

Read the statements about youth behavior and mark the box that best describes how often you saw the behavior. There are no right or wrong answers. Please do not skip any items.

<b>Student + Staff Background</b>	<i>Less than 2 weeks</i>	<i>2-8 weeks</i>	<i>2-6 months</i>	<i>6-12 months</i>	<i>1 year or more</i>
How long have you known this youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>Less than 4 hours</i>	<i>4-8 hours</i>	<i>8-16 hours</i>	<i>16-32 hours</i>	<i>32 hours or more</i>
For about how many hours of program-session time have you observed this youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Emotion Management</b>	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth accurately name personal feelings (e.g., “I was angry” or “that made me happy” or “I’d be surprised if...”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth describe feelings using more than simple words like happy or sad (e.g., embarrassed, exuberant, ashamed)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth describe the reason for their feelings (e.g., “I got into a fight with my mom” or “he called me names”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Emotion Regulation</b>					
How often did the youth easily manage both positive and negative feelings (e.g., didn’t lash out at others when feeling bad; didn’t brag or gloat when feeling good)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth get frustrated easily (e.g., challenging tasks, minor set-backs, disagreements, or critical feedback cause more frustration than expected for a successful youth provision experience)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth respond constructively when frustrated by challenging tasks, minor set-backs, disagreements, or critical feedback (e.g., didn’t blame others or give up; thought about it and tried again or sought help)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth engage in disruptive behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth check for misunderstanding when negative feelings occurred?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Empathy</b>					
How often did the youth notice when someone was sad, upset, uncomfortable, or feeling rejected or bullied?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth respond without judgement to other people’s opinions, feelings, or situation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth appear to share others’ feelings (e.g., not just understand, but feel what someone else was feeling, or empathize with others)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth correct other’s bias or use of intolerant language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth explain social biases (e.g., adultism, sexism, ableism, classism, racism)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Teamwork</b>	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth help or cooperate with others who were struggling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth expect or remind others to do their part?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth seek help from others when stuck?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth keep track of own and others' group progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Responsibility</b>	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth finish the task that they started, with minimal supervision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth do the things that they said they were going to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth do the things an adult asked them to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth acknowledge a mistake and take action to address it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Initiative</b>	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth take initiative (e.g., volunteer for a challenging task; quick to raise hand in response to a question put to the group)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth set an ambitious but realistic goal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth stay focused and on-task despite distractions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth push through during a challenging task?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Problem Solving</b>	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth create plans, with multiple steps, for reaching a specific goal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth evaluate alternative plans for reaching a specific goal (e.g., develop alternative plans, or a plan-B, in case things don't work out)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth keep track of progress toward a goal (e.g., check to see how many more steps they need to complete; double-check to make sure they have done things in the right order or that one step was complete before going on to the next step)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth manage their time (e.g., by prioritizing steps in a process, sticking to a plan, or moving on when a step may not have been completed perfectly but was good enough)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth think about, and adjust to feedback about, their past behavior or task performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>