

MEASURES USED TO EVALUATE FAMILY PROCESSES

Family Processes	Measures of Family Processes	Measure Description
Family context	Family Environment Scale (FES; Moos & Moos, 1984)	Respondents (parents or adolescents) describe their family interactions in terms of cohesiveness, expressiveness, conflict, independence, organization, and control.
	Structural Family Systems Rating (SFSR; Szapocznik et al., 1991)	Trained observers rate family interactions for closeness, distance, and boundaries between family members, based on audiotaped recordings of three standardized tasks (e.g., deciding on a menu for a meal).
	Internal Control, Power of Others, Chance scales (IPC; Levenson, 1981)	Parents report their sense of internal control over their lives.
	Social Network Questionnaire (SNQ; Antonucci, 1986)	Parents report about their social networks, including size, who is relied upon, and frequency of contact.
	Parenting Stress Index (PSI; Abidin, 1995)	Parents report their sources of stress (depression, isolation, and health).
	Family Relationship Scale (FRS; Tolan, Gorman-Smith, Huesmann & Zelli, 1997)	Parents report about family cohesion, beliefs about the family, and structure (organization).
	Developmental History & Life Changes (Miller-Johnson & Maumary-Gremaud, 1995)	Parents respond to open-ended questions and describe how they would respond to a series of six standardized vignettes.
	Family Adaptability and Cohesion Evaluation Scales (FACES III; Olson, Portner & Lavee, 1985)	Families report about family adaptability and cohesion.
Parent-child relationships	Parent-Child Interaction Task (PCIT; Forehand & McMahon, 1981)	Parents engage in four tasks with their child, including free play, a parent control situation, a task using LEGO plastic construction toys, and cleanup.
	Parent-Child Affective Quality (Spath, Redmond & Shin, 1998)	Parents report about positive and negative affect in the parent-child relationship. Trained observers rate warmth and relationship quality of the parent-child interaction in a videotaped family interaction task (e.g., discuss questions on cards related to family life).
	Dyadic Parent-Child Interactive Coding System Revised (DPICS-R; Webster-Stratton, 1985)	Trained observer rates mother interacting with her child for 30 minutes in the home environment.
Parenting practices	Self-Perceptions of the Parental Role scale (SPPR; MacPhee, Benson & Bullock, 1986)	Parents report their self-perceived competence in the parental role and their satisfaction with the role.
	Alabama Parenting Questionnaire (APQ; Shelton, Frick & Wooten, 1996)	Parents report their involvement, positive parenting, monitoring and supervision, and inconsistent discipline and punishment practices.
	Parenting Practices Questionnaire (PPQ; Gorman-Smith, Tolan, Zelli & Huesmann, 1996)	Parents report their discipline and monitoring techniques.
	Parenting Practices Scale (PPS; Strayhorn & Weidman, 1988)	Parents report about their discipline and warmth.
	Ratings of parent change (Conduct Problems Prevention Research Group, 1999)	Parents describe the extent of change in their own parenting practices and social cognitions over the past year.
Parent involvement in the home and in the school	Parent as a Teacher Inventory (PAAT; Strom, 1984)	Parents report their feelings about their child's need for creativity and play, about their own role as teacher of their child, and about their level of patience with their child.
	Parent-Teacher Involvement Questionnaire (Conduct Problems Prevention Research Group, 1999)	Teachers and parents respond to questions about parent-teacher contact and relationships, parent involvement in school, parent involvement at home, and parent endorsement of the school.
	Parent-Teacher Involvement Questionnaire (INVOLVE-P/T; Reid, Webster-Stratton & Beauchaine, 2001)	Parents report the amount and quality of their involvement with their children's education and activities at home and at school. Teachers rate parents' involvement in their child's education and their frequency of contact with teachers and school personnel.