

PREVENTION DELIVERABLES HANDBOOK

Performance Targets and Performance Report Statements

Results of the 2013-2015 Px21 Measurement Workgroup
Prepared by the Center for Health and Social Research
for the Erie County Department of Mental Health

2027: Due to changes in the OASAS data reporting requirements, ECDMH is recommending that all prevention agencies use developers tools and follow the current OASAS reporting requirements. Once final data reporting system decisions are made, updates to the manual will be completed and more specific guidance will be provided.

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INTRODUCTORY NOTES

► **Scales:** The scales contained in this handbook are designed primarily for students in grades 5-12, as well as adult populations (e.g., parents, community members, etc.) and may need adaptation to be developmentally appropriate for younger students. Any proposed adaptation must adhere to the following:

- It must be evidence-based or research-informed;
- It must utilize appropriate methodology for the population being measured (e.g., assessment done by a teacher or parent);
- It must be aligned with one of the PCMS performance measures contained in this handbook (designated by Roman numerals I through XVII);
- It must adhere to the PCMS methodological protocol for data collection (e.g., regarding sampling, matching, scoring, etc.) as outlined in Appendices A and B;
- Scale items must be accompanied by 4-point response sets (e.g., Strongly agree, agree, disagree, strongly disagree); and
- The proposed adaptation must be approved by the County before implemented.

► **Demographic information:** All pre-/post-surveys must include the following set of demographic information on each participant:

- **Grade** in school (i.e., K-12)
- **Gender**
- **Ethnicity** with the following choices:

Hispanic *African American* *White* *Asian* *Native American* *Other (specify):*_____

► It is recommended that you read the **PCMS Prevention Performance Measure Example** (page iv) before you choose the performance measure(s) you will be assessing and on which you will be reporting. This will make understanding the format of the PCMS measures (with associated targets and reporting sections) much easier.

► It is also recommended that you read the **Sampling Protocol** included in Appendix A.

PCMS Prevention Performance Measure Example

NOTE: *The highlighted title below represents one of the 17 PCMS performance measures included in this handbook. Each measure is numbered using Roman numerals (I through XVII).*

Social/Life/Emotional Skills (S/L/E): This covers the following components, each of which is defined separately on the indicated page:

a. Goal-setting (pg. x)
b. Assertiveness (pg. x)
c. Decision-making (pg. x)
d. Problem-solving (pg. x)
e. Stress management (pg. x)
f. Emotional/Self-regulation (pg. x)

► Almost always, a program will cover more than one S/L/E component. Each component will be accompanied by a corresponding scale. *(**NOTE:** Many PCMS performance measures are singular; that is, they cover only one area. In that case, there will be only a single scale, and the comments contained in the next two arrowed points do not apply.)*

► While no targets or results will be entered separately into PCMS for any of the separate components, program-applicable components should be tracked at the agency level, and available for review by the County if requested.

► You will combine the results of the above scales (see instructions in Appendix), and enter ***only one*** set of results into PCMS (see the "Social/Life/Emotional Skills" target and reporting sections, pg. xxx). [Note that the Roman numerals in this document are associated with a reportable PCMS target and reporting section.]

► The **targets** are your predictions of…

1. …the total number of participants you expect to serve in the contract year;
2. …how much the mean for the group will increase over the contract year; and
3. …the percentage of your target participants you expect will improve over the contract year.

► **Results** will be reported as…

1. …number of participants served YTD; and
2. …number of participants sampled YTD; and
3. …sample group means pre- and post-test, YTD; and
4. …number of individuals from the sample who actually improved YTD.

► Based on your input (of 2-4 directly above) into the Results section of PCMS, the system will automatically calculate % change in sample group mean and % of individuals from the sample who improved, both YTD.

PCMS Deliverables:
Performance Targets and Performance Report Statements

Universal Prevention Measures: These cover the following constructs:

1) Social/life/emotional skills (pgs. 1-8)
2) Family attachment (pgs. 9-10)
3) School bonding (pgs. 11-12)
4) Risk factors (pgs. 13-17)

I. **Social/Life/Emotional Skills (S/L/E's):** This covers the following components, each of which is defined separately on the indicated page:

a) Goal-setting (pg. 3)
b) Assertiveness (pg. 4)
c) Decision-making (pg. 5)
d) Problem-solving (pg. 6)
e) Stress management (pg. 7)
f) Emotional/Self-regulation (pg. 8)

► Almost always, a program will cover more than one S/L/E component. Each component will be accompanied by a corresponding scale.

► While no targets or results will be entered separately into PCMS for any of the separate components, program-applicable components should be tracked at the agency level, and available for review by the County if requested.

► You will combine the results of the above scales (see instructions in Appendix), and enter ***only one*** set of results into PCMS (see the "Social/Life/Emotional Skills" target and reporting sections, pg. 2). [Note that the Roman numerals in this document are associated with a reportable PCMS target and reporting section.]

► The **targets** are your predictions of…

1. …the total number of participants you expect to serve in the contract year;
2. …how much the mean for the group will increase over the contract year; and
3. …the percentage of your target participants you expect will improve over the contract year.

► **Results** will be reported as…

1. …number of participants served YTD;
2. …number of participants sampled YTD;
3. …sample group means pre- and post-test, YTD; and
4. …number of individuals from the sample who actually improved YTD.

► Based on your input (of 2-4 directly above) into the Results section of PCMS, the system will automatically calculate % change in sample group mean and % of individuals from the sample who improved, both YTD.

Universal Prevention Measures, cont'd:

Social/Life/Emotional Skills, cont'd:

TO REPORT S/L/E's, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Social/Life/Emotional Skills Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals whose skills will improve from pre- to post-test

- **Report: "Social/Life/Emotional Skills Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample whose skills improved, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Social/Life/Emotional Skills system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample whose skills improved, YTD

Universal Prevention Measures, cont'd:

Social/Life/Emotional Skills, cont'd:

S/L/E measurement component definitions and scales:

a. Goal-setting

- **Targets: "Goal-setting Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will improve from pre- to post-test

- **Report: "Goal-setting Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who improved, YTD

- **Goal-setting system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who improved, YTD

Goal-setting scale (6 items):

1. How often do you work on goals that you have set for yourself?

   Never Sometimes, but not often Often All the time

2. You think about what you would like to be when you become an adult.

   Never Sometimes, but not often Often All the time

3. When you set a goal, you think about what you need to do to achieve that goal.

   Never Sometimes, but not often Often All the time

4. How often do you set goals to achieve?

   Never Sometimes, but not often Often All the time

5. Once you set a goal, you don't give up until you achieve it.

   Strongly agree Agree Disagree Strongly disagree

6. Whenever you do something, you always give it your best.

   Strongly agree Agree Disagree Strongly disagree

Universal Prevention Measures, cont'd:

Social/Life/Emotional Skills, cont'd:

S/L/E measurement component definitions and scales, cont'd:

b. Assertiveness

- **Targets: "Assertiveness Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will improve from pre- to post-test

- **Report: "Assertiveness Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who improved, YTD

- **Assertiveness system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who improved, YTD

Assertiveness scale (6 items): How likely would you be to…

1. …tell people your opinion, even if you know they will not agree with you?

   Definitely would Probably would Probably would not Definitely would not

2. …tell someone to go to the end of the line if they try to cut in line ahead of you?

   Definitely would Probably would Probably would not Definitely would not

3. …start a conversation with someone you would like to know better?

   Definitely would Probably would Probably would not Definitely would not

4. …give and receive compliments without acting or feeling stupid?

   Definitely would Probably would Probably would not Definitely would not

5. …say no if a friend offered you a drink of alcohol?

   Definitely would Probably would Probably would not Definitely would not

6. …refuse if a friend offered your drugs, including marijuana?

   Definitely would Probably would Probably would not Definitely would not

Universal Prevention Measures, cont'd:

Social/Life/Emotional Skills, cont'd:

S/L/E measurement component definitions and scales, cont'd:

c. Decision-making

- **Targets: "Decision-making Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will improve from pre- to post-test

- **Report: "Decision-making Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who improved, YTD

- **Decision-making system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who improved, YTD

Decision-making scale (4 items): How often do you…

1. …stop to think about your options before you make a decision?

   Never Sometimes, but not often Often All the time

2. …stop to think about how your decisions may affect others' feelings?

   Never Sometimes, but not often Often All the time

3. …stop and think about all of the things that may happen as a result of your decisions?

   Never Sometimes, but not often Often All the time

4. …do you make good decisions?

   Never Sometimes, but not often Often All the time

Universal Prevention Measures, cont'd:

Social/Life/Emotional Skills, cont'd:

S/L/E measurement component definitions and scales, cont'd:

d. Problem-solving

- **Targets: "Problem-solving Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will improve from pre- to post-test

- **Report: "Problem-solving Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who improved, YTD

- **Problem-solving system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who improved, YTD

Problem-solving scale (4 items):

1. When you have a problem to solve, one of the first things you do is get as many facts about the problem as possible.

   Strongly agree Agree Disagree Strongly disagree

2. When you are attempting to find a solution to a problem, you usually try to think of as many different ways to approach the problem as possible.

   Strongly agree Agree Disagree Strongly disagree

3. When making decisions, you generally use a systematic method for judging and comparing alternatives.

   Strongly agree Agree Disagree Strongly disagree

4. After carrying out a solution to a problem, you usually try to analyze what went right and what went wrong.

   Strongly agree Agree Disagree Strongly disagree

Universal Prevention Measures, cont'd:

Social/Life/Emotional Skills, cont'd:

S/L/E measurement component definitions and scales, cont'd:

e. Stress Management:

- **Targets: "Stress Management Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will improve from pre- to post-test

- **Report: "Stress Management Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who improved, YTD

- **Stress Management system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who improved, YTD

Stress Management scale (4 items):

1. You handle stress well.

   Strongly agree Agree Disagree Strongly disagree

2. Stressful situations are very difficult for you to deal with.

   Strongly agree Agree Disagree Strongly disagree

3. You know how to relax when you feel too much pressure.

   Strongly agree Agree Disagree Strongly disagree

4. You know what to do to handle a stressful situation.

   Strongly agree Agree Disagree Strongly disagree

Universal Prevention Measures, cont'd:

Social/Life/Emotional Skills, cont'd:

S/L/E measurement component definitions and scales, cont'd:

f. Emotional/Self-regulation: (Includes anger management)

- **Targets: "Self-regulation Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will improve from pre- to post-test

- **Report: "Self-regulation Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who improved, YTD

- **Self-regulation system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who improved, YTD

Emotional/Self-regulation scale (5 items): How confident are you that…

1. …you can stay out of fights?

   Very confident Somewhat confident Not very confident Not confident at all

2. …you can understand another person's point of view?

   Very confident Somewhat confident Not very confident Not confident at all

3. …you can calm down when you are mad?

   Very confident Somewhat confident Not very confident Not confident at all

4. …you can talk out a disagreement?

   Very confident Somewhat confident Not very confident Not confident at all

5. …you can learn to stay out of fights?

   Very confident Somewhat confident Not very confident Not confident at all

Universal Prevention Measures, cont'd:

II. Family Attachment:

TO REPORT FAMILY ATTACHMENT, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Family Attachment Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will report greater family attachment from pre- to post-test

- **Report: "Family Attachment Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who report greater family attachment, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Family Attachment system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who report greater family attachment, YTD

Definition of "parents": Questions about your parents refer to the woman and/or man who function as a mother and/or father in your household. This could be your biological parents, step-parents, foster or adoptive parents, or grandparents, aunts, or uncles.

NOTE: Use the scale(s) below (i.e., emotional attachment, knowledge/monitoring, or activities and engagement) that best reflect the purpose of your specific program, being careful to retain item order.

Family Attachment scale (12 items -- 5 emotional, 3 knowledge, 4 engagement):

1. You feel very close to your mother. (Emotional attachment)

   Strongly agree Agree Disagree Strongly disagree

2. You share your thoughts and feelings with your mother. (Emotional attachment)

   Strongly agree Agree Disagree Strongly disagree

3. Your parents ask you what you think before most family decisions affecting you are made. (Knowledge and monitoring)

   Strongly agree Agree Disagree Strongly disagree

4. You share your thoughts and feelings with your father. (Emotional attachment)

Strongly agree Agree Disagree Strongly disagree

5. You enjoy spending time with your mother. (Activities and engagement)

Strongly agree Agree Disagree Strongly disagree

6. You enjoy spending time with your father. (Activities and engagement)

Strongly agree Agree Disagree Strongly disagree

7. If you had a personal problem, you could ask your mom or dad for help. (Emotional attachment)

Strongly agree Agree Disagree Strongly disagree

8. You feel very close to your father. (Emotional attachment)

Strongly agree Agree Disagree Strongly disagree

9. Your parents give you lots of chances to do fun things with them. (Activities and engagement)

Strongly agree Agree Disagree Strongly disagree

10. Your parents ask if you've gotten your homework done. (Knowledge and monitoring)

Strongly agree Agree Disagree Strongly disagree

11. People in your family have serious arguments. (Activities and engagement)

Strongly agree Agree Disagree Strongly disagree

12. Your parents would know if you did not come home on time. (Knowledge and monitoring)

Strongly agree Agree Disagree Strongly disagree

Universal Prevention Measures, cont'd:

III. School Bonding:

TO REPORT SCHOOL BONDING, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "School Bonding Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will report higher bonding to school from pre- to post-test

- **Report: "School Bonding Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who report higher bonding to school, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **School Bonding system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who report higher bonding to school, YTD

School Bonding scale (9 items):

1. How often do you feel that the schoolwork you are assigned is meaningful and important?

   Never or seldom Sometimes Often Almost always

2. How interesting are most of your courses to you?

   Very or slightly dull Fairly interesting Quite interesting Very interesting

3. How important do you think the things you are learning in school are going to be for you later in life?

   Not at all or slightly important Fairly important Quite important Very important

4. How often do you enjoy being in school?

Never or seldom Sometimes Often Almost always

5. How often do you hate being in school?

Never or seldom Sometimes Often Almost always

6. How often do you try to do your best in school?

Never or seldom Sometimes Often Almost always

7. You feel close to people at your school.

Strongly agree Agree Disagree Strongly disagree

8. You are happy to be at your school.

Strongly agree Agree Disagree Strongly disagree

9. You feel like you are a part of your school.

Strongly agree Agree Disagree Strongly disagree

Universal Prevention Measures, cont'd:

IV. **Risk Factors:** This covers the following components, each of which is defined separately on the indicated page:

a) Intent to use substances (pg.15)
b) Perceived risk of harm (pg. 16)
c) Perceived peer use (pg. 17)

► A program may cover more than one risk factor.

► While no targets or results will be entered separately into PCMS for any of the separate components, program-applicable components should be tracked at the agency level, and available for review by the County if requested.

► You will combine the results of the above scales (see instructions in Appendix), and enter ***only one*** set of results into PCMS (see the "Risk Factors" target and reporting sections, pg. 14). [Note that the Roman numerals in this document are associated with a reportable PCMS target and reporting section.]

► The **targets** are your predictions of…

1. …the total number of participants you expect to serve in the contract year;
2. …how much the mean for the group will increase/decrease over the contract year;
3. …the percentage of your target participants you expect will improve over the contract year. [Note: See specific components targets for explanations of what "improvement" means for that target.]

► **Results** will be reported as…

1. …number of participants served YTD;
2. …number of participants sampled YTD;
3. …sample group means pre- and post-test, YTD; and
4. …number of individuals from the sample who actually improved YTD.

► Based on your input (of 2-4 directly above) into the Results section of PCMS, the system will automatically calculate % change in sample group mean and % of individuals from the sample who improved, both YTD.

Universal Prevention Measures, cont'd:

Risk Factors, cont'd:

TO REPORT RISK FACTORS, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Risk Factors Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
  - TARGET: % of individuals who will have fewer risk factors from pre- to post-test

- **Report: "Risk Factors Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who have fewer risk factors, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Risk Factors system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer risk factors, YTD

Universal Prevention Measures, cont'd:

Risk Factors, cont'd:

Risk Factors measurement component definitions:

a. Intent to Use Substances:

- **Targets: "Intent to Use Substances Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
  - TARGET: % of individuals whose intentions to drink/use drugs will decrease from pre-to post-test

- **Report: "Intent to Use Substances Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from sample whose intentions to drink/use drugs have decreased, YTD

- **Intent to Use Substances system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from sample whose intentions to drink/use drugs have decreased, YTD

Intent to Use Substances scale (3 items):

1. You won't drink any alcohol any time in the next 12 months.

   Strongly agree Agree Disagree Strongly disagree

2. You won't use marijuana any time in the next 12 months.

   Strongly agree Agree Disagree Strongly disagree

3. In the next 12 months, you won't use any form of prescription drugs not prescribed for you, use more than was prescribed, or take prescription drugs only for the experience or feeling they cause.

   Strongly agree Agree Disagree Strongly disagree

Universal Prevention Measures, cont'd:

Risk Factors, cont'd:

Risk Factors measurement component definitions, cont'd:

b. Perceived Risk of Harm:

- **Targets: "Perceived Risk of Harm Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals who will perceive drug use as more harmful from pre- to post-test

- **Report: "Perceived Risk of Harm Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from sample who perceived drug use as more harmful, YTD

- **Perceived Risk of Harm system calculations:**
  - % change in sample group mean, YTD
  - % of individuals who perceived drug use as more harmful, YTD

Perceived Risk of Harm scale (4 items): **How much do you think people risk harming themselves physically or in other ways when they…**

1. …smoke one or more packs of cigarettes per day?

   No risk Slight risk Moderate risk Great risk

2. …smoke marijuana once or twice a week?

   No risk Slight risk Moderate risk Great risk

3. …have five or more drinks of an alcoholic beverage once or twice a week?

   No risk Slight risk Moderate risk Great risk

4. … use any form of prescription drugs not prescribed for them, use more than was prescribed, or take prescription drugs only for the experience or feeling they cause?

   No risk Slight risk Moderate risk Great risk

Universal Prevention Measures, cont'd:

Risk Factors, cont'd:

Risk Factors measurement component definitions, cont'd:

c. Perceived peer use:

- **Targets: "Perceived Peer Use Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
  - TARGET: % of individuals whose perception of peer use will decrease from pre- to post-test

- **Report: "Perceived Peer Use Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from sample whose perception of peer use decreased, YTD

- **Perceived Peer Use system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from sample whose perception of peer use decreased, YTD

Perceived Peer Use scale (4 items): **How many of the students in your school would you say…**

1. …use marijuana?

   None of them A few of them Most of them All of them

2. …drink alcoholic beverages?

   None of them A few of them Most of them All of them

3. …get drunk at least once a week?

   None of them A few of them Most of them All of them

4. … use any form of prescription drugs not prescribed for them, use more than was prescribed, or take prescription drugs only for the experience or feeling they cause?

   None of them A few of them Most of them All of them

"Too Good for Violence"

- Your school has chosen to participate in the "Too Good for Violence" (TGFV) program, to be administered by a professional from *your agency name.*

- The program is designed to nurture and/or build important skills (e.g., effective communication, having/showing respect, etc.) and pro-social behaviors (e.g., peaceful conflict resolution) within the children in your classroom.

- The attached TGFV Behavior Checklist is the tool that will help us to monitor whether the program is having the desired impact, and to improve those areas where it is not.

- The Checklist relies on your observations of individual students' behaviors, designed to indicate whether the program's targeted skills and behaviors are either absent, evolving, or mastered, both before and after program implementation. The Behavior Checklist is thus to be completed for ***each child*** in your classroom(s) receiving the "Too Good for Violence" program.

- We are asking that you take some time to read the items on the pre-survey so that you have a chance to think about and familiarize yourself with them. This will allow you to observe the children in your classroom with these scenarios in mind before you are to complete the pre-surveys.

- Please observe each child in your classroom for 1-2 weeks prior to the first session of the "Too Good for Violence" program. Complete the **Pre-Program** TGFV Student Behavior Checklist based on those observations ***before any programming begins.***

- You will most likely observe the children responding to the lessons and exhibiting the corresponding actions during the 6 weeks of programming. However, it is important that you **observe the children for 1-2 weeks *after the lessons conclude.***

- Complete the **Post-Program** TGFV Student Behavior Checklist based on those observations ***only after programming ends.***

Instructions for completing the TGFV Student Behavior Checklist ***pre***-survey

- Please familiarize yourself with the items in the Checklist.
- Observe the children in your classroom for **1-2 weeks prior to the first session** of the program with regard to the items in the checklist.
- Complete one pre-survey for each child ***before*** the first session begins.
- For each child, please consider whether you have had the opportunity to observe him or her in each of the listed scenarios. Then mark with an "x" or a "√" the category that best describes the child's stage of mastery for each scenario:

  - Mark **"Not Evident"** if you've observed the child in the scenario outlined in the item, but he or she **never** demonstrated the behavior.
  - Mark **"Developing"** if you've observed the child in the scenario outlined in the item, and he/she is **beginning to display** the behavior.
  - Mark **"Evident"** if you've observed the child in the scenario outlined in the item, and the behavior is **clearly observable**.
  - Mark **"Mastered"** if you've observed the child in the scenario outlined in the item, and he/she has demonstrated the behavior on a **highly consistent basis**.
  - Mark **"No opportunity"** if you ***have not*** **observed** the child in the scenario outlined in the item.

- Accuracy is very important to us getting valid and reliable information. Please be honest in your evaluations, giving your most accurate opinion based on your observations of each child.

Instructions for completing the TGFV Student Behavior Checklist ***post***-survey

- Observe the children in your classroom for **1-2 weeks after the last session** of the program with regard to the items in the Checklist.

- Complete one post-survey for each child ***after*** the final session.

- For each child, please consider whether you have had the opportunity to observe him or her in each of the listed scenarios **since the conclusion of the program**. Then mark with an "x" or a "√" the category that best describes the child's stage of mastery for each scenario:

  - Mark **"Not Evident"** if you've observed the child in the scenario outlined in the item, but he or she **never** demonstrated the behavior.

  - Mark **"Developing"** if you've observed the child in the scenario outlined in the item, and he/she is **beginning to display** the behavior.

  - Mark **"Evident"** if you've observed the child in the scenario outlined in the item, and the behavior is **clearly observable**.

  - Mark **"Mastered"** if you've observed the child in the scenario outlined in the item, and he/she has demonstrated the behavior on a **highly consistent basis**.

*****NOTE*** Special instruction for post-surveys:**

- Mark "**No change**" if the child's behavior **has *not* changed** from what was marked on his/her pre-survey form.

- Accuracy is very important to us getting valid and reliable information. Please be honest in your evaluations, giving your most accurate opinion based on your observations of each child.

- **If a child is absent for any of the six sessions of the program, please circle the missed session(s) at the bottom of the form.**

Pre-Program: Kindergarten TGFV Student Behavior Checklist

Student Name: _____ **(Optional)** **Date:** _____

School Code: **Teacher Code: 1** **Student ID: 1**
Gender: M F
Ethnicity: Hispanic Afr. Amer. White Asian Native Am. Other _____

- Please familiarize yourself with the behaviors in the Checklist below.
- Observe the children in your classroom for **1-2 weeks prior to the first TGFV session** of the program with regard to the behaviors in the Checklist.
- Complete one pre-survey for each child ***before*** the first TGFV session begins.
- Please remember to be as honest and accurate as possible.

- If you ***have*** observed the child in the scenario:
  - Mark **"Not evident"** if he/she has **never** demonstrated the behavior;
  - Mark **"Developing"** if he/she is **beginning to display** the behavior;
  - Mark **"Evident"** if the behavior is **clearly observable**; or
  - Mark **"Mastered"** if he/she has demonstrated the behavior on a **highly consistent basis.**

- If you ***have not*** observed the child in the scenario, mark **"No opportunity".**

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No opportunity**
…greet other students.						
…invite others to join in.						
…use fair ways to choose who goes first.						
…take turns in classroom activities.						
…share.						
... listen respectfully.						
…follow classroom rules.						
…stop and think before acting.						
…resolve interpersonal problems peaceably.						
…demonstrate a healthy way to calm down.						
…use appropriate words instead of harmful actions to express anger.						
…behave peaceably in school.						

Post-Program: Kindergarten TGFV Student Behavior Checklist

- Observe the children in your classroom for **1-2 weeks after the last TGFV session** of the program with regard to the behaviors in the Checklist.
- Complete one post-survey for each child ***after*** the final TGFV session.
- Please remember to be as honest and accurate as possible.

  - If you ***have*** observed the child in the scenario:
    •Mark **"Not evident"** if he/she has **never** demonstrated the behavior;
    •Mark **"Developing"** if he/she is **beginning to display** the behavior;
    •Mark **"Evident"** if the behavior is **clearly observable**; or
    •Mark **"Mastered"** if he/she has demonstrated the behavior on a **highly consistent basis.**

  - Mark "**No change**" if the child's behavior **has not changed** from what was marked on his/her pre-survey form.

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No change**
…greet other students.						
…invite others to join in.						
…use fair ways to choose who goes first.						
…take turns in classroom activities.						
…share.						
... listen respectfully.						
…follow classroom rules.						
…stop and think before acting.						
…resolve interpersonal problems peaceably.						
…demonstrate a healthy way to calm down.						
…use appropriate words instead of harmful actions to express anger.						
…behave peaceably in school.						

Please circle any TGFV session this student missed: 1 2 3 4 5 6

NOTE: Delete this notice before printing. Print this page on the back of the matching pre-test (page 21).

Pre-Program: First Grade Student Behavior Checklist

Student Name: _____ **(Optional)** **Date:** _____

School Code: **Teacher Code: 1** **Student ID: 1**

Gender: M F

Ethnicity: Hispanic Afr. Amer. White Asian Native Am. Other _____

- Please familiarize yourself with the behaviors in the Checklist below.
- Observe the children in your classroom for **1-2 weeks prior to the first TGFV session** of the program with regard to the behaviors in the Checklist.
- Complete one pre-survey for each child ***before*** the first TGFV session begins.
- Please remember to be as honest and accurate as possible.

- If you ***have*** observed the child in the scenario:
  - Mark **"Not evident"** if he/she has **never** demonstrated the behavior;
  - Mark **"Developing"** if he/she is **beginning to display** the behavior;
  - Mark **"Evident"** if the behavior is **clearly observable**; or
  - Mark **"Mastered"** if he/she has demonstrated the behavior on a **highly consistent basis.**

- If you ***have not*** observed the child in the scenario, mark **"No opportunity".**

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No opportunity**
…identify various feelings.						
…use words to communicate their own feelings.						
…use polite words such as "please" and "thank you".						
…take turns in classroom activities.						
…follow classroom rules.						
... stop and think before acting.						
…resolve interpersonal problems peaceably.						
…demonstrate a healthy way to calm down.						
…use appropriate words instead of harmful actions to express anger.						
…behave peaceably in school.						
…show caring/friendly behavior.						
…show respect for differences between people.						

Post-Program: First Grade Student Behavior Checklist

- Observe the children in your classroom for **1-2 weeks after the last TGFV session** of the program with regard to the items in the Checklist.
- Complete one post-survey for each child ***after*** the final TGFV session.
- Please remember to be as honest and accurate as possible.

- If you ***have*** observed the child in the scenario:
  - •Mark **"Not evident"** if he/she has **never** responded as indicated;
  - •Mark **"Developing"** if he/she is **gradually progressing** on the item;
  - •Mark **"Evident"** if there has been a **positive, clearly observable change** in his/her behavior over time; or
  - •Mark **"Mastered"** if he/she has responded **appropriately on a consistent basis.**

- Mark "**No change**" if the child's level of response **has not changed** from what was marked on his/her pre-survey form.

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No change**
…identify various feelings.						
…use words to communicate their own feelings.						
…use polite words such as "please" and "thank you".						
…take turns in classroom activities.						
…follow classroom rules.						
... stop and think before acting.						
…resolve interpersonal problems peaceably.						
…demonstrate a healthy way to calm down.						
…use appropriate words instead of harmful actions to express anger.						
…behave peaceably in school.						
…show caring/friendly behavior.						
…show respect for differences between people.						

Please circle any TGFV session this student missed: 1 2 3 4 5 6

NOTE: Delete this notice before printing. Print this page on the back of the matching pre-test (page 23).

Pre-Program: 2nd Grade TGFV Student Behavior Checklist

Student Name: _____ **(Optional)** **Date:** _____

School Code: **Teacher Code: 1** **Student ID: 1**
Gender: M F
Ethnicity: Hispanic Afr. American White Asian Native Am. Other _____

- Please familiarize yourself with the behaviors in the Checklist below.
- Observe the children in your classroom for **1-2 weeks prior to the first TGFV session** of the program with regard to the behaviors in the Checklist.
- Complete one pre-survey for each child ***before*** the first TGFV session begins.
- Please remember to be as honest and accurate as possible.

- If you ***have*** observed the child in the scenario:
  - Mark **"Not evident"** if he/she has **never** demonstrated the behavior;
  - Mark **"Developing"** if he/she is **beginning to display** the behavior;
  - Mark **"Evident"** if the behavior is **clearly observable**; or
  - Mark **"Mastered"** if he/she has demonstrated the behavior on a **highly consistent basis.**

- If you ***have not*** observed the child in the scenario, mark **"No opportunity".**

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No opportunity**
…show respect for people, regardless of individual differences.						
…work cooperatively with another student.						
…appropriately express feelings both verbally and non-verbally.						
…use I-messages effectively.						
…listen respectfully to others.						
... demonstrate a constructive way to deal with anger.						
…share and take turns.						
…respond appropriately to being bullied.						
…ask for and offer help.						
…apologize when appropriate.						
…resolve interpersonal problems peaceably.						

Post-Program: 2nd Grade TGFV Student Behavior Checklist

- Observe the children in your classroom for **1-2 weeks after the last TGFV session** of the program with regard to the behaviors in the Checklist.
- Complete one post-survey for each child ***after*** the final TGFV session.
- Please remember to be as honest and accurate as possible.

  - If you ***have*** observed the child in the scenario:
    •Mark **"Not evident"** if he/she has **never** demonstrated the behavior;
    •Mark **"Developing"** if he/she is **beginning to display** the behavior;
    •Mark **"Evident"** if the behavior is **clearly observable**; or
    •Mark **"Mastered"** if he/she has demonstrated the behavior on a **highly consistent basis.**

  - Mark "**No change**" if the child's behavior **has not changed** from what was marked on his/her pre-survey form.

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No change**
…show respect for people, regardless of individual differences.						
…work cooperatively with another student.						
…appropriately express feelings both verbally and non-verbally.						
…use I-messages effectively.						
…listen respectfully to others.						
... demonstrate a constructive way to deal with anger.						
…share and take turns.						
…respond appropriately to being bullied.						
…ask for and offer help.						
…apologize when appropriate.						
…resolve interpersonal problems peaceably.						

Please circle any TGFV session this student missed: 1 2 3 4 5 6

NOTE: Delete this notice before printing. Print this page on the back of the matching pre-test (page 25).

Pre-Program: 3rd Grade TGFV Student Behavior Checklist

Student Name: _____ **(Optional)** **Date:** _____

School Code: **Teacher Code: 1** **Student ID: 1**
Gender: M F
Ethnicity: Hispanic Afr. American White Asian Native Am. Other _____

- Please familiarize yourself with the behaviors in the Checklist below.
- Observe the children in your classroom for **1-2 weeks prior to the first TGFV session** of the program with regard to the behaviors in the Checklist.
- Complete one pre-survey for each child ***before*** the first TGFV session begins.
- Please remember to be as honest and accurate as possible.

- If you ***have*** observed the child in the scenario:
  - Mark **"Not evident"** if he/she has **never** demonstrated the behavior;
  - Mark **"Developing"** if he/she is **beginning to display** the behavior;
  - Mark **"Evident"** if the behavior is **clearly observable**; or
  - Mark **"Mastered"** if he/she has demonstrated the behavior on a **highly consistent basis.**

- If you ***have not*** observed the child in the scenario, mark **"No opportunity".**

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No opportunity**
…show respect for people, regardless of individual differences.						
…work cooperatively with another student.						
…appropriately express feelings both verbally and non-verbally.						
…use I-messages effectively.						
…listen respectfully to others.						
... demonstrate a constructive way to deal with anger.						
…share and take turns.						
…respond appropriately to being bullied.						
…ask for and offer help.						
…apologize when appropriate.						
…resolve interpersonal problems peaceably.						
…uses positive strategies to resist peer pressure (e.g., avoid, ignore, walk away, humor).						

Post-Program: 3rd Grade TGFV Student Behavior Checklist

- Observe the children in your classroom for **1-2 weeks after the last TGFV session** of the program with regard to the behaviors in the Checklist.
- Complete one post-survey for each child ***after*** the final TGFV session.
- Please remember to be as honest and accurate as possible.

  - If you ***have*** observed the child in the scenario:
    •Mark **"Not evident"** if he/she has **never** demonstrated the behavior;
    •Mark **"Developing"** if he/she is **beginning to display** the behavior;
    •Mark **"Evident"** if the behavior is **clearly observable**; or
    •Mark **"Mastered"** if he/she has demonstrated the behavior on a **highly consistent basis.**

  - Mark "**No change**" if the child's behavior **has not changed** from what was marked on his/her pre-survey form.

The student is able to…		**Not evident**	**Developing**	**Evident**	**Mastered**	**No change**
…show respect for people, regardless of individual differences.						
…work cooperatively with another student.						
…appropriately express feelings both verbally and non-verbally.						
…use I-messages effectively.						
…listen respectfully to others.						
... demonstrate a constructive way to deal with anger.						
…share and take turns.						
…respond appropriately to being bullied.						
…ask for and offer help.						
…apologize when appropriate.						
…resolve interpersonal problems peaceably.						
…uses positive strategies to resist peer pressure (e.g., avoid, ignore, walk away, humor).						

Please circle any TGFV session this student missed: 1 2 3 4 5 6

NOTE: Delete this notice before printing. Print this page on the back of the matching pre-test (page 27).

Environmental Prevention Measures: Covers small- and large-scale environmental.

Small-scale Environmental Measures: This covers the following constructs, each of which is defined separately on the indicated page:

1. Intent to use substances (below)
2. Parent empowerment (pg. 19)
3. Drug/alcohol policies (w/media or enforcement) (pg. 20)
4. Social norms (peers, parents, community) (pgs. 20-28)
5. Tracking key small-scale environmental activities ("Bean-counting") (pg. 29)

NOTE: If you choose to do small-scale environment prevention, you must choose one of the first four listed above *(i.e., a performance measure)****, PLUS the fifth*** *(tracking, a process measure)* ***every year. You must report the tracking measure (i.e., activities or participants) every year; actual outcomes may be reported every other year.***

V. Intent to Use Substances

TO REPORT INTENT TO USE SUBSTANCES, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Intent To Use Substances Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test

- **Report: "Intent to Use Substances Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Intent to Use Substances system calculations:**
  - % change in sample group mean, YTD

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

Intent to Use Substances, cont'd:

Intent to Use Substances scale (3 items):

1. You won't drink any alcohol any time in the next 12 months.

   Strongly agree Agree Disagree Strongly disagree

2. You won't use marijuana any time in the next 12 months.

   Strongly agree Agree Disagree Strongly disagree

3. In the next 12 months, you won't use any form of prescription drugs not prescribed for you, use more than was prescribed, or take prescription drugs only for the experience or feeling they cause.

   Strongly agree Agree Disagree Strongly disagree

VI. **Parent Empowerment:** This covers the following measurement areas: ***(Surveys in Appendix C)***

- Monitoring/rules about alcohol and drug use
- Parental Norms (Social hosting)
- Talks with children
- Perceived risk of harm

TO REPORT PARENT EMPOWERMENT, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Parent Empowerment Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of parents whose empowerment will increase from pre- to post-test

- **Report: "Parent Empowerment Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample with increased empowerment, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Parent Empowerment system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample with increased empowerment, YTD

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

VII. **Drug/Alcohol Policies** This covers policies coupled with media and policies coupled with enforcement. You would report on one or the other.

TO REPORT SMALL-SCALE ENVIRONMENTAL DRUG/ALCOHOL POLICIES, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Target: "Drug/Alcohol Policies Target"**
  - TARGET: Total new or revised policies during contract year

- **Report: "Drug/Alcohol Policies Actual"**
  - Number of new policies established, YTD
  - Number of policies amended in a positive manner, YTD

VIII. **Social Norms:** ***(Scales still to be added)*** This covers the following components, each of which is defined separately on the indicated page:

a) Peer norms (pg. 22)
b) Parental norms (pg. 23)
c) Community norms (pg. 24)
d) Perceived risk of harm (pg. 25)
e) Perceived peer use (pg. 26)
f) Perceived availability of alcohol/drugs (pg. 27)

► ***Note: Choose only one of the above (a-f) for a given target population. You may, however, have multiple target populations, each with their own social norms measure.***

► While no targets or results will be entered separately into PCMS for any of the separate components, program-applicable components should be tracked at the agency level, and available for review by the County if requested.

► You will combine the results of the above scales (see instructions in Appendix), and enter ***only one*** set of results into PCMS (see the "Social Norms" target and reporting sections, pg. 21). [Note that the Roman numerals in this document are associated with a reportable PCMS target and reporting section.]

► The **targets** are your predictions of…

1. …the total number of participants you expect to serve in the contract year; and
2. …how much the mean for the group will increase/decrease over the contract year.

► **Results** will be reported as…

1. …number of participants served YTD;
2. …number of participants sampled YTD; and
3. …sample group means pre- and post-test, YTD.

► Based on your input (of #3 directly above) into the Results section of PCMS, the system will automatically calculate % change in sample group mean.

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

Social Norms, cont'd:

TO REPORT SOCIAL NORMS, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Social Norms Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test

- **Report: "Social Norms Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Social Norms system calculations:**
  - % change in sample group mean, YTD

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

Social Norms measurement component definitions:

a. Peer Norms:

- **Targets: "Peer Norms Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
- **Report: "Peer Norms Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
- **Peer Norms system calculations:**
  - % change in sample group mean, YTD

Peer Norms scale (4 items): How do you think your close friends would feel about you…

1. …trying marijuana once or twice?

   Strongly approve Approve Disapprove Strongly disaprove

2. …using marijuana once a month or more?

   Strongly approve Approve Disapprove Strongly disapprove

3. …having one or two drinks of an alcoholic beverage nearly every day?

   Strongly approve Approve Disapprove Strongly disapprove

4. …using any form of prescription drugs not prescribed for you, using more than was prescribed, or taking prescription drugs only for the experience or feeling they cause?

   Strongly approve Approve Disapprove Strongly disapprove

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

Social Norms measurement component definitions, cont'd:

b. Parental Norms:

- **Targets: "Parental Norms Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
    - *Meaning*: *The group will perceive higher parental disapproval of kid(s') use from pre- to post-test.*

- **Report: "Parental Norms Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD

- **Parental Norms system calculations:**
  - % change in sample group mean, YTD

Definition of "parents": Questions about your parents refer to the woman and/or man who function as a mother and/or father in your household. This could be your biological parents, step-parents, foster or adoptive parents, or grandparents, aunts, or uncles.

Parental Norms scale (4 items): How do you think your parents would feel about you…

1. …trying marijuana once or twice?

   Strongly approve Approve Disapprove Strongly disaprove

2. …using marijuana once a month or more?

   Strongly approve Approve Disapprove Strongly disapprove

3. …having one or two drinks of an alcoholic beverage nearly every day?

   Strongly approve Approve Disapprove Strongly disapprove

4. …using any form of prescription drugs not prescribed for you, using more than was prescribed, or taking prescription drugs only for the experience or feeling they cause?

   Strongly approve Approve Disapprove Strongly disapprove

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

Social Norms measurement component definitions, cont'd:

c. Community Norms:

- **Baseline and Target: "Community Norms Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
    - *Meaning*: *The group will perceive higher community disapproval of kid(s') use from pre- to post-test.*

- **Report: "Community Norms Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD

- **Community Norms system calculations:**
  - % change in sample group mean, YTD

Community Norms scale (3 items): How wrong would most adults (over age 21) in your neighborhood think it was for kids your age to…

1. …use marijuana?

   Not wrong at all A little big wrong Wrong Very wrong

2. …drink alcohol?

   Not wrong at all A little big wrong Wrong Very wrong

3. …use any form of prescription drugs not prescribed for them, use more than was prescribed, or take prescription drugs only for the experience or feeling they cause?

   Not wrong at all A little big wrong Wrong Very wrong

d. Perceived Risk of Harm:

- **Targets: "Perceived Risk of Harm Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test

- **Report: "Perceived Risk of Harm Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD

- **Perceived Risk of Harm system calculations:**
  - % change in sample group mean, YTD

Perceived Risk of Harm scale (4 items): **How much do you think people risk harming themselves physically or in other ways when they…**

1. …smoke one or more packs of cigarettes per day?

   No risk Slight risk Moderate risk Great risk

2. …smoke marijuana once or twice a week?

   No risk Slight risk Moderate risk Great risk

3. …have five or more drinks of an alcoholic beverage once or twice a week?

   No risk Slight risk Moderate risk Great risk

4. … use any form of prescription drugs not prescribed for them, use more than was prescribed, or take prescription drugs only for the experience or feeling they cause?

   No risk Slight risk Moderate risk Great risk

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

Social Norms measurement component definitions, cont'd:

e. Perceived Peer Substance Use:

- **Targets: "Perceived Peer Substance Use Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
- **Report: "Perceived Peer Substance Use Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
- **Perceived Peer Substance Use system calculations:**
  - % change in sample group mean, YTD

Perceived Peer Use scale (4 items): **How many of the students in your school would you say…**

1. …use marijuana?

   None of them A few of them Most of them All of them

2. …drink alcoholic beverages?

   None of them A few of them Most of them All of them

3. …get drunk at least once a week?

   None of them A few of them Most of them All of them

4. … use any form of prescription drugs not prescribed for them, use more than was prescribed, or take prescription drugs only for the experience or feeling they cause?

   None of them A few of them Most of them All of them

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

Social Norms measurement component definitions, cont'd:

f. Perceived Availability of Alcohol/Drugs

- **Targets: "Perceived Availability of Alcohol/Drugs Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
- **Report: "Perceived Availability of Alcohol/Drugs Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
- **Perceived Access to Alcohol/Drugs system calculations:**
  - % change in sample group mean, YTD

Perceived Availability of Alcohol/Drugs scale (9 items): These questions ask about the neighborhood and community where you live.

1. If you wanted to get some beer, wine, or hard liquor (e.g., vodka, whiskey, or gin), how easy would it be for you to get some?

   Very easy Sort of easy Sort of hard Very hard

2. If you wanted to get some marijuana, how easy would it be for you to get some?

   Very easy Sort of easy Sort of hard Very hard

3. If you wanted to get some prescription drugs that were not prescribed for you, how easy would it be for you to get some?

   Very easy Sort of easy Sort of hard Very hard

How hard is it for kids your age to get alcohol if they tried to...

4. …buy beer, wine, or hard liquor at a store themselves?

Very easy Sort of easy Sort of hard Very hard

5. …ask an older brother or sister to buy it for them?

Very easy Sort of easy Sort of hard Very hard

6. …ask another older person to buy it for them?

Very easy Sort of easy Sort of hard Very hard

7. …order a drink in a bar?

Very easy Sort of easy Sort of hard Very hard

8. …sneak it from their home or a friend's home?

Very easy Sort of easy Sort of hard Very hard

9. …find a party that has alcohol they could drink?

Very easy Sort of easy Sort of hard Very hard

Environmental Prevention Measures, cont'd:

Small-scale Environmental Measures, cont'd:

IX. Tracking Key Small-scale Environmental Activities ("Bean-counting")

TO TRACK KEY SMALL-SCALE ENVIRONMENTAL ACTIVITIES, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Target: "Key Small-scale Environmental Tracking Target"**
  - TARGET: Total program participants during contract year
  - TARGET: Total number of activities/events/campaigns during contract year

- **Report: "Key Small-scale Environmental Tracking Actual"**
  - Total number of participants, YTD
  - Total number of activities/events/campaigns, YTD

Environmental Prevention Measures, cont'd:

Large-scale Environmental Measures: This covers the following constructs, each of which is defined separately on the indicated page:

1) Information dissemination (below)
2) Drug/alcohol policies (w/media or enforcement) (below)
3) Community awareness projects (pg. 31)
4) Enforcement (pg. 31)
5) Tracking key large-scale environmental activities ("Bean-counting") (pg. 31)

X. **Information Dissemination:** The information disseminated should be aligned with one of the key principles of environmental prevention (e.g., norms, enforcement/regulations, reduced access, etc.).

TO REPORT INFORMATION DISSEMINATION, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Target: "Information Dissemination Target"**
  - TARGET: Total program recipients during contract year
- **Report: "Information Dissemination Actual"**
  - Total number of individuals who received prevention/other related information YTD

XI. **Drug/Alcohol Policies** This covers policies coupled with media and policies coupled with enforcement. You would report on one or the other.

TO REPORT LARGE-SCALE ENVIRONMENTAL DRUG/ALCOHOL POLICIES, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Target: "Drug/Alcohol Policies Target"**
  - TARGET: Total new or revised policies during contract year
- **Report: "Drug/Alcohol Policies Actual"**
  - Number of new policies established, YTD
  - Number of policies amended in a positive manner, YTD

Environmental Prevention Measures, cont'd:

Large-scale Environmental Measures, cont'd:

XII. **Community Awareness Projects:**

TO REPORT INFORMATION DISSEMINATION, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Target: "Community Awareness Projects Target"**
  - TARGET: Total community awareness projects during contract year
- **Report: "Community Awareness Projects Actual"**
  - Number of community awareness projects completed, YTD

XIII. **Enforcement:** ***Note: This is separate from anything already covered under large-scale Drug/Alcohol Policies coupled with enforcement.***

TO REPORT ENFORCEMENT, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Target: "Enforcement Target"**
  - TARGET: Total enforcement projects during contract year
- **Report: "Enforcement Actual"**
  - Number of enforcement projects completed, YTD

XIV. **Tracking Key Large-scale Environmental Activities ("Bean-counting")**

TO TRACK KEY LARGE-SCALE ENVIRONMENTAL ACTIVITIES, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Target: "Key Large-scale Environmental Tracking Target"**
  - TARGET: Total program participants during contract year
  - TARGET: Total number of activities/events/campaigns during contract year
- **Report: "Key Large-scale Environmental Tracking Actual"**
  - Total number of participants, YTD
  - Total number of activities/events/campaigns, YTD

Selected and Indicated Prevention Measures: This covers the following constructs, each of which is defined separately on the indicated page:

1) 30-day substance use (below)
2) Binge-drinking (pg. 34)
3) Consequences of substance use (pgs. 35-43)

XV. 30-day Use:

TO REPORT 30-DAY SUBSTANCE USE, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "30-day substance use Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
  - TARGET: % of individuals who will decrease use from pre- to post-test

- **Report: "30-day substance use Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from sample whose substance use decreased, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **30-day substance use calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample whose substance use decreased, YTD

NOTE: You may ask the same questions about a shorter time frame using the same question format as long as it's consistent within a program.

Definition of a Drink			
Glass of wine	**Bottle of beer**	**Shot glass of liquor**	**Mixed drink**

Selected and Indicated Prevention Measures, cont'd:

30-day Substance Use, cont'd:

30-day Substance Use scale (3 items): **Think specifically about the past 30 days, up to and including today. During the past 30 days, on how many days did you…**

1. …have at least one drink of alcohol? _____ *days*

   Note: *If student refuses to give specific number of days, use these ranges:*

   0 days 1or 2 days 3 to 9 days 10 to 19 days 20 to 30 days

2. …use marijuana? _____ *days*

   Note: *If student refuses to give specific number of days, use these ranges:*

   0 days 1or 2 days 3 to 9 days 10 to 19 days 20 to 30 days

3. … use any form of prescription drugs not prescribed for you, use more than was prescribed, or taken prescription drugs only for the experience or feeling they cause?

   _____ *days*

   Note: *If student refuses to give specific number of days, use these ranges:*

   0 days 1or 2 days 3 to 9 days 10 to 19 days 20 to 30 days

XVI. Binge-drinking:

TO REPORT BINGE-DRINKING, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Binge-drinking Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
  - TARGET: % of individuals who will decrease binge-drinking episodes from pre- to post-test

- **Report: "Binge-drinking Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from sample with decreased binge-drinking episodes, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Binge-drinking system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from sample with decreased binge-drinking episodes, YTD

Binge-drinking (1 item): **Think specifically about the past 30 days, up to and including today. During the past 30 days, on how many days did you…**

1. …have five or more drinks of alcohol in a row; that is, within a couple of hours?

   _____ *days*

Note: *If student refuses to give specific number of days, use these ranges:*

0 days *1or 2 days* *3 to 9 days* *10 to 19 days* *20 to 30 days*

Selected and Indicated Prevention Measures, cont'd:

XVII. **Consequences of Substance Use:** This covers the following constructs, each of which is defined separately on the indicated page:

a. Criminal Justice System (CJS) involvement (pg. 37)
b. Problems at school (pg. 37)
c. Problems at work (pg. 38)
d. Relationship problems (includes family, friends, and significant others; pgs. 39-43)

NOTE: The scales for the four constructs above are on page xx. You may use the entire scale, or choose those that best reflect the purpose of your specific program.

► A program may cover more than one substance use consequence.

► While no targets or results will be entered separately into PCMS for any of the separate components, program-applicable components should be tracked at the agency level, and available for review by the County if requested.

► You will combine the results of the above scales (see instructions in Appendix), and enter ***only one*** set of results into PCMS (see the "Consequences of Substance Use" target and reporting sections, pg. 36). [Note that the Roman numerals in this document are associated with a reportable PCMS target and reporting section.]

► The **targets** are your predictions of…
1. …the total number of participants you expect to serve in the contract year;
2. …how much the mean for the group will decrease over the contract year;
3. …the percentage of your target participants you expect will improve over the contract year. [Note: See specific components targets for explanations of what "improvement" means for that target.]

► **Results** will be reported as…
1. …number of participants served YTD;
2. …number of participants sampled YTD;
3. …sample group means pre- and post-test, YTD; and
4. …number of individuals from the sample who actually improved YTD.

► Based on your input (of 2-4 directly above) into the Results section of PCMS, the system will automatically calculate % change in sample group mean and % of individuals from the sample who improved, both YTD.

Selected and Indicated Prevention Measures, cont'd:

Consequences of Substance Use, cont'd:

TO REPORT CONSEQUENCES OF SUBSTANCE USE, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Consequences of Substance Use Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-test
  - TARGET: % of individuals who will have fewer consequences from pre- to post-test

- **Report: "Consequences of Substance Use Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample who have fewer consequences, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Consequences of Substance Use system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer consequences, YTD

Selected and Indicated Prevention Measures, cont'd:

Consequences of Substance Use, cont'd:

Consequences of Substance Use measurement component definitions:

a. Criminal Justice System (CJS) involvement:

- **Targets: "Criminal Justice System Involvement Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-evaluation
  - TARGET: % of individuals who will have fewer CJS incidences from pre- to post-evaluation

- **Report: "Criminal Justice System Involvement Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who have fewer CJS incidences, YTD

- **Criminal Justice System Involvement system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer CJS incidences, YTD

b. Problems at school:

- **Targets: "Problems at School Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-evaluation
  - TARGET: % of individuals who will have fewer problems at school from pre- to post-evaluation

- **Report: "Problems at School Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who have fewer problems at school, YTD

- **Problems at School system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer problems at school, YTD

Selected/Indicated Prevention Measures, cont'd

Consequences of Substance Use, cont'd:

Consequences of Substance Use measurement component definitions, cont'd:

c. Problems at work:

- **Targets: "Problems at Work Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-evaluation
  - TARGET: % of individuals who will have fewer problems at work from pre- to post-evaluation

- **Report: "Problems at Work Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who have fewer problems at work, YTD

- **Problems at Work system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer problems at work, YTD

Selected/Indicated Prevention Measures, cont'd

Consequences of Substance Use, cont'd:

Consequences of Substance Use measurement component definitions, cont'd:

d. **Relationship problems:** This covers the following components, each of which is defined separately on the indicated page:

1. Problems with family (pg. 40)
2. Problems with friends (pg. 40)
3. Problems with significant other(s) (pg. 41)

► A program may cover more than one subset of relationship problems.

► While no targets or results will be entered separately into PCMS for any of the separate components, program-applicable components should be tracked at the agency level, and available for review by the County if requested.

► You will combine the results of the above scales (see instructions in Appendix). That set of results may then be combined with other components of "Consequences of Substance Use (i.e., involvement with the criminal justice system, problems at school, and problems at work). Finally, you would enter ***only one*** set of results into PCMS (see the "Consequences of Substance Use" target and reporting sections, pg. 36). [Note that the Roman numerals in this document are associated with a reportable PCMS target and reporting section.]

► The **targets** are your predictions of…

1. …the total number of participants you expect to serve in the contract year;
2. …how much the mean for the group will decrease over the contract year;
3. …the percentage of your target participants you expect will improve over the contract year. [Note: See specific components targets for explanations of what "improvement" means for that target.]

► **Results** will be reported as…

1. …number of participants served YTD; and
2. …number of participants sampled YTD; and
3. …sample group means pre- and post-test, YTD; and
4. …number of individuals from the sample who actually improved YTD.

► Based on your input (of 2-4 directly above) into the Results section of PCMS, the system will automatically calculate % change in sample group mean and % of individuals from the sample who improved, both YTD.

Selected/Indicated Prevention Measures, cont'd

Consequences of Substance Use, cont'd:

Relationship problems, cont'd:

d. 1. Problems with family:

- **Targets: "Problems with Family Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-evaluation
  - TARGET: % of individuals who will have fewer problems with family from pre- to post-evaluation

- **Report: "Problems with Family Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who have fewer problems with family, YTD

- **Problems with Family system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer problems with family, YTD

d. 2. Problems with friends:

- **Targets: "Problems with Friends Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-evaluation
  - TARGET: % of individuals who will have fewer problems with friends from pre- to post-evaluation

- **Report: "Problems with Friends Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who have fewer problems with friends, YTD

- **Problems with Friends system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer problems with friends,YTD

Selected/Indicated Prevention Measures, cont'd

Consequences of Substance Use, cont'd:

Relationship problems, cont'd:

d. 3. Problems with significant other(s):

- **Targets: "Problems with Significant Other(s) Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will decrease by x% from pre- to post-evaluation
  - TARGET: % of individuals who will have fewer problems with their significant other(s) from pre- to post-evaluation

- **Report: "Problems with Significant Other(s) Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - # of individuals from the sample who have fewer problems with their significant other(s), YTD

- **Problems with Significant Other(s) system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample who have fewer problems with their significant other(s), YTD

NOTE: You may ask the same questions about a shorter time frame using the same question format as long as it's consistent within a program.

Consequences from Substance Use scale (9 items): Think specifically about the past 12 months, up to and including today. How many times in the last 12 months…

1. …have you missed work or school, been late for work or school, called in sick, or not performed at your normal level because of your use of…

   a. alcohol? _____ times

   b. marijuana? _____ times

   c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
   _____ times

2. …has your boyfriend/girlfriend left or threatened to leave you because of your use of..

    a. alcohol? _____ times

    b. marijuana? _____ times

    c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

3. … have you had problems with your family because of your use of…

    a. alcohol? _____ times

    b. marijuana? _____ times

    c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

4. …have you gotten into physical fights because of your use of…

    a. alcohol? _____ times

    b. marijuana? _____ times

    c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

5. … have you had problems with friends because of your use of…

    a. alcohol? _____ times

    b. marijuana? _____ times

    c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

6. …have you had problems with your physical health because of your use of…

    a. alcohol? _____ times

    b. marijuana? _____ times

    c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

7. … have you been arrested or gotten into trouble with the police because of your use of…

    a. alcohol? _____ times

    b. marijuana? _____ times

    c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

8. …have you gotten into trouble with driving – like having an accident -- because of your use of…

    a. alcohol? _____ times

    b. marijuana? _____ times

    c. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

9. … have you been involved in an accident – other than a car accident -- because of your use of…

    d. alcohol? _____ times

    e. marijuana? _____ times

    f. prescription drugs not prescribed for you, or using more than was prescribed, or taking them only for the experience or feeling they caused?
    _____ times

Appendix A:

Sampling Protocol

Sampling Protocol

Universal Measures: The majority of universal approaches are expected to occur within classrooms. For each program type, it is an agency's responsibility to ensure that they are collecting a sample sufficiently large enough to both produce measurable outcomes and represent accurately the diversity of the population being served. Some guidelines follow.

Sample representativeness: The sample needs to be representative of the diversity of the population receiving the program. It must include participants across the entire school year (i.e., Fall and Spring semesters).

Sample size: If you are serving 250 or fewer students, all students must be tested pre- and post-program. If you are serving more than 250 students, you may test a sample of the students (not to be fewer than 250). The sample should be chosen such that it represents every school served in the program, and that each school is sufficiently sampled so that specific prevention specialists' effectiveness may be monitored.

Special sampling protocol using control groups: In one example of this approach, *all* students (or a representative sample obtained using the procedure above) would take the pre- and post-surveys before and after the Fall programming cycle. However, only a subset of students would actually receive programming in the Fall; the remaining students would serve as a control group, who would receive the program in the Spring, but would not be post-tested again. Measurement and reporting using this approach will be accepted with the contingency that students be post-tested every 3 years in the Spring to ensure that results are not biased.
NOTE: Agencies are encouraged to utilize a control-group approach. Models other than the one presented in the example given above are available, and may be more feasible for a given agency. For more information, discuss with your evaluation team.

YTD measures: For reporting in PCMS, the entire sample should be analyzed YTD. This can be accomplished either by analyzing data separately for each quarter and then combining results, or by combining the data together first and analyzing the entire data set.

Report timing: Outcomes are to be reported when data is available and analyses completed. This must occur on a consistent basis. For cases in which data is only collected yearly, you may report yearly. For quarters in which there is no analyzed data to report, you must enter zeroes into all relevant PCMS reporting sections.

Interpretation of findings: If you find large differences/disparities in outcomes by service location (e.g., urban vs suburban), you are encouraged to report this in the comments section in PCMS.

CQI: An agency is responsible for having a sample sufficient for managing its program and QI goals.

Appendix B:

Scoring Instructions

Scoring Instructions for Combining Results of Component Scales

- When administering pre-/post- surveys, you must use matched data.
- These analyses are usually done using either statistical software packages (e.g., SPSS) or a sophisticated database management system.

Computing Sample Group Means:

- **Step One:** Make sure that all items are scored in the correct direction, such that a higher score represents improvement. For any items where a lower score represents improvement, the scoring needs to be reversed before any computations are done. This is accomplished by changing the 1 to 4, 2 to 3, 3 to 2, and 4 to 1.

- **Step Two:** Score each chosen component's scale separately, obtaining a mean-item total for each scale.
- **Step Three:** Compute the overall mean by taking the average of the separate mean-item totals (i.e., the mean of the separate means).

Example: (Using problem-solving and self-regulation components to measure the Social/Life/Emotional Skills target; assume these are pre-test measures.)

Example items for the "problem-solving" component:

1. How easy is it to think of more than one way to solve a problem?

EASY!	easy	hard	HARD!
○ 1	○ 2	○ 3	● 4

2. When you try to solve a problem and your solution doesn't work, how easy is it to try something else?

EASY!	easy	hard	HARD!
○ 1	○ 2	○ 3	● 4

Step One (a): Note that a lower score on this scale is "better"; i.e., a lower score represents being better at problem-solving. Therefore, the scores must be reversed before proceeding to Step Two. Reversing the scores, item 1 will become "3" and item 2 will become "1".

Step One (b): Similarly, the self-regulation items (see below) also need to be reversed (a lower score represents a more positive response). Reversing the scores, item 1 will become "3" and item 2 will become "4".

Step Two (a): The mean-item total for this student on the problem-solving scale would be calculated as 3+1 (the score on each sub-item) divided by the number of items in the scale (=2). So the student's pre-test mean-item total is 4/2=2.

[Note that the analysis software or database management system would calculate this mean-item total for *each* student who took the survey, and would aggregate the results across all students to arrive at the pre-test mean-item total on the problem-solving scale for the entire sample surveyed.]

Example items for the "self-regulation" component:

1. When you have a problem with other people, how easy is it to stop yourself from doing the first thing that pops into your head?

EASY!	easy	hard	HARD!
○ 1	○ 2	○ 3	● 4

2. When someone says or does something mean to you, how easy is it to keep your anger under control?

EASY!	easy	hard	HARD!
○ 1	○ 2	○ 3	● 4

Step Two (b): The mean-item total for this student on the self-regulation scale would be calculated as 3+4 (the score on each sub-item) divided by the number of items in the scale (=2). So the student's pre-test mean-item total is 7/2=3.5.

[Again, the analysis software or database management system would calculate this mean-item total for *each* student who took the survey, and would aggregate the results across all students to arrive at the pre-test mean-item total on the self-regulation scale for the entire sample surveyed.]

Step Three: For the example shown above, the student's pre-test overall mean would be calculated by taking an average of the component pre-test mean-item totals determined in Step One. In this example, the pre-test overall mean would be 2+3.5 (the two means) divided by the number of components measured (=2). So the student's pre-test overall mean is 5.5/2=2.75.

Again, the analysis software or database management system would calculate this overall mean for *each* student who took the pre-test, and would aggregate the results across all students sampled to arrive at the pre-test overall mean for the problem-solving and self-regulation scales together. That computer-generated result is the one that would be entered into PCMS under results, "Sample group mean pre-test, YTD" **(see highlighted in blue on pg. 51).**

The same procedure would be followed for calculation of sample group means post-test. Given this input, PCMS will automatically score the % change in sample group mean, YTD.

Computing Number of Individuals from the Sample Who Improve:

► These analyses are usually done using either statistical software packages (e.g., SPSS) or a sophisticated database management system.

► **Step One:** Using the overall means (pre- and post-test) obtained as described above, create a difference score by subtracting the pre-test mean from the post-test mean.

► **Step Two:** If the difference score is positive (i.e., greater than zero), improvement has been demonstrated. Count the number of individuals with positive difference scores to obtain the number of participants who actually improved pre- to post-test. (If the difference score is zero, the participant did not change overall from pre- to post-test; if it is negative, the participant regressed from pre- to post-test. In either situation, the student would not be counted as "improved".)

Example: Using the student example presented on pgs. 47-48, assume the student's post-test mean-item total for problem-solving is 3.7, and that his/her post-test mean-item total for self-regulation is 3.1. (Note that this is after reversing the post-test scores as was done for the pre-test scores.) This student's post-test overall mean is (3.7+3.1) divided by 2, or 6.8/2=3.4.
Step One: From Step 3 (pg. 49), we know that the student's pre-test overall mean is 5.5/2=2.75. From above, we are told that the student's post-test overall mean is 3.4. Subtracting the overall pre-test mean from the overall post-test mean yields 3.4 -2.75=0.65, which is the difference score for this student.

[Note that the analysis software or database management system would calculate this difference score for *each* student who took the survey.]

Step Two: Since the difference score for this student is 0.65, which is greater than zero, this student will count in the total number of participants who improved from pre- to post-test.

Using the analysis software or database management system, you can obtain a frequency distribution showing the difference score for *each* student in the sample. From this distribution, you would enter the number of participants with positive difference scores into PCMS under results, "Number of individuals from the sample who improved, YTD" **(see highlighted in pink on pg. 51).**
Given this input, PCMS will automatically score the % of individuals from the sample who improved, YTD.

TO REPORT S/E/L's, THE FOLLOWING ARE TO BE ENTERED INTO PCMS:

- **Targets: "Social/Life/Emotional Skills Target"**
  - TARGET: Total program participants during contract year
  - TARGET: The group mean will increase by x% from pre- to post-test
  - TARGET: % of individuals whose skills will improve from pre- to post-test

- **Report: "Social/Life/Emotional Skills Actual"**
  - Total participants, YTD
  - Total participants sampled, YTD
  - Sample group mean pre-test, YTD
  - Sample group mean post-test, YTD
  - Number of individuals from the sample whose skills improved, YTD

THE FOLLOWING WILL BE CALCULATED INTERNALLY BY PCMS:

- **Social/Life/Emotional Skills system calculations:**
  - % change in sample group mean, YTD
  - % of individuals from the sample whose skills improved, YTD

Appendix C:

Parent Empowerment pre-/post-surveys

51802

Pre-Presentation Survey

(Please complete prior to today's presentation)

Date: ☐☐ / ☐☐ / ☐☐☐☐

School: _____

*** *Your opinions are very important to us!* ***

	Very Unimportant	Unimportant	Important	Very Important
1. How important is it for...				
... parents to have a rule for their children against drinking alcohol ?	○	○	○	○
... schools to have policies on alcohol and drug use for their students?	○	○	○	○
... parents to talk on a regular basis with their children about the dangers and problems associated with the use of alcohol, tobacco, or other drugs?	○	○	○	○

2. Parents can be held legally liable if underage drinking parties are held on their household premises.

○ Always false ○ Sometimes false ○ Sometimes true ○ Always true

	No Risk	Slight Risk	Moderate Risk	Great Risk
3. How much do people risk harming themselves physically and in other ways when they have five or more drinks of an alcoholic beverage once or twice a week?	○	○	○	○
4. How much do people risk harming themselves physically and in other ways when they smoke marijuana once or twice a week?	○	○	○	○

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. Regarding my teens,				
I communicate with them about substance abuse issues.	○	○	○	○
I understand how to monitor their activities.	○	○	○	○
I would be able to identify if they were using drugs or alcohol.	○	○	○	○
I know what to do if they are using drugs or alcohol.	○	○	○	○
I know what makes teens more vulnerable to drug and alcohol use.	○	○	○	○
I know how to get help from my school for alcohol and other drug issues that my teens may need.	○	○	○	○

6. Have you ever heard of the Px20 group or the Px2010/11 initiative? ○ Yes ○ No

ERIE COUNTY COUNCIL education prevention intervention FOR THE PREVENTION OF ALCOHOL AND SUBSTANCE ABUSE

WNY UNITED Against Drug & Alcohol Abuse, Inc.

OFFICE OF THE SHERIFF · COUNTY OF ERIE · DUTY · HONOR · SERVICE

Thank you for participating!

12430

Post Presentation Survey

Date: ☐☐ / ☐☐ / ☐☐☐☐

School: _____

*** *Your opinions are very important to us!* ***

	Very Unimportant	Unimportant	Important	Very Important
1. AFTER ATTENDING THIS PROGRAM, how important is it for...				
... parents to have a rule for their children against drinking alcohol?	○	○	○	○
... schools to have policies on alcohol and drug use for their students?	○	○	○	○
... parents to talk on a regular basis with their children about the dangers and problems associated with the use of alcohol, tobacco, or other drugs?	○	○	○	○

2. Parents can be held legally liable if underage drinking parties are held on their household premises.

○ Always false ○ Sometimes false ○ Sometimes true ○ Always true

	No Risk	Slight Risk	Moderate Risk	Great Risk
3. How much do people risk harming themselves physically and in other ways when they have five or more drinks of an alcoholic beverage once or twice a week?	○	○	○	○
4. How much do people risk harming themselves physically and in other ways when they smoke marijuana once or twice a week?	○	○	○	○

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. Following this presentation regarding my teens,				
I am better prepared to communicate with them about substance abuse issues.	○	○	○	○
I have a better understanding of how to monitor their activities.	○	○	○	○
I am better prepared to identify if they were using drugs or alcohol.	○	○	○	○
I know better what to do if they are using drugs or alcohol.	○	○	○	○
I have a better understanding of what makes teens more vulnerable to drug and alcohol use.	○	○	○	○
I know better how to get help from my school for alcohol and other drug issues that my teens may need.	○	○	○	○

6. Do you plan to take any of the actions suggested in the presentation? ○ Yes ○ No ***(IF NO, SKIP TO QUESTION 7)***

If Yes, Please indicate all the specific actions you plan to or already take. Multiple answers allowed.

- ○ Make a rule against teen drinking
- ○ Talk to teens about dangers of alcohol, tobacco, & other drugs
- ○ Other Please specify:
- ○ Ensure no underage drinking at home
- ○ Better monitor their activities

7. How would you rate today's presentation? ○ Poor ○ Fair ○ Good ○ Excellent

8. Have you ever heard of the Px20 group or the Px2010/11 initiative? ○ Yes ○ No

In the box below, please list any other topics you would like to see included in future forums.

Thank you for participating!