



**Measurement Tools for Evaluating Out-of-School Time Programs: Table 2.3 Mental Health and Behavior**

This table is a compilation of instruments used to assess mental health and behavior. For examples of how these assessments were used, please consult the individual profiles in HFRP’s OST Program Research and Evaluation Database at [www.hfrp.org/OSTDatabase](http://www.hfrp.org/OSTDatabase).

Please also note that additional measures of mental health and behavior may be available in **Table 2.8: Multicomponent/Comprehensive Surveys** online at [www.hfrp.org/OSTMeasurementTools#table2-8](http://www.hfrp.org/OSTMeasurementTools#table2-8).

**ABOUT THIS RESOURCE**

This table is part of the *Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource*, an online resource of measurement tools and assessments for OST evaluators and practitioners.

To access the full guide, please visit [www.hfrp.org/OSTMeasurementTools](http://www.hfrp.org/OSTMeasurementTools).

Instrument Name & Description	Sample Items/Item Description	OST Evaluations Using the Instrument	References & Availability
<p><b>Aggression, Mood, and Learning Disabilities Scale (AML)</b> This scale is a quick screening device for the early identification of school maladaptation and is used by teachers to rate the frequency of occurrence of each of 11 behaviors.</p>	Teachers rate youth behaviors of fighting, classroom disruption, restlessness, unhappiness, impulsivity, sickness, moodiness, and difficulties with learning, on a 5-point scale ranging from <i>seldom or never</i> to <i>all of the time</i> .	Hispanic After School Program	Available for purchase at: <a href="http://www.childrensinstitute.net/store/assessment-measures">www.childrensinstitute.net/store/assessment-measures</a>
<p><b>Child Adjustment Scale</b> This parent-completed scale includes 35 items measuring a child’s socio-emotional adjustment, which includes scales of work habits, peer relations, and compliance.</p>	Parents rate youth on items include “listens when others are talking,” “takes turns,” “hits other kids,” and “wants to do well in school” using a 4-point scale from 1 ( <i>hardly ever</i> ) to 4 ( <i>almost always</i> ).	Promising After-School Programs	Available for free at: <a href="http://www.gse.uci.edu/childcare/pdf/questionnaire_interview/Child%20Adjustment%20Scale.pdf">www.gse.uci.edu/childcare/pdf/questionnaire_interview/Child%20Adjustment%20Scale.pdf</a>
<p><b>Child Behavior Checklist</b> This checklist contains measures of youth’s behavior problems and various competencies as reported by parents or other caregivers who know the child well. A teacher-reported form has also been developed.</p>	Adults rate various behaviors of youth (e.g., “argues a lot,” “demands a lot of attention”) as either 0 ( <i>not true</i> ), 1 ( <i>somewhat true</i> ), or 2 ( <i>very true</i> ).	New Orleans ADEPT	Available for free at: <a href="http://www.icpsr.umich.edu/icpsrweb/PHDCN/descriptions/cbcl-w1-w2-w3.jsp">www.icpsr.umich.edu/icpsrweb/PHDCN/descriptions/cbcl-w1-w2-w3.jsp</a>
<p><b>Child Behavior Scale</b> This teacher-reported scale measures students’ aggressive, withdrawn, and prosocial behaviors.</p>	Teachers rate such items as, “compromises in conflict with classmates,” and “annoys or irritates classmates,” using a 3-point scale: 0 ( <i>not true</i> ), 1 ( <i>sometime true</i> ), and 2 ( <i>often true</i> ).	Promising After-School Programs	Information available in: Ladd, G. W., & Profflet, S. M. (1996). The Child Behavior Scale: A teacher-report measure of young children’s aggressive, withdrawn, and prosocial behaviors. <i>Developmental Psychology</i> , 32(6), 1008–1024.
<p><b>Children’s Depression Inventory (CDI)</b> These 27 items quantify depressive symptoms in youth aged 7–17. This assessment also contains a short form of 10 items for quick screening.</p>	For each items, the youth selects the sentence that best describes himself or herself during the past 2 weeks. Sample statement set: a. I am sad once in a while. b. I am sad many times. c. I am sad all the time.	Siblings of Children With Developmental Disabilities After School Support Program	Available for purchase at: <a href="http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8044-762">www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8044-762</a>
<p><b>Children’s Report of Parent Behavior Inventory</b> This assessment measures youth’s perceptions of parents’ behaviors across multiple categories including parental support, autonomy granting, and discipline.</p>	Sample items include “does not approve of my spending a lot of time away from home” and “often praises me.”	Rural After-School Programs	Information available in: Schaefer, E. S. (1965). Children’s reports of parental behavior: An inventory. <i>Child Development</i> , 36, 417–424.

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<p><b>Children's Manifest Anxiety Scale—Revised</b> Composed of 37 items, this scale measures the level and nature of anxiety in youth aged 6–19. Subscales include physiological anxiety, worry/oversensitivity, and concentration anxiety.</p>	<p>Youth answer yes or no to whether a series of statements are true for themselves, such as: "I worry about what other people think about me" and "I am nervous."</p>	<p><b>Siblings of Children With Developmental Disabilities After School Support Program</b></p>	<p><b>Available for purchase at:</b> <a href="http://portal.wpspublish.com/portal/page?_pageid=53,234661&amp;_dad=portal&amp;_schema=PORTAL">http://portal.wpspublish.com/portal/page?_pageid=53,234661&amp;_dad=portal&amp;_schema=PORTAL</a></p>
<p><b>Diagnostic Interview for Children and Adolescents-IV</b> This instrument assesses psychiatric problems in children and adolescents through two self-report interviews. The computer version supplements a full clinical examination by covering a wide range of symptoms in a relatively short period of time.</p>	<p>The instrument contains a number of scales and forms covering topics such as psychotic symptoms, psychological stressors, and eating disorders.</p>	<p><b>Project Back-on-Track</b></p>	<p><b>Available for purchase at:</b> <a href="http://www.mhs.com/product.aspx?gr=edu&amp;prod=dicaiv&amp;id=overview">www.mhs.com/product.aspx?gr=edu&amp;prod=dicaiv&amp;id=overview</a></p>
<p><b>Hopelessness Scale for Children</b> This 17-item scale measures dimensions of hopelessness and helplessness.</p>	<p>Youth report whether statements such as "All I can see ahead of me are bad things, not good things," and "Things just won't work out the way I want them to" are <i>true</i> or <i>untrue</i>.</p>	<p><b>Go Grrrls</b></p>	<p><b>Available in:</b> Kazdin, A. E., Rogers, A., &amp; Colbus, D. (1986). The Hopelessness Scale for children: Psychometric characteristics and concurrent validity. <i>Journal of Consulting and Clinical Psychology, 54</i>, 241–245.</p>
<p><b>Mental Health Inventory</b> This scale measures youth's self-reported moods and emotional states. The inventory assesses psychological distress and well-being through five lower-order factors—anxiety, depression, emotional ties, general positive affect, and loss of behavioral/emotional control.</p>	<p>Youth respond to questions such as "How much of the time, during the past month, have you felt downhearted and blue?" and "How much of the time, during the past month, have you felt calm and peaceful?"</p>	<p><b>Across Ages</b></p>	<p><b>Available for free at:</b> <a href="http://amhocn.org/static/files/assets/8d6994c3/Mental_Health_Inventory.pdf">http://amhocn.org/static/files/assets/8d6994c3/Mental_Health_Inventory.pdf</a></p>
<p><b>Nowicki-Strickland Locus of Control Instrument</b> This 40-item instrument measures the degree to which children connect their actions to the outcomes that result from them (internal vs. external control).</p>	<p>Youth answer <i>yes</i> or <i>no</i> to questions such as "Do you believe that most problems will solve themselves if you just don't fool around with them?" and "Do you believe that wishing can make good things happen?"</p>	<p><b>Baltimore's After School Strategy—A-Teams</b></p>	<p><b>Available for purchase at:</b> <a href="http://store.ets.org/DRHM/store?Action=DisplayProductSearchResultsPage&amp;SiteID=ets&amp;Locale=en_US&amp;CallingPageID=ProductDetailsPage&amp;keywords=Nowicki&amp;x=0&amp;y=0">http://store.ets.org/DRHM/store?Action=DisplayProductSearchResultsPage&amp;SiteID=ets&amp;Locale=en_US&amp;CallingPageID=ProductDetailsPage&amp;keywords=Nowicki&amp;x=0&amp;y=0</a></p>
<p><b>Social Health Profile (SHP)</b> This 39-item teacher-completed tool measures social skills and behavior problems in students. Ratings are given for frequency of observed behavior in the domains of social competence and behavior problems.</p>	<p>Examples of social competence items include "friendly," "controls temper," and "can calm down when excited." Examples of behavior problem items include "yells at others," "fights," and "takes others' property." Teachers rate items on a 5-point scale from <i>almost never</i> to <i>almost always</i>.</p>	<p><b>Generación Diez</b></p>	<p><b>Unverified source:</b> Conduct Problems Prevention Research Group. (1991). <i>Social Health Profile</i>. Durham, NC: Author.</p> <p><b>Information Available at:</b> <a href="http://www.fasttrackproject.org/technical-reports.php#shs">www.fasttrackproject.org/technical-reports.php#shs</a></p>

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<p><b>School Social Behavior Scale (SSBS2)</b> This scale consists of ratings completed by teachers and other school personnel of both social skills and antisocial problem behaviors of children and adolescents in school settings. The Social Competence scale includes 32 items measuring adaptive, prosocial skills through three subscales: Peer Relations, Self Management/Compliance, and Academic Behavior. The Antisocial Behavior scale includes 32 items measuring socially relevant problem behaviors and also includes three subscales: Hostile/Irritable, Antisocial-Aggressive, and Defiant/Disruptive.</p>	<p>Social Competence items include statements such as “follows classroom rules,” “has good leadership skills,” and “remains calm when problems arise.” Antisocial Behavior items include statements such as “gets into fights,” “is easily irritated,” and “whines and complains.” Teachers rate each item about the target child from 1 (<i>never</i>) to 5 (<i>frequently</i>).</p>	<p><b>BELL After-School Instructional Curriculum</b></p>	<p><b>Available for purchase at:</b> <a href="http://www.brookespublishing.com/store/books/merrell-sbs/index.htm">www.brookespublishing.com/store/books/merrell-sbs/index.htm</a></p>
<p><b>Self-Reported Behavior Index</b> A self-report measure completed by youth about behavior and substance use since the start of the school year or term.</p>	<p>Youth rate their conduct in response to items such as “gotten into a fight at school,” “doing something your parents told you not to do,” and items about use of tobacco, alcohol, and other drugs on a 5-point scale from 0 (<i>never</i>) to 4 (<i>almost every day</i>).</p>	<p><b>Promising After-School Programs</b></p>	<p><b>Information available in:</b> Brown, B. B., Clasen, D. R., &amp; Eicher, S. A. (1986). Perceptions of peer pressure, peer conformity, dispositions, and self-reported behavior among adolescents. <i>Developmental Psychology</i>, 22, 521–530.</p>
<p><b>Teacher–Child Rating Scale</b> These teacher-reported scales of youth’s classroom behavior include conduct problems, learning problems, shyness/anxious problems, frustration tolerance, work habits, assertive social skills, and peer sociability.</p>	<p>Teachers respond to various behaviors and characteristics of the target youth (e.g., “disruptive in class,” “comfortable as a leader”) using 5-point scales. For problem behaviors, the scales range from 1 (<i>not a problem</i>) to 5 (<i>very serious problem</i>), and for competencies, the scales range from 1 (<i>not at all</i>) to 5 (<i>very well</i>).</p>	<p><b>21st Century Community Learning Centers—Chinatown YMCA</b></p> <p><b>Gevirtz Homework Project</b></p> <p><b>New Orleans ADEPT</b></p> <p><b>Rural After-School Programs</b></p> <p><b>Virtual Y</b></p>	<p><b>Available for purchase at:</b> <a href="http://www.childrensinstitute.net/store/assessment-measures#T-CRS">www.childrensinstitute.net/store/assessment-measures#T-CRS</a></p>