**Adolescent Study, Meltzoff Lab Scales:**

\*The four categories of measures (mindsets, social processes, rejection sensitivity, and emotions) are divided based on results of factor analysis.

**MINDSETS:**

1. “peermindset”: Peer Mindsets (Rudolph, 2010), 12 items: whether relationships can change or will remain fixed (1=growth mindset, 6=fixed mindset):
   1. Sample item: “If kids get along, it will probably always be that way.”
2. “persmindset”: Personality Mindsets (Yeager et al., 2011), 6 items: whether personality can change or will remain fixed (1=growth mindset, 6=fixed mindset):
   1. Sample item: “Bullies and victims are types of people that really can’t be changed.”

**SOCIAL PROCESSES:**

1. “needforapproval”: Need for Approval (Rudolph et al., 2005), 8 items (1=low need, 6=high need):
   1. Sample positive item: “Being liked by other kids makes me feel better about myself.”
   2. Sample negative item: “I feel like I am a bad person when other kids don’t like me.”
   3. \*Rudolph often divides scale into the 4 items about approaching positive approval vs. 4 items about avoiding disapproval (e.g., Rudolph & Bohn, 2014); approaching approval leads to more positive outcomes while avoiding disapproval leads to more negative outcomes
2. “needforbelonging:” Need for Belonging (Leary et al., 2013), 10 items (1=low need, 6=high need):
   1. Sample item: “I have a strong need to belong.”
3. “Rejection”: Rejection (Reijntjes et al., 2006), 2 items: sadness in response to rejection (1=not at all, 5=extremely):
   1. Sample item: “Your class is on a class trip to the beach. First you swim for a while, but then you want to do something else. You have a look around, and you spot a group of children building a sandcastle. They are laughing a lot and clearly enjoy what they are doing. Moreover, the sandcastle is looking very good. You also think that it might be fun, and therefore you approach the children and ask them if you can join them. The children look at each other and start talking with each other while you are just waiting. While talking, several of the kids turn and look at you and then turn back to their friends and start laughing. After a while one child comes over and tells you that you can’t join them and that you should leave. How sad would you feel if that situation happened to you?”
4. “Coping\_mad”: Coping (Sandstrom, 2004), 3 scenarios, Mad (1=not at all, 5=extremely):
   1. Sample item: “Imagine that you are standing by yourself in the hallway at school. As you are standing there, some kids from your class walk by. They look at you, whisper something to each other, and laugh. Then they start teasing you out loud. How mad would you be if the things in this story really happened?”
5. “Coping\_sad”: Coping (Sandstrom, 2004), 3 scenarios, Sad (1=not at all, 5=extremely):
   1. Sample item: same as above; “How sad would you be if the things in this story really happened?”
6. “Coping\_worried”: Coping (Sandstrom, 2004), 3 scenarios, Worried (1=not at all, 5=extremely):
   1. Sample item: same as above, “How worried would you be if the things in this story really happened?”

**REJECTION SENSITIVITY:**

1. “RSQanxiety”: Children’s Rejection Sensitivity Questionnaire (Downey, Lebolt, Rincón, & Freitas, 1998), 12 scenarios, Anxiety: nervousness about social scenario with possible rejection
   1. Multiply nervousness score (1=not nervous; 6=very, very nervous) by belief in positive outcome (1=belief in positive outcome; 6=belief in negative outcome) for total range 1-36
   2. Sample item: “Imagine you want to buy a present for someone who is really important to you, but you don’t have enough money. So you ask a kid in your class if you could please borrow some money. The kid says, “Okay, wait for me outside the front door after school. I’ll bring the money.” As you stand outside waiting, you wonder if the kid will really come. How nervous would you feel, right then, about whether or not the kid will show up?”
2. “RSQanger”: Children’s Rejection Sensitivity Questionnaire (Downey, Lebolt, Rincón, & Freitas, 1998), 12 scenarios, Anger: anger about social scenario with possible rejection
   1. Multiply anger score (1=not angry; 6=very, very angry) by belief in positive outcome (1=belief in positive outcome; 6=belief in negative outcome) for total range 1-36
   2. Sample item: same as above, but question about “How mad would you feel, right then, about whether or not the kid will show up?”

**EMOTIONS:**

1. “CDImean”: Children’s Depression Inventory (Kovacs, 1992), 10 items (mean score: 1=low depression, 3=high depression)
   1. Sample item: 1=*I am sad once in a while*; 2=*I am sad many times*; 3=*I am sad all the time*.
2. “Moodgood”: Good mood, Sebastian et al., 2010 (1=very bad, 7=very good)
3. “Moodhappy”: Happy mood, Sebastian et al., 2010 (1=very sad, 7=very happy)
4. “Moodrelaxed”: Relaxed mood, Sebastian et al., 2010 (1=very tense, 7=very relaxed)
5. “StateAnxiety”: from State-Trait Anxiety Inventory for Children (Spielberger, 1983), sum of 20 items (range 20-60; 20=less anxious, 60=more anxious)
   1. Sample item: I feel… 1=very calm, 2=calm, 3=not calm.
6. “TraitAnxiety:” from State-Trait Anxiety Inventory for Children (Spielberger, 1983), Trait Anxiety, sum of 20 items (range 20-60; 20=less anxious, 60=more anxious):
   1. Sample item: “I worry about making mistakes… 1=*hardly-ever*, 2=*sometimes*, 3=*often*.”