

Young person unique ID	
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Adult Rating Tool (ARYB) - Questionnaire

Read the statement. Consider the behaviour of the young person in the past two weeks in terms of the statement. Mark the box that best describes how often you saw that behaviour from that young person. Please do not skip any items. The “not applicable” (N/A) response should be used only if there were no situations in which the behaviour could have been observed (i.e. no opportunities in the last two weeks). There are no right or wrong answers. 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
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)?						
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?						
Empathy							
7	How often did the young person notice when someone was sad, upset, uncomfortable, or feeling rejected or bullied?						

8	How often did the young person respond without judgement to other people's opinions, feelings, or situation?						
9	How often did the young person appear to experience the same feelings as another person's feelings (e.g., not just understand, but feel what someone else was feeling, or empathise with others)?						
10	How often did the young person discuss or describe social biases (e.g., adultism, sexism, ableism, classism, racism)?						
Teamwork							
11	How often did the young person help or cooperate with others who were struggling?						
12	How often did the young person expect or remind others to do their part?						
13	How often did the young person seek help from others when stuck?						
14	How often did the young person keep track of their own and others' group progress?						
Responsibility							
15	How often did the young person finish the task that they started, with minimal supervision?						
16	How often did the young person do the things that they said they are going to do?						
17	How often did the young person do the things an adult asked them to do?						
18	How often did the young person acknowledge a mistake and take action to address it?						
Initiative							
19	How often did the young person take the initiative (e.g., volunteer for a challenging task; quick to raise hand in response to a question put the group)?						
20	How often did the young person set an ambitious but realistic goal?						
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?						