



**Indicators of Positive Development Conference  
March 12-13, 2003**

**Handout:**

**Listing of the scales used in each of the presented papers.**

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***Character Strengths***

**Christopher Peterson, University of Michigan and Nansook Park, University of Rhode Island**

\* The following table contains only sample items from the VIA-Youth survey \*

**Items for Industry/Perseverance Scale of VIA-Youth**

Q010 I give up at things too easily. (reverse-scored)

- Very Much Like Me
- Mostly Like Me
- Somewhat Like Me
- A Little Like Me
- Not Like Me At all

Q034 When I start a project, I always finish it.

Q058 I keep at my homework until I am done with it.

Q082 Whenever I do something, I put all my effort into it.

Q106 I keep trying even after I fail.

Q130 I don't put things off for tomorrow if I can do them today.

Q154 People can count on me to get things done.

Q172 I am a hard worker.

*Note.*—Numbers in front of items refer to placement within the questionnaire.

*Adolescent Spirituality*

**Peter L. Benson, Peter C. Scales, Arturo Sesma, Jr., and Eugene C Roehlkepartian, Search Institute**

During an average week, how many hours do you spend going to groups, programs, or services at a church, synagogue, mosque, or other religious or spiritual place?

0 (%)	1 (%)	2 (%)	3-5 (%)	6-10 (%)	11 or more (%)
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How important is each of the following to you in your life:  
Being religious or spiritual?

Not Important (%)	Somewhat Important (%)	Not Sure (%)	Quite Important (%)	Very Important (%)
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***Psychometric Properties of Two Brief Measures of Children's Life Satisfaction:  
The Students' Life Satisfaction Scale (SLSS) and the Brief Multidimensional Students Life  
Satisfaction Scale (BMSLSS)***

**E. Scott Huebner, Shannon M. Suldo, & Robert F. Valois, University of South Carolina**

Items in Life Satisfaction Measures

***Students' Life Satisfaction Scale (SLSS)***

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1. My life is going well
2. My life is just right
3. I would like to change many things in my life\*
4. I wish I had a different kind of life\*
5. I have a good life
6. I have what I want in life
7. My life is better than most kids

\*Items are reverse-scored

**Note:** Response options are a 6-point likert scale: Strongly Disagree, Moderately Disagree, Mildly Disagree, Mildly Agree, Moderately Agree, Strongly Agree

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***Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)***

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1. I would describe my satisfaction with my family life as:
2. I would describe my satisfaction with my friendships as:
3. I would describe my satisfaction with my school experience as:
4. I would describe my satisfaction with myself as:
5. I would describe my satisfaction with where I live as:

**Note:** Response options are a 7-point likert scale: Terrible, Unhappy, Mostly Dissatisfied, Mixed (about equally satisfied and dissatisfied), Mostly Satisfied, Pleased, Delighted

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**Measuring Hope in Children**  
**C.R. Snyder, University of Kansas**

Appendix: The Children's Hope Scale

Directions: The six sentences below describe how children think about themselves and how they do things in general. Read each sentence carefully. For each sentence, please think about how you are in most situations. Place a check inside the circle that describes YOU the best. For example, place a check (✓) in the circle (O) above "None of the time," if this describes you. Or, if you are this way "All of the time," check this circle. Please answer every question by putting a check in one of the circles. There are no right or wrong answers.

1. *I think I am doing pretty well.*

O	O	O	O	O	O
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

2. *I can think of many ways to get the things in life that are most important to me.*

O	O	O	O	O	O
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

3. *I am doing just as well as other kids my age.*

O	O	O	O	O	O
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

4. *When I have a problem, I can come up with lots of ways to solve it.*

O	O	O	O	O	O
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

5. *I think the things I have done in the past will help me in the future.*

O	O	O	O	O	O
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

6. *Even when others want to quit, I know that I can find ways to solve the problem.*

O	O	O	O	O	O
None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time

Notes: When administered to children, this scale is not labeled "The Children's Hope Scale," but is called "Questions About Your Goals." The total Children's' Hope Scale score is achieved by adding the responses to the six items, with "None of the time" = 1; "A little of the time" = 2; "Some of the time" = 3; "A lot of the time" = 4; "Most of the time" = 5; and, "All of the time" = 6. The three odd-numbered items tap agency, and the three even-numbered items tap pathways.

**PISA**

**Mariann Lemke, National Center for Education Statistics**

Questions taken from PISA 2000 Student Questionnaire and Self-Regulated Learning (SRL) Questionnaire (international and US versions). Full questionnaires available at nces.ed.gov/surveys/pisa and www.pisa.oecd.org. Questions are grouped by the international indices that were created from them; they do not necessarily appear in the order in which students responded to them.

### **Cultural Communication**

#### **In general, how often do your parents:**

*Please check only one box on each row.*

	Never	A few times a year	About once a month	Several times a month	Several times a week	Every Day
a) discuss political or social issues with you?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b) discuss books, films or television programs with you?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c) listen to classical music with you?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

### **Social Communication**

d) discuss how well you are doing at school? .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e) eat dinner with you around a table?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f) spend time just talking to you? .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

### **Family Educational Support**

**How often do the following people work with you on your homework?***Please check only one box on each row.*

	Never	A few times a year	About once a month	Several times a month	Several times a week	Every Day
a) Your mother .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
b) Your father .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
c) Your brothers and sisters.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
d) Grandparents .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
e) Other relatives .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
f) Friends of your parents .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
g) Tutor .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
h) Your friends.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**Teacher Support****How often do these things happen in your English classes?***Please check only one box on each row.*

	Never	Some class periods	Most class periods	Every class period
a) The teacher shows an interest in every student's learning .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) The teacher gives students an opportunity to express opinions.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) The teacher helps students with their work.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) The teacher continues teaching until the students understand .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) The teacher does a lot to help students .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) The teacher helps students with their learning.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

### **Teacher-Student Relations**

**How much do you disagree or agree with each of the following statements about teachers at your school?**

*Please check only one box on each row.*

	Strongly disagree	Disagree	Agree	Strongly agree
a) Students get along well with most teachers ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Most teachers are interested in students' well-being .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Most of my teachers really listen to what I have to say .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) If I need extra help, I will receive it from my teachers .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Most of my teachers treat me fairly .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

### **Sense of Belonging**

**My school is a place where:**

*Please check only one box on each row.*

	Strongly disagree	Disagree	Agree	Strongly agree
a) I feel like an outsider (or left out of things). ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) I make friends easily. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I feel like I belong. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I feel awkward and out of place. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Other students seem to like me. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) I feel lonely. ....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

## **Engagement in Reading**

**How much do you disagree or agree with these statements about reading?**

*Please check only one box on each row.*

	Strongly disagree	Disagree	Agree	Strongly agree
a) I read only if I have to.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Reading is one of my favorite hobbies.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) I like talking about books with other people.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) I find it hard to finish books.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) I feel happy if I receive a book as a present.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) For me, reading is a waste of time .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) I enjoy going to a bookstore or a library .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) I read only to get information that I need.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) I cannot sit still and read for more than a few minutes .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

## **Self-Regulated Learning**

### **How often do these things apply to you?**

(Please <tick> only one box on each row.)

	Almost Never	Sometimes	Often	Almost always
<b><u>Memorization</u></b>				
1) When I study, I try to memorise everything that might be covered. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) When I study, I memorise as much as possible. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) When I study, I memorise all new material so that I can recite it. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) When I study, I practise by saying the material to myself over and over. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Self-Efficacy</u></b>				
5) I'm certain I can understand the most difficult material presented in texts. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) I'm confident I can do an excellent job on assignments and tests. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) I'm certain I can master the skills being taught. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Control Strategies</u></b>				
5) When I study, I start by figuring out exactly what I need to learn. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) When I study, I force myself to check to see if I remember what I have learned. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) When I study, I try to figure out which concepts I still haven't really understood. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) When I study, I make sure that I remember the most important things. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) When I study, and I don't understand something I look for additional information to clarify this. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Elaboration**

- 10) When I study, I try to relate new material to things I have learned in other subjects. ....  1  2  3  4
- 11) When I study, I figure out how the information might be useful in the real world. ....  1  2  3  4
- 12) When I study, I try to understand the material better by relating it to things I already know. ....  1  2  3  4
- 13) When I study, I figure out how the material fits in with what I have already learned. ....  1  2  3  4

### **Instrumental Motivation**

- 14) I study to increase my job opportunities. ....  1  2  3  4
- 15) I study to ensure that my future will be financially secure. ....  1  2  3  4
- 16) I study to get a good job. ....  1  2  3  4

### **Effort and Perseverance**

- 17) When studying, I work as hard as possible. ....  1  2  3  4
- 18) When studying, I keep working even if the material is difficult. ....  1  2  3  4
- 19) When studying, I try to do my best to acquire the knowledge and skills taught. ....  1  2  3  4
- 20) When studying, I put forth my best effort. ....  1  2  3  4

### **Control Expectation**

- 21) When I sit myself down to learn something really difficult, I can learn it. ....  1  2  3  4
- 22) If I decide not to get any bad grades, I can really do it. ....  1  2  3  4
- 23) If I decide not to get any problems wrong, I can really do it. ....  1  2  3  4
- 24) If I want to learn something well, I can. ....  1  2  3  4

**How much do you disagree or agree with each of the following?**

(Please <tick> only one box on each row.)

	Disagree	Disagree Somewhat	Agree Somewhat	Agree
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**Interest in Mathematics**

- 25) When I do mathematics, I sometimes get totally absorbed.
- 26) Because doing mathematics is fun, I wouldn't want to give it up.
- 27) Mathematics is important to me personally.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Cooperative Learning**

- 28) I like to work with other students.
- 29) I learn most when I work with other students.
- 30) I like to help other people do well in a group.
- 31) It is helpful to put together everyone's ideas when working on a project.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Academic Self-Concept**

- 32) I learn things quickly in most school subjects.
- 33) I'm good at most school subjects.
- 34) I do well in tests in most school subjects.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Competitive Learning**

- 35) I like to try to be better than other students.
- 36) Trying to be better than others makes me work well.
- 37) I would like to be the best at something.
- 38) I learn faster if I'm trying to do better than the others.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**Reading Self-Concept**

- 39) I'm hopeless in English classes.  1  2  3  4
- 40) I learn things quickly in English class.  1  2  3  4
- 41) I get good marks in English.  1  2  3  4

### **Interest in Reading**

- 42) Because reading is fun, I wouldn't want to give it up.  1  2  3  4
- 43) I read in my spare time.  1  2  3  4
- 44) When I read, I sometimes get totally absorbed.  1  2  3  4

### **Mathematics Self-Concept**

- 45) I get good marks in mathematics.  1  2  3  4
- 46) Mathematics is one of my best subjects.  1  2  3  4
- 47) I have always done well in mathematics.  1  2  3  4

***Positive Adolescent Functioning: An Assessment of Measures Across Time and Group***  
**Brian Barber, University of Tennessee**

## **Intrapersonal Functioning**

**Self-Esteem.** Participants responded in every year to the Rosenberg Self-Esteem Inventory (Rosenberg, 1969). The full 10-item scale is:

1. I am able to do things as well as most people.<sup>5</sup>
2. I certainly feel useless at times.
3. At times I think I am no good at all.
4. On the whole, I am satisfied with myself.<sup>5,3</sup>
5. I feel I do not have much to be proud of.
6. I wish I could have more respect for myself.
7. I take a positive attitude toward myself.<sup>5,3</sup>
8. I feel that I have a number of good qualities.<sup>5,3</sup>
9. All in all, I am inclined to feel that I am a failure.
10. I feel that I'm a person of worth, at least on an equal plane with others.<sup>5</sup>

Response options range from 1 “Strongly agree” to 5 “Strongly disagree”.

**Perspective Taking.** Davis. [full reference]. The full 7-item sub-scale is:

1. Before criticizing somebody, I try to imagine how I would feel if I were in their place.<sup>5</sup>
2. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.
3. I sometimes try to understand my friends better by imagining how things look from their point of view.<sup>5</sup>
4. I believe that there are two sides to every question and try to look at them both.<sup>5,3</sup>
5. I sometimes find it difficult to see things from the “other guy's” point of view.
6. I try to look at everybody's side of a disagreement before I make a decision.<sup>5,3</sup>
7. When I'm upset at someone, I usually try to “put myself in their shoes” for a while.<sup>5,3</sup>

Response options range from 1 ‘Does not describe me well’ to 5 ‘Describes me very well’.

**Empathy.** Davis [full reference]. The full 7-item sub-scale is:

1. When I see someone being taken advantage of, I feel kind of protective towards them.<sup>3</sup>
2. When I see someone being treated unfairly, I sometimes don't feel very much pity for them.
3. I often have tender, concerned feelings for people less fortunate than I.<sup>3</sup>
4. I would describe myself as a pretty soft-hearted person.
5. Sometimes I don't feel very sorry for other people when they are having problems.
6. Other people's misfortunes do not usually disturb me a great deal.
7. I am often quite touched by things that I see happen.<sup>3</sup>

Response options range from 1 ‘Does not describe me well’ to 5 ‘Describes me very well’.

## Interpersonal Functioning

**Social Initiative.** Social initiative (Barber & Erickson, 2002) was measured with a 13-item scale from the Monitoring the Future Study (Bachman, Johnston, & O’Malley, 1993). The full scale is:

1. I enjoy doing things and talking with peers.<sup>5,3</sup>
2. I get into conversations with adults (e.g., teachers, staff) at the school.<sup>5,3</sup>
3. I share feelings and ideas with peers.<sup>5</sup>
4. I actively participate in topic clubs (e.g., political, history, Honor Society).
5. I talk to teachers and staff about things other than class.
6. I actively participate in the school newspaper or yearbook.
7. I help other students who might need assistance (e.g., lost in the building, sick or hurt).<sup>5</sup>
8. I ask questions in class when I don’t understand the material.
9. I actively participate in drama (e.g., school plays) or music (e.g., band).
10. I express liking and caring for my friends.
11. I actively participate in student government.
12. I join in class discussions.<sup>5,3</sup>
13. I am comfortable joking with teachers and staff.

Response options range from 1 ‘never/almost never true’ to 5 ‘very often/always true’.

**Peer Connection.** Barber. [full reference]. The full 6-item scale is:

1. How often do you call this friend on the phone?<sup>5,3</sup>
2. If you needed help with something, how often could you count on this friend to help you?<sup>5</sup>
3. How often do you and this friend go over to each other’s houses?<sup>5,3</sup>
4. How often do you tell this friend things about yourself that you wouldn’t tell most kids?<sup>5</sup>
5. How often do you and this friend go places together, like a movie, skating, shopping, or a sports event?<sup>5,3</sup>
6. When you do a good job on something, how often does this friend praise or congratulate you?

Response options range from 0 ‘Never’ to 4 ‘Every day’.

**Communication with Mother.** Olsen. [full reference]. The full 6-item scale is:

1. I can discuss my beliefs with my mother without feeling restrained or embarrassed.<sup>5</sup>
2. I am very satisfied with how my mother and I talk together.<sup>5,3</sup>
3. If I were in trouble, I could tell my mother.<sup>5,3</sup>
4. I am careful about what I say to my mother.
5. When I ask questions, I get honest answers from my mother.<sup>5</sup>

6 . I find it easy to discuss problem with my mother.<sup>5,3</sup>

Response options range from 1 ‘Strongly agree’ to 5 ‘Strongly disagree’.

**Communication with Father**. Olsen. [full reference]. The full 6-item scale is:

1. I can discuss my beliefs with my father without feeling restrained or embarrassed.<sup>5</sup>
2. I am very satisfied with how my father and I talk together.<sup>5,3</sup>
3. If I were in trouble, I could tell my father.<sup>5,3</sup>
4. I am careful about what I say to my father.
5. When I ask questions, I get honest answers from my father.<sup>5</sup>
6. I find it easy to discuss problem with my father.<sup>5,3</sup>

Response options range from 1 ‘Strongly agree’ to 5 ‘Strongly disagree’.

***Psychometric Analyses of the Positive Behavior Scale in the New Hope Project and the Panel Study of Income Dynamics***

**Sylvia R. Epps, Seoung E. Park, Aletha C. Huston and Marika Ripke, University of Texas at Austin**

**Positive Behavior Scale**

1. Social Competence subscales (11 items)

**The target child...**

- \*a. Is cheerful, happy.
- b. Is warm, loving.
- \*c. Is curious and exploring, likes new experiences. \*d. Gets along well with other kids.
- \*e. Can get over being upset quickly.
- \* f. Is admired and well liked by other kids.
- g. Shows concern for other people's feelings.
- h. Is easily calmed when (he/she) gets angry.
- i. Is helpful and cooperative.
- j. Is considerate and thoughtful of other kids.
- k. Tends to give, lend, and share.

2. Autonomy subscales (5 items)

**The target child...**

- \* l. Does things for (him/her)self, is self-reliant.
- m. Can easily find something to do on (his/her) own.
- n. Shows pride when (he/she) does something well or learns something new.
- o. Sticks up for (him/her) self, is self-assertive.
- p. Is independent, does things (him/her)self.

3. Compliance subscales (9 items)

**The target child...**

- \* q. Waits his or her turn during activities
- \* r. Thinks before he or she acts, is not impulsive
- \* s. Usually does what I tell (him/her) to do.
- t. Is able to concentrate or focus on an activity.
- u. Is obedient, follows rules.
- v. Is calm, easy-going.
- w. Sticks with an activity until it is finished.
- x. Is eager to please.
- y. Is patient when (he/she) wants something.

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*Note.* Asterisks ("\*") indicate items used in the PSID-CDS.

### Problem Behavior Scales

#### 1. Externalizing Behavior Problem subscales (6 items)

The target child...

- a. Fights with others.
- b. Talks back to adults when corrected.
- c. Threatens or bullies others.
- d. Argues with others.
- e. Has temper tantrums.
- f. Gets angry easily.

#### 2. Internalizing Behavior Problem subscales (5 items)

The target child...

- g. Has low self-esteem.
- h. Appears lonely.
- i. Is easily embarrassed.
- j. Shows anxiety about being with a group of kids.
- k. Acts sad or depressed.

#### 3. Hyperactivity Behavior Problem subscales (6 items)

The target child...

- l. Is easily distracted
- m. Interrupts conversations of others
- n. Disturbs ongoing activities
- o. Doesn't listen to others
- p. Acts impulsively
- q. Fidgets

*Psychometric Analyses of the Parent-Adolescent Relationship Scale in the National Longitudinal Survey of Youth-1997*

**Elizabeth Hair, Kristin Moore, Sarah Garrett, Akemi Kinukawa, Laura Lippman, and Erik Michelsen, Child Trends**

*Composition of Residential Parent-Youth Relationship Scales*

Parent-youth relationship questions	8-item	5-item	4-item	3-item
I think highly of him/her. <sup>a</sup>	X			X
S/he is a person I want to be like.	X		X	X
I really enjoy spending time with him/her.	X		X	X
How often does s/he praise you for doing well? <sup>b</sup>	X	X	X	
How often does s/he criticize you or your ideas?	X	X		
How often does s/he help you do things that are important to you?	X	X	X	
How often does s/he blame you for her/his problems?	X	X		
How often does s/he make plans with you and cancel for no good reason?	X	X		
Range of scale scores	0-32	0-20	0-16	0-12

*Source.* U.S. Department of Labor, Bureau of Labor Statistics, National Longitudinal Survey of Youth 1997.

<sup>a</sup>Response categories for this and the following two questions consisted of a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." <sup>b</sup>Response categories for this and the following four questions consisted of a 5-point Likert scale, ranging from "never" to "always."

***Parental Support, Psychological Control, and Behavioral Control: Assessing Relevance Across Time, Method, and Culture***

**Brian Barber, University of Tennessee, Heidi E. Stoltz, California State University, San Bernardino, Joseph A. Olsen, Brigham Young University, and Suzanne L. Maughan, University of Nebraska at Kearney**

**Parental Support.** Parental support was measured using the 10-item Acceptance subscale from the revised Child Report of Parent Behavior Inventory (CRPBI; Schaefer, 1965; Schuldermann & Schludermann, 1988, personal communication). Subjects responded on a 3-point Likert-type scale from 1 “not like her (him)” to 3 “a lot like her (him)” as to how well items described their mothers and fathers. Items are:

1. makes me feel better after talking over my worries with her/him.
2. smiles at me very often.
3. is able to make me feel better when I am upset.
4. enjoys doing things with me.
5. cheers me up when I am sad.
6. gives me a lot of care and attention.
7. makes me feel like the most important person in her/his life.
8. believes in showing her/his love for me.
9. often praises me.
11. is easy to talk to .

**Parental Psychological Control.** Psychological control was measured by the 8-item Psychological Control Scale-Youth Self-Report (PCS-YSR; Barber, 1996). Subjects responded on a 3-point Likert-type scale from 1 “not like her (him)” to 3 “a lot like her (him)” as to how well items described their mothers and fathers. Items are:

1. is always trying to change how I feel or think about things.
2. changes the subject whenever I have something to say.
3. often interrupts me.
4. blames me for other family members’ problems.
5. brings up past mistakes when s/he criticizes me.
6. is less friendly with me if I do not see things her/his way.
7. will avoid looking at me when I have disappointed her/him.
8. if I have hurt her/his feelings, stops talking to me until I please her/him again.”

**Parental Behavioral Control.** Students responded on a 3-point Likert-type scale from 1 “doesn’t know” to 3 “knows a lot” relative to how much their parents “really know”:

- a) “where you go at night,”
- b) “where you are most afternoons after school,”
- c) “how you spend your money,”
- d) “what you do with your free time,”
- e) “who your friends are.”

**Social Initiative.** Social initiative by youth was measured with a 13-item scale from the Monitoring the Future Study (Bachman, Johnston, & O’Malley, 1993). Subjects responded on a 5-item Likert-type scale from 1 “never/almost never true” to 5 “very often/always true”. The set of items indexes youth efforts to initiate social interaction with peers and adults outside the home and in groups settings. Items are:

1. I enjoy doing things and talking with peers.
2. I get into conversations with adults (e.g., teachers, staff) at the school.
3. I share feelings and ideas with peers.
4. I actively participate in topic clubs (e.g., political, history, Honor Society).
5. I talk to teachers and staff about things other than class.
6. I actively participate in the school newspaper or yearbook.
7. I help other students who might need assistance (e.g., lost in the building, sick or hurt).
8. I ask questions in class when I don’t understand the material.
9. I actively participate in drama (e.g., school plays) or music (e.g., band).
10. I actively participate in student government.
11. I join in class discussions.
12. I am comfortable joking with teachers and staff.

**Depression.** Depression was measured using the 10-item version of the Child Depression Inventory (CDI; Kovacs, 1992). Respondents marked one of three sentences for all of the ten items. Items were:

1. I am sad once in a while  
I am sad many times  
I am sad all the time
2. Nothing will ever work out for me  
I am not sure if things will work out for me  
Things will work out for me O.K.
3. I do most things O.K.  
I do many things O.K.  
I do everything wrong
4. I hate myself  
I do not like myself  
I like myself
5. I feel like crying every day  
I feel like crying many days  
I feel like crying once in awhile
6. Things bother me all the time  
Things bother me many times

Things bother me once in awhile

7. I look O.K.

There are some bad things about my looks  
I look ugly

8. I do not feel alone

I feel alone many times  
I feel alone all the time

9. I have plenty of friends

I have some friends, but I wish I had more  
I do not have any friends

10. Nobody really loves me

I am not sure if anybody loves me  
I am sure that somebody loves me

**Antisocial Behavior.** Antisocial behavior was measured by six items from the Delinquent subscale of the Child Behavior Checklist-Youth Self-Report (Achenbach & Edelbrock, 1987). Response categories ranged from 0 “not true” to 2 “very true or often true”. Items are:

1. I destroy my own things
2. I destroy things belonging to others
3. I disobey at school
4. I hang around with kids who get in trouble
5. I lie or cheat
6. I steal things from places other than home
7. I swear or use dirty language
8. I cut classes or skip school
9. I use alcohol or drugs for non-medical purposes

**Positive Indicators of Sibling Relationship Quality: Psychometric Analyses of The Sibling Inventory of Behavior (SIB)**

**Brenda L. Volling and Alycia Y. Blandon, University of Michigan**

Sibling Inventory of Behavior Items

Schaefer, E. S., & Edgerton, M. (1981). *The sibling inventory of behavior*. Chapel Hill, NC: University of North Carolina.

Scale Items	Com.	Emp.	Tch.	Riv.	Agg.	Avo.
Accepts (Child 1) as a playmate	X					
Gets ideas for things they can do together	X					
Has fun at home with (Child 1)	X					
Treats (Child 1) as a good friend	X					
Makes plans that include (Child 1)	X					
Shares secrets with (Child 1)	X					
Is pleased by progress (Child 1) makes		X				
Wants (Child 1) to succeed		X				
Shows sympathy when things are hard for (Child 1)		X				
Is concerned for (Child 1's) welfare and happiness		X				
Tries to comfort (Child 1) when (s/he) is unhappy or upset		X				
Teaches (Child 1) new skills			X			
Helps (Child 1) adjust to a new situation			X			
Babysits and cares for (Child 1)			X			
Tries to teach (Child 1) how to behave			X			
Tattles on (Child 1)				X		
Is jealous of (Child 1)				X		
Is nosey and has to know everything about (Child1)				X		
Takes advantage of (Child 1)				X		
Blames (Child 1 when something goes wrong				X		
Is very competitive against (Child 1)				X		
Resents (Child 1)				X		
Teases or annoys (Child 1)					X	
Gets angry with (Child 1)					X	
Fusses and argues with (Child 1)					X	
Hurts (Child 1's) feelings					X	
Has physical fights with (Child 1) (not just for fun)					X	
Is embarrassed to be with (Child 1) in public						X
Stays away from (Child 1) if possible						X
Acts ashamed of (Child 1)						X
Frowns or pouts when (Child 1) has to be with (him/her)						X
Tries to avoid being seen with (Child 1)						X

## ***Leisure Time Activities in Middle Childhood***

**Sandy Hofferth and Sally C. Curtin, University of Maryland**

The Child Development Supplement collected a complete time diary for one weekday and one weekend day for each child age 0-12 in the family. The time diary, which was interviewer-administered to parent and child, asked several questions about the child's flow of activities over a 24-hour period beginning at midnight of the designated day. These questions ask the primary activity that was going on at that time, when it began and ended, and whether any other activity was taking place. In the coding process, children's activities are classified into ten general activity categories (paid work, household activities, child care, obtaining goods and services, personal needs and care, education, organizational activities, entertainment/social activities, sports, hobbies, active leisure, passive leisure), and further subdivided into 3-digit subcategories (such as parent reading to a child) that can be recombined in a variety of ways to characterize children's activities. Time spent traveling for the purposes of engaging in a specific activity is included in that category. Secondary activities are not measured. For example, time spent doing housework with the television on where housework was the primary activity is not counted as time "watching television." Thus, some activities that are often secondary may be underestimated. Given that many activities are occasional, we would not expect all children to engage in most of these on a daily basis. However, we want to abstract from this to describe the activities of American children in general. Since not all children do every activity each day, the total time children spend in an activity is a function of the proportion that engage in the activity and the time those participating spend in it. An estimate of weekly time is computed by multiplying weekday time (including those who do not participate and have zero time) by 5 and weekend day time by 2, after removing children who do not have both a weekend and weekday diary.

## ***Healthy Habits Among Adolescents: Sleep, Exercise, Diet, and Body Image***

**Kathleen Mullan Harris, University of North Carolina, Rosalind Berkowitz King, NICHD  
and Penny Gordon-Larsen, University of North Carolina**

Most of the healthy habits indicators that we analyze come from the “General Health” section of the Add Health Wave I and Wave II questionnaires. Below we define each measure of healthy habits, followed by our key stratifying variables of gender, race and ethnicity, and age.

*Sleep Habits* is measured by responses to three questions in the Wave I Add Health survey. Sleep hours are reported in response to the question, “How many hours of sleep do you usually get?” We analyze both the continuous measure of sleep hours and a categorical measure with four categories: <7 hours; 7-8 hours; 9 hours; and 10+ hours. We measure bedtime hour by responses to the question, “What time do you usually go to bed on week nights?” We categorize bedtime hour into four categories: < 10:00pm; 10:00-10:59pm; 11:00-11:59pm; and > 12:00am. A final question, “Do you usually get enough sleep?” with a yes/no response, we use to validate our bedtime and sleep hours indicators.

*Physical activity* is measured by a standard physical activity behavior recall in Add Health that is similar, although not identical, to other self-report questionnaires that have been used and validated in other large scale epidemiological studies (e.g., Andersen et al. 1988; Baranowski 1988; Heath et al. 1994; Pate et al. 1996). A series of questions ask about participation in moderate to vigorous physical activity, including skating and cycling, exercise and active sports (5-8 metabolic equivalents or METs), in units of times per week. One MET represents the resting metabolic rate, or 3.5 ml O<sub>2</sub>/kg body weight/minute. The questions for physical activity are listed below.

### **Moderate-Vigorous:**

1. During the past week, how many times did you go roller-blading, roller-skating, skateboarding, or bicycling?
2. During the past week, how many times did you play an active sport, such as baseball, softball, basketball, soccer, swimming, or football?
3. During the past week, how many times did you do exercise, such as jogging, walking, karate, jumping rope, gymnastics or dancing?

Physical activity can be measured as a continuous number of times the adolescent engaged in moderate to vigorous physical activity per week, but we also categorize the number of times into 4 categories: 0; 1-2; 3-4; and 5+ times per week, with those engaging in moderate-vigorous physical activity 5+ times per week in line with the Surgeon General’s physical activity recommendations.

*Inactivity* can be measured by TV viewing, video viewing, and computer/video game use, which are reported by the adolescent as hours/week over the past week (i.e., “How many hours a week do you watch television?”). Quantifying inactivity has received far less attention than physical activity (Dietz 1996) and little, if anything, is published in the literature regarding the reliability and validity of inactivity data. We use the hours of TV viewing a week to measure inactivity.

Similar patterns are obtained using the video viewing and computer use, but we decided not to combine these with TV viewing because they may also represent educational activities.

*Diet* measures attempt to capture healthy and unhealthy food choices by adolescents. Unhealthy choices are measured by the number of times the adolescent eats fast food in a week. We create two categories: seldom (0 or 1 time) and often (2+ times). Healthy food choices are measured by the number of servings of fruits and vegetables the adolescent eats in a week. Again, we create two categories: few (0 or 1 serving) and moderate (2+ servings/week). We noted earlier that Add Health was not designed to collect detailed diet and nutrition data because that is the sole purpose of several other national surveys, and is therefore limited in this indicator of healthy habits.

*Actual Weight Status* is based on adolescents' Body Mass Index (BMI). Interviewers measured and weighed adolescents in Wave II to obtain their height and weight. Measurements were in feet and inches and pounds, with the BMI equaling (weight in kilograms/ height in meters<sup>2</sup>). We express actual weight relative to height as a categorical variable by comparing adolescents' BMIs to the appropriate percentiles for age (in months) and gender from the most recent reference curves published by the Centers for Disease Control and the National Center for Health Statistics (Kuczmarksi et al. 2000). We categorized those below the 5th percentile as "underweight" and those at or above the 85th percentile as "at risk for overweight" (abbreviated as "overweight" hereafter). Adolescents in the middle percentile range (at or above 5% and below 85%) were classified as "normal weight."

*Perceived Weight* is measured in response to the question, "How do you think of yourself in terms of weight?" Response categories included very underweight, slightly underweight, about the right weight, slightly overweight, very overweight. We grouped together the two underweight and two overweight responses to create a three category measure that is parallel to actual weight: underweight, average weight, and overweight.

*Weight Concordance* is based on the comparison of actual and perceived weight measures. Respondents were categorized as having a perception that is **heavier** than their actual weight ("thinks heavier"), **accurate** for their actual weight ("thinks same"), and **lighter** than their actual weight ("thinks lighter" is the table label). For example, a female adolescent who is underweight but perceives herself as average weight would fall into the "thinks heavier" category (i.e., thinks she is heavier than she really is), while a male adolescent who is overweight but perceives himself as average weight would fall into the "thinks lighter" category (i.e., thinks he is lighter than his actual weight indicates).

*Dieting Behavior* is based on the question, "Are you trying to lose weight, gain weight, or stay the same weight?" Responses include 1) lose weight; 2) gain weight; 3) stay the same weight; and 4) not trying to do anything about weight. Because so few girls respond that they are trying to gain weight and so few boys respond that they are trying to lose weight, we analyzed the "lose weight" response (relative to everything else) only for girls and the "gain weight" response (relative to everything else) only for boys.

## ***Adolescent Activity Participation***

**Bonnie Barber and Margaret R. Stone, University of Arizona**

Performing Arts - participation in school band, drama, and/or dance

Team Sports - participation on one or more school teams

Academic Clubs - participation in debate, foreign language, math, or chess clubs, science fair, or tutoring in academic subjects

School Involvement - participation in student government, pep club, and/ or cheerleading

Prosocial Activities - church attendance and/or participation in volunteer and community service type activities

## **Activities**

### ***SPORTS***

Do you compete in any of the following school teams (varsity, junior varsity, or other organized school program) *outside of PE*?

**(Check all that apply)**

1= Yes, checked

2= No, not checked

9= Missing Data (entire page is blank)

v10416 = Baseball

v10417 = Volleyball

v10418 = Track/Cross Country

v10419 = Gymnastics

v10420 = Tennis

v10421 = Swimming/Diving

v10422 = Softball

v10423 = Basketball

v10424 = Soccer

v10425 = Football

v10426 = Cheerleading        \*\*\*\*\* transferred to "school involvement" activity

v10427 = Golf

v10428 = Ice Hockey

v10429 = Wrestling

v10430 = Field Hockey

v10431 = Other (specify)

v10432 = What other sport? (Coded 0 if no to v10131, no other sport)

1=Team female (Cheerleading, Pom Pom, Flag squad, majorette, botton)

2=Individual female (skating, dancing, twirling, aerobics)

3=Team neutral (Equestrian team, color guard, volley ball, ralley ball, wiffle ball, wally ball, band/choir)

4=Individual neutral (skiing, bowling, horseback riding, biking, racquetball, running, jogging, track, ping pong, scuba diving, boating, sailing, frisbee, snow mobile, jump rope, speed skating, white water rafting)

5=Team male (fitness team, indoor soccer, rowing)

6=Individual male (weight lifting/conditioning, skateboarding, karate, fishing, tae-kwando, gun shooting, self defense, motor cycling, moto-cross, free style, hacky sack, trap shooting)

8=Uncodeable (also, racing)

9=Missing Data, yes to v10131 and left blank  
0=No to v10131, does not compete in other sports

## SOCIAL ORGANIZATIONS

Do you participate in any of the following activities or clubs at school?

**(Check all that apply)**

- 1= Yes, checked
- 2= No, not checked
- 9= Missing Data (entire page is blank)

School Involvement - participation in student government, pep club, and/ or cheerleading

v10465 = Student government

v10483 = Pep club, Boosters, or Cheerleading

Performing Arts - participation in school band, drama, and/or dance

v10467 = Band or Orchestra

v10470 = Dance

v10476 = Drama

Academic Clubs - participation in debate, foreign language, math, or chess clubs, science fair, or tutoring in academic subjects

v10469 = Debate club/Forensics

v10480 = Foreign language club

v10466 = Science fair

v10468 = Math club

v10482 = Chess club

v10479 = Tutoring in math, science, or computers

v10481 = Tutoring in other academic subjects

Prosocial Activities - church attendance and/or participation in volunteer and community service type activities

v10475 = Service clubs

Do you participate in any of the following clubs or activities outside of school?

v10495 = Church groups

v10496 = Volunteer/service work

???

v10471 = Art

v10472 = Gaming club (D & D)

v10474 = Sports clubs

v10477 = ROTC

v10478 = S.A.D.D

v10473 = Peer counseling

v10484 = Computer club

v10485 = Career related club

v10486 = Other (specify)

v10487 = What other activities?

- 1= female sex-typed (modeling, cheerleading. . .)
- 2= male sex-typed
- 3= social (skin heads. . .)
- 4= National honor society
- 5= International club
- 6= Black history club
- 9= Missing Data, yes to v10186, other activity, but left blank
- 0= No to v10186, no other activities.

v10488 = How many of the clubs you belong to have competitions with other groups in or outside of school?

Do you participate in any of the following clubs or activities outside of school?

- v10489 = Athletic/recreational club
- v10490 = Pop or Rock band
- v10491 = Scouts/Girls or Boys Clubs/Ys
- v10492 = 4-H
- v10493 = Junior Achievement
- v10494 = Political campaign
- v10495 = Church groups
- v10496 = Volunteer/service work
- v10497 = Other(specify)
- v10498 = What other activities?
  - 1= career related and work (a job)
  - 2= performance art and music (instrument, dance, singing, choir, pet and horse shows)
  - 3= Game
  - 8= Uncodeable (also, drag rallies, wilderness things, boy scouts)
  - 9= Missing Data, yes to v10197, other activity, but left blank
  - 0= No to v10197, no other activities.

- v10499 = Do you have any other hobbies or activities that you spend a lot of time on?
  - 1= Yes, checked
  - 2= No, not checked
  - 9= Missing Data

## **Childhood and Beyond (CAB) Project**

**Answer the next two questions about he 1995-1996 School Year.**

1. Do you (did you) compete in any of the following school teams (varsity, junior varsity, or other organized school program) outside of Physical Education? (Check all that apply)

- kq7.0214 Baseball
- kq7.0215 Volleyball
- kq7.0216 Track/Cross Country
- kq7.0217 Gymnastics
- kq7.0218 Tennis
- kq7.0219 Swimming/Diving

- kq7.0220 Softball
- kq7.0221 Basketball
- kq7.0222 Soccer
- kq7.0223 Football
- kq7.0224 Cheerleading
- kq7.0225 Ice Skating
- kq7.0226 Ice Hockey
- kq7.0227 Wrestling
- kq7.0228 Field Hockey
- kq7.0229 Other

2. Do you (did you) participate regularly and often in any of the following sports outside of school? (Check all that apply)

- kq7.0236 Baseball
- kq7.0237 Gymnastics
- kq7.0238 Dancing
- kq7.0239 Softball
- kq7.0240 Basketball
- kq7.0241 Track
- kq7.0242 Soccer
- kq7.0243 Swimming
- kq7.0244 Rollerblading
- kq7.0245 Skateboarding
- kq7.0246 Weightlifting
- kq7.0247 Aerobics
- kq7.0248 Football
- kq7.0249 Martial Arts
- kq7.0250 Ice Skating
- kq7.0251 Hockey
- kq7.0252 Skiing
- kq7.0253 Wrestling
- kq7.0254 Tennis
- kq7.0960 Other

#### **ORGANIZATIONS/CLUBS**

1. Which of the following activities or clubs at school did you do in the 1994-1995 school year?

- kq7.0318 Student government
- kq7.0319 Science fair
- kq7.0320 Band or Orchestra
- kq7.0321 Math Club
- kq7.0322 Debate club/Forensics
- kq7.0323 Dance
- kq7.0324 Art
- kq7.0325 Gaming clubs (D&D)
- kq7.0326 Peer counseling
- kq7.0327 Sports clubs
- kq7.0328 Service clubs
- kq7.0329 Drama
- kq7.0330 ROTC
- kq7.0331 S.A.D.D
- kq7.0332 Tutoring in math, science, or computers

- kq7.0333 Foreign language club
- kq7.0334 Tutoring in other academic subjects
- kq7.0335 Chess club
- kq7.0336 Pep club/Boosters
- kq7.0337 Computer club
- kq7.0338 Career related club
- kq7.0339 Cheerleading
- kq7.0340 Environmental Group
- kq7.0341 Literary Magazine

**Think about the kinds of things you usually do after school and on weekends. About how many hours do you usually spend each week (check one line for each question):**

Response categories:

- 1= none
- 2= 1 hour or less
- 3= 2-3 hours
- 4= 4-6 hours
- 5= 7-10 hours
- 6= 11-15 hours
- 7= 16-20 hours
- 8= 21 or more hours
- 9= Missing Data

v20201D = taking part in an organized sport?

v20202TD = doing other athletic or sports activities?

v20938E = playing pickup sports games like basketball, touch football, etc.?

v20206D = playing a musical instrument?

v20210D = providing volunteer or community service?

v20212D = doing religious activities?

v20213 = participating in any school clubs or organizations?

*The Patterns of Adaptive Learning Survey: History, Development, and Psychometric Properties*

**Eric M. Anderman, The University of Kentucky, Tim Urdan, Santa Clara University, and Robert Roeser, Stanford University**

*Current PALS Personal Goal Orientation Scales*

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**Personal Mastery Goal Orientation**

It is important to me that I learn a lot of new concepts this year.

One of my goals in class is to learn as much as I can.

One of my goals is to mastery a lot of new skills this year.

It's important to me that I thoroughly understand my class work.

It's important to me that I improve my skills this year.

**Personal Performance-Approach Goal Orientation**

It's important to me that other students in my class think I am good at my class work.

One of my goals is to show others that I'm good at my class work.

One of my goals is to show others that class work is easy for me.

One of my goals is to look smart in comparison to the other students in my class.

It is important to me that I look smart compared to others in my class.

**Personal Performance-Avoidance Goal Orientation**

It's important to me that I don't look stupid in class.

One of my goals is to keep others from thinking I'm not smart in class.

It's important to me that my teacher doesn't think that I know less than others in class.

One of my goals in class is to avoid looking like I have trouble doing the work.

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**Measuring Children's and Adolescents' Ability Self-Perceptions and Subjective Task Values**  
**Jacquelynne Eccles, University of Michigan, Susan O'Neill, Keele University, and Allan Wigfield, University of Maryland**

Appendix A: Academic Domain Scales from MSALT

<b>Academic Self Concept of Ability (unrotated)</b>	
	How good at math are you? (1=not at all; 7=very good)
	If you were to rank all the students in your math class from the worst to the best in math, where would you put yourself? (1=the worst; 7=the best)
	If you were to rank all the students in your English class from the worst to the best in English, where would you put yourself? (1=the worst; 7=the best)
	Compared to most of your other school subjects, how good are you at math? (1=much worse; 7=much better)
	How good at English are you? (1=not at all; 7=very good)
<b>Academic Values</b>	
	How useful do you think the math you are learning will be for what you want to do after you graduate and go to work? (1=not at all; 7=very useful)
	How useful do you think high school math will be for what you want to do after you graduate and go to work? (1=not at all; 7=very useful)
	In general, how useful is what you learn in math? (1=not at all; 7=very useful)
	For me, being good at math is... (1=not at all important; 7=very important)
	How useful do you think the English you are learning will be for what you want to do after you graduate and go to work? (1=not at all; 7=very useful)
	In general, how useful is what you learn in English? (1=not at all; 7=very useful)
	How much do you like doing math? (1=a little; 7=a lot)
	For me, being good at English is very important. (1=not at all; 7=very important)
	How much do you like doing English? (1=a little; 7=a lot)
"How useful do you think high school English..." not available in w1	
<b>Academic Importance (unrotated)</b>	
	Is the amount of effort it will take to do well in math this year worthwhile to you? (1=not very; 7=very worthwhile)
	For me, being good at math is... (1=not at all important; 7=very important)
	For me, being good at English is very important. (1=not at all; 7=very important)
	Is the amount of effort it will take to do well in English this year worthwhile to you? (1=not very worthwhile; 7=very worthwhile)
<b>Academic Usefulness *</b>	
	How useful do you think the math you are learning will be for what you want to do after you graduate and go to work? (1=not at all; 7=very useful)
	How useful do you think high school math will be for what you want to do after you graduate and go to work? (1=not at all; 7=very useful)
	In general, how useful is what you learn in math? (1=not at all; 7=very useful)
	How useful do you think the English you are learning will be for what you want to do after you graduate and go to work? (1=not at all; 7=very useful)
	In general, how useful is what you learn in English? (1=not at all; 7=very useful)

## ***Assessing Academic Self-regulated Learning***

**Christopher Wolters, University of Houston, Paul R. Pintrich, University of Michigan and  
Stuart A. Karabenick, Eastern Michigan University**

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### **Strategies for the Regulation of Academic Cognition**

#### Rehearsal Strategies

When I study for this class, I practice saying the material to myself over and over.  
When studying for this class, I read my class notes and the course readings over and over again.  
I memorize key words to remind me of important concepts in this class.  
I make lists of important terms for this course and memorize the lists.

#### Elaboration Strategies

When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.  
I try to relate ideas in this subject to those in other course whenever possible.  
When reading for this class, I try to relate the material to what I already know.  
When I study for this course, I write brief summaries of the main ideas from the readings and the concepts from the lectures.  
I try to understand the material in this class by making connections between the readings and the concepts from the lectures.  
I try to apply ideas from course readings in other class activities such as lecture and discussion.

#### Organization Strategies

When I study for the readings for this course, I outline the material to help me organize my thoughts.  
When I study for this course, I go through the readings and my class notes and try to find the most important ideas.  
I make simple charts, diagrams, or tables to help me organize course material.  
When I study for this course, I go over my class notes and make an outline of important concepts.

#### Metacognitive Self-Regulation

During class time I often miss important points because I'm thinking of other things. (REVERSED)  
When reading for this course, I make up questions to help focus my reading.  
When I become confused about something I'm reading for this class, I go back and try to figure it out.  
If course materials are difficult to understand, I change the way I read the material.  
Before I study new course material thoroughly, I often skim it to see how it is organized.  
I ask myself questions to make sure I understand the material I have been studying in this class.  
I try to change the way I study in order to fit the course requirements and instructor's teaching style.  
I often find that I have been reading for class but don't know what it was all about. (REVERSED)  
I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.  
When studying for this course I try to determine which concepts I don't understand well.  
When I study for this class, I set goals for myself in order to direct my activities in each study period.  
If I get confused taking notes in class, I make sure I sort it out afterwards.

### **Strategies for the Regulation of Academic Motivation**

In this next section, we ask about what students do when they are **reading or studying** for their algebra course but then do not feel like working hard to finish or for some reason lose motivation for doing the work they need to

get done. Students might feel this way for many different reasons. For example, they might get bored because the work is too easy or uninteresting, or they might get tired of working hard because the material is difficult to understand or seems unimportant. No matter what the reason, students can sometimes feel like they do not want to put a lot of effort into **reading or studying** for their algebra course, even when the work is not yet finished and they know they need to do more.

Read each statement below and circle a number from 1 to 7 to indicate how often you do what the item describes when you lose motivation while **reading or studying** for your algebra course.

#### Mastery Self-talk

I tell myself that I should keep working just to learn as much as I can  
I persuade myself to keep at it just to see how much I can learn.  
I challenge myself to complete the work and learn as much as possible.  
I convince myself to work hard just for the sake of learning.  
I tell myself that I should study just to learn as much as I can.  
I think about trying to become good at what we are learning or doing.

#### Relevance Enhancement

I tell myself that it is important to learn the material because I will need it later in life.  
I try to connect the material with something I like doing or find interesting.  
I think up situations where it would be helpful for me to know the material or skills.  
I try to make the material seem more useful by relating it to what I want to do in my life.  
I try to make myself see how knowing the material is personally relevant.  
I make an effort to relate what we're learning to my personal interests.

#### Situational Interest Enhancement

I make studying more enjoyable by turning it into a game.  
I try to make a game out of learning the material or completing the assignment.  
I try to get myself to see how doing the work can be fun.  
I make doing the work enjoyable by focusing on something about it that is fun.  
I think of a way to make the work seem enjoyable to complete.

#### Performance/Relative Ability Self-Talk

I think about doing better than other students in my class.  
I tell myself that I should work at least as hard as other students.  
I keep telling myself that I want to do better than others in my class.  
I make myself work harder by comparing what I'm doing to what other students are doing.

#### Performance/Extrinsic Self-Talk

I remind myself about how important it is to get good grades.  
I tell myself that I need to keep studying to do well in this course.  
I convince myself to keep working by thinking about getting good grades.  
I think about how my grade will be affected if I don't do my reading or studying.  
I remind myself how important it is to do well on the tests and assignments in this course.

#### Self-Consequating

I promise myself I can do something I want later if I finish the assigned work now.  
I make a deal with myself that if I get a certain amount of the work done I can do something fun afterwards.  
I promise myself some kind of a reward if I get my readings or studying done.  
I tell myself I can do something I like later if right now I do the work I have to get done.  
I set a goal for how much I need to study and promise myself a reward if I reach that goal.

#### Environmental Structuring

I try to study at a time when I can be more focused.  
I change my surroundings so that it is easy to concentrate on the work.  
I make sure I have as few distractions as possible.

I try to get rid of any distractions that are around me.  
I eat or drink something to make myself more awake and prepared to work.

### **Strategies for the Regulation of Academic Behavior**

#### Effort Regulation

I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do. (REVERSED)  
I work hard to do well in this class even if I don't like what we are doing.  
When course work is difficult, I give up or only study the easy parts. (REVERSED)  
Even when course materials are dull and uninteresting, I manage to keep working until I finish.

#### Regulating Time and Study Environment

I usually study in a place where I can concentrate on my course work.  
I make good use of my study time for this course.  
I find it hard to stick to a study schedule (REVERSED)  
I have a regular place set aside for studying.  
I make sure I keep up with the weekly readings and assignments for this course.  
I attend class regularly.  
I often find that I don't spend very much time on this course because of other activities. (REVERSED)  
I rarely find time to review my notes or readings before an exam. (REVERSED)

#### General Intention to Seek Needed Help

If I needed help in this class I would ask someone for assistance.  
If I needed help understanding the lectures in this class I would ask for help.  
If I needed help with the readings in this class I would ask for help.

#### General Intention to Avoid Needed Help

If I didn't understand something in this class I would guess rather than ask someone for assistance.  
I would rather do worse on an assignment I couldn't finish than ask for help  
Even if the work was too hard to do on my own, I wouldn't ask for help with this class.

#### Perceived Costs of Help-Seeking (threat)

Getting help in this class would be an admission that I am just not smart enough to do the work on my own.  
I would not want anyone to find out that I needed help in this class.  
Asking for help would mean I am not as smart as other students in the class.  
Others would think I was dumb if I asked for help in this class.

#### Perceived Benefits of Help Seeking

Getting help in this class would make me a better student.  
Getting help in this class would make me a smarter student.  
Getting help in this class would increase my ability to learn the material

#### Instrumental (Autonomous) Help-Seeking Goal

I would get help in this class to learn to solve problems and find answers by myself.  
If I were to get help in this class it would be to better understand the general ideas or principles.  
Getting help in this class would be a way for me to learn more about basic principles that I could use to solve problems or understand the material.

#### Expedient (Executive) Help-Seeking Goal

The purpose of asking somebody for help in this class would be to succeed without having to work as hard.  
If I were to ask for help in this class it would be to quickly get the answers I needed.  
Getting help in this class would be a way of avoiding doing some of the work.

Seeking Help from Formal Source (teachers)

If I were to seek help in this class it would be from the teacher.  
If I were to seek help in this class I would ask the teacher.

Seeking Help from Informal Source (other students)

If I were to seek help in this class it would be from another student.  
If I were to seek help in this class I would ask another student.

Perceived Teacher Support of Questioning

The instructor tells students to interrupt him/her whenever they have a question.  
The instructor provides sufficient time for students to ask questions.  
The instructor responds to questions by trying to answer them as carefully and thoroughly as he/she can.  
The instructor generally feels good when students ask questions.  
The instructor compliments students who ask questions.  
The instructor believes that questions are important

***Psychometric Analyses of Measures of Dimensions of the Classroom Social Environment***  
**Helen Patrick, Purdue University and Allison M. Ryan, University of Illinois**

Measures of the Classroom Social Environment

**Teacher Support**

Does your teacher really understand how you feel about things?

Does your teacher try to help you when you are sad or upset?

Does your teacher respect your opinion?

Can you count on your teacher for help when you need it?

**Promoting Mutual Respect**

My teacher wants us to respect each others' opinions.

My teacher does not allow students to make fun of other students' ideas in class.

My teacher makes sure that students don't say anything negative about each other in class.

My teacher does not let us make fun of someone who gives the wrong answer.

**Promoting Task-related Interaction**

My teacher often allows us to discuss our work with classmates.

My teacher encourages us to share ideas with one another in class.

My teacher lets us ask other students when we need help with our work.

My teacher encourages us to get to know all the other students in class.

**Promoting Performance Goals**

My teacher points out those students who get good grades as an example to all of us.

My teacher lets us know which students get the highest scores on a test.

My teacher tells us how we compare to other students.

My teacher makes it obvious when certain students are not doing well on their work.

My teacher lets us know if we do worse than most of the other students in class.

***Connection to School as an Indicators of Positive Youth Development***  
**Clea McNeely, University of Minnesota**

**Social belonging at school.** Three of the questions were developed by Bollen and Hoyle (1990) to measure social belonging. Students were asked how much they agreed or disagreed with the following statements:

- 1) “You feel close to people at your school,”
- 2) “You feel like you are part of your school,”
- 3) “You are happy to be at your school.”

If the survey was administered during the summer, the questions were asked in the past tense, for example, “Last year, you felt part of your school.” Responses were a five-item Likert scale ranging from “strongly agree” to “strongly disagree.”

**Student-teacher relationship.** Set of three questions.

- 1) “The teachers at your school treat students fairly.”  
Response categories range from “strongly agree” to “strongly disagree.”
- 2) “Since school started this year, how often have you had trouble getting along with your teachers?”  
Response categories are “never,” “just a few times,” “about once a week,” “almost every day,” and “every day.”
- 3) “How much do you feel that your teachers care about you?”  
Response categories are “not at all,” “very little,” “somewhat,” “quite a bit,” and “very much.”

**Perception of safety at school.** (McNeely, Nonnemaker and Blum 2002; Resnick et al. 1997).

- 1) “You feel safe in your school.”

The five response categories ranged from “strongly agree” to “strongly disagree.”

## ***School Engagement***

**Jennifer Fredericks, Connecticut College, and Phyllis Blumenfeld, Jeanne Friedel, and Alison Paris, University of Michigan**

### List of Engagement Scales

#### Behavioral Engagement (5 items)

- 1) I pay attention class
- 2) When I am in class, I just act as if I am working (reversed)
- 3) I complete my homework on time
- 4) I follow the rules at school
- 5) I get in trouble at school (reversed)

#### Emotional Engagement (6 items)

- 1) I feel happy in school.
- 2) I feel bored in school (reversed).
- 3) I feel excited by the work in school
- 4) I like being at school.
- 5) I am interested in the work at school.
- 6) My classroom is a fun place to be.

#### Cognitive Engagement (8 items)

- 1) When I read a book, I ask myself questions to make sure I understand what it is about.
- 2) I study at home even when I don't have a test.
- 3) I try to watch TV shows about things we are doing in school.
- 4) I talk with people outside of school about what I am learning in class.
- 5) I check my schoolwork for mistakes.
- 6) If I don't know what a word means when I am reading, I do something to figure it out, like look it up in the dictionary or ask someone.
- 7) I read extra books to learn more about things we do in school.
- 8) If I don't understand what I read, I go back and read it over again.

## *Civic Engagement*

**Scott Keeter, George Mason University, Krista Jenkins, Rutgers University, Molly Andolina, DePaul University and Cliff Zukin, Rutgers University**

### THE 19 CORE INDICATORS OF ENGAGEMENT

#### Civic indicators

- Community problem solving. Have you ever worked together informally with someone or some group to solve a problem in the community where you live? IF YES, Was this in the last 12 months or not?
- Regular volunteering for a non-electoral organization. Have you ever spent time participating in any community service or volunteer activity, or haven't you had time to do this? By volunteer activity, I mean actually working in some way to help others for no pay. IF YES, Have you done this in the last 12 months? I'm going to read a list of different groups that people sometimes volunteer for. As I read each one, can you tell me if you have volunteered for this type of group or organization within the last 12 months? An environmental organization; A civic or community organization involved in health or social services. This could be an organization to help the poor, elderly, homeless, or a hospital; An organization involved with youth, children, or education; Any other type of group. Thinking about the work for (type of group) over the last 12 months, is this something you do on a regular basis, or just once in a while?
- Active membership in a group or association. Do you belong to or donate money to any groups or associations, either locally or nationally? Are you an active member of this group/any of these groups, a member but not active, or have you given money only?
- Participation in fund-raising run/walk/ride. [Now I'm going to read you a quick list of things that some people have done to express their views. For each one I read, please just tell me whether you have ever done it or not. (FOR EACH YES, PROBE: And have you done this in the last 12 months, or not?)] Personally walked, ran, or bicycled for a charitable cause -this is separate from sponsoring or giving money to this type of event?
- Other fund raising for charity. And have you ever done anything else to help raise money for a charitable cause?

#### Electoral indicators

- Regular voting. We know that most people don't vote in all elections. Usually between one-quarter to one-half of those eligible actually come out to vote. Can you tell me how often you vote in local and national elections? Always, sometimes, rarely, or never?
- Persuading others. When there is an election taking place do you generally talk to any people and try to show them why they should vote for or against one of the parties or candidates, or not?
- Displaying buttons, signs, stickers. Do you wear a campaign button, put a sticker on your car, or place a sign in front of your house, or aren't these things you do?
- Campaign contributions. In the past 12 months, did you contribute money to a candidate, a political party, or any organization that supported candidates?
- Volunteering for candidate or political organizations. From volunteering sequence, respondent indicated having volunteered for "A political organization or candidates running for office"

### Indicators of political voice

- Contacting officials. [Now I'm going to read you a quick list of things that some people have done to express their views. For each one I read, please just tell me whether you have ever done it or not. (FOR EACH YES, PROBE: And have you done this in the last 12 months, or not?)] Contacted or visited a public official - at any level of government - to ask for assistance or to express your opinion?
- Contacting the print media. Contacted a newspaper or magazine to express your opinion on an issue?
- Contacting the broadcast media. Called in to a radio or television talk show to express your opinion on a political issue, even if you did not get on the air?
- Protesting. Taken part in a protest, march, or demonstration?
- E-mail petitions. Signed an e-mail petition?
- Written petitions. And have you ever signed a written petition about a political or social issue?
- Boycotting. NOT bought something because of conditions under which the product is made, or because you dislike the conduct of the company that produces it?
- Buycotting. Bought a certain product or service because you like the social or political values of the company that produces or provides it
- Canvassing. Have you worked as a canvasser - having gone door to door for a political or social group or candidate.

***Indicators of Positive Youth Development: Prosocial Orientation and Community Service***  
**Peter Scales and Peter Benson, Search Institute**

Response Category: 1) Strongly Agree, 2) Agree, 3) Not Sure, 4) Disagree, 5) Strongly Disagree

- A15--Helping others without being paid is not something people should feel they have to do.
- R18--Taking care of people who are having difficulty caring for themselves is everyone's responsibility, including mine.
- R51--Participation in activities that help improve the community is an important job for everyone, even beginners.
- A60--Doing things for other people when they need help is not important to me.

Response Category: 1) Not at all Likely, 2) A Little, 3) Somewhat, 4) Quite, 5) Very Likely

In the next year, how likely is it that you will...

- A68--Volunteer in programs to help others in need (like food or clothing drives, working at a homeless shelter).
- A69--Actively work to improve your school.
- A70--Volunteer to tutor kids, be a mentor, or coach a team.

***Psychometric development of brief measures of frugality, generosity, and materialism for use in children and adolescents***  
**Tim Kasser, Knox College**

\*\* All items are administered on a 1-5, Strongly Disagree to Strongly Agree scale.

**Frugality Scale**

I believe in being careful in how I spend my money.

I control myself to make sure that I get the most from my money.

I am willing to wait on a purchase I want so that I can save money.

There are things I resist buying today so I can save for tomorrow.

**Materialism Scale**

I like to own things that impress other people.

My life would be better if I owned things I don't have right now.

It is important to make a lot of money when I grow up.

When I grow up, I want to have a really nice house filled with all kinds of cool stuff.

**Generosity Scale**

I enjoy sharing my things with other people.

I enjoy giving things or money to charity.

So long as the job I have helps people, it doesn't matter how much it pays.

It is really important to me that I work to make the world a better place.

***Psychometric Analysis of the Racelessness Scales in Studies of Rural African American Youth***

**Velma McBride Murry, Gene H. Brody and Dionne P. Stephens, University of Georgia**

*Table 1. The Racelessness Scale Items*

<sup>a</sup> Subscale and item	
Achievement attitudes (Ach)	
Doing well in school helps you do better later in life.	
I feel my future is limited.	
The things you are taught in school are pretty useless once you graduate from high school.	
There are better things to do with my time than to spend it on school work.	
Trying hard in school is a waste of time.	
Impression management (Imp)	
I never let my friends know when I get good grades in school.	
I feel I must act less intelligent than I am so other students will not make fun of me.	
I never worry about what other students may think of me.	
I sometimes do things I really don't like just so other students will like me.	
I could probably do better in school, but I don't try because I don't want to be labeled a "braniac" or a "nerd."	
Alienation (Alien)	
I act and think like most people my age.	
I am different from most people my age.	
I don't hang out in places where most of the other people in school go.	
I feel uncomfortable around other people my age who do not seem to value the same things I do.	
I don't seem to act or think about things in the same way as most people my age.	
Stereotypical beliefs/ Academic apathy (Apathy)	
Most Blacks try to do well in school.	
Poor Blacks are responsible for their problems.	
Most Blacks are no longer discriminated against.	
In general, Blacks are to blame for their negative image among Whites.	
Blacks must change the way they act if they wish to succeed.	

<sup>a</sup>Response categories for the scale consisted of a 6 point Likert scale, ranging from "very untrue" to "very true" the degree to which the items characterize them.

***Using the Ethnic Identity Scale to Measure Developmental Pathways of High School and College Age Students***

**Adriana J. Umaña-Taylor, University of Illinois at Urbana-Champaign**

**Appendix**

***Ethnic Identity Scale***

- 
1. My feelings about my ethnicity are mostly negative (-A).
  2. I have not participated in any activities that would teach me about my ethnicity (-E).
  3. I am clear about what my ethnicity means to me (+R).
  4. I have experienced things that reflect my ethnicity, such as eating food, listening to music, and watching movies (+E).
  5. I have attended events that have helped me learn more about my ethnicity (+E).
  6. I have read books/magazines/newspapers or other materials that have taught me about my ethnicity (+E).
  7. I feel negatively about my ethnicity (-A).
  8. I have participated in activities that have exposed me to my ethnicity (+E).
  9. I wish I were of a different ethnicity (-A).
  10. I am not happy with my ethnicity (-A).
  11. I have learned about my ethnicity by doing things such as reading (books, magazines, newspapers), searching the internet, or keeping up with current events (+E).
  12. I understand how I feel about my ethnicity (+R).
  13. If I could choose, I would prefer to be of a different ethnicity (-A).
  14. I know what my ethnicity means to me (+R).
  15. I have participated in activities that have taught me about my ethnicity (+E).
  16. I dislike my ethnicity (-A).
  - 17. I have a clear sense of what my ethnicity means to me (+R).**
- 

*Note.* Response options are: Does not describe me at all (1), Describes me a little (2), Describes me well (3), and Describes me very well (4). The notation after each item indicates the relevant subscale (i.e., A = affirmation, E = exploration, and R = resolution); + indicates a positively worded item; - indicates a negatively worded item. Negatively worded items should be reverse