



Measurement Tools for Evaluating Out-of-School Time Programs: Table 2.4 Relationships

This table is a compilation of instruments used to assess relationships with families, peers, etc. For examples of how these assessments were used, please consult the individual profiles (listed in the 3rd column below) in HFRP’s OST Program Research and Evaluation Database at www.hfrp.org/OSTDatabase.

Please also note that additional measures of relationships may be available in **Table 2.8: Multicomponent/Comprehensive Surveys** (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.

Instrument Name & Description	Sample Items/ Item Description	OST Evaluations Using the Instrument	References & Availability
<p>Children’s Report of Parent Behavior Inventory This assessment measures youth’s perceptions of parents’ behaviors across multiple categories including parental support, autonomy granting, and discipline.</p>	<p>Sample items include “does not approve of my spending a lot of time away from home” and “often praises me.”</p>	<p>Rural After-School Programs</p>	<p>Information available in: Schwarz, J. C., & Mearns, J. (1989). Assessing parental childrearing behaviors: A comparison of parent, child, and aggregate ratings from two instruments. <i>Journal of Research in Personality</i>, 23, 450–468; and Schaefer, E. S. (1965). Children’s reports of parental behavior: An inventory. <i>Child Development</i>, 36, 417–424.</p>
<p>F.A.C.E.S. IV This scale measures youth’s and other family members’ perceptions of family functioning, adaptability, and cohesiveness.</p>	<p>Youth rate statements such as “Family members are supportive of each other during difficult times” and “Family members go along with what the family decides to do” on a 5-point scale. Responses range from <i>almost never</i> (1) to <i>almost always</i> (5).</p>	<p>Thunderbirds Teen Center</p>	<p>Available for purchase at: www.facesiv.com/</p>
<p>Facts on Aging This scale measures youth’s knowledge about elders.</p>	<p>Youth respond true or false to statements such as “The majority of old people (past 65 years) have Alzheimer’s disease,” and “Clinical depression occurs more frequently in older than younger people.”</p>	<p>Across Ages</p>	<p>Unverified source: Palmore, E. (1977). Facts on aging: A short quiz. <i>The Gerontologist</i>, 17, 315–320.</p>
<p>Family Assessment Measure (FAM-III) This 134-item assessment for pre-adolescents through adults measures family functioning by examining family strengths and weaknesses on three scales: general, self-rating, and dyadic. Together, these scales give a complete picture of how family members view levels of family interaction.</p>	<p>General items include “Family duties are fairly shared,” self-rating items include “My family expects too much of me,” and dyadic items include “This person and I are not close to each other.” The items are scored on a 4-point scale from <i>strongly agree</i> to <i>strongly disagree</i>.</p>	<p>Generación Diez</p>	<p>Available for purchase at: https://ecom.mhs.com/%28S%28jigtfbmprzxwsb3v4m2vv45%29%29/inventory.aspx?gr=edu&prod=famiii&id=pricing&RptGrpID=fam</p>

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<p>Family Environment Scale This scale consists of 10 subscales that measure youth's and parents' perceptions of families' cohesion, expressiveness, conflict, independence, achievement orientation, intellectual-cultural orientation, active-recreational orientation, moral-religious emphasis, organization, and control.</p>	<p>Youth indicate whether statements such as "Family members often keep their feelings to themselves" and "Family members really help and support one another" are <i>true</i> or <i>false</i>.</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Available for purchase at: www.mindgarden.com/products/fescs.htm#ms</p>
<p>Family Relationships Scale This scale from the Personal Experience Inventory assesses how well 12- to 18-year-olds get along with their parents and whether there is parent-child conflict.</p>	<p>Not available.</p>	<p>Hmong Youth Pride</p>	<p>Available for purchase (as part of <i>Personal Experience Inventory</i>) at: http://portal.wpspublish.com/portal/page?_pageid=53,102631&_dad=portal&_schema=PORTAL</p>
<p>Features of Children's Friendship This scale measures various aspects of youth's friendship relationships, such as intimacy, conflict, and instrumental and emotional support.</p>	<p>Sample questions include: "When you feel sad or upset, how often does [friend's name] try to cheer you up?" and "Does [friend's name] ever annoy or bug you?"</p>	<p>Big Brothers Big Sisters</p>	<p>Information available in: Berndt, T. J., & Perry, T. B. (1986). Children's perceptions of friendships as supportive relationships. <i>Developmental Psychology</i>, 82, 319–326.</p>
<p>Interpersonal Competence Scale (ICS) This instrument completed by teachers is a set of rating scales to measure social competence by using items related to aggression and popularity.</p>	<p>Teachers rate youth on items such as "gets into trouble," "gets into fights," "argues," "popular with boys/girls," and "has lots of friends," using a scale of 1 (<i>very much untrue of the child</i>) to 5 (<i>very much true of the child</i>).</p>	<p>Yale Study of Children's After-School Time</p>	<p>Available in: Cairns, R. B., Leung, M-C., Gest, S. D., & Cairns, B. D. (1995). A brief method for assessing social development: Structure, reliability, stability, and developmental validity of the interpersonal competence scale. <i>Behaviour Research and Therapy Incorporating Behavioural Assessment</i>, 33, 725–736.</p>
<p>Inventory of Parent and Peer Attachment This scale measures various qualities of youth's relationships with parents and peers, such as trust, quality of communication, and feelings of anger and alienation.</p>	<p>Youth report the frequency with which statements such as "I trust my parents," or "My friends accept me as I am" are true. Responses range from <i>almost always</i> or <i>always true</i>, to <i>almost never</i> or <i>never true</i>.</p>	<p>Big Brothers Big Sisters</p>	<p>Available for free at: www.docstoc.com/docs/25740564/Inventory-of-Parent-and-Peer-Attachment-%28IPPA%29</p>
<p>Inventory of Parent Influence Three versions of this instrument exist to capture children's, fathers', and mothers' perceptions of parents' involvement in their children's education. The instrument includes five scales: parental pressure, parental psychological support, parent help, press for intellectual development, and monitoring and time management.</p>	<p>Sample statements from the parent version include "I think my child can do better in school than he/she does" and "I supervise my child's homework." Sample statements from the child version include "My parents are satisfied if I do my best" and "My parents help me study before a test."</p>	<p>Rural After-School Programs</p>	<p>Information available in: Campbell, J. R. (1996). Developing cross-national instruments: Using cross-national methods and procedures. <i>International Journal of Educational Research</i>, 25, 485–496.</p>
<p>Parent-Teacher Involvement Questionnaire (PTI) This 26-item measure assesses facets of parent-teacher involvement. Subscales include frequency of contact between parents and teachers, and assessments of the frequency with which parents engage in various activities.</p>	<p>Sample items include true/false questions such as, "In the past year, you stopped by your child's school to talk to his/her teacher," and rating activities such as reading to children, taking them to the library, and volunteering at school. The items are scored on 5-point scales from 0 (<i>no involvement</i>) to 4 (<i>high involvement</i>).</p>	<p>Generación Diez</p>	<p>Available for free at: www.fasttrackproject.org/techrept/p/ptp/index.php</p>

Table 2.4 Relationships | www.hfrp.org/OSTMeasurementTools#table2-4

Instrument Name & Description	Sample Items/ Item Description	OST Evaluations Using the Instrument	References & Availability
<p>Perceived Social Support Scale—Revised This scale's 30 items measure youth's perceived social support from family, school personnel, and peers. It was revised for applicability to early adolescents.</p>	<p>Youth respond to statements such as "School personnel/ community center staff are good at helping me solve problems," and "My friends are sensitive to my personal needs."</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Information available in: DuBois, D. L., Felner, R. D., Brand, S., Phillips, R. S. C., & Lease, A. L. (1996). Early adolescent self-esteem: A developmental framework and assessment strategy. <i>Journal of Research on Adolescence</i>, 6, 543–579.</p> <p>Original version of scale available in: Procidino, M. E., & Heller, K. (1983). Measures of perceived social support from friends and from family: Three validation studies. <i>American Journal of Community Psychology</i>, 11, 1–24.</p>
<p>Prosocial Behavior Scale This measure is completed by teachers to assess students' social skills with peers.</p>	<p>Teachers rate youth on items that include "accurately interprets what peers are trying to do" and "is aware of the effects of his/her behavior on others," using a scale from 1 (<i>very poor</i>) to 5 (<i>very good</i>).</p>	<p>Promising After-School Programs</p>	<p>Adapted from: Coie, J. D., & Dodge, K. A. (1988). Multiple sources of data on social behavior and social status in the school: A cross-age comparison. <i>Child Development</i>, 59, 815–829.</p>
<p>Sibling Relationship Questionnaire This questionnaire includes 15 scales with 3 items each measuring youth's perceived relationships with siblings (e.g., admiration, dominance, parent partiality, etc.).</p>	<p>Youth respond to questions such as "How much do you and your sibling both share with each other?" on scales ranging from <i>hardly at all</i> to [sic] <i>extremely much</i>.</p>	<p>Siblings of Children With Developmental Disabilities After School Support Program</p>	<p>Information available in: Furman, W., & Buhrmester, D. (1985). Children's perception of the qualities of sibling relationships. <i>Child Development</i>, 56, 448–461.</p>