



YOUTH ENGAGEMENT, MOTIVATION, AND BELIEFS SURVEY

Mindsets Module

DEFINITION

Mindsets are ways of thinking about oneself and one’s abilities. Young people with positive, growth-oriented mindsets are better able to persist through challenges and difficulties. Positive mindsets are associated with a range of successful outcomes.

ITEMS AND RESPONSE OPTIONS

Prompt: This survey is confidential. <i>Read each of the following statements and decide how true they are for you.</i>				
	<i>N</i> = 462*	<i>M</i> = 3.11	<i>SD</i> = 0.783	α = 0.786
Variable	Description			Coding
MS_Finish	I finish whatever I begin			“1” = Not at all true “2” = Somewhat true “3” = Mostly true “4” = Completely true
MS_StayPositive	I stay positive when things don’t go the way I want			“1” = Not at all true “2” = Somewhat true “3” = Mostly true “4” = Completely true
MS_GiveUp	I don’t give up easily			“1” = Not at all true “2” = Somewhat true “3” = Mostly true “4” = Completely true
MS_TryThings	I try things even if I might fail			“1” = Not at all true “2” = Somewhat true “3” = Mostly true “4” = Completely true
MS_SolveProblems	I can solve difficult problems if I try hard enough			“1” = Not at all true “2” = Somewhat true “3” = Mostly true “4” = Completely true
MS_GoodJob	I can do a good job if I try hard enough			“1” = Not at all true “2” = Somewhat true “3” = Mostly true “4” = Completely true



MS_StayFocused	I stay focused on my work even when it's boring	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
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NOTES

Items adapted from the Patterns of Adaptive Learning scales (Midgely et. al., 2000), the Grit Scale for Children (Duckworth & Quinn, 2009), and from the Implicit Theories of Intelligence scale (Blackwell, Trzesniewski, & Dweck, 2007)

*Scale statistics are based on a pilot administration of this survey in April-May of 2015; Item means, standard deviations, and Cronbach's alpha statistic (α) are calculated using SPSS. All are averaged across scale items for respondents who provided valid answers for all items within the scale.

SOURCE INFORMATION

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78(1)*, 246-263.

Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of personality assessment, 91(2)*, 166-174. doi: 10.1080/00223890802634290

Midgley, C., Maehr, M. L., Hruda, L. Z., Anderman, E., Anderman, L., Freeman, K. E., & Urdan, T. (2000). *Manual for the Patterns of Adaptive Learning scales*. Ann Arbor, MI: University of Michigan