



Practitioner Overview

The Adult Rating of Youth Behaviour (ARYB)

September 2022

Practitioner Overview and Tool: Adult Rating of Youth Behaviour (ARYB)

Tool overview	
What it measures	The tool measures young people’s socio-emotional skills in Emotion Management, Empathy, Problem Solving, Initiative, Teamwork, & Responsibility based on observed behaviours in a supportive youth provision setting. Information about socio-emotional behavioural skill growth can be used to understand both young people’s development and the relation of this development to other aspects of provision (e.g., the impact of provision quality on socio-emotional behavioural skill growth).
Who does the measuring	<p>The rating is carried out by an adult observing the young person’s behaviour. It should be a person who regularly leads the session in which the young person participates and has had the opportunity to observe the young person for approximately four hours of session time over a period of at least two weeks before completing the ARYB.</p> <p>Although there is no training requirement, the adult doing the rating would ideally be trained in youth development, socio-emotional skills, and practices that promote positive youth development and socio-emotional skill growth.</p>
When to use the tool	The baseline rating should be undertaken as soon as possible after young people first enter provision but after at least two weeks (or four hours) of provision time. Later assessments may not accurately reflect young people’s baseline skills as their skills are likely to already be growing through the provision. The follow up or post-intervention assessment should be done shortly after or near the end of provision, in order to assess change. We generally recommend waiting at least 2 months to conduct follow-up ARYB ratings if your primary aim is to assess socio-emotional skill growth.
Method	
<ul style="list-style-type: none"> • Identify the adult who will conduct the ratings of young people’s behaviour. As noted above they should be the person who regularly leads the session in which the young person participates. • Identify the young person who will be rated and fill in their Unique ID on the survey. • Observe young people during provision sessions for at least two weeks and for at least two hours of provision per week. The ratings should be based on direct observations of the young person, considering only behaviours the rater has actually seen. Behaviours that were reported to have occurred in other settings, or were not observed by the rater, should not be scored. • Complete ratings for the young person using the Ratings template provided. Allow approximately five minutes to complete the ratings for each young person (e.g. plan for 50 minutes to rate 10 young people). The ratings should be completed during a quiet time where there are no distractions. • The rating should be based on how often the behaviour is observed in situations where the behaviour is considered appropriate. For example, for the question, “How often does the young person help or cooperate with others?” using the response scale option “2” (i.e., rarely) does not mean they are working alone most of the time so have few opportunities to help or cooperate but rather that of the opportunities you observe, they rarely help or cooperate. <p>Similarly, for the question, “How often does the young person accurately name personal feelings?” using the response scale option “4” (i.e., most of the time) means that they usually use an emotion word that fits what they appear to be feeling; it should not be used to mean that they are talking about</p>	

their feelings all the time.

There are no right or wrong answers. Please do not skip any items. If there are cases where the given behaviour could not be observed because there were no opportunities for the young person to have demonstrated the behaviour, select the “not applicable” response option.

Scoring

Rater responses to all items marked by “(R)” should be reverse scored, such that: 1 = 5, 2 = 4, 3 = 3, 4 = 2, and 5 = 1. The mean of the response values across all questions within each of the 6 sections (the 6 skills) should be calculated to produce a single score for each young person. If some item responses are missing, mean scores can be calculated as long as there are responses to at least 3 of the 4 items in each section (but remember to calculate the mean score based only on the number of questions for which young people have actually provided a response, the scores should range from 1 to 5).

Analysis

Data collected with the ARYB measurement tool can be entered into the YMCA George William College Data Portal. This will enable you to view change for individuals, cohorts and the results for your whole organisation. After calculating the ARYB mean scores, this information can be used to inform decisions about future training or provision planning (e.g. focusing training and provision more closely on aspects that scored low). If the ARYB is also used as a follow up measure, then the ARYB mean scores can be used to assess socio-emotional skill change (e.g. by comparing mean scores from the baseline assessment to those from the follow-up assessment). An increase in scores can show young people participating in the provision are improving their socio-emotional skills and, potentially, the reason young people are improving their socio-emotional skills is because it is high-quality provision.