

YOUTH DEVELOPMENT PROJECT (YDP)
CORE BATTERY II-A.
PSQ-QE, PEAQ, TGAS, CPSS, PRM¹

STEP 1: PLEASE FILL THE BOX COMPLETELY BEFORE STARTING ASSESSMENT

1. Student Full Name: _____			
2. Student School ID Number: _____			
3. Date (Enter <u>Month</u> <u>Year</u>): Fall ____ ____ Winter ____ ____ Spring ____ ____ (Sept. – Oct.) (Jan. – Feb.) (April – May)			
4. Circle School: ACE CAN CAS SAT			
5. Evaluator (Your name): _____			
6. Circle Condition: Counseling Group _____ Control Waitlist (Write the type of group)			
7. Counseling Group Facilitator's Name _____ (If in counseling group, write facilitator's name)			

STEP 2: INTERVIEWER: READ THIS SECTION TO THE STUDENT

“This is an interview. I am going to ask you questions and write down the answers you give me. For this part of the evaluation, we are interested in what young people think and feel about themselves. We are also interested in things going on in young peoples’ lives. We want you to give us your most honest answers, and we can promise that your answers will be confidential. No one that you know will see your answers, so please feel free to answer these questions expressing exactly what you think and feel.”

Interviewer Ask: “Do you have any questions?” Answer any questions the student may have, then continue.

STEP 3: BEGIN THE ASSESSMENT BELOW.

Read the following questions to the student. Please write student’s answers exactly as they are given. **Do not change into your own words and if need be, paraphrase accurately.**

¹ Core Battery II was assembled for use in the Youth Development Project, Department of Psychology, Florida International University, Miami, Florida, 33199. The battery is comprised of the *Possible Selves Questionnaire – QE* (PSQ-QE; Youth Development Project (2001) Technical Report No. 090101) which is an extension of the *Possible Selves Questionnaire* (PSQ; Oyserman, D., & Markus, H. (1990). Possible selves and delinquency. *Journal of Personality and Social Psychology*, 59, 112-125), the *Personally Expressive Questionnaire* (PEAQ; Waterman, A. S. (1998). Personal Strivings Inventory. Unpublished measure, The College of New Jersey, Ewing, the *Transformative Goal Attainment Scale* (TGAS), Youth Development Project (2004) Technical Report No. 040126) *The Transformative Goal Attainment Scale* (TGAS), and the *Personal Responsibility Measure* (PRM; Ferrer-Wreder, L. A., Cass-Lorente, C., Kurtines, W. M., Briones, E., Bussell, J. R., S. L., & Arrufat, O. (2002). Promoting identity development in marginalized youth. *Journal of Adolescent Research*, 17, 168-187.

My Possible Selves²

Part I: Possible Selves

Interviewer Read: "For this part of the interview, we are interested in how you see **yourself in the future**, both things about yourself that you hope for, and things that you hope to avoid."

Hoped-For Possible Selves

Interviewer Read: "Think a minute about the future. What do you hope to be like then? Think of at least three ways of describing yourself that you hope will be true in the future. These can be things you are now and still hope to be in the future, or things you hope you will become. These things can be traits (nice, tough, smart, etc.), goals (doctor, firefighter, etc.), activities, or anything else. Focus on describing your three most important future selves when you ask yourself the question, How do I see myself in the future?"

In the future, I hope to be:

1. Hoped-for self: _____

2. Hoped-for self: _____

3. Hoped-for self: _____

To-Be-Avoided Possible Selves

Interviewer Read: "In addition to having hoped-for selves, we have images of ourselves in the future that we fear, dread, or don't want to happen. Please take a minute to think about all of your to-be-avoided possible selves. What would you prefer not to be like? Describe the way that you would **most** rather **not be** in the future. You can describe things you are now and hope you will no longer be, or things you hope you will not become. These things can be traits, goals, activities, or anything else."

In the future, I hope not to be:

To-be-avoided self: _____

Interviewer Read: "Now please tell us which of the three hoped for selves you consider the most important one, that is, which of these things you would be **MOST** happy or satisfied to have turn out as you expected about your self."

Most important hoped for self

Interviewer Read: "From the answers you just gave, which would you consider to be your most important hoped for self and how would you describe it?"

Description of Self: (Self from above: _____) _____

² This qualitative extension of the PSQ was developed for use in the Youth Development Project, Department of Psychology, Florida International University, Miami, Florida, 33199. Any comments or suggestions regarding the material should be directed to William M. Kurtines at the above address. Because the administration and scoring of the extension is still undergoing development and refinement, we would appreciate receiving information with respect to any data or findings related to the use of the extension.

Part II: Most Important Future Self

*Interviewer Read: "Now we would like you to tell us more about your most important hoped for self. Please describe three things about your most important hoped for self: **What** would it mean to you to be the way you would like in the future? **How** important would it be to you? **Why** would it be important to you? The order in which you answer the questions is not important, but it is important that you TRY to answer all three questions."*

Interviewer Note: Participants do not have to answer all three questions. Let them answer as many as they want and probe for elaboration and/or clarification for each answer, but not for additional answers.

Meaning Question:

Interviewer Read: "What it would mean to you to be that way in the future?"

Interviewer read one or more of the following: "Can you say more about that?" "Does _____ mean anything else?" "Is there anything else?" Interviewer Note: Do not ask questions other than prompts given.

Significance Questions.

Interviewer Read: "Why is this significant or important to you? How significant or important is this to you?"

Interviewer read one or more of the following: "Can you say more about that?" "Does _____ mean anything else?" "Is there anything else?" Interviewer Note: Do not ask questions other than prompts given.

Past Interviews:

If you have been interviewed about your possible selves before, has your most important possible self changed since you were last interviewed? (Circle one)

- 1.Yes
- 2.No

My Life Goals

Part I: My Life Goals

Interviewer Read: "We would like you to describe your three most important life goals. The goals that you describe should be your most important life goals. Focus on your three most important life goals when you ask yourself the question, 'What do I want to do with my life?'"

What are your three most important life goals?

1. (First goal) _____

2. (Second goal) _____

3. (Third goal) _____

Interviewer Read: "Would you please tell us which of these life goals you consider your most important life goal, that is, the goal that comes to mind MOST when you ask yourself the question, 'What do I want to do with my life?'"

Most important life goal (Ask participant to describe it again and write down final description)

Description of Goal: (Goal from above: _____) _____

Part II: Most Important Life Goal

Interviewer Read: "Now we would like you to tell us more about your most important life goal. Please describe three things about your most important life goal: What it means to you? How important it is to you? Why it is important to you? The order in which you answer the questions is not important, but it is important that you TRY to answer all three questions."

Interviewer Note: Participants do not have to answer all three questions. Let them answer as many as they want and probe for elaboration and clarification for each answer, but not for additional answers.

Meaning Question:

Interviewer Read: "What does this life goal mean to you?"

Interviewer Read one or more of the following: "Can you say more about what you mean by/about _____?" "Does that (_____) mean anything else?" "Is there anything else?" **Interviewer Note:** Do not ask questions other than prompts given.

...Continue with Significance Questions on Next Page...

Significance Questions:

Interviewer Read: “*Why* is this significant or important to you? **How** significant or important is this to you?”

Interviewer Read: “Can you say more about why this is important to you?” “Can you say more about how important it is to you?” “Is there anything else?” *Interviewer Note: Do not ask questions other than prompts given.*

Past Interviews:

If you have been interviewed about your life goals before, has your most important life goal changed since you were last interviewed? (Circle one)

1. Yes 2. No

Part III: My Life Goal—Essential Activities*

Interviewer Read:

- “We would like you to break your most important life goal into the activities that are essential or important for reaching that goal, i.e., things that if you did not do them you would most likely not be able to reach that goal.”
- “For example, if someone had the goal of running in a marathon, activities important for reaching this goal might include running every day, learning about nutrition and changing how you eat, etc. Some activity might be related to preparing to run a marathon, but not really essential for achieving this goal. For example, finding other running buddies, choosing a color for your running shorts, etc. Please only include those activities that you consider essential or important to reaching your life goal.”

<p>My most important goal (copy from first page):</p> <hr/>
<p>Component Activities:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

* Items adapted from the PEAQ.

Now we would like to know how you feel about the activities that support your most important life goals.

My most important life goal is _____ (copy from “My Life Goals” chart).

Thinking of the activities related to this goal, please answer the following 14 questions, using the following scale:

	Strongly Disagree			Not Sure			Strongly Agree
	1	2	3	4	5	6	7
1. These activities give me the greatest feeling of being alive.	1	2	3	4	5	6	7
2. When I do these activities, I feel more satisfied than I do when I do most other things.	1	2	3	4	5	6	7
3. These activities give me my strongest sense of enjoyment.	1	2	3	4	5	6	7
4. When I do these activities, I feel more involved than when I do most other activities.	1	2	3	4	5	6	7
5. When I do these activities, I feel good.	1	2	3	4	5	6	7
6. When I do these activities, I feel strongest that this is who I really am.	1	2	3	4	5	6	7
7. When I do these activities, I feel like it’s what I was meant to do.	1	2	3	4	5	6	7
8. Doing these activities gives me my greatest pleasure.	1	2	3	4	5	6	7
9. When I do these activities, I feel a warm glow.	1	2	3	4	5	6	7
10. I feel more complete when I do these activities than when I do most other activities.	1	2	3	4	5	6	7
11. When I do these activities, I feel happier than I do when I do most other activities.	1	2	3	4	5	6	7
12. I feel a special fit when I do these activities.	1	2	3	4	5	6	7
13. These activities are challenging for me.	1	2	3	4	5	6	7
14. I am good at doing these activities.	1	2	3	4	5	6	7

Life Challenges and Life Change³

Interviewer Read: "Everyone faces challenges in their lives. A challenge is an obstacle, problem, issue, barrier, limitation -- anything that might keep you from being what you want to be, achieving your life goals, living up to your potential, etc. Please describe what you consider the most serious challenges you face, the ones that you would most like to overcome. The challenge(s) may be related to yourself (a personal issue), your family, your peers, school, work, or anything else about your life that you would like to change for the better."

Part I: My Life Change Goals

Interviewer Read: "Please describe three life change goals. Focus on the three most important change goals when you ask yourself the question, *What do I want to change about my life?*"

What are your three life change goals?

1. (First goal) _____

2. (Second goal) _____

3. (Third goal) _____

Part II: Most Important Life Change Goal

Which of these change goals do you consider the most important?

Interviewer Read: "Now please tell us more about your most important life change goal, including: What it **means** to you? **How** important it is to you? and **Why** it is important to you? Please TRY to address all three questions."

Meaning Question:

Interviewer Read: "What would this change **mean** to you? And how and why is it important?"

Interviewer Read: "Can you say more about **why** this is important to you?" "Can you say more about how important it is to you?" "Is there anything else?" **Interviewer Note:** Do not ask questions other than prompts given.

³The Transformative Goal Attainment Scale (TGAS) was developed for use in the Youth Development Project, Department of Psychology, Florida International University, Miami, Florida, 33199. Any comments or suggestions regarding the material should be directed to William M. Kurtines at the above address. Because the administration and scoring of the extension is still undergoing development and refinement, we would appreciate receiving information with respect to any data or findings related to the use of the extension.

Significance Questions:

Interviewer Read: “*Why* would this change be significant or important to you? And, *how* significant or important would such a change be?”

Interviewer read one or more of the following: “Can you say more about that?” “Does _____ mean anything else?” “Is there anything else?” *Interviewer Note: Do not ask questions other than prompts given.*

Part III: Life Change Goal Attainment

Question 3a: **If you are in a counseling group**, is your most important life change goal something you might be able to work on in counseling groups?

1. Yes 2. No

3b: If Yes, did you succeed in making all the changes you wanted to make?

1. Yes 2. No

3c: If No, how much progress have you made toward achieving your change goals:

No Progress 1	A little 2	Somewhat 3	A Lot 4	Very Much 5
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Question 4: **If you are not in a counseling group**, have you worked on your life change goals?

1. Yes 2. No

4a. If Yes, What have you done to achieve your life change goal?

4b. Did you succeed in making all the changes you wanted to make?

1. Yes 2. No

4c. If No, how much progress have you made toward achieving your life change goals?

No Progress 1	A little 2	Somewhat 3	A Lot 4	Very Much 5
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Problem Solving: Generating Alternatives for Changing Your Life*4.

Interviewer Read: "For this part of the interview, we are interested in how you solve problems and face challenges."

1. Describe as many different ways you can think of to address your most important life change goal:

Alternative 1 _____

Alternative 2 _____

Alternative 3 _____

Alternative 4 _____

2. Which of these do you think is the Best Choice? _____

3. What are all of the good things that could come out of your Best Choice?

1 _____

2 _____

3 _____

4 _____

4. What are all of the bad things that could come out of your Best Choice?

1 _____

2 _____

3 _____

4 _____

5. What do you think is the Worst Choice? _____

6. What are all of the good things that could come out of your Worst Choice?

1 _____

2 _____

3 _____

4 _____

7. What are all of the bad things that could come out of your Worst Choice?

1 _____

2 _____

3 _____

4 _____

8. Finally, what do you consider to be the Best Choice and Why?

Alternative _____

Why? _____

* Items adapted from the CPSS

⁴ CPSS Directions: After a clear alternative has been generated and recorded, ask the following questions and elaboration probes:
"Can you think of any more alternatives?" "We are interested in how many different or distinct alternatives you can think of."

If the participant generates an additional alternative, follow-up with one or more of the following elaboration probes (at least one, no more than three):

"How is that different from the first alternative?" "Does it mean anything else?" "How is that different from the other alternatives?"
In following up for additional alternatives, do not write down an alternative that is not clearly distinct from the previous ones unless the participant can give a plausible explanation for how it is distinct. Follow this procedure for all of the rest of the questions and alternatives.

