

Thriving At 25 Outcome Measures, Their Empirical History & Connection to the 2009 YRBS & HKCS Compiled by Colorado Youth Development Team's Research & Evaluation Committee June 2010

The Thriving At 25 Outcomes Evaluation Tool is based on the Prevention Leadership Council's Framework for Children & Adolescents and provides strength-based measures for holistic development. The tool compliments needs assessments or risk behavior surveys to add the other half of what positive youth development aims for – the healthy development of all young people so each can reach her/his full potential. The Thriving At 25 Framework contains five domains for healthy development. CYDT's Research & Evaluation Committee, a team of academics, evaluators and youth-serving professionals, researched reliable, valid & *positive* measures that examine what we DO want to see young people think, feel and do. Thus, the left column holds the question and response options, the middle shares the citation for the empirical history and the reliability results, and the right column mentions any overlap with the Youth Risk Behavior Survey (YRBS) or Healthy Kids Colorado Survey (HKCS) and any recommendations the committee or Youth Partnership for Health (YPH) had to improve the item.

Document Map:

Developmental Domain: definition of domain

Developmental Outcome/Sub-domain		
<i>Question (often a series of questions) that research has demonstrated measures the developmental outcome when asked as a cluster (Response options)</i>	<i>Citation for the developmental outcome's reliability testing & empirical history</i>	<i>Cites any overlap with the YRBS or HKCS; Notes if CYDT's R & E committee or Youth Partnership for Health recommend this question</i>

Demographics:

Age		
How old are you? (12 and younger, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 and older)		Expanded age range from YRBS 2009
Gender		
What is your sex? (Female, male)		2009 YRBS
Education level		
What grade are you? (6-12 th , ungraded, out of school without diploma/GED, out of school with diploma, out of school with GED, in community college, in vocational/technical school, in 4		Expanded options from YRBS 2009

** Reverse scored item

year college)		
Ethnicity		
Are you Hispanic or Latino? (Yes, no)		2009 YRBS
What is your ethnic/racial background? (Select one or more responses.) American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White		2009 YRBS
Sexual Orientation		
Who are you sexually attracted to? (Males, Females, Both males and females, I am not sexually attracted to anyone yet)	Recommended by Saewyc, Bauer, Skay, Bearinger, Resnick, Preis & Murphy (2004) after reviewing 8 school-based surveillance surveys	

LEARNING: Developing positive, basic & applied academic attitudes, skills & behaviors

During the past 12 months, how would you describe your grades in school? (Mostly A's, Mostly B's, Mostly C's, Mostly D's, Mostly F's, None of these grades, Not sure)		HKCS 2009 from CDC's optional questions (CYDT recommended)
How often do you feel that the school work you are assigned is meaningful and important? (Never, Seldom, Sometimes, Often, Almost Always)	adapted from Learn and Serve America's Resiliency Survey for Grades 6-12	HKCS 2009
How important is it to you to finish high school? (Not at all important, Not very important, Important, Very important)		HKCS 2009 (CYDT & YPH recommended)
How important is it to you to go to college? (Not at all important, Not very important, Important, Very important)		HKCS 2009 (CYDT & YPH recommended)
Belonging (Connecting with School, Peers & Teachers)		
I like most of my teachers. (Strongly disagree to strongly agree 1-10)	Student School Engagement (Vazirabadi & Hazel, 2010) Reliability = .83	
I volunteer to help at school. (Strongly disagree to strongly agree 1-10)		
I am proud to be a student at this school.		

** Reverse scored item

(Strongly disagree to strongly agree 1-10)		
There is a lot I can learn from my teachers. (Strongly disagree to strongly agree 1-10)		
Teachers help me be successful at school. (Strongly disagree to strongly agree 1-10)		
I feel like a part of my school. (Strongly disagree to strongly agree 1-10)		
Productivity (knowing how to be successful in the classroom)		
My family knows how I am doing in school. (Strongly disagree to strongly agree 1-10)	<p style="text-align: center;">Student School Engagement (Vazirabadi & Hazel, 2010) Reliability = .92</p>	
If I do not know what something means, I do something to figure it out. (Strongly disagree to strongly agree 1-10)		
I study at home. (Strongly disagree to strongly agree 1-10)		
There is someone in my family who helps me when I have trouble completing my homework. (Strongly disagree to strongly agree 1-10)		
I pay attention to my teachers. (Strongly disagree to strongly agree 1-10)		
When I am doing school work, I make sure I understand what I am learning. (Strongly disagree to strongly agree 1-10)		
I look for more information about things we are learning in school. (Strongly disagree to strongly agree 1-10)		
My school work is important. (Strongly disagree to strongly agree 1-10)		
When learning new things, I try to connect them to things I already know. (Strongly disagree to strongly agree 1-10)		
When I have an assignment due, I keep working until it is finished. (Strongly disagree to strongly agree 1-10)		
I talk to my family about problems I have at school. (Strongly disagree to strongly agree 1-10)		
I know how to study for tests.		

** Reverse scored item

(Strongly disagree to strongly agree 1-10)		
Aspirations		
I plan to pursue more education after high school. (Strongly disagree to strongly agree 1-10)	Student School Engagement (Vazirabadi & Hazel, 2010) Reliability = .85	
Being successful in school will help me in the future. (Strongly disagree to strongly agree 1-10)		
Getting good grades is important to me. (Strongly disagree to strongly agree 1-10)		
It is important to me to be successful in a job. (Strongly disagree to strongly agree 1-10)		HKCS 2009 (CYDT & YPH recommended)

WORKING: Developing positive vocational attitudes, skills & behaviors

Academic + technical + employability skills = work readiness (Association for Career & Technical Education, <http://actonline.org/reports.aspx>)

These skills include measures in Learning (Aspirations, Productivity); Thriving (Problem-Solving); Connecting (Social Self-Efficacy); Contributing.

Cooperation & Communication		
I can work with someone who has different opinions than mine. (Not at all true, a little true, pretty much true, very much true)	Healthy Kids California Survey (2001) Reliability = .74 For grades 7-11 and alternative students http://www.wested.org/cs/chks/print/docs/hks_res_pubs.html	
I enjoy working together with other students my age. (Not at all true, a little true, pretty much true, very much true)		
I stand up for myself without putting others down. (Not at all true, a little true, pretty much true, very much true)		

THRIVING: Developing physical, mental & emotional health attitudes, skills & behaviors

Physical Activity		
During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)	Adapted from NICHD's Adolescent Health Survey (ADD Health); Harris, King & Gordon-Larson, 2005 in <i>What Children Need to Flourish</i>	YRBS 2009 Q80

** Reverse scored item

(0 days; 1 day; 2 days; 3 days; 4 days; 5 days; 6 days; 7 days)		
Diet		
During the past 7 days, how many times did you eat a serving of fruit (do not count fruit flavored snacks or drinks)? (0; 1-3 times during the past 7 days; 4-6 during the past 7 days; 1 per day; 2 per day; 3 per day; 4 or more per day)	Adapted from NICHD's Adolescent Health Survey (ADD Health); Harris, King & Gordon-Larson, 2005 in <i>What Children Need to Flourish</i>	YRBS 2009 (combines Q72 & 73)
During the past 7 days, how many times did you eat a serving of vegetables (such as a green salad or carrots)? (0; 1-3 times during the past 7 days; 4-6 during the past 7 days; 1 per day; 2 per day; 3 per day; 4 or more per day)		YRBS 2009 (combines Q74-77)
Ethnic Identity		
I am proud to be a member of my racial/cultural group. (Never, seldom, sometimes, often, always)	Teen Conflict Survey Subscale (Bosworth & Espelage, 1995). Reliability for 8-12 grade = .73	
I am accepting of others regardless of their race, culture or religion. (Never, seldom, sometimes, often, always)		
I would help someone regardless of their race. (Never, seldom, sometimes, often, always)		
I can get along well with most people. (Never, seldom, sometimes, often, always)		
Self-esteem		
On the whole, I am satisfied with myself. (Strongly disagree to Strongly agree 1-4)	(Rosenberg, 1965) Reliability for 8-12 grade = .91	
At times I think I am no good at all.** (Strongly disagree to Strongly agree 1-4)		HKCS 2009
I feel that I have a number of good qualities. (Strongly disagree to Strongly agree 1-4)		
I am able to do things as well as most other people. (Strongly disagree to Strongly agree 1-4)		
I feel I do not have much to be proud of.** (Strongly disagree to Strongly agree 1-4)		
I certainly feel useless at time.** (Strongly disagree to Strongly agree 1-4)		
I feel that I am a person of worth, at least on equal plane with others.		

** Reverse scored item

(Strongly disagree to Strongly agree 1-4)		
I wish I could have more respect for myself.** (Strongly disagree to Strongly agree 1-4)		
All in all, I am inclined to feel like I am a failure.** (Strongly disagree to Strongly agree 1-4)		
I take a positive attitude toward myself. (Strongly disagree to Strongly agree 1-4)		
Problem Solving		
When I need help I find someone to talk with. (Not at all true, a little true, pretty much true, very much true)	Healthy Kids California Survey (2001) Reliability = .82 for grades 7-11 and alternative students http://www.wested.org/cs/chks/print/docs/hks_res_pubs.html	
I know where to go for help with a problem. (Not at all true, a little true, pretty much true, very much true)		
I try to work out problems by talking about them. (Not at all true, a little true, pretty much true, very much true)		
Perceived norms about sexual intercourse		
Most of my friends believe people my age should wait until they are older before they have sex. (Definitely no, Probably no, Probably yes, Definitely yes)	Safer Choices (Basen-Enguist, et al., 1999) Reliability = .82	
Attitudes about condom use		
I believe condoms (rubbers) should always be used if a person my ages has sex. (Definitely no, Probably no, Probably yes, Definitely yes)	Safer Choices (Basen-Enguist, et al., 1999) Reliability = .83	
I believe condoms (rubbers) should always be used if a person my age has sex, even if the two people know each other very well. (Definitely no, Probably no, Probably yes, Definitely yes)	Safer Choices (Basen-Enguist, et al., 1999) Reliability = .82	
Knowledge of condom use		
How sure are you that you could use a condom correctly or explain to your partner how to use a condom correctly? (Very unsure, sort of unsure, sort of sure, very sure)	Safer Choices (Basen-Enguist, et al., 1999) Reliability = .64	

** Reverse scored item

CONNECTING: Developing positive social and relationship attitudes, skills and behaviors

There is at least one teacher or other adult at my school that really cares about me. (Not at all true, a little true, pretty much true, very true)	HKCS 2009	YPH recommends adding "and that I can talk to about any kind of problem and get advice." (See perceived support – significant other for options)
There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class. (NO!, no, yes, YES!)		
Perceived Support (Family)		
My family really tries to help me. Very strongly disagree to very strongly agree (1-7)	Reliability = .91 for 9-12 grades (Canty-Mitchell & Zimet, 2000) From Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988)	
I get the emotional help & support I need from my family. Very strongly disagree to very strongly agree (1-7)		
I can talk about my problems with my family. Very strongly disagree to very strongly agree (1-7)		
My family is willing to help me make decisions. Very strongly disagree to very strongly agree (1-7)		
Perceived Support (Peers)		
My friends really try to help me. Very strongly disagree to very strongly agree (1-7)	Reliability = .89 for 9-12 grades (Canty-Mitchell & Zimet, 2000) From Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988)	
I can count on my friends when things go wrong. Very strongly disagree to very strongly agree (1-7)		
I have friends with whom I can share my joys and sorrows. Very strongly disagree to very strongly agree (1-7)		
I can talk about my problems with my friends. Very strongly disagree to very strongly agree (1-7)		
Perceived Support (Significant other)		
There is a special person who is around when I am in need. Very strongly disagree to very strongly agree (1-7)	Reliability = .91 for 9-12 grades (Canty-Mitchell & Zimet, 2000) From Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988)	
There is a special person with whom I can share my joys and sorrows. Very strongly disagree to very strongly agree (1-7)		
I have a special person who is a real source of comfort to me. Very strongly disagree to very strongly agree (1-7)		
There is a special person in my life who cares about my		

** Reverse scored item

feelings. Very strongly disagree to very strongly agree (1-7)		
Social Self-Efficacy (Peer)		
How well can you express your opinions when your classmates disagree with you? Not very well to very well (1-5)	Reliability for 8-12 grades = .88 (Muris, 2001 from Child Trends' Child Youth Outcome Handbook, 2005)	
How well can you become friends with other youth? Not very well to very well (1-5)		
How well can you have a chat with an unfamiliar person? Not very well to very well (1-5)		
How well can you work in harmony with your classmates? Not very well to very well (1-5)		
How well can you tell other youth that they are doing something that you don't like? Not very well to very well (1-5)		
How well can you tell a funny event to a group of youth? Not very well to very well (1-5)		
How well do you succeed in staying friends with other youth? Not very well to very well (1-5)		
How well do you succeed in preventing quarrels with other youth? Not very well to very well (1-5)		
Empathy		
I feel bad when someone gets their feelings hurt. (Not at all true, a little true, pretty much true, very much true)	Healthy Kids California Survey (2001) Reliability = .77 for grades 7-11 and alternative students http://www.wested.org/cs/chks/print/docs/hks_res_pubs.html	
I try to understand what other people go through. (Not at all true, a little true, pretty much true, very much true)		
I try to understand what other people feel. (Not at all true, a little true, pretty much true, very much true)		
Communication with Parents or Other Adults about Puberty & Sex		
Suppose you had an important question about your body that you wanted to ask your parents or other adults you trust. Do you think you would ask them? (I'm sure I would not, I probably would not, I probably	California Department of Public Health's Continuous Program Improvement toolkit for Teen Pregnancy Prevention Programs	

** Reverse scored item

would, I am sure I would) Suppose you had an important question about sex that you wanted to ask your parents or other adults you trust. Do you think you would ask them? (I'm sure I would not, I probably would not, I probably would, I am sure I would)	(2009) www.cdph.ca.gov/programs/tpp/ Pages/CPIToolKitandStatewideEvaluation Information.aspx	
Communication with Partner: Condoms/Contraception		
I have talked with a new sex partner about birth control before having sex for the first time. (Never, sometimes, almost always, always, Don't Know)	The Health Protective Sexual Communication Scale Question 10, (Handbook of Sexuality-Related Measures, p 546) Reliability= .84	
Imagine that you are having sex with someone you just met. You feel it is important to use condoms. How sure are you that you could <u>tell that person that you want to use condoms?</u> (I'm sure I would not, I probably would not, I probably would, I am sure I would)	Safer Choices (Basen-Enguist, et al., 1999) Reliability = .59	
Sense of Community		
I think my neighborhood is a good place for me to live. (Strongly Disagree to Strongly Agree, 1-5)	Chavis, Hogge, McMillan & Wandersman, 1986, original index. Adapted for youth by Chavez Reliability = .72 - .78 for 15-19 yrs. (Pretty, Andrewes & Collett, 1994)	
People in this neighborhood do not share the same values.** (Strongly Disagree to Strongly Agree, 1-5)		
The kids in my neighborhood and I want the same things in the neighborhood. (Strongly Disagree to Strongly Agree, 1-5)		
I can recognize most of the kids who live in my neighborhood. (Strongly Disagree to Strongly Agree, 1-5)		
I can recognize most of the kids who live in my neighborhood. (Strongly Disagree to Strongly Agree, 1-5)		
I feel at home in this neighborhood. (Strongly Disagree to Strongly Agree, 1-5)		
Very few of the neighborhood kids know me.** (Strongly Disagree to Strongly Agree, 1-5)		
I care about what the young people in my neighborhood think about what I do. (Strongly Disagree to Strongly Agree, 1-5)		

** Reverse scored item

I have no influence over what this neighborhood is like. ** (Strongly Disagree to Strongly Agree, 1-5)	
If there is a problem on this neighborhood, people who live here can get it solved. (Strongly Disagree to Strongly Agree, 1-5)	
It is very important to me to live in this neighborhood. (Strongly Disagree to Strongly Agree, 1-5)	
People in this neighborhood generally don't get along with each other.** (Strongly Disagree to Strongly Agree, 1-5)	
I expect to live in this neighborhood for a long time. (Strongly Disagree to Strongly Agree, 1-5)	

CONTRIBUTING/LEADING: Developing positive civic attitudes, skills & behavior

Constructive Use of Time		
During the past 30 days, how many times did you perform any organized community services as a non-paid volunteer, such as serving meals to the elderly, helping out at a hospital or building homes for people without homes? 0, 1, 2-3, 4-5, 6+	HKCS 2009 based on CDC	Could be improved with modifications based on Barber, Stone & Eccles, 2005 in <i>What Children Need to Flourish</i>
During an average school week, how many hours do you spend in clubs or organizations (other than sports) outside of school, such as 4-H, Boys & Girls Club, YWCA, YMCA? 0, 1-4, 5-8, 9-12, 13-20, 21+		
Do you participate in any extracurricular activities AT school, such as sports, drama, band, clubs or student government? Yes/no		
Competence for Civic Action		
<i>If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following: (I definitely can't, I probably can't, maybe, I probably can, I definitely can)</i>	Reliability = .90-.92 for 12-18 yrs (Flanagan, Syvertsen, & Stout, 2007, www.civicyouth.org/?p=153)	

** Reverse scored item

Create a plan to address the problem?		
Organize and run a meeting?		
Express your views in front of a group of people?		
Identify individuals or groups who could help you with the problem?		
Write an opinion letter to a local newspaper?		
Call someone on the phone that you had never met before to get their help with the problem?		
Contact an elected official about the problem?		
Organize a petition?		
Critical Consumer of Information		
I listen to people talk about politics even when I know that I already disagree with them. (Not at all like me to A lot like me, 1-5)	Reliability = .82-.88 for 12-18 yrs (Flanagan, Syvertsen, & Stout, 2007, www.civicyouth.org/?p=153)	
When I see or read a news story about an issue, I try to figure out if they're just telling one side of the story. (Not at all like me to A lot like me, 1-5)		
When I hear news about politics, I try to figure out what is REALLY going on. (Not at all like me to A lot like me, 1-5)		
Civic Accountability		
If you love the US, you should notice its problems and work to correct them. (Strongly Disagree to Strongly Agree, 1-5)	Reliability = .69 -.73 for 12-18 yrs (Flanagan, Syvertsen, & Stout, 2007, www.civicyouth.org/?p=153)	
I oppose some US policies because I care about my country and I want to improve it. (Strongly Disagree to Strongly Agree, 1-5)		
Being actively involved in community issues is my responsibility. (Strongly Disagree to Strongly Agree, 1-5)		
Being concerned about state and local issues is an important responsibility for everybody. (Strongly Disagree to Strongly Agree, 1-5)		
Political Efficacy		
I believe I can make a difference in my community. (Strongly disagree to strongly agree, 1-5)	Reliability = .67 for 12-18 yrs (Flanagan, Syvertsen, & Stout, 2007, www.civicyouth.org/?p=153)	
By working with others in the community I can help make things better. (Strongly disagree to strongly agree, 1-5)	Reliability = .72 for 12-18 yrs (Flanagan, Syvertsen, & Stout, 2007,	

** Reverse scored item

	www.civicyouth.org/?p=153	
Awareness of Root Causes for Social Inequity and Disparity		
Basically, people get fair treatment in the US, no matter who they are. (Strongly disagree to strongly agree, 1-5)	Reliability = .83 - .84 for 12-18 yrs (Flanagan, Syvertsen, & Stout, 2007, www.civicyouth.org/?p=153)	
In the US you have an equal chance no matter where you come from or what race you are. (Strongly disagree to strongly agree, 1-5)		
The US is a fair society where everyone has an equal chance to get ahead. (Strongly disagree to strongly agree, 1-5)		
Personally Responsible Citizen		
I think people should assist those in their lives who are in need of help. (Strongly disagree to strongly agree, 1-5)	Reliability = .89 - .91 for 12-18 yrs (Flanagan, Syvertsen, & Stout, 2007, www.civicyouth.org/?p=153)	
I think it is important for people to follow rules and laws. (Strongly disagree to strongly agree, 1-5)		
I try to help when I see people in need. (Strongly disagree to strongly agree, 1-5)		
I am willing to help others without being paid. (Strongly disagree to strongly agree, 1-5)		
I try to be kind to other people. (Strongly disagree to strongly agree, 1-5)		
I think it is important to tell the truth. (Strongly disagree to strongly agree, 1-5)		

** Reverse scored item