

Measuring Flourishing Among Youth

Findings from the Flourishing Children Positive Indicators Project

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SUPPORTING SCIENCE - INVESTING IN THE BIG QUESTIONS



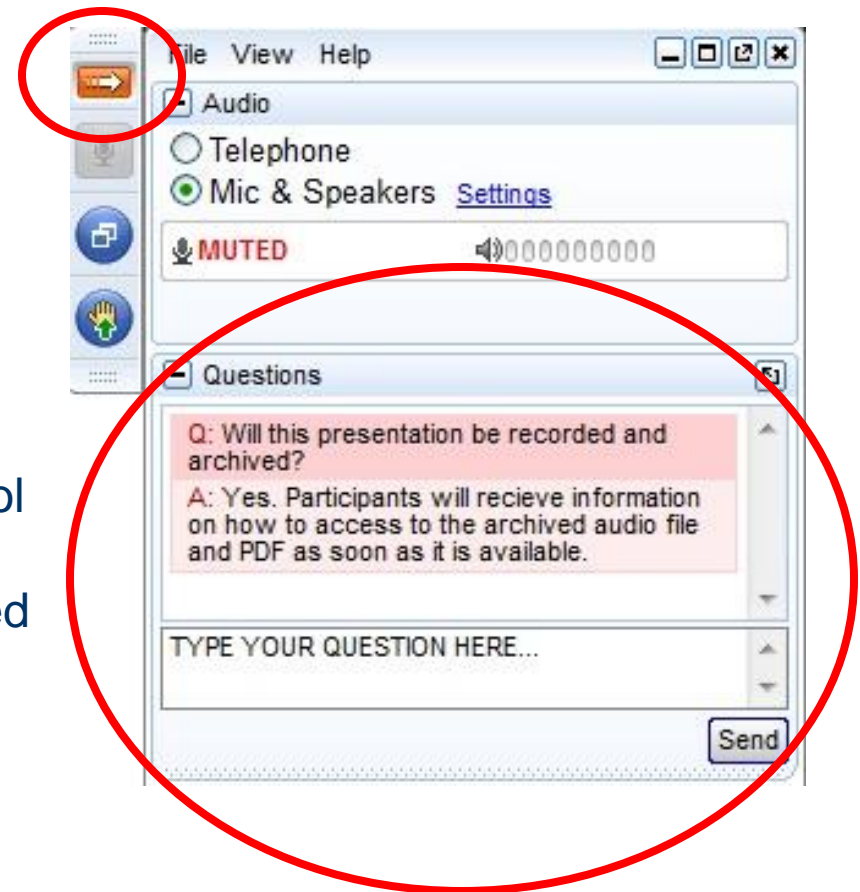
About us

- Child Trends is a nonprofit, nonpartisan research center that studies children at all stages of development. We seek to improve the lives of children and youth by conducting high-quality research and sharing it with the people and institutions whose decisions and actions affect children.
- Child Trends is grateful for the support of the *John Templeton Foundation* which funded this research in its entirety.

During this webinar...

Participants Control Panel

- **Participants' lines are muted.**
- **Audio options:** You may use the control panel on your screen to select your computer speakers, or find instructions on how to call in.
- **Questions:** Questions may be submitted in writing using the control panel Questions box. If time allows, selected questions will be addressed at the end of the presentation. A Q&A summary will be provided to attendees following the event.



Why Measure What Children Need to Flourish?

- What gets measured is what gets valued
- Many indicators of “well-being” are actually measures of “ill-being,” such as drug use and crime rates
- It’s good science: current measures do not accurately portray adolescents, who have both strengths and deficits
- Nations, organizations, schools and programs want to be able to monitor their adolescent strengths as well as their deficits, and they need rigorous measures to do so
- Validated measures inform us on what qualities adolescents need in order to flourish
- Children respond to interventions that address their assets rather than their deficits

Purpose of Project

- Measure aspects of flourishing that matter for improving child outcomes
- Develop measures for **selected** constructs of flourishing chosen either because:
 - No measures existed for adolescents
 - Existing measures needed refinement for diverse populations
 - Promising work done with small, convenience samples that needed further testing
 - Long scales needed to be shortened for surveys

Measurement Issues with Positive Indicators

- Strengths are more prevalent than deficits, so specificity in measurement is needed
- Tendency toward upward bias in reporting of positive behaviors
- Need for high threshold items
- Combining negative with positive items in one scale
- Predictive validity tends to be variable and, when positive, with small positive effects

Constructs

Relationship Skills

- **Empathy**
- **Social Competence**

Flourishing in Relationships

- **Positive relationships with parents**
- **Positive friendships with peers**

Flourishing in School and Work

- **Diligence & Reliability**
- **Educational Engagement**
- **Initiative Taking**
- **Thrift**
- **Trustworthiness & Integrity**

Helping Others to Flourish

- **Altruism**
- **Generosity**

Environmental Stewardship

- **Environmental Stewardship**

Personal Flourishing

- **Forgiveness**
- **Goal Orientation**
- **Gratitude**
- **Hope**
- **Life satisfaction**
- **Purpose**
- **Spirituality**

What this Project is NOT:

- This project is not to develop an index: we measure individual constructs, grouped by categories of flourishing
- Not comprehensive:
 - Many positive indicators already work
 - See UNICEF IRC paper for a review of frameworks for generating positive indicators
- Not a survey: each scale can be used alone or in combination on surveys as needed

Steps in the Project

- Scanned literature and extant measures
- Developed and adapted definitions and items
- Conducted three rounds of cognitive testing in-person and by phone locally and nationally
- Revised items based on findings and developed pilot instruments
- Pilot tested with national sample of adolescents and parents
- Conducted psychometric analyses and developed scales for each construct



Key Cognitive Interview Findings

- Constructs were generally understood
- Items were interpreted as intended, with a few exceptions
- Fewer problems were detected among items where underlying construct was “concrete”
 - Easy to understand: Environmental Stewardship, Diligence & Reliability

Key Cognitive Interview Findings

- Abstract constructs and items requiring abstract thinking were problematic: Spirituality, Purpose
 - True across the board, but especially true among younger adolescents
- Parents were not good reporters for some items and constructs: Spirituality, Purpose, Friendships, Environmental Stewardship
 - Parents found it difficult to separate their own perceptions or opinions from those of child
- Evidence of social desirability and lack of variance

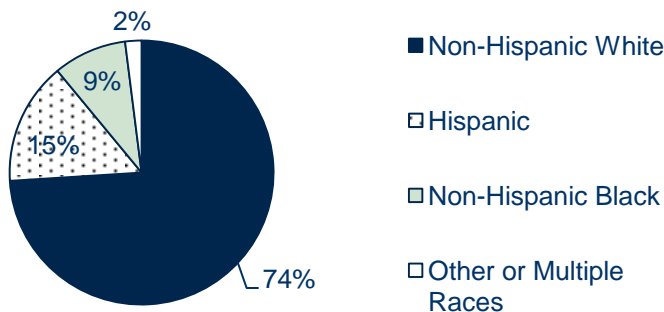
Key Recommendations

1. Focus on concrete, clear, and salient reference groups, like school or family
2. Avoid abstract constructs
3. Avoid items that are ambiguous, carry multiple meanings, or are double-barreled
4. Use what is salient and relevant to how a target construct is organized and thought of
5. Ask parents to report only on what they know and observe
6. Proactively tackle lack of variability
7. Match response options with underlying constructs

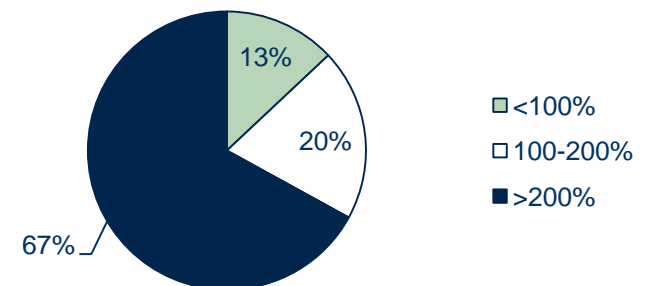
Pilot Study Sample

- Web-based survey of a random probability-based nationally representative sample
- Flourishing Children Study sample includes:
 - 2,421 parents
 - 1,915 adolescents(ages 12-17)
 - 1,846 complete parent-adolescent dyads
- 19 constructs were split into 2 ballots
- Design allows us to: compare parent and adolescent reports; and perform experiments on response scales and wording
- Unweighted demographic distributions:

Adolescent Race



Household Poverty





Overview of psychometric analyses

- Examined distributions of each item
- Assessed Cronbach's alpha (internal consistency)
- Conducted confirmatory factor analyses
 - Adolescents
 - Parents
 - Jointly
 - Criteria: CFI ($>.95$) TLI ($>.95$) RMSEA ($<.085$)
- Modified measurement models and re-calculated CFI, TLI and RMSEA

Concurrent Validity

- Social behavior: Fighting
 - During the past 12 months, how many times were you in a physical fight?
- Health behavior: Smoking
 - During the past 30 days, on how many days did you smoke cigarettes?
- Emotional outcome: Depressive Symptoms
 - During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
- Cognitive outcome: Grades (parent report)
 - Now I would like to ask you about [his/her] grades during the LAST school year. Overall, across all subjects ([he/she] takes at school), did [he/she] get . . . Mostly A's; Mostly B's; Mostly C's; Mostly D's and lower; [His/her] school does not give these grades
- Examined in multivariate analyses controlling for: teen gender, age, race, household income, household size, parental education status, parental marital status, metropolitan area, region of residence, parental home ownership, parental employment

Relationship Skills

- Social Competence
- Empathy

Social Competence (Adolescent)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

I avoid making other kids look bad.

If two of my friends are fighting, I find a way to work things out.

When I work in school groups, I do my fair share.

Please indicate how often this happens. How often... (None of the time-All of the time)

do you get along well with people of different races, cultures, and religions?

do you listen to other students ideas?

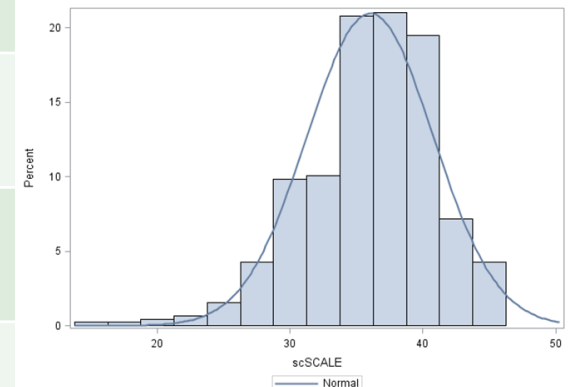
do you control your anger when you have a disagreement with a friend?

can you discuss a problem with a friend without making things worse?

do you follow the rules when you are at a park, theater, or sports event?

do you respect other points of view, even if you disagree?

- Alpha=0.79
- CFI= 0.986
- TLI= 0.981
- RMSEA= 0.042



Social Competence (Parent)

Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

How often... (None of the time-All of the time)

My child avoids making other kids look bad.

does your child get along well with people of different races, cultures, and religions?

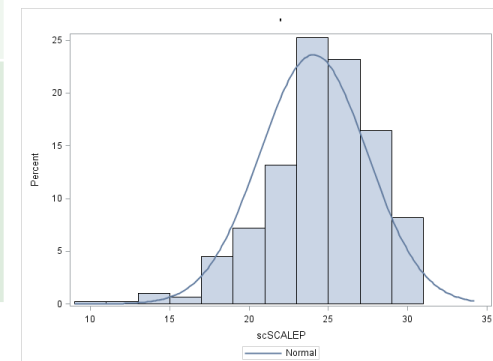
If two of my child's friends are fighting, my child finds a way to work things out.

does your child follow the rules at a park, theater, or sports event?

When my child works in groups, he/she does his/her fair share.

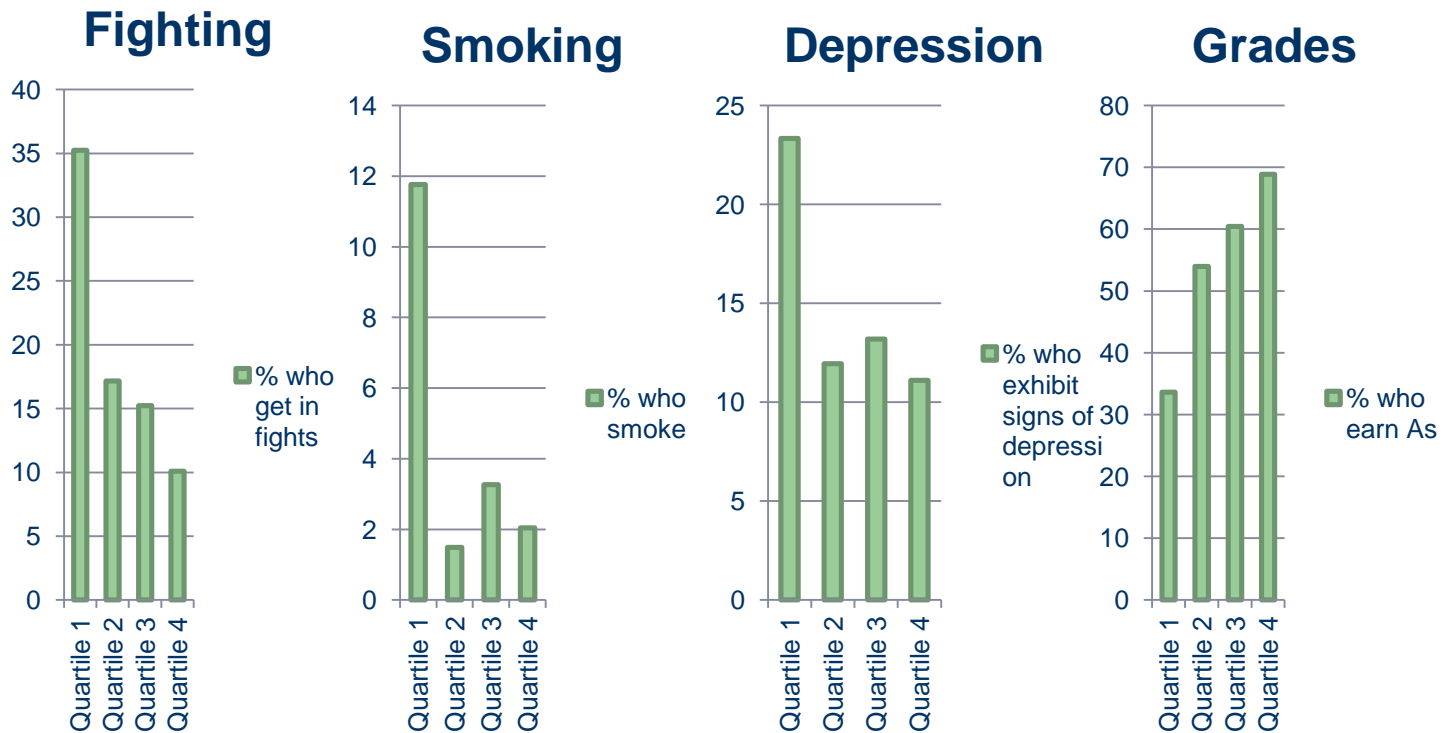
does your child respect other people's point of view, even if he/she disagrees?

- Alpha=0.62
- CFI= 0.983
- TLI=0.971
- RMSEA=0.040



Social Competence

	Fighting	Smoking	Depression (teen report)	Grades
Social Competence	-0.14***	-0.28***	-0.10**	0.12***



Social Competence Subgroups

	Males	Females	Ages 12-14	Ages 15-17	Less than median income	Median income or above
Teens						
CLI	0.970	0.967	0.957	0.971	0.989	0.965
TLI	0.978	0.980	0.970	0.980	0.994	0.971
RMSEA	0.054	0.059	0.064	0.058	0.033	0.057
Parents						
CLI	1.000	0.958	0.964	0.996	0.967	0.984
TLI	1.002	0.958	0.960	0.995	0.957	0.981
RMSEA	0.000	0.057	0.061	0.018	0.066	0.032

Flourishing in Relationships

- Positive relationships with parents
- Positive friendships with peers

Parent-Adolescent Relationship (Adolescent)

For each of the following statements, please tell me how often this happens. (None of the time-All of the time)

My father/mother shows me he/she is proud of me.

My father/mother takes an interest in my activities.

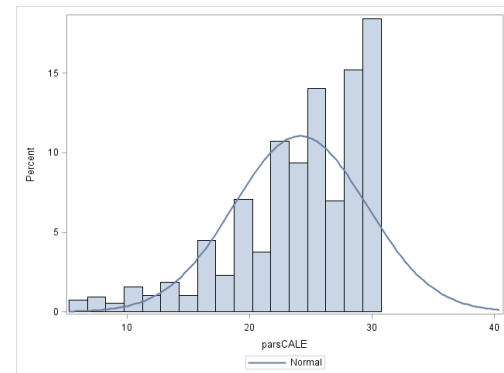
My father/mother listens to me when I talk to him/her.

I can count on my father/mother to be there when I need him/her.

My father/mother and I talk about the things that really matter.

I am comfortable sharing my thoughts and feelings with my father/mother.

- Alpha=0.92
- CFI=0.999
- TLI=0.997
- RMSEA=0.053



Parent-Adolescent Relationship (Parent)

Please indicate how often this happens. (None of the time-All of the time)

I show my child that I am proud of him/her.

I take an interest in my child's activities.

I listen to my child when he/she talks to me.

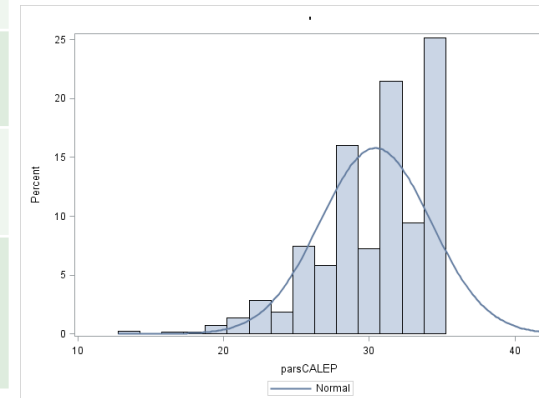
My child can count on me to be there when he/she needs me.

My child and I talk about the things that really matter.

My child is comfortable sharing his/her thoughts and feelings with me.

Even if my child knows I'd be disappointed, he/she can come to me for help with a problem.

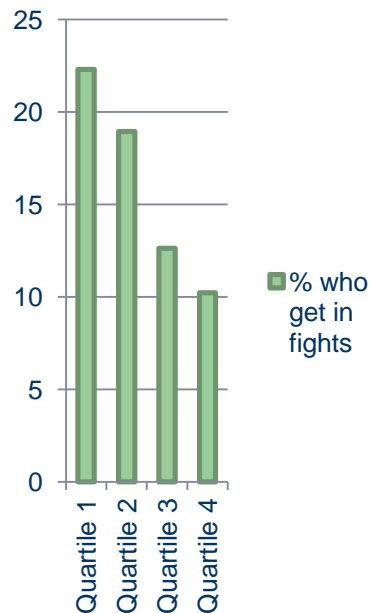
- $\text{Alpha}=0.86$
- $\text{CFI}=0.994$
- $\text{TLI}=0.986$
- $\text{RMSEA}=0.070$



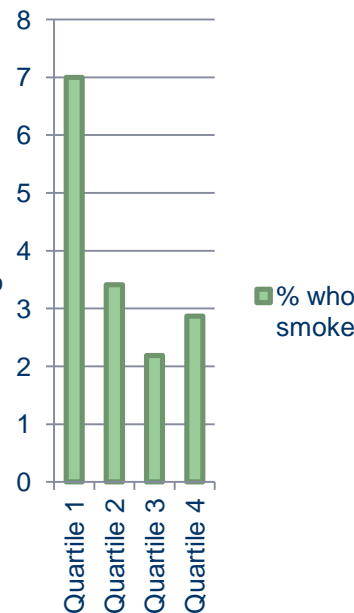
Parent-Adolescent Relationship

	Fighting	Smoking	Depression (teen report)	Grades
Parent-Adolescent Relationship	-0.09***	-0.09***	-0.12***	0.03**

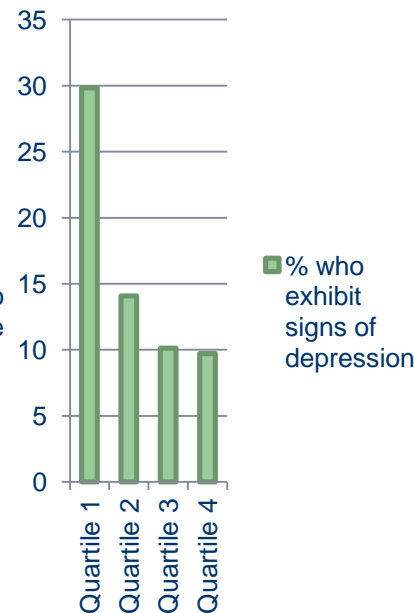
Fighting



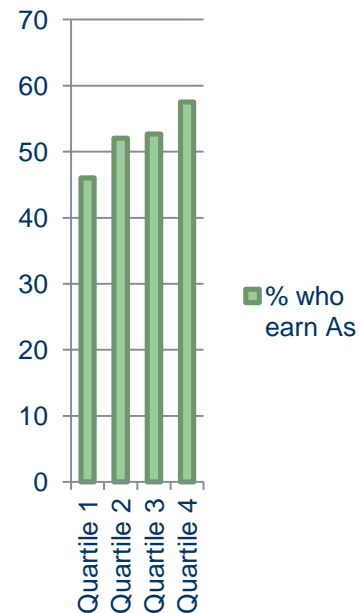
Smoking



Depression



Grades





Flourishing in School and Work

- Educational Engagement
- Diligence & Reliability
- Initiative Taking
- Thrift
- Trustworthiness & Integrity

Educational Engagement (Adolescents)

Please indicate how often this has happened this school year. How often do you... (None of the time-All of the time)

care about doing well in school?

pay attention in class?

go to class unprepared?

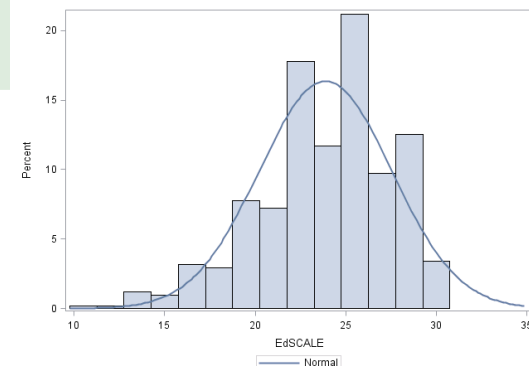
Please indicate how much you agree or disagree (Strongly Agree-Strongly Disagree)

If something interests me, I try to learn more about it.

I think the things I learn at school are useful.

Being a student is one of the most important parts of who I am.

- Alpha= 0.72
- CFI=0.996
- TLI=0.990
- RMSEA=0.043



Educational Engagement (Parents)

How often does your child...
(None of the time-All of the time)

Please indicate how much you agree or disagree
(Strongly agree-Strongly disagree)

care about doing well in school?

If something interests my child, he/she tries to learn more about it.

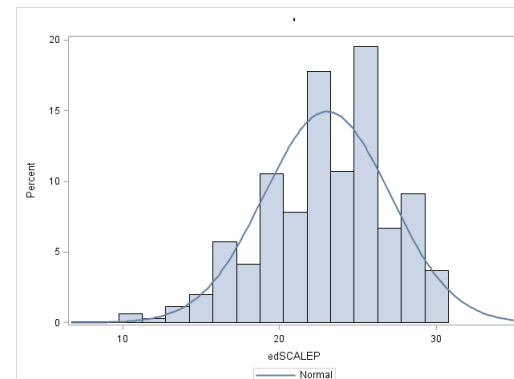
pay attention in class?

My child thinks the things he/she learns at school are useful.

go to class unprepared?

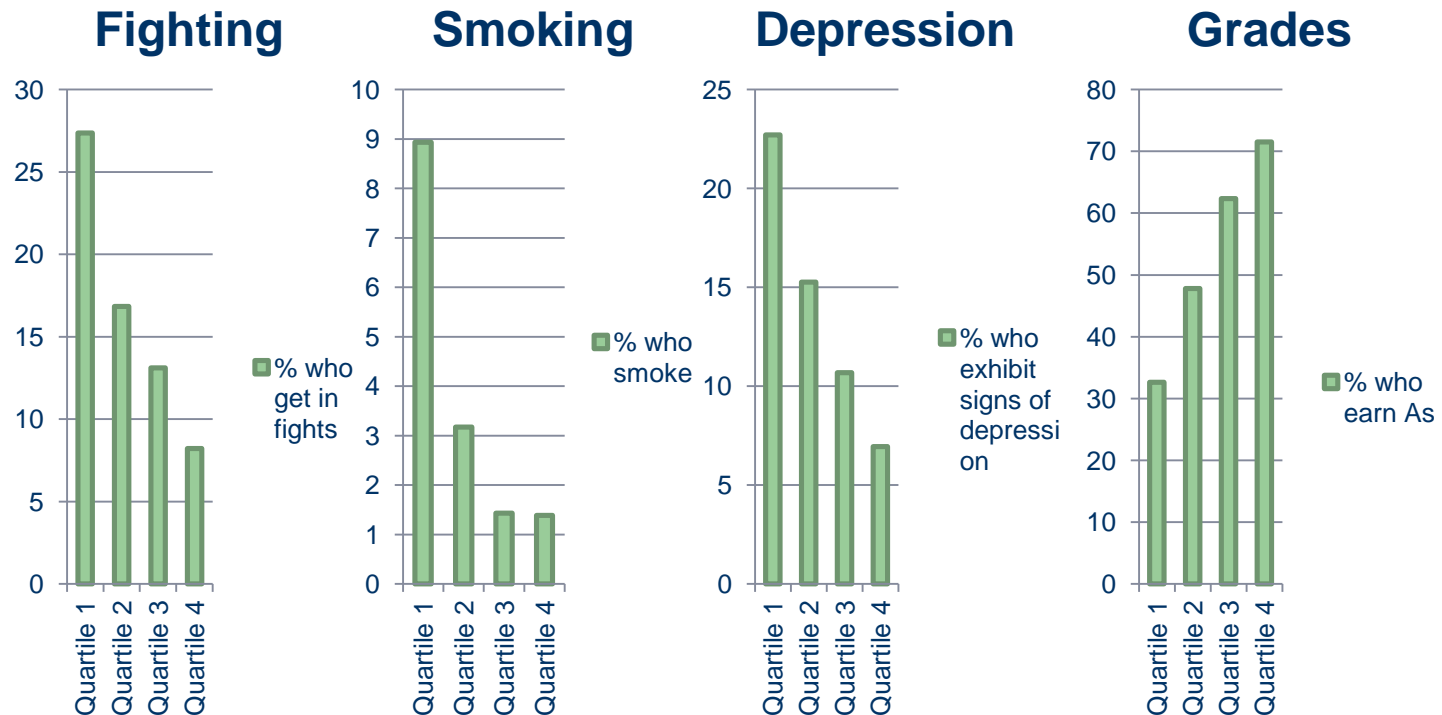
My child believes that being a student is one of the most important parts of who he/she is.

- Alpha=0.80
- CFI=0.999
- TLI=0.998
- RMSEA=0.026



Educational Engagement

	Fighting	Smoking	Depression (teen report)	Grades
Educational Engagement	-0.15***	-0.21***	-0.14***	0.19***



Diligence and Reliability (Adolescents)

Please indicate how often this happens (None of the time-All of the time)

do you work harder than others your age?

do you do as little work as you can get away with?

do you finish the tasks you start?

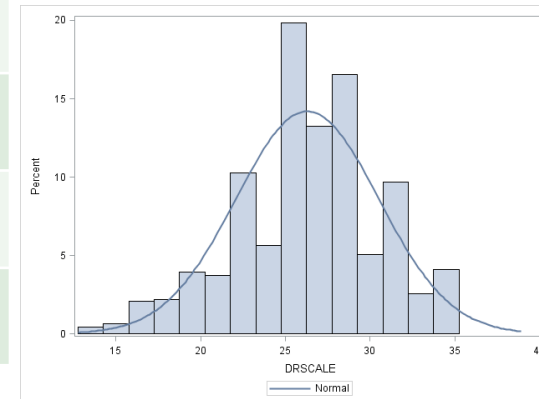
is it hard for you to finish the tasks you start?

do you give up when things get difficult?

can people count on you to get tasks done?

do you do the things that you say you are going to do?

- Alpha=0.79
- CFI=0.994
- TLI=0.983
- RMSEA=0.069



Diligence and Reliability (Parent)

How often...(None of the time-All of the time)

does your child work harder than others his/her age?

does your child do as little work as he/she can get away with?

does your child finish the tasks he/she starts?

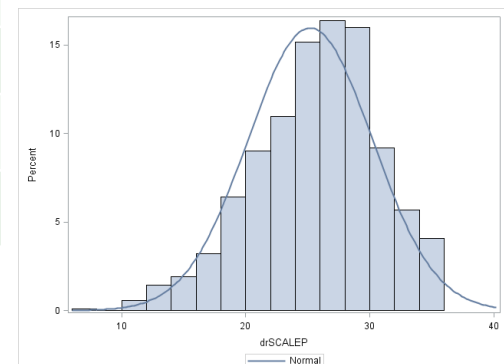
does your child feel that it is hard for him/her to finish the tasks he/she starts?

does your child give up when things get difficult?

can people count on your child to get tasks done?

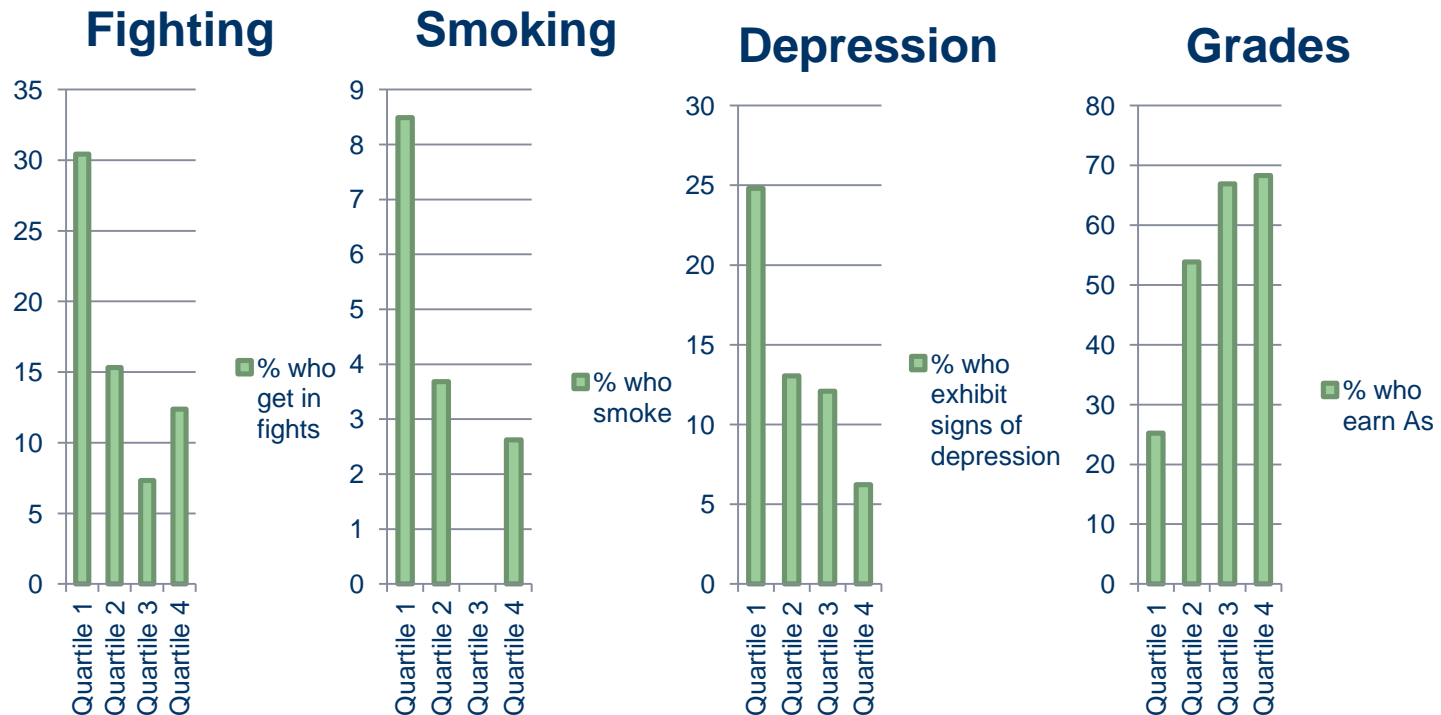
does your child do what he/she says he/she is going to do?

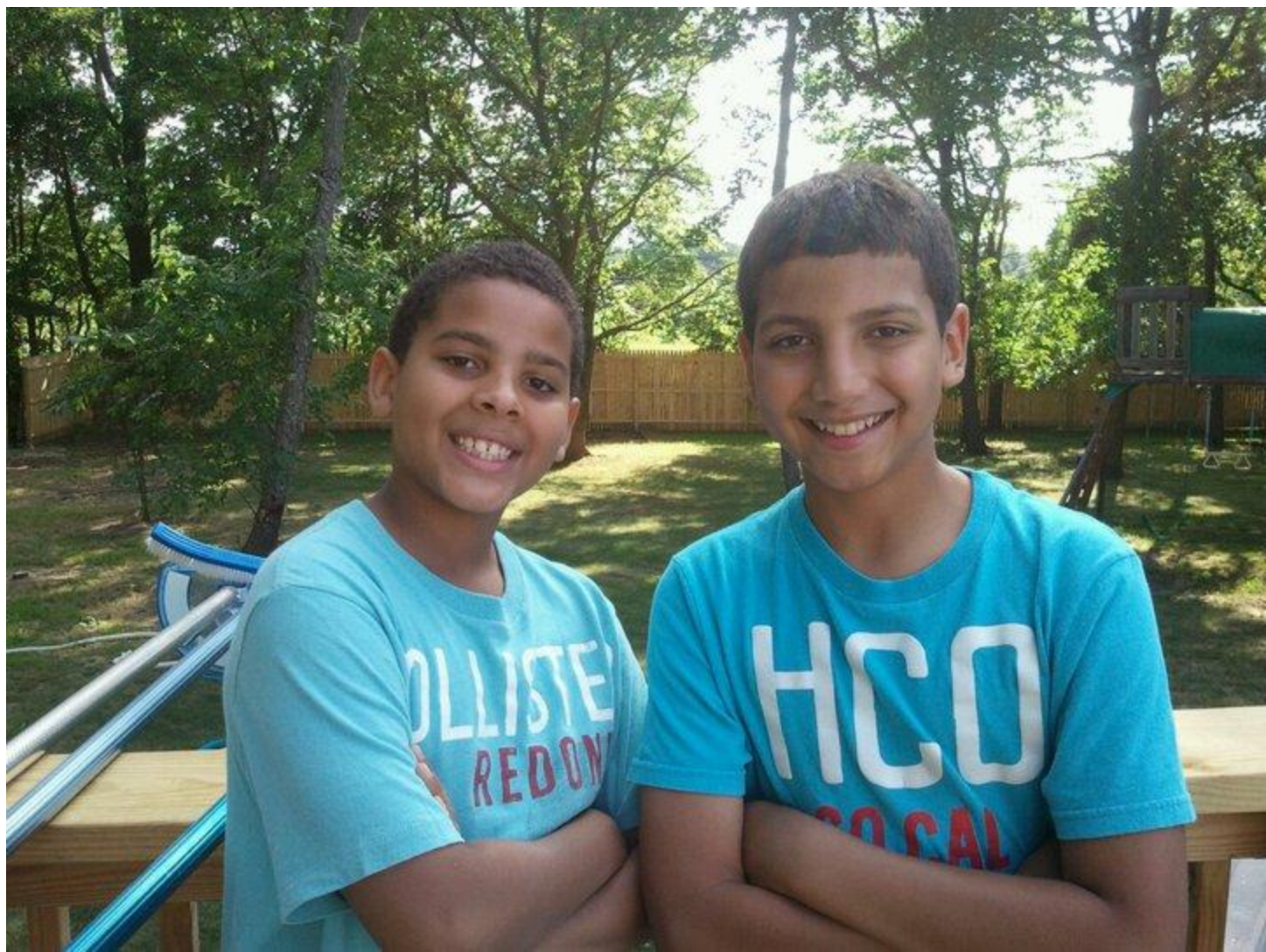
- Alpha=0.89
- CFI=0.995
- TLI=0.986
- RMSEA=0.086



Diligence and Reliability

	Fighting	Smoking	Depression (teen report)	Grades
Diligence and Reliability	-0.13***	-0.17***	-0.13***	0.18***





Helping Others to Flourish

- Generosity
- Altruism

Generosity (Adolescents)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

I enjoy sharing my things with others.

I do nice things for others without being asked.

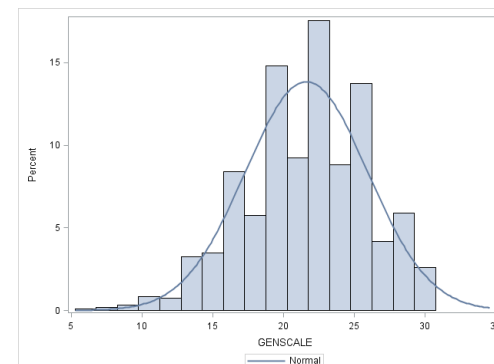
When I help out a friend, I expect something in return.

If needed, I am willing to help my family by buying fewer things for myself.

If needed, I am willing to help my family by giving up activities and trips that cost money.

If needed, I am willing to help my family by giving up my free time to help around the house.

- Alpha=0.74
- CFI=0.997
- TLI=0.994
- RMSEA=0.045



Generosity (Parents)

Please indicate how much these statements describe your child.
(Not at all like my child-Exactly like my child)

My child enjoys sharing his/her things with others.

My child does nice things for others without being asked.
(Strongly agree-Strongly disagree)

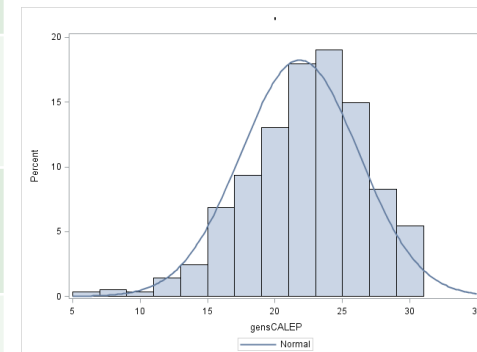
When my child helps out a friend, he/she expects something in return.

If needed, my child is willing to help our family by buying fewer things for himself/herself.

If needed, my child is willing to help our family by giving up activities and trips that cost money.

If needed, my child is willing to help our family by giving up his/her free time to help around the house.

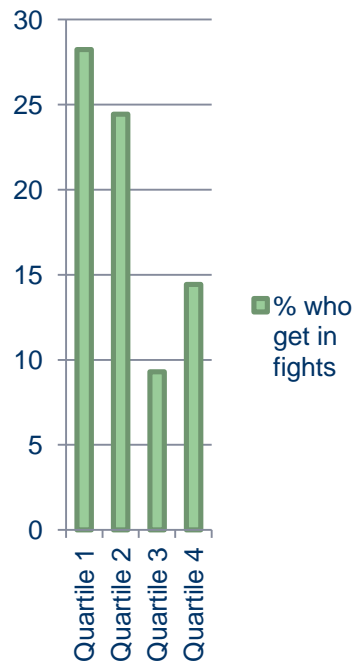
- Alpha=0.79
- CFI=0.997
- TLI=0.994
- RMSEA=0.065



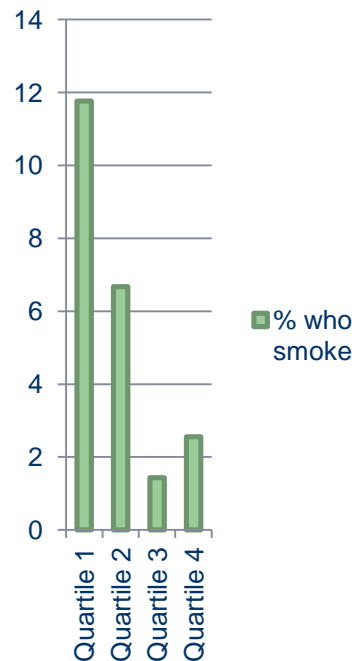
Generosity

	Fighting	Smoking	Depression (teen report)	Grades
Generosity	-0.07**	-0.17***	-0.07*	0.05***

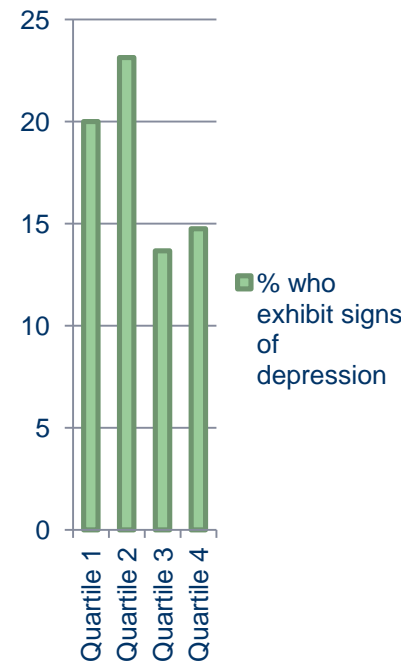
Fighting



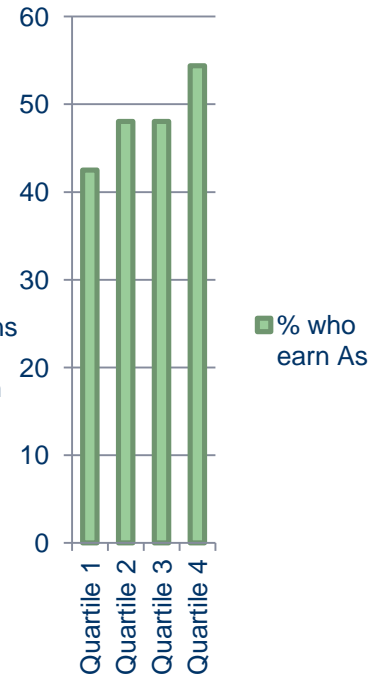
Smoking



Depression



Grades



Environmental Stewardship

- Environmental Stewardship

Environmental Stewardship (Adolescents)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

How often, during the last month, have you done any of the following? (Never-Almost Every day)

I believe there is no need to change how I live to protect the earth's environment. (Strongly agree-Strongly disagree)

Turned off and unplugged your electronics when you are not using them.

I look for information about how my actions affect the environment.

Recycled cans or bottles.

I do my part to take care of the environment.

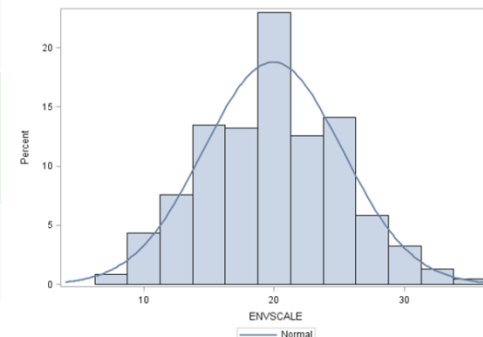
Recycled paper.

Volunteered on a project to help the environment.

Said something to a friend when they did something harmful to the environment.

Used reusable bags when shopping.

- Alpha=0.76
- CFI=0.986
- TLI=0.988
- RMSEA=0.059



Environmental Stewardship (Parents)

Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

My child feels that there is no need to change how he/she lives to protect the earth's environment. (Strongly agree-Strongly disagree)

My child does his/her part to take care of the environment.

How often, during the last month, has your child done any of the following? (Never-Almost every day)

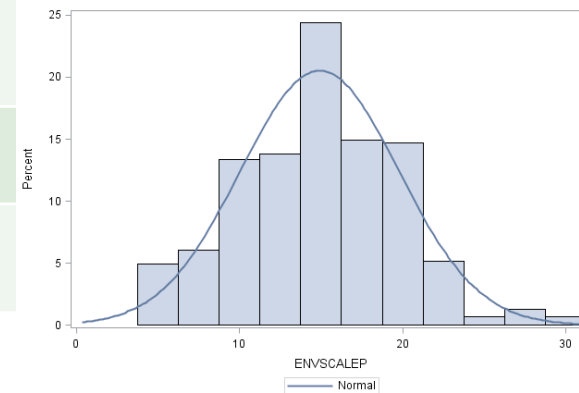
Turned off and unplugged his/her electronics when he/she is not using them.

Recycled cans or bottles.

Recycled paper.

Volunteered on a project to help the environment.

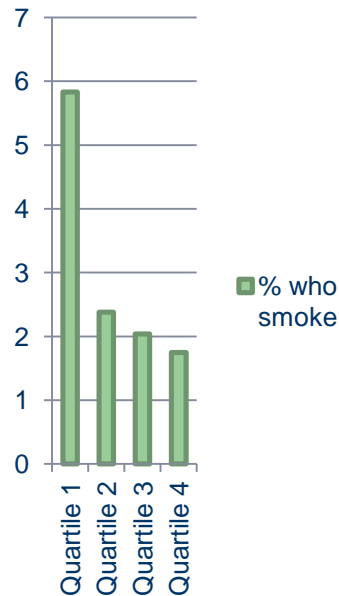
- Alpha=0.76
- CFI=1.000
- TLI=1.000
- RMSEA=0.010



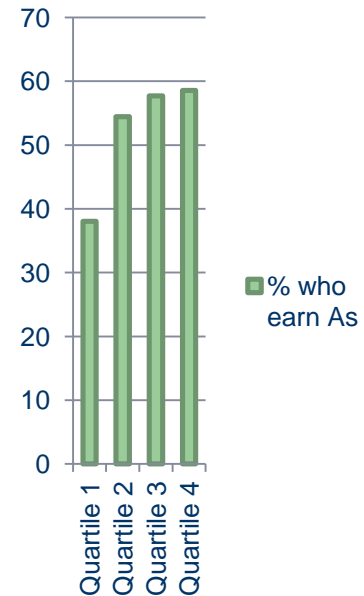
Environmental Stewardship

	Fighting	Smoking	Depression (teen report)	Grades
Environmental Stewardship	-0.03	-0.13*	-0.03	0.05**

Smoking



Grades





Personal Flourishing

- Goal Orientation
- Life Satisfaction
- Forgiveness
- Gratitude
- Hope
- Purpose
- Spirituality

Goal Orientation (Adolescents)

Please indicate how much these statements describe you. (Not at all like me- Exactly like me)

I develop step-by-step plans to reach my goals.

I have goals in my life.

If I set goals, I take action to reach them.

It is important to me that I reach my goals.

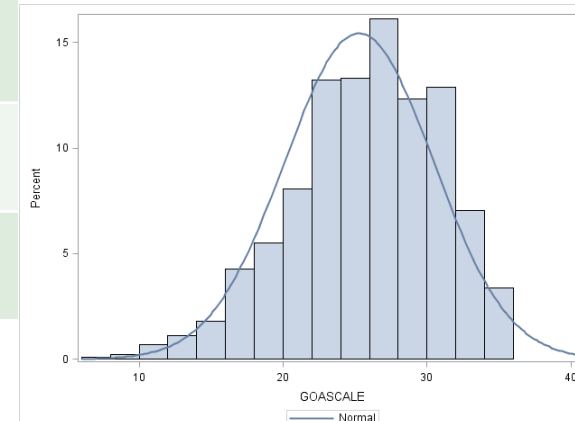
I know how to make my plans happen.

Please indicate how often this happens. (None of the time-All of the time)

How often do you make plans to achieve your goals?

How often do you have trouble figuring out how to make your goals happen?

- Alpha=0.88
- CFI=0.994
- TLI=0.990
- RMSEA=0.072



Goal Orientation (Parents)

Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

My child develops step-by-step plans to reach his/her goals.

My child has goals in his/her life.

If my child sets goals, he/she takes action to reach them.

It is important to my child that he/she reaches his/her goals.

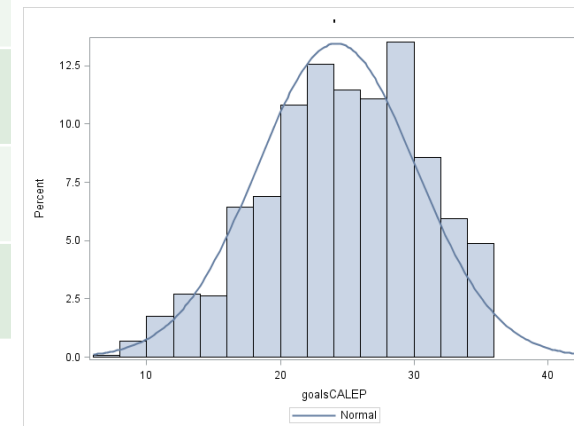
My child knows how to make his/her plans happen.

Please indicate how often this happens. (None of the time-All of the time)

How often does your child make plans to achieve his/her goals?

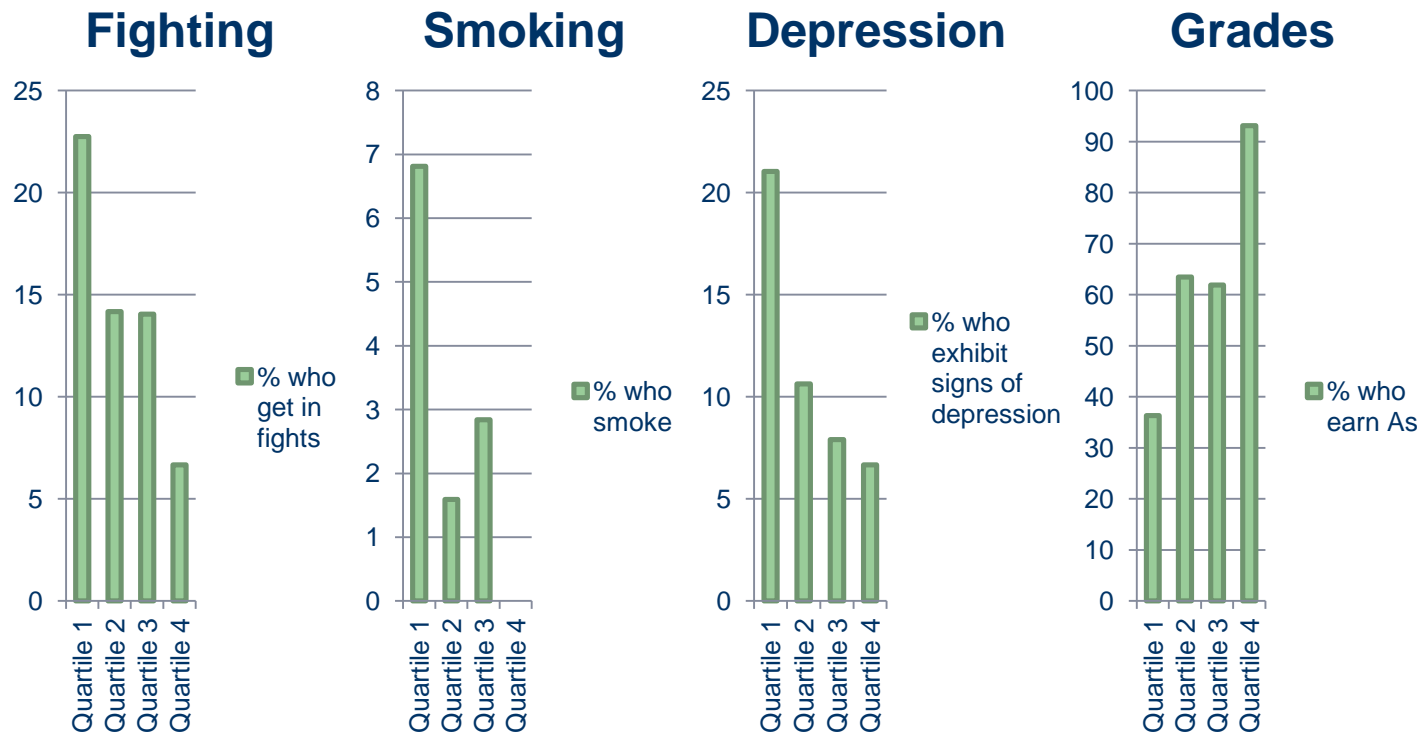
How often does your child have trouble figuring out how to make his/her goals happen?

- Alpha=0.93
- CFI=0.996
- TLI=0.996
- RMSEA=0.081



Goal Orientation

	Fighting	Smoking	Depression (teen report)	Grades
Goal Orientation	-0.07***	-0.13***	-0.10***	0.13***



Life Satisfaction (Adolescents)

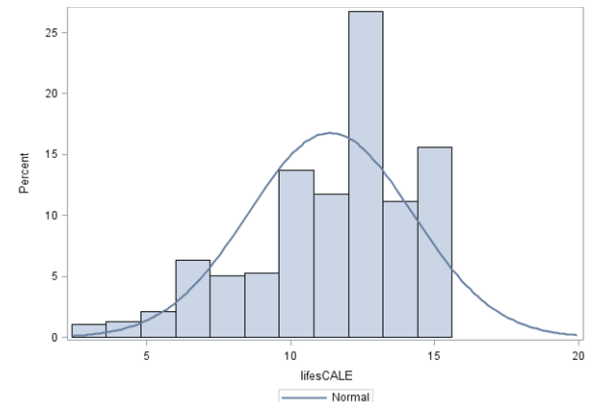
Please indicate how much you agree or disagree with the following statements. (Strongly agree-Strongly disagree)

I wish I had a different kind of life.

I am happy with my life.

So far, my life is working out as well as I could hope.

- Alpha=0.80
- CFI= 1.000
- TLI= 0.996
- RMSEA= 0.036



Life Satisfaction (Parents)

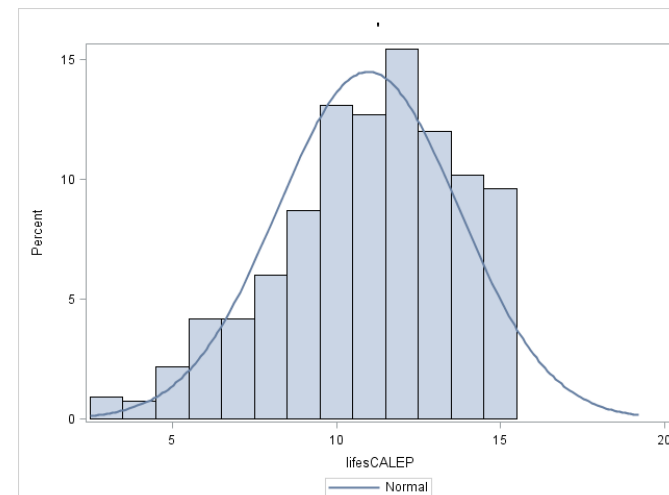
Please indicate how much you agree or disagree. (Strongly agree-Strongly disagree)

My child wishes he/she had a different kind of life.

My child is happy with his/her life.

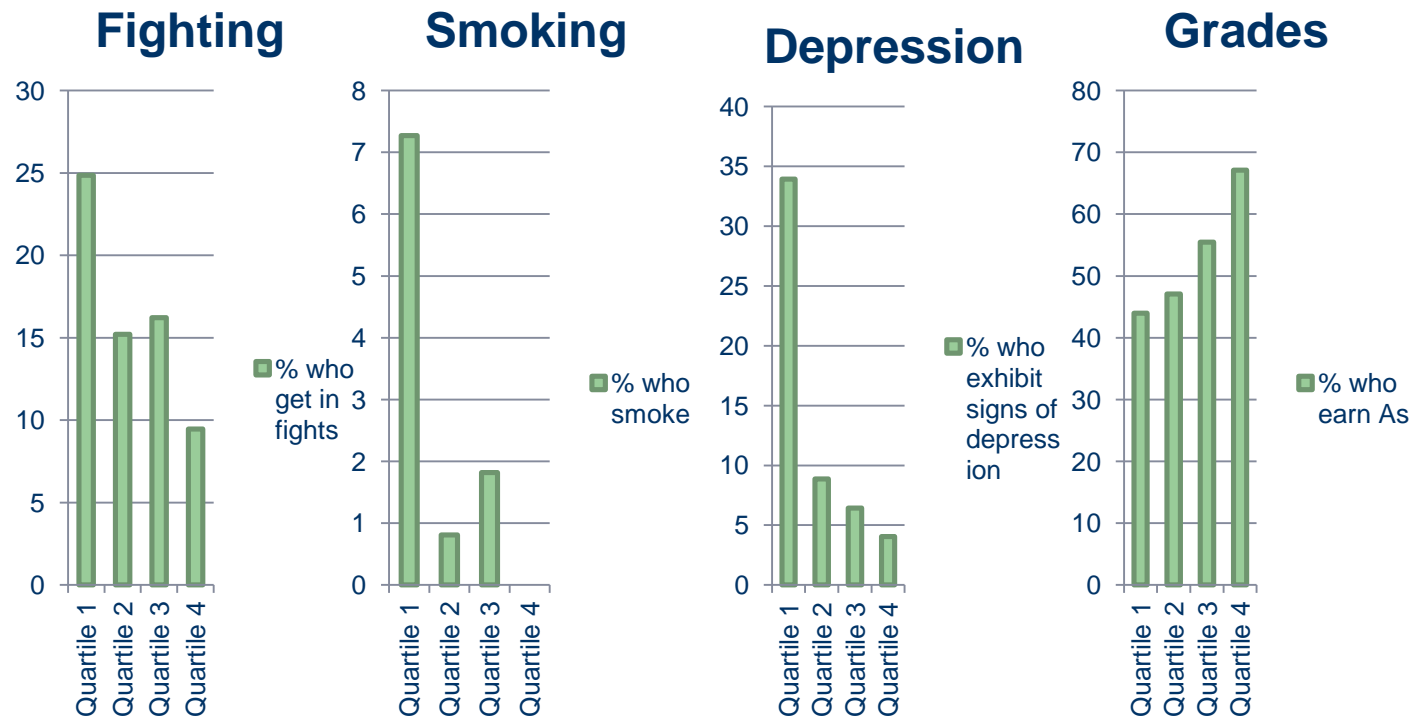
So far, my child feels that his/her life is working out as well as he/she could hope.

- Alpha=0.72
- CFI= 1.000
- TLI=0.996
- RMSEA=0.036



Life Satisfaction

	Fighting	Smoking	Depression (teen report)	Grades
Life Satisfaction	-0.14**	-0.36***	-0.44***	0.14***



Next Steps

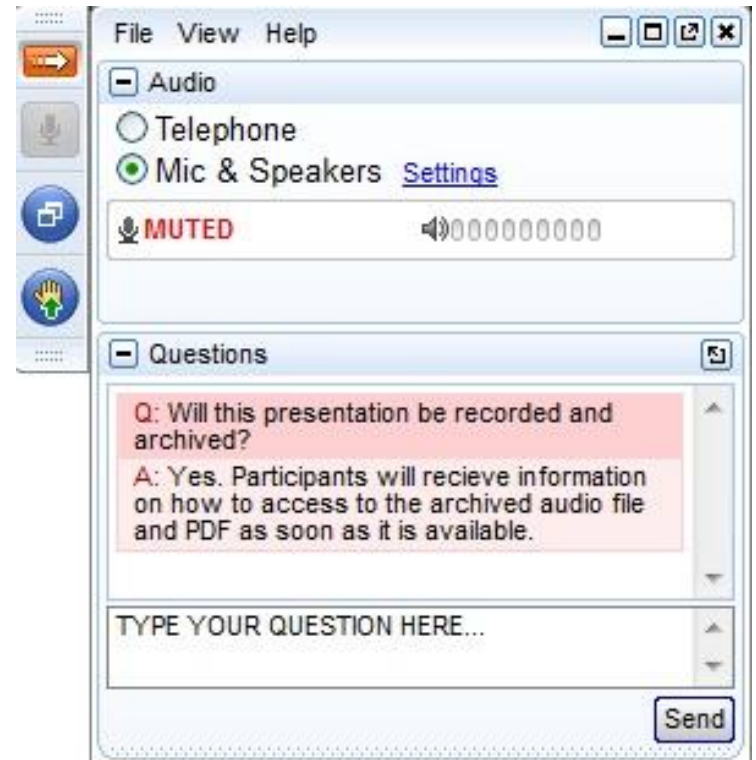
- Select single items to capture most of the “signal” for each scale
- Test scales to check for overlap
- Analyze data on experiments
- Data will be made publicly available

Dissemination

- Items and psychometric properties to be posted on Child Trends' website (via the Positive Development tab, Flourishing Children Project Page)
- PerformWell website
- Share scales with survey directors
- Publications online and writing articles

Discussion

- **Questions and Answers:**
Questions may be submitted using the control panel Questions box.
- A Q&A summary will be provided to attendees following the event.



Links

- Child Trends' Flourishing Children Website:
http://www.childtrends.org/_docdisp_page.cfm?LID=0D4A5339-82B7-4F9A-87334D04ED13E922
- UNICEF IRC paper: http://www.unicef-irc.org/publications/pdf/iwp_2009_21.pdf
- PerformWell Website:
<http://www.performwell.org/>

Acknowledgements

- Dr. Adam Carle, University of Cincinnati School of Medicine-Cincinnati Children's Hospital Center
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- Daniel Princiotta, Child Trends
- Renee Ryberg, Child Trends



Thank you!

Contact Kristen Darling-Churchill for inquiries
and data at kchurchill@childtrends.org

www.childtrends.org

www.ChildTrendsDataBank.org

Remaining Slides

- Summary table and key
- Constructs not discussed
- Construct definitions

Findings (as of July 16, 2012)	Alpha	CFI	TLI	RMSEA	Related Outcomes	Gender Subgroups	Age Subgroups	Income Subgroups
Diligence & Reliability	T P	T P	T P	T	F S D G	TM TF	TY TO P-TBD	TL
Educational Engagement	T P	T P	T P	T P	F S D G	T-TBD PM PF	T-TBD PY PO	T-TBD PL PH
Environmental Stewardship	T P	T P	T P	T P	S G	TM TF PM PF	TY TO PY PO	TL TH PL PH
Generosity	T P	T P	T P	T P	F S D G	TM TF PM	TY TO PO	TL TH PH
Goal Orientation	T P	T P	T P	T P	F S D G		TY PO	TL PL PH
Life Satisfaction	T P	J	J	J	F S D G	JF	TBD	JL JH
Parent-Adolescent Relationship	T P	T P	T P	T P	F S D G	TM PM	TY TO PY	TL TH PL PH
Social Competence	T	T P	T P	T P	F S D G	TM TF PM PF	TY TO PY PO	TL TH PL PH

Findings (as of July 16, 2012)	Alpha	CFI	TLI	RMSEA	Related Outcomes	Gender Subgroups	Age Subgroups	Income Subgroups
Altruism	T P	T P	T P	T P	D	TM TF PF	TY TO PY	TL TH PL PH
Empathy	T P	T P	T P	T P	F S D G	TM TF PM PF	TY TY PY	PH PL
Forgiveness		J	J	J	F S D	JM	JY JO	JL JH
Gratitude	T P ⬆	T P	T P	T P	F S D G	TM TF PM	TY TO PO	TL PL PH
Hope	T P	J	J	J	F S D G	TBD	JY JO	JL JH
Initiative Taking	T P	T P	T P	T P	S D G	TM TF PF	TO PY PO	TL TH PL PH
Peer Friendship	T P	T P	T P	T P		PM	PY	T-TBD PH
Purpose		T	T	T	F S D G	TM TF	TY TO	TL TH
Spirituality	T	T	T	T	S G			
Thrift	T P	T P	T P	T P	F S D G	TM TF PM PF	TY TO P-TBD	TL TH P-TBD
Trustworthiness & Integrity	T P	T P	T P	T P	F S D G	TM TF PM PF	TY TO PY PO	TL TH PL PH

Key	
T	Model fits for teens
P	Model fits for parents
J	Model fits for joint teen-parent model
F	Significantly related to fighting
S	Significantly related to smoking
D	Significantly related to depressive symptoms
G	Significantly related to grades
TM TF PM PF	Teen model fits for teen males Teen model fits for teen females Parent model fits for teen males Parent model fits for teen females
TY TO PY PO	Teen model fits for 12-14 year olds Teen model fits for 15-17 year olds Parent model fits for 12-14 year olds Parent model fits for 15-17 year olds
TL TH PL PH	Teen model fits for <median income Teen model fits for >= median income Parent model fits for < median income Parent model fits for >=median income

Altruism (Adolescents)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

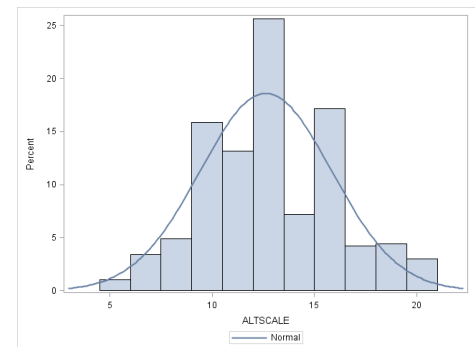
I go out of my way to help others.

I help others even if it requires a lot of my time.

I help others even if the person is a total stranger.

I help others even if it is hard for me.

- Alpha=0.80
- CFI=0.998
- TLI=0.995
- RMSEA=0.047



Altruism (Parents)

Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

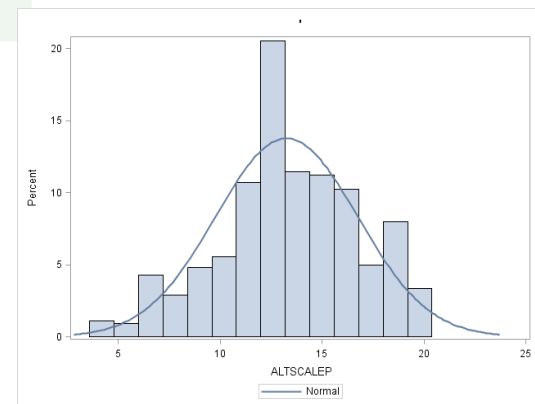
My child goes out of his/her way to help others.

My child helps others even if it requires a lot of his/her time.

My child helps others even if the person is a total stranger.

My child helps others even if it's hard for him/her.

- Alpha=0.85
- CFI=1.000
- TLI=0.999
- RMSEA=0.050



Empathy (Adolescents)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

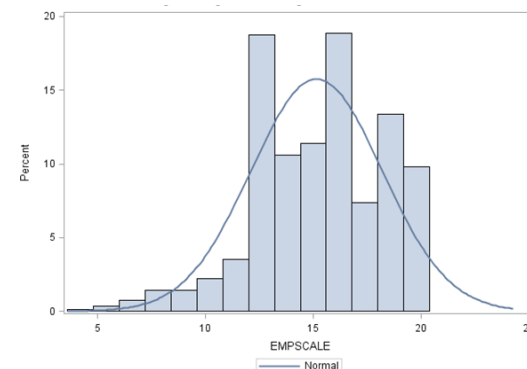
I feel bad when someone gets their feelings hurt.

I understand how those close to me feel.

It is important to me to understand how other people feel.

I am happy when others succeed.

- Alpha=0.84
- CFI=1.000
- TLI=0.999
- RMSEA=0.033



Empathy (Parents)

Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

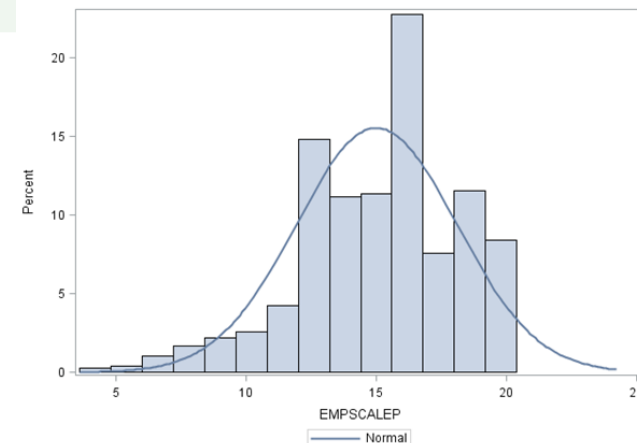
My child feels bad when someone gets their feelings hurt.

My child feels happy when others succeed.

My child understands how those close to him/her feel.

It is important to my child to understand how other people feel.

- Alpha=0.87
- CFI=1.000
- TLI=0.999
- RMSEA=0.026



Forgiveness (Adolescents)

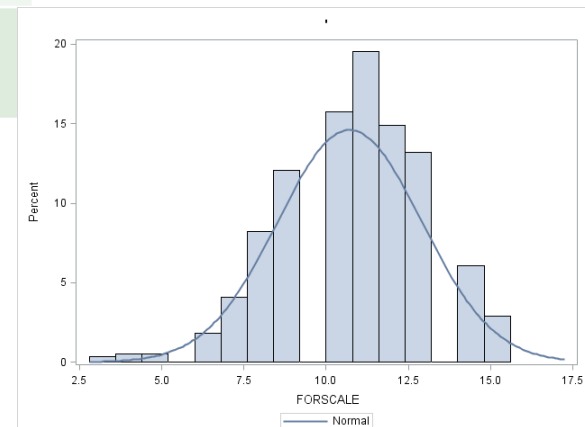
Please indicate how much these statements might describe how you would feel or act if a friend lied to you about something important. (Not at all like me-Exactly like me)

I would forgive them if they showed they are sorry.

it would be easy for me to forgive him/her.

it would be hard for me to let go of my anger.

- Alpha=0.56
- CFI=1.000
- TLI=1.003
- RMSEA=0.000



Forgiveness (Parents)

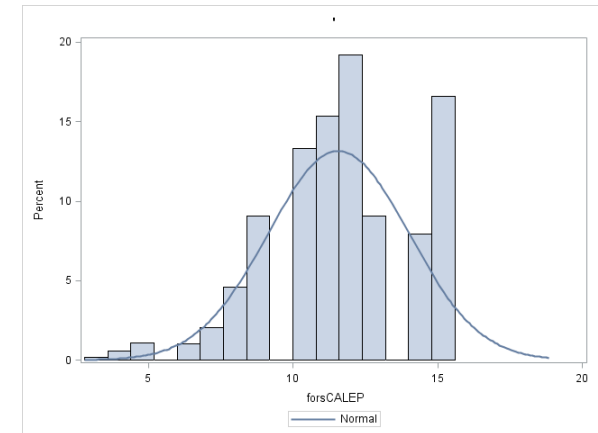
Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

When I get angry at my child, my child can still move forward and have a good relationship with me.

When I get angry at my child, my child gives up the hurt and resentment towards me.

My child can forgive pretty easily.

- Alpha=0.64
- CFI=1.000
- TLI=1.003
- RMSEA=0.000



Gratitude (Adolescents)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

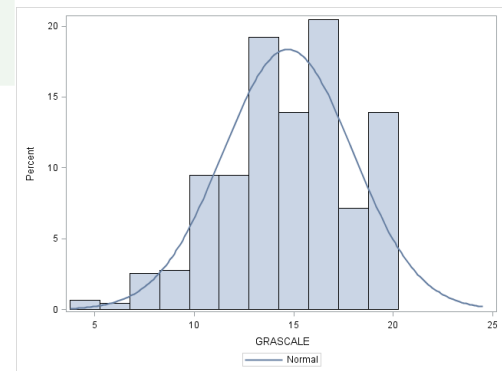
If I had to list everything I felt thankful for, it would be a very long list.

I feel thankful for everyday things.

When good things happen to me, I think about the people who helped me.

I find it easy to thank people.

- Alpha=0.80
- CFI=0.999
- TLI=0.991
- RMSEA=0.072



Gratitude (Parents)

Please indicate how much these statements describe you. (Not at all like my child-Exactly like my child)

My child feels thankful for the things he/she has.

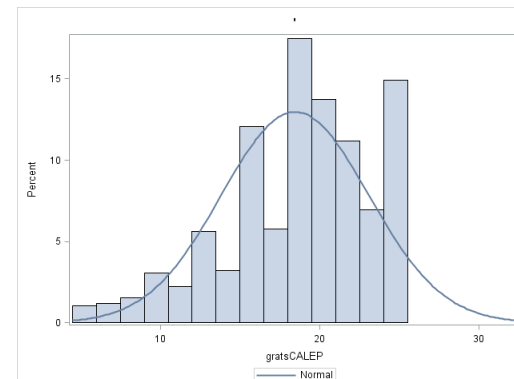
My child thanks me for the things I do for him/her.

My child finds it easy to thank people.

My child expresses gratitude for his/her family.

My child shows appreciation for those who do nice things for him/her.

- Alpha=0.91
- CFI=1.000
- TLI=0.999
- RMSEA=0.032



Hope (Adolescents)

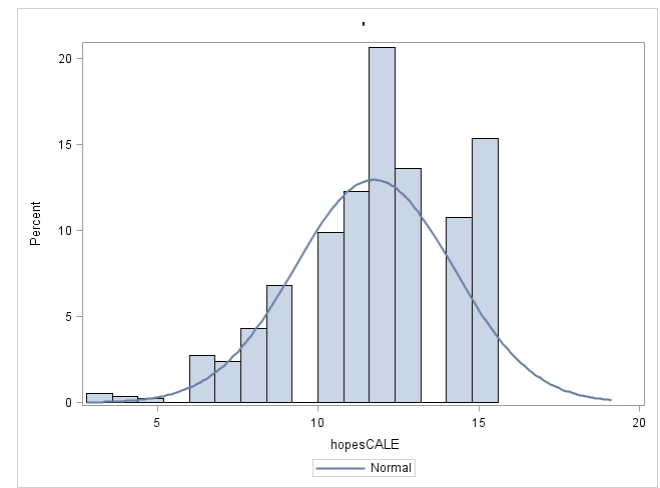
Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

I expect good things to happen to me.

I am excited about my future.

I trust my future will turn out well.

- Alpha=0.82
- CFI=0.998
- TLI=0.987
- RMSEA=0.068



Hope (Parents)

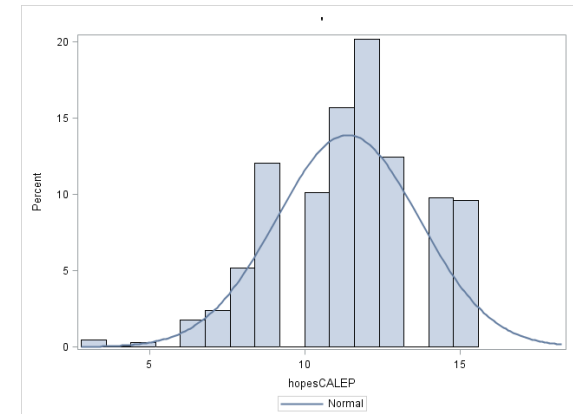
Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

My child expects good things to happen to him/her.

My child feels excited about his/her future.

My child trusts his/her future will turn out well.

- Alpha=0.73
- CFI=0.998
- TLI=0.987
- RMSEA=0.068



Initiative Taking (Adolescents)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

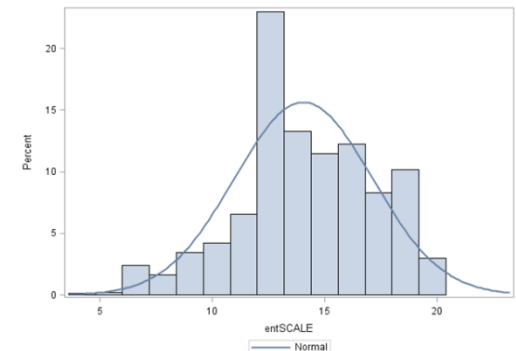
I am willing to risk failure to reach my goals.

When I work at something, I care about doing my best.

I like coming up with new ways to solve problems.

I am a leader, not a follower.

- Alpha=0.70
- CFI=0.982
- TLI=0.975
- RMSEA=0.064



Initiative Taking (Parents)

Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

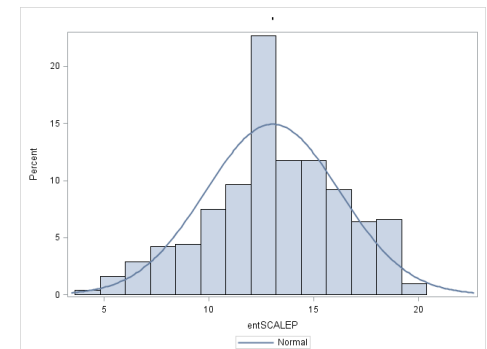
My child is willing to risk failure to reach his/her goals.

When my child works at something, he/she cares about doing his/her best.

My child likes coming up with new ways to solve problems.

My child is a leader, not a follower.

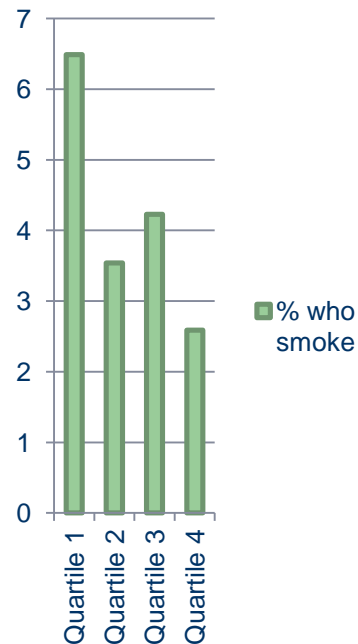
- Alpha=0.73
- CFI= 1.000
- TLI=0.998
- RMSEA= 0.024



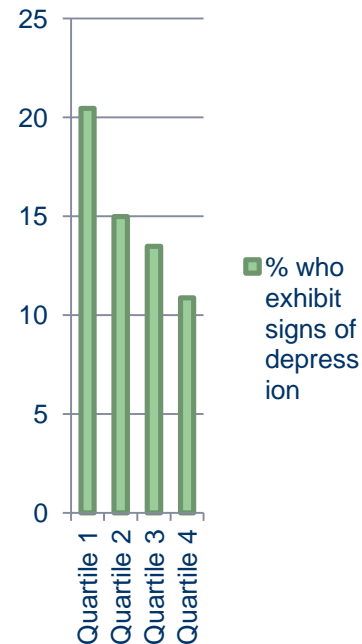
Initiative Taking

	Fighting	Smoking	Depression (teen report)	Grades
Initiative Taking	-0.04	-0.10*	-0.09**	0.20***

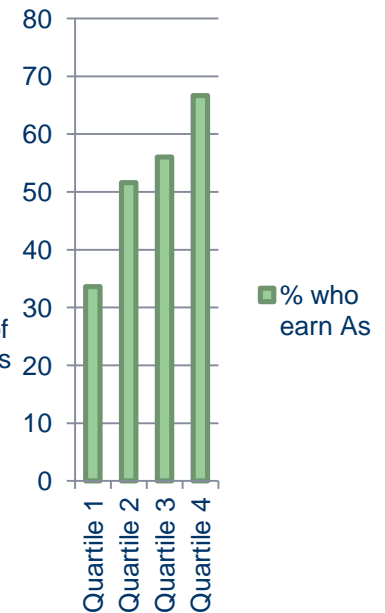
Smoking



Depression



Grades



Peer Friendship (Adolescent)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

I support my friends when they do the right thing.

I encourage my friends to be the best they can be.

I help close friends feel good about themselves.

I am there when my friends need me.

I would stand up for my friend if another kid was causing them trouble.

Please indicate how much you agree or disagree with the following statements. I have a friend who... (Strongly agree-Strongly disagree)

helps me when I am down.

will give me good advice.

does things to show he/she cares about me.

I can do fun things with.

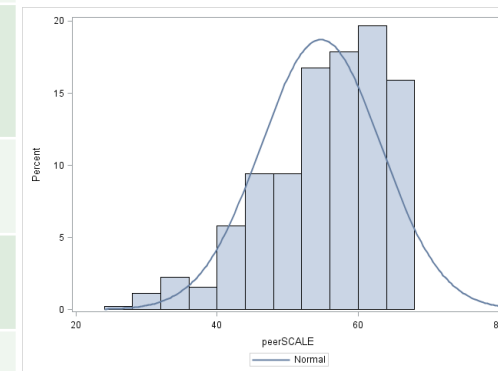
I can count on to be there for me.

I can talk to about a problem about school or home.

helps me to do the things I need to do.

makes me feel good about myself.

- Alpha=0.91
- CFI=0.995
- TLI=0.993
- RMSEA=0.066



Peer Friendship (Parent)

Please indicate how much these statements describe your child. (Not at all like my child-Exactly like my child)

My child finds it hard to make friends.

My child finds it hard to keep friends.

My child would stand up for his/her friend.

My child takes advantage of his/her friends.

Please indicate how much you agree or disagree with the following statements. I have a friend who... (Strongly agree-Strongly disagree)

helps him/her when he/she is down.

will give him/her good advice.

helps him/her to do the things he/she needs to do.

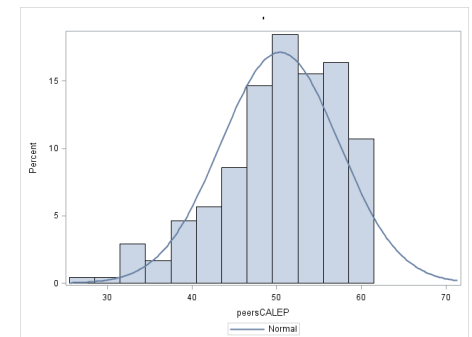
makes him/her feel good about himself/herself.

does things to show he/she cares about him/her.

he/she can do fun things with.

he/she can count on to be there for him/her

- Alpha=0.86
- CFI=0.995
- TLI=0.993
- RMSEA=0.061



Peer Friendship

	Fighting	Smoking	Depression (teen report)	Grades
Peer Friendship	-0.01	-0.04	-0.02	0.01

Purpose (Adolescents only)

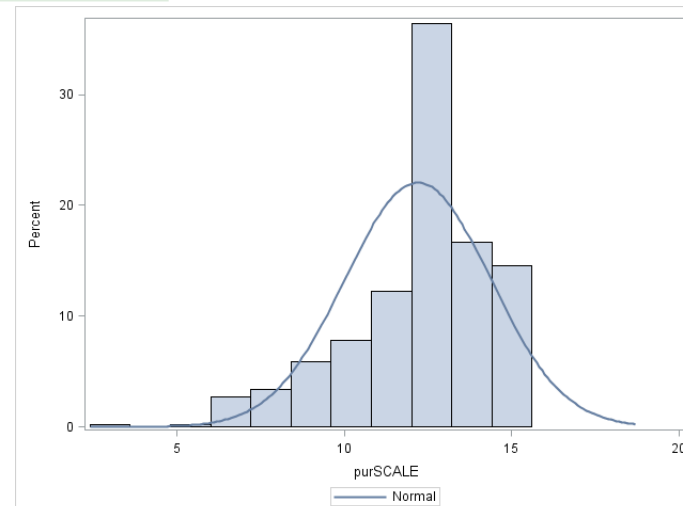
Please indicate how much you agree or disagree or disagree with the following statements. (Strongly agree-Strongly disagree)

My life has no meaning.

My life will make a difference in the world.

I am doing things now that will help me to achieve my purpose in life.

- Alpha=0.54
- CFI=0.991
- TLI=0.987
- RMSEA=0.046



Spirituality (Adolescents only)

Please indicate how much you believe the following. (Not at all-Completely)

How much does your belief that something exists beyond the everyday world... (Not at all-Completely)

There is a God.

Give you the strength to make it through the hard times.

There is a higher power.

Protect you from harm.

There are angels.

Affect how you treat others.

There is a sacredness to all life.

Provide you joy in your life.

That all life is connected.

Bring you peace in your life.

That I am connected to a higher power.

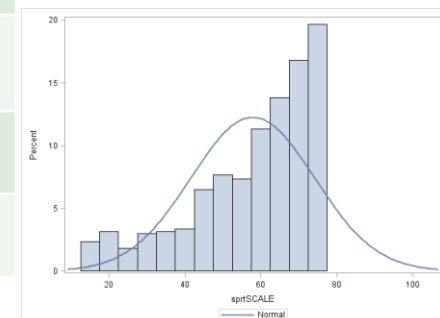
Guide how you think and act in everyday life.

That I have a soul

An important part of who you are?

There is a single source of all life.

- Alpha=0.97
- CFI=0.996
- TLI=0.994
- RMSEA=0.075



Thrift (Adolescents)

Please indicate how much these statements describe you. (Not at all like me-Exactly like me)

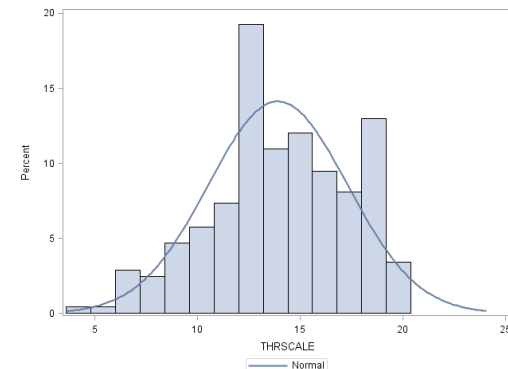
I know how to manage my time.

I buy things even though I know they are too expensive for me.

There are things I don't buy today so I can save for tomorrow.

I am careful about how I spend my money.

- Alpha=0.72
- FI=0.999
- TLI=0.998
- RMSEA=0.037



Thrift (Parents)

Please indicate how much these statements describe your child.
(Not at all like my child-Exactly like my child)

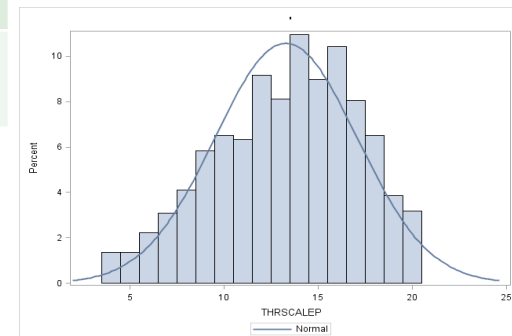
My child knows how to manage his/her time

My child buys things even though he/she knows they are too expensive for him/her.

There are things my child puts off buying today so he/she can save for tomorrow

My child is careful about how he/she spends his/her money.

- Alpha=0.76
- CFI=1.000
- TLI=1.000
- RMSEA=0.000



Trustworthiness and Integrity (Adolescents)

Please indicate how often this happens. How often... (None of the time-All of the time)

Can others trust you?

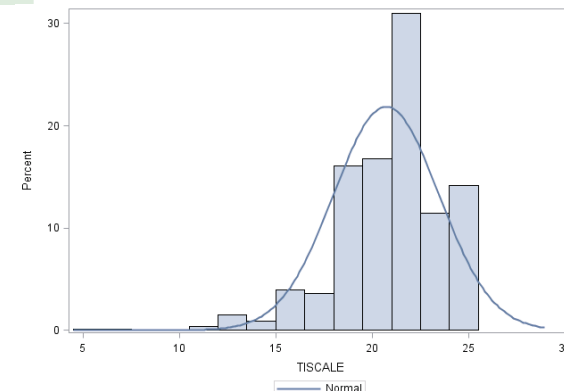
Do you keep the promises you make?

Do you stick to your values even when it's hard?

Can you be counted on to tell the truth?

Do you have a strong sense of right and wrong?

- Alpha=0.79
- CFI=1.000
- TLI=1.001
- RMSEA=0.000



Trustworthiness and Integrity (Parents)

Please indicate how often this happens. How often... (None of the time-All of the time)

Can others trust your child?

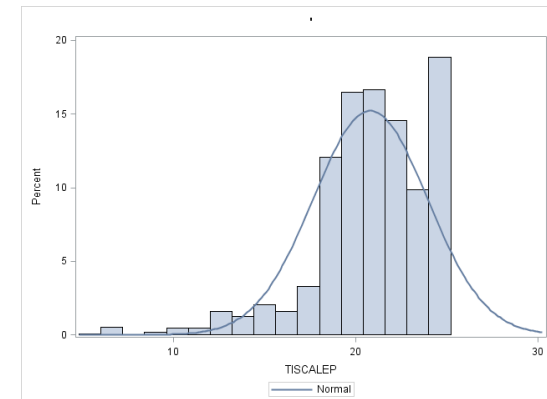
Does your child keep the promises he/she makes?

Does your child stick to his/her values even when it's hard?

Can your child be counted on to tell the truth?

Does your child have a strong sense of right and wrong?

- Alpha=0.89
- CFI=0.998
- TLI=0.994
- RMSEA=0.072



Construct Definitions

- **Altruism** : In thought and action, showing unselfish concern for the welfare of others.
 - Placing the well-being of others above, similar to, or without regard to one's own well-being
- **Diligence and Reliability**: Performing tasks with thoroughness and effort from start to finish where one can be counted on to follow through on commitments and responsibilities. (Diligence is often also used synonymously or grouped with: industriousness, perseverance, self-discipline, thoroughness, and working hard. While sometimes considered synonymous, it is often considered a subcategory of conscientiousness.)
 - Working hard/with effort
 - Perseverance/ Performing tasks with effort from start to finish
 - Can be counted on

Construct Definitions

- **Educational Engagement** : Researchers have described educational engagement as encompassing three areas: behavioral engagement, emotional engagement, and cognitive engagement.
 - Behavioral engagement is defined as including participation in school related activities, involvement in academic and learning tasks, positive conduct, and the absence of disruptive behaviors.
 - Emotional engagement includes caring about doing well, being energized by the subject matter, and feeling that one's identity as a student is central .
 - Cognitive engagement involves curiosity and an investment of time and energy in learning, and a willingness to go beyond the basic requirements to master difficult skills.

Construct Definitions

- **Empathy** : The affective and cognitive ability to feel and understand what someone else is feeling.
 - Affective empathy
 - Cognitive empathy
- **Entrepreneurship** : The practice of initiating and manifesting an activity toward a specific goal by adopting the following characteristics:
 - Reasonable risk-taking and openness to new experiences
 - Drive for achievement
 - Innovativeness
 - Willingness to lead
- **Environmental Stewardship** : The practice of caring for or improving the earth's environment by:
 - Being informed
 - Taking or recognizing responsibility
 - Taking action

Construct Definitions

- **Forgiveness** : Overcoming negative feelings in response to the perception of being harmed by another person(s). The capacity to forgive applies to:
 - Forgiveness of Self
 - Forgiveness of Others
- **Generosity** : The voluntary act of giving one's time, attention, and/or material goods with the following characteristics:
 - Neutral or positive feelings about the act
 - Not attaching conditions or expecting benefit
 - Internal motivation to give
- **Goal Orientation**: Children's motivation and ability to make viable plans and take action toward desired goals.
 - Motivation and ability to make viable plans
 - Taking action toward desired goals

Construct Definitions

- **Gratitude** : Appreciation of positive things in one's life, through:
 - Recognition of positive things in one's life
 - Experience of gratitude
 - Expression of thanks
- **Hope** : A general and broad trust that the future will turn out well.
 - Trusting that the future will turn out well— limited to respondent's own life
 - Trusting that the future will turn out well—but not limited to respondent's own life
- **Life Satisfaction** : Children's self-perception that they are happy with their life, and that their life is on the right track.
 - Overall life satisfaction
 - (Self-perception that) their life is on the right track

Construct Definitions

- **Parent-Adolescent Relationship:** The quality and types of attitudes and interactions between a parent and their adolescent, including:
 - Identification with a parent
 - Affective connection between adolescent and parent
 - Positive interactions
 - Constructive communication
- **Peer Friendship:** Peer relationships characterized by the mutual experience of:
 - Support and encouragement
 - Affect (caring, validation)
 - Companionship
 - Loyalty/standing up for one another
 - Trust

Construct Definitions

- **Purpose** : A sense of directedness that stimulates goals, manages behaviors, and provides a sense of meaning. Purpose is a broad and sustained intention to accomplish something one finds meaningful to the self, and often also of consequence to the world beyond the self. Purpose drives life goals and daily decisions by guiding the use of finite attention and energy.
 - (Sense of purpose that) manages behavior
 - (Sense of purpose that) provides meaning
 - (Sense of purpose that) goes beyond the self
- **Social Competence**: A set of positive skills necessary to get along well with others and function constructively in groups, including:
 - Respecting and expressing appreciation for others
 - Being able to work well with others, present ideas and listen to others' ideas, and work and cooperate in heterogeneous groups
 - Demonstrating context appropriate behavior and ability to behave according to social norms
 - Using a range of skills or processes aimed at resolving conflict

Construct Definitions

- **Spirituality:** Seeking or experiencing awareness or awakening to universal unity—Being or becoming aware of the sacredness of one's self, others, and the universe (which may be understood as including the divine). Cultivating identity, relationships, meaning, and purpose that flow from this awareness.
 - Spiritual awareness is experienced with great diversity, and may include the following experiences and perspectives:
 - Self-awareness: Awareness of a sacred inner source of one's being, or a soul
 - Transcendent awareness: Connection of one's self to a unity of life that transcends oneself. This can include experiences of awe of the universe, nature, and awareness of a life force that connects all life.
 - Awareness of a Creator or divinity and/or spiritual beings in a spiritual realm outside of one's physical self, such as ancestral spirits or angels, who provide protection, guidance, and blessings
 - Seeking to connect in relationship to oneself, others, and to one's understanding of the transcendent (often including an understanding of God).
 - Seeking to live a life that incorporates an awareness of the sacred.

Construct Definitions

- **Thrift:** Having the capacity and propensity to use time and money efficiently and to display restraint so that one can reach a short or long term goal or purpose.
 - Efficient use of time
 - Efficient use of money
 - Restraint in acquiring goods and services
 - (Using time and money efficiently) to reach a short or long term goal
- **Trustworthiness and Integrity:** One can be counted on to be truthful and to consistently keep commitments over time. One can be counted on to act with integrity: i.e., keeping to your principles even when it's difficult to do so, engaging in ethical behavior, and respecting others' privacy and property.
 - (Can be counted on to) be truthful
 - (Can be counted on to) keep commitments
 - (Can be counted on to) act with integrity