

Young person unique ID	
------------------------	--

Adult Rating Tool (ARYB) - Questionnaire

Please read each statement, and then think about yourself in terms of the statement. If you are not sure about the meaning of any of the words, please ask for more information. Mark the box that best describes how you see yourself in general. You are not required to answer any of the questions, and you can stop at any time. If you want to change any of your answers, please mark an "X" through the old response and fill in the new one. Please note that higher scores are not better or worse – all people will have a mix of high and low scores, and we want to know your unique mix! Please try to be as "true to you" as possible. When you are not sure, just pick the response option that is closest to how you think about yourself and keep moving. Thank you!

Monitoring data (these are useful in helping to interpret findings however, if you are already collecting this and are able to link it to the questionnaire responses, you do not need to include them.)								
1	How long have you known this young person?	< 2 weeks	2-8weeks	2-6 months	6-12 months	A year or more		
2	For about how many hours of provision time have you observed this young person?	< 4 hours	4-8 hours	8-16 hours	16-32 hours	32 hours or more		
		Never	Rarely	Occasionally	Most of the time	All of the time	N/A	R
Emotion Management								
3	How often did the young person easily manage both positive and negative feelings (e.g., didn't lash out at others when feeling bad; didn't brag or gloat when feeling good)?							
4	How often did the young person get frustrated easily (e.g., challenging tasks, minor setbacks, disagreements, or critical feedback cause more frustration than expected for a successful provision experience)?							R
5	How often did the young person respond constructively when frustrated by challenging tasks, minor set-backs, disagreements, or critical feedback (e.g., didn't blame others or give up; thought about it and tried again or sought help)?							
6	How often did the young person display disruptive behaviour?							R
Empathy								

21	How often did the young person stay focused and on-task despite distractions?							
22	How often did the young person push through during a challenging task?							
Problem Solving								
23	How often did the young person evaluate alternative plans for reaching a specific goal (e.g., develop alternative plans, or a plan-B, in case things don't work out)?							
24	How often did the young person create plans, with multiple steps, for reaching a specific goal?							
25	How often did the young person manage their time (e.g., by prioritising steps in a process, sticking to a plan, or moving on when a step may not have been completed perfectly but was good enough)?							
26	How often did the young person think about, and adjust to feedback about, their past behaviour or task performance?							