Social Skills Pre/Post-Assessment Test

Youth Version

1. **Listening:** Do you pay attention to someone who is talking and make an effort to understand what is being said?

   1 2 3 4 5
   almost never seldom sometimes often almost always

2. **Having a Conversation:** Do you talk to others about things of interest to both of them?

   1 2 3 4 5
   almost never seldom sometimes often almost always

3. **Asking a Question:** Do you decide what information is needed and ask the right person for that information?

   1 2 3 4 5
   almost never seldom sometimes often almost always

4. **Saying Thank You:** Do you let others know that you are grateful for favors?

   1 2 3 4 5
   almost never seldom sometimes often almost always

5. **Introducing Yourself:** Do you become acquainted with new people on your own initiative?

   1 2 3 4 5
   almost never seldom sometimes often almost always

6. **Asking for Help:** Do you request assistance when you are having difficulty?

   1 2 3 4 5
   almost never seldom sometimes often almost always

7. **Joining In:** Do you decide on the best way to become part of an ongoing activity or group?

   1 2 3 4 5
   almost never seldom sometimes often almost always

8. **Following Instructions:** Do you pay attention to instructions, give your reactions, and carry the instructions out adequately?

   1 2 3 4 5
   almost never seldom sometimes often almost always
9. **Apologizing:** Do you tell others that you are sorry after doing something wrong?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

10. **Knowing Your Feelings:** Do you try to recognize which emotions you have at different times?

    1  2  3  4  5
    almost never  seldom  sometimes  often  almost always

11. **Expressing Your Feelings:** Do you let others know which emotions that you are feeling?

    1  2  3  4  5
    almost never  seldom  sometimes  often  almost always

12. **Understanding the Feelings of Others:** Do you try to figure out what other people are feeling?

    1  2  3  4  5
    almost never  seldom  sometimes  often  almost always

13. **Helping Others:** Do you give assistance to others who might need or want help?

    1  2  3  4  5
    almost never  seldom  sometimes  often  almost always
## Social Skills Pre/Post-Test

### Staff Version

1. **Listening:** Does the youth pay attention to someone who is talking and make an effort to understand what is being said?
   
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

2. **Having a Conversation:** Does the youth talk to others about things of interest to both of them?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

3. **Asking a Question:** Does the youth decide what information is needed and ask the right person for that information?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

4. **Saying Thank You:** Does the youth let others know that he is grateful for favors?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

5. **Introducing Yourself:** Does the youth become acquainted with new people on his own initiative?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

6. **Asking for Help:** Does the youth request assistance when he is having difficulty?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

7. **Joining In:** Does the youth decide on the best way to become part of an ongoing activity or group?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

8. **Following Instructions:** Does the youth pay attention to instructions, give his reactions, and carry the instructions out adequately?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>
9. **Apologizing:** Does the youth tell others that he is sorry after doing something wrong?

   1 2 3 4 5
   almost never seldom sometimes often almost always

10. **Knowing Your Feelings:** Does the youth try to recognize which emotions he has at different times?

    1 2 3 4 5
    almost never seldom sometimes often almost always

11. **Expressing Your Feelings:** Does the youth let others know which emotions that he is feeling?

    1 2 3 4 5
    almost never seldom sometimes often almost always

12. **Understanding the Feelings of Others:** Does the youth try to figure out what other people are feeling?

    1 2 3 4 5
    almost never seldom sometimes often almost always

13. **Helping Others:** Does the youth give assistance to others who might need or want help?

    1 2 3 4 5
    almost never seldom sometimes often almost always
1. In the “Stop and Think” procedure, it is ok to include which of the following in your “neutral scene”:
   a. what you were doing before the sexual thoughts came to mind
   b. what you were thinking before the sexual thoughts came to mind
   c. where you were before the sexual thoughts came to mind
   d. all of the above

2. In the “Stop and Think” procedure, the “neutral scene” should not contain:
   a. highly arousing sexual thoughts
   b. moderately arousing sexual thoughts
   c. mildly arousing sexual thoughts
   d. any sexual thoughts

3. In the “Stop and Think” procedure, it is appropriate for the “sexual scene” to contain:
   a. thoughts about consensual sex with a peer
   b. the build-up of sexual thoughts about a potential victim
   c. the potential consequences of rape or child molestation
   d. all of the above

4. In the “Stop and Think” procedure, the “sexual thoughts” should be interrupted:
   a. before there is physical contact with the victim
   b. before there is exposure of yourself to the victim
   c. before there is sexual talk with the victim
   d. “a” and “b” only
   e. all of the above

5. In the “Stop and Think” procedure, the sexual thoughts should be interrupted by which of the following:
   a. the neutral scene
   b. the escape scene
   c. the consequence
   d. any of the above
6. In the “Stop and Think” procedure, you should choose a “consequence” that:
   a. is realistic
   b. is powerful enough to stop the unhealthy sexual thoughts
   c. is something that has or could occur in response to sexual acting-out
   d. all of the above

7. The purpose of the escape scene is to:
   a. get your mind off sex
   b. get your mind off anything that is stressful
   c. help you understand that good judgment and impulse control “pay off”
   d. all of the above

8. It is ok for the “escape scene” to contain:
   a. consensual sex with a peer
   b. positive changes that have occurred in your life because you have used good judgment and impulse control
   c. thoughts of going to jail for sexual misbehavior
   d. “a” and “b” only
   e. all of the above

9. Good impulse control is linked to which of the following:
   a. taking the time to think about the potential consequences of your behavior before you take any action
   b. avoiding situations that might make it difficult to control your sexual urges
   c. having supportive family and friends
   d. “a” and “b” only
   e. all of the above

10. Alcohol or drug use will likely:
    a. help you relax, therefore make it less likely you will act-out sexually
    b. lower your inhibitions, therefore make it more likely you will give in to sexual impulses
    c. help keep your mind off sex, altogether
    d. “a” and “b” only
    e. all of the above
Healthy Masculinity-I Pre/Post-Assessment Test

Youth Version

1. **Respect of Others**: Do you demonstrate a respect for others, regardless of their race, gender, and sexual orientation?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

2. **Asking for Help**: Do you ask others for help, when needed?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

3. **Dealing with Confrontation**: Can you accept feedback from staff or other youth without becoming defensive and aggressive?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

4. **Resolution of Conflict**: Do you try to resolve differences without resorting to threats or physical aggression?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

5. **Dominance**: Do you refrain from trying to control others through intimidation or bullying?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always
Healthy Masculinity-I Pre/Post-Assessment Test

Staff Version

1. **Respect of Others**: Does the youth demonstrate a respect for others, regardless of their race, gender, and sexual orientation?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

2. **Asking for Help**: Does the youth ask others for help, when needed?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

3. **Dealing with Confrontation**: Can the youth accept feedback from staff or other youth without becoming defensive and aggressive?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

4. **Resolution of Conflict**: Does the youth try to resolve differences without resorting to threats or physical aggression?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

5. **Dominance**: Does the youth refrain from trying to control others through intimidation or bullying?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>
Anger Management Pre/Post-Assessment Test

Youth Version

1. **Dealing with Someone Else's Anger**: Do you try to understand other people's angry feelings?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always

2. **Negotiating**: Do you arrive at a plan that satisfies both you and others who have taken different positions?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always

3. **Using Self-Control**: Do you control your temper so that things do not get out of hand?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always

4. **Standing Up for Your Rights**: Do you assert your rights by letting people know where you stand on issues?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always

5. **Responding to Teasing**: Do you deal with being teased by others in ways that allow you to remain in control of yourself?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always

6. **Avoiding Trouble with Others**: Do you stay out of situations that might get you into trouble?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always

7. **Keeping Out of Fights**: Do you figure out ways other than fighting to handle difficult situations?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always

8. **Making a Complaint**: Do you tell others when they are responsible for creating a particular problem for you and then attempt to find a solution for the problem?
   
   1 2 3 4 5
   
   almost never  seldom  sometimes  often  almost always
9. **Answering a Complaint:** Do you try to arrive at a fair solution to someone’s justified complaint?

1 2 3 4 5

almost never  seldom  sometimes  often  almost always

10. **Dealing with an Accusation:** Do you figure out what you are being accused of and why, then decide on the best way to deal with the person who made the accusation?

1 2 3 4 5

almost never  seldom  sometimes  often  almost always
Anger Management Pre/Post-Assessment Test

Staff Version

1. **Dealing with Someone Else's Anger**: Does the youth try to understand other people's angry feelings?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

2. **Negotiating**: Does the youth arrive at a plan that satisfies both him and others who have taken different positions?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

3. **Using Self-Control**: Does the youth control his temper so that things do not get out of hand?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

4. **Standing Up for Your Rights**: Does the youth assert his rights by letting people know where he stands on issues?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

5. **Responding to Teasing**: Does the youth deal with being teased by others in ways that allow him to remain in control of himself?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

6. **Avoiding Trouble with Others**: Does the youth stay out of situations that might get him into trouble?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

7. **Keeping Out of Fights**: Does the youth figure out ways other than fighting to handle difficult situations?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

8. **Making a Complaint**: Does the youth tell others when they are responsible for creating a particular problem for him and then attempt to find a solution for the problem?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>
9. **Answering a Complaint**: Does the youth try to arrive at a fair solution to someone's justified complaint?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

10. **Dealing with an Accusation**: Does the youth figure out what he is being accused of and why, then decide on the best way to deal with the person who made the accusation?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>
Healthy Sexuality Pre/Post-Assessment Test

1. Boys who masturbate are usually “gay”. True_____ or False _____
2. The major male sex hormone is estrogen. True ___ or False ______
3. Menstruation in females involves the shedding of the lining of the uterus. True ___ or False _____
4. Sperm is produced in the testicles. True ____ or False _____
5. During sexual intercourse and sexual play, it is primarily through stimulation of the clitoris that a female achieves an orgasm. True ___ or False ______
6. Birth control pills both help prevent unwanted pregnancy and sexually transmitted diseases. True ___ or False ______
7. It only takes one sperm for a female to become pregnant. True_____ or False _____
8. Condoms protect against pregnancy and sexually transmitted disease. True_____ or False _____
9. It is abnormal to have any sexual thoughts about someone who is the same sex. True_____ or False __
10. Saying that a girl is “having her period” is the same as saying she is “menstruating.” True_____ or False ______
11. Almost all guys have erect penises that are around the same size (between 4 and 7 inches). True____ or False ______
12. Unlike male sperm, which continues to be produced throughout a man’s life, each ovary has a limited number of eggs. True_____ or False ______
13. The sexual and physical changes experienced during adolescence are triggered by hormones. True____ or False ______
14. If a male has had sexual contact with a member of the same sex it means that he is “gay.” True____ or False ______
15. If a male becomes HIV positive it means that he has had sex with another male. True ____ or False ______
16. Gonorrhea (also called the “clap” and the “drip”) is an STD that is caused by a virus. True ___ or False _____
17. Besides abstinence, the best protection against contracting HIV/AIDS and other STDs is to properly use a latex or rubber condom. True ____ or False ____
18. Children of teenage mothers are often raised in poverty. They are more likely than children born to older and married parents to fail and drop out of school. They are also more likely to be abused, use drugs, and get in trouble with the law. True ____ or False ____
19. Young children are capable of giving consent to have sex. As long as the child says, “yes” it is okay. True _____ or False _____

20. Every person has the right to choose whether they want to be sexual with someone else—no one should be forced to do something that he or she doesn't want to do. True _____ or False _____
### Healthy Masculinity II Pre/Post-Assessment Test

**Youth Version**

1. **Acceptance of Female Authority:** Do you demonstrate a respect for female authority?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

2. **Sexually Appropriate Behavior with Female Staff:** Do you refrain from invading the body space of female staff, and making inappropriate sexual comments or gestures?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

3. **Sexually Appropriate Behavior with Female Peers:** Do you refrain from invading the body space of female peers, and making inappropriate sexual comments or gestures?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

4. **Sexual Objectification of Females:** Do you refrain from engagement in talk or behavior with other males that suggests the sexual objectification of females?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

5. **Positive Male Role Modeling:** Do you appropriately confront male peers when they make sexually derogatory comments about females, or engage in inappropriate sexual behavior with the same?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>
Healthy Masculinity II Pre/Post-Assessment Test

Staff Version

1. **Acceptance of Female Authority:** Does the youth demonstrate a respect for female authority?
   
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

2. **Sexually Appropriate Behavior with Female Staff:** Does the youth refrain from invading the body space of female staff, and making inappropriate sexual comments or gestures?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

3. **Sexually Appropriate Behavior with Female Peers:** Does the youth refrain from invading the body space of female peers, and making inappropriate sexual comments or gestures?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

4. **Sexual Objectification of Females:** Does the youth refrain from engagement in talk or behavior with other males that suggests the sexual objectification of females?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

5. **Positive Male Role Modeling:** Does the youth appropriately confront male peers when they make sexually derogatory comments about females, or engage in inappropriate sexual behavior with the same?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>
Empathy Pre/Post Assessment Test

1. “Emotional empathy” means which of the following:
   a. To be able to feel the way the other person does (e.g. sad or angry)
   b. To be able to recognize that someone is upset or hurt
   c. To know what is the socially appropriate thing to do when someone is upset or hurt
   d. “a” and “b” only
   e. all of the above

2. “Cognitive empathy” means which of the following:
   a. To be able to feel the way the other person does (e.g. sad or angry)
   b. To be able to recognize that someone is upset or hurt
   c. To know what is the socially appropriate thing to do when someone is upset or hurt
   d. “a” and “b” only
   e. all of the above

3. Empathy is important to not sexually re-offending because:
   a. It helps you stop and think about the potential consequences of the behavior for the victim
   b. It helps you stop and think about the potential legal consequences of the behavior
   c. It helps you stop and think about your own needs
   d. “a” and “b” only
   e. all of the above

4. Which of the following can interfere with an adolescent's ability to empathize with someone he has sexually victimized?
   a. denial of the sexual offense
   b. cognitive distortions
   c. denial of the effects of traumatic (i.e. hurtful) events in his own life
   d. “a” and “b” only
   e. all of the above
5. Which of the following may influence how sexual abuse impacts (i.e. affects) a victim?
   a. The victim's age
   b. The victim's sex
   c. The nature of the relationship between the victim and the offender (i.e. sibling, friend, etc.)
   d. “a” and “b” only
   e. all of the above

6. The estimated incidence of childhood sexual victimization for males and females in the U.S. is:
   a. about the same for males and females
   b. higher for males than females
   c. higher for females than males

7. About what percentage of women meet diagnostic criteria for PTSD in the first few weeks after being raped:
   a. 90% or more
   b. 75%
   c. 50%
   d. 25%

8. Which of the following are common symptoms in children who have been sexually abused?
   a. anxiety and depression
   b. low self-esteem
   c. fear
   d. “a” and “b” only
   e. all of the above

9. In writing an “empathy letter”, it is generally best to:
   a. avoid discussing how the victim might feel because it is only likely to further upset him/her
   b. list every feeling you can think of, because that way you have “covered your bases” and can’t be criticized for leaving something out
   c. try and think about how that particular victim might feel given everything you did and know about him
d. “a” and “b” only

e. any of the above is fine

10. In writing an empathy letter, which of the following should not be addressed:

a. Your anger at the child for telling others about the abuse

b. The bad things that have happened to you since being caught

c. The fact that you are getting help for the problem

d. “a” and “b” only

e. All of the above
Empathy Pre/Post-Assessment Test

Youth Version

1. I show a respect for the rights and feelings of peers during groups and community meetings.

   1  2  3  4  5  
   almost never  seldom  sometimes  often  almost always

2. During disagreements, I listen to others points of view and attempt to understand their feelings.

   1  2  3  4  5  
   almost never  seldom  sometimes  often  almost always

3. I speak to staff in a respectful manner and attempt to follow unit rules.

   1  2  3  4  5  
   almost never  seldom  sometimes  often  almost always

4. I apologize for my mistakes and try to make amends.

   1  2  3  4  5  
   almost never  seldom  sometimes  often  almost always

5. I am sensitive to others’ misfortunes and try to help them during times of need.

   1  2  3  4  5  
   almost never  seldom  sometimes  often  almost always
Empathy Pre/Post-Assessment Test

Staff Version

1. Youth shows a respect for the rights and feelings of peers.
   
   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

2. During disagreements, youth listens to others’ points of view and attempts to understand their feelings.

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

3. Youth speaks to staff in a respectful manner and attempts to follow unit rules.

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

4. Youth apologizes for mistakes and tries to make amends.

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

5. Youth is sensitive to other peer’s misfortunes and tries to help them during times of need.

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always
Relapse Prevention Pre/Post Assessment Test

1. Cognitive distortions refer to thinking errors or ways that an offender may:
   a. Minimize the impact of the sexual behavior on the victim
   b. Blame the victim for the sexual behavior
   c. Give reasons other than the real reasons for the sexual behavior
   d. Any of the above

2. To “lapse” means to:
   a. Sexually re-offend
   b. Voluntarily engage in a behavior that puts you at high risk to sexually re-offend (e.g. deviant sexual fantasizing)
   c. “Give up” on controlling your sexual impulses
   d. Any of the above

3. Which of the following can serve as cues (or warning signs) that sexual acting-out may occur if proper steps are not taken:
   a. Sexual thoughts about a potential victim
   b. Feelings of rejection or anger
   c. Isolating and avoiding others
   d. Any of the above

4. Which of the following is not part of the sexual assault cycle:
   a. Thoughts
   b. Feelings
   c. Behaviors
   d. Coping skills
   e. Situations/Triggers

5. “Grooming” the victim would be part of which of the following sexual assault phases:
   a. The “pretends to be normal” phase
   b. The “build-up” phase
   c. The “acting out” phase
   d. The “justification” phase
6. Ignoring early warning signals is most likely to occur in which of the following phases:
   a. The “pretends to be normal” phase
   b. The “build-up” phase
   c. The “acting out” phase
   d. The “justification” phase

7. Shame, guilt, and self-pity are most likely to occur in which of the following phases:
   a. The “pretends to be normal” phase
   b. The “build-up” phase
   c. The “acting out” phase
   d. The “justification” phase

8. From a relapse prevention perspective, high risk situations should be:
   a. Avoided whenever possible
   b. Frequently faced, so as to give the offender practice in using positive coping skills
   c. Ignored, because thinking about them may trigger sexual thoughts
   d. Any of the above

9. Which of the following are examples of positive coping skills:
   a. Relaxation exercises
   b. Assertive behavior
   c. Using “stop and think”
   d. Drinking alcohol to calm one’s nerves
   e. “a”, “b”, and “c” only

10. Which of the following would represent a “lapse” for a youth who has a history of sexually molesting children:
    a. Exposing yourself to, but not touching a younger child
    b. Spending time alone with young children
    c. Sexually fantasizing about young children
    d. “b” and “c” only
    e. Any of the above
Healthy Masculinity-III Pre/Post-Assessment Test

Youth Version

1. **Positive Role Model:** Do you serve as a positive role model for younger youth and those just entering the program?
   
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

2. **Helpful and Supportive of Peers:** Do you give constructive and helpful advice to peers and support them during times of need?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

3. **Respectful of Females:** Do you demonstrate through actions and words a respect for females?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

4. **Developed Life Goals:** Can you discuss and explain short and long-term goals that you have developed for your life?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>

5. **Generative Attitude:** Do you demonstrate an interest in making a positive contribution to the betterment of the therapeutic milieu, your family, and the community in which you will live?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost never</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>almost always</td>
</tr>
</tbody>
</table>
Healthy Masculinity-III Pre/Post-Assessment Test

Staff Version

1. **Positive Role Model**: Does the youth serve as a positive role model for younger youth and those just entering the program?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

2. **Helpful and Supportive of Peers**: Does the youth give constructive and helpful advice to peers and support them during times of need?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

3. **Respectful of Females**: Does the youth demonstrate through actions and words a respect for females?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

4. **Developed Life Goals**: Can the youth discuss and explain short and long-term goals that he has developed for his life?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always

5. **Generative Attitude**: Does the youth demonstrate an interest in making a positive contribution to the betterment of the therapeutic milieu, his family, and the community in which he will live?

   1  2  3  4  5
   almost never  seldom  sometimes  often  almost always