищу кого-нибудь, кто может мне помочь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... мне кажется, что другие не могут мне помочь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о ДРУГИХ РЕБЯТАХ, которые хотят понять новый урок.

ДРУГИЕ РЕБЯТА думают, что понять новый урок - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... то, что они должны делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что они могут сделать, если захотят?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ДРУГИЕ РЕБЯТА понимают новый урок.

Почему ДРУГИЕ РЕБЯТА понимают новый урок? Потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... хотят, чтобы их учитель хорошо к ним относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы родители сердились на них?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят это делать сами для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы учитель (учительница) думал, что они плохие ученики?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы одноклассники смеялись над ними?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят, чтобы их любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят получать хорошие оценки?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, КАК ДРУГИЕ РЕБЯТА понимают новый урок.

Как ДРУГИЕ РЕБЯТА понимают новый урок?

Им это удается, потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... прикладывают достаточно усилий?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... получают помощь от друзей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... умные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... это просто происходит и это трудно объяснить?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... нравятся другим людям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... могут рассчитывать на удачу?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... обращаются за помощью к своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... просят своего учителя (учительницу) помочь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о том, как ТЫ понимаешь новый урок.

ТЫ думаешь, что понять новый урок - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... то, что ты можешь сделать, если захочешь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что ты должен делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ТЫ понимаешь новый урок.

Почему ТЫ понимаешь новый урок?

Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты не хочешь, чтобы родители сердились на тебя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь это делать сам(а) для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы одноклассники смеялись над тобой?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы тебя любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы учительница думала, что ты плохой ученик (ученица)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь получать хорошие оценки?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы твой учитель хорошо к тебе относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ можешь сделать, если ТЫ хочешь понять новый урок.

Если ТЫ хочешь понять новый урок, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы понять новый урок, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты можешь попросить своего учителя помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь приложить достаточно усилий для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь обратиться за помощью к своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно умный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь воспользоваться помощью друга или подруги?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно нравишься людям для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь рассчитывать, что тебе повезет?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Иногда бывает трудно понять новый урок.

НАПРИМЕР, представь, что ты пропустил(а) один урок и хочешь понять его до начала следующего урока по этому предмету!

Что ты можешь сделать, если ты хочешь понять новый урок, даже если это трудно?

Если ТЫ хочешь понять новый урок, даже если это трудно, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы понять новый урок, даже если это трудно, ты ...

	Почти никогда	Иногда	Часто	Почти всегда
... можешь рассчитывать, что тебе повезет?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь попросить своего учителя (учительницу) помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь приложить достаточно усилий для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь обратиться за помощью к своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно умный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь воспользоваться помощью своего друга или подруги?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно нравишься людям для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Что ТЫ делаешь, когда ТЕБЕ не удается понять новый урок?
Что ТЫ чувствуешь?**

Когда мне не удается понять новый урок, ...

	Почти никогда	Иногда	Часто	Почти всегда
... я чувствую себя несчастным(ой).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ничего не делаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ищу помощи.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я думаю, что другие мешают мне, стоят у меня на пути.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я стараюсь понять его.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я пытаюсь заняться чем-то другим.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... меня это не волнует.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о ДРУГИХ РЕБЯТАХ, которым удается понять новый учебный материал.

ДРУГИЕ РЕБЯТА думают, что понимать новый учебный материал - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... важно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что они могут сделать, если захотят?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что им следует делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ДРУГИМ РЕБЯТАМ удается понять новый учебный материал.

Почему У ДРУГИХ РЕБЯТ получается понять новый учебный материал?

Потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... хотят получать хорошие оценки?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы одноклассники смеялись над ними?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят, чтобы их учитель хорошо к ним относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят это делать сами для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы их учительница думала, что они плохие ученики?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят, чтобы их любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы родители сердились на них?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, КАК ДРУГИМ РЕБЯТАМ удается понять новый учебный материал.

Как ДРУГИМ РЕБЯТАМ удается понять новый учебный материал?

Потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... просят своих родителей помочь им?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... проявляют достаточно старания?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... обращаются за помощью к своим друзьям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... способные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хорошие?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я не знаю, почему это происходит?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им везет?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... получают помощь от своего учителя (учительницы)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, как ТЕБЕ удается понять новый учебный материал.

ТЫ думаешь, что понимать новый учебный материал - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... трудно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что тебе следует делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что ты можешь сделать, если захочешь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ТЕБЕ удается понять новый учебный материал.

Почему ТЫ понимаешь новый учебный материал?

Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты хочешь, чтобы учитель(ница) хорошо к тебе относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы одноклассники смеялись над тобой?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь это делать сам(а) для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы учительница думала, что ты плохой ученик (ученица)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы тебя любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы родители сердились на тебя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь получать хорошие оценки?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ можешь сделать, если ТЫ хочешь понять новый учебный материал.

**Если ТЫ хочешь понять новый учебный
материал, ...**

	Почти никогда	Иногда	Часто	Почти всегда
.. ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Когда речь идет о том, чтобы понять новый учебный материал, ты...				
	Почти никогда	Иногда	Часто	Почти всегда
... можешь рассчитывать на везение?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь воспользоваться помощью своего учителя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь проявить достаточно старания для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь попросить родителей помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно способный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь обратиться за помощью к своему другу или подруге?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно хорош(а) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Иногда бывает трудно понять новый учебный материал.

НАПРИМЕР, представь, что твоя учительница (учитель) объясняет новую трудную тему!

Что ты можешь сделать, если ты хочешь понять новый учебный материал, даже если это трудно?

Если ТЫ хочешь понять новый учебный материал, даже если это трудно, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы понять новый учебный материал, даже если это трудно, ты ...

	Почти никогда	Иногда	Часто	Почти всегда
... достаточно хорош(а) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь попросить родителей помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь рассчитывать на везение?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь обратиться за помощью к своему другу или подруге?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь проявить достаточно старания для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь воспользоваться помощью своего учителя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно способный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ делаешь, когда ТЕБЕ не удается понять новый учебный материал? Что ТЫ чувствуешь?

Когда мне не удается понять новый учебный материал, ...

	Почти никогда	Иногда	Часто	Почти всегда
... я ничего не делаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я все равно пытаюсь понять его.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я занимаюсь чем-нибудь другим.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я переживаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я не волнуюсь об этом.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я обращаюсь за помощью к другим людям.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я не думаю, что другие могут мне помочь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Большое спасибо!

**О
ДРУЖБЕ
И
ДРУЗЬЯХ**

**Multi-dimensional
Control
Agency
Means-Ends**

Мульти-КАМ

**©1996 Институт развития и образования человека
имени Макса Планка
Берлин, Германия
Версия 2.0g**

Мальчик: Девочка:

Имя: _____ Класс: _____

ИНСТРУКЦИЯ:

На следующих страницах описаны ситуации, касающиеся дружбы. Нам интересно, как дружат ребята твоего возраста. Такие ситуации могут случаться:

"Почти никогда" - "Иногда" - "Часто" - "Почти всегда"

Пожалуйста, отмечай крестиком ответ для каждого утверждения в соответствии с тем, насколько часто такие ситуации случаются по твоему мнению.

Никто из твоих знакомых, учителей, членов твоей семьи, одноклассников или друзей не увидит твоих ответов. Помни о том, что не существует правильных или неправильных ответов. У каждого будут свои ответы. Главное, что здесь важно, это как ты думаешь.

Некоторые утверждения могут показаться тебе похожими на те, которые ты уже отвечал(а). Но это не так, поэтому, пожалуйста, отвечай честно на все вопросы.

Возможно, некоторые вопросы покажутся тебе немножко смешными. Несмотря на это, отвечай пожалуйста на все вопросы.

Вот два примера. Отметь крестиком тот из ответов, который больше всего тебе подходит:

Пример 1:

Слушать музыку - это то, что ты ...

	Почти никогда	Иногда	Часто	Почти всегда
... любишь делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Пример 2:

Если ты хочешь пойти в кино, ты ...

	Почти никогда	Иногда	Часто	Почти всегда
... должен (должна) спросить разрешения у своих родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Подумай о ДРУГИХ РЕБЯТАХ , которые находят нового друга
(подругу).**

ДРУГИЕ РЕБЯТА думают, что найти нового друга
(подругу) - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... то, что им положено делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что они могут сделать, если захотят?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Подумай, ПОЧЕМУ ДРУГИМ РЕБЯТАМ удаётся найти нового
друга (подругу).**

Почему ДРУГИМ РЕБЯТАМ удаётся найти нового
друга (подругу)?

Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... они хотят это делать сами для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят, чтобы их любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они не хотят, чтобы их учительница думала, что они плохие ученики?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят быть популярными?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они не хотят, чтобы родители сердились на них?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они хотят, чтобы их учитель хорошо к ним относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... они не хотят, чтобы одноклассники смеялись над ними?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о том, КАК ДРУГИМ РЕБЯТАМ удается найти нового друга (подругу).

Как ДРУГИМ РЕБЯТАМ удается найти нового друга (подругу)? Это потому, что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... везучие?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... обращаются за помощью к своему учителю (учительнице)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... очень стараются?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... просят своих друзей помочь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... сообразительные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... это происходит безо всякой причины?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... веселые и общительные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... получают помощь от родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, как ТЫ находишь нового друга (подругу).

Ты думаешь, что найти нового друга (подругу) - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... важно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что ты можешь сделать, если захочешь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что тебе положено делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ТЫ находишь нового друга (подругу).

Почему ТЕБЕ удается найти нового друга (подругу)?

Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты не хочешь, чтобы родители сердились на тебя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы одноклассники смеялись над тобой?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь быть популярным(ой)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы твоя учительница (учитель) хорошо к тебе относилась?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы тебя любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы учительница думала, что ты плохой ученик (ученица)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь это делать сам(а) для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ можешь сделать, если ТЫ хочешь найти нового друга (подругу)?

Если ТЫ хочешь найти нового друга (подругу) ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы найти нового друга (подругу) ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты можешь очень постараться?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь воспользоваться помощью своих родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно сообразительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь попросить своего друга или подругу помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно веселый(ая) и общительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно везучий(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь обратиться за помощью к своему учителю?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Иногда бывает трудно найти нового друга (подругу).

Представь, что ты перешел(перешла) в другую школу и у тебя совсем нет друзей!

Что ты можешь сделать, если ты хочешь найти нового друга (подругу), даже если это трудно?

Если ТЫ хочешь найти нового друга (подругу), даже если это трудно, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы найти нового друга (подругу), даже если это трудно, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты можешь обратиться за помощью к своей учительнице (учителю)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь очень постараться?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь воспользоваться помощью своих родителей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно сообразительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь попросить другого своего друга (подругу) помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно веселый(ая) и общительный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно везучий(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Что ТЫ делаешь, когда ТЕБЕ не удается найти нового друга
(подругу)? Что ТЫ чувствуешь?**

**Когда у меня не получается найти нового друга
(подругу), ...**

	Почти никогда	Иногда	Часто	Почти всегда
... я не расстраиваюсь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я огорчаюсь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ничего не делаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я стараюсь справиться с этим.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я делаю что-нибудь другое.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ищу кого-нибудь, кто может мне помочь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... мне кажется, что другие не могут мне помочь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о ДРУГИХ РЕБЯТАХ , которые хотят найти нового друга (подругу) для игр.

ДРУГИЕ РЕБЯТА думают, что найти нового друга (подругу) для игр - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... то, что они должны делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что они могут сделать, если захотят?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ДРУГИЕ РЕБЯТА хотят найти нового друга (подругу) для игр.

Почему ДРУГИЕ РЕБЯТА хотят найти нового друга (подругу) для игр? Потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... хотят, чтобы их учитель хорошо к ним относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы родители сердились на них?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят это делать сами для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы учитель (учительница) думал(а), что они плохие ученики?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы одноклассники смеялись над ними?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят, чтобы их любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят быть популярными?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ДРУГИМ РЕБЯТАМ удаётся найти нового друга (подругу) для игр.

Почему ДРУГИМ РЕБЯТАМ удаётся найти нового друга (подругу) для игр? Потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... прикладывают достаточно усилий?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... получают помощь от других своих друзей?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... умные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... это происходит и это трудно объяснить?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... нравятся другим людям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... могут рассчитывать на удачу?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... обращаются за помощью к своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... просят своего учителя (учительницу) помочь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о том, как ТЫ находишь нового друга (подругу) для игр.

ТЫ думаешь, что найти нового друга (подругу) для игр - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... то, что ты можешь сделать, если захочешь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что ты должен (должна) делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ ТЫ находишь нового друга (подругу) для игр.

Почему ТЫ находишь нового друга (подругу) для игр?

Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты не хочешь, чтобы родители сердились на тебя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь это делать сам(а) для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы одноклассники смеялись над тобой?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы тебя любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы учительница думала, что ты плохой ученик (ученица)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь быть популярным(ой)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы твой учитель хорошо к тебе относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ можешь сделать, если ТЫ хочешь найти нового друга (подругу) для игр .

Если ТЫ хочешь найти нового друга (подругу) для игр,

...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы найти нового друга (подругу) для игр, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты можешь попросить своего учителя помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь приложить достаточно усилий для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь обратиться за помощью к своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно умный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь воспользоваться помощью другого своего друга или подруги?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты достаточно нравишься людям для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты можешь рассчитывать, что тебе повезет?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Иногда бывает трудно найти друга (подругу) для игр.

НАПРИМЕР, представь, что твой друг или подруга не хочет играть с тобой, а хочет играть с кем-нибудь другим!

Что ты можешь сделать, если ты хочешь играть со своим другом или подругой, даже если этого трудно добиться?

**Если ТЫ хочешь найти нового друга (подругу) для игр,
даже если это трудно, ...**

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы найти нового друга (подругу) для игр, даже если этого трудно, ты ...

	Почти никогда	Иногда	Часто	Почти всегда
... можешь рассчитывать, что тебе повезет?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь попросить своего учителя (учительницу) помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь приложить достаточно усилий для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь обратиться за помощью к своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно умный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь воспользоваться помощью другого своего друга или подруги?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно нравишься людям для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ делаешь, когда ТЕБЕ не удается найти друга (подругу) для игр? Что ТЫ чувствуешь?

Когда мне не удается найти друга (подругу) для игр, ...

	Почти никогда	Иногда	Часто	Почти всегда
... я чувствую себя несчастным(ой).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ничего не делаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я ищу помощи.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я думаю, что другие мешают мне, стоят у меня на пути.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я стараюсь понять его.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я пытаюсь заняться чем-то другим.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... меня это не волнует.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай о ДРУГИХ ДЕТЯХ, у которых есть хороший друг (подруга).

ДРУГИЕ РЕБЯТА думают, что иметь хорошего друга (подругу) - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... важно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... трудно?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что они могут сделать, если захотят?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что им следует делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ У ДРУГИХ РЕБЯТ есть хороший друг (подруга).

Почему У ДРУГИХ РЕБЯТ есть хороший друг (подруга)? Потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... хотят быть популярными?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы одноклассники смеялись над ними?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят, чтобы их учитель хорошо к ним относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят это делать сами для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы их учительница думала, что они плохие ученики?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хотят, чтобы их любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... не хотят, чтобы родители сердились на них?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Не переворачивай страницу, пока все не будут готовы.

Подумай, КАК ДРУГИМ РЕБЯТАМ удается иметь хорошего друга (подругу).

Как ДРУГИМ РЕБЯТАМ удается иметь хорошего друга (подругу)? Потому что они ...

	Почти никогда	Иногда	Часто	Почти всегда
... просят своих родителей помочь им?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... проявляют достаточно старания?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... обращаются за помощью к своим друзьям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... способные?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... хорошие?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я не знаю почему это происходит?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... им везет?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... получают помощь от своего учителя (учительницы)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, как ТЕБЕ удаётся иметь хорошего друга (подругу).

ТЫ думаешь, что иметь хорошего друга (подругу) - это ...

	Почти никогда	Иногда	Часто	Почти всегда
... трудно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... важно делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что тебе следует делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... то, что ты можешь сделать, если захочешь?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Подумай, ПОЧЕМУ У ТЕБЯ есть хороший друг (подруга).

Почему У ТЕБЯ есть хороший друг (подруга)? Потому что ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты хочешь, чтобы учитель(ница) хорошо к тебе относился?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы одноклассники смеялись над тобой?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь это делать сам(а) для себя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы учительница думала, что ты плохой ученик (ученица)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь сделать приятное своим родителям?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе нравится это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь, чтобы тебя любили одноклассники?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... тебе доставляет удовольствие это делать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты не хочешь, чтобы родители сердились на тебя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... ты хочешь быть популярным(ой)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ можешь сделать, если ТЫ хочешь иметь хорошего друга (подругу).

Если ТЫ хочешь иметь хорошего друга (подругу), ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы иметь хорошего друга (подругу), ты...

	Почти никогда	Иногда	Часто	Почти всегда
... можешь рассчитывать на везение?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь воспользоваться помощью своего учителя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь проявить достаточно старания для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь попросить родителей помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно способный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь обратиться за помощью к другому своему другу (подруге)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно хорош(а) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Иногда бывает трудно сохранить дружбу.

НАПРИМЕР, представь, что твой друг (подруга) не хочет больше с тобой дружить!

Что ты можешь сделать, если ты хочешь продолжать дружить с ним или с ней, даже если это трудно?

Если ТЫ хочешь продолжать дружить со своим другом (подругой), даже если это трудно, ...

	Почти никогда	Иногда	Часто	Почти всегда
... ты сможешь это сделать?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Когда речь идет о том, чтобы продолжать дружить со своим другом (подругой), даже если это трудно, ты ...

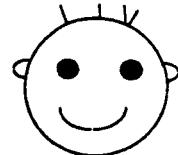
	Почти никогда	Иногда	Часто	Почти всегда
... достаточно хорош(а) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь попросить родителей помочь тебе?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь рассчитывать на везение?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь обратиться за помощью к другому своему другу (подруге)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь проявить достаточно старания для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... можешь воспользоваться помощью своего учителя?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... достаточно способный(ая) для этого?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Что ТЫ делаешь, когда ТЕБЕ не удается сохранить хорошего друга (подругу)? Что ТЫ чувствуешь?

Когда мне не удается сохранить хорошего друга (подругу) ...

	Почти никогда	Иногда	Часто	Почти всегда
... я ничего не делаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я все равно пытаюсь понять его.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я занимаюсь чем-нибудь другим.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я переживаю.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я не волнуюсь об этом.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я обращаюсь за помощью к другим людям.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... я не думаю, что другие могут мне помочь.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Большое спасибо !



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Lebensverläufe und Wohlfahrtsentwicklung.
 Konzeption, Design und Methodik der Erhebung von Lebensverläufen der Geburtsjahrgänge 1929–1931, 1939–1941, 1949–1951.
 Teil I, Teil II, Teil III.
 261 S., unpaginiert, 175 S.
 Erschienen 1989. DM 39,-
- 34** Christoph Droß und Wolfgang Lempert
Untersuchungen zur Sozialisation in der Arbeit 1977 bis 1988.
 Ein Literaturbericht.
 204 S. Erschienen 1988. DM 12,-
- 32** Friedrich Edding (Hrsg.)
Bildung durch Wissenschaft in neben- und nachberuflichen Studien.
 Tagungsbericht.
 157 S. Erschienen 1988. DM 11,-
- 29** Ulrich Trommer
Aufwendungen für Forschung und Entwicklung in der Bundesrepublik Deutschland 1965 bis 1983.
 Theoretische und empirisch-statistische Probleme.
 321 S. Erschienen 1987. DM 32,-
- 28** Ingeborg Tölke
Ein dynamisches Schätzverfahren für latente Variablen in Zeitreihenanalysen.
 202 S. Erschienen 1986. DM 17,-

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III. Einzelpublikationen

Beim Max-Planck-Institut für Bildungsforschung erhältliche Titel (nicht über den Buchhandel beziehbar; Preise zuzüglich Versandpauschale)

Max-Planck-Institut für Bildungsforschung (Hrsg.)
Pädagogik als empirische Wissenschaft.
Reden zur Emeritierung von Peter Martin Roeder.
90 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1996.
ISBN 3-87985-058-5

Ingo Richter, Peter M. Roeder, Hans-Peter Füssel (Eds.)
Pluralism and Education.
Current World Trends in Policy, Law, and Administration.
345 S. Berkeley: University of California/USA, 1995.
DM 25.–

Max-Planck-Institut für Bildungsforschung (Hrsg.)
Bekenntnis und Dienst.
Reden zum 80. Geburtstag von Dietrich Goldschmidt.
96 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1995.
ISBN 3-87985-040-2

Max-Planck-Institut für Bildungsforschung (Hrsg.)
Abschied von Hellmut Becker.
Reden auf der Trauerfeier am 18. Januar 1994.
47 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1994.
ISBN 3-87985-036-4

Max-Planck-Institut für Bildungsforschung (Hrsg.)
Bildungsforschung und Bildungspolitik.
Reden zum 80. Geburtstag von Hellmut Becker.
98 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1993.
ISBN 3-87985-034-8

Wolfgang Schneider and Wolfgang Edelstein (Eds.)
Inventory of European Longitudinal Studies in the Behavioral and Medical Sciences.
A Project Supported by the European Science Foundation.
557 S. Munich: Max Planck Institute for Psychological Research, and Berlin: Max Planck Institute for Human Development and Education, 1990.
ISBN 3-87985-028-3
DM 58.–

Max-Planck-Institut für Bildungsforschung (Hrsg.)
Entwicklung und Lernen.
Beiträge zum Symposium anlässlich des 60. Geburtstages von Wolfgang Edelstein.
98 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1990.
ISBN 3-87985-023-2

Max-Planck-Institut für Bildungsforschung (Hrsg.)
Normative Voraussetzungen und ethische Implikationen sozialwissenschaftlicher Forschung.
Beiträge zum Symposium anlässlich des 75. Geburtstages von Dietrich Goldschmidt.
108 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1990.
ISBN 3-87985-027-5

Max-Planck-Institut für Bildungsforschung (Hrsg.)
25 Jahre Max-Planck-Institut für Bildungsforschung.
Festvorträge.
48 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1989.

Friedrich Edding
Mein Leben mit der Politik.
126 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1989.

Max-Planck-Institut für Bildungsforschung (Hrsg.)
Gewerbliche Unternehmen als Bildungsträger.
Beiträge zum Symposium anlässlich des 80. Geburtstages von Friedrich Edding.
126 S. Berlin: Max-Planck-Institut für Bildungsforschung, 1989.

Weitere Schriftenreihen aus dem Max-Planck-Institut für Bildungsforschung (nicht über den Buchhandel erhältlich)

- Beiträge aus dem Forschungsbereich Entwicklung und Sozialisation
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- Literatur-Informationen aus der Bildungsforschung nur über das Internet
(monatliche Neuerwerbungen der Bibliothek):
<http://www.mpib-berlin.mpg/DOK/ehome.htm>

**IV. Buchveröffentlichungen bei Verlagen
(nach dem Erscheinungsjahr geordnet, nur lieferbare Titel;
nur über den Buchhandel zu beziehen)**

Michael Corsten und Wolfgang Lempert

Beruf und Moral.

Exemplarische Analysen beruflicher Werdegänge,
betrieblicher Kontexte und sozialer Orientierungen
erwerbstätiger Lehrabsolventen.

200 S. Weinheim: Beltz-Deutscher Studien Verlag,
1997.

Jürgen Baumert und Rainer Lehmann u.a.

**TIMSS - Mathematisch-naturwissenschaftlicher
Unterricht im internationalen Vergleich.**

Deskriptive Befunde.
242 S. Leverkusen: Leske+Budrich, 1997.

Gabriele Oettingen

Psychologie des Zukunftsdenkens.

Erwartungen und Phantasien.

452 S. Göttingen/Bern/Toronto/Seattle:Hogrefe, 1996.

Detlef Oesterreich

Flucht in die Sicherheit.

Zur Theorie des Autoritarismus und der autoritären
Reaktion.

250 S. Leverkusen: Leske+Budrich, 1996.

Karl Ulrich Mayer und Paul B. Baltes (Hrsg.)

Die Berliner Altersstudie.

(Ein Projekt der Berlin-Brandenburgischen Akademie
der Wissenschaften)

672 S. Berlin: Akademie Verlag, 1996.

Paul B. Baltes and Ursula M. Staudinger (Eds.)

Interactive Minds.

Life-Span Perspectives on the Social Foundation of
Cognition.

457 pp. New York: Cambridge University Press, 1996.

Monika Keller

**Moralische Sensibilität: Entwicklung in
Freundschaft und Familie.**

259 S. Weinheim: Psychologie Verlags Union, 1996.

Martin Diewald, Karl Ulrich Mayer (Hrsg.)

Zwischenbilanz der Wiedervereinigung.

Strukturwandel und Mobilität im
Transformationsprozess.

352 S. Leverkusen: Leske+Budrich, 1996.

Johannes Huinink, Karl Ulrich Mayer u.a.

Kollektiv und Eigensinn.

Lebensverläufe in der DDR und danach.
414 S. Berlin: Akademie Verlag, 1995.

Johannes Huinink

Warum noch Familie?

Zur Attraktivität von Partnerschaft und Elternschaft in
unserer Gesellschaft.

385 S. Frankfurt a. M./New York: Campus, 1995.

Heike Trappe

Emanzipation oder Zwang?

Frauen in der DDR zwischen Beruf, Familie und
Sozialpolitik.

242 S. Berlin: Akademie Verlag, 1995.

Heike Solga

Auf dem Weg in eine klassenlose Gesellschaft?

Klassenlagen und Mobilität zwischen Generationen in
der DDR.

265 S. Berlin: Akademie Verlag, 1995.

Lothar Krappmann und Hans Oswald

Alltag der Schulkinder.

Beobachtungen und Analysen von Interaktionen und
Sozialbeziehungen.

224 S. Weinheim/München: Juventa, 1995.

Freya Dittmann-Kohli

Das persönliche Sinnssystem.

Ein Vergleich zwischen frühem und spätem
Erwachsenenalter.

402 S. Göttingen/Bern/Toronto/Seattle: Hogrefe, 1995.

Hartmut Zeiher und Helga Zeiher

Orte und Zeiten der Kinder.

Soziales Leben im Alltag von Großstadtkindern.

223 S. Weinheim/München: Juventa, 1994.

Christiane Lange-Küttner

Gestalt und Konstruktion.

Die Entwicklung der grafischen Kompetenz beim
Kind.

242 S. Bern/Toronto: Huber, 1994.

Jutta Allmendinger

Lebensverlauf und Sozialpolitik.

Die Ungleichheit von Mann und Frau und ihr
öffentlicher Ertrag.

302 S. Frankfurt a. M./New York: Campus, 1994.

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- Wolfgang Lauterbach
Berufsverläufe von Frauen.
Erwerbstätigkeit, Unterbrechung und Wiedereintritt.
289 S. Frankfurt a. M./New York: Campus, 1994.
- Arbeitsgruppe Bildungsbericht am Max-Planck-Institut für Bildungsforschung
Das Bildungswesen in der Bundesrepublik Deutschland.
Strukturen und Entwicklungen im Überblick.
843 S. Reinbek: Rowohlt, 1994 (4., vollständig überarbeitete und erweiterte Neuauflage).
- Hellmut Becker und Gerhard Kluchert
Die Bildung der Nation.
Schule, Gesellschaft und Politik vom Kaiserreich zur Weimarer Republik.
538 S. Stuttgart: Klett-Cotta, 1993.
- Rolf Becker
Staatsexpansion und Karrierechancen.
Berufsverläufe im öffentlichen Dienst und in der Privatwirtschaft.
303 S. Frankfurt a.M./New York: Campus, 1993.
- Wolfgang Edelstein und Siegfried Hoppe-Graff (Hrsg.)
Die Konstruktion kognitiver Strukturen. Perspektiven einer konstruktivistischen Entwicklungspsychologie.
328 S. Bern/Stuttgart/Toronto: Huber, 1993.
- Wolfgang Edelstein, Gertrud Nunner-Winkler und Gil Noam (Hrsg.)
Moral und Person.
418 S. Frankfurt a.M.: Suhrkamp, 1993.
- Lothar Lappe
Berufsperspektiven junger Facharbeiter.
Eine qualitative Längsschnittanalyse zum Kernbereich westdeutscher Industriearbeit.
394 S. Frankfurt a.M./New York: Campus, 1993.
- Detlef Oesterreich
Autoritäre Persönlichkeit und Gesellschaftsordnung.
Der Stellenwert psychischer Faktoren für politische Einstellungen – eine empirische Untersuchung von Jugendlichen in Ost und West.
243 S. Weinheim/München: Juventa, 1993.
- Marianne Müller-Brettl
Bibliographie Friedensforschung und Friedenspolitik:
Der Beitrag der Psychologie 1900–1991.
(Deutsch/Englisch)
383 S. München/London/New York/Paris: Saur, 1993.
- Paul B. Baltes und Jürgen Mittelstraß (Hrsg.)
Zukunft des Alterns und gesellschaftliche Entwicklung.
(= Forschungsberichte der Akademie der Wissenschaften zu Berlin, 5.)
814 S. Berlin/New York: De Gruyter, 1992.
- Matthias Grundmann
Familienstruktur und Lebensverlauf.
Historische und gesellschaftliche Bedingungen individueller Entwicklung.
226 S. Frankfurt a.M./New York: Campus, 1992.
- Karl Ulrich Mayer (Hrsg.)
Generationsdynamik in der Forschung.
245 S. Frankfurt a.M./New York: Campus, 1992.
- Erika M. Hoerning
Zwischen den Fronten.
Berliner Grenzgänger und Grenzhändler 1948–1961.
266 S. Köln/Weimar/Wien: Böhlau, 1992.
- Ernst-H. Hoff
Arbeit, Freizeit und Persönlichkeit.
Wissenschaftliche und alltägliche Vorstellungsmuster.
238 S. Heidelberg: Asanger Verlag, 1992 (2. überarbeitete und aktualisierte Auflage).
- Erika M. Hoerning
Biographieforschung und Erwachsenenbildung.
223 S. Bad Heilbrunn: Klinkhardt, 1991.
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Traditions et transformations.
Le système d'éducation en République fédérale d'Allemagne.
341 S. Paris: Economica, 1991.

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Die gesellschaftliche Herausforderung der Universität.
Historische Analysen, internationale Vergleiche, globale Perspektiven.
297 S. Weinheim: Deutscher Studien Verlag, 1991.

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Die konservative Position Eduard Sprangers im Nationalsozialismus. Analysen – Texte – Dokumente.
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282 S. Bern/Stuttgart/Toronto: Huber, 1991.

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Vom Regen in die Traufe: Frauen zwischen Beruf und Familie.
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Kinderfreundschaften.
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368 pp. Vol. 10. Hillsdale, N.J.: Erlbaum, 1990.

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211 pp. Frankfurt a.M./Bern/New York/Paris: Lang 1990.

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467 S. Opladen: Westdeutscher Verlag, 1990.
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Event History Analysis in Life Course Research.
320 pp. Madison, Wis.: The University of Wisconsin Press, 1990.

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Frühe Schrift und Techniken der Wirtschaftsverwaltung im alten Vorderen Orient.
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Ein Überblick für Eltern, Lehrer und Schüler.
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Kohortendifferenzierung und Karriereprozeß.
Eine Längsschnittstudie über die Veränderung der Bildungs- und Berufschancen im Lebenslauf.
185 S. Frankfurt a.M./New York: Campus, 1989.

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Statistical Theory and Application in the Social Sciences.
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Erika M. Hoerning und Hans Tietgens (Hrsg.)
Erwachsenenbildung: Interaktion mit der Wirklichkeit.
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Johanites Huinink
Mehrebenensystem-Modelle in den Sozialwissenschaften.
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- Bernhard Schmitz
Einführung in die Zeitreihenanalyse.
Modelle, Softwarebeschreibung, Anwendungen.
235 S. Bern/Stuttgart/Toronto: Huber, 1989.
- Eberhard Schröder
Vom konkreten zum formalen Denken.
Individuelle Entwicklungsverläufe von der Kindheit zum Jugendalter.
328 S. Bern/Stuttgart/Toronto: Huber, 1989.
- Michael Wagner
Räumliche Mobilität im Lebensverlauf.
Eine empirische Untersuchung sozialer Bedingungen der Migration.
226 S. Stuttgart: Enke, 1989.
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338 pp. Vol. 9. Hillsdale, N.J.: Erlbaum, 1988.
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- Lothar Krappmann
Soziologische Dimensionen der Identität.
Strukturelle Bedingungen für die Teilnahme an Interaktionsprozessen.
231 S. Stuttgart: Klett-Cotta, 7. Aufl., 1988
(= Standardwerke der Psychologie).
- Detlef Oesterreich
Lehrerkooperation und Lehrersozialisation.
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- Michael Bochow und Hans Joas
Wissenschaft und Karriere.
Der berufliche Verbleib des akademischen Mittelbaus.
172 und 37 S. Frankfurt a.M./New York: Campus, 1987.
- Hans-Uwe Hohner
Kontrollbewußtsein und berufliches Handeln.
Motivationale und identitätsbezogene Funktionen subjektiver Kontrollkonzepte.
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- Bernhard Schmitz

- Zeitreihenanalyse in der Psychologie.**
Verfahren zur Veränderungsmesung und Prozeßdiagnostik.
304 S. Weinheim/Basel: Deutscher Studien Verlag/Beltz, 1987.
- Margret M. Baltes and Paul B. Baltes (Eds.)
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Statistische Theorie und Anwendung in den Wirtschafts- und Sozialwissenschaften.
290 S. Frankfurt a.M./New York: Campus, 1986.
- Axel Funke, Dirk Hartung, Beate Krais und Reinhard Nuthmann
Karrieren außer der Reihe.
Bildungswege und Berufserfolge von Stipendiaten der gewerkschaftlichen Studienförderung.
256 S. Köln: Bund, 1986.
- Ernst-H. Hoff, Lothar Lappe und Wolfgang Lempert (Hrsg.)
Arbeitsbiographie und Persönlichkeitsentwicklung.
288 S. Bern/Stuttgart/Toronto: Huber, 1986.
- Klaus Hüfner, Jens Naumann, Helmut Köhler und Gottfried Pfeffer
Hochkonjunktur und Flaute: Bildungspolitik in der Bundesrepublik Deutschland 1967–1980.
361 S. Stuttgart: Klett-Cotta, 1986.
- Jürgen Staupe
Parlamentsvorbehalt und Delegationsbefugnis.
Zur „Wesentlichkeitstheorie“ und zur Reichweite legislativer Regelungskompetenz, insbesondere im Schulrecht.
419 S. Berlin: Duncker & Humblot, 1986.
- Hans-Peter Blossfeld
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Empirische Analysen zur Lage der Berufsanhänger in der Bundesrepublik.
191 S. Frankfurt a.M./New York: Campus, 1985.

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Christel Hopf, Knut Nevermann und Ingrid Schmidt
Wie kamen die Nationalsozialisten an die Macht.
Eine empirische Analyse von Deutungen im Unterricht.
344 S. Frankfurt a.M./New York: Campus, 1985.

John R. Nesselroade and Alexander von Eye (Eds.)
**Individual Development and Social Change:
Explanatory Analysis.**
380 pp. New York: Academic Press, 1985.

Michael Jenne
Music, Communication, Ideology.
185 pp. Princeton, N.J.: Birch Tree Group Ltd., 1984.

Gero Lenhardt
Schule und bürokratische Rationalität.
282 S. Frankfurt a.M.: Suhrkamp, 1984.

Achim Leschinsky und Peter Martin Roeder
Schule im historischen Prozeß.
Zum Wechselverhältnis von institutioneller Erziehung
und gesellschaftlicher Entwicklung.
545 S. Frankfurt a.M./Berlin/Wien: Ullstein, 1983.

Max Planck Institute for Human Development and
Education
Between Elite and Mass Education.
Education in the Federal Republic of Germany.
348 pp. Albany: State University of New York Press,
1983.

Margit Osterloh
**Handlungsspielräume und Informationsver-
arbeitung.**
369 S. Bern/Stuttgart/Toronto: Huber, 1983.

Knut Nevermann
Der Schulleiter.
Juristische und historische Aspekte zum Verhältnis
von Bürokratie und Pädagogik.
314 S. Stuttgart: Klett-Cotta, 1982.

Gerd Sattler
Englischunterricht im FEGA-Modell.
Eine empirische Untersuchung über inhaltliche und
methodische Differenzierung an Gesamtschulen.
355 S. Stuttgart: Klett-Cotta, 1981.

Christel Hopf, Knut Nevermann und Ingo Richter
Schulaufsicht und Schule.
Eine empirische Analyse der administrativen Bedin-
gungen schulischer Erziehung.
428 S. Stuttgart: Klett-Cotta, 1980.

Diether Hopf
Mathematikunterricht.
Eine empirische Untersuchung zur Didaktik und
Unterrichtsmethode in der 7. Klasse des Gymnasiums.
251 S. Stuttgart: Klett-Cotta, 1980.

Max-Planck-Institut für Bildungsforschung
Projektgruppe Bildungsbericht (Hrsg.)
Bildung in der Bundesrepublik Deutschland.
Daten und Analysen.
Bd. 1: Entwicklungen seit 1950.
Bd. 2: Gegenwärtige Probleme.
1404 S. Stuttgart: Klett-Cotta, 1980.

Dietrich Goldschmidt und Peter Martin Roeder (Hrsg.)
Alternative Schulen?
Gestalt und Funktion nichtstaatlicher Schulen im
Rahmen öffentlicher Bildungssysteme.
623 S. Stuttgart: Klett-Cotta, 1979.