



YOUTH ENGAGEMENT, MOTIVATION, AND BELIEFS SURVEY

Self-Management Module

DEFINITION

Self-management refers to a young person's ability to assess and regulate their own emotions and behavior. Young people with strong self-management skills are more likely to succeed in school and beyond.

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> = 102*	<i>M</i> = 2.95	<i>SD</i> = 0.846	α = 0.729
Variable	Description		Coding	
SM_Stop	I can stop myself from doing something I know I shouldn't do		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true	
SM_Sad	When I'm sad, I do something that will make me feel better		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true	
SM_Temper	I can control my temper		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true	
SM_Stress	I can handle stress		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true	
SM_CalmDown	I can calm myself down when I'm excited or upset		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true	
SM_NewSolution	When my solution to a problem is not working, I try to find a new solution		"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true	



SM_PastChoices	I think of my past choices when making new decisions	"1" = Not at all true "2" = Somewhat true "3" = Mostly true "4" = Completely true
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NOTES

Items adapted from the Adolescent Self-Regulatory Inventory (Moilanen, 2007) and from an impact study of the Youth Program Quality Intervention (Smith et. al., 2012)

*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

Moilanen, K. L. (2007). The Adolescent Self-Regulatory Inventory: The development and validation of a questionnaire of short-term and long-term self-regulation. *Journal of youth and adolescence*, 36(6), 835-848.

Smith, C., Akiva, T., Sugar, S. A., Lo, Y.-J., Frank, K. A., Peck, S. C., & Cortina, K. (2012). Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study. Ypsilanti, MI: Forum for Youth Investment.