

## Psychometric Characteristics of Measures of Positive Development

Paper	Population Measured	Face Validity	Adequate Variation	Internal Consistency	Factorial Validity	Predictive Validity	
						Concurrent	Longitudinal
<i>Character Strengths - Christopher Peterson, University of Michigan and Nansook Park, University of Rhode Island</i>	Grades: 8-10 Sample: 306 students; 53% African American, 27% white, 5 Asian American, 7% Latino	X	X Mean SD Skew	X Alphas range from .66 - .87 for factors	X Varimax rotation identified: conscientiousness, openness to experience, agreeableness, faith/hope/love	X + Subjective well-being + Happiness Temperance + related to grades	?
<i>Adolescent Spirituality - Peter L. Benson, Peter C. Scales, Arturo Sesma, Jr., and Eugene C. Roehlkepartain, Search Institute</i>	Grades: 6-12 Sample: 217,277 students	X	? Freq	?	? Importance of salience Participation	X -Composite risk behaviors +Composite thriving behaviors	? (Some relationship with risk/thriving measures in small sample (370))
<i>Psychometric Properties of Two Brief Measures of Children's Life Satisfaction: The Students' Life Satisfaction Scale (SLSS) and the Brief Multidimensional Students</i>	SLSS Grades: 2-12 Samples: 254 (ages 7-14); 329 (ages 8-14); 79 (grades 5-7); 222 (grades 8-12); 321 (grades 9-12); 1201 (grades 6-12)	X	X Mean	X Alphas range from .70-.80+	X	X + with parent estimate of life satisfaction	X - stress, depression, anxiety, externalizing behavior (1 year post)

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<i>Life Satisfaction Scale (BMSLSS) - E. Scott Huebner, Shannon M. Suldo, and Robert F. Valois, University of South Carolina</i>	BMSLSS Grades: 6-12 Samples: 5,500 (grades 9-12); 2,502 (grades 6-8); 221 (grades 6-8); 46 (high school students)	X	X Mean	X Alphas .75 for middle school students, .81 for HS	X	X - alcohol, tobacco, drug use - fighting	X -Violent behavior -Delinquent behavior -Drug frequency -Peer provocation
<i>Measuring Hope in Children - C.R. Snyder, University of Kansas</i>	Grades: 4-6 Sample 1: 372; Sample 2: 91 (Ill children 8-17); Sample 3: 113 boys ADHD 7-13); Sample 4: 74 boys (7-13); Sample 5: 143 (Children w/ cancer, 8-16); Sample 6: 322 (9-13)	X	X Mean SD Skew	X Median alpha=.77	X	X + Soc. Desir. + Par. Rating -Depress. -Lonely +Internal Control	X + Iowa Test of Basic Skills (6 months later) (Adult scale has predicted to academics, athletics, & health)
					Pathways		
					Median var=36% Agency Median var=26.4		
<i>Positive Adolescent Functioning - Brian Barber, University of Tennessee</i>	Sample: 933 families with adolescent children; 71% white, 16% Hispanic, 84% Mormon 5 <sup>th</sup> and 8 <sup>th</sup> grade cohorts followed for 4 years	X	X Mean SD Skew Kurt	X Alphas Means range from .72-.90 (3 item empathy scale below .70)	X Exploratory factor analysis Oblimin rotation	?	?

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<i>Psychometric Analyses of the Positive Behavior Scale in the New Hope Project and the Panel Study of Income Dynamics</i> - Sylvia Epps, Seoung Park, Marika Ripke and Aletha Huston, University of Texas at Austin	Sample: Families who had at least one child between the ages of 3 and 12 at the two-year anniversary of sample enrollment and between ages 6 and 15 at the five-year anniversary. Up to two children were selected from these families. Of the 745 eligible parents, 580 (78%) responded at two years and 547 (73%) responded at five years. (55% African American, 29% Hispanic, 13% white)	X	X Mean SD	X Alpha .90 for 25-item scale	X High intercorrelations among scales, ranging from .38 to .96 (Compliance & autonomy had lowest intercorrelation)	X Pos. behavior – assoc. w/ problem behav. Teacher reports of pos. behav. + assoc. w/ teacher & parent reported achievement	X Pos. child behav. weakly + assoc. with pos. parent. rel. and satisfaction w/ friendships at follow-up
				X Alpha .79 for 10-item scale	?		
<i>Psychometric Analyses of the Parent-Adolescent Relationship Scale in the National Longitudinal Survey of Youth-1997</i> - Elizabeth Hair, Kristin Moore, Sarah Garrett, Akemi Kinukawa, Laura Lippman, and Erik Michelsen, Child Trends	Sample: 4,724 (ages 12-16); 50% white, 25% African American, 21% Hispanic;	X	X Mean SD Skew Kurt	X 8 item Alpha Mother .73 Father .83	X	X + assoc w/ supportiveness (construct)	X (8 item) Assoc w/ - delinq, sexual act., suspens., + grades (5 item scale for father not assoc. w/ delinq)
				X 5 item Alpha Mother .64 Father .69			
<i>Parenting Support, Psychological Control, and Behavioral Control: Assessing Relevance</i>	Sample: 933 families with adolescent children; 71% white, 16% Hispanic, 84% Mormon 5 <sup>th</sup> and 8 <sup>th</sup> grade	X	?	X Support Alpha .81-.90	X	X Mother behav control assoc w/ lower	X Mixed results (Associations generally held

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<i>Across Time, Method, and Culture - Brian Barber, University of Tennessee, Heidi E. Stolz, California State University, San Bernardino, Joseph A. Olsen, Brigham Young University, and Suzanne L. Maughan, University of Nebraska at Kearney</i>	cohorts followed for 4 years			X Behav Contr Alpha .54-.89		substance abuse and theft in sons Father support assoc w/ child social init. Low psy contr by mother and high behav contr assoc w/ low depression in sons Low psy contr and high behav contr by fathers assoc w/ low depression in daughters	for 1 year time lag, but were not significant at 2 year lag)
				X Psy. Contr. Alpha .52-.83			
<i>Positive Indicators of Sibling Relationship Quality: Psychometric Analyses of The Sibling Inventory of Behavior (SIB) - Brenda Volling, University of Michigan</i>	Sample: 60 maritally intact families (mother/father/sibling pair); 93% white.	X	X Mean SD	X All scales except "teaching" have alphas above .70	X (Based on past research presented)	X +Father report of older sib empathy and teaching +Father report of pos affect b/w sibs related to attempts to manage and teach b/w sibs	X (3 years post) +Parent report of older sib. companionship and pos involvement with affection
<i>Leisure Time Activities in Middle Childhood - Sandy Hofferth and Sally C. Curtin, University of Maryland</i>	Sample: 1,461 children ages 6-12.	X	X Mean	? Correlation between time diary estimate and	?	X Time reading + assoc. passage comprehension, letter-word, &	?

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				stylized question .34		applied test problems Time spent in sports + assoc. w/ calculation & applied test problems Time in church act. + assoc. w/ passage comprehension and calculation problems Time spent shopping + assoc. w/ passage comprehension & letter-word scores <sup>1</sup>	
<i>Healthy Habits Among Adolescents: Sleep, Exercise, Diet, and Body Image - Kathleen Mullan Harris, University of North Carolina, Rosalind Berkowitz King, NICHD, and Penny Gordon-</i>	Samples: Wave 1: 18,000+ (ages 12-19); Wave 2: 13,000 (1 year later)	X	X Mean Freq	?	?	? BMI + assoc w/ activity	?

<sup>1</sup> Time spent watching television was negatively associated with scores on the passage comprehension and applied problems tests. Time spent in art activities is negatively associated with the calculation test score and time in outdoor activities is negatively associated with letter-word and applied problems scores. The strongest and most consistent finding is a negative association between the time that children spend doing housework and all of the achievement test scores. The amount of time that children spend doing housework is positively associated with both internalizing and externalizing problem behaviors.

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<i>Larsen, University of North Carolina</i>							
<i>Adolescent Activity Participation - Bonnie Barber and Margaret Stone, University of Arizona</i>	Grade: 10 <sup>th</sup> (12 <sup>th</sup> grade, 2, 6, 10 years post HS; long. data) Sample: 1,425; 53% female	X	X Mean SD Skew	? (Alphas reported for validity measures)	?	X Prosocial groups + assoc. w/ more friends who plan to attend college, - who use drugs, & skip school Involvement in sports team + associated with alcohol use, + sports self-concept, & value of sports School promotion activities + assoc. w/ sport self-concept, valuing of sports (among boys) Performing arts - assoc. w/ sports self-concept, valuing of sports	X Prosocial act. - assoc. w/ risk behaviors, + 12 <sup>th</sup> grade GPA Sports act. + assoc alcohol use, academic performance, likelihood of college attend., liking school Performing arts + assoc. 12 <sup>th</sup> grade GPA School inv. act. + assoc. w/ 12 <sup>th</sup> grade GPA, likelihood of college attend. Academic clubs + assoc. w/ 12 <sup>th</sup> grade GPA, likelihood of

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						(among boys)	college attend. [More] <sup>2</sup>
<i>The Patterns of Adaptive Learning Survey: History, Development, and Psychometric Properties - Rob Roeser, Stanford University, Tim Urdan, Santa Clara University and Eric Anderman, University of Kentucky</i>	Grades: 5-9	X	?	X Alphas Mastery .85 Performance approach .89 Performance avoid .74	X Mastery, Performance approach, & Performance-avoid goal orientations	X Mastery + assoc. w/ academic eff., use of adaptive learning strat., affect at school Perform. avoid goals – assoc. w/ academic eff. Perform. approach + assoc. w/ avoidance of help seeking	?
<i>Measuring Children's and Adolescents' Ability Self-Perceptions and Subjective</i>	Study 1: Grades: 5-12 (Year 1) Sample: 707 students (Year	X	X Mean SD	X Alphas >.80 (as used in	X 6 factor model combined to 3	X Ability self-concept assoc	X Self-perceptions

<sup>2</sup> Participation in any of the activity types (except prosocial) was positively related to completing more years of education; Rates for college completion were consistently higher for participants than for non-participants for team sports, school involvement, and for academic clubs. Sports participation was positively related to reporting having more job autonomy at age 24. Prosocial Activity participation predicted to increased involvement in volunteer work and civic organizations. Athletes reported lower social isolation than non-athletes. Participants in prosocial activities reported higher self-esteem than did non-participants. Performing arts participants were significantly more likely to report having visited a psychologist or to have engaged in a suicide attempt.

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<i>Task Values - Jacquelynne Eccles, University of Michigan and Susan O'Neill, Keele University</i>	1); 545 (Year 2) (predominantly white)  Study 2: Grade: 6 Sample: 10 school districts in southeastern Michigan  Study 3: Grades: 1, 2, 4 (Year 1) Sample: 615 students		Skew	PSID)	higher order factors (expectancy/ability; subjective task value; and perceived task difficulty)	w/ academic behav. and course choice	and values for all domains except sports declined over time
<i>Assessing Academic Self-regulated Learning - Christopher Wolters, University of Houston, Paul R. Pintrich, University of Michigan and Stuart A. Karabenick, Eastern Michigan University</i>	Sample: Over 2,000 college students	X	X Mean SD (for some variables)	X Alphas Rehearsal (.50-.69) Elaboration (.75-.85) Organization (.64-.81) Self-Reg. (.71-.81)	X 4 factors	X Strategy use & self-reg. + assoc. w/ mastery goals, task interest, self-eff. Cognitive and metacognitive strategy use + assoc. w/ higher academic achievement	?
	Sample: Over 1,000 junior high/middle schoolers			X General cognitive strategy (.83-.88) Self-Reg. (.63-.74)	4 factor model not supported	Rehearsal strategies + assoc. with higher academic achievement	



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<i>School Engagement - Jennifer Fredericks, Connecticut College and Phyllis Blumenfeld, University of Michigan</i>	Grades: 3-5 Wave 1: 661; Wave 2: 294 Ethnicity/SES: AA/Hispanic/High Poverty	X	X  Mean SD Skew Kurt	X Behav. Engagement >.72  X Emot. Engagement >.83  X Cog. Engagement .82	X 3 factors Behavioral engagement, emotional engagement, and cognitive engagement	X Perc. Teacher support, perc. Peer support, work orientation, & task challenge + assoc all types of engagement Student report of engagement highly related to school attachment & mod. related to perc. of school value	?
<i>Psychometric Analyses of Measures of Dimensions of the Classroom Social Environment – Helen Patrick, Purdue University and Allison M. Ryan, University of Illinois</i>	Grades: 5-8 Sample 1: 587; Sample 2: 637; Sample 3: 1,314  Ethnicity/SES: Mixed	X	X  Mean SD Skew	X Teacher support .76-.85  X Promoting mutual respect .68-.81	X 4 factors loaded above .40 Teacher support, promoting task- related interaction, promoting mutual respect, and promoting	X Students in classrooms that appeared to be most supportive and respectful rated their classrooms as having most	?

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				X Promoting task-related interaction .71-.85	performance goals	support from the teacher, to be most respectful, and to be least focused on performance goals. <sup>3</sup>	
<i>Connection to School as an Indicator of Positive Youth Development – Clea McNeely, University of Minnesota</i>	Grades: 7-12 Sample: 13,750 Ethnicity/SES: Mixed	Belonging X	? Mean SE	? Alpha >.76	X Belonging Loading of .45	X Belonging assoc with low trouble in classroom functioning and getting along with students	No Belonging
		Rela. Teach ?		Alpha <=.70	X Relationship w/ teacher Loading of .28	X Relationship w/ teacher assoc with low trouble in classroom functioning and getting along with students	X Rela. Teacher Assoc with moderately higher GPA & lower suspension, weapon-rel. violence, & cigarette use
<i>Civic engagement - Scott Keeter, George Mason University, Krista Jenkins, Rutgers University, Molly Andolina, DePaul</i>	Sample: 461 (ages 15-19)	X	X Mean Skew	X Alpha .69	X Item-total correlations Group Mem. .36 Volunteering .33 Community Prob.	X Reg volunteer + assoc with reg. relig. attendance; + attention to	?

<sup>3</sup> Classrooms that appeared to be least supportive and respectful rated their classrooms as having least support from the teacher, to be least respectful, and to be most focused on performance goals.

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<i>University and Cliff Zukin, Rutgers University</i>					Solv. .32	public affairs; + feel like they can make a diff; + grow up in house w/ volunteer	
<i>Indicators of Positive Youth Development: Prosocial Orientation and Community Service - Peter Scales and Peter Benson, Search Institute</i>	Grades: 6-12 Sample: 5,136; 55% female; 67% white, 16% multiracial; 8% Latino	X	X Freq Skew	X Alpha .72	X All items had factor loading >= .30	X +Developmental assets +Thriving +Risk behaviors +Orientation to school work +Belonging to school +Valuing diversity +Seen as a leader +Overcoming adversity +Coping -Drug use -Antisocial behavior -Sexual behav. +Comm. Service +Parent involvement in service	?
<i>Psychometric development of brief measures of frugality, generosity, and</i>	Grades: 5-12 Sample: 206 students; 55% male, 96% white	X	X Mean SD	X Alphas ranged from	X Eigenvalues Frugality 2.07	X Low frugality associated w/ -	?

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<i>materialism for use in children and adolescents - Tim Kasser, Knox College</i>			Skew Kurt	.68-.74	Materialism 2.03 Generosity 2.24	self esteem, +cigarettes, +fighting, -env. behav. Low generosity associated w/ -happiness, -self esteem, +alcohol, +fighting, -env. behav. High materialism associated with -happiness, +anxiety, -self-esteem, -env. behav.	
<i>Psychometric Analysis of the Racelessness Scales in Studies of Rural African American Youth - Velma McBride Murry, Gene Brody, and Dionne Stephens, University of Georgia</i>	Sample: 155 African American, single-mother headed families (average age 34; average target child age 14)	X	X Mean SD Skew Kurt	X Alphas ranged from .44 to .78	?	X Social Eff. + assoc. w/ achievement att. & - impression management and academic apathy	?
<i>Using the Ethnic Identity Scale Using Eriksonian And Social Identity Perspectives to Measure Developmental the Pathways of High School and College Age Students - Adriana J. Umaña-Taylor,</i>	Grades: 11 <sup>th</sup> and college students Sample 1: 615 (ages 18-56); 72% female; 45% white, 20% Asian, 12% Latino, 8% black, 7% multiracial	X	X Mean SD	X Alphas ranged from .86-.92	X 8 factors had eigenvalues > 1 Items were retained if they had factor loadings >.40	X Explorat. and resol. Subscales + associated w/ self-esteem & familial ethnic socialization (In HS sample	?

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<i>University of Illinois at Urbana-Champaign</i>	Sample 2: 231 11 <sup>th</sup> graders (ages 15-18); 55% female; 28% white, 21% Latino, 20% black, 11% Asian, 8% Native American					affirmation subscale + related to self-esteem)	