

STRONG TEENS UNIT TESTS

*For Use with Strong Teens Curriculum
Students in Grades 9-12*

INSTRUCTIONS FOR TEACHERS/GROUP LEADERS

The Strong Teens Unit Tests include a 10-item Symptoms Test and a 20-item Knowledge Test. The symptoms test is designed to be used to measure students' feelings and thinking patterns related to emotional distress. The Knowledge Test is designed to measure students' knowledge of social and emotional concepts and coping strategies, based on content from the curriculum. The unit tests may be used to measure how effective the Strong Teens curriculum is in increasing student's knowledge of social-emotional concepts and coping strategies, and decreasing their symptoms of emotional distress.

If you choose to use the Unit Tests, you should administer them prior to the first lesson (Lesson 1), and after the last lesson (Lesson 12). Most students can complete the entire Unit Tests in 15 to 20 minutes. Students with significant reading problems may need some assistance in completing the tests, such as reading the items out loud to them or explaining the meaning of difficult words.

HOW TO SCORE THE SYMPTOMS TEST: For the Symptoms Test, the 10 items include boxes in which the students place their answer (X) regarding how they feel. These boxes have lightly shaded number values in them, ranging from 0 to 3, with the higher number indicating more emotional distress. This test is scored by summing the values selected in the student's ratings for the 10 items, and entering the total score on the line indicated at the bottom of the form.

HOW TO SCORE THE KNOWLEDGE TEST: A scoring key is included for the Knowledge Test, containing the correct answers for each of the 20 items, along with an indication of which lesson the question was drawn from. To score students' tests, compare the scoring key answers to the student's actual answers, and place an "X" or other mark by every answer that is incorrect. Each item that has a correct answer should be given one point, and the final tally of correct answers can be converted into a percentage of correct responses. For example, if a student correctly answered 17 of the 20 questions, his or her raw score would be 17, and the percentage correct would be 85%

HOW TO USE THE UNIT TEST SCORES: To compare post-test scores to pre-test scores, subtract the pre-test total score from the post-test total score for each of the two tests. The difference reflects how much change occurred from the beginning to the end of the curriculum. Remember that higher scores on the Symptoms Test indicate more emotional distress or upset, whereas higher scores on the Knowledge Test indicate more knowledge of healthy social and emotional behavior. Ideally, participation in the Strong Teens curriculum will result in an increase from pre-test to post in knowledge (the post-test scores will be greater than the pre-test scores), and a decrease from pre-test to post-test in symptoms (the post-test scores will be lower than the pre-test scores).

Pretest _____

Posttest _____

Strong Teens Unit Tests

For Students in Grades 9-12

Name _____ Grade _____ Age _____

School _____ Today's Date _____

I am a: male female

On the next few pages, you will be asked to answer questions about how you have been feeling over the past month. Think about how you have been feeling overall and answer the questions as well as you can. After answering those questions, you will then be asked to answer more questions to see how much you know about healthy and unhealthy ways to express emotions, thoughts, and behavior. Read each question carefully and choose what you think is the best answer.

You will not be graded on your answers. Your answers will be kept confidential. If you have any questions, please ask your teacher or group leader.

Part One: Strong Teens Symptoms Test

Directions: The following statements tell some ways that teens might sometimes feel and things they might sometimes do. Read each of these statements and decide how often they are true for you *for the past month*. Ask yourself, is this *Never True*, *Hardly Ever True*, *Sometimes True*, or *Often True* for me?" After you have decided how often the statement is true for you, make an **X** in the box that goes with that answer. There are no right or wrong answers, just choose the answer that tells how you feel.

	Never True	Hardly Ever True	Sometimes True	Often True
1. There is very little that I like to do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can't deal with my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I argue with other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get so mad that I break or throw things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I worry about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel depressed or sad.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Things don't work out for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I get headaches.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel sick to my stomach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I argue with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOTAL SCORE _____

Part Two: Strong Teens Knowledge Test

Directions: This test has 20 questions about healthy and unhealthy ways to express feelings, thoughts, and behavior. Read each question carefully and pick what you think is the best answer.

TRUE-FALSE. Read each sentence. If you think it is true or mostly true, circle the T, which means “true.” If you think it is false or mostly false, circle the F, which means “false.”

1. T F When most people feel embarrassed, they are likely to stand tall, smile, and talk to others.
2. T F When identifying a problem, it is important to describe how you feel and then listen to how the other person says they feel.
3. T F Each situation you experience needs to be reframed.
4. T F Anger is a natural emotional reaction.
5. T F The thinking error “black and white thinking” is when you blame yourself for things that are not your fault.
6. T F Clenched fists and trembling hands are often signs of stress.

MULTIPLE CHOICE. Circle the letter that goes along with the best answer for each question.

7. Thinking errors occur when
 - a. You see things differently than what really happened or what might happen
 - b. You see both the good and bad of a situation
 - c. You think something different than your friend
 - d. Someone tells you that you are going to fail
8. An example of an emotion that is uncomfortable for most people is
 - a. Excited
 - b. Frustrated
 - c. Curious
 - d. Content

9. Self-talk is a way to calm down after you get angry. Self-talk includes telling yourself
- I don't deserve this
 - I should get angry when something like this happens
 - I can work through this
 - I need to stop getting angry so often
10. Which of the following statements best describes empathy?
- Knowing how you are feeling
 - Wondering why another person is feeling sad
 - Understanding another person's feelings
 - Thinking about another person
11. What is the meaning of the thinking error dark glasses?
- Looking at the whole picture
 - Seeing only the part that makes you sad
 - Trying to see things in a different way
 - Thinking about only the negative or bad parts of things
12. Reframing is a way to
- See the whole picture
 - Think about the things that make you smile
 - Think about the situation more realistically
 - Think about what you will do next
13. Which of the following is not a step for dealing with your feelings?
- Determine if you feel comfortable or uncomfortable
 - Identify how you feel
 - Tell your friend how you feel
 - Choose three positive or appropriate ways to express that feeling
14. What does the ABCDE plan for optimism help you to do?
- Look at both sides of a situation
 - View situations more positively
 - Control your positive and negative thoughts
 - Realize that you sometimes have no control over things

15. Conflict resolution is best described as
- Discussing a problem until there is a winner and a loser
 - Arguing with another person until they see your point and give in
 - Finding some way to reach an agreement
 - Talking about the problem until something changes their mind
16. Which of the following is a positive way to express how scared you are to tell your parents that you got a detention at school?
- Tell them why you are scared
 - Hide your report card
 - Tell your parents they are expecting too much from you
 - Say that it happened because other kids at school distracted you
17. Why is it important to make an agreement when you are trying to solve a problem?
- To understand what the other person is feeling
 - To let the other person know what you think about the problem
 - To make sure both people accept the solution to the problem
 - To solve the problem more quickly
18. Which of the following is an okay or appropriate way of dealing with your anger when the person next to you in class keeps talking and annoying you?
- Yell at them and tell them to stop
 - Take their backpack or books
 - Stop, count to ten, and try to relax
 - Tell the teacher about the other student
19. Carla's gym teacher wants her to try out for the basketball team, but Carla does not try out, because she thinks she is too short to make the team. What thinking error is described here?
- Binocular vision
 - Black and white thinking
 - Making it personal
 - Fortune telling
20. Why is it important to evaluate a goal you have set for yourself?
- To determine if it meets other peoples' expectations of you
 - To decide if it is practical and realistic
 - To be able to compare your goals to those of others
 - To think about what you are doing well in your life

STRONG TEENS

Knowledge Test Answer Key

Correct answers for each of the 20 items are in boldface and underlined type. The Strong Teens lesson to which the question corresponds is indicated in parentheses.

1. **F** (Lesson 2)
2. **T** (Lesson 9)
3. **F** (Lesson 7)
4. **T** (Lesson 4)
5. **F** (Lesson 6)
6. **T** (Lesson 10)
7. **a** (Lesson 6)
8. **b** (Lesson 2)
9. **c** (Lesson 4)
10. **c** (Lesson 5)
11. **d** (Lesson 6)
12. **c** (Lesson 7)
13. **c** (Lesson 3)
14. **b** (Lesson 8)
15. **c** (Lesson 9)
16. **a** (Lesson 3)
17. **c** (Lesson 9)
18. **c** (Lesson 3)
19. **d** (Lesson 6)
20. **b** (Lesson 11)