1-1-2003

The relationship between out-of-school activities and positive youth development: an investigation of the influences of families and communities

Kathleen M. Morrissey

Iowa State University

Follow this and additional works at: https://lib.dr.iastate.edu/rtd

Recommended Citation


https://lib.dr.iastate.edu/rtd/17504

This Thesis is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
The relationship between out-of-school activities and positive youth development: An investigation of the influences of families and communities

by

Kathleen M. Morrissey

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Major: Human Development and Family Studies (Family Studies)

Program of Study Committee:

Ron Werner-Wilson, Co-major Professor
Craig Allen, Co-major Professor
Deborah Kilgore

Iowa State University
Ames, Iowa
2003

Copyright © Kathleen M. Morrissey, 2003. All rights reserved.
Graduate College
Iowa State University

This is to certify that the master's thesis of

Kathleen M. Morrissey

has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter/Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CHAPTER 1. GENERAL INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>CHAPTER 2. LITERATURE REVIEW</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>CHAPTER 3. METHODS</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>CHAPTER 4. RESULTS</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>CHAPTER 5. DISCUSSION</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>CHAPTER 6. CONCLUSION</td>
<td>31</td>
</tr>
<tr>
<td>A</td>
<td>APPENDIX A. ANNOTATED BIBLIOGRAPHY</td>
<td>33</td>
</tr>
<tr>
<td>B</td>
<td>APPENDIX B. SURVEY INSTRUMENT</td>
<td>51</td>
</tr>
<tr>
<td>C</td>
<td>APPENDIX C. LETTER TO SITES</td>
<td>70</td>
</tr>
<tr>
<td>D</td>
<td>APPENDIX D. COLD CALL SCRIPT</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>REFERENCES CITED</td>
<td>72</td>
</tr>
</tbody>
</table>
INTRODUCTION

Despite growing evidence that participation in constructive leisure activities facilitates positive development, there has been less developmental research conducted on constructive leisure than other contexts (Barber, Eccles, & Stone, 2001). Research on youth tends to fall into the realm of “how do things go wrong” versus “what is going right”. As a result, we have a multitude of research on how to curb drug use, violence, suicide, teen pregnancy, and other problem behaviors, but lack a concrete idea of how to promote positive youth development (Larson, 2000). In general, studies of adolescent behavior are dominated by naming, measuring, and predicting problem behaviors (Pittman & Irby, 1998; Scales, Benson, Leffert, & Blyth, 2000; Zeldin, 1995). This research is useful in prevention work with youth; however, as is oft-quoted in the literature, “Problem free is not fully prepared” (Pittman & Irby, 1998, p. 160). The territory of positive developmental outcomes, as contrasted with that of risk behaviors, has been less explored (Scales, et al., 2000); more information is necessary to move beyond prevention to preparation for adulthood. More studies need to be designed to expand the developmental knowledge base about various developmental phenomena such as resiliency or role modeling (Oden, 1995), to strengthen our understanding of positive activities and the aspects of those activities that protect youth from risk (Federal Interagency Forum on Child and Family Statistics, 2000), and to determine how to increase the competencies that adolescents need for the transition to adulthood (Larson, 2000).

Those studies that have looked at positive outcomes (rather than the presence or absence of risk behaviors) tend to look at school achievement or college enrollment (e.g., Eccles & Barber, 1999). While there does appear to be consensus on what outcomes could be considered positive and necessary for a successful transition to adulthood, there is a gap
in the literature regarding these outcomes. Additionally, youth outcomes defined by Zeldin (1995, p. 47) as “developmental and career preparation outcomes” have also been overlooked. These include a positive sense of self, a sense of connection and commitment to others, and the abilities and motivation to participate fully in community life.

The current study attempts to bridge several of the gaps in the current literature on positive youth development. Rather than focusing on the academic achievement that is so often studied in the literature on positive youth development, creativity and pro-social behavior are studied based on participation in structured activities. For the purpose of this study, creativity is characterized by cognitive fluency and originality (Anderson, Huston, Schmitt, Linebarger, & Wright, 2001) as well as problem solving abilities, resourcefulness, and ingenuity. Pro-social behavior is characterized by attitudes and behaviors conducive to helping others such as caring, kindness, and altruistic behavior (Roker, Player, & Coleman, 1999). In addition, the roles of community and family as they affect the types of activities youth are involved in is examined. Youth live their lives in a variety of contexts and environments—many of them overlapping such as family, peers, school, work, community, etc. Circumstances from each of the different environments youth are involved in impact their preparation for, and success at, navigating the transitions inherent in their development (Roth & Brooks-Gunn, 2000). This study attempts to look at the paths between family, community, and activities as they effect positive youth development.

The results of this study and the discussion that follows can be applicable to a variety of sectors in the positive youth development field such as educators and educational institutions, youth-serving organizations, families, and policy makers. Implications for both continued practice and change are discussed, along with recommendations for continued research in this field. The value of youth is recognized rather than the shortcomings, and
the discussion can provide useful starting points for continuing this valuation of our nation's future.
LITERATURE REVIEW

Each of the constructs used in this study are well-developed in the positive youth development literature. The literature in the field is directed to numerous audiences, each having slightly different uses for the results of both research and theoretical articles. Regardless of use, however, there is consensus among authors regarding the way each of the constructs is defined and measured.

Community and Family Influences

Family influences impact positive youth development in a variety of ways (Larson, 2000). Family values can be transmitted and parents can have a significant impact on the way in which their children think about responsibility, obligations, and their role in the helping of others (Pancer & Patt, 1999). The role the community plays in the attainment of assets that lead to positive outcomes for youth has been less studied, although it is becoming a more consistent topic in the current literature on positive youth development. Given that some researchers believe the community and socialization strategies in the broader community may be more influential than how youth perceive their families (Benson, Leffert, Scales, & Blyth, 1998), the role of community appears to warrant further investigation. When looking at youth who should have failed but didn’t, several common characteristics appear: caring adults, high expectations, and opportunities to participate (Pittman & Irby, 1998).

Community context is an important factor that influences problem behaviors in that it may provide the opportunity for problems to express themselves; communities may also contribute resources to healthy adolescent development in a number of ways. It is important to examine opportunities to participate in group activities and organizations, the adequacy of access to community facilities and events, and opportunities for personal support (Leffert, et al., 1998). It is important for young people to have supportive connections and
competencies both within the family and outside the family, in schools, and in community settings (Scales, 1997). Additionally, families and communities are primary venues for youth development, yet the capacity of families and communities to support such development varies greatly (Newman, Smith, & Murphy, 1999).

Community opportunities can be described as chances for youth to learn how to act in the world around them—to explore, express, earn, belong, and influence through such venues as school sponsored programs, national youth-serving organizations (i.e., 4-H, Girl Scouts, Boys and Girls Clubs, etc.), religious organizations, and/or volunteer opportunities (Newman, Smith, & Murphy, 1999). Other examples of community opportunities conducive to successful development include access to locations for constructive leisure-time activities such as parks, libraries, and community centers (Roth & Brooks-Gunn, 2000). Based on these descriptions, the number and quality of supports and opportunities that communities offer their youth vary greatly due to the level of resources and structured collaboration that community members bring together (Newman, Smith, & Murphy, 1999).

In order to develop a sense of connectedness and productivity, and to begin making decisions from a perspective that is less egocentric, young people need opportunities to participate in groups of interconnected members (such as clubs, teams, churches, theater groups, or other organizations) that afford them the opportunities to take on responsibilities and create challenges (Connell, Gambone, & Smith, 1999; Roth, 2000; Roth & Brooks-Gunn, 2000). Youth also need opportunities to try new roles, master challenges, and contribute to family and community (Pittman & Irby, 1998). When healthy opportunities to belong are not found in their environments, youth will create their own (often less healthy) alternatives (Connell, Gambone, & Smith, 1999). Similarly, Zeldin (1995) notes that youth appear to get into serious trouble when they have too much unsupervised time without adult guidance, monitoring, and love.
Research has demonstrated that young people’s self-perceptions, values, and skills are influenced by their relationships and the contextual constraints or opportunities available to them (Leffert, et al., 1998), and early adolescence is a crucial period during which community resources can have a positive impact on young adolescents and their families (Scales, 1997). The presence or absence of various ecological supports has been linked to positive developmental outcomes for youth (Scales, Benson, Leffert, & Blyth, 2000). For example, Hobson and Spangler (1999) reported that the religious or spiritual activities available in a community may be resources for positive youth development as they enhance associations among community members, create community unity, and provide sustained sources of activities for youth. Additionally, resilient children have been reported as having more access to supportive teachers, clergy, neighbors, and other caring adults outside the family (Benson, Leffert, Scales, & Blyth, 1998). Youth exposure to multiple settings and connectedness to multiple support networks such as family, school, and community serves as an important protective factor for a variety of risk behaviors such as emotional health, violence, substance abuse, and sexuality (Benson, et al., 1998).

Larson (2000) has noted that western adolescent life does not provide abundant daily opportunities for the experience and development of initiative (a construct considered necessary for positive youth development). Youth in the United States carry fewer responsibilities and are given fewer occasions to engage in self-initiated action, therefore they experience little societal support or scaffolding to practice and develop initiative. In a study by Larson and Kleiber (1993), adolescents reported greater levels of concentration and identified feeling changes in themselves (as well as feeling happier and more proud) when involved in structured leisure, leading to the conclusion that positive leisure may be more important in the development of critical adult skills than other areas of adolescents’
lives. Additionally, when youth successfully participate in meaningful roles, they bond to the community (Bogenschneider, 1996).

A healthy transition to adulthood results from a complex process throughout childhood and adolescence. Current theory suggests that young adolescents need opportunities for physical activity, development of competence and achievement, self-definition, creative expression, positive social interaction with peers and adults, a sense of structure and clear limits, and meaningful participation in authentic work (Quinn, 1999). While adults may believe that youth are not interested in spending quality time with adults or in structured activities, focus group findings show otherwise. Youth do want to spend their out-of-school time in activities that engage their hearts, minds, and bodies, and they want to contribute to the work of the larger society. They also want to have fun (Quinn, 1999). This congruency between what youth want and what appears to lead to positive youth outcomes provides us with the opportunity to engage youth in the types of activities that lead to a successful transition to adulthood. However, more is needed than just knowing what youth want. We need to determine if the opportunities to fulfill their needs exist, if the opportunities meet the youths’ expectations, and if the community at large is accepting of and accepted by the youth.

**Activities**

As is demonstrated above, young people must have open and positive communication with their families, safe places to spend their time, and constructive activities to engage in (Leffert, et al., 1998). A key contributing factor to positive youth development appears to be having influential experiences in community or school activities (Oden, 1995). Serious leisure such as sports, artwork, and other structured leisure activities play a developmental role by providing a context for adolescents to gain control over their attentional processes (Larson & Kleiber, 1993). Adolescents need to experience a
sense of growth and progress in developing skills and abilities from such activities as school, sports, or jobs. This includes having a decision in the types of activities available and having others depend on them such as in peer leader or team captain roles (Connell, Gambone, & Smith, 1999). Voluntary activities are another avenue and allow freedom for exploration of values and interests, perhaps more so than activities structured through the schools (Barber, Eccles, & Stone, 2001).

Larson (2000) notes that there is a heterogeneous array of extracurricular, community, and self-directed activities that can be included as youth activities—each harboring distinct opportunities and processes. Various researchers in the positive youth development field define activities in differing ways. Some, such as Leffert, et al. (1998), refer to “constructive activities” that can be divided into creative activities, youth programs, and religious community. Structured positive youth development activities have also been defined as those that have established standards of performance for all involved (Newman, Smith, & Murphy, 1999) or that require effort and provide a forum to express one’s identity or passion, such as sports, performing arts, and leadership activities (Eccles & Barber, 1999). These structured or constructive activities are contrasted to “relaxed leisure” which has no structure and is not demanding (such as watching t.v.).

Ideal activity involvement has been defined by Leffert, et al. (1998) as at least 3 hours per week in creative activities, at least 3 hours per week in youth programs, at least one hour per week in religious activities, and at least 1 hour or more per week involved in service to others. Similarly, (Roth & Brooks-Gunn, 2000) reported engagement in extracurricular activities of at least 1 to 4 hours per week reduced health-compromising and risk taking behaviors. In addition to amount of time deemed beneficial, Quinn (1999) discusses sorting youth leisure based on outcomes; programs that have shown successful outcomes for youth promote pro-social values; build leadership, decision making, and
problem solving skills; and involve hands-on education, and cooperative learning. When determining if a program fosters youth development, the following can be considered: whether amount of time spent in the program is adequate; whether types of activities engaged in build on the strengths of young people and are challenging; whether contact with positive role-models is provided, and whether supervision or structure is available. Based on these authors’ work, it appears that certain questions need to be answered when determining what category an activity falls in. Does the activity provide an avenue for goal setting, developing plans, and empathizing with others? Is competition emphasized? Are their expectations for performance? Are adults available as role-models and leaders to provide structure? Are connections developed that integrate youth into adult society?

**Outcomes**

Determining which activities promote positive youth development and which do not is an important focus of the majority of articles on positive youth development; many report on outcomes of the various types of activities as a way of categorizing activities as either positive or negative. Outcomes defined as positive are also frequently defined differently by different authors, although similarities can be found. Roth (2000) describes positive youth development as encompassing five constructs: 1) competence in academic, social, and vocational areas; 2) confidence; 3) connection to family, community, and peers; 4) character; and 5) caring and compassion; these are also known as the five C’s of positive attributes for youth: competence, confidence, connection, character, or caring (Roth & Brooks-Gunn, 2000). Components of positive youth development as defined by Larson (2000) include creativity, leadership, altruism, and civic engagement. Scales, et. al. (2000) note characteristics rather than qualities and state that healthy development reflects some of the developmental tasks of adolescence and is indicated by: school success, leadership,
helping others, maintenance of physical health, delay of gratification, valuing diversity, and overcoming adversity.

Outcomes can also be reported in the literature in terms of the types of activities they are related to. For example, studies often report on specific activities such as religious participation, school-sponsored activities, sports, drama or performing arts, or volunteer activities. Productive use of time plays a role in successful adolescent development (Eccles & Barber, 1999), and by looking at groups of activities separately, we can begin to understand the specific qualities of activities that lead to positive developmental outcomes in youth.

Religious Activities

Hobson & Spangler (1999) studied religious and spiritual traditions and found that they support certain values such as the significance of every individual and the importance of giving to others and to the community; additionally, spiritual practices strengthen individuals to sustain their commitment over time and through challenges. Religious participation has also been shown to enhance caring for others and help reduce multiple forms of risk-taking (Benson, et al, 1998), and time spent in religious activities was predictive of helping others (Scales, et al, 2000). In a study of 10th graders, Eccles and Barber (1999) found that participation in religious activities had the greatest impact on positive youth development with increases in GPA, increased college attendance, and decreased participation in risky behaviors or association with risk-taking peers.

Extra-Curricular Leisure Activities

Oden (1995) studied school-sponsored leisure activities and determined that there is evidence that greater participation by youths in structured leisure activities offered in the school or community setting is beneficial to overall development. Nationally, students who spend one to four hours per week in extracurricular activities are 49% less likely to use
drugs and 37% less likely to become teen parents than students who do not participate; participation in sports is also linked to an increase in self-esteem, positive body image, and self-confidence as well as a decreased incidence of depression, pregnancy, and smoking initiation (National Institute of Out-of-School Time, 2001). Posner & Vandell (1999) studied middle school children involved in organized after-school activities and determined that children involved in organized after school activities spent more time in learning opportunities, were rated by their teachers as having better work habits and better interpersonal skills, were less likely to endorse aggression as a response to peer conflict, and spent less time watching television. Similarly, time that youth spend each week in school and non-school activities was predictive of enhanced skill at making plans and decisions and was a meaningful predictor of two or more thriving indicators (Scales, Benson, Leffert, & Blyth, 2000). There is also an established link between adolescents’ extracurricular activities and adult educational attainment, occupation, and income (even after controlling for social class and ability), plus a reduction in delinquent and risky behaviors based on involvement in extracurricular activities (Eccles & Barber, 1999). The Eccles and Barber (1999) study of 10th graders also demonstrated that constructive leisure has been linked to lower rates of substance abuse, lower rates of criminal behavior, lower chance of school dropout, and increases in self-concept, GPA, school engagement, and educational aspirations.

Volunteer Activities

Demonstrated benefits of participation in volunteer activities include increased respect for others, increased altruism, development of leadership skills, and a better understanding of citizenship; these behaviors appear to carry over into adulthood (Federal Interagency Forum on Child and Family Statistics, 2000). According to Stukas, Clary, and Snyder (1999), studies have also shown enhancement of developmental outcomes as a
result of engaging in volunteerism such as improvement in self-esteem, moral reasoning, and problem-solving skills; increased awareness and understanding of diversity; and more positive attitudes toward the community. A study employing both quantitative and qualitative methods (Pancer & Pratt, 1999) found that adolescents between the ages of 16 and 20 had short-term outcomes of changes in altruistic attitudes and other personal growth areas and long-term outcomes in the development of a “volunteer identity”. A qualitative study of 11th grade students enrolled in a mandatory school-based service program found that students had increased understandings of social, moral, and political aspects of their own and other’s lives during and after participation in the program. (Yates, 1999). A study of mandatory participation in volunteerism by Switzer, Simmons, Dew, Regalski, & Wang (1995) studied the effects of participation on altruistic attitudes and behaviors (also defined as seeing themselves as “helpers”). The authors found that males showed improvements in self-esteem and depressive affect, had an increased involvement in school and community, and had less problem behavior after participation in a year-long weekly program, females in the study were more likely to see themselves as altruistic.

In addition to changes in self-identity and attitudes, participation in volunteer activities was found to have an impact on positive youth development behaviors with increases in GPA, increased college attendance, and decreased participation in risky behaviors or association with risk-taking peers by Eccles and Barber (1999), and time spent in volunteerism through youth programs was predictive of the developmental outcome “helping others” (Scales, et al., 2000). Scales, et al. (2000) also found that the asset that was most predictive of leadership across all racial-ethnic groups was time in youth programs with service to others.
The Current Study

The vast majority of youth do grow into adulthood without lasting problems, although many do not enter it with all the competencies they need (Roth & Brooks-Gunn, 2000). While fostering competencies is an aspect of positive youth development, youth development goes beyond merely preventing problems or intervening in problem behaviors. It means promoting normal development; providing environments and relationships that nurture and challenge young people; building their competencies; and treating them as resources (Quinn, 1999). It also means determining that pro-social attitudes such as sharing, helping, and comforting are important in the development of future pro-social behaviors (Switzer, et al., 1995).

In terms of research, there is more data collected on what is wrong with youth and what they have done wrong than on what is positive in terms of opportunities and outcomes. When positive outcomes are measured, they tend to be measured as the absence of negative outcomes (Roth, 2000). There are minimal studies looking at (1) how many youth have caring, positive relationships, (2) the opportunity for structured, youth oriented activities (3) how many youth are abstaining from sex or practicing safe sex, etc. (Newman, Smith, & Murphy, 1999). The current study moves away from the problem-focused paradigm that Leffert, et al., (1998) point out dominates current theory, research, and practice by focusing on positive youth outcomes. Additionally, the study examines the role that communities (in terms of resources and opportunities) play in adolescent development—a line of inquiry that is noted as relatively recent and understudied by Leffert, et al. (1998). Communities, for the sake of this paper, are defined in the social sense—the combination of spheres (the social network) that youth are involved in such as neighborhoods, schools, youth serving organizations, etc. Opportunities include geographic opportunities such as parks and ball
fields, the presence of youth-serving organizations, and the offerings of the schools for active involvement in after-school activities.

According to Larson (2000), structured voluntary activities (termed structured out-of-school experiences throughout the remainder of this paper) include both high intrinsic motivation and concentration (many over a longer time period), making them an important context for the development of an array of positive qualities such as altruism and identity. For reasons similar to those of Larson, Roth and Brooks-Gunn (2000) believe that it is important to examine the percentage of youth engaged in volunteer activities, after-school programs, and school clubs. In the current study, types of activities are examined to explore the differing roles the activities play in positive youth development.

As mentioned earlier, various researchers in the positive youth development field examine different constructs when looking at outcomes. In addition to behavioral outcomes, it has been suggested by Pancer and Pratt (1999) that socially responsible thinking (characterized by a sense of connection to family, friends, and others and a feeling of obligation to help others in the community, nation, or society at large) is an important determinant of future pro-social behavior. The current study examines pro-social behavior (in terms of helping others) and creativity as a way of measuring positive developmental outcomes (e.g. Larson, 2000; Roth, 2000; and Leffert, 1998). To date, there does not appear to be any studies that measure creativity as it relates to out-of-school time or positive youth development, and only minimal studies on pro-social behavior as it relates to youth (e.g. Roker, Player, & Coleman, 1999 and Scales, et al., 2000).

Figure 1 presents the model used to conceptualize the current study. It is based on the identified characteristics of positive youth development and the possible contributors to these characteristics. The central hypothesis is that youth involvement in structured, out-of-school activities is related to both family influences and community aspects (both attitudes
toward the community and the opportunities available in the community). These activities are related to the developmental outcomes of altruism and creativity. While the focus is on the role the community and family plays in activity choices, this relationship is likely to be bidirectional. As youth participate in activities, their attitude toward the community is likely to improve, just as an improved attitude is likely to result in increased participation in community activities. Similarly, while youth may be influenced by their families regarding types of activities and the amount of time spent in them (as well as the number of activities to be involved in), they may also view their families differently based on the activities they are involved in. The current study examines only the unidirectional relationships identified in Figure 1 while acknowledging that longitudinal studies could provide a deeper understanding of the relationships. The extent to which the model can explain differences in the aggregated community rates of positive developmental outcomes is examined. Conducting this type of analysis yields two types of information: 1) whether the role of community mediates the effects of activity participation on developmental outcomes, and 2) what the importance of certain features in the community context has on the developmental outcomes.
Figure 1. The role of community on Positive Youth Development

Role of Family

Role of Community
- Opportunities
- Attitudes

SOOSE
(Extracurricular activities, 4-H, student gov't., school clubs, community groups, religious groups, year book, volunteering, dramatic arts, reading, etc.)

Positive Youth Development
- Pro-social behavior
- Creativity
METHODS

Participants

This study used a purposive sample of 5th to 12th grade students at 14 different sites in one mid-western state in the United States. In the youth development field, knowledge of best practice comes mainly from research on youth in urban and suburban contexts (Hobson & Spangler, 1999); for this reason, communities selected for this study were both rural and urban. Participants were recruited through school systems, church groups, and youth-serving organizations, and were paid $15.00 for participation. Potential sites were located using community directories and websites until an exhaustive list of potential participants was developed. Sites were then contacted to explain the study and determine interest. All sites were contacted using a specific script (see Appendix A), and contacts continued until 300 participants had been located.

Table 1 describes demographic data for participants at each site. The overall sample of 304 youth was comprised of similar numbers of males (44%) and females (56%), and the ages of the youth in this study ranged from 10 to 18 (M=14.9, SD=1.62). Grade-point average was reported in categories ranging from .50 to 4.00 with the median and mode being 3.50. Participants were primarily Caucasian (82%); fewer numbers of African Americans (11%), Hispanic youth (2%), Asian Youth (1%), and Native Americans (1%) were represented, mainly due to population trends in the state where the study took place. A small percentage (3%) of youth reported their ethnicity of mixed race. Socio-economic status was not directly addressed, although 28% of the participants reported they qualified for free or reduced lunches.

The majority of participants (74%) lived in two-parent homes, with 58% of those residing with both natural parents. A smaller percentage (15%) lived with their mother only,
and the remainder lived in homes with father only (3%), divided their time equally between two parents (3%), resided with grandparents or other relatives (3%), or lived in

### Table 1. Demographic Data in Percentages By Site.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td>39</td>
<td>100</td>
<td>27</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>36</td>
<td>70</td>
<td>59</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00</td>
<td>25</td>
<td>12</td>
<td>28</td>
<td>60</td>
<td>31</td>
<td>36</td>
<td>47</td>
<td>32</td>
<td>10</td>
<td>6</td>
<td>48</td>
<td>5</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>3.0 to 3.99</td>
<td>42</td>
<td>59</td>
<td>36</td>
<td>20</td>
<td>54</td>
<td>55</td>
<td>33</td>
<td>48</td>
<td>36</td>
<td>53</td>
<td>39</td>
<td>20</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>2.0 to 2.99</td>
<td>33</td>
<td>17</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>9</td>
<td>13</td>
<td>16</td>
<td>36</td>
<td>29</td>
<td>13</td>
<td>50</td>
<td>50</td>
<td>32</td>
</tr>
<tr>
<td>1.0 to 1.99</td>
<td></td>
<td>6</td>
<td>16</td>
<td></td>
<td></td>
<td>7</td>
<td>2</td>
<td>18</td>
<td>12</td>
<td></td>
<td>25</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Below 1.0</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>75</td>
<td>94</td>
<td>96</td>
<td>80</td>
<td>96</td>
<td>91</td>
<td>100</td>
<td>91</td>
<td>90</td>
<td>81</td>
<td>88</td>
<td>85</td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>African Amer.</td>
<td>25</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed Race</td>
<td></td>
<td></td>
<td>20</td>
<td>4</td>
<td>9</td>
<td></td>
<td>7</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td><strong>Living situation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two parents</td>
<td>8</td>
<td>59</td>
<td>72</td>
<td>80</td>
<td>76</td>
<td>91</td>
<td>53</td>
<td>29</td>
<td>31</td>
<td>63</td>
<td>78</td>
<td>50</td>
<td>27</td>
<td>61</td>
</tr>
<tr>
<td>Single parent</td>
<td>42</td>
<td>6</td>
<td>12</td>
<td>--</td>
<td>8</td>
<td>9</td>
<td>27</td>
<td>41</td>
<td>14</td>
<td>17</td>
<td>9</td>
<td>30</td>
<td>47</td>
<td>15</td>
</tr>
<tr>
<td>Blended family</td>
<td>33</td>
<td>29</td>
<td>12</td>
<td>--</td>
<td>8</td>
<td></td>
<td>35</td>
<td>50</td>
<td>15</td>
<td>9</td>
<td>10</td>
<td>13</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>8</td>
<td>--</td>
<td>20</td>
<td>24</td>
<td>5</td>
<td>15</td>
<td>4</td>
<td>10</td>
<td>13</td>
<td>8</td>
</tr>
</tbody>
</table>
alternative situations such as foster homes (2%). Parents tended to be employed either part-time or full-time outside of the home (79% of fathers and 80% of mothers) and had at least a high school education (86% of fathers and 83% of mothers). Of those parents completing high-school, 45% of mothers and 37% of fathers had a college education.

Procedures

Letters were sent to the homes of the target youth explaining that a researcher would be present at a designated time and place (depending on the site involved) to conduct the research. Letters explained the procedure and the types of questions to be asked and gave a contact number if the parent/guardian had any questions. The letter also explained that each participant would receive $15.00, and informed parents of how to remove their child from the study. The remainder of the letter explained that unless the parent signed a slip denying participation, consent would be implied (tacit consent). All youth signed assent forms prior to filling out the survey questionnaire. Upon agreement to participate, the participants were given a questionnaire booklet containing the measures. All questionnaires were filled out in the presence of the researcher.

Measures

Demographic information was assessed through the NC-1002 Pilot instrument portion of the survey. This survey was created through a collaborative effort by researchers, practitioners, and administrators of youth development programs. According to Oden (1995), ideal research on youth programs should expand to include research collaborations and partnerships between researchers and program directors or developers making this an ideal instrument. Age of child, year in school, gender, GPA, number of children in the home, current living arrangement, educational level of parent(s), employment status of parent(s), and free-reduced lunch status was obtained.
Community Opportunities were assessed based on participants’ opinions of whether or not certain activities existed within their community. Activities asked about included extracurricular activities such as sports and cheerleading, school activities and groups, and religious activity opportunities.

Attitudes Toward Community were assessed using a 13-item subscale of the NC-1002. This scale used a 5-point scale to determine degree of agreement with statements such as, “I think my community is a good place to live”, “I care what my neighbors think”, “People in this community get along”, etc. Reliability for this instrument was .87 coefficient alpha for this sample.

Family Influence was assessed using a 5-item subscale of the NC-1002. These questions used a 5-point scale to determine the degree of agreement with the following statements: “My parent(s) know where I am after school”, “I tell my parent(s) who I’m going to be with before I go out”, “When I go out at night, my parent(s) know where I am”, “My parent(s) think it’s important to know who my friends are”, and “My parent(s) know how I spend my money”.

Structured Out-of-School Experiences were also assessed using the NC-1002 Pilot instrument. Questions regarding types of activities participated in, level of participation (such as participant, captain, leader/officer), and amount of time spent each week in structured out-of-school experiences were addressed. In addition, questions regarding amount of time in religious activities were asked for a total of 17 questions altogether.

Pro-social behavior was assessed using 13 items of the Self-Report Altruism Scale (SRAS). The SRAS is a 20-item instrument that has been shown to predict altruistic behavior (Rushton, Chrisjohn, & Fekken, 1981). The scale was modified to fit adolescents (e.g. Charbonneau & Nicol, 2002).
Creativity was assessed using the Runco Ideational Behavior Scale. This scale is based on the belief that ideas can be treated as the products of original, divergent, and creative thinking and can be used as a criterion of creative ideation (e.g., Guilford, 1967).
CHAPTER 4: RESULTS

First, the pattern of male and female involvement in activities is described in Table 2. The pattern of activity involvement by grade in school is detailed in Table 3. In order to determine a total of activities participated in for analysis purposes, the number of activities checked for each participant was summed; because leadership roles have been shown to have a significant impact on the benefits of involvement (Eccles & Barber, 1999) more weight was given for leadership within an activity.

Table 2. Percentage of Participation By Gender

<table>
<thead>
<tr>
<th>Activity</th>
<th>Females (n = 170)</th>
<th>Males (n = 134)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band, orchestra, chorus, etc.</td>
<td>63</td>
<td>37</td>
</tr>
<tr>
<td>Religious or church group</td>
<td>56</td>
<td>41</td>
</tr>
<tr>
<td>Team sports</td>
<td>55</td>
<td>72</td>
</tr>
<tr>
<td>Youth or recreation groups</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>Individual sports</td>
<td>34</td>
<td>43</td>
</tr>
<tr>
<td>Other (sports-related)</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>Volunteering/community service</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>Issue Groups (i.e., SADD)</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Community groups (i.e. Boy/Girl Scouts)</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>School yearbook, paper, etc.</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>4-H</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Service clubs</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>FTA, FHA, FFA, etc.</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>NHS/academic honor society</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Hobby clubs</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Student government</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

¹ Of those youth reporting the activity was available
Table 3. Percentage of Youth in Each Activity By Grade in School

<table>
<thead>
<tr>
<th>Activity</th>
<th>6 (n=23)</th>
<th>7 (n=15)</th>
<th>8 (n=38)</th>
<th>9 (n=84)</th>
<th>10 (n=97)</th>
<th>11 (n=25)</th>
<th>12 (n=18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band, orchestra, chorus, etc.</td>
<td>91</td>
<td>79</td>
<td>57</td>
<td>47</td>
<td>45</td>
<td>52</td>
<td>33</td>
</tr>
<tr>
<td>Team sports</td>
<td>70</td>
<td>93</td>
<td>82</td>
<td>56</td>
<td>55</td>
<td>44</td>
<td>39</td>
</tr>
<tr>
<td>Religious or church group</td>
<td>67</td>
<td>46</td>
<td>62</td>
<td>40</td>
<td>50</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>Youth or recreation groups</td>
<td>66</td>
<td>50</td>
<td>47</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>School yearbook, paper, etc.</td>
<td>53</td>
<td>31</td>
<td>30</td>
<td>9</td>
<td>8</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Individual sports</td>
<td>48</td>
<td>87</td>
<td>45</td>
<td>44</td>
<td>30</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>Volunteering/community service</td>
<td>37</td>
<td>14</td>
<td>22</td>
<td>13</td>
<td>22</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Community groups (i.e. Boy/Girl Scouts)</td>
<td>29</td>
<td>50</td>
<td>47</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>4-H</td>
<td>22</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>14</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>Hobby clubs</td>
<td>25</td>
<td>10</td>
<td>22</td>
<td>5</td>
<td>6</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>NHS/academic honor society</td>
<td>25</td>
<td>9</td>
<td>18</td>
<td>10</td>
<td>5</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Service clubs</td>
<td>24</td>
<td>20</td>
<td>21</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>FTA, FHA, FFA, etc.</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>9</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Student government</td>
<td>19</td>
<td>--</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Other (sports-related)</td>
<td>14</td>
<td>31</td>
<td>18</td>
<td>27</td>
<td>30</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>Issue groups (i.e., SADD)</td>
<td>5</td>
<td>--</td>
<td>18</td>
<td>11</td>
<td>23</td>
<td>22</td>
<td>50</td>
</tr>
</tbody>
</table>

Of those youth reporting the activity was available

Descriptive statistics and reliability analysis for study variables are reported in Table 4. Each of the scales used to measure the constructs had adequate reliability, although the Family scale was slightly lower than the recommended .70 Cronbach's alpha.
Table 4. Study Variable Descriptives and Reliabilities

<table>
<thead>
<tr>
<th>Variables</th>
<th>M</th>
<th>S.D.</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro-social behavior</td>
<td>14.18</td>
<td>6.19</td>
<td>.82</td>
</tr>
<tr>
<td>Creativity</td>
<td>72.96</td>
<td>15.54</td>
<td>.90</td>
</tr>
<tr>
<td>Attitude toward community</td>
<td>61.16</td>
<td>11.14</td>
<td>.87</td>
</tr>
<tr>
<td>Family</td>
<td>16.10</td>
<td>4.90</td>
<td>.69</td>
</tr>
<tr>
<td>Opportunity</td>
<td>12.64</td>
<td>2.41</td>
<td>.80</td>
</tr>
<tr>
<td>SOOSE</td>
<td>36.62</td>
<td>6.89</td>
<td>.72</td>
</tr>
</tbody>
</table>

Numerous studies have found participation in activities to be significantly different based on gender and year in school (e.g. Eccles & Barber, 1999). Possible effects of gender or year in school or interactions between these variables were examined using a MANOVA. Additionally, because 14 different sites were studied, each having different characteristics in terms of population, geographic location, and social capital, the relationship between site and activities or outcomes was examined. Although involvement and outcomes have also been shown to differ by race, there was not enough variance in the current sample to determine effects of race.

There was a significant multivariate effect of Site on both Pro-social behavior, \( F(12, 300) = 2.6, p<.01 \), and Activities \( F(12, 300) = 2.31, p<.01 \). The only other significant effects involved the Gender x Grade interaction for creativity, \( F(5, 546) = 3.7, p<.01 \), with females in higher grades more likely to have higher creativity scores. Due to the lack of significant differences in both outcomes and activities, remaining analyses did not control for grade, gender, site, or race.

Correlations for each of the study variables are presented in Table 4. In keeping with MANOVA results, Gender was not significantly correlated with any of the study variables. Grade in school was significantly correlated with Pro-social behavior \( r = .12, p<.05 \), and
opportunities ($r = .30, p < .01$). Grade was also correlated with Attitudes Toward Community ($r = -.16, p < .01$), although this relationship was a negative one. Pro-social behavior was correlated with Creativity ($r = .29, p < .01$) and Attitudes Toward Community ($r = .21, p < .01$), but not with activities or opportunities. Opportunity was strongly correlated with activities ($r = .57, p < .01$). Opportunity was not positively related to either the role of Family or Attitudes Toward Community; Opportunity was actually negatively related at a significant level to both of these variables (see Table 5). Attitude Toward Community was positively related to both Activities ($r = .15, p < .01$) and role of Family ($r = .34, p < .01$).

Table 5. Correlations for Study Variables (N = 305)

<table>
<thead>
<tr>
<th>Variables</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site</td>
<td>-.10</td>
<td>.14*</td>
<td>-.05</td>
<td>.01</td>
<td>-.01</td>
<td>.02</td>
<td>-.02</td>
<td></td>
</tr>
<tr>
<td>2. Gender</td>
<td></td>
<td>.09</td>
<td>.05</td>
<td>-.06</td>
<td>-.01</td>
<td>.09</td>
<td>-.07</td>
<td>.03</td>
</tr>
<tr>
<td>3. Grade</td>
<td></td>
<td></td>
<td>.19*</td>
<td>.02</td>
<td>.16**</td>
<td>-.07</td>
<td>.30**</td>
<td>.05</td>
</tr>
<tr>
<td>4. Pro-social behavior</td>
<td></td>
<td></td>
<td></td>
<td>.29**</td>
<td>.21**</td>
<td>.04</td>
<td>-.10</td>
<td>.11</td>
</tr>
<tr>
<td>5. Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.06</td>
<td>-.07</td>
<td>-.07</td>
<td>-.03</td>
</tr>
<tr>
<td>6. Attitude toward community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.34**</td>
<td>-.21**</td>
<td>.15**</td>
</tr>
<tr>
<td>7. Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-.13*</td>
<td>.09</td>
</tr>
<tr>
<td>8. Opportunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.57**</td>
</tr>
<tr>
<td>9. SOOSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05  **p < .01

Causal analysis was conducted in order to determine the amount of influence each of the variables in the model presented in Figure 1 had on the outcomes for positive youth development—Pro-social behavior and creativity. A series of partial regression equations were employed to determine each path in the model. This type of analysis obtains estimates of main path coefficients by regressing each endogenous variable on those
variables that directly impinge upon it. The advantages of conducting the analysis in this manner include a measurement of both direct and indirect effects as well as allowing for the decomposition of the correlations between any 2 variables into a sum of simple and compound paths that may be substantively more meaningful (Asher, 1983). Figures 2a and 2b show the results of the analysis.

The role of Family did have a significant effect on Attitudes Toward Community ($\beta = .34$, $p < .001$), and both Family ($\beta = .11$, $p < .05$) and Community ($\beta = .19$, $p < .001$), had direct effects on Activities (SOOSE). Community also had a direct effect on the positive developmental outcome of pro-social behavior ($\beta = .20$, $p < .001$). Family, however, did not have a direct effect on Pro-social behavior ($\beta = .04$, $p > .05$). Additionally, Activities mediated the effects of Family and Community on Pro-social behavior ($\beta = .18$, $p < .05$).

Figure 2a. The Role of Family and Community on Pro-social behavior

Adjusted $R^2 = .16$

*Note* $^*p < .05$ $^{**}p < .01$ $^{***}p < .001$
The first part of the path model for effects on Creativity used the same equations as for the Pro-social behavior model, thus the paths are the same. Contrary to the original hypothesis, however, neither Family nor Community had a direct effect on the positive developmental outcome of creativity ($\beta = -.07, p > .05$) and ($\beta = .06, p > .05$) respectively. There was no indirect effect either, with the path between Activities and Creativity being statistically insignificant, also ($\beta = .02, p > .05$). The model for the outcome of Pro-social behavior was a stronger model (adjusted $R^2 = .16$ compared to adjusted $R^2 = .01$).

**Figure 2b. The Role of Family and Community on Creativity**

\[\beta = .11^*\]
\[\beta = -.07\]
\[\beta = .06\]
\[\beta = .02\]

---

Adjusted $R^2 = .01$

*Note* $^*p < .05$ $^{**}p < .01$ $^{***}p < .001$
CHAPTER 5: DISCUSSION

The current study sought to confirm the hypothesis that youth involvement in structured, out-of-school activities (SOOSE) is related to both family influences and community aspects (both attitudes toward the community and the opportunities available in the community) and that these activities affect the developmental outcomes of pro-social behavior and creativity. Both the direct effects of family and community on pro-social behavior and creativity and the indirect effects of these variables mediated by activity participation were examined.

Prior to conducting path analysis, variables were examined to determine their relationship to each other. Grade in school was significantly correlated with pro-social behaviors with students in higher grades reporting higher scores on the SRAS. One interpretation is that older students are more likely to engage in helping/pro-social behaviors. However, it is also possible that older students are more likely to recognize the behaviors they have engaged in as helpful to others. Although the SRAS was modified to reflect activities that adolescent-aged youth have the opportunity to engage in, it is possible that younger students scored lower due to lack of opportunities to participate in some of the behaviors assessed. Grade in school was also correlated with opportunities to participate; students in higher grades reported more opportunities to participate in SOOSE’s. Upon examination of the activities listed in Table 3, it is possible that several of the activities (such as student government, interest groups, or issue groups) are not available until high school. Grade was negatively correlated with attitude toward community in that students in higher grades were less likely to view their community positively. This is in keeping with recent work by Rich-Harris (1998) which suggests that adolescents begin to become more skeptical of adults and adult institutions (such as communities, schools, and families).
Pro-social behavior was correlated with both creativity and attitudes toward the community. Students who scored higher on the SRAS saw their community in a positive light and scored higher on the RIBS. Similarly, attitudes toward community was related to number of activities involved in and attitude toward family. While youth in general may become more skeptical of adults and adult institutions, it is possible that those that report being engaged in helping behavior, are active in SOOSE’s, and have a positive view of their family may avoid this skepticism.

As predicted, the community aspects of opportunities available and the attitudes the youth held toward the community were predictive of activity involvement. Attitude toward family was predictive of activity involvement as well as being predictive of attitudes toward the community. Prior research has shown that both family and community attitudes are influential in the amount of involvement youth have in activities (e.g. Leffert, et al., 1998 and Scales, 1997). Families can direct youth into activities, set limits on participation, and can provide support for continued involvement; when youth feel supported by their families, they are more likely to maintain participation for a duration that provides positive benefits (Larson, 2000). Communities provide the opportunities and support for activities. When youth have a variety of activity choices, they are more likely to find an activity that fits for them (Hobson & Spangler, 1999). The current study appears to corroborate past findings, as well as indicate that in addition to community opportunities, the way in which youth perceive their community is also an important predictor of involvement in structured activities. Attitude toward community is also a direct predictor of the positive developmental outcome of pro-social behavior. It appears that when youth have a positive view of their community, they are more likely to have pro-social attitudes supportive of helping others in the community.
Contrary to the original hypothesis, in this study family does not have a direct effect on pro-social behavior. While families are clearly important in many aspects of adolescents' lives and do have a direct influence on a variety of aspects, for this study it was participation in structured activities that had the significant influence on pro-social behavior. Families do have influence on how activities are entered into, and do have a direct influence on many outcomes of positive youth development; but it appears that the process of participating in structured activities is an influence on the pro-social attitude of helping others. The work of Rich-Harris (1998) can be used to explain one possibility for this finding. Adolescents spend a great deal less time with their families and much more with their friends and in activities outside of the family. Youth therefore do not see their families as influential, and may have slightly more negative attitudes toward their family at this stage of development. These results are not saying that families aren't important in the lives of youth, but that their influence may be more of a “safety net” or a backdrop to school, peers, and activities.

Results of the path analysis for the outcome of creativity were not as strong as for pro-social behavior, and did not support the original hypothesis. It is possible that several limitations of this study impacted the creativity outcome results. Structured activities as a whole were used for analysis, but it is possible that activities have different types of influence. For example, participation in activities that are more talent-driven such as drama clubs, dance, choir, band, pottery clubs, etc. could be more strongly related to creativity. Future research should use factor analysis to determine if the 17 activities in this study fall into particular groupings around constructs such as service groups, dramatic arts, and leadership activities. While the results of the current study can be seen as contradicting the hypothesis that family, community, and activity participation foster creativity in adolescents, they can also be seen as clarifying the model—various aspects of activity participation may be more predictive than others.
CHAPTER 6: CONCLUSION

The findings give further insight into positive youth development. Rather than looking only at relationships among variables known as being associated with positive youth development, the path analysis design aids in clarifying the direction of the relationships and pinpoints a mediating effect of activity involvement. Continued research is necessary, however, to further define aspects of positive youth development and the types of elements that contribute to these outcomes. The current study was cross-sectional in design, therefore limiting the types of information that could be assessed. Future studies that employ longitudinal designs can aid in clarifying the benefits of activity involvement and the specific characteristics of involvement that are beneficial.

While the current study gives a picture of both rural and urban adolescents in the Mid-West, future studies need to include adolescents from a larger variety of communities. Clearly, an urban setting in the Mid-West does not mirror an urban setting on the East or West coast; racial and ethnic differences may exist that were not documented in this study due to the homogeneity of the participants. It would also be beneficial to look further at socio-economic class as a factor in influencing both activity involvement and outcomes directly.

The findings give further insight into positive youth development. Rather than looking only at relationships among variables known as being associated with positive youth development, the path analysis design aids in clarifying the direction of the relationships and pinpoints a mediating effect of activity involvement. While further research will continue to develop and refine the youth development field, the current study does have useful implications for a variety of audiences. One often hears of growing concerns in society about the egocentrism, antisocial attitudes, and lack of morals of adolescents. This and other studies show that youth can have caring attitudes and can engage in behaviors that
provide assistance to others. Families have been scrutinized and blamed about the condition of today's youth (a condition that may be a myth rather than reality); this study shows that while family is influential, other aspects of adolescents' environments are possibly more influential. Not just the community is influential, however, or we would not see an indirect effect of family.

By fostering an atmosphere that embraces our youth and provides them with opportunities to grow and to demonstrate caring abilities, we can foster positive youth development. For families, this can include becoming involved in the structured activities of their children (perhaps as coaches, volunteers, group leaders, etc.) or providing opportunities for activities and volunteerism where none exist. For activity leaders, this can mean helping parents and other family figures become more involved in the activities offered. Community leaders and policy makers can ensure that ample opportunities to participate in activities exist for all youth. Communities can also survey their youth to insure that they are experiencing the community in a positive light; information from youth can be utilized to develop structured activities. Youth can be shown that they are valued members of the community and given meaningful opportunities to become involved in the community through volunteerism.
APPENDIX A
ANNOTATED BIBLIOGRAPHY


This special issue looks at television viewing as it relates to a variety of developmental outcomes in adolescents. Specific outcomes that are discussed include creativity, aggression, school outcomes, peer relations, and extra-curricular activities. A sample of 570 adolescents from Kansas and Massachusetts was used for the study. Participants were interviewed at preschool age and again in adolescence.

Creativity in this study was defined as cognitive fluency and originality in addition to activities such as creative arts, fantasy, and imagination. Because the authors believed that environmental influences in early childhood affect later creative achievement, the study examined reports of types and amounts of television watching (from preschool age and currently) as it affected scores on the "Alternative Uses of an Object" test and as it affected enrollment in creative after-school activities. Additionally, amount of time spent reading books was examined as it related to the creativity measures. Findings include a significant relationship between reading and increased creativity, a significant relationship between preschool viewing of educational television and increased creativity, and a significant relationship between increased viewing of general television as an adolescent and decreased creativity.

Extracurricular activities were examined in terms of how preschool television viewing and adolescent viewing affect number of activities entered into in adolescence and type of activity. There was no relationship found with number of viewing hours in adolescence, but number of hours of educational television was significant for number of activities—the more educational t.v. watched, the more activities. Additionally, type of program watched in adolescence was significantly related to both number and types of activities—prosocial television shows was positively related to prosocial activities and more of them where as antisocial (i.e., violent, sexual, etc.) was positively related to antisocial activities and negatively related to number of positive activities involved in.

A comment by Reed Larson at the end of the study noted the "robustness" of it, but indicated that further studies could involve parental influence—how to parents shape the types of activities their children are involved in.


This article describes features of the Arizona State University American Humanics program, considers ways to develop partnerships with community stakeholders, and synthesizes challenges to maintaining a balance of practice and academics (the program is described as honoring practitioner perspectives and maintaining a youth development framework similar to popular definitions). The program’s objective is to attract, train, and place youth service workers in areas such as recreation, youth leadership, and non-profit youth development programs.

This study examined the association between identity group (measured using characters from the movie The Breakfast Club) and youth outcomes such as substance use, academic outcomes, job characteristics, and psychological adjustment. In addition, the association between activity involvement (determined by a checklist of 46 activities grouped by the authors into categories of pro-social activities, team sports, performing arts, and school involvement) and these outcomes was explored. Data from a longitudinal study of 900 participants in the Michigan Study of Adolescent Life Transitions was used for the analysis—specifically data collected at grade 10, grade 12, and 2 and 6 years after high school graduation.

Using a MANOVA, the authors concluded that those who participated in a pro-social activity in 10th grade drank significantly less and used less marijuana than those who had not; in addition, pro-social involvement was associated with a delay in the timing of an increase in drinking. However, athletes did report more drinking than non-atheletes. Participation in student government, cheerleading, or pepclub at grade 10 was not related drinking, but was related to marijuana use (female participants in school-related clubs used marijuana more frequently while male participants used it less frequently than non-participants).

Participation in any activity type was positively related to completing more years of education, although it was not significant once maternal education and aptitude covariates were added. Rates of college graduation were positively related to participation in all activities. Participants in pro-social activities reported higher self-esteem, although participants in performing arts were more likely to have seen a psychologist and had higher suicide rates.

Social identity group analysis was conducted in order to study the meaning attached to participation through the link to identity. Overall drinking levels and marijuana use did differ by identity group ("jocks" and "criminals" had the highest levels). Rates of college graduation differed by identity group with "brains" most likely to have graduated by age 24. Mean levels of self-esteem also differed by identity group with "basket cases" and "criminals" having the lowest levels. The authors concluded that there were differences in the effects of activity involvement when considering social identity. For example, the authors noted that while participation in sports affected likelihood of college graduation, the identity of being a "jock" did not; "brains" were more likely than any other group to be involved in pro-social activities, and those with "brain" identity that were involved in pro-social activities reported the fewest friends involved in anti-social behaviors.


This is a brief article describing the two common approaches (or paradigms) to increase the health, well-being, and life chances of America's youth. The first, (and historically dominant) termed "problem-focused" (p. 117) centers around factors that are
linked to negative outcomes for youth, and is dedicated to prevention, intervention, and treatment efforts. The second paradigm is comprised of three different approaches to naming and promoting positive youth development: resiliency (research identifying developmental factors which distinguish individuals who cope successfully with adversity), youth development (which focuses on the competencies needed to transition from adolescence to adulthood and how society influences these competencies), and asset development (a theory extending the cultural critique regarding assets for all American youth).

The three positive youth development models are both similar (each promote the characteristics of positive human development) and complimentary (with differing key strategies and differing target populations). Benson suggests that until more research is done to back current practices, the approaches should be applied to the varying target populations. He believes that further research could aid in bridging the three approaches into a synthesized model.


This article describes the 40 Developmental Assets (Benson, 1996) instrument as it applies to strengthening communities around the issue of positive youth development. The sample for this article consists of 99,462 youth in grades 6-12 in public or alternative schools from 213 U.S. communities who took the survey between 1996 and 1997. The article discusses how to utilize the results of a 40AD report to assess the community as a whole, to evaluate community programs, and to implement programs. Assets, risks, and thriving indicators are explored as they relate to communities and community assessment. Core principles for community building and community development are discussed, including how the report can impact these areas. A conceptual model of change is provided, as well as potential obstacles and ways to overcome these obstacles.


This article describes the principles of an ecological risk/protective model of positive youth development as it applies to program design, implementation, and evaluation. Strengths and weaknesses of the risk model and the resiliency (protective factor) models are given as lead in to this combined approach (that increases protective processes while reducing risks). 12 principles for building “healthy” prevention programs are given, along with the results of studies that fall into the 12 principles, are listed in this article. Using these principles, the author evaluates 18 programs for youth in Wisconsin.


This article is a qualitative study focusing on the practice of youth-adult partnerships (Y/APs). The author seeks to determine the impact these partnerships have on the community as a whole, not just the youth and adults entered into the programs. Research questions looked at the dimensions, conditions, and outcomes of Y/APs.
Three data sets from formal youth workers/projects (conducted in both rural and urban communities, involving a variety of youth initiatives, and serving a diverse group of youths) were analyzed using participant observation, individual and focus group interviews, site visits, documentation review, and interaction with stakeholders during planning sessions. Patterns and themes found included principles and values of Y/APs, skills and competencies for behaviors, and implementation methods for achieving collective action.

Findings:
- Respect and equality are core components, but pose challenges when determining power (balancing being equal partners while still setting limits, offering guidance, and establishing structure).
- Communication, teamwork, and coaching are necessary skills for effective Y/APs.
- Cooperation rather than competition between youth and adults is necessary to achieve action—a balance between adult and youth voices.
- Y/APs have obstacles in established social relationships—communities may be hesitant to change traditions, may be skeptical of certain "problem youth", may have limited time to devote to change, and may be reluctant to relinquish power.

Support is necessary for both youth and adults engaged in Y/APs. Future research should involve education of the community about adolescent development and their potential. Samples should be broadened to the general community rather than clinical or "at risk" samples, and attention should be paid to power dynamics.


Emotional intelligence (defined as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth) is examined as it relates to adolescents (versus adults, which is where the majority of this literature comes). The first objective of the study was to investigate the relationship between emotional intelligence and prosocial behaviors in adolescents. Prosocial behaviors examined included activities deemed voluntary, not formally rewarded within an organization, and helpful to others (also defined as altruistic). Additionally, sex relationships were studied as females have been shown to have higher levels of volunteerism and altruism than males. Participants in the study were 134 senior members of a youth organization run by military officers. Average age was 15.5 years ($SD = .9$) with a range of 13 to 18 years of age. The constructs of emotional intelligence, altruism, sportsmanship, and civic virtue were examined based on both self-report measures and on peer evaluations.

Emotional intelligence correlated highly with altruism (helping others) and civic virtue (attending scheduled meetings/activities) for both genders (even though girls scored significantly higher on all measures). Additionally, adolescents who scored higher in emotional intelligence were rated by their peers as being more altruistic.


The authors believe that youth activities are often contexts where youth report high motivation and attention and emotional and cognitive engagement, making them a unique
context in which adolescents are most likely to be agents of their own development. Using a qualitative design, 10 small focus groups were conducted with a total of 55 teens in the Midwest. Some participants were chosen to participate by counselors, others were volunteers from a university high-school, and the remainder were members of 3 community-based organizations (FFA, an arts group, and Del-Teens). Using a semi-structured "rolling interview guide" based on types of outcomes suggested by a literature review on youth activities, group leaders encouraged participants to talk about youth activities they were involved in. Responses were then coded into 7 recurring themes (experimentation and identity work, initiative, emotional self-control, physical skills, peer relationships and knowledge, teamwork and social skills, and adult networks and social capital.


Believing that productive use of time plays a role in successful adolescent development and that there is an established link between adolescents' extracurricular activities and adult educational attainment, occupation, and income, even after controlling for social class and ability, the authors studied 600 10th grade students to determine what types of extracurricular activities play instrumental roles in PYD. Based on studies done in the leisure field that have determined different types of leisure activities, the authors used the definitions of "relaxed leisure" which has no structure and is not demanding (such as watching t.v.) and "constructive leisure" which requires effort and provides a forum to express one's identity or passion (such as sports, performing arts, leadership activities). Constructive leisure was linked to lower rates of substance abuse, lower rates of criminal behavior, lower chance of school dropout and increases in self-concept, GPA, school engagement, and educational aspirations. In addition, participation in church activities and volunteer activities had the greatest impact on positive youth development with increases in GPA, increased college attendance, and decreased participation in risky behaviors or association with risk-taking peers. The study also showed a reduction in delinquent and risky behaviors based on involvement in extracurricular activities.


Fourth annual report to the Nation on the condition of children that includes 8 contextual measures and 23 indicators of well-being in the areas of economic security, health, behavior and social environment, education, and participation in volunteer activities.


This article reports the findings of a year-long study that focused on a network of neighborhood youth programs based in settlement houses in West Town (Chicago). The goal of the study was to fill a gap in the literature regarding how programs function, what is offered, how youth view the programs, and the relationships of youth and workers. In
addition to examining the functioning of the programs, the authors explored the ways in which participation benefited youth. The research conducted was qualitative in nature and consisted of 2-3 in-depth interviews with 14 youth workers and 24 youth as well as 150 hours of direct observation in the 5 programs. The youth involved lived in poorer, gang-ridden neighborhoods and were characterized as receiving too little attention, guidance, and support from their families and schools. The majority did not participate in other school-based clubs or youth programs and rarely did homework. Youth workers had varying backgrounds but the majority were from similar neighborhoods as the youth and “fell into” their positions (i.e., had no college or formal training).

The youth programs were composed of a drop-in component and a structured activity component, although the structured activities were minimally scheduled and minimally attended; between ½ and 2/3 of the youth’s time was spent in unstructured activities. In general there were few imposed guidelines and no formal program objectives, and youth workers spent a great deal of time enforcing rules about language, violence, and behavior in general. With this lack of structure, each house tended to have youth who “took over” and set the tone for their program. It was noted that finding the balance between structure and free-time was a constant struggle. Workers did not believe youth wanted structure, but comments lead the researchers to believe otherwise. In addition, when structured activities were offered, youth appeared more engaged, interested, and involved. While there were few opportunities to take responsibility for planning or carrying through with activities, when they were given responsibility, they “rose to the challenge and demonstrated maturity not seen in their day-to-day behavior” (p. ??).

Youth expressed their main reasons for attending were to be in a safe environment and because of valued relationships with the youth workers. Structured activities were also listed as primary reasons for attending.


This article discusses a comprehensive approach to positive youth development that utilizes both asset development and fostering resiliency. Each approach is defined, with asset development focusing more on what the community can do to support children and resiliency coming from characteristics within the child. The resiliency attitude is discussed as a way that adults and programs can encourage and enable children to find their personal strengths—a way of keeping asset-based programs from becoming deficit-focused ones.

The author discusses the downfalls of asset assessments, as well as research and programs based on such assessments; ways to improve the messages given to kids are illustrated. In addition, ways to improve the resources provided by communities (infrastructure) are discussed, and questions for discussions with youth about the topic of resiliency are included.

The youth programs were composed of a drop-in component and a structured activity component, although the structured activities were minimally scheduled and minimally attended; between ½ and 2/3 of the youth’s time was spent in unstructured activities. In general there were few imposed guidelines and no formal program objectives, and youth workers spent a great deal of time enforcing rules about language, violence, and behavior in general. With this lack of structure, each house tended to have youth who “took over” and set the tone for their program. It was noted that finding the balance between structure and free-time was a constant struggle. Workers did not believe youth wanted structure, but comments lead the researchers to believe otherwise. In addition, when structured activities were offered, youth appeared more engaged, interested, and involved. While there were few opportunities to take responsibility for planning or carrying through with activities, when they were given responsibility, they “rose to the challenge and demonstrated maturity not seen in their day-to-day behavior” (p. ??).

Youth expressed their main reasons for attending were to be in a safe environment and because of valued relationships with the youth workers. Structured activities were also listed as primary reasons for attending.


This article discusses a comprehensive approach to positive youth development that utilizes both asset development and fostering resiliency. Each approach is defined, with asset development focusing more on what the community can do to support children and resiliency coming from characteristics within the child. The resiliency attitude is discussed as a way that adults and programs can encourage and enable children to find their personal strengths—a way of keeping asset-based programs from becoming deficit-focused ones.

The author discusses the downfalls of asset assessments, as well as research and programs based on such assessments; ways to improve the messages given to kids are illustrated. In addition, ways to improve the resources provided by communities (infrastructure) are discussed, and questions for discussions with youth about the topic of resiliency are included.


This paper provides an examination of rural, isolated communities, the resources available to youth in these communities, and how to strengthen programs aimed at positive youth development based on the experiences of 10 rural communities that participated in the Bridging the Gap of Isolation project (a 3 year initiative). Information for the paper was gathered through site visits and interviews with community members, interviews and focus groups with members of the national project team, and the Charting the Community Connections process (described as a series of exercises by which community members identify and create public knowledge about “treasures” in the community). Specific
programs are discussed and critiqued, as are specific aspects of communities (such as leaders, community cohesion, specific resources, natural resources, and youth roles).


The purpose of this article is to differentiate race, culture, and poverty as they relate to positive youth development with a goal of helping programs for youth develop cultural sensitivities that address the needs/strengths of all children. Examples are drawn from two minority populations primarily—African American and Hmong; the variations for these cultures are examined through the domains of family structure, history of education (social history), and community living circumstances in order to demonstrate that while poverty is one issue, its effects are moderated by life circumstances. The theory of triple quandry is explored to illustrate the different experiences of poverty.

A thorough literature review focuses on myths regarding those living in poverty and provides rationales to debunk them, as well as myths regarding people of color (who are often seen as the cause of their circumstances). Resilience among people of color is reported as higher than that of white Americans, and the author explores unique characteristics that define this resilience—despite disparity in the resources available to families of color. Literature regarding culture is reviewed, also. The article concludes with recommendations regarding direct service to families/youth of color and research as it pertains to these issues.


This is a qualitative “process of self-in-action” study in order to learn more about the challenges and difficulties of community youth work. The article is organized into themes gleaned through the author’s observations, readings, interactions, and reflections.
- A sense of permanence—sustained involvement of youth, parents and community members comes from trusting the workers, seeing resources, and knowing there is organizational support
- Presence—youth workers who are perceived as “real” or “being there” are the most effective
- Transitions—sufficient time to begin and end programs and activities is necessary for success
- Fear and confusion—youth work can be characterized through fear (rough neighborhoods, violence, and crisis) and confusion (what to do in such situations that will not harm the relationship)
- Curiosity—being able to see various meanings and to understand situations rather than make assumptions appears important for both workers and community members
- Interconnected actions and attitudes—an awareness among workers that they need to collaborate and learn from each other
- Working at micro and macro-levels—workers understand that they need to be involved in public policy making in addition to direct service (but often lack the time to do so)
Best practice should include adequate support and incentives for more youth workers to stay, learn, and develop a sense of permanence and trust with community members. Support needs to come from organizations and communities.


This article discusses the development of initiative as it relates to positive youth development. The three elements listed as crucial to initiative include (1) intrinsic motivation, (2) concerted engagement in the environment, and (3) motivation and engagement must occur over time. The contexts of adolescents’ daily lives are discussed in relation to the three elements of initiative, along with an extensive literature review of studies of positive youth development and outcomes associated with structured activities.

Structured voluntary activities are reported as the only area of adolescents lives where each of the 3 elements are present—studies reviewed lead the author to suggest that structured activities are likely to stimulate the learning of initiative dispositions and skills as well as other competencies, thus promoting change. Positive outcomes found in the studies reviewed include increased goal setting, increased leadership skills, increased problem solving skills, assimilation of societies norms, decreases in problem behavior, and positive GPA changes; while minimal longitudinal studies have been completed, those that exist show these changes being stable over time.

The psychological environment necessary to foster the positive outcomes listed above is discussed, and the types of programs that appear most successful were structured to have the three elements of initiative. Research implications include studying programs in their context, increasing the length of the studies (qualitative studies that follow the same subjects over time), and giving as much attention to structured out-of-school activities as is given to family and school time.


There has been a substantial amount of research regarding the relationship between adolescents’ use of time and outcome variables such as school performance, risk-taking behavior, college enrollment, etc. While many studies focus on time spent in out-of-school activities (structured and unstructured), this article focuses on constructive vs. unconstructive use of discretionary time as it relates to family management variables in single-parent (mother-headed) families. The sample consisted of 101 adolescents and their mothers in single-parent households from central Illinois recruited through ads, fliers, and organizations that deal with divorced families (participants were paid). Use of time was studied using ESM (Experience Sampling Method) with each participant reporting on activities and emotions by wearing a watch that beeped at random times throughout the day (except during school hours). Reports were then grouped into 20 mutually exclusive categories and termed either constructive or nonconstructive. For this sample, adolescents total time in constructive activities varied from 0% to 42% (m=10.7%) and time in nonconstructive activities was nearly twice that with a mean of 19.1%.

Five hypotheses were tested:
1) Adolescents' constructive use of time is related to aspects of mothers' family management—partially supported in that mothers' rate of participation in supportive activities had an inverse relation to adolescents' time watching t.v. and mothers' perceived firm control was significantly correlated with adolescents' total time in constructive activities.

2) The amount of time that single mothers spend in constructive and nonconstructive discretionary activities is related to adolescents' time in the same activities—this held true only for reading and religion (including mothers' time in religion having a negative correlation with adolescent television watching).

3) Adolescents' use of time is related to mothers' employment—data failed to show that mothers' working (including long working hours) affects adolescents' constructive use of time.

4) Mothers' well-being (enjoyment of daily lives and lack of depression, anxiety, or problem drinking) would lead to adolescents spending more time in constructive activities—only limited support overall, but for distinct categories of time there were significant differences. Mothers' daily enjoyment positively related to adolescents time in sports while mothers' anxiety was negatively related to time in sports; mothers' drinking negatively related to adolescent reading; mothers' anxiety and depression positively related to t.v. viewing; mothers' drinking positively related to adolescents “hanging out”.

5) Quality of co-parenting arrangements with adolescents' fathers is related to constructive use of time—positive interparental cooperation does appear to have some influence on adolescents spending their time in constructive ways, particularly in sports.


This article examined the hypothesis that structured leisure activities provide an important developmental context for growth of the capacity to direct and control attention. They examined age differences in attention as well as attention paid during different types of activities using a random, stratified (by gender, neighborhood, age) sample of 5th to 9th graders from four neighborhoods in a middle-class, working community. ESM was used to gather reports of types of activities, quality of attention, level of concentration, and companionship at random times throughout a one-week span. Other-directed and “spontaneous” activities decreased with age (however structured leisure activities did not increase with age). Self-initiation of activities did increase with age as did intrinsic responses. The highest average attention was reported for socializing, media use, and structured leisure activities. Older students reported deeper concentration as well as reporting they were more likely to identify a change in themselves during participation, including feeling happier and more proud.


While the amount of time spent between school and leisure does not necessarily change with adolescence, shifts do occur in how leisure time is spent and with whom. This study used ESM (Experience Sampling Method) with each participant reporting on activities...
and emotions by wearing a watch that beeped at random times throughout the day. The purpose was to provide a description of how African American youth spend their time (activity, location, and companionship). A sample of 253 fifth to eighth grade African American youth were recruited from Chicago elementary schools using random stratified sampling.

Results are compared with previous studies of time of white youths, but no statistical significance is noted for any of the comparisons (except for within sample comparisons by age, gender, and SES). The results include a finding that African American adolescents spend much less time in school than other populations (particularly Asian youth), much more time at home, and similar amounts of time in public locations (although less of that public time is outdoors). In regards to time spent in productive activities, school accounted for the majority of time labeled productive (looking at a combination of time in school and doing homework)—the youth in this study did not spend significantly less time on homework than white samples. The youth in this sample did spend less time in some of the other categories of productive activities such as extracurricular activities and work for pay. African American youths' time spend in religious activities, however, was double that of white youth. Amount of time spent on chores was “substantially higher” than that of white youths. Amount of time spent in leisure activities was also different among the African American youths; they watched television at higher rates (although context was not distinctly different), played outdoor sports less often, engaged in fewer organized activities, and had higher reports of “idle time”. Time with others was different for the African American youth—more time with family, less with classmates, and more time with friends of the opposite gender.


This article provides a model for integrating the knowledge and needs of youth service workers, communities, youth, and scholars using applied developmental science (ADS). In keeping with developmental systems theory, this model calls for scholars to develop, implement, and evaluate programs and policies for youth within the appropriate context (the community, family, etc.). Because individual and family functioning are seen as a “combined and interactive product of biology and the physical and social environments that continuously evolve and change over time” (p. 12), relationships must be studied in addition to the context and the relationship between knowledge and context. Outreach scholarship using ADS principles is reported as best addressing issues of problem behavior cessation, problem prevention, and positive behavior promotion. Principles of best practice for outreach scholarship are delineated.

By studying families and communities within their context, the authors believe that effective programs will be developed and appropriate resources generated, resulting in the “five C’s” as positive outcomes for youth. When these five sets of outcomes are developed in youth, society is enhanced, and intergenerational effects continue this cycle of growth (i.e., nurture children effectively today for a better society tomorrow). The authors give suggestions for building upon communities’ existing assets and/or enhancing them so that families are best served.

The purpose of this article is to describe the measurement and predictive utility of the research instrument developed by the search institute: The Profiles of Student Life: Attitudes and Behaviors (PSL-AB). This instrument is a 156-item survey instrument measuring 40 developmental assets as well as developmental deficiencies, thriving indicators, and high risk behaviors. It was designed for 6th through 12th graders and normed using a sample of 99,462 youth from 213 U.S. communities. Reliability for assets measured with more than one item (13 use only 1 item) ranges from .50 to above .60 with 19 items above .60. It is reported as having good face validity. While reported as valid for both males and females, there are significant differences in the number of assets reported by males and females. In addition, older students are more likely to engage in the high risk behavior of drinking regardless of number of assets (although those with higher assets engage at lower rates). Overall, those with a greater number of cumulative assets have fewer risk behaviors and greater evidence of thriving indictors.


The goal of this study is to identify and evaluate characteristics of leisure activities that may be associated with increases or decreases in adolescent antisocial behavior. Hypotheses include (1) youth involved in highly structured community activities will show lower levels of antisocial behavior than youth not involved in these activities; (2) antisocial behavior will be highest among adolescents who attend a youth recreation center (viewed as unstructured and unsupervised) and don’t also attend structured community activities; (3) the adult and peer relations connected to structured activities will be more positive and less antisocial compared to those characterizing persons involved in the YRC.

All 8th grade students in Orebro, Sweden were given the opportunity to take part in a school-based survey regarding leisure and social relations—703 students completed the survey and 580 of their parents completed a parent survey. It was noted that students whose parents did not complete the survey had higher participation in YRC. Activity involvement was divided into structured or unstructured activities (with YRC being coded as unstructured). Antisocial behavior was measured based on responses to questions such as, “Have you taken something from a store without paying”, “Have you been drunk”, etc. (alpha = .79). Peer characteristics was measured using participant ratings of up to 8 peers on categories of age, trouble with police, school performance, etc. Activity leader support was assessed using three questions regarding the leader. Parental reports of monitoring, trust, and activity support were measured with a variety of assessments, with adequate alphas reported.

No differences in gender were found, and leisure activities in general showed no difference in regards to antisocial behavior. There were significant effects for structured activity participation and unstructured participation—youth in structured activities had lower antisocial behavior while involvement in unstructured activities showed opposite patterns. The combination of unstructured activity and no structured participation had a stronger association with antisocial behavior in boys. Low parental monitoring and low parental support for activity involvement were each linked to participation in unstructured activities,
and parental trust was low for children in unstructured activities and high for those in structured activities. Students in structured activities reported significantly fewer deviant peers and more support from activity leaders.

Issue appears to be what activity youth engage in and with whom, not just whether or not they are involved.


This chapter discusses the framework and formulas for assessing financial resources and mechanisms necessary to move society toward “adequate and secure funding for the developmental supports and opportunities that all youth need on the road to a productive, healthy and economically viable adulthood (p. 84). The chapter discusses PYD outcomes, opportunities necessary to achieve outcomes, limitations of programs, funding sources, and ideal vs. adequate funding streams for programs, how to evaluate programs (including funding needs), and ideal youth programs. Suggestions for future research are given as well as a brief overview of current research findings.


This article was directed at researchers in the PYD field with the goal of encouraging further study around the contributions of youth program experiences to adolescent development. Five different types of research designs are discussed, including type of analysis, purposes, methods, and potential gains to the field. Research that studies the processes, experiences, and operations of PYD programs in addition to outcomes is encouraged. Finally, Oden describes how the results of research should be made available and describes successful researcher-practitioner collaborations.


This article begins by giving objectives that researchers should consider when evaluating youth development programs. Ways to improve the implementation and distribution of programs are discussed, as well as implications for future research. Two case studies are presented in the article. The first program examined is "The Access Program" which targets young people unlikely to enroll in college; the second is "The Cleveland Opera on Tour Program", an arts program open to all elementary students and educators.

- Access Program—students, teachers, and parents were interviewed to determine if the program was serving the targeted population, was being viewed positively, and was successful in increasing college applications. The program was found to be serving the targeted population (families with moderate incomes, moderate education levels, and moderate expectations regarding college enrollment, and students with moderate GPA's). Students expressed satisfaction with the program, and outcomes showed that substantially larger numbers of students who attended
the program applied (82%), were accepted (94% of those applying), and chose to attend college (88% of those accepted) than the general population for students of similar backgrounds. Counselors and parents were also reported as being satisfied with the program.

The Cleveland Opera on Tour—the qualitative portion of this study included 511 students, 21 teachers, and 20 classrooms using questionnaires and interviews. Parents and teachers were reported as satisfied (90% and 69% respectively) and in favor of continuing the program (77%). Teachers also rated the program as helpful in enhancing students’ growth, and the program was reported through an overall assessment as enhancing learning, academic skills, motivation for learning, and enhancing active learning. The quantitative portion of the study compared 1st and 2nd grade students who participated (n=67) with those who did not (n=47) based on CAT scores. Those who participated are reported as scoring significantly higher in subtests and total score than those who did not, and maintained these higher scores into the Grade 4 test.


This article briefly describes the positive youth development “movement” from its beginning to now. The focus is mostly on programs or commissions that focus on the preparation of young people versus the prevention of problems; the authors note that a major difference in the decade covered is not necessarily the quantity or quality of programs for youth, but in the increased acceptance of the belief that these programs require attention and evaluation and intentional work (rather than just allowing them to evolve out of no where). Effective programs meet 6 fundamental assertions: (1) goals need to include what is wanted rather than just being centered around prevention; (2) processes need to go beyond quick fixes and take into account youth development as a context; (3) inputs need to go beyond basic services; (4) settings need to go beyond the schools to engage leisure time; (5) strategies must be early and sustained and not just the coordination of piece-meal programs/services; (6) recipients of the programs need to be youth and communities (with youth contributing as well as receiving). Data from programs consistently show that resilient youth (in addition to personal assets) have caring adults, high expectations, and opportunities to participate; the more assets young people have in their lives, the more likely it is they will engage in positive behaviors and the less likely they will engage in negative ones.

The remainder of this article goes into detail about the 6 elements for successful programs and gives a thorough example of what is needed for a youth development program using the Beacon School System in New York City.


This article critiques programs and services for youth using a continuum with youth development services at one end and social control at the other. Each of the types of programs (such as non-profit youth service organizations, youth sports leagues, public agency programs/centers, volunteer youth projects, etc.) are defined and discussed. Best
practice principles are indicated for programs that are designed to foster youth development (versus those that seek to fix problems because “problem free is not fully prepared” (p.103)).

Issues around best practice are described in terms of research studies that have encompassed the issue:

- Participation/Access: must be open/available to all youth. In-depth studies of communities reveal that low-income neighborhoods offer the least opportunities and have the least support. This unequal access to programs is a key in explaining the differing levels of participation in certain communities.


This research report sequentially examines the community, societal, cultural, and physical factors that contribute to shaping a context of isolation for youth. The literature on isolation (ecological model), models of youth development, positive growth and development, and resiliency is reviewed; types of youth organizations are described, and a model for working with youth is given.


This paper presents a study of 72 youth serving organizations’ youth development practices using mailed questionnaires that gathered 1) info about the organization; 2) specific information about a chosen program offered to youth 10-16 years old such as goals, services, participants and philosophy; and 3) information about the program’s development and future using open-ended reflective questions.

Results showed the programs to have many characteristics consistent with both prevention and positive development literature. Goals tended to be positive youth development oriented, but practices tended to address high risk behaviors. Areas such as length of program, incentives and rules, community/youth collaboration, evaluation, and congruence between theory and practice are all discussed in relation to similarities and differences among the programs.


This article summarizes literature on positive youth development as it relates to the areas of school, family, community, and workplace. The elements that appear to lead to positive outcomes are discussed as well as research studies that have been done in these domains. Implications for policy development and community efforts are discussed, as well as future directions for research.

This study involved 659 family support programs who completed a mailed survey regarding aspects of their program. The author examined 1) self-related quality of respondents' previous training for working with adolescents; 2) respondent’s understanding of adolescent development; 3) the frequency of respondents’ programs offering developmentally responsive services and activities for young adolescents and their families; 4) the degree to which respondents perceived that they were successful in promoting critical developmental assets for youths; 5) the perceived usefulness to respondents of selected training content; 6) the degree to which these family support programs collaborated with other community organizations; and 7) the potential excellence of programs serving families with young adolescents.

Results showed respondents to have considerable training in the topic of adolescents, yet 30-50% rated their training as inadequate or poor in relation to working with adolescents. More than 90% felt more training would be useful and expressed interest/willingness to attend. The relationship of training to program excellence was tested and was positive—the more training of good quality, the more programs offered and the more adolescent assets were targeted. The majority of the workers were rated as having an accurate understanding of adolescent development, although 30% did have inaccurate responses to such issues as the “storminess of adolescence” and “adolescents’ increased need for independence”.


This study used a sub-sample of 6000 6th to 12th grade youth from a larger sample of 99,462 taken in a 1997 study. The sub-sample came from 213 U.S. communities who commissioned the Search Institute to complete the PSL-AB at their school (either regular or alternative). The 6000 sub-sample was comprised of 1000 youth in each of 6 ethnicities with equal gender and grade distribution. The purpose of the study was to examine the developmental assets that may explain the experience of thriving outcomes across the different racial-ethnic groups. Measures were taken from the subsections of the PSL-AB.

Youth with higher levels of developmental assets were more likely than other youth to report being successful at school, overcoming adversity, maintaining physical health, and delaying gratification. There were some differences between the younger and older students with older students participating in more leadership roles and reporting being able to overcome diversity easier. Time in youth programs was the most important predictor of 5 of the 7 thriving outcomes, and the influence of time spent in religious community on how much youth help others was significant. All findings were important regardless of ethnicity, leading the authors to conclude that the contribution of developmental assets is more important than demographic variables.


This study used 171 seventh grade students from a New York high school to determine the effect of mandatory volunteerism on self-esteem, depressive affect, school problem behavior, commitment to school and community, and altruistic sense of self. The
differences between males and females were also examined. Participants in the study were randomly assigned to either a control group (no volunteering program) or to the experimental group (a volunteering program). Additionally, students in the experimental groups were randomly assigned to either a pre-chosen volunteer activity or to a group where volunteer activities were self-selected. Due to smaller numbers, the study did not examine the differences between these two groups.

No general significant differences were found between the control and experimental groups. There were significant differences, however, for boys who participated in the helping program. These boys showed greater improvements in self-esteem and depressive affect, had an increased involvement in school and community, and less problem behavior from pre-intervention to post-intervention. Girls were more likely to report feeling better about themselves after helping others, but the differences were not significant.


This article gives an in-depth description of Organizational Theory and discusses ways in which this theory can be applied to youth development programs. Rather than looking at youth development as merely providing services to youth or “fixing” them, approaches to youth can fit into a broader framework similar to the corporate world (and by utilizing a systems approach). Youth-adult partnerships are defined and discussed, including how changes in the movement can take place and challenges to such changes. One theme is that of valuing youth—including being able to see youth in the full concept of their lives, collaborating with them, and seeing them as leaders rather than objects. Another theme (the systems perspective) describes approaching a oneness with the environment—meaning that projects aren’t developed in isolation from their context. Implications for practitioners are included.


This article expands on what the author terms a “renewed interest in community service as a means of promoting prosocial development in youth” (p. 16). Stating a sparseness of empirical evidence for the promotion of community service, the article uses both quantitative (although these are not described) and qualitative methods to examine a mandatory community service program for 11th grade students at a Catholic school in Washington, D.C. The exact number in the sample is not mentioned, and only percentages (no n’s) are reported, so it is not possible to determine sample size. Findings from the qualitative portion of the study relative to experiences with volunteering include:

- students began to reevaluate ideas about homeless individuals often by comparing their own lives to a homeless person’s.
- students evaluated racial stereotypes of homelessness while revealing increased sensitivity to the vulnerabilities of minorities (particularly black youth) to poverty and homelessness.
- students engaged in conversations about moral responsibility and applied moral principals to real life situations—while arguing against judging others’ circumstances.
students began to view government as less abstract and distant and sought to define what government comprises, how it can be changed, and what their own role is in enacting change.

students had positive experiences of respect and appreciation when volunteering.


This article is aimed at researchers currently applying the Development-in-context evaluation (DICE) model to initiatives that grow out of university and community collaborations. Strengths and weaknesses/limitations of the DICE are delineated and suggestions for refining and improving the instrument are given.


This article serves as an introduction to a special issue regarding positive youth development as both a field of research and an area of practice; an overview of articles is included in the article. Both areas have begun a shift from prevention and intervention to that of promotion based on the expertise of practitioners within the communities. Practitioners are increasingly challenging the traditional ideas about youth and are demonstrating that young people can play a more meaningful role in society. Researchers need to examine the broad ecology of youth initiatives within the communities by examining multiple levels and multiple contexts. A greater deal of equality and collaboration between research-based theory and practice-based theory will better advance youth development; methods used by both researchers and practitioners are very similar.

Zeldin comments on what he sees as indicators of an optimal community; in addition to economic indicators and the absence of behavioral problems or unemployment, healthy communities are those that have (1) an equitable infrastructure, (2) communitas (spirit, good feelings, and creativity within the community), (3) emotional attachment (sense of belonging and connectedness), and (4) caritas (adult perceptions and attitudes that allow them to be engaged with youth).

In regards to future research and future practice, it is the adult interactions that are often not addressed by either research or programming. The high degree of separation between adults and youth, inaccurate beliefs about adolescence held by adults, and the underestimation of youth by adults need to be addressed. In addition, the way in which adults are influenced by youth is an area rarely focused on.
APPENDIX B
POSITIVE YOUTH DEVELOPMENT SURVEY

1. How old are you now? _____ years  2. In what year were you born? ____________

3. In what month were you born? ______________

4. Are you? _____ male _____ female

5. What grade are you in?
   _____ 4th _____ 9th
   _____ 5th _____ 10th
   _____ 6th _____ 11th
   _____ 7th _____ 12th
   _____ 8th

6. What group do you belong to?
   _____ White (non-hispanic)
   _____ Black/African-American
   _____ Asian/Pacific Islander
   _____ American Indian/Alaskan Native
   _____ Hispanic/Latino(a)
   _____ Other or Mixed Race: (Please identify ____________________)

7. What is the average grade you usually get in school (Grade Point Average)?
   _____ Mostly A's
   _____ About half A's and half B's
   _____ Mostly B's
   _____ About half B's and half C's
   _____ Mostly C's
   _____ About half C's and half D's
   _____ Mostly D's
   _____ Mostly below D

8. What is your current living arrangement (check one)?
   _____ Living with both parents
   _____ Living with mother and stepfather
   _____ Living with father and stepmother
   _____ Living part-time with mother and part-time with father
   _____ Living with one parent _____ mother or _____ father
   _____ Living with grandparents
   _____ Living with other relatives
   _____ Foster home
   _____ Other (please describe) _____________________________
9. How many older brothers do you have? _____
10. How many younger brothers do you have? _____
11. How many older sisters do you have? _____
12. How many younger sisters do you have? _____

13. What is the working situation of your mother or other adult female (stepmother, etc.) with whom you live?
   _____ I don't live with my mother or an adult female
   _____ Employed full time (32 hours or more per week)
   _____ Employed part time (less than 32 hours a week)
   _____ Homemaker/not working outside the home
   _____ Unemployed, but looking for work
   _____ Full-time student
   _____ Retired/disabled

14. What is the working situation of your father or other adult male (stepfather, etc.) with whom you live?
   _____ I don't live with my father or an adult male
   _____ Employed full time (32 hours or more per week)
   _____ Employed part time (less than 32 hours a week)
   _____ Homemaker/not working outside the home
   _____ Unemployed, but looking for work
   _____ Full-time student
   _____ Retired/disabled

15. What are your parents' (or parent figures') education levels?

<table>
<thead>
<tr>
<th>Check Appropriate Lines</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn't go to high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed some high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated from high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed some college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated from college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate or professional school after college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. If you bought a full school lunch, what would you pay? (Even if you never buy a school lunch, think about what you would pay.)
   _____ A full price
   _____ A reduced price
   _____ I wouldn't pay anything. It would be free.

Please Continue ➤
17. Please read each of the following items carefully and consider the degree to which it describes you. Write the number signifying your response on the line next to each item.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I am able to follow through on a task until it's completed.</td>
</tr>
<tr>
<td>3</td>
<td>I know I have skills to carry out various tasks and responsibilities important to me.</td>
</tr>
<tr>
<td>4</td>
<td>I find I can easily be distracted even when I really need to finish a task.</td>
</tr>
<tr>
<td>6</td>
<td>I prefer to be free-floating without having to worry about commitments to other people or things.</td>
</tr>
<tr>
<td>8</td>
<td>When I think about the future, I feel optimistic.</td>
</tr>
<tr>
<td>10</td>
<td>I find that my opinions are frequently influenced by others.</td>
</tr>
<tr>
<td>11</td>
<td>I really don't know what strengths or skills I have to offer society.</td>
</tr>
<tr>
<td>13</td>
<td>I am involved in a variety of activities that allow me to use my skills and abilities.</td>
</tr>
<tr>
<td>15</td>
<td>When things don't go my way, I remind myself of the positive things in my life.</td>
</tr>
<tr>
<td>16</td>
<td>I really don't know what I want out of life.</td>
</tr>
<tr>
<td>18</td>
<td>When I make a commitment to something, I stick with it.</td>
</tr>
<tr>
<td>19</td>
<td>In many ways, I have control over my future.</td>
</tr>
<tr>
<td>20</td>
<td>I don't pretend to be something that I'm not.</td>
</tr>
<tr>
<td>24</td>
<td>I try to pursue my aims even when I have to take risks.</td>
</tr>
<tr>
<td>25</td>
<td>I hesitate to put much energy into trying to reach my goals.</td>
</tr>
<tr>
<td>26</td>
<td>I'm only setting myself up for disappointment by looking forward to things in the future.</td>
</tr>
<tr>
<td>27</td>
<td>I feel like I don't have control over my life.</td>
</tr>
<tr>
<td>28</td>
<td>When I think of my future, I see a definite direction for my life.</td>
</tr>
<tr>
<td>29</td>
<td>Even when I have opportunity to do things I might be good at, I usually can't get started.</td>
</tr>
<tr>
<td>32</td>
<td>When something doesn't work out for me, I just look forward to doing other things.</td>
</tr>
<tr>
<td>33</td>
<td>If there is something I choose to do, I am determined to do it.</td>
</tr>
<tr>
<td>35</td>
<td>I have strengths that enable me to be effective in certain situations.</td>
</tr>
<tr>
<td>36</td>
<td>Sometimes I feel as if I can't control my behavior.</td>
</tr>
<tr>
<td>37</td>
<td>I believe in being true to myself and others.</td>
</tr>
<tr>
<td>39</td>
<td>No matter how bad things get, I am confident they will get better.</td>
</tr>
<tr>
<td>40</td>
<td>Fear keeps me from striving for many of my goals.</td>
</tr>
<tr>
<td>41</td>
<td>I'm not really sure what I believe in.</td>
</tr>
<tr>
<td>42</td>
<td>When I feel really down, I have a hard time believing that things are going to get better.</td>
</tr>
<tr>
<td>44</td>
<td>I don't care about things anymore because they usually don't work out anyway.</td>
</tr>
<tr>
<td>45</td>
<td>I am able to set realistic goals for myself.</td>
</tr>
<tr>
<td>48</td>
<td>I have trouble accepting a particular purpose or role in life.</td>
</tr>
<tr>
<td>51</td>
<td>I hardly ever initiate activities; I usually follow the crowd.</td>
</tr>
<tr>
<td>53</td>
<td>I stand up for the people and causes that are important to me.</td>
</tr>
<tr>
<td>54</td>
<td>It doesn't matter what I do, it's not going to change anything.</td>
</tr>
</tbody>
</table>
1 Does NOT describe me well

58. When something doesn't work out the way I had hoped, it makes me feel like just quitting everything.

59. I like to work to make things happen.

61. Most people just seem more capable than me.

62. Even though I'm sometimes afraid of failing, if there's something I want to do I try to do it.

63. I'm usually able to resist when I'm tempted to do something that's not in my best interests.

64. I avoid tasks that might require much of my time and energy.

18. How much do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th></th>
<th>5 Agree a lot</th>
<th>4 Agree a little</th>
<th>3 Don’t agree or disagree</th>
<th>2 Disagree a little</th>
<th>1 Disagree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I would like to explore strange places.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>I would like to take a trip without planning where I'm going.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>I like to do scary things.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>I would like to try bungee jumping.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>I like wild parties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>I like new and exciting experiences, even if I have to break the rules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>I get restless when I spend too much time at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>I prefer friends who are exciting and unpredictable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please Continue ➤
19. Please check all that apply for EACH sports activity that you have participated in THIS SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Team Sports</th>
<th>School does not have</th>
<th>Did not participate</th>
<th>Participated</th>
<th>Participated as a Captain/Co-Captain</th>
</tr>
</thead>
<tbody>
<tr>
<td>(baseball, basketball, soccer, swim team, hockey, volleyball, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Cross country, gymnastics, golf, tennis, track, wrestling, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(cheerleading, pom-pom, drill team, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Please check all that apply for EACH activity that you have participated in THIS SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Activity</th>
<th>School does not have</th>
<th>Did not participate</th>
<th>Participated</th>
<th>Participated as a Captain/Co-Captain</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Band, orchestra, chorus, choir or other musical group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. 4-H</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Student government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. NHS or other academic honor society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. School yearbook, newspaper, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Service clubs (AFS, Key Club)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Hobby clubs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. FTA, FHA, FFA, or other vocational educational professional club</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Community groups (Boy/Girl Scouts, Hi-Y, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Religious or Church Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Issue groups (SADD, Teen Institute, Tobacco Coalition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
21. In a typical week, how much total time do you spend on all extracurricular activities? (Check only one)

- None
- Less than 1 hour per week
- 1-4 hours per week
- 5-9 hours per week
- 10-19 hours per week
- 20 hours or more per week

22. How much additional reading do you do each week on your own outside of school – NOT in connection with schoolwork? (Do not count any school-assigned reading.) (Check only one)

- None
- 1 hour or less per week
- 2 hours
- 3 hours
- 4-5 hours
- 6-7 hours
- 8-9 hours
- 10 or more hours a week

23. How often do you spend time on the following activities outside of school? (Select one answer for each line)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rarely or Never</th>
<th>Less than once a week</th>
<th>Once/twice a week</th>
<th>Every day/almost every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Working on hobbies, arts, or crafts on my own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Attending youth groups or recreation programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Volunteering or performing community services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Talking or doing things with your mother or father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Talking or doing things with other adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Attending religious activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Hanging out with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please Continue ➔
24. During the school year, how many hours a day do you USUALLY watch television, videotapes, or play video games? Please check one response for weekdays and one response for weekends.

<table>
<thead>
<tr>
<th></th>
<th>Don’t watch</th>
<th>Less than 1 hour/ day</th>
<th>1-2 hours/ day</th>
<th>2-3 hours/ day</th>
<th>3-4 hours/ day</th>
<th>4-5 hours/ day</th>
<th>More than 5 hours/ day</th>
</tr>
</thead>
<tbody>
<tr>
<td>On weekdays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On weekends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. During the school year, how many hours a day do you USUALLY spend on the internet? Please check one response for weekdays and one response for weekends.

<table>
<thead>
<tr>
<th></th>
<th>Don’t use Internet</th>
<th>Less than 1 hour/ day</th>
<th>1-2 hours/ day</th>
<th>2-3 hours/ day</th>
<th>3-4 hours/ day</th>
<th>4-5 hours/ day</th>
<th>More than 5 hours/ day</th>
</tr>
</thead>
<tbody>
<tr>
<td>On weekdays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On weekends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. How often do you attend religious services? (Check one)

- _____ At least once a week
- _____ At least once a month
- _____ On most important religious holidays
- _____ Rarely ever
- _____ Never

27. Are you involved with a youth group with a religious organization?

- _____ Yes
- _____ No

28. If yes, how frequently do you attend youth group activities?

- _____ At least once a week
- _____ At least once a month
- _____ On most important religious holidays
- _____ Rarely ever
- _____ Never

29. In general, how important are religious or spiritual beliefs in your day-to-day life? (Circle one)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>Very important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
30. How much do you feel adults care about you?
   _____ Not at all
   _____ Very little
   _____ Somewhat
   _____ Quite a bit
   _____ Very much

31. How much do you feel that your teachers care about you?
   _____ Not at all
   _____ Very little
   _____ Somewhat
   _____ Quite a bit
   _____ Very much

32. How much do you feel that your parents care about you?
   _____ Not at all
   _____ Very little
   _____ Somewhat
   _____ Quite a bit
   _____ Very much

33. How much do you feel that your friends care about you?
   _____ Not at all
   _____ Very little
   _____ Somewhat
   _____ Quite a bit
   _____ Very much

34. What is the lowest semester grade you could get in each of these subject areas
    WITHOUT your parents getting upset?

    F   D   C   B   A
    Failing  Excellent

   a. English
             _____ _____ _____ _____ _____
   b. Math
             _____ _____ _____ _____ _____
   c. Science
             _____ _____ _____ _____ _____
   d. Social studies
             _____ _____ _____ _____ _____

35. How important is it to your parents or guardians that you work hard on your schoolwork?
   _____ Not at all important
   _____ Rarely important
   _____ Sometimes important    Please Continue ➔
   _____ Usually important
   _____ Always important
36. Answer each of the following questions about your parent(s):

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My parent(s) know where I am after school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I tell my parent(s) who I'm going to be with before I go out.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. When I go out at night, my parent(s) know where I am.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. My parent(s) think it's important to know who my friends are.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. My parent(s) know how I spend my money.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37. How much do you agree or disagree with each of the following about your school?

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Don't agree or disagree</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am happy to be at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I feel safe in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The teachers in my school treat me fair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I feel like I am part of this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

38. Some people really like their community. Other people don't like their community. How much do you agree or disagree with each of the following statements about your community?

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Don't agree or disagree</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I think my community is a good place to live.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I can recognize most of the people who live in my community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Agree a lot</td>
<td>Agree a little</td>
<td>Don’t agree or disagree</td>
<td>Disagree a little</td>
<td>Disagree a lot</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------</td>
<td>----------------</td>
<td>-------------------------</td>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>c. I feel at home in this community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Very few of my neighbors know me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. I care about what my neighbors will think of my actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. I have influence over what this community is like.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. If there is a problem in this community, people who live here can get it solved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. It is very important to me to live in this particular community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. People in this community get along with each other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. I expect to live in this community for a long time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Adults in my neighborhood or community keep an eye on what teens are up to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. If I were to do something wrong, adults in my town would probably tell my parent(s)/guardian(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. If I had a problem, there are neighbors whom I could count on to help me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please place a check mark in the appropriate box that identifies how often (from “never” to “very often”) you have completed one of the following acts.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once</th>
<th>More than once</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have helped push a stranger’s car out of the snow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I have given directions to a stranger.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I have made change for a stranger.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I have given money to a charity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I have given money to a stranger who needed it (or asked for it).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I have donated goods or clothing to a charity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I have done volunteer work for a charity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I have donated blood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I have helped carry a stranger’s belongings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I have delayed an elevator and held the door open for a stranger.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I have allowed someone to go ahead of me in a line.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I have given a stranger a lift in my car.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I have pointed out a clerk’s error (in a bank, at the supermarket) in undercharging me for an item.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I have let a neighbor whom I didn’t know too well borrow an item of some value to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I have bought “charity” Christmas cards deliberately because I knew it was a good cause.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I have helped a classmate who I did not know that well with a homework assignment when my knowledge was greater than his or hers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Before being asked, I have voluntarily looked after a neighbor’s pets or children without being paid.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I have offered to help a handicapped or elderly stranger across a street.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I have offered my seat on a bus or train to a stranger who was standing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I have helped an acquaintance to move.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RIB

Directions: Use the 1-5 scale (given below) to indicate how often each of the phrases describes your past activity and behavior. Please respond honestly! Indicate how you really think and behave, not how you would like to.

1 = never
2 = occasionally
3 = sometimes
4 = regularly
5 = very often

2. I have many wild ideas.
3. I think about ideas more often than most people.
4. I often get excited by my own new ideas.
5. I come up with a lot of ideas or solutions to problems.
6. I come up with an idea or solution other people have never thought of.
7. I like to play around with ideas for the fun of it.
8. It is important to be able to think of bizarre and wild possibilities.
9. I would rate myself highly in being able to come up with ideas.
10. I have always been an active thinker—I have lots of ideas.
11. I enjoy having leeway in the things I do and room to make up my own mind.
12. My ideas are often considered “impractical” or even “wild.”
13. I would take a college course which was based on original ideas.
14. I am able to think about things intensely for many hours.
15. Sometimes I get so interested in a new idea that I forget about other things that I should be doing.
16. I often have trouble sleeping at night, because so many ideas keep popping into my head.
17. When writing papers or talking to people, I often have trouble staying with one topic because I think of so many things to write or say.
18. I often find that one of my ideas has led me to other ideas that have led me to other ideas, and I end up with an idea and do not know where it came from.
19. Some people might think me scatterbrained or absentminded because I think about a variety of things at once.
20. I try to exercise my mind by thinking things through.
21. I am able to think up answers to problems that haven’t already been figured out.
22. I am good at combining ideas in ways that others have not tried.
23. Friends ask me to help them think of ideas and solutions.
24. I have ideas about new inventions or about how to improve things.
AES

Please record the appropriate answer for each question, depending on how important it is to you using the following scale:

\[ \begin{align*}
1 &= \text{No importance} \\
2 &= \text{Little importance} \\
3 &= \text{Some importance} \\
4 &= \text{Much importance} \\
5 &= \text{Great importance}
\end{align*} \]

1. Accepting the fact that others don’t know what it’s like being me.
2. Getting other people to better understand why I do things the way I do.
3. Explaining my unique feelings and viewpoints to others so they can get some idea about what I am like.
4. Trying to get other people to know what it is like being me.
5. Coming to accept that no one will ever really understand me.
6. When walking in late to a group meeting, trying not to distract everyone’s attention.
7. Trying to figure out how other people will react to my accomplishments and failures.
8. Being able to daydream about great successes and thinking about other people’s reactions.
9. Being able to think about having a lot of money someday and how people will admire that.
10. Trying and being able to figure out if two people are talking about me when they are looking my way.
11. Becoming real good at being able to think through my own thoughts.
12. Thinking about my own feelings.
13. Being real good at knowing what others are thinking about me.
14. Knowing my own thoughts and feelings.
15. Thinking about myself.

CLQ

Below are 24 statements. Please read each statement and indicate how true it is for you using the following rating scale:

\[ \begin{align*}
1 &= \text{That's always true about me} \\
2 &= \text{That's true about me most of the time} \\
3 &= \text{That's sometimes true about me} \\
4 &= \text{That's hardly ever true about me} \\
5 &= \text{That's not true at all about me}
\end{align*} \]

1. It's easy for me to make new friends at school.
2. I like to read.
1 = That's always true about me
2 = That's true about me most of the time
3 = That's sometimes true about me
4 = That's hardly ever true about me
5 = That's not true at all about me

3. I have nobody to talk to in my class.
4. I'm good at working with other children in my class.
5. I watch TV a lot.
6. It's hard for me to make friends at school.
7. I like school.
8. I have lots of friends in my class.
9. I feel alone at school.
10. I can find a friend in my class when I need one.
11. I play sports a lot.
12. It's hard to get kids in school to like me.
13. I like science.
14. I don't have anyone to play with at school.
15. I like music.
16. I get along with my classmates.
17. I feel left out of things at school.
18. There are no other kids I can go to when I need help in school.
19. I like to paint and draw.
20. I don't get along with other children in school.
21. I'm lonely at school.
22. I am well liked by the kids in my class.
23. I like playing board games a lot.
24. I don't have any friends in class.

These questions are designed to measure your relationship with parents and friends. Please answer each item as carefully and accurately as you can by placing a number by each one as follows:

1 = Disagree very much
2 = Disagree moderately
3 = Disagree slightly
4 = Neither agree nor disagree
5 = Agree slightly
6 = Agree moderately
7 = Agree very much

1. My parents and I have the same value system.
2. My friends and I have the same basic beliefs.
3. Overall, my friends have more influence than my parents on my values.
4. My parents and friends have the same amount of influence on my basic beliefs.
5. In general, I am influenced more by my parents than my friends.
7. In general, my parents have more influence than my friends on my beliefs about
1 = Disagree very much            5 = Agree slightly
2 = Disagree moderately          6 = Agree moderately
3 = Disagree slightly            7 = Agree very much
4 = Neither agree nor disagree

sexuality.

8. My friends and my parents have equal influence on my beliefs about sexuality.
9. My beliefs about the use of alcohol are the same as my parents.
10. My friends and I do not agree about alcohol use.
11. My friends have more influence than my parents on my beliefs about alcohol.
12. My political beliefs are influenced more by my parents than my friends.
13. My political beliefs are influenced more by my friends than my parents.
14. My political beliefs are influenced equally by my parents and friends.
15. I do not care what my parents think of people I date.
16. It is very important that my friends approve of people I date.
17. My friends' opinions about a date are more important than my parent's opinion about the person.
18. Overall, I am influenced more by my friends than my parents.
19. My parents and friends have the same general influence on my life.
20. My parents have more influence than my friends on who I am as a person.

RSE

Please record the appropriate answer for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree with it.

1 = Strongly agree            3 = Disagree
2 = Agree                        4 = Strongly disagree

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

These questions are designed to measure the way you feel about sexual behavior. Answer each item as carefully and as accurately as you can by placing a number beside each one based on the following scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree (or don’t know)
4 = Agree
5 = Strongly agree

2. If I have sex before I am an adult, I could get a venereal disease (VD).
3. It is sometimes all right to force a girlfriend or boyfriend to have sex.
4. It is against my values for me to have sex before I am an adult.
5. I do not mind thinking and talking about sex.
6. Having sex would be a way to keep my boyfriend or girlfriend.
7. Having sex is something only adults should do.
8. I will probably have sex before I am an adult.
9. Having sex would make my boyfriend or girlfriend happy.
10. I wish that sex wasn’t necessary.
11. My friends think I should not have sex.
12. Having sex is a good way to impress my friends.
13. If I have sex, it would make me feel important.
14. Males have stronger sex drives than females.
15. Even if I am physically mature, that does not mean that I’m ready for sex.
16. It is okay to tell someone I love them to get them to have sex with me.
17. Thinking about sex makes me uncomfortable.
18. Having sex would make me feel grown up.
19. I think it is okay to say “No” when someone wants to touch me sexually.
20. “Love” and “having sex” mean the same thing.
21. Having sex would just be doing what everybody else is doing.
22. Sex is dirty and shouldn’t be talked about.
23. Having sex would be a way for me to show that I love someone.
24. My father thinks I should not have sex.
25. Having sex would be a way to be popular.
26. It’s harder for a boy to stop once he’s been turned on sexually than for a girl.
27. If I have sex, I could get pregnant (or get someone else pregnant).
28. Sex only brings trouble to people.
29. Having sex would be a way to earn money.
30. It’s okay to have sex with someone if they say they love you.
31. I think it’s okay for people my age to have sex.
32. Most people who are important to me think I should not have sex.
33. If a girl gets pregnant, it’s her fault.
34. One reason to have sex is to find out what it’s like.
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree (or don’t know)
4 = Agree
5 = Strongly agree

____ 35. Sex can be an important part of life.
____ 36. My mother thinks I should not have sex.
____ 37. Learning about sex is important to me.
____ 38. People should not be expected to act in certain ways just because they are a male or female.
____ 39. People who want to have sex should respect the right of others to say “No.”

We would like to know how often you have talked about each of the topics below with your mother and father in the last 3 months. For each of the following statements, select the number from the 5-point scale (0 = haven’t talked, 4 = once a week or more) that best describes how that statement applies to you and your mother and father.

0 = Haven’t talked
1 = Once or twice
2 = About once a month
3 = 2-3 times per month
4 = Once a week or more

In the last three months we’ve talked about...

Mother    Father
____  ____  40. birth control.
____  ____  41. what’s right and what’s wrong in sexual behavior.
____  ____  42. what my mother/father thinks about teenagers having sex.
____  ____  43. what my friends think about sex.
____  ____  44. my questions about sex.
____  ____  45. reasons why I shouldn’t have sex at my age.
____  ____  46. how my life would change if I became a parent at my age.
____  ____  47. veneral disease.
____  ____  48. HIV/AIDS.
We would now like to know how you felt about your talks with your mother and father about the topics from the previous section.

\[
\begin{align*}
0 &= \text{Haven’t talked} \\
1 &= \text{Very bad} \\
2 &= \text{Bad} \\
3 &= \text{So-So} \\
4 &= \text{Good} \\
5 &= \text{Very Good}
\end{align*}
\]

How I felt about our talks on …

Mother   Father

49. birth control.
50. what’s right and what’s wrong in sexual behavior.
51. what my mother/father thinks about teenagers having sex.
52. what my friends think about sex.
53. my questions about sex.
54. reasons why I shouldn’t have sex at my age.
55. how my life would change if I became a parent at my age.
56. veneral disease.
57. HIV/AIDS.

Answer each item as carefully and as accurately as you can by placing a number beside each one based on the following scale:

How good or bad do you think each of the following is?

\[
\begin{align*}
1 &= \text{Always Bad} \\
2 &= \text{Usually Bad} \\
3 &= \text{Neither good nor Bad} \\
4 &= \text{Usually Good} \\
5 &= \text{Always Good}
\end{align*}
\]

58. Doing what everybody else is doing.
59. Having sex now.
60. Showing people I love them.
61. Making my boyfriend or girlfriend happy.
62. Being pregnant (or getting someone else pregnant).
63. Having a venereal disease.
64. Becoming infected with HIV/AIDS.
65. Being popular.
66. Keeping my boyfriend or girlfriend.
67. Feeling worthwhile, feeling important.
68. Feeling grown up.
69. Finding out what having sex is like.
Answer each item as carefully and as accurately as you can by placing a number beside each one based on the following scale:

1 = Not Important at all  
2 = Hardly important  
3 = Somewhat important  
4 = Very important  
5 = Extremely important

How important is each of these to you?

_____ 69. Doing what my mother thinks I should do when it comes to having sex.
_____ 70. Doing what my father thinks I should do when it comes to having sex.
_____ 71. Doing what my friends think I should do when it comes to having sex.

72. In the last 12 months, how many times, if ever, have you been out on a date (such as going out to a party or a movie with one person of the opposite sex)? ______

73. Have you ever had sex?  
_____ yes  
_____ no

IF YOU ANSWERED "NO" TO QUESTION # 73, THANK YOU FOR COMPLETING THIS SURVEY.

IF YOU ANSWERED "YES" TO QUESTION # 73, PLEASE ANSWER THE NEXT TWO QUESTIONS.

74. How many times have you had sex in the last three months? ______

75. How old were you the first time you had sex? ______

THANK YOU FOR COMPLETING THIS SURVEY!
January 18, 2002

Program Coordinator
Name of Agency
Address 1
Address 2
Address 3

RE: Research on Positive Youth Development

Dear Program Coordinator:

I am part of a research consortium that will be studying the relationship between structured out-of-school activities and positive youth development. The consortium includes faculty from Michigan State University, University of Minnesota, Penn State, University of Kentucky. We are formally recognized by the Department of Agriculture as NC-1002: How Do Structured Out of School Activities Contribute to Positive Youth Development?

I have received funding to collect pilot data for our project and would like to begin making contact with programs to recruit participants. (We will compensate youth who complete our survey.) We hope to recruit participants from two sources: (a) adolescents who are part of structured out-of-school program (could be before or after school as well as weekend programs), and (b) adolescents from school systems who may or may not be involved in structured out-of-school activities.

Someone will telephone you within the next two weeks to discuss your willingness to help us recruit adolescent participants for this important research project.

Sincerely,

Ronald Jay Werner-Wilson, Ph.D.
Assistant Professor
Department of Human Development and Family Studies
Iowa State University
Ames, IA 50011-4380
515.294.8671 (ofc)
515.294.5464 (fax)
rwwilson@iastate.edu
http://www.public.iastate.edu/~rwwilson/
APPENDIX D
COLD CALL SCRIPT

Initial Contact

Hello, my name is (your name) and I am calling on behalf of Dr. Werner-Wilson at Iowa State University.

We sent a letter a few weeks ago to (agency name) about a research project that we are conducting to investigate the relationship of out-of-school programs on positive youth development.

I would like to talk to someone about the possibility of recruiting adolescent participants.

Who would be the appropriate person at (agency name) to talk to about this research project?

Is s/he available?  If not: May I leave a message?

Discussing Recruitment with Appropriate Person

Hello, my name is ____________ and I am calling on behalf of Dr. Werner-Wilson at Iowa State University.

We sent a letter a few weeks ago to (agency name) about a research project that we are conducting to investigate the relationship of out-of-school programs on positive youth development.

We would like to recruit participants from (agency name). We will pay each participant $15 for completing a survey that will take them 45 minutes to an hour to complete. Is this something that you could help us with?

If no: Thank you for your time.

If requesting more information: would you like Dr. Werner-Wilson to call you back with more details?  If so: when would be a good time for him to contact you.

If yes: We will begin visiting site to collect data in mid- to late-March.  Could I contact you in a few weeks to coordinate arrangements?

Thank you for your time.

Relevant Information

Phone for Ron: 515.294.8671
Who is funding: ISU College of Family and Consumer Sciences and the ISU Agricultural Experiment Station.
REFERENCES CITED


Roth, J. (2000, March). What we know and what we need to know about youth development programs. Paper presented at the biannual meeting of the Society for Research on Adolescence, Chicago, IL.


