

The Youth Experiences Survey (YES) 2.0



OVERVIEW

- This scale was developed to survey high-school aged adolescents about their positive and negative developmental experiences in an extracurricular activity or community-based program. There are 17 subscales within 6 scales that measure positive experiences and 5 subscales within 1 scale that measure negative experiences.



SUBSCALES

- Identity Experiences
- Initiative Experiences
- Basic Skill
- Positive Relationships
- Teamwork and Social Skills
- Adult Network and Social Capital
- Negative Experiences



STEPPING UP THEME(S) & OUTCOME(S)

Strong, Supportive Friends & Families

- Youth have families equipped to help them thrive
- Youth are have at least one consistent, caring adult in their lives

Education, Training & Apprenticeships

- Youth have educational experiences that respond to their needs and prepare them to lead

Employment & Entrepreneurship

- Youth have opportunities for meaningful employment experiences

Diversity, Social Inclusion & Safety

- Youth experience social inclusion & value diversity



TARGET POPULATION

- Youth between 13 and 18 years of age



LENGTH & HOW IT IS MEASURED

- 70 items
- 4-point scale: 1 (yes, definitely) to 4 (not at all)
- Self-report, paper-pencil version
- Available in English



DEVELOPER

- Hansen & Larson, 2005
- Original version published in 2003



GOOD TO KNOW

- Individual subscales have shown good reliability and can be used with caution
- The subscale Inappropriate Adult Behaviour (items 67-70) does not need to be asked if there is no adult or young adult, coach or leader involved in the program
- The measure was designed for use with multiethnic youth and across a wide range of youth programs/activities



PSYCHOMETRICS

- **RELIABILITY**

-Reliability coefficients for subscales
($\alpha = .75-.94$)

-Test-retest reliability ($r = .17-.76$)

- **VALIDITY**

-Convergent validity



LEARN MORE

- Bean, C. N., & Forneris, T. (2013). Participants' experiences of a community-based sport program: A vehicle to positive youth development. *AGORA*, 16(1), 59-75.
- Hansen, D., Larson, R., & Dworkin, J. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. *Journal of Research on Adolescence*, 13(1), 25-56.
- Larson, R., Hansen, D., & Moneta, G. (2006). Differing profiles of developmental experiences across types of organized youth activities. *Developmental Psychology*, 42(5), 849-863.
- Scott, W., & Côté, J. (2010). The developmental experiences of adolescent females in structured basketball program. *PHEnex Journal*, 2(2), 1-21.

The Youth Experiences Survey (YES) 2.0

Instructions: Based on your *current* or *recent* involvement please rate whether you have had the following experiences in [name of activity]

Your Experiences In.....			
[Activity]			
Yes, Definitely	Quite a Bit	A Little	Not At All

IDENTITY EXPERIENCES

Identity Exploration		1	2	3	4
1. Tried doing new things	1	2	3	4	
2. Tried a new way of acting around people	1	2	3	4	
3. I do things here I don't get to do anywhere else	1	2	3	4	

Identity Reflection		1	2	3	4
4. Started thinking more about my future because of this activity	1	2	3	4	
5. This activity got me thinking about who I am	1	2	3	4	
6. This activity has been a positive turning point in my life	1	2	3	4	

INITIATIVE EXPERIENCES

Goal Setting		1	2	3	4
7. I set goals for myself in this activity	1	2	3	4	
8. Learned to find ways to achieve my goals	1	2	3	4	
9. Learned to consider possible obstacles when making plans	1	2	3	4	

Effort		1	2	3	4
10. I put all my energy into this activity	1	2	3	4	
11. Learned to push myself	1	2	3	4	
12. Learned to focus my attention	1	2	3	4	

Problem Solving		1	2	3	4
13. Observed how others solved problems and learned from them	1	2	3	4	
14. Learned about developing plans for solving a problem	1	2	3	4	
15. Used my imagination to solve a problem	1	2	3	4	

Time Management		1	2	3	4
16. Learned about organizing time and not procrastinating (not putting things off)	1	2	3	4	
17. Learned about setting priorities	1	2	3	4	
18. Practiced self discipline	1	2	3	4	

BASIC SKILL

Emotional Regulation					
19.	Learned about controlling my temper	1	2	3	4
20.	Became better at dealing with fear and anxiety	1	2	3	4
21.	Became better at handling stress	1	2	3	4
22.	Learned that my emotions affect how I perform	1	2	3	4
Cognitive Skills					
In this activity I have improved:					
		1	2	3	4
23.	Academic skills (reading, writing, math, etc.)	1	2	3	4
24.	Skills for finding information	1	2	3	4
25.	Computer/internet skills	1	2	3	4
26.	Artistic/creative skills	1	2	3	4
27.	Communication skills	1	2	3	4
Physical Skills					
28.	Athletic or physical skills	1	2	3	4

INTERPERSONAL RELATIONSHIPS

Diverse Peer Relationships					
29.	Made friends with someone of the opposite gender	1	2	3	4
30.	Learned I had a lot in common with people from different backgrounds	1	2	3	4
31.	Got to know someone from a different ethnic group	1	2	3	4
32.	Made friends with someone from a different social class (someone richer or poorer)	1	2	3	4
Prosocial Norms					
33.	Learned about helping others	1	2	3	4
34.	I was able to change my school or community for the better	1	2	3	4
35.	Learned to stand up for something I believed was morally right	1	2	3	4
36.	We discussed morals and values	1	2	3	4

TEAM WORK AND SOCIAL SKILLS

Group Process Skills					
37.	Learned that working together requires some compromising	1	2	3	4
38.	Became better at sharing responsibility	1	2	3	4
39.	Learned to be patient with other group members	1	2	3	4
40.	Learned how my emotions and attitude affect others in the group	1	2	3	4
41.	Learned that it is not necessary to like people in order to work with them	1	2	3	4
Feedback					
42.	I became better at giving feedback	1	2	3	4
43.	I became better at taking feedback	1	2	3	4
Leadership and Responsibility					
44.	Learned about the challenges of being a leader	1	2	3	4
45.	Others in this activity counted on me	1	2	3	4
46.	Had an opportunity to be in charge of a group of peers	1	2	3	4

ADULT NETWORKS AND SOCIAL CAPITAL

Integration with Family					
47.	This activity improved my relationship with my parents/guardians	1	2	3	4
48.	I had good conversations with my parents/guardians because of this activity	1	2	3	4

Linkages to Community					
49.	Got to know people in the community	1	2	3	4
50.	Came to feel more supported by the community	1	2	3	4

Linkages to Work and College					
51.	This activity opened up job or career opportunities for me	1	2	3	4
52.	This activity helped prepare me for college	1	2	3	4
53.	This activity increased my desire to stay in school	1	2	3	4

NEGATIVE EXPERIENCES

Stress					
54.	Demands were so great that I didn't get homework done (skip this item if your Target Activity is a class)	1	2	3	4
55.	This activity interfered with doing things with family	1	2	3	4
56.	This activity has stressed me out	1	2	3	4

Negative Peer Influences					
57.	Felt pressured by peers to do something I didn't want to do	1	2	3	4
58.	I did something in this activity that was morally wrong	1	2	3	4
59.	I was ridiculed by peers for something I did in this activity	1	2	3	4
60.	Youth in this activity got me into drinking alcohol or using drugs	1	2	3	4

Social Exclusion					
61.	Felt like I didn't belong in this activity	1	2	3	4
62.	I felt left out	1	2	3	4
63.	There were cliques in this activity	1	2	3	4

Negative Group Dynamics					
64.	I get stuck doing more than my fair share	1	2	3	4
65.	Other youth in this activity made inappropriate sexual comments, jokes, or gestures	1	2	3	4
66.	Was discriminated against because of my gender, race, ethnicity, disability, or sexual orientation	1	2	3	4

<i>Note: The following set of items (67-70) will not be asked if there is no adult or young adult, coach, director, teacher, or leader.</i>				
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Inappropriate Adult Behavior					
67.	Adult leaders in this activity are controlling and manipulative	1	2	3	4
68.	Adult leaders "hit" on me (made sexual advances)	1	2	3	4
69.	Adult leaders made inappropriate sexual comments or jokes	1	2	3	4
70.	Adult leaders encouraged me to do something I believed morally wrong	1	2	3	4