

Read the statements about youth behavior and, using the response scale shown below, mark the circle that best describes how often you saw the behavior *during the past two weeks (or four hours of program activity)*.

Staff ID:

There are no right or wrong answers. Please do not skip any items.

Student ID:

Response Scale:

1	2	3	4	5
Never when supported	Rarely when supported	Sometimes when supported	Often when supported	Always when supported

### Positive Schemas

	1 <i>Never</i>	2	3	4	5 <i>Always</i>
1. How often did the youth take the initiative (e.g., volunteer for a challenging task; quick to raise hand in response to a question put the group)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How often did the youth persevere during a challenging situation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How often did the youth respond constructively when frustrated (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"/>
4. How often did the youth appear to be 'comfortable in their own skin' (e.g., secure, calm, confident, efficacious)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Negative Schemas

5. How often did the youth withdraw from participation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How often did the youth get frustrated easily (e.g., challenging tasks, minor setbacks, disagreements, or critical feedback caused more frustration than expected for a successful program experience)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How often did the youth engage in disruptive behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How often did the youth appear to be 'uncomfortable in their own skin' (e.g., anxious, shy, confused, aggressive)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How often did the youth act without thinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Awareness

10. 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"/>
11. How often did the youth manage their time (e.g., by prioritizing steps in a process, moving on when a step may not have been completed perfectly but was good enough, or staying on schedule)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. How often did the youth have trouble shifting gears from one task to another?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. How often did the youth have trouble concentrating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. How often did the youth analyze the nature of a problem before starting to solve it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. How often did the youth evaluate alternative plans for reaching a 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"/>
16. How often did the youth engage in meditation, focused breathing, guided imagery, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## AROS 1.0 Supplemental Scales

The following scales (i.e., Emotion Knowledge; Diversity, Equity, & Inclusion) are optional but can be used to assess youth behaviors that are associated with some relatively important beliefs about the self and world.

### Emotion Knowledge

1. How often did the youth accurately name personal feelings (e.g., “I was angry,” “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"/>
2. 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"/>
3. How often did the youth accurately name <i>other</i> people’s feelings (e.g., “she was happy” or “he looked frustrated”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How often did the youth describe the reason for their feelings (e.g., “I got into a fight with my mom,” “he called me names,” or “that problem was annoying”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How often did the youth effectively express their emotions to others (e.g., put their feelings into words; used phrases like “I felt...” instead of “you’re wrong”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How often did the youth identify the relation between the feelings of one person and the feelings of another (e.g., “she’s sad because her mom is sick”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How often did the youth identify the relation between situations and emotions (e.g., describes how peers would feel if their event was canceled)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Diversity, Equity, & Inclusion

1. How often did the youth challenge or correct other’s bias or use of intolerant language (e.g., “that didn’t seem very nice” or “that sounds racist”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How often did the youth seem tolerant, accepting, or appreciative of physical, social, or cultural differences in other children and adults?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How often did the youth stand up for other youth when they were teased, insulted, or marginalized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How often did the youth verbally demonstrate active role-taking (e.g., considered themselves in someone else’s situation)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How often did the youth verbally acknowledge how someone else’s feelings or opinions differed from their own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How often did the youth modify their behavior to acknowledge the value of someone else’s ideas (e.g., went along with a plan, even though they didn’t agree with it)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How often did the youth demonstrate an understanding of the value of a diverse community (e.g., acknowledge how people with different strengths and weaknesses can work together to achieve a goal)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>