

SOCIAL TYPE RATINGS

INTERVIEW MANUAL

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PART ONE: OVERVIEW

OVERVIEW OF THE STR PROCEDURE

There are six major steps in conducting the STR interviews:

1. We ask school administrators for a list of students in each grade level whom we can interview to discover labels for all major crowds in the school and names of students who are leaders or exemplars of each crowd.
2. We contact these people and, after obtaining their consent to participate, we conduct crowd/rater identification (CRI) interviews with them.
3. We collate information from these interviews and create:
 - master list of major crowd types
 - list of potential social type rating (STR) raters
4. We contact potential STR raters to obtain their consent to participate and, for those willing to participate, obtain their choice(s) for a rating partner.
5. We schedule and conduct STR interviews to determine the peer-rated crowd affiliation of all students in the school (or in the study).
6. We blind the STR rating sheets (on which STR interview responses have been recorded) and code the data onto sheets that can be entered into the computer.

Of course, along the way we prepare needed materials for the interviews and locate and train staff to conduct the interviews and code the data.

Generally, these steps can be considered to comprise three major processes: conducting the crowd-rater identification (CRI) interviews, conducting the social type rating (STR) interviews, and coding the STR data. Details of procedures for each phase are presented in subsequent sections of the manual.

First, however, here is some information that will provide a useful background on the STR: (a) a note on its origins; (b) answers to questions commonly asked by staff members, respondents, and school officials; and (c) some important tips and reminders for staff members.

ORIGINS OF THE STR PROCEDURE

The procedure as presented in this manual is based on a technique developed by Herman and Julia Schwendinger in California in the late 1960's. They used it to identify clusters of adolescent boys or girls who were described by classmates with a similar set of adjectives. Several of Schwendinger's students have employed the technique, especially in studies relating to illicit or illegal behavior (e.g., T. Poveda, J. Weis). We made two modifications to the original procedure: (a) Raters rate classmates of both genders. (b) Raters use a (largely predetermined) set of crowd labels, rather than adjectives, to classify classmates. For details of the original procedure, see:

Schwendinger, H., & Schwendinger, J. S. (1985). Adolescent subcultures and delinquency. New York: Praeger.

ANSWERS TO BASIC QUESTIONS

1. What's the purpose of the CRI and STR interviews?

The purpose of this set of interviews is, simply, to classify students into crowds that describe their image or reputation among peers. More specifically, we want to learn whether each student has a consistent image among peers (mostly associated with one crowd), a mixed image (associated sometimes with one crowd, sometimes with another), or no image (not known by peers, at least not well enough to be associated with a major crowd).

2. What do we want to know this for?

Ultimately, we want to understand the positive contributions that peer relationships can make to students' well being and their success in school. These interviews are an important part of that understanding. They will indicate what the peer group structure looks like in this school: which peer groups are most prominent, how big the crowds are (how many definite and marginal members each group has), and how close or distant (socially) the crowds are from each other--an indication of how difficult it would be to move from one crowd to the other. Of course, we could just ask the students we interview to answer these questions, but then we'd end up with just their opinions about the crowds, not the reality of the crowds that they can describe.

3. How is this useful information?

First of all, it gives a useful portrait of the school's peer structure. A school in which there's a lot of overlap between the brains and the jocks is likely to have a different academic climate than a school in which it's basically impossible to have a reputation as both a brain and a jock. In a school in which most students definitely belong to one crowd or another, peer group influences are probably stronger than in a school where students seem to "float" among crowds. If the jock crowd or brain crowd or druggie crowd is basically confined to members of one racial group, then it may be easier for one racial group than another to get some attention for their academic or extracurricular efforts.

By combining this information with what we learn from the self-report questionnaires we can see how equivalent across crowds peer influences are on students' achievement or interest in school. We can learn whether central crowd members are really more receptive to positive or negative peer pressures concerning achievement than marginal crowd members are. By repeating the STR exercise in a year or two we can see how stable students' image is among peers, what factors prompt students to change crowds, and what impact changing or staying in the same crowd has on a student's success in school.

4. Isn't this information pretty personal?

Not really. Labeling students the way we ask respondents to do is something students do with their friends on a regular basis. They may not do it to the face of the person they're labeling, or to a teacher or principal, but we're not going to do that either! Under no circumstances will we tell anyone what a specific STR respondent said about fellow students, or how a specific student was described by STR respondents. There are no incriminating records because all the information is stored strictly by number.

Respondents may be concerned about the confidentiality of STR interviews for two reasons. First, it's not nice socially to call one of your peers a nerd (even though he or she is!), and it could be embarrassing if people found out that's what a respondent did. Second, in some schools certain crowds are basically comprised of members of a gang or delinquent group whose membership is not well known (at least, students think it's not well known); members of this crowd want to be sure we won't turn over a roster of crowd members to some school or legal authority.

5. Shouldn't written parental consent be required for students to participate in STR or CRI interviews?

Our position is that written parental consent is required when information is accessed from the student's school records (GPA, standardized test scores, etc.) or when students reveal information about themselves that is highly personal (e.g., sexual habits, incidents of child abuse) or subject to legal prosecution (e.g., details of their life as a drug dealer). In fact, in the CRI and STR interviews the respondents provide no personal information whatsoever. Instead, they serve simply as reporters or "participant observers," indicating what major crowds are recognized in their school and who is a part of each crowd (that is, their classmates' reputation among peers).

Of course, because this is a research study, parents must be informed of the content and purpose of the study and must be given the option of refusing to allow their child to participate. But there is no compelling reason to require written parental permission to participate.

6. Who is selected to be interviewed?

CRI interview respondents are selected by school staff to represent a good cross-section of the student body, in terms of achievement, interests in school, social types or social abilities, etc. We choose this sort of sample, rather than generating a random sample of students, so that we can get more reliable information more efficiently.

Students selected to be STR respondents have been identified by their peers (in the CRI interviews) as someone who has a good sense of what's going on in the school. Collectively, these respondents include representatives of all major crowds in the class, so we don't just get a "jock" perspective or an "Hispanic" perspective. When students agree to do the interview, they name a friend who they'd like to join them in the interview.

7. For CRI interviews, why are students interviewed in groups (rather than individually)?

There are two major reasons. First, we spend less time in the school (thus are less disruptive) if we conduct CRI interviews in small groups. Second, a major objective of the interview is for students to reach consensus on a list of the major crowds in the school, including common names for each crowd. This requires group interaction. There are mechanisms for guarding the confidentiality of individuals' responses in the small portion of the interview in which more sensitive information is given (names of leaders of each crowd).

8. For the STR interviews, why are students interviewed in friendship pairs (rather than individually)?

Students feel more comfortable working in pairs than alone (they do this sort of labeling with close friends routinely anyway), and they work more efficiently because they can share information on classmates who are not well known to one or the other person and make decisions more easily about classmates who are hard to place in one crowd.

9. Who comprises the interview staff?

For CRI interviews, each group is interviewed by one person. It may be wise for this interviewer to have an assistant, who records responses during the group portion of the interview and helps deal with students' questions during the written portion of the interview.

STR interviews are more complicated. There are four roles to fill:

- Shepherd, who greets STR respondents (raters), explains the STR interview, secures their consent to participate and lines up a friend to be the rating partner, assigns each pair to an interviewing team and makes initial introductions, and makes sure each team is occupied steadily with respondents.
- Secretary, who keeps records for the shepherd on who's been interviewed (and by whom), which students are potential candidates in each category, etc. The secretary may assist in locating raters when the shepherd is busy with other tasks.
- Interviewer, who works directly with the raters (respondents) to secure information on crowd characteristics and classmates' crowd affiliation.
- Recorder, who records all the information articulated by raters in as nonintrusive manner as possible.

Details for each role are supplied below. For STR interviews there should be one shepherd and one secretary and several teams of interviewers/recorders working each day that interviews are scheduled.

IMPORTANT POINTS FOR EVERYONE

1. Dress

You should dress in a neat and professional manner. It is not appropriate to "dress down" to look like a teenager, nor is it appropriate to dress up to look like you're going to a ball. A dress, or coat and tie, are not necessary, but be sure you are a cut above blue jeans and a tee-shirt.

2. You're a guest!

Remember, you are a guest in the school: Respect rules and teachers. If there are any conflicts with school staff that you cannot settle easily, arrange for the staff member to talk with the Shepherd whose role it is to take care of such things. Show the staff that we are concerned that we disrupt the life of the school as little as possible. Even if someone is obnoxious to you, remember that it is imperative that we maintain positive relations with the school staff.

3. How to act toward students

It is not appropriate to try to act like a high school student so the raters will think you're cool, nor is it wise to try to act like an authority figure to which they must submit (teacher, principal, parent, etc.). You need to be yourself!, which, hopefully, is a friendly, caring person who is interested in teenagers and who feels very comfortable around teenagers.

We respect these students as individuals. We are interested in their lives and concerned about their welfare. You need to establish an immediate image of honesty, trustworthiness, and concern for students to be willing to give us the information we are seeking.

4. Be accepting of their statements

You may disagree with what students say; you may find them naive, racist, or just holding on to values that are different than yours. It is COMPLETELY INAPPROPRIATE for you to disagree or challenge the students or try to change their minds. This is not a counseling session or a time for winning over students to your point of view. You are to strive to understand the world from their perspective, to be accepting, to find them (and their ideas) interesting and meaningful.

5. Show students you're having fun

The interviewing and contact with students should be fun for you. It should be a special treat to spend a day talking to high school students. We suspect that you find teenagers' ideas interesting and important. If you can display this to students in a genuine manner, the interviews are likely to actually be a lot of fun!

PART TWO: CROWD/RATER IDENTIFICATION INTERVIEWS

OVERVIEW

1. The Process in a "Nutshell"

The CRI interviews are intended to (1) identify the major crowds in each grade level being studied and (2) identify leaders or leading examples of most major crowds, who will be candidates for STR interviews. The school administration provides names of students who represent a good cross-section of types of students in each grade and ethnic group. Students are interviewed in small groups (4 to 8 persons) containing students from the same grade and ethnic group. There are three parts to the group interview (past obtaining students' consent to participate): Individually, CRI raters list the major crowds they perceive in their grade. Through discussion, the group then reaches consensus on a master list of major crowds. Third, each rater writes down names of classmates who are leaders of most major crowds on the master list. Data are collated across all CRI groups in each grade to determine the crowd list to be used in STR interviews and identify students to solicit as STR raters.

2. Staffing

Although each CRI group can be led by one person, it is preferable to have both an interviewer and recorder for each group. In addition to providing general assistance to the interviewer, the recorder's functions are to (1) get students who refuse to participate back to class without disrupting the rest of the group, and (2) quickly record information from Crowd Naming sheets for the interviewer's use in determining a master list of crowds. Both staff people should be adept at relating to adolescents and have reasonable interviewing skills.

3. Staff Training

Prior to conducting or assisting in CRI interviews, all staff should read this manual carefully and be thoroughly briefed in the specific CRI procedures to be used. Staff should familiarize themselves with all CRI materials. Having staff do a practice interview also is extremely helpful.

4. Important Details

- Each CRI group must consist of students from the same grade level and, preferably, the same ethnic group. Gender homogeneity is optional. Each group should represent a cross-section of crowd types.
- Interviews should be conducted in as private a place as possible, preferably away from the school office. Do NOT allow school staff or nonparticipating students to be present during the interview.
- Each group should number from 4 to 8 students (ideally, 5 or 6). This means it is necessary to conduct at least two CRI groups per grade--more in multi-ethnic schools. It is not necessary to interview all students nominated by school staff, so long as an adequate cross-section of student types is included in interviews.

- There should be at least four CRI raters per gender per ethnic group per grade level. In small, ethnically homogeneous schools (enrollment under 200/grade), 10 CRI raters per grade is usually sufficient. With larger enrollments or multi-ethnic settings, more CRI raters will be needed.
- The interviewer and recorder should be from the same ethnic group as the CRI group members. Matching on gender is desirable, but not as imperative.

OBTAINING RESPONDENTS

1. Soliciting CRI Rater Names

Ask school administrators to generate a list of students in each grade who, collectively, represent a good cross-section of the student body, in terms of their interests, level of academic abilities/performance, degree of participation in school, membership in different crowds or social groups, and so on--and who are likely to agree to participate in the sort of interview we have in mind. In single ethnic schools, names of 10 males and 10 females in each grade should be sufficient. In multi-ethnic schools, ask for 6 to 8 persons of each gender for each major ethnic group in each grade.

The principal may not be the best person to generate this list. Usually, however, there is someone who is very familiar with students in one grade, if not the entire school. This may be a vice principal, grade principal, guidance counselor, or even a teacher. Emphasize to the administrator the importance of getting a good cross-section of students, not just a group who are well liked by school staff.

2. Obtaining Informed Consent from CRI Raters

Arrange with school administrators for a time to meet briefly with the students identified as potential CRI raters. The purpose of this meeting is to explain the purpose and procedures for the CRI interviews, answer questions students might have, ask them if they're willing to participate and, if so, arrange a time for the interview. It is advisable to make this a face-to-face meeting rather than by letter or phone (refusal rates will be lower). The meeting should only take 5 minutes. It can be done at the very beginning or end of a period so that students do not miss much class time. Also, because most students consent to be interviewed, it can be done at the same time as the interview to minimize our disruption of classes and the time students are out of class. Students should be told what we are asking them to do, why we need this information, what will be done with it, and how it will be kept confidential. The fact that their participation is voluntary and that they can quit at any time also should be stressed. It is best to meet with no more than 15 students at a time for this step, and in a room that is not within earshot of school staff (so confidentiality can be assured). If you plan to do this step at the same time as the interview, then you should meet with the 5 to 8 students who will form the interview group. If you plan to run more than one interview group concurrently, have candidates for each group go to a separate room for this first step so that they can proceed directly into the interview once you have obtained their consent to participate.

CRI INTERVIEW PROCEDURES

The procedure described below assumes that students are interviewed as a group and immediately after informed consent has been solicited. Minor alterations in the procedure will need to be made if the interview does not immediately follow solicitation of informed consent and/or if raters are interviewed individually.

1. Materials you will need (Copies of the first four are in Appendix A.)

- CRI Information Sheets
- Crowd Naming Sheets
- Crowd Leaders Nomination Forms
- Crowd Tally Sheet
- Pencils
- Business-size envelopes
- Large pad or poster pen with marker pen, or access to blackboard (for recording/displaying the student-generated crowd list)
- Class roster (for spelling of names)
- List of CRI interview candidates
- Hall passes (if school requires these for students to return to class when the interview is completed).

2. Advance arrangements

Prior to the interview you will need to:

- Arrange for a room in which to conduct the interviews
- Get passes or reminder slips to students (CRI interview candidates) to come to the appropriate room at the appointed time, and
- Arrange the furniture in the room so that students can sit close enough together to facilitate discussion and see the lists you present, but far enough apart to maintain confidentiality of information on the forms they are to fill out.

All students in each group should be from the same grade level and same ethnic group. Separating students by gender is optional. There should be no more than 8 students per interview group.

3. Obtaining consent

As students arrive, welcome them, check their name off a list of students you expect to see at this time, and hand each person a sheet explaining the purpose and procedures for CRI interviews and asking if they are willing to participate. A sample script is given on the CRI Information Sheet in Appendix A.

The sheet is meant to expedite the interview, so that the interviewer does not have to wait until all students arrive to give a verbal presentation or to repeat the explanation several times for late-comers. After most students have arrived, briefly summarize the information on the sheet and answer any questions students have.

If students are reluctant to participate, try to address their concerns and indicate that we would appreciate their participation. If students are curious why they were chosen, be honest: "We asked the school to give us names of students who were 'in the know' about how things operate here and who represent a good cross-section of the student body." If a student declines to participate, have her/him return to her/his class. Avoid having this student disrupt the others in any way.

When you have ascertained that all students remaining want to participate, ask if anyone cannot participate right now (e.g., if they're having a test in the class they are missing right now). Have the recorder speak with any such students to arrange a time for them to return for the interview while you begin the interview with the rest of the group.

4. Generating crowd names

Give each rater a Crowd Naming Sheet (see Appendix A). If possible (if most raters are beginning the exercise at the same time), take a moment to explain that, first, we want each person to make a list of all the major crowds in their school. Give the standard definition of "crowd" (printed on the Crowd Naming Sheet) and ask raters to give a couple examples of crowds (out loud). If raters have difficulty grasping the concept of crowds, give examples from recent movies or TV shows (e.g., "Breakfast Club," "Stand and Deliver"). As students finish, give completed sheets to the recorder to record on the Crowd Name Tally Sheet. The recorder should concentrate first on getting a comprehensive list of all crowd names generated by the raters. Then, the recorder can return to the Crowd Naming Sheets and tally how frequently each crowd name was mentioned.

5. Making a master list of crowds

As soon as the recorder finishes the comprehensive list of crowds named, you are ready to lead a discussion of crowd types. This discussion should be quick. Don't search for details about crowds or funny stories about crowd members; all we want is a comprehensive list of the major crowds the raters perceive in their school. List all crowds named by raters on the blackboard or posterboard for all raters to see. On this list you can group together names that seem to describe the same crowd type (e.g., jocks, athletes, sports). For novel crowd names (those not on your list of generic crowd labels) ask raters to describe the nature and characteristics of that crowd. If the crowd seems to be a subgroup of a major crowd type, explain that we will incorporate it into the other crowd type. If it appears to be a truly distinctive crowd type (not just a separate clique within a larger crowd), it can remain a separate listing. As crowd names are clustered together into crowd types the recorder can update the tally of how often each crowd type was mentioned.

Next, check the generic crowd list for crowd types that haven't been mentioned. Ask the group if these should be added.

There should now be consensus on the list of crowds. Time permitting, you can list out loud the crowd types on which raters seem to agree. Also, by this time the recorder will have finished recording how many students mentioned each crowd type.

6. Soliciting names of crowd leaders/exemplars

Explain that for the next phase of the study we want to figure out which students fit into each crowd and we've found the best way of doing that is to interview the leaders of each of these crowds. So, we're going to ask their help in identifying crowd leaders. Give these instructions:

"I'm going to give each of you a piece of paper that has spaces to write down the names of the major crowds we've identified. Then, for each crowd, there's a space for you to fill in the names of two males and two females in your grade level who you think is a leader of that crowd or a perfect example of that crowd. When you're done, we'll have you seal your paper in an envelope so your answers can be confidential and anonymous."

Give each student a Crowd Leaders Nomination form (see Appendix A). Have students separated enough so they cannot look on each others' forms (to assure confidentiality). List the crowd names for them to fill in on lines down the left-hand column, if these are not already recorded. Then have them fill in their leader nominations. Remind them to list students' first and last names. Students may need some coaxing to offer names, so be prepared to strongly encourage them, assure them of confidentiality, remind them of the purpose for the names, etc. It is advisable to be very attendant to students in this phase so they won't simply write down fake names.

Use your class roster to help students with names they're not sure how to spell. You can even give each student a copy of the class roster to page through and search for nominees. If students cannot think of two names per gender for a crowd, or if they don't think a certain crowd exists in their class, allow them to leave those spaces blank.

As people begin to finish and you are satisfied they have completed the form, give them an envelope in which to seal their Crowd Leaders Nomination form, collect it, thank them for their participation, and have them return to class (with a pass, if necessary).

7. Streamlining the interview

There are some simple ways to diminish the time the CRI interview takes:

- Let the Introduction sheet and Crowd Naming sheets do the talking: Give only a very brief verbal summary of instructions on these forms.
- For Step 5 (making a master list), start by showing raters the generic crowd list OR, if you've done the STR procedure in the school before, last year's list. Ask raters what crowds should be added to or subtracted from this list (ask recorder if any novel names are appearing frequently).
- Fill in crowd names on the Crowd Leaders Nomination form in advance: Place eight major crowd names on this list and add or subtract from this listing only if mandated by Step 5. Make sure there are a broad range of crowd types in this list of eight, but do not include loners, nerds, unpopulars, unknowns, or crowds students say have very small memberships. Average/normals is also a candidate for deletion.
- Give all raters a copy of the class roster when they receive the Crowd Leaders Nomination form, so they can locate names of nominees more quickly.

With these modifications it should be possible to complete the entire CRI procedure, from obtaining consent to finishing the Crowd Leaders Nomination form, in a maximum of 25 minutes.

CRI DATA ANALYSES

1. Crowd names

The names CRI raters gave to crowds and the frequency with which each major crowd type was mentioned can be recorded on a master crowd list. You may want to start with the generic crowd list or a list of major crowd types from previous years' STR work in the subject population. At the very least, a tally should be made of the number of CRI raters who mentioned each crowd type, and novel crowd types or novel names for established crowd types should be recorded. You may wish to break down the tally and/or crowd name list by grade level, ethnicity, and/or gender to get a more comprehensive portrait of CRI raters' responses.

2. Crowd leader nominations

To properly record leader nominations you will need to prepare an alphabetical roster of students in each grade and a separate sheet for each major crowd type from which you plan to solicit STR raters. Each nomination from each CRI rater should be recorded twice. First, the name should be recorded on the appropriate crowd page. (So, each student CRI raters mentioned as a leading jock should be listed on the Jock Crowd Nominees page.) You can keep a simple tally of how often each student was nominated, or break this down by gender and ethnicity.

Second, for each name on each Crowd Leaders Nomination form, the name of the crowd for which the student was nominated should be listed on the class roster. A copy of the STR rating form is ideal as a class roster because it is lined and in alphabetical order. A tally should be kept of how frequently each student is nominated for each type of crowd.

Once information from all Crowd Leaders Nomination forms has been recorded, it is wise to prepare a summary sheet for each crowd page, with separate columns for each gender and separate sections for each ethnic group, listing students in order of frequency of nomination. The class roster will serve as a cross-reference, displaying how frequently each class member was nominated in general and how consistently she or he was associated with a particular crowd type.

Collectively, the crowd pages and class roster will serve as the basis for selecting STR raters. Because of this, you may wish to indicate on the class roster which students are not available for STR interviews because they have refused to participate in the study or have been denied permission by parents. Also, the roster can serve as the master list on which you keep track of who has been interviewed (for the CRI and/or STR), who has refused, etc.

PART THREE: SOCIAL TYPE RATING INTERVIEWS

INTRODUCTION

The task for the STR interviews is deceptively simple: In essence, students identified as leaders of the school's major crowds are asked to indicate the crowd with which each of their grademates is associated, using an already derived (CRI interviews) listing of crowds (modestly embellished, perhaps, by their own opinions). For the procedure to work efficiently and reliably, however, both respondents ("raters") and staff must be carefully selected, and staff must be highly proficient in their roles and responsibilities.

Following some comments on selection of raters and staff, details of each staff position are provided and some suggestions are given on coding the data.

SELECTING STR RATERS

The CRI interviews provide a list of potential STR raters, from which a sample can be drawn. The size of the STR sample depends on how many students are to be rated. In a typical, 45-minute class period, it is usually very easy for raters to rate 200 grademates. By hustling raters along, one can usually get through 300 names in this time period. It may be possible for raters to finish as many as 400 names, but this makes the task tedious and the data less reliable. Thus, with large classes it is advisable either to rate only a portion of the class or to divide the class list such that each rater does not have to rate more than 300 grademates. One should remember, however, that cutting a class list in half effectively doubles the number of raters needed. In our experience using this second strategy (multiple lists for large classes) it has been wiser to keep the number of names rated as high as possible (250 to 300), so that the number of raters needed remains as low as possible.

It is imperative to have at least 10 ratings for each student. In large, multi-ethnic high schools it is advisable to have 15 ratings per student (because for any given student, a good proportion of grademates won't know the person well enough to place them into a crowd).

Raters should be stratified (within grade level) by gender and, in multi-ethnic high schools, ethnicity. Within these groupings, raters selected should represent a good cross-section of crowds--not necessarily all major crowds but a reasonable cross-section of crowd types. The most desirable candidates (to be raters) are students who were named several times by CRI respondents to the same crowd, or who were named frequently in CRI interviews but associated with a variety of crowds.

Students from the loner and unpopular (nerd) crowds are not good STR candidates. Typically, they don't know enough classmates well enough to rate into crowds. Often, they are overshadowed by the "friend" they select as a rating partner (who may be just an acquaintance from a more popular crowd) and will not contribute much to the interview.

SELECTING STAFF

First and foremost, all staff should feel comfortable relating to adolescents. Individuals in their early 20's have the advantage of being trusted more readily by respondents because they look young and probably are quite familiar with raters' language, music, etc. Each staff position requires a different set of skills, which should be kept in mind when recruiting staff. Researchers are encouraged to have interviewers of the same race and, if possible, same sex as the raters. This, of course, calls for a multi-ethnic staff in multi-ethnic high schools.

GUIDELINES FOR STR SHEPHERDS

1. Overview

You are the chief organizer and troubleshooter of the STR interviews. You should know everything there is to know about this portion of the study so that you can anticipate problems, step in where needed, and keep the interviewing running smoothly. Your primary responsibilities are to:

- Secure respondents (raters) for the interviews--both target raters and their partners
- Schedule raters to interview slots and make sure they have what it takes (school passes, etc.) to get to the interview.
- Assign raters to interviewers
- Respond to interviewers'/recorders/ questions, or to their recommendations for future raters
- Make sure interview teams are kept busy (replace "no-show" raters, etc.)
- Handle any problems that arise with school staff
- Make sure the STR staff acts in a responsible and professional manner with students and school staff
- Catch and correct any errors the staff is making in the interviewing process.

2. Working with School Staff

It is likely that you will have considerable contact with school staff, especially administrators and secretaries responsible for student schedules and for getting passes to students. It is imperative that you establish a good, working relationship with these people. Remember that they are likely to be very busy and we are imposing on their time. Let them know that, if it's okay by them, you and your staff can do most of the work of looking up schedules and writing or delivering passes. You should meet with these people well ahead of the interviewing days to explain what we need and work out systems with them for getting what we need with minimal interference with their regular work.

3. Getting Students for the Interviews

The procedure for securing respondents (raters) will vary from school to school. In some cases, the scheduling will be done before the interviewing day; in others it will occur throughout the interviewing day. In any case, you should be familiar with the routine for getting students to be raters.

- Target raters can be approached individually or in small groups. Once assembled, you should briefly explain to the prospective raters: (a) WHO you are (working on a University study of students' experiences in high school, etc.), (b) WHAT we want them to do (let us interview him/her for one class period to help us get a sense of the peer groups in the school by telling us what crowds exist and who among their classmates is in each crowd), (c) WHY we chose them (peers tell us they have a good sense of what's going on at this school), (d) that they will be asked to NAME A FRIEND to do the interview with them, and (e) that everything said will be STRICTLY CONFIDENTIAL.
- Answer questions the student(s) have, encourage reluctant raters but ultimately respect their decision if it's a definite "no." Talk to students individually (rather than in a group) if you suspect (by their crowd affiliation or reputation) they will be reluctant to participate.
- When the student agrees to participate, ask for the names of TWO FRIENDS (rank ordered) whom they would like to have as a partner, and ask the student to name a date/period when s/he could do the interview (and when s/he thinks the friend would be available too). If the student has a class this period, make sure it is a class s/he can

afford to miss. Ask the student where and with what teacher his class is the period s/he is to do the interview so we can send out a pass, chase the student down if s/he forgets, etc.

- Then contact the friend, explain (a) through (e) above, and work out a time mutually acceptable to this person and the target rater.
- BE SURE that the friend has NOT already participated as a rater in a previous interview. Contact the alternate friend if the first friend declines or cannot schedule a workable time.
- It is important to get a VERY HIGH PERCENTAGE of target raters to participate. You need to be friendly and to impress the potential rater with the importance we place on talking to HIM/HER--not just any old student.

4. Coordinating the Interviewing

You are responsible for coordinating the work of interview/recorder teams. This includes decisions about which interviewers and recorders will work well together, and what kinds of students (gender, grade level, race, crowd) would be best (and worst!) to assign to each interviewer. You need to plan a schedule so that all interviewers are kept busy. For each interviewing period you should have alternate rater pairs ready to contact in case one student or one pair fails to show up. If only one member of a rating team shows up you should be prepared to quickly run down the other person or to find a substitute (with the advice of the rater who did show up). Also be prepared to switch strategies if necessary (e.g., sending interviewers to the classroom of the rater scheduled for that period if you find that students aren't showing up for interviews on their own).

The key is to be flexible and persistent in lining up students and getting students to appear for the interview.

5. Use the Secretary!

The secretary is there to assist you in whatever tasks need to be done, as well as to keep track of who's being interviewed by whom. Be sure to use the secretary as a resource person for whatever tasks are necessary to insure that the interviewing runs smoothly.

GUIDELINES FOR STR SECRETARY

1. Overview

You have two primary roles. First is to keep records on which students have been nominated to be STR raters; which have been interviewed, when, by whom; room schedules for interviewers; who the interviewer/recorder pairs are; etc. Second is to assist the Shepherd in any way she/he needs help. The lists you keep are confidential and should not be paraded in front of respondents. Your record keeping should be done in private, and you should guard your records with your life!

2. Make sure you have plenty of everything!

You are the guardian of master lists of students and respondents as well as the keeper of supplies for interviewers and recorders. This means you should have:

- A STUDENT ROSTER for each grade--an alphabetical listing of students' names with marks indicating the crowds (if any) of which they have been nominated as a leader, and

whether or not they have been interviewed (or approached to be interviewed).

- A RATER ROSTER indicating who the rating pair was for each interviewer each period. This may be made up in advance if interviews are arranged in advance, but it will need to be updated (to record no-shows, rescheduling, substitutions, reassignments, etc.) as the interviewing proceeds. See Appendix B for a sample Rater Roster sheet.
- EXTRA SUPPLIES for Interviewers and Recorders (see selections describing their supplies for a listing)

3. KEEP ACCURATE RECORDS!

The recorder may have a copy of the Student Roster that will need to be routinely updated with any new information you receive. It is very important that you keep accurate records. The interviewing day can get very hectic with last-minute changes or emergencies. You are on hand to make sure that we have accurate information on who was interviewed, when, by whom, etc. You should have plenty of time in the middle of each period, when interviewers are busy with raters, to update your records.

4. Check interviewer/recorder's work

It would be valuable, if you have time, for you to quickly look over the data from the first one or two interviews each interview/rating team does. Check to make sure they are filling out forms properly and alert the Shepherd (or speak directly to the interviewer/rater) of any changes they should make. You will need to get Data Envelopes from recorders and return them to the recorders after you have reviewed them. You will also need to BE FAMILIAR WITH HOW FORMS ARE TO BE COMPLETED by recorders.

5. Be prepared to pitch in!

The shepherd may ask you to do a variety of things. Be prepared to help out as needed. But make sure you find time to keep the records!

GUIDELINES FOR STR INTERVIEWER

1. Overview

Here's the gist of your job: The shepherd will introduce a pair of raters to you, then leave you and your secretary to conduct the interview. You will explain the procedure to the raters, clarify questions they have, and quickly establish working rapport. To begin the interview you will familiarize raters with the crowd list, ask if there are any additions or changes that need to be made, then, student by student (hopefully, with the aid of a yearbook), go through a listing of grademates and ask raters to identify each person's crowd affiliation. You must work quickly, keep the raters on task, and help them settle differences of opinion on the crowd affiliation of a given student. Time permitting, you may obtain additional information about crowd norms or behaviors, but you should finish the interview in time to get students back to class and give yourself enough time to set up for the next interview.

2. Preparation

- Be sure you understand the purpose and usefulness of STR interviews so you can respond to questions raters have about the interview.

- Familiarize yourself thoroughly with the Crowd Type list for the school or grade level you're interviewing so you can explain the types to raters and decide where additional crowds they mention fit on the list.
- Scan the student list to be used in the interview for similar names (e.g., John Jones and Jon Jones), possible twins, names that may be difficult to pronounce, or other oddities that could arise in the interview.
- If you are working with a yearbook, compare the student list to the yearbook listing of classmates and note names on the student list that aren't in the yearbook (to which you'll need to alert raters), or names in the yearbook that aren't on the student list (which should be skipped if they are no longer students at the school).

3. Set-Up

- Before raters arrive, make sure you have ALL PERTINENT MATERIALS. The INTERVIEWER PACKET should contain:
 - CROWD BOARD listing all major crowd types (from CRI interviews)
 - PEN AND SELF-ADHESIVE STICK-ON SHEETS (or note cards and masking tape) to add additional crowd types or crowd names to Crowd Board
 - MASTER STUDENT LIST (one for each grade or portion of a grade that you will be interviewing)
 - YEARBOOK, if one is available to use with ratings (BE SURE to take excellent care of books that are borrowed from individuals or from the school)
 - MAPS OF SCHOOL, so that, time permitting, we can record typical hangouts of each crowd

The Recorder should also have a packet of materials, the contents of which are detailed on page 23.

- Before interviewing begins, arrange the interview space properly (you will need to do this each time you shift spaces if you aren't in the same place for all the interviews in one day):
 - 3 chairs for you and the rating team (You sit in the MIDDLE).
 - A prominent place to display the Crowd Board, so that raters can see it readily and refer to it constantly.
 - A place for the yearbook (if you use one), so that you can refer to it and still keep your place on the Master Student List.
 - A chair and flat surface (preferably a table; at least a clipboard) for recorder to use. The recorder should be located close enough to hear raters' comments, but out of their immediate eyesight so as to remain unobtrusive (hiding recorder under the table or behind a screen is not what I have in mind here).

4. Initiating the Interview

- Welcome respondents, introduce yourself and the recorder.
- Engage in a bit of small talk (just a bit!) to show raters you are a nice, caring, trustworthy person.
- Thank raters in advance for agreeing to participate.
- Briefly explain WHAT the STR interview is, WHY we're doing these interviews, and HOW

it works (including recorder's role).

- Emphasize the confidentiality of the interview. Tell raters if there's a question they don't want to answer, they don't have to answer, and they can stop anytime they want to, "but I think you're going to find the interview to be fun."
- Ask if they have any questions before you begin.
- Tell them you'll be working pretty quickly so you'll be sure to get done by the end of the period (Some may respond, "that's okay, take your time; I don't mind missing another period!").

5. Explaining / Affirming the Crowd Type List

- Explain the concept of "crowds" to raters: "We want to understand the `crowds' that exist at your school. A CROWD is sort of a label you hang on students who act a certain way or do the same sort of things, even if they don't know each other or spend a lot of time together. Usually, a crowd is more than just a small group of friends. Crowds are the MAJOR GROUPS or major TYPES OF PEOPLE in your class. Do you get a sense of what I mean?"
- Show raters the CROWD BOARD; explain that, in earlier interviews with some of their classmates, we learned that these were the major crowd types in their school. Briefly explain any unusual crowd types. Ask raters if they think there are other major crowds that aren't listed.
- If raters list additional crowds, probe for the characteristics of each. If it seems to fit into one of the existing types on the board, record the crowd name on a note card, tell raters "that's good, we'll add that name to this category," and tape the card to the board (by the appropriate crowd type). If the crowd represents a novel crowd type, write it on a note card and tape it below the names of existing crowds. It will be a legitimate, additional category for them to use in ratings.

6. Listing the Crowd Type of Classmates

- Make sure the Crowd Board is located where it can be easily referred to by raters, and that raters can see the yearbook, if you're using one.
- Explain the details of this step to raters: "Now, I have a yearbook/list here with the pictures/names of all of your classmates. I'd like to go through a portion of the names, one-by-one, and for each person in your class I'd like you tell me WHICH CROWD, among the ones listed here (crowd board), MOST students in your class would say THIS person is part of. In other words, which crowd would most students put this particular person in? If a student fits into MORE THAN ONE crowd, tell me which ONE you think s/he is MOST part of. Sometimes you two may disagree about one of your classmates, so I'll give you a chance to talk it over. If you really DON'T KNOW one of the students, or you're just not sure which crowd they fit in, that's fine, just SAY SO."
- Possible additional crowds: "You may find, as we go along, that we've forgotten to list a major crowd on the Crowd Board. If so, say so and we'll stop and do that."
- "Okay, let's start with [name of first classmate]. WHICH CROWD would you say s/he is in?"

- Go through name list, one by one. WORK QUICKLY; keep raters on task. Allow occasional breaks for details of a crowd, stories about one student, etc. Show some unconditional positive regard here. BUT don't let raters get off task too much or you won't finish on time.
- Raters may begin slowly, but they should progress to the point that they only spend a few seconds on each student.
- If raters start looking fatigued, offer a digression that will give them a break and get us some information about the crowd system.
- If raters CAN'T AGREE on a crowd assignment for one student or feel the student truly belongs in TWO CROWDS, write both crowds down and go on.

7. Finishing the Interview

- When you finish the interview, if the Shepherd wants names of possible STR raters from certain crowds, ask raters if they could name a student in their grade level from the [whatever] crowd who's an outstanding example of that crowd and whom they think could do this interview. The recorder should know to write these nominations on a note card that later can be given to the Shepherd.
- If there's extra time and you have good rapport with the raters:
 - You can ask them to explain in more detail something that came up in their comments during the interview (especially if it has to do with crowds)
 - You can show them the map of school (if you have one) and ask them to indicate where the crowds tend to hang out.
 - You can ask some general questions, such as "How do the crowds get along?" "How easy is it to change crowds?" "How well do members of each crowd do in school, academically; do they try for good grades?"
- At the end of the period, tell students you're done, ask if they have any questions, THANK THEM for participating.

8. When Raters leave

- Confer with recorder to clarify any questions rater has.
- Remove cards you've taped to the Crowd Board and place them with the rater's student list for that crowd team.
- Make sure all interview materials for that rating are labeled and put into a labeled envelope. Put the envelope away and pull out materials for the next interview.
- Confer with Shepherd, if necessary (give shepherd names of STR candidates).
- Take a deep breath before next interview begins.

9. Handling problems

Here are suggestions on handling situations that often come up in these interviews.

- Additional crowds. It is not uncommon for raters to want to add a crowd (or split an existing crowd into two factions) after they have begun rating grademates. When this happens:

- Probe for enough of a description of the crowd to determine if it is truly distinct from other crowd types or simply a faction within an existing crowd. If it is different, add it to the crowd board and encourage raters to continue using it.
- If the addition is made early in the rating process, ask raters to review the class list and see if there are students whose ratings they would like to switch to this new crowd. If the addition comes late in the rating process, finish the list, then (time permitting) ask students to review the list and indicate grademates whose rating should be switched to this crowd.
- Digressions. If raters begin to tell stories that interrupt the rating process and you cannot easily persuade them to stay on task, try jotting down a phrase that describes their story and say "Wait!, I want you to tell me about that after we finish this; let me make a note so we don't forget."
- Restricted range. If, after 30-40 grademates have been rated, you notice that certain crowd types are not being used, say something like, "Gee, so far we don't have anybody in the "x" crowd or the "y" crowd. Is that because it just's a really small group, or have we just not run across them yet?"
- One member dominates. If you begin to notice that only one member of the pair is talking, or one member is making all the decisions (especially if the dominant member is the friend and not the target rater), some things you can do are:
 - Look at the one who is not responding more than the active member.
 - Ask the quiet one's opinion: "What do you think, Ralph?" or "Does that sound right to you, Frieda?"
- Uncooperative raters. If raters appear to be uncooperative by (a) rating nearly all their classmates as unknown, (b) using only two or three of the lists of crowds, (c) giving nonsensical responses, (d) acting bored or refusing to talk, politely bring the session to an end and send the students back to class. It is best not to confront them directly, but, rather, to indicate subtly that you realize they aren't taking the task seriously. Report the problem to the shepherd immediately.

GUIDELINES FOR STR RECORDERS

1. Overview

The gist of what you will be doing is this: You will be working with (and under the direction of) an interviewer, who will generate information from STR raters while you record all the pertinent information that they supply. For each interview, the Shepherd will introduce the rating pair to you and your partner, the interviewer. The interviewer will explain the STR procedures and get the raters settled. The raters will be asked to name the crowd to which each person on a list of their grademates belongs. You will record their answers on a student list. If raters also comment about crowd leaders or crowd characteristics, you will record that information also, on a separate piece of paper, and include it in the envelope of data for that STR rating pair.

2. Preparation

- Familiarize yourself thoroughly with the Crowd Type Code List (see Appendix B) and the crowd list for the school or grade level for which you are recording. You should know these lists "cold," so that when a rater names a crowd, you immediately know which crowd type is being referred to and what the symbol (for recording) of the crowd type is.
- Scan all the student lists with which you will be working so that you are familiar with them and you know how to label them.

3. Set-Up

- Before raters arrive, make sure you have ALL PERTINENT MATERIALS you need for recording. The RECORDER PACKET should include:
 - INTERVIEWING LIST for recording the names of raters and determining their Rater ID #
 - CROWD TYPE CODE LIST for determining the symbols to use in recording raters' crowd nominations on the student list
 - CLIPBOARDS to hold Student Lists and Lined Paper
 - STUDENT LISTS on which ratings are recorded
 - LINED PAPER on which to record any comments (beyond the ratings) raters make
 - SMALL NOTE CARDS for recording raters' nominations of crowd leaders
 - DATA ENVELOPES into which all data from a rating pair are placed
- Before interviewing begins, help interviewer to arrange the interview space properly. Make sure you are located in a place where you:
 - Have room to write and can reach all your materials easily
 - Can hear what the raters say, but are still unobtrusive
 - Can be seen by the interviewer in case she/he needs to talk to or signal you
- Check with interviewer for special instructions, to work out signals, etc.

4. Recording the Information

- As each interviewer begins, while the interviewer is making small talk, you should record the names of the raters on your Interviewing List under the next available ID #. Then record that ID#, along with your Interview Team #, the date, period, school, and grade level of the raters, on (1) a copy of the Student List to be used in this interview (2) a lined piece of paper (for recording extra comments of raters), and (3) a Data Envelope (in which you'll put (1) and (2) at the end of the interview).
- In the first portion of the interview, the interviewer will probe for any additions or changes to the Crowd Type list (Crowd Board). Note any additions/ changes the raters make on your sheet of lined paper, then decide what symbol you will use to record additional crowd types on the Student List. Make sure symbols for additional crowd types are clearly different from symbols for all existing crowd types on the Crowd Type Code List (see Appendix B).
- In the second portion of the interview, raters will assign a crowd type to each person on your student list. As they do so, record the symbol for that crowd type on the student list, based on symbols on the Crowd Type Code List (see Appendix B). Note that there are symbols for "DON'T KNOW that person" and "Belongs to NO CROWD." If the raters settled on two crowds for a student, record symbols for both crowds; if the raters seem to consider one of the student's primary crowd, put an asterisk by the symbol for that crowd.
- LISTEN CLOSELY and KEEP UP; the crowd assignments should proceed very quickly. If you don't hear what raters say or are not sure what their decision was, or if you get behind in recording, SPEAK UP, INTERRUPT the interviewer to make sure you get the right information.
- Remember to record raters' side comments about crowds or other matters on the sheet of lined paper. If there is time at the end of the interview, the interviewer may probe for such comments, and you should write down raters' responses (paraphrase, not necessarily word for word).
- If the interviewer asks respondents to nominate other classmates who could be raters, record these names on the small note card, label it (with Raters' ID#), and make sure it gets to the Shepherd at the end of the interview.

5. When Raters Leave

- Confer with interviewer to clarify any questions you or he/she has.
- Check through the Student List and the lined paper to make sure the information you have recorded is legible and complete.
- Make sure the Student List, the lined paper, and the Data Envelope all have the Rater ID# and other pertinent information on them. Then place the Student list and lined paper, along with anything else the interviewer gives you, into the Data Envelope, close it and set it aside.
- Get nominations of possible STR raters to the shepherd. Then, get materials ready for the next interview.

CODING THE STR DATA

Here are the recommended steps for readying the STR interview responses for data analyses:

1. Data Check-In

Have someone compare the shepherd's rater roster to the recorders' interview lists, transferring the ID #'s from the interview lists to the rater roster. Make sure there is a data envelope for each STR rating pair. Check to see that all materials in each data envelope are labeled with the appropriate Rater ID # and other pertinent information.

Remove the student lists (on which ratings were recorded) from the data envelopes. Make sure all symbols that recorders used are either on the crowd type code list or are clearly explained in recorder's notes. Transcribe any notes the recorder made about a student (on the student list or separate piece of paper) to a master list of notes, for later analysis.

Add names and symbols for novel crowd types to the master crowd type code list (the one that will be used for coding).

Cut off the left-side portion of the student lists, so that students' names are separated from their study ID # and ratings. The right-hand portion of the list can then be restapled and used for coding. This helps assure confidentiality of the information raters gave.

2. Data coding

- Assign a number to each crowd type on the master Crowd Type Code List (including novel crowd types added by STR raters).
- Prepare STR codesheets (see Appendix B for a sample), with a column for student ID #'s (for all students rated) and a pair of columns for each STR rater team.
- Record the Rater ID # at the top of the pair of columns in which that team's data will be recorded. Then, transfer the information from the rating team's student list into the appropriate column on the codesheet, substituting the crowd type number (from the master code list) for the crowd type symbol. If raters assigned a student to two crowds, record the code number for the second crowd in the second column for that pair of raters; otherwise, this column will be left blank.
- When completed, the codesheet will have a line of data for each student who was rated, consisting of the student's ID # and a set of numbers representing the crowd type with which each STR rater associated the student.

3. Data Analyses

Once input onto a computer the information on the codesheets serves as the STR database. Common strategies are to determine the crowd type with which each student is most commonly associated or to derive score for each student representing the proportion of ratings students receive in each major crowd type.

CRI INFORMATION SHEET

Thanks for coming to meet with us. We are from _____ University. We are doing a study in _____ High School. The purpose of this study is to find out what it is like to be a student at your school. Instead of asking parents or teachers or principals at High School, we want to ask you. We think you know best!

Much of your time in school is spent with your friends and peers. These peers are usually part of one "crowd" or another. A "crowd" is a label you hang on students who act the same way or do the same sort of things, even if they don't spend a lot of time together. We want to know what crowds exist at your school. Could you help us out?

Your part would take about 20 minutes. We'd like you to (1) name the major crowds at school, (2) describe what they're like, and (3) give examples of the key people in each crowd.

All your responses will be completely confidential. Only the University researchers will read what you write down. Your participation is completely voluntary. You are free to stop at any time.

If you are willing to help us out, please go on to the next page. If you have any questions or don't want to participate, please raise your hand.

CROWD NAMES

Thanks for agreeing to help us out. Remember: your responses will be confidential and anonymous, so DON'T put your name on this page.

In the space below, write down the names of all the major crowds at this school. When you're done, please raise your hand.

_____ High School Crowd List

Crowd Name	LEADING MEMBERS	
	Males	Females
1.	a. _____	a. _____
	b. _____	b. _____
2.	a. _____	a. _____
	b. _____	b. _____
3.	a. _____	a. _____
	b. _____	b. _____
4.	a. _____	a. _____
	b. _____	b. _____
5.	a. _____	a. _____
	b. _____	b. _____
6.	a. _____	a. _____
	b. _____	b. _____
7.	a. _____	a. _____
	b. _____	b. _____

CROWD TALLY SHEET

NOMINATIONS CROWD TYPE ALTERNATIVE NAMES

_____ Average / Normal
 _____ Brain
 _____ Druggie / Smoker

- ____ Farmer
- ____ Jock / Athlete
- ____ Loner
- ____ Nerd / Unpopular
- ____ Party-er
- ____ Performer
- ____ Popular--Nice
- ____ Popular--Stuck Up
- ____ Punker
- ____ Rocker / New Wave
- ____ Thrasher / Skater
- ____ Tough
- ____ Ethnic Crowds:

STR RATER ROSTER

School:

Date:

RATER & FRIEND'S NAMES	ID#	Gr	Ge	Ra	Cr	DATE	TIME	INTERVIEWER

STR CROWD TYPES AND ABBREVIATIONS

DK	DON'T KNOW		Goody-Goody
			Normal
X	NO CROWD		Regular
			Straight
+	SEVERAL CROWDS		
	All-around	B	BRAIN, Straight-A's
	Human Services		
	Inbetween	L	LONER, Quiet
J	JOCK	N	NERD
	Athlete		Dork, Dweeb
			Geek
PP	POPULAR		Moron
	Airheads		Scrub, Square
	Esprit		Softy, Stupid
	High Society		
	Preppie	OT	OUTCAST
	Quaddie		Below Average
	Stuck-Up Popular		Cartoon
			Dirtball
Pn	NICE POPULAR		Loudmouth
			Not nerds
C	CONCEITED		Obnoxious
	Bitch		Pervert
	Snob		Pest
	Stuck-Up		Silly
			Slime
PW	WANNA-BE POPULAR		Talker
			Wimp
PA	PARTY-ER		
		SE	SPECIAL ED, Retards
D	DRUGGIE		
	Burnout	W	GENERIC WANNA-BE
	Freak		Groupies
	Metalhead		Posers
	Smoker		
	Stoner, Ex-Stoner	F	FARMER - FFA
RK	ROCKER	PK	PUNKER, NEW WAVE
	Airhead		Mod
	Deadhead		Trendy
	Metalhead		
		SK	SKATER, THRASHER
DW	WANNA-BE DRUGGIE		Skate Betties
T	TOUGH		
	Greasers		
	Gang member		
ML	MILITARY, ROTC		
A	AVERAGE		

P	PERFORMER Band Drama Music Theater	BW	BLACK WANNA-BE
		WB	`WHITE' BLACKS Whitey, Oreo Uncle Tom Vanilla
PL	PLAYBOY/GIRL Sexy Stud	H	HISPANIC
SZ	SLEAZE Promiscuous Slut Tramp	PR	PUERTO RICAN
		MX	MEXICAN Wetback
G	GAY Fag, Queer Dike	MW	WHITE MEXICAN
		AS	ASIAN, Oriental Japanese Korean
RG	RELIGIOUS		
RP	RAPPER	CH	CHINESE
RO	ROGUE	AI	PACIFIC ISLANDER Filipino Samoan
BL	BLACK		
V	VIETNAMESE		
WH	WHITE Anglo		
ET	OTHER ETHNIC Afghan, Arab Indian Portuguese Saudi Arabian, etc.		
EX	MIXED ETHNIC Black Mexican		
M	MISCELLANEOUS Class clown, Comedian Different Dropout Hippie Individualist Overweight Teenage Mother Prince freak		