

HSA Definitions and Sample Items by Scale



Scale	Definition	Sample Item
<i>Resiliencies</i>		
Action Orientation	Engagement in physical and hands-on activities	I like to move my body.
Emotion Control	Self-regulation of distress and management of anger.	I react to things so quickly I get in trouble.
Assertiveness	Confidence in putting oneself forward, advancing personal beliefs, wishes or thoughts and in standing up for what one believes.	I stick up for myself against unfair rules.
Perseverance	Persistence in work and problem solving despite obstacles.	When I try to accomplish something, I achieve it.
Trust	Perception of other people as helpful and trustworthy.	I think most people are fair.
Empathy	Recognition of other's feelings and experiences.	I like to help people with their problems.
Reflection	Inner thought processes and self-awareness, and internal responsiveness toward broader societal issues.	I try to understand the world I live in.
Optimism	Enthusiasm for and hopefulness about one's life.	More good things than bad things will happen to me.
<i>Relationships</i>		
Relationships with Peers	Positive and supportive social connections with friends and classmates.	I have friends who care about me.
Relationships with Adults	Positive connections and attitudes toward interactions with adults.	There are adults I look up to and admire.
<i>Learning and School Engagement</i>		
Learning Interest	Desire to learn and acquire new knowledge.	I try to learn new things outside of school.
Critical Thinking	Examination of information, exploration of ideas, and independent thought.	I think carefully before believing things people tell me.
Academic Motivation	Incentive to succeed in school, without necessarily including general interest in learning.	I will get good grades on school exams.
School Bonding	Positive personal connections and the sense of belonging in one's school.	I care about my school community.
<i>Diversity Equity & Inclusion – Pilot Scales</i>		
Fair Treatment	Youth are treated with fairness and are provided with equitable opportunities. Rules are applied consistently.	School rules are applied fairly to all students.
Cultural Relevance	Learning connects to youth's lived experiences and materials reflect both youth's backgrounds and exposes them to diverse perspectives.	There are people of my own background shown in my class materials.

Strengths and Difficulties Questionnaire © Robert Goodman, 2005

The SDQ, or Strengths and Difficulties Questionnaire, provides an initial, brief behavioral screen for 11-16 years olds. Developed by Robert Goodman, Institute of Psychiatry, King's College London, the SDQ assesses positive and negative aspects of behavior and indicates whether additional or preliminary clinical interventions are needed.

Scale	Definition	Sample Item
Hyperactivity/ Inattention	Checks for any possible indications of ADHD or ADD, looks for hyperactivity, difficulty staying still and concentration levels.	I am constantly fidgeting or squirming.
Conduct Problems	Checks for conduct disorders, whether the respondent is able to control his temper, has aggressive or violent tendencies, and whether he violates others or social norms.	I am often accused of lying or cheating.
Emotional Symptoms	Checks for any possible emotional disorders, such as depression or anxiety, or simply indicates if the respondent is experiencing emotional difficulties.	I am often unhappy, depressed, or tearful.
Peer Problems	Checks for social difficulties, whether the respondent feels she is able to interact with her peers, and if she feels she is liked and appreciated.	Other children or young people pick on me or bully me.
Prosocial	Checks for general and positive social skills, perspective taking, empathy, kindness and sociability.	I am helpful if someone is hurt, upset, or feeling ill.