

POSITIVE YOUTH DEVELOPMENT STUDENT QUESTIONNAIRE SHORT VERSION

Instrument: Positive Youth Development Student Questionnaire Short Version

Scale: Positive Youth Development Student Questionnaire Short Version

Source: 4-H Study of Positive Youth Development (PYD)

Developers: Richard Lerner et al.

Year: 2005 (original survey), October 2008 for short version 1.3

Target Audience(s): Youth aged 10 years and up

Language other than English available: No

Type: Attitudes

Data collected: Quantitative

Data collection format: Self-report – Pre/post

Reading Level: Not available

Existence of test/technical manuals, user guides, supplemental materials: Survey available by request from Richard M. Lerner, Institute for Applied Research in Youth Development, Eliot-Person Department of Child Development, 301 Lincoln Filene Building, Tufts University, Medford, MA 02155. Email: richard.lerner@tufts. Short version of the survey includes information on administration and scoring.

Level of training necessary for administration/scoring/interpretation: None

Widespread Use/Professional Endorsements: The 5 C's survey has been used between 2005 and present to model pathways of positive youth development and outcomes such as Contribution, Depression, and Risk Behavior. The five C model is currently being endorsed for the development of asset rather than deficit based intervention/prevention programming. Lerner and colleagues are well known and respected for their research in youth development.

Cost of Use: There is no cost associated with the use of this instrument. However, please send a summary of the results and a copy of any papers or publications that result from the study to: Richard M. Lerner, Institute for Applied Research in Youth Development, Eliot-Pearson Department of Child Development, 301 Lincoln Filene Building, Tufts University, Medford, MA 02155; e-mail: richard.lerner@tufts.

Description:

This SHORT PYD student questionnaire measures the 5 C's (Competence, Connection, Confidence, Caring and Character), developed by Richard Lerner and colleagues as part of the 4-H Study of Positive Youth Development.

Psychometrics:

Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as "no information provided." It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: *A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.*

Internal Consistency: Cronbach's alphas range between .63 and .90

Inter-rater reliability: No information provided.

Test-Retest: No information provided.

Validity: *The extent to which a measure captures what it is intended to measure.*

Content/Face Validity: The development of the 5-C's survey is based upon the Positive Youth Development perspective or model. It combines pre-existing items from five primary sources, each with their own reliability and validity.

Criterion Validity: The theoretically expected patterns of association between this instrument and other assessments within the 5-C's measurement model suggest validity of this instrument.

Construct Validity: No information provided.

References:

Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S. Naudeau, S., Jelacic, H., Alberts, A. E., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

CONSTRUCT: Positive Youth Development

Scale: Positive Youth Development Student Questionnaire Short Version

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**Measure of Positive Youth Development (PYD)
STUDENT QUESTIONNAIRE – SHORT VERSION
(4-H Study of Positive Youth Development)
Version 1.3 (October 10, 2008)**

This SHORT PYD student questionnaire measures the 5 C's (Competence, Connection, Confidence, Caring and Character), developed by Richard Lerner and colleagues as part of the 4-H Study of Positive Youth Development. The original version of this measure of PYD and a full description of the 5 C's was described in the following article:

Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S. Naudeau, S., Jelacic, H., Alberts, A. E., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

GUIDELINES FOR USE:

- 1) No written permission is required for use of the survey. However, if you decide to use the measure, please send a summary of the results and a copy of any papers or publications that result from the study to: Richard M. Lerner, Institute for Applied Research in Youth Development, Eliot-Pearson Department of Child Development, 301 Lincoln Filene Building, Tufts University, Medford, MA 02155; e-mail: richard.lerner@tufts.
- 2) Use the survey with youth who are 10 years old and up.
- 3) Use the survey in its entirety. Do not select and use individual items. Only by measuring all of the 5 C's will you have an assessment of PYD.
- 4) Pages 3-7 are the actual survey instrument. Only these pages need to be copied for survey administration. A separate document provides researchers with the coding instructions for scoring the surveys.
- 5) Requirements for human subjects' consent and survey administration vary from university to university. It is the responsibility of the person administering the survey to determine those requirements and obtain appropriate consents and permissions (parent, youth, institutional) as required by their own institution.

- 6) When administering the survey, determine if you will collect anonymous (no personal identifiers such as name, e-mail address, etc.) or confidential data (identifiers provided but removed before coding). If confidential, you will need to provide a cover sheet or some other mechanism to gather name or other identifier. Again, check with your own university human subjects requirements to determine the requirements and expectations.

Items were drawn from five primary sources. The source for each item in the scale is noted with a footnote. The citations for the sources are:

1. Search Institute Profiles of Student Life: Attitudes and Behaviors./ Copyright ©1996 Search Institute ® Minneapolis, MN); www.search-institute.org. All rights reserved. Used by permission.

2. Harter, S. (1983). *Supplementary description of the Self-Perception Profile for Children: Revision of the Perceived Competence Scale for Children*. Unpublished manuscript, University of Denver. (Self-Perception Profile for Children)

3. Small, S. A., & Rodgers, K. B. (1995). *Teen Assessment Project (TAP) Survey Question Bank*. Madison: University of Wisconsin-Madison.

4. The 9 items for “Caring” are a composite of 5 modified items from the Eisenberg Sympathy Scale and four items adapted from the Empathic Concern Subscale of the Interpersonal Reactivity Index (IRI; Davis. 1983).

Davis, M. (1980). A multidimensional approach to individual differences in empathy. *Catalog of Selected Documents in Psychology*, 10(4), 1-17. (Interpersonal Reactivity Index)

Eisenberg, N., Fabes, R. A., Murphy, B. C., Karbon, M., Smith, M., & Maszk, P. (1996). The relations of children’s dispositional empathy-related responding to their emotionality, regulation, and social functioning. *Developmental Psychology*, 32, 195-209. (Eisenberg Sympathy Scale)



Institute for Applied Research
in Youth Development

STUDENT QUESTIONNAIRE

How important is each of the following to you in your life?
Fill in one circle for each line or statement.

	Not Important			Extremel y Importan t
1. Getting to know people who are of a different race than I am.	☐	☐	☐	☐
2. Helping other people.	☐	☐	☐	☐
3. Helping to make the world a better place to live in.	☐	☐	☐	☐
4. Giving time and money to make life better for other people.	☐	☐	☐	☐
5. Helping to reduce hunger and poverty in the world.	☐	☐	☐	☐
6. Helping to make sure all people are treated fairly.	☐	☐	☐	☐
7. Speaking up for equality (everyone should have the same rights and opportunities).	☐	☐	☐	☐
8. Doing what I believe is right, even if my friends make fun of me.	☐	☐	☐	☐
9. Standing up for what I believe, even when it's unpopular to do.	☐	☐	☐	☐
10. Telling the truth, even when it's not easy.	☐	☐	☐	☐
11. Accepting responsibility for my actions when I make a mistake or get in trouble.	☐	☐	☐	☐
12. Doing my best, even when I have a job I don't like.	☐	☐	☐	☐

Think about the people who know you well. How do you think they would rate you on each of these?

	Not at All Like Me			Very Much Like Me
13. Respecting the values and beliefs of people who are of a different race or culture than I am.	☐	☐	☐	☐
14. Knowing a lot about people of other races.	☐	☐	☐	☐
15. Enjoying being with people who are of a different race than I am.	☐	☐	☐	☐

16. What grades do you earn in school? (Check one answer:)

- ☐ Mostly below Ds
- ☐ Mostly Ds
- ☐ About half Cs and half Ds
- ☐ Mostly Cs
- ☐ About half Bs and half C
- ☐ Mostly Bs
- ☐ About half Bs and half As
- ☐ Mostly As

How well does each of these statements describe you?

	Not Well			Very Well
17. I don't feel sorry for other people when they are having problems.	☐	☐	☐	☐
18. When I see someone being taken advantage of, I want to help them.	☐	☐	☐	☐
19. It bothers me when bad things happen to good people.	☐	☐	☐	☐
20. It bothers me when bad things happen to any person.	☐	☐	☐	☐
21. When I see someone being treated unfairly, I don't feel sorry for them.	☐	☐	☐	☐
22. I feel sorry for other people who don't have what I have.	☐	☐	☐	☐
23. When I see someone being picked on, I feel sorry for them.	☐	☐	☐	☐
24. It makes me sad to see a person who doesn't have friends.	☐	☐	☐	☐
25. When I see another person who is hurt or	☐	☐	☐	☐

upset, I feel sorry for them.

How much do you agree or disagree with the following?

	Strongl y Disagr ee			Strongl y Agree
26. I get along with my parents.	☐	☐	☐	☐
27. My parents give me help and support when I need it.	☐	☐	☐	☐
28. My parents often tell me they love me.	☐	☐	☐	☐
29. I have lots of good conversations with my parents.	☐	☐	☐	☐
30. In my family, I feel useful and important.	☐	☐	☐	☐
31. I'm given lots of chances to make my town or city a better place in which to live.	☐	☐	☐	☐
32. In my neighborhood, there are lots of people who care about me.	☐	☐	☐	☐
33. Adults in my town or city make me feel important.	☐	☐	☐	☐
34. Adults in my town or city listen to what I have to say.	☐	☐	☐	☐
35. In my town or city, I feel like I matter to people.	☐	☐	☐	☐
36. My teachers really care about me.	☐	☐	☐	☐
37. I get a lot of encouragement at my school.	☐	☐	☐	☐
38. Students in my school care about me.	☐	☐	☐	☐
39. In my school, there are clear cut rules for what students can and cannot do.	☐	☐	☐	☐
40. Teachers at school push me to be the best I can be.	☐	☐	☐	☐
41. On the whole, I like myself.	☐	☐	☐	☐
42. At times, I think that I am no good at all.	☐	☐	☐	☐
43. All in all, I am glad I am me.	☐	☐	☐	☐
44. I feel I do not have much to be proud of.	☐	☐	☐	☐
45. Sometimes, I feel like my life has no purpose.	☐	☐	☐	☐
46. When I am an adult, I'm sure I will have a good life.	☐	☐	☐	☐

How true is each of these statements for you?

	Never True			Always True
47. I trust my friends.	☐	☐	☐	☐
48. I feel my friends are good friends.	☐	☐	☐	☐
49. My friends care about me.	☐	☐	☐	☐
50. My friends are there when I need them.	☐	☐	☐	☐

	Never			Usually
51. How often do you feel bored at school?	☐	☐	☐	☐
52. Would you talk to your parents if you have an important concern about drugs, alcohol, sex, or some other serious issue?	☐	☐	☐	☐

The following pairs of sentences are talking about two kinds of kids. We'd like you to decide whether you are more like the kids on the left side, or you are more like the kids on the right side. Then we would like you to decide whether that is only sort of true for you or really true for you and mark your answer.

FILL IN ONLY ONE CIRCLE FOR EACH ITEM OR PAIR OF SENTENCES.

Sample:

	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me

1. ☐ ☒ Some kids would rather play outdoors in their spare time. **BUT** Other kids would rather watch T.V. ☐ ☐

	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
53.	☐	☐	Some kids feel that they are very <i>good</i> at their school work.	BUT	Other kids <i>worry</i> about whether they can do the school work assigned to	☐	☐

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					them.		
54.	☐	☐	Some kids find it <i>hard</i> to make friends.	BUT	For other kids it's pretty <i>easy</i> .	☐	☐
55.	☐	☐	Some kids do very <i>well</i> at all kinds of sports.	BUT	Others <i>don't</i> feel that they are very good when it comes to sports.	☐	☐
56.	☐	☐	Some kids often do <i>not</i> like the way they <i>behave</i> .	BUT	Other kids usually <i>like</i> the way they behave.	☐	☐
57.	☐	☐	Some kids often get <i>mad</i> at themselves.	BUT	Other kids are pretty <i>pleased</i> with themselves.	☐	☐
58.	☐	☐	Some kids feel like they are <i>just as smart</i> as other kids their age.	BUT	Other kids aren't so sure and <i>wonder</i> if they are as smart.	☐	☐
59.	☐	☐	Some kids have <i>a lot</i> of friends.	BUT	Other kids <i>don't</i> have very many friends.	☐	☐
60.	☐	☐	Some kids wish they could be a lot better at sports.	BUT	Other kids feel they are good enough at sports.	☐	☐

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	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
61.	☐	☐	Some kids usually do the <i>right</i> thing.	BUT	Other kids often <i>don't</i> do the right thing.	☐	☐
62.	☐	☐	Some kids <i>don't</i> like the way they are leading their life.	BUT	Other kids <i>do</i> like the way they are leading their life.	☐	☐
63.	☐	☐	Some kids are pretty <i>slow</i> in finishing their school work.	BUT	Other kids can do their school work <i>quickly</i> .	☐	☐
64.	☐	☐	Some kids are kind of <i>hard</i> to like.	BUT	Other kids are really <i>easy</i> to like.	☐	☐
65.	☐	☐	Some kids think they could do <i>well</i> at just about any new outdoor activity they haven't tried before.	BUT	Other kids are afraid they might <i>not</i> do well at outdoor things they haven't ever tried.	☐	☐
66.	☐	☐	Some kids usually get in <i>trouble</i> because of things they do.	BUT	Other kids usually <i>don't</i> do things that get them in trouble.	☐	☐
67.	☐	☐	Some kids <i>like</i> the kind of <i>person</i> they are.	BUT	Other kids often wish they were someone else.	☐	☐
68.	☐	☐	Some kids do very <i>well</i> at their class work.	BUT	Other kids <i>don't</i> do very well at their class work.	☐	☐
69.	☐	☐	Some kids wish that more kids liked them.	BUT	Others feel that most kids <i>do</i> like them.	☐	☐
70.	☐	☐	In games and sports, some kids usually <i>watch</i> instead of play.	BUT	Other kids usually <i>play</i> rather than just watch.	☐	☐
71.	☐	☐	Some kids do things they know they <i>shouldn't</i> do.	BUT	Other kids <i>hardly</i> ever do things they know they shouldn't do.	☐	☐
72.	☐	☐	Some kids are very <i>happy</i> being the way they are.	BUT	Other kids wish they were <i>different</i> .	☐	☐
73.	☐	☐	Some kids have <i>trouble</i> figuring out the answers in school.	BUT	Other kids can almost <i>always</i> figure out the answers.	☐	☐
74.	☐	☐	Some kids are	BUT	Other kids are <i>not</i>	☐	☐

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			<i>popular</i> with others their age.		very popular.		
75.	☐	☐	Some kids <i>don't</i> do well at new outdoor games.	BUT	Other kids are good at new games right away.	☐	☐
76.	☐	☐	Some kids are usually very <i>kind</i> to others	BUT	Other kids wish they would be <i>kinder</i> to others	☐	☐
77.	☐	☐	Some kids <i>aren't</i> very happy with the way they do a lot of things.	BUT	Other kids think the way they do things is <i>fine</i> .	☐	☐

Demographic Variables

1 . I am a: ☐ Male ☐ Female

2.a What month were you born?

- ☐ January ☐ April ☐ July ☐ October
☐ February ☐ May ☐ August ☐ November
☐ March ☐ June ☐ September ☐ December

2.b What day were you born? ☐☐

2.c What year were you born? ☐☐☐☐

3 . What is your current grade?

- ☐ 5th grade ☐ 8th grade ☐ 11th grade
☐ 6th grade ☐ 9th grade ☐ Other (please specify): _____
☐ 7th grade ☐ 10th grade

4 . What is your race/ethnicity?

- ☐ Asian, Asian American or Pacific Islander, including Chinese, Japanese and others
☐ Black or African American
☐ Hispanic or Latino/a, including Mexican American, Central American, and others
☐ White, Caucasian, Anglo, European American; not Hispanic
☐ American Indian/Native American
☐ Multiethnic or multiracial (more than one race or ethnicity, please specify below)
☐ Other (write in): _____

Activity Participation

We want to know how often you participate in the following community clubs or activities OUTSIDE OF SCHOOL. Please mark the answer that best describes your participation during this school year or the upcoming summer. If you have never participated or no longer participate in the club, program, or activity please mark “Never.”

		Yes	No				
2. Community Programs	1. Attend a 4-H Camp?	☐	☐				
		Never	Once a Month or Less	A Couple Times a Month	Once a Week	A Few Times a Week	Every Day

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	1. 4-H Clubs Type of Club	☐	☐	☐	☐	☐	☐
	2. 4-H After School Programs	☐	☐	☐	☐	☐	☐
	3. Boy Scouts / Girl Scouts	☐	☐	☐	☐	☐	☐
	4. YMCA / YWCA	☐	☐	☐	☐	☐	☐
	5. Big Brother / Big Sister	☐	☐	☐	☐	☐	☐
	6. Boys & Girls Clubs	☐	☐	☐	☐	☐	☐
	7. Local Youth Center	☐	☐	☐	☐	☐	☐

Scoring:

- Survey and scoring information available by request from Richard M. Lerner, Institute for Applied Research in Youth Development, Eliot-Person Department of Child Development, 301 Lincoln Filene Building, Tufts University, Medford, MA 02155. email: richard.lerner@tufts.