DEVELOPMENT AND PSYCHOMETRIC PROPERTIES OF MAJOR NEGATIVE INTERPERSONAL EVENTS MEASUREMENT FOR ADOLESCENTS

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Abstract

The research concerning finding out recent measurements/scales/inventories/questionnaires on major negative interpersonal events revealed a paucity of such instruments. The study both aimed to develop and check the psychometric properties of a newly developed measurement; Major Negative Interpersonal Events Measurement (MNIE-M). To develop the MNIE-M, the researchers reviewed the previous instruments in this regard. Then, the MNIE-M contained 29 events that were distributed under five factors as follows: Family-related events, classmates-related events, student direct-related events, teachers-related events, and friends-related events. The MNIE-M was administered to a sample of 49 adolescents whose ages (12, 15, and 18) years old. As for the psychometric properties, the researchers used the following: For validity, we used Pearson Correlation Coefficient and Structure Validity. For reliability, we used Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test. The study revealed proper psychometric properties that made the MNIE-M well-developed. Pearson Correlation Coefficient was high in all of the items, Structure Validity showed high values in each factor as well. Cronbach's Alpha was (.898), a very high value. Split Half Method revealed (.693) by Guttman Split-Half Coefficient, (.696) by Spearman-Brown Coefficient, (.861) for the first part, and (.847) for the second part – high values. KMO and Bartlett's Test was (.599) - an acceptable value.

1. Introduction

Social problem-solving is a cognitive-affective-behavioral process by which people attempt to resolve social (interpersonal) problems in a social environment (D'Zurilla et al., 2004). One of the main social problems that affect people's lives is the experience of Major Negative Events (MNE). These events negatively impact on life, especially the life of adolescents. Aburezeq and Kasik (2021a) revealed that social problem solving had been found to be in connection to MNE and stressful life events. MNE are the dangerous factors that occur in one's life and affect his/her psychosocial adaptation due to having emotional

effect and the possibility that these MNE abate person's coping strategies (Gonçalvesa, et al., 2017, Aburezeq & kasik 2021b). It is worth mentioning that people do not react identically to the same MNE as it usually depends on the perceptions individuals have and the adaptive strategies towards MNE (ibid). Life events are those incidences that change individuals' habitual activities and then forcing them to readapt their behaviour (Bras & Cruz, 2008, cited in Gonçalves, et al., 2017) and affecting their overall stability. The most common negative life events of senior students are unwanted pregnancies, parental divorce, and relations' break-ups (Canavarro & Lima, 2006). MNE have been considered of great interest to be searched as etiologic factors in disease as they can be a cause for psychopathology (Coddington, 1972). Assessing the nature of MNE among adolescents could contribute to deal appropriately with such events. The psychological research concerning the relationship between life events and depressive disorders has usually concentrated on the relationship between events and following depressive symptoms (Hammen 2006). In addition, peers and family members could be a source of stress for adolescents (DuBois et al., 2002; Smetana et al., 2006), previous research placed emphasis on stressful hassles concerning the interpersonal domain (Flook, 2011).

There are fatal consequences that could be formed based on the accumulation of MNE over the past years such as suicide (Sinha et al., 2008). The life events are various and could be those ones which occur to one of the family members (i.e. father's loss to his job) or ones that occur to the adolescent' friends (e.g., a death of a friend). Furthermore, by the exposure to MNE, adolescents may increase their association with deviant peers (Wills et al., 2011).

Recently, researchers have shifted their research to focus on the repercussions of negative life events (NLE) on social adaptation (Bodell et al., 2011; Lewis et al., 2012). Furthermore, the following studies found a connection between the NLE and interpersonal communication considering them as a source for psychological stress affecting young people's social adaptation (Abu Taha & Aburezeq, 2018, Rabkin & Struening, 1976; Sarason et al., 1978). In addition, it is evidenced that NLE will create anger, anxiety, and depression, and also behavior adaption problems (Buckley et al., 2004; Vangelisti et al., 2005).

2. Literature Review of Related Instruments
2.1.The Chronological Review of the Previous Instruments

Until the eighties of the last century, scholars had been interested in defining the major (negative or positive) events in persons' life (i.e. death, marriage, accidents, and etc.). This methodology changed when Lazarus and some fellows started to concentrate on the everyday hassles. They considered them better predictors to examine the negative mental and somatic consequences (Kanner et al., 1981). It is thought that daily events capture much of the turmoil associated with major life events. However, they also measure the more dull characteristics of daily life (Lazarus & Folkman, 1984). In addition, the Kanner hassle scale asks subject's to rate the severity of the hassle, while the uplift version asks subject's to rate frequency. In our study, we cannot use frequency for each item as there are items that could not be frequented such as the death of a parent.

Coddingtons Life Events Questionnaire by (Coddington, 1972), consisted of 72 items to assesses the experiences of various life events (i.e. the death of a parent, breaking a relation with a boyfriend/girlfriend, failure in school, getting married, jail sentence of a parent, mother's beginning to work and so on). This measurement mentioned the negative, positive and normal life events – all the life events. The respondents should respond to each item

mentioning how many times they experience it (event of life). There were many adaptations to this measurement by (Bailey & Garralda, 1990; Coddington, 1972; Garrison et al., 1987).

The Inventory of Small Life Events (ISLE) by Zautra et al. (1986) was constructed to cover events in major areas of life (i.e. family, work, leisure, household, financial, health, illness, non-family relations, crime-criminal activity, education, religion, and transportation). However, this inventory was general and contained events rather than interpersonal.

Negative Interpersonal Life Events Questionnaire was developed by (Saxe & Abramson 1987 cited in Birgenheir et al., 2010). This questionnaire inquires about the negative interpersonal life events that occurred to individuals over the past 6 weeks. The questionnaire consisted of 66 items that focus on seven different life domains, precisely were specified to college students.

Interpersonal Negative Life Events Scale (INLES) was developed by (Liu et al., 1997) and included 19 items of interpersonal negative life events. Respondents to this scale were required to explain if they experienced such events. They had two main options; not happened, and in this case they should select the option "never", or if it happened, they should rate their evaluation to the experience based on a 5-point Likert scale, ranging from 1 = not troubled to 5 = extremely distressed. Cronbachs alpha coefficient for the INLES was .77. This scale was adopted recently by Li et al., (2013) who investigated the characteristics of negative interpersonal life events among 210 Chinese college students. The results showed that the following events ranked as the top three: Having a weak social network, reducing or losing contact with good friends, and being nervous or silent with unfamiliar people.

Elwan (2001) devised a checklist for investigating the MNE among Palestinian children containing 13 very hard MNE that are just bound to the experience of killing, war, watching the arrest of others, hearing sounds of bombs, and watching scenes of killing. This study was implemented during the Palestinian Second Intifada (2000-2005). Therefore, the context of the study chose very serious MNE. There was no reference in these MNE to social or interpersonal MNE.

Kowal et al., (2007) created negative life events scale of 16 items. The researchers addressed this major question: Have any of these things been a worry for you or anyone else living in this house during the last year? The events of MNE contained the following (i.e. the prison of a family, discrimination, serious illness, serious accident, death of a family member, death of a close friend, the divorce or separation of parents, not able to get a job or lost a job, having a trouble with the police, having alcohol related problems, having drug related problems, experiencing abuse, experiencing violent crime, experiencing gambling problems, annoyed of the overcrowding at home, watching some acts of vandalism or hateful damage to property, seeing incidents of fights).

MNE were investigated among various peoples in different countries as a comparative study; it was found that Elklit and Petersen (2008) investigated MNE among adolescents in four countries (Denmark, Lithuania, Iceland, and The Faroe Islands). The study focused on the natural disasters happening in these countries.

Leist et al., (2010) created a list of positive and negative life events, which are also major and minor events. The response to the questionnaire was by asking the respondents to report each event's frequency. There were 31 negative life events contained (i.e. illness, exposure to an accident, or a surgical operation, experiencing periods of loneliness or anxiety). The other part of the list contained 15 positive life events (e.g., the birth of a baby or

marriage). The respondents were asked to mark the events (positive or negative) they experienced and mentioned when that event occurred.

2.2. Commentary on the Previous Instruments and what Makes the MNIE-M Distinguished

Our measurement is different from the previous measurements on negative life events in several main aspects as follows.

1. We considered the issue of addressing the adolescents, regardless of their gender as we used neutral language to sexual orientation (e.g., girls/boys, parents, family members, classmates, teachers, and friends).
2. We did not make this measurement general; it was mainly distinguished for the inclusion of major negative events and interpersonal ones.
3. The items of the measurement were designed to measure the adolescents' interpersonal relationships; therefore, it included five factors concerning family members' relationships, classmates' relationships, teachers' relationships and friends' relationships. We excluded some interpersonal factors (i.e. spouse relationships, work relationships) as they are not related to adolescents' life.
4. The previous studies mentioned bad events or hassles together with major negative events. However, in our measurement all of the items were major negative events. No minor negative events or hassles were mentioned. Therefore, there was no need to ask the respondents to specify the severity of each item as all of them were sever.
5. The respondents were not asked to tell about the frequency of each event.
6. All of the studies showed that they use frequencies to indicate the participants' level of exposure to these events.

Consequently, this new measurement is an important tool to the field of education; it will specifically define the events negatively affect adolescents as deciding the prominent MNE in one's life makes it possible to understand the situation s/he lives in. Therefore, MNE could be addressed by the right social problem-solving skill. This measurement helps in understanding the context where they live and what they experience and consequently benefits school management and counselors to know how to deal with such incidents and how to serve adolescents' psychology, which is reflected in classroom settings (Wilson et al., 2011).

3. Methodology

3.1. The Major Negative Interpersonal Events Measurement (MNIE-M)

We tailored our measurement to investigate the major negative interpersonal events among adolescents by the means of listing the MNIE in type of items, and then calculating the frequencies of each event in the adolescents' life during the past six months. In addition, the items of MNIE were classified under factors forming the final version (i.e. family-related events, classmates-related events, student direct-related events, teachers-related events, and friends-related events). The 29 items were included under the five factors. Items 1, 2, 3, 4, 5, 6, and 7 were classified under family-related events. Items 8, 9, 10, 11, and 12 were classified under classmates-related events. Items 13, 14, 15, 16, 17, 18 and 19 were classified under the student direct-related. Items 20, 21, 22, 23, and 24 were classified under teachers-related events. Items 25, 26, 27, 28, and 29 were classified under friends-related events. The respondents should choose (yes or no) to indicate their experiences to MNIE during the past six months. Based on the earlier investigations (e.g., Archea et al., 2007; Buri et al., 2018),

they used a list of MNE to measure their occurrences in the life of the study participants during the past six months.

3.2 Translation and Back Translation of the measurement

The items of the measurement were originally collected and written in English. After making the final version of the measurement, we translated it into Arabic by a specialist translator to be distributed to Arab students – Palestinians. Then, we conducted back translation to make sure of the matching of translation between Arabic and English version.

3.3 Referee Validity

First of all, we collected the items of the measurement depending on the previous studies and related literature. After that, we made our preliminary measurement, and then it was distributed to a panel of specialists to decide about the accuracy of the items and the affiliation of the items to the factors. Finally, we made a measurement of 29 items. There was no need to calculate Cohen Kappa Coefficient as there is 100% agreement on the 29 items of the measurement by the referees. Consequently, the items that had disagreement were eliminated.

3.4 Participants

Forty nine adolescent students were drawn from the schools of KhanYounis City in Palestine. Their ages ranged; 12, 15 and 18 years old. They were requested to respond to the online questionnaire, which was sent to them by Google Forms. We used (gender, age, family composition, father's education, and mother's education) as socio-demographics variables. The following tables illustrate the distribution of the participants:

Table 1.

Participants' Gender

Gender	Frequency	Percent
Male	24	48.0
Female	25	50.0
Total	49	98.0

As shown, there were 24 males and 25 females. This indicated a good distribution for both genders.

Table 2.

Participant's Age

Age	Frequency	Percent
12 years old	14	28.0
15 years old	23	46.0
18 years old	12	24.0
Total	49	98.0

As shown, there was a good distribution to the participants' age; 14 participants were 12 years old, 23 participants were 15 years old, and 12 participants were 18 years old. We can say that there was a relatively good distribution to the participants' age.

Table 3.

Participants' Family Composition

Family composition	Frequency	Percent
Mother, father, and one child.	3	6.0
Mother, father, and more than one child.	45	90.0
Grandparents and grandsons only.	1	2.0
Total	49	98.0

As noticed from the table, the majority of respondents reported that their family was composed of (mother, father and more than one child). However, just one adolescent lived with his grandparents. Three lived with a family that has mother, father and one child.

Table 4.

Participants' Father Education

Father's education	Frequency	Percent
Elementary school	3	6.0
Preparatory school	19	38.0
Secondary School	20	40.0
University degree	6	12.0
Postgraduate degree	1	2.0
Total	49	98.0

The table showed that (40%) of the respondent had fathers whose education was secondary school. (38%) of the respondents' father education was preparatory school. Just (2.0%) adolescents reported that their father had a level of postgraduate degree, while (6.0%) of them reported that their father had university degree.

Table 5.

Participants' Mother Education

Mother's education	Frequency	Percent
Elementary School	3	6.0
Preparatory School	12	24.0

		Secondary School	28	56.0
		University degree	6	12.0
		Total	49	98.0

The table reported that (56%) of the respondents' mothers' education was a secondary school. (24%) of the mothers had preparatory school. No adolescents reported that their mother had a level of postgraduate. (6.0%) mothers had elementary school, while (12.0%) had university degree.

4 Results

For validity, we used Pearson Correlation Coefficient and Structure Validity. For reliability, we used Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test

4.3 Validity of Internal consistency

Table 6.

Pearson Correlation Coefficient for each MNIE with its factor/group

No.	Factors of MNIE	MNIE	Correlation	Sig
1.		My family member passed away.	.326 *	0.05
2.		My family member experienced a physical assault.	.593 **	0.01
3.	Family	My family member moved out of my home.	.533 **	0.01
4.		My parents separated.	.361 *	0.05
5.		My family member had an accident.	.777 **	0.01
6.		My family member had a serious illness.	.624 **	0.01
7.		One of my parents was fired from his/her job.	.326 *	0.05
8.		One of my classmates passed away.	.539 **	0.01
9.		One of my classmates had a serious accident.	.805 **	0.01
10.	classmates	One of my classmates had a serious illness.	.721 **	0.01
11.		One of my classmates experienced a physical assault.	.751 **	0.01
12.		One of my classmates was fired from our class.	.619 **	0.01
13.	tude	I had a serious incident.	.585 **	0.01

14.		I had a serious illness.	.513**	0
				.01
15.		I made a big problem with my friend (boy/girl).	.834**	0
				.01
16.		I had a bad problem with one of my parents.	.554**	0
				.01
17.		I had a bad argument with my teacher.	.319*	0
				.05
18.		Some of the people attacked me physically.	.802**	0
				.01
19.		I made a big problem with my classmate.	.829**	0
				.01
20.		One of my teachers passed away.	.461**	0
				.01
21.	Teachers	One of my teachers had an accident.	.403**	0
				.01
22.		One of my teachers had a serious illness.	.504**	0
				.01
23.		My best teacher left the school.	.417**	0
				.01
24.		One of my teachers experienced a physical assault.	.626**	0
				.01
25.		My friend (boy/girl) passed away.	.576**	0
				.01
26.	Friends	My friend (boy/girl) had a serious accident.	.782**	0
				.01
27.		My friend (boy/girl) had a serious illness.	.780**	0
				.01
28.		My friend (boy/girl) experienced a physical assault.	.818**	0
				.01
29.		My friend (boy/girl) was fired from the school.	.821**	0
				.01

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table (6) shows that all of the items of MNIE were related to the factors/groups that they affiliated to. It meant that the measurement had strong internal insistency.

4.4 Structure Validity

Table 7.

Pearson Correlation Coefficient for each factor with the whole

Factor	Correlation	Sig
Family members	.824**	0.01
Classmates	.885**	0.01
Student himself/herself	.849**	0.01
Teacher	.385**	0.01
Friends	.910**	0.01

Table (7) showed that all of the factors/groups revealed high correlation coefficient. Just the factor of teacher showed less correlation, but it is still acceptable.

4.5 The measurement Reliability

Table 8.

Cronbach's Alpha for the whole Measurement

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	29

The table showed that the overall reliability of the measurements was (.898), which meant a very high reliability.

Table 9.

Cronbach's Alpha for each factor/group of the Measurement

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Family-Members	82.8980	144.052	.779	.770
Classmates	86.7551	141.147	.854	.760
Student himself/herself	83.2041	131.249	.855	.740
Teacher	85.4490	168.003	.323	.825
Friends	86.7143	136.167	.881	.748
MNEQ_All	47.2245	44.178	1.000	.860

The table above displayed that the Cronbach's alpha for each factor was high.

Table 10.

Cronbach's Alpha for each item of the Measurement

	Item-Total Statistics			
	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Correc ted Item- Total Correlation**	**Cronb ach's Alpha if Item Deleted**
M NEQ1	45.39	44.242	-.041	.902
M NEQ2	45.84	39.556	.707	.889
M NEQ3	45.65	41.815	.327	.897
M NEQ4	45.37	42.571	.321	.897
M NEQ5	45.84	39.473	.721	.889
M NEQ6	45.55	41.961	.325	.897
M NEQ7	45.39	43.367	.136	.899
M NEQ8	45.37	42.529	.330	.896
M NEQ9	45.71	39.583	.683	.889
M NEQ10	45.63	40.612	.524	.893
M NEQ11	45.84	39.223	.764	.888
M NEQ12	45.88	40.943	.488	.894
M NEQ13	45.55	41.419	.416	.895
M NEQ14	45.41	41.747	.451	.894
M NEQ15	45.84	39.348	.743	.888
M NEQ16	45.51	41.255	.463	.894

M NEQ17	45.47	43.254	.129	.900
M NEQ18	45.82	39.320	.740	.888
M NEQ19	45.73	39.491	.698	.889
M NEQ20	45.47	46.004	-.342	.908
M NEQ21	45.31	43.675	.117	.899
M NEQ22	45.37	43.154	.193	.898
M NEQ23	45.57	42.250	.271	.898
M NEQ24	45.41	41.788	.442	.895
M NEQ25	45.41	41.747	.451	.894
M NEQ26	45.67	39.474	.705	.889
M NEQ27	45.63	40.237	.586	.892
M NEQ28	45.82	39.111	.776	.887
M NEQ29	45.86	39.542	.718	.889

This is a very important table as it showed that all of the measurement items were highly reliable; having a value that was above .88 for the entire items.

Table 11.

The Reliability Statistics by Split Half Method

Cronbach's Alpha	Part 1	Value	.861
		N of Items	15[a]
	Part 2	Value	.847
		N of Items	14[b]
	Total N of Items		29
Correlation Between Forms			.534
Spearman-Brown Coefficient	Equal Length		.696
	Unequal Length		.696
Guttman Split-Half Coefficient			.693

a. The items are: MNEQ1, MNEQ3, MNEQ5, MNEQ7, MNEQ9, MNEQ11, MNEQ13, MNEQ15, MNEQ17, MNEQ19, MNEQ21, MNEQ23, MNEQ25, MNEQ27, MNEQ29.

b. The items are: MNEQ29, MNEQ2, MNEQ4, MNEQ6, MNEQ8, MNEQ10, MNEQ12, MNEQ14, MNEQ16, MNEQ18, MNEQ20, MNEQ22, MNEQ24, MNEQ26, MNEQ28.

As shown by the split half method, the first part of the measurement got a value of (.861), while the second part got a value of (.847), which meant a high validity.

Table 12.

The KMO and Bartlett's Test Results for the Measurement

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.599
Bartlett's Test of Sphericity	Approx. Chi-Square	1146.590
	df	406
	Sig.	.000

The table showed that the KMO result was .599, which was relatively good result. It is known that above .6 in KMO is acceptable.

5   Discussion

The MNIE-M was found reliable and valid based on the results that were shown above; thus, it meant it was valid to be adopted by other future studies. This new measurement – the MNIE-M, focused on one aspect of the MNE, which was the interpersonal aspect of the MNE that occurs in one's life. In addition, the MNIE-M concentrated on the major negative events among persons, not minor or hassles as mentioned by some of the previous studies.

This new measurement was considered as a leap in the field of instruments that investigated MNE or MNIE. As mentioned, the previous studies were relatively old as the last one that was reviewed had been developed in 2010, some in 2008 and other in 2007. In addition, the majority of them were developed before 2000. Therefore, the new measurement will be modern and specific one in the field if interpersonal major events. This study offered a reliable translation, in Arabic, for the MNIE-M; therefore, it helps the researchers in the Arab countries to adopt it in their studies.

6   Conclusion

The study mainly aimed to develop a measurement for examining the major negative interpersonal events among persons, and then to investigate the psychometric properties of a newly developed measurement. The new measurement came as a response to the paucity of measurements/scales/inventories/questionnaires on major negative interpersonal events. The 29 events of the measurement were collected from the previous studies to be distributed under five factors of the measurement as follows: Family-related events, classmates-related events, student direct-related events, teachers-related events, and friends-related events. In the measurement, we only concentrated on mentioning the events that are interpersonal and major. This differs from the previous studies.

The new MNIE-M was administered to a sample of 49 adolescents whose ages (12, 15, and 18) years old. This also strengthened the purpose of the MNIE-M to be very suitable for adolescents as the ages were carefully selected to be at the beginning of the age of adolescence (12 years old), then the middle of the adolescence (15 years old), and finally (18 years old). The other factors that made the MNIE-M proper to be implemented that all of the psychometric properties were high; Pearson Correlation Coefficient was high in all of the items, Structure Validity showed high values in each factor. Cronbach's alpha was (.898), a very high value. Split Half Method revealed (.861) for the first part and (.847) for the second part. KMO and Bartlett's Test was .599 - an acceptable value.

To sum up, the MNIE-M was reported to be valid to be used, after checking the psychometric properties, in the field of MNE, especially, the MNIE among adolescents.

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Appendix (1)

The Major Negative Interpersonal Events Measurement (MNIE-M) for Adolescents

r.	Item	During the last 6 months	
.	My family member passed away.	es	o
.	My family member experienced a physical assault or attack.	es	o
.	My family member moved out of my home.	es	o
.	My parents separated.	es	o
.	My family member had an accident.	es	o
.	My family member had a serious illness.	es	o
.	One of my parents was fired from his/her job.	es	o
.	One of my classmates passed away.	es	o
.	One of my classmates had a serious accident.	es	o
.	One of my classmates had a serious illness.	es	o

		es	o
0.	One of my classmates experienced a physical assault or attack.	es	o
1.	One of my classmates was fired from our class.	es	o
2.	I had a serious incident.	es	o
3.	I had a serious illness.	es	o
4.	I made a big problem with my friend (boy/girl).	es	o
5.	I had a bad problem with one of my parents.	es	o
6.	I had a bad argument with my teacher.	es	o
7.	Some of the people attacked me physically.	es	o
8.	I made a big problem with my classmate.	es	o
9.	One of my teachers passed away.	es	o
0.	One of my teachers had an accident.	es	o
1.	One of my teachers had a serious illness.	es	o
2.	My best teacher left the school.	es	o
3.	One of my teachers experienced a physical assault or attack.	es	o
4.	My friend (boy/girl) passed away.	es	o
5.	My friend (boy/girl) had a serious accident.	es	o
6.	My friend (boy/girl) had a serious illness.	es	o
7.	My friend (boy/girl) experienced a physical assault or attack.	es	o
8.	My friend (boy/girl) was fired from our class.	es	o
9.		es	o

Appendix (2)
The Arabic Translation for the Major Negative Interpersonal Events Measurement for Adolescents

الرقم	البند	حدث آخر 6 شهور	
		نعم	لا
1.	توفى أحد أفراد عائلتي.	نعم	لا
2.	تعرض أحد أفراد عائلتي لاعتداء جسدي.	نعم	لا
3.	ترك أحد أفراد عائلتي البيت.	نعم	لا
4.	انفصل والداي عن بعضهما البعض.	نعم	لا
5.	تعرض أحد أفراد عائلتي لحادث.	نعم	لا
6.	أصيب أحد أفراد عائلتي بمرض خطير.	نعم	لا
7.	تم طرد أحد والداي من العمل.	نعم	لا
8.	توفى أحد زملائي في الفصل.	نعم	لا
9.	تعرض أحد زملائي في الفصل لحادث خطير.	نعم	لا
10.	أصيب أحد زملائي في الفصل بمرض خطير.	نعم	لا
11.	تعرض أحد زملائي في الفصل لاعتداء جسدي.	نعم	لا
12.	تم طرد أحد زملائي في الدراسة من الفصل.	نعم	لا
13.	تعرضت لحادث خطير.	نعم	لا
14.	أصبت بمرض خطير.	نعم	لا
15.	حدث بيني وبين صديقي/تي مشكلة كبيرة.	نعم	لا
16.	حدث بيني وبين أحد والداي مشكلة كبيرة.	نعم	لا
17.	حدث بيني وبين معلمي جدال سلبي.	نعم	لا
18.	تعرضت للاعتداء الجسدي من قبل بعض الأشخاص.	نعم	لا
19.	حدث بيني وبين زميلي في الفصل مشكلة كبيرة.	نعم	لا
20.	توفى أحد معلميني.	نعم	لا
21.	تعرض أحد معلميني لحادث.	نعم	لا
22.	أصيب أحد معلميني بمرض خطير.	نعم	لا
23.	ترك أفضل معلم عندي المدرسة.	نعم	لا
24.	تعرض أحد معلميني لاعتداء جسدي.	نعم	لا
25.	توفى أحد أصدقائي/صديقاتي.	نعم	لا
26.	تعرض أحد أصدقائي/صديقاتي لحادث خطير.	نعم	لا
27.	أصيب أحد أصدقائي/صديقاتي بمرض خطير.	نعم	لا
28.	تعرض أحد أصدقائي/صديقاتي لاعتداء جسدي.	نعم	لا
29.	تم فصل أحد أصدقائي/صديقاتي من المدرسة.	نعم	لا

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