

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-Person 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., Jelicic, 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

Developers: Richard Lerner et al.

Instrument: Positive Youth Development Student Questionnaire Short Version

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., Jelicic, 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.

STUDENT QUESTIONNAIRE – SHORT VERSION - Measure of PYD (4-H Study of PYD)

Version 1.2 (June 2, 2008)

- 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)



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

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Knowing a lot about people of other races.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Enjoying being with people who are of a different race than I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. When I see someone being taken advantage of, I want to help them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. It bothers me when bad things happen to good people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. It bothers me when bad things happen to any person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. When I see someone being treated unfairly, I don't feel sorry for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I feel sorry for other people who don't have what I have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. When I see someone being picked on, I feel sorry for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. It makes me sad to see a person who doesn't have friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. When I see another person who is hurt or upset, I feel sorry for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following?

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

How true is each of these statements for you?

	Never True		Always True	
47. I trust my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. I feel my friends are good friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. My friends care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. My friends are there when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never		Usually	
51. How often do you feel bored at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Would you talk to your parents if you have an important concern about drugs, alcohol, sex, or some other serious issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
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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.	<input type="radio"/>	<input type="radio"/>	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 them.	<input type="radio"/>	<input type="radio"/>

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54.	<input type="radio"/>	<input type="radio"/>	Some kids find it <i>hard</i> to make friends.	BUT	For other kids it's pretty <i>easy</i> .	<input type="radio"/>	<input type="radio"/>
55.	<input type="radio"/>	<input type="radio"/>	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.	<input type="radio"/>	<input type="radio"/>
56.	<input type="radio"/>	<input type="radio"/>	Some kids often do <i>not</i> like the way they <i>behave</i> .	BUT	Other kids usually <i>like</i> the way they <i>behave</i> .	<input type="radio"/>	<input type="radio"/>
57.	<input type="radio"/>	<input type="radio"/>	Some kids often get <i>mad</i> at themselves.	BUT	Other kids are pretty <i>pleased</i> with themselves.	<input type="radio"/>	<input type="radio"/>
58.	<input type="radio"/>	<input type="radio"/>	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.	<input type="radio"/>	<input type="radio"/>
59.	<input type="radio"/>	<input type="radio"/>	Some kids have <i>a lot</i> of friends.	BUT	Other kids <i>don't</i> have very many friends.	<input type="radio"/>	<input type="radio"/>
60.	<input type="radio"/>	<input type="radio"/>	Some kids wish they could be a lot better at sports.	BUT	Other kids feel they are good enough at sports.	<input type="radio"/>	<input type="radio"/>

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

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73.	<input type="radio"/>	<input type="radio"/>	Some kids have <i>trouble</i> figuring out the answers in school.	B U T	Other kids can almost <i>always</i> figure out the answers.	<input type="radio"/>	<input type="radio"/>
74.	<input type="radio"/>	<input type="radio"/>	Some kids are <i>popular</i> with others their age.	B U T	Other kids are <i>not</i> very popular.	<input type="radio"/>	<input type="radio"/>
75.	<input type="radio"/>	<input type="radio"/>	Some kids <i>don't</i> do well at new outdoor games.	B U T	Other kids are good at new games right away.	<input type="radio"/>	<input type="radio"/>
76.	<input type="radio"/>	<input type="radio"/>	Some kids are usually very <i>kind</i> to others	B U T	Other kids wish they would be <i>kinder</i> to others	<input type="radio"/>	<input type="radio"/>
77.	<input type="radio"/>	<input type="radio"/>	Some kids <i>aren't</i> very happy with the way they do a lot of things.	B U T	Other kids think the way they do things is <i>fine</i> .	<input type="radio"/>	<input type="radio"/>

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.”

2. Community Programs		Yes	No	
	1. Attend a 4-H Camp?			

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		Never	Once a Month or Less	A Couple Times a Month	Once a Week	A Few Times a Week	Every Day
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.