

## ADOLESCENT REGULATORY FOCUS QUESTIONNAIRE

### Reference

Strauman, T. J. (2006). *Adolescent Regulatory Focus Questionnaire*. Unpublished questionnaire, Duke University, Durham, NC.

### Secondary References

Higgins, E. T., Friedman, R. S., Harlow, R. E., Idson, L. C., Ayduk, O. N., & Taylor, A. (2001). Achievement orientations from subjective histories of success: Promotion pride versus prevention pride. *European Journal of Social Psychology*, *31*, 3-23.

Strauman, T. J., Vieth, A. Z., Merrill, K. A., Kolden, G. G., Woods, T. E., Klein, M. H., et al. (2006). Self-system therapy as an intervention for self-regulatory dysfunction in depression: A randomized comparison with cognitive therapy. *Journal of Consulting and Clinical Psychology*, *74*(2), 367-376.

### Description

The *Adolescent Regulatory Focus Questionnaire* was developed by Tim Strauman as an adolescent version of the *Regulatory Focus Questionnaire (RFQ)*; Higgins et al., 2001; Strauman et al., 2006), a 22-item self-report measure of orientation to promotion and prevention goals. The *RFQ* contains four subscales: Promotion History, or the extent of socialization as a child to construe situations in terms of promotion goals (e.g., parents celebrated the child's accomplishments); Promotion Pride, or the extent to which the respondent feels a sense of pride and well-being from pursuing promotion goals (e.g., become more motivated by accomplishments); Prevention History, or the extent of socialization as a child to construe situations in terms of prevention goals (e.g., parents point out possible dangers); and Prevention Pride, or the extent to which the respondent feels pride from pursuing prevention goals (e.g., feeling good about following rules). All items are rated on a 5-point scale. The scale for the History items ranges from 1 = *definitely false* to 5 = *definitely true*; for the Pride items, 1 = *never or seldom* to 5 = *many times*.

### Administration: 15 years

This measure was administered to teens ( $n = 101$ ) during the 15-year common protocol home visit.

### Scoring: Strauman (personal communication)

The items on the first page of the *Adolescent RFQ* (measuring how the teen and his/her parents typically react to various situations) were entered into the database as react1-react10. The items on the second page that measure how often certain kinds of events occur were entered as event1-event12.

### Promotion History

Mean of 3 items: react2, react4, react9. A higher score reflects more consistent socialization toward a promotion focus ("making good things happen").

### **C PROMHIS**

$N = 101$ ,  $M = 4.14$ ,  $SD = 0.76$ , range = 1.33-5,  $\alpha = .82$

Prevention History

Mean of 4 items: react1, react3, react8, react10. A higher score reflects more consistent socialization toward a prevention focus (“keeping bad things from happening”).

**CPREVHIS**

$N = 101, M = 3.53, SD = 0.66, \text{range} = 2.25\text{-}5, \alpha = .51$

Promotion Success

Mean of 4 items: event1, event5, event8, event10. A higher score reflects a greater degree of self-reported success pursuing promotion goals.

**CPROMSUC**

$N = 101, M = 3.92, SD = 0.58, \text{range} = 2.50\text{-}5, \alpha = .66$

Prevention Success

Mean of 4 items, all reversed: -event4, -event6, -event9, -event11. A higher score reflects a greater degree of self-reported success pursuing prevention goals.

**CPREVSUC**

$N = 101, M = 3.59, SD = 0.80, \text{range} = 1.25\text{-}5, \alpha = .71$

**Analysis Data Set**

SS15YEAR

**Raw Data Set**

CYR15ARF