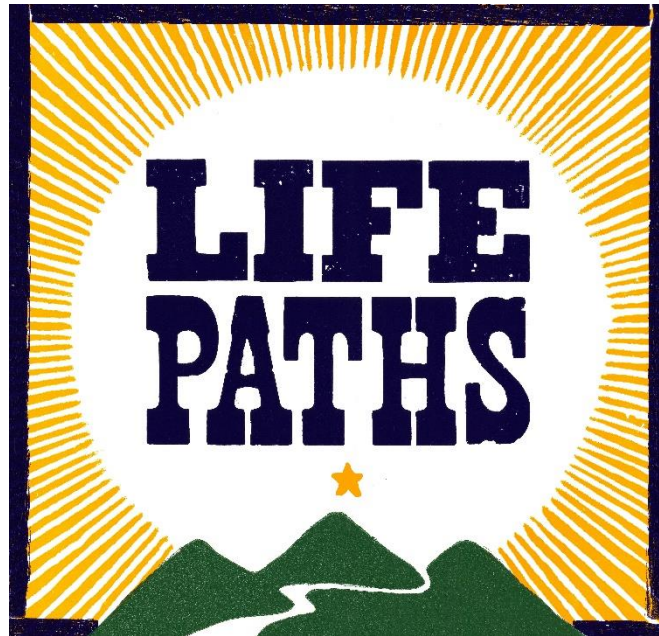


Resilience Portfolio Questionnaire Manual: Scales for Youth



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Table of Contents

Conceptual Overview of Measures	3
Development and Validation of Measures	4
Adverse Life Experiences	8
Community Support	9
Compassion.....	10
Endurance (Psychological).....	11
Family Well-being	12
Future Orientation	14
Group Connectedness	15
Health Related Quality of Life (Physical Well-Being)	16
Impulse Control.....	17
Juvenile Victimization Questionnaire: Key Domains Short Form	18
Mattering.....	20
Purpose.....	21
Recovering Positive Affect.....	22
Relational Motivation	23
Religious Meaning Making	24
School Climate	25
Self-reliance	26
Social Support Received	27
Social Support Seeking	28
Spiritual Well-being: Theistic	29
Spiritual Well-being: Non-Theistic.....	30
Subjective Well-being.....	31
Teacher Engagement.....	33
Trauma Symptoms	34

Conceptual Overview of Measures

1. Regulatory Strengths

Endurance (Psychological) (adapted from Hamby, Banyard, & Grych 2018)

Impulse Control (Hamby, Taylor, Smith, & Blount, 2018)

Recovering Positive Affect (Hamby, Taylor, Smith, & Blount, 2018)

Self-Reliance (Hamby, Taylor, Smith, & Blount, 2018)

2. Meaning Making Strengths

Future Orientation (Hamby, Taylor, Smith, & Blount, 2018)

Mattering (Hamby, Taylor, Smith, & Blount, 2018)

Purpose (Hamby, Taylor, Smith, & Blount, 2018, adapted from Hamby et al., 2018)

Relational Motivation (Hamby, Taylor, Smith, & Blount, 2018)

Religious Meaning-making (Hamby, Banyard, & Grych 2018)

3. Interpersonal Strengths

Community Support (Roberts, Hamby, Grych, & Banyard, 2015)

Compassion (Hamby, Banyard, & Grych 2018)

Group Connectedness (Hamby, Taylor, Smith, & Blount, 2018)

School Climate (Hamby, Taylor, Smith, & Blount, 2018)

Social Support Received (Hamby, Taylor, Smith, & Blount, 2018)

Social Support Seeking (Hamby, Taylor, Smith, & Blount, 2018)

Teacher Engagement (Hamby, Taylor, Smith, & Blount, 2018)

4. Adversities

Adverse Life Experiences (Hamby, Taylor, Smith, & Blount, 2018, partially adapted from Turner, Shattuck, Hamby, & Finkelhor, 2013)

Juvenile Victimization Questionnaire – Short Form (adapted from Hamby, Finkelhor, Ormrod, & Turner, 2005)

5. Well-being and Other Outcomes

Family Well-being (Hamby, Taylor, Smith, & Blount, 2018)

Health Related Quality of Life (HRQOL) (physical well-being) (adapted from CDC, 2000)

Trauma Symptoms (Hamby, Taylor, Smith, & Blount, 2018)

Spiritual Well-being: Theistic (Hamby, Taylor, Smith, & Blount, 2018)

Spiritual Well-being: Non-theistic (Hamby, Taylor, Smith, & Blount, 2018)

Subjective Well-being (Hamby, Grych, & Banyard, 2018)

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Development and Validation of Measures

These measures were refined and developed in a project that was designed to better capture the strengths of youth who have experienced adversity. A key goal of our study was to expand the number of protective factors assessed and to develop measures for constructs that might be most relevant for youth resilience. Toward this end, to enhance existing measures, additional measures were developed through a 3-stage mixed methods process, with common and salient strengths first identified in 8 focus groups, then vetted in 24 cognitive interviews, and then refined and incorporated into a survey of 440 youth, aged 10 to 21 (average age: 16.38, standard deviation[SD] = 3.04). Factor analysis in the survey sample was also used for further clarifying of constructs. Validity was established with moderate correlations with related constructs and was consistent with previous work on resilience portfolio measures (Hamby, Grych, et al., 2018). The final survey has a Flesch-Kincaid reading level of 5.3.

The opening to the entire survey reads, “Now we have some questions about you, your family, and your community.” Unless specified, response categories are on a 4-point Likert scale with 1 denoting “Not true about me” and 4 denoting “Mostly true about me.” Standardizing response categories across items reduces the respondent burden, shortens survey time, minimizes method variance, and is common for large scale community surveys (Turner, Shattuck, Hamby, & Finkelhor, 2013).

For further details on the method, see:

Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Guidance on Assessing Resilience

Many measures of resilience primarily assess self-perceptions of whether someone is resilient or not. Although these can be useful general indicators of resilience, such global measures cannot inform prevention or intervention, because they do not help identify targets to help people achieve thriving after adversity. In the Resilience Portfolio Model (Grych, Hamby, & Banyard, 2015; Hamby et al., 2018), three areas need to be assessed in order to capture the construct of resilience. The three areas are adversity, strengths (i.e., protective factors), which can be either personal assets or external resources that help people cope and achieve well-being, and outcomes, such as well-being or symptoms. In the Resilience Portfolio Model, it is important not to measure a good outcome simply as the absence of symptoms, but to assess genuine well-being, which is achieved by many people despite high burdens of prior trauma. The Resilience Portfolio Model has identified three strength domains as most important for supporting resilience: regulatory, meaning making, and interpersonal strengths. These are described in more detail below.

Resilience Portfolio Domains

Regulatory Strengths assess various aspects of self-control, especially when confronting difficulties. These scales were developed or adapted via the mixed-methods process described above. The *Psychological Endurance Scale* is a simplified, 5-item version of a measure (Hamby, Grych, & Banyard, 2018) to assess one’s ability to persevere despite challenges (internal consistency assessed by coefficient $\alpha = .69$). A sample item is “When hard times come around, I face them head-on.” Other regulatory measures were developed via the mixed methods process

previously described. *Recovering Positive Affect* is 6 items ($\alpha = .81$) that assess the ability to return to a good mood after distress. A sample item is “I can cheer myself up after a bad day.” *Self-reliance* measures the ability to cope by using one’s own resources (3 items, $\alpha = .81$). A sample item is “I like to solve problems on my own.” *Impulse Control* assesses behavioral self-regulation (5 items, $\alpha = .63$). A sample item is “I stop to think before I act.”

Meaning Making Strengths assess ways that individuals seek fulfilment, often by connecting to something larger than themselves. *Purpose* (6 items; $\alpha = .88$) involves feeling like one has a sense of meaning in life and a reason for living. Adapted for youth from a previous version (Hamby, Grych, et al., 2018). A sample item is: “My values give my life meaning.” *Mattering* (5 items; $\alpha = .86$) measures the extent to which participants felt appreciated and valued by others. Sample item: “I feel appreciated by my family and friends.” *Future Orientation* (6 items; $\alpha = .79$) measures the desire for self-improvement. Sample item: “The choices I make today are important for my future.” *Religious Meaning-making* (6 items; $\alpha = .94$) assesses individuals’ engagement in faith and religious/spiritual practices, and was adapted for youth from a previous version (Hamby, Grych, et al., 2018). Sample item: “When dealing with a problem, I ask others to pray for me.” *Relational Motivation* (3 items; $\alpha = .70$) refers to feeling inspired by important people in one’s life. Sample item: “I want the people in my life to be proud of me.” Relational motivation also has interpersonal elements, and is a form of meaning making generated through a youth’s relationship with key others in their social ecology.

Interpersonal Strengths include the participants’ relational skills and also indicators of support from their larger social environment. *Community Support* (Roberts, Hamby, Banyard, & Grych, 2015) is six items that assess the degree to which one’s neighbors get along and helps one another ($\alpha = .80$). A sample item is “People in my neighborhood offer help to one another.” *Compassion* (Hamby, Grych, et al., 2018) measures how people engage with others in a caring and helpful way (4 items, $\alpha = .80$). A sample item is “When others feel sad, I try to comfort them.”

The remaining scales were developed via the mixed-methods process described above and were designed to capture additional aspects of youths’ social ecology. *Group Connectedness* (6 items, $\alpha = .80$) assesses feelings of closeness and support from peer groups. A sample item is “I have belonged to a group or team with people who stand up for me.” *School Climate* (6 items, $\alpha = .78$) measures characteristics of healthy school environments, such as “My school building is in good condition.” *Social Support Received* (6 items, $\alpha = .80$) assesses help or encouragement provided in times of distress. A sample item is “Someone was there for me when I was having a hard time.” *Social Support Seeking* (6 items, $\alpha = .89$) assesses youth’s efforts to attain help. A sample item is “I talk to someone to help me solve problems.” *Teacher Engagement* (5 items, $\alpha = .86$) assesses youths’ experiences with enthusiastic, caring teachers. A sample item is “I had a teacher who wanted me to do well in school.”

Adversities included three broad domains—interpersonal victimization, other adverse life events, and poverty. The *Juvenile Victimization Questionnaire (JVQ)—Key Domains Short Form* includes 10 items assessing lifetime history of a range of interpersonal victimizations adapted from the full JVQ (Hamby, Grych, et al., 2018). A sample item is “During your childhood, did one of your parents threaten to hurt another parent and it seemed they might really get hurt?” Dichotomous items (“yes” or “no”) were summed to create a total victimization score. Alpha is .73 in this sample. *Adverse Life Events*. A 6-item scale, partially adapted from prior work (Turner, Shattuck, Hamby, & Finkelhor, 2013) to better focus on youth, that measures several

major life challenges that are not intentional victimizations. Responses were dichotomous, and “yes” answers were summed to create a total score. A sample item is “At any time in your life, has a family member or close friend died?” Because endorsing one event does not necessarily imply experiencing another event, no internal consistency is reported. *Poverty*. Because youth are unlikely to have detailed information on family income, we used two proxies for low income. One indicator was individual self-report of “Did you ever get free or reduced lunches at school?” In our survey, over half (51.3%) of the sample reported receiving free or reduced lunches at school. The second indicator was county income (obtained from the U.S. Census Bureau, <https://www.census.gov/data/datasets/2016/demo/saipe/2016-state-and-county.html>). In our survey, average median household income for participants’ county of residence was \$47,713.40 ($SD = 11635.61$) in 2016 (most recent information at time of data collection). This is 19% lower than the \$59,039 average for the U.S. Almost 9 out of 10 youth (86.8%) came from counties with median household incomes below the national average.

Well-being and Other Outcomes were examined, including psychological, physical, and spiritual. *Trauma Symptoms* (8 items, $\alpha = .91$) assessed a range of feelings of dysphoria, anxiety, or guilt. A sample item is “Feeling worried or anxious in the last month.” Higher scores indicate more symptoms. *Health-related Quality of Life* (HRQOL; 5 items, $\alpha = .64$) is based on the CDC measure (Centers for Disease Control and Prevention, 2000), simplified and adapted to assess physical well-being (Banyard, Hamby, & Grych, 2017). Sample item: “During the last month, for about how many days did your health stop you from doing your usual activities, like going to school or spending time with friends?” Higher scores on this index indicate better health-related quality of life in the month prior to the survey. *Subjective Well-being* (7 items, $\alpha = .90$) assesses general life satisfaction from a strengths-based perspective, versus the absence of mental health symptoms (Hamby, Grych, et al., 2018). A sample item is “I feel really good about my life.” Other outcome measures were developed via the mixed methods process previously described. *Family Well-being* (7 items, $\alpha = .90$) assessed the subjective well-being of one’s immediate family and other relatives who live with the child. Sample item: “My family is happy.” *Spiritual Well-being* included both a *Theistic* subscale (5 items, $\alpha = .95$) and a *Non-theistic* subscale (5 items, $\alpha = .82$). The Theistic subscale assesses well-being from a sense of god or similar higher power. A sample item is: “I feel better when I talk to God or a higher power.” The Non-theistic subscale captures a similar sense of awe or well-being from less religious sources, such as connectedness to nature. A sample item is “I feel all living things are connected.”

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We would also like to express our appreciation to the many community members who shared their stories with us.

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Adverse Life Experiences

“We have a few questions about you and your family.”

1. **Adv1:** I think my parents worry about money a lot.
0. No
1. Yes
2. **Adv2:** Did you ever get free or reduced lunches at school?
0. No
1. Yes
3. **Adv3:** At any time in your life, has a family member or close friend died?
0. No
1. Yes
4. **Adv4:** At any time in your life, has someone in your family separated or divorced?
0. No
1. Yes
5. **Adv5:** At any time in your life, has a family member become seriously ill, injured, or had to spend the night in the hospital?
0. No
1. Yes
6. **Adv6:** At any time in your life, have you ever lived with foster parents or been placed with relatives?
0. No
1. Yes
7. **Adv7:** Discipline problems take up a lot of class time.
0. No
1. Yes
8. **Adv8:** Bullying and fighting are big problems at my school.
0. No
1. Yes

Hamby, S., Taylor, E., Smith, A., & Blount, Z. (2018). *Resilience Portfolio Questionnaire manual: Scales for youth*. Sewanee, TN: Life Paths Research Center.

Partially adapted from Turner, H. A., Shattuck, A., Hamby, S., & Finkelhor, D. (2013). Community disorder, victimization exposure, and mental health in a national sample of youth. *Journal of Health and Social Behavior, 54*, 258–275. <http://dx.doi.org/10.1177/0022146513479384>

Community Support

1. **CS1:** People in my neighborhood offer to help one another.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me
2. **CS2:** People in my neighborhood talk to each other.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me
3. **CS3:** Friends or neighbors would give me a ride if I needed it.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me
4. **CS4:** Friends or neighbors would babysit for a family in an emergency.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me
5. **CS5:** In this community, children and teenagers are supported and valued.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me
6. **CS6:** In this community, children and teenagers are have interesting and meaningful ways to spend their time.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Roberts, L.T., Hamby, S., Grych, J., & Banyard, V. (2015). Beyond collective efficacy: New brief measures to assess the outer layers of the social ecology. *American Journal of Psychology and Behavioral Sciences*, 2(2), 14-23. doi: 10.13140/RG.2.1.3154.4488

Compassion

1. **C1:** If I see someone going through tough times, I try to be caring towards that person.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

2. **C2:** When others feel sad, I try to comfort them.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

3. **C3:** When the people I love need me, I have been there for them.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

4. **C4:** If I know someone is upset, I check up on them.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

Short form of measure from Hamby, S., Banyard, V., & Grych, J. (2018). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence, 8*(2), 172-183.

Endurance (Psychological)

1. **E1:** I find it comforting to stick to my routine when I am facing tough times.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **E2:** I believe that what does not kill you makes you stronger.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **E3:** I finish the projects I have started even if they are much harder than I thought.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **E4:** When hard times come around, I face them head-on.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **E5:** When something is close to being done, I will work until it is finished even if I start feeling tired or hungry.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Revised and simplified from Hamby, S., Banyard, V., & Grych, J. (2018). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence, 8*(2), 172-183.

Family Well-being

“The next questions are about your family. Family includes your parents, your brothers, and sisters, your children, and any relative who lives in the same house as you.”

1. **FWB1:** My family gets along.

1. Not true about my family
2. A little true about my family
3. Somewhat true about my family
4. Mostly true about my family

2. **FWB2:** My family is happy.

1. Not true about my family
2. A little true about my family
3. Somewhat true about my family
4. Mostly true about my family

3. **FWB3:** My family has a lot to be proud of.

1. Not true about my family
2. A little true about my family
3. Somewhat true about my family
4. Mostly true about my family

4. **FWB4:** My family can fix problems when they need to.

1. Not true about my family
2. A little true about my family
3. Somewhat true about my family
4. Mostly true about my family

5. **FWB5:** My family is doing well.

1. Not true about my family
2. A little true about my family
3. Somewhat true about my family
4. Mostly true about my family

6. **FWB6:** My family feels good about the future.

1. Not true about my family
2. A little true about my family
3. Somewhat true about my family
4. Mostly true about my family

7. **FWB7:** I can count on my family.

1. Not true about my family
2. A little true about my family
3. Somewhat true about my family
4. Mostly true about my family

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See also: Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Future Orientation

1. **FO1:** The choices I make today are important for my future.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **FO2:** I work hard now to make a good future for myself.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **FO3:** I work hard to reach my goals.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **FO4:** I try to live up to my potential.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **FO5:** I try hard in school, so I can have a bright future.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

6. **FO6:** I have talked to someone about my goals.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Hamby, S., Taylor, E., Smith, A., & Blount, Z. (2018). *Resilience Portfolio Questionnaire manual: Scales for youth*. Sewanee, TN: Life Paths Research Center.

Group Connectedness

1. **GC1:** I have belonged to a group or team that means a lot to me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **GC2:** I have belonged to a group or team that has inspired me to work hard.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **GC3:** I have belonged to a group or team with people who stand up for me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **GC4:** I have belonged to a group or team where I learned about working together.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **GC5:** I have belonged to a group or team where people counted on me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

6. **GC6:** I have belonged to a group or team that has helped me stay out of trouble.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Hamby, S., Taylor, E., Smith, A., & Blount, Z. (2018). *Resilience Portfolio Questionnaire manual: Scales for youth*. Sewanee, TN: Life Paths Research Center

See also: Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Health Related Quality of Life (Physical Well-Being)

1. **PWB1:** Would you say that, in general, your health is:
 1. Poor
 2. Fair
 3. Good
 4. Very Good
 5. Excellent

2. **PWB2:** During the last month, how many days was your physical health, which includes physical illness and injury, not good?
 1. Every day or almost everyday
 2. About 3 weeks
 3. About 2 weeks
 4. 1 week or less
 5. 0 days

3. **PWB3:** During the last month, for about how many days did your health stop you from doing your usual activities, like going to school or spending time with friends?
 1. Every day or almost everyday
 2. About 3 weeks
 3. About 2 weeks
 4. 1 week or less
 5. 0 days

4. **PWB4:** During the last month, for about how many days did pain make it hard for you to do your usual activities?
 1. Every day or almost everyday
 2. About 3 weeks
 3. About 2 weeks
 4. 1 week or less
 5. 0 days

5. **PWB5:** During the last month, for about how many days did you feel healthy and full of energy? (reverse-coded)
 1. 0 days
 2. 1 week or less
 3. About 2 weeks
 4. About 3 weeks
 5. Every day or almost every day

Adapted from: Centers for Disease Control and Prevention (CDC). (2000). *Measuring Healthy Days: Population Assessment of Health-Related Quality of Life*. Retrieved from: <http://www.cdc.gov/hrqol/pdfs/mhd.pdf>

See also:

Banyard, V., Hamby, S., & Grych, J. (2017). Health effects of adverse childhood events: Identifying promising protective factors at the intersection of mental and physical well-being. *Child Abuse & Neglect*, 65, 88-98.

Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Impulse Control

1. **IC1:** I stop to think before I act.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **IC2:** I sit still in class.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **IC3:** I can keep quiet when I need to.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **IC4:** I can keep my thoughts to myself.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **IC5:** I stay out of trouble at school.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Juvenile Victimization Questionnaire: Key Domains Short Form

1. **JVQ1:** At any time in your life, in real life, did you SEE anyone get attacked or hit on purpose with a stick, rock, gun, knife, or something that would hurt? Somewhere like at home, at school, at a store, in a car, on the street, or anywhere else?
 0. No
 1. Yes

 2. **JVQ2:** At any time in your life, did you get scared or feel really bad because kids were calling you names, saying mean things to you, or saying they didn't want you around?
 0. No
 1. Yes

 3. **JVQ3:** At any time in your life, did any kids ever keep you out of things on purpose, exclude you from their group of friends, or completely ignore you?
 0. No
 1. Yes

 4. **JVQ4:** At any time in your life, did anyone ever hit or attack you on purpose? Somewhere like at home, at school, at a store, in a car, on the street, or anywhere else?
 0. No
 1. Yes

 5. **JVQ5:** At any time in your life, did someone steal information or money from you by "hacking" or breaking into an online account?
 0. No
 1. Yes

 6. **JVQ6:** At any time in your life, did someone cause problems for you when they said mean things about you online?
 0. No
 1. Yes
- "The next question is about people who have taken care of you – that would include your parents, stepparents, and you parents' boyfriends or girlfriends, whether you lived with them or not. It would also include other grown-ups, like grandparents or foster parents, if they took care of you on a regular basis. When we sat "parent" in these next questions, we mean any of these people."
7. **JVQ7:** During your childhood, did one of your parents threaten to hurt another parent and it seemed they might really get hurt?
 0. No

1. Yes

“Next we are going to ask about grown-ups who took care of you. This means parents, adults who lived with you, or others who watched you.”

8. **JVQ8:** Not including spanking on the bottom, during your childhood, did a grown-up in your life hit you?

0. No

1. Yes

9. **JVQ9:** When you were a child, did you get scared or feel bad because grown-ups called you names, said mean things to you, or said they didn't want you?

0. No

1. Yes

10. **JVQ10:** Was there a time in your life that you often had to look after yourself because a parent drank too much alcohol, took drugs, or wouldn't get out of bed?

0. No

1. Yes

Short form from: Hamby, S. L., Finkelhor, D., Ormrod, R., & Turner, H. (2005). *The Juvenile Victimization Questionnaire (JVQ): Administration and Scoring Manual*. Durham, NH: Crimes Against Children Research Center.

See also:

Hamby, S., Banyard, V., & Grych, J. (2018). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence, 8*(2), 172-183.

Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Mattring

1. **M1:** I feel appreciated by my family and friends.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **M2:** My family and friends care about what I have to say.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **M3:** I feel like I matter to the people around me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **M4:** My family comes to activities that are important to me (such as games, plays, recitals, or ceremonies).
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **M5:** I know my family is proud of me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

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See Also: Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Purpose

1. **P1:** My life has a clear sense of purpose.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **P2:** I have a good sense of what makes my life meaningful.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **P3:** I expect more good things to happen to me than bad.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **P4:** My beliefs give me a sense of purpose.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **P5:** I feel like I could make a positive difference in the world.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

6. **P6:** My values give my life meaning.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

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Expanded and adapted from: Hamby, S., Banyard, V., & Grych, J. (2018). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence*, 8(2), 172-183.

Recovering Positive Affect

1. **RPA1:** If I am feeling sad, I can cheer myself up.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

2. **RPA2:** I can still laugh at a joke, even when I'm having a bad day.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

3. **RPA3:** I don't let small problems ruin my day.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

4. **RPA4:** I don't say mad for very long.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

5. **RPA5:** Joking around can make a problem seem easier.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

6. **RPA6:** I can cheer myself up after a bad day.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

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Relational Motivation

“For the next questions, think about the most important people in your life. These could be parents, family members, teachers, coaches, religious leaders, friends, or any other people who care for you.”

1. **RM1:** I want the people in my life to be proud of me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **RM2:** I care if I let people in my life down.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **RM3:** I want to be a good example for other people.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

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See Also: Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Religious Meaning Making

1. **RMM1:** When dealing with a problem, I look for spiritual support from religious leaders.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **RMM2:** When dealing with a problem, I ask others to pray for me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **RMM3:** My faith or spiritual beliefs are very important in my life.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **RMM4:** I often think about my faith or spiritual beliefs.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **RMM5:** I often pray privately even if I'm not at a place of worship.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

6. **RMM6:** My connection to my faith or my spiritual beliefs gives my life meaning.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Adapted for youth from Hamby, S., Banyard, V., & Grych, J. (2018). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence, 8*(2), 172-183.

School Climate

1. **SC1:** My school building is in good condition.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

2. **SC2:** Teachers and other adults at my school are fair to students.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

3. **SC3:** Most of my classes have less than 30 students.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

4. **SC4:** I feel like my school is a good place to learn.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

5. **SC5:** Teachers care about what students have to say.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

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See Also: Hamby, S., Taylor, E., Smith, A., Mitchell, K., Jones, L., & Newlin, C. (online first). New measures to assess the social ecology of youth: A mixed-methods study. *Journal of Community Psychology*, doi:10.1002/jcop.22220

Self-reliance

1. **SR1:** I don't ask for help unless I really need it.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **SR2:** I like to solve problems on my own.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **SR3:** I try to figure things out before asking for help.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Social Support Received

“Think about the last time you were upset about something.”

1. **SSR1:** Someone was there for me when I was having a hard time.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

2. **SSR2:** Someone gave me a place where I could get away for a while.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

3. **SSR3:** Someone helped me get my mind off things.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

4. **SSR4:** Someone went with me to get some help.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

5. **SSR5:** Someone comforted me.
 1. Not true
 2. A little true
 3. Somewhat true
 4. Mostly true

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Social Support Seeking

1. **SSS1:** Talking it out with someone helps me when I'm upset.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **SSS2:** It helps me to discuss ideas with someone when I have a problem.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **SSS3:** I feel better when I talk to people about what's going on.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **SSS4:** I talk to someone to help me solve problems.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **SSS5:** I ask people to help me make tough decisions.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

6. **SSS6:** Talking to someone who has been through the same thing helps me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

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Spiritual Well-being: Theistic

1. **SpWBa1:** I feel a sense of well-being from feeling close to God or a higher power.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **SpWBa2:** I get a sense of inner peace from my relationship with God or a higher power.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **SpWBa3:** I feel better when I talk to God or a higher power.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **SpWBa4:** God or a higher power helps me with hard times.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **SpWBa5:** I feel good about my church or religious group.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Spiritual Well-being: Non-Theistic

1. **SpWBb1:** I feel peaceful when I'm outside.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **SpWBb2:** I feel all living things are connected.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **SpWBb3:** I believe we are all one with the universe.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **SpWBb4:** I feel a sense of wonder about the world.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **SpWBb5:** I feel a sense of connection to the earth.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

Subjective Well-being

1. **SWB1:** So far, I have gotten the important things I need in life.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

2. **SWB2:** I am happy.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

3. **SBW3:** I have a lot to be proud of.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

4. **SWB4:** I really feel good about my life.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

5. **SWB5:** I can fix problems when I need to.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

6. **SWB6:** I am doing well.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

7. **SWB7:** I get along with the important people in my life.

1. Not true about me
2. A little true about me
3. Somewhat true about me
4. Mostly true about me

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Teacher Engagement

1. **TE1:** I had a teacher who was interested in my future.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **TE2:** I had a teacher who wanted me to do well in school.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **TE3:** I had a teacher who thought I should continue my education after high school.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **TE4:** I had a teacher who really cared about me.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **TE5:** I had a teacher who made a subject interesting.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

6. **TE6:** Even when my teachers are upset, they don't yell.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

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Trauma Symptoms

“These statements describe things that people sometimes think, feel, or do. Please say how true each sentence has been for you in the last month.”

1. **TS1:** Feeling lonely in the last month.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

2. **TS2:** Feeling sad in the last month.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

3. **TS3:** Feeling like shouting at people in the last month.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

4. **TS4:** Feeling stupid or like a bad person in the last month.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

5. **TS5:** Feeling like I did something wrong in the last month.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

6. **TS6:** Feeling worried or anxious in the last month.
 1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

7. **TS7:** Trying not to think in the last month.
 1. Not true about me
 2. A little true about me

3. Somewhat true about me
 4. Mostly true about me
8. **TS8:** Remembering upsetting or bad things that happened in the last month.
1. Not true about me
 2. A little true about me
 3. Somewhat true about me
 4. Mostly true about me

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