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**Synonyms**

YQOL–R

YQOL-SF

Youth subjective quality of life

**Definition**

This instrument is a 41-item generic measure of youth quality of life (YQOL), the short form (YQOL-SF) consists of 16 items.

**Description**

This instrument measures quality of life (YQOL) in youth ages 12-18 years with and without chronic conditions and disabilities. It consists of 41 perceptual items measuring the domains of sense of self, social relationships, environment, and general quality of life. There is also a 16-item short form available, the YQOL-SF, developed with Rasch methodology (seaqolgroup.org). The individual items can be seen in Table 1.

Table 1.a Items in Youth Quality of Life Instrument - Research Versionb (YQOL-R, Version 2.0)and Short Formc (YQOL-SF, Version 3.0)

|  |  |  |
| --- | --- | --- |
| Self | | |
| 1. I keep trying, even if at first I do not succeed | | |
| 2. I can handle most difficulties that come my wayc | | |
| 3. I am able to do most things as well as I want | | |
| 4. I feel good about myself | | |
| 5. I feel I am important to othersc | | |
| 6. I feel comfortable with my sexual feelings and behaviors | | |
| 7. I have enough energy to do the things I want to doc | | |
| 8. I am pleased with how I look | | |
| 9. I feel comfortable with the amount of stress in my lifec | | |
| 10. I feel it is okay if I make mistakes | | |
| 11. I feel my life has meaning | | |
| 12. My personal beliefs give me strengthc | | |
| 21. I feel alone in my life | | |
| 28. I feel left out because of who I am | | |
| Relationships |
| 13. I feel most adults treat me fairly | | |
| 14. I feel I am getting the right amount of attention from my family | | |
| 15. I feel understood by my parents or guardians | | |
| 16. I feel useful and important to my family | | |
| 17. I feel my family cares about mec | | |
| 18. My family encourages me to do my best | | |
| 19. I feel I am getting along with my parents or guardians | | |
| 20. I feel my parents or guardians allow me to participate in important decisions which affect mec | | |
| 22. I try to be a role model for othersc | | |
| 23. I can tell my friends how I really feelc | |
| 24. I am happy with the friends I have | | |
| 25. I am satisfied with my social life | | |
| 26. I feel I can take part in the same activities as others my age | | |
| 27. People my age treat me with respectc | | |
| Environment | | |
| 29. I feel my life is full of interesting things to doc | | |
| 30. I like trying new things | | |
| 31. I like my neighborhood | | |
| 32. I look forward to the future | | |
| 33. My family has enough money to live a good life | | |
| 34. I feel safe when I am at homec | | |
| 35. I feel I am getting a good education | | |
| 36. I know how to get the information that I needc | | |
| 37. I enjoy learning new thingsc | | |
| 38. I feel safe when I am at schoolc | | |
| General QoL | | |
| 39. I enjoy life | | |
| 40. I am satisfied with the way my life is now | | |
| 41. I feel life is worthwhilec | | |

Note. Items 2-4, 6-8, 9-11, 13, 14, 15, 19, 20, 23, 25, 26, 27, 33-36, 38, 40, 41 use a 11-point rating scale with adjectival anchors "Not at All" to "Completely". Items 1, 5, 12, 16-18, 21, 22, 24, 28-32, 37, 39 use a 11-point rating scale with adjectival anchors "Not at All" to "A Great Deal".

aItems numbers as they appear in the YQOL-R.

bFor complete versions of the instrument and user manual consult [www.seaqolgroup.org](http://www.seaqolgroup.org).

cItems constituting the YQOL-SF.

Conceptual and Measurement Model

This instrument was developed by asking youth about both positive and negative aspects of QOL. The creation of the conceptual model was guided by semi-structured interviews with 33 youth (ages 12 – 18) from various socioeconomic, health, and disability backgrounds (Edwards et al., 2002).

Scale structure

The response scale ranges from 0 = not at all to 10 = a great deal or completely. The scores are summed and then transformed to a 0 to 100 scale, with a higher score representing a higher quality of life. The Multi-Trait/Multi-Item Analysis program was used to investigate the scaling assumptions and ensure the appropriateness of the scale range for each item. The response scale for the short form ranges from 1 = not at all/very little to 3 = very much or completely. Rasch analysis was used to determine the use of an appropriate response scale as well as the selection of the 16 items for the short form (Wright & Masters, 1982).

[Reliability](http://referencelive.springer.com/opening/showPage.php?txtID=2462)

[Internal consistency](http://referencelive.springer.com/opening/showPage.php?txtID=1494)

Internal consistency ([Cronbach's alpha](http://referencelive.springer.com/opening/showPage.php?txtID=622)) for the YQOL perceptual domains exceeded 0.80 for all four domains and for total perceptual score (Patrick et. al., 2002).

Reproducibility

[Test retest](http://referencelive.springer.com/opening/showPage.php?txtID=3001)

One week test-retest data were collected from 46 adolescents without chronic conditions. The intraclass correlation coefficients for each domain and the total perceptual items found were as follows: Self (0.85), Social (0.85), Environment (0.76), General QOL (0.74), and Total Score (0.78) (Patrick et. al., 2002).

[Validity](http://referencelive.springer.com/opening/showPage.php?txtID=3140)

Content validity was established by having youth themselves define the content of each item (Edwards et al., 2002).

Construct validity was measured by testing the items against existing measures for adolescent quality of life (Patrick et al., 2002).

[Convergent](http://referencelive.springer.com/opening/showPage.php?txtID=573) and [Discriminant](http://referencelive.springer.com/opening/showPage.php?txtID=751) ([Known Groups](http://referencelive.springer.com/opening/showPage.php?txtID=1581))

Convergent validity was tested by measuring the correlation between the YQOL-R and the Munich QOL Questionnaire for Children (KINDL) (Ravens-Sieberer and Bullinger, 1998). All scales of the YQOL-R correlated significantly in the expected direction with the scales of the KINDL, and the YQOL-R total perceptual score was correlated with the KINDL total score at 0.73 indicating a significant association between the two measures of perceived QoL (Patrick et. al., 2002).

Discriminant/known groups validity was established by examining associations between the YQOL-R, the Children’s Depression Inventory (Kovacs, 1992), and the Functional Disability Inventory (FDI) (Walker and Greene, 1991). The validation sample included groups of youth diagnosed with attention-deficit/hyperactivity disorder (ADHD), depression, and mobility disabilities. The Pearson’s correlation between the total YQOL-R perceptual score and the overall FDI was -0.26 compared to 0.73 with the KINDL. The results of the t-test on the difference between these correlations showed that there is a significantly higher correlation between the YQOL-R and the KINDL than between the YQOL-R and the FDI (t226 = 6.61 p < .05). Likewise the correlation of the YQOL-R with the KINDL (r = 0.73) was significantly higher than the correlation of the YQOL-R with the CDI (r = -0.58; t226 = 3.66, p < .05).

Burden

Respondent burden

The instrument is designed for self-administration and requires approximately 10 minutes to complete. Reading level was assessed and meets a fourth grade reading level based on the Homan-Hewitt readability formula (Homan et al., 1994), which is intended for assessment of single-sentence constructions (Patrick et. al., 2002).

Cultural and Language Adaptations and Translations

Multiple language versions available, see www.seaqolgroup.org.

Discussion

The YQOL-R continues to be tested for responsiveness. In addition to the 16-item short form, YQOL-SF, there have also been three condition-specific modules developed and validated: 1) Youth Quality of Life Instrument – Facial Differences module (YQOL-FD) (Patrick et al., 2007), 2) Youth Quality of Life Instrument – Weight module (YQOL-W) (Morales et al., 2011), and 3) Youth Quality of Life Instrument – Deafness and Hard of Hearing module (YQOL-DHH) (Patrick et al., 2011). It is recommended that the generic YQOL-SF be fielded in conjunction with the condition-specific modules as the content is designed to be non-overlapping, and collection of the YQOL-SF allows for comparison between condition and non-condition groups.

**Cross-References**

Grounded theory

Reliability

Internal consistency reliability

Cronbach’s alpha

Test-retest reliability

Intraclass Correlation Coefficient (ICC)

Content Validity

Construct Validity

Validity (statistical)

Convergent validity

Discriminant validity

Known-groups validity

Respondent burden

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