



c a s t

Coping and Support Training: Road Map for Teen Groups

CAST EVALUATION MATERIALS Descriptions and Costs

A: PO Box 20343
Seattle, WA 98122
T: 425-861-1177
F: 888-352-2819
E: info@reconnectingyouth.com
W: www.reconnectingyouth.com

CAST Evaluation Materials

Descriptions and Costs

Table of Contents

CAST Evaluation Materials	3
<i>CAST Outcome Evaluation Measures (brief descriptions)</i>	5
<i>CAST Process Evaluation Measures (brief descriptions)</i>	7
<i>Guidelines for Data Collection.....</i>	8
<i>Timelines for Data Collection</i>	9
<i>CAST Data Collection Procedures</i>	10
CAST Outcome Evaluation Measures	11
1. <i>High School Questionnaire: Profile of Experiences (HSQ)</i>	12
2. <i>Student Outcomes Inventory (SOI)</i>	15
3. <i>Group Social Support Checklist (GSS)</i>	17
4. <i>Personal and Social Skills Inventory (PSSI)</i>	18
5. <i>Drug Involvement Scale for Adolescents (DISA)</i>	19
CAST Process Evaluation Measures	21
1. <i>How Are We Doing in Group? (HAWD)</i>	22
2. <i>Recognition of Progress (ROP)</i>	23
3. <i>Monitoring Group Goals (MGG)</i>	24
4. <i>CAST Content Evaluation Form (CEF)</i>	25
5. <i>Census of CAST Dose</i>	27



Coping and Support Training: A Roadmap for Teens

CAST EVALUATION MEASURES Brief Descriptions Including Timelines and Instructions for Data Collection

CAST Outcome Evaluation Measures

Measure	Description	Source	Target	Timing
High School Questionnaire: Profile of Experiences (HSQ)	<p>Part I scales: Amt of support/help received, School support in current classes, School experiences.</p> <p>Part II scales: Activities (weekday & weekend), Activities of friends (peer bonding), Drug involvement (frequency of use, control problems, adverse consequences), Influences on drug use.</p> <p>Part III scales: Life Experiences –thoughts, feelings, concerns; tough situations; handling problems; Goals and Ambitions; General Information. The <i>Suicide Risk Screen</i> is embedded, permitting identification of youth at suicide-risk.</p> <p>Completion time: 1 - 1½ hours at a single sitting.</p>	Individual Student	<p>Program goals & mediators</p> <p>Student perceptions of risk/protective factors and demographics</p>	<p><u>Time 1:</u> Pre-test at invitation</p> <p><u>Time 2:</u> Post-test at program exit, ~ 6-7 wks after pretest</p> <p><u>Time 3:</u> Follow up, ~ 9 months after pre-test</p>
Student Outcomes Inventory (SOI)	<p>A brief paper and pencil questionnaire derived from the HSQ that examines school performance, drug involvement and moods and experiences. The SOI does not contain a suicide risk screen.</p> <p>Completion time: 15 - 20 minutes.</p>	Individual Student	<p>Program goals</p> <p>Student perception of program goal attainment</p>	<p><u>Time 1:</u> Pre-test at invitation</p> <p><u>Time 2:</u> Post-test at program exit, ~ 6-7 wks after pretest</p> <p><u>Time 3:</u> Follow up, ~ 9 months after pre-test</p>
Group Social Support (GSS)	<p>When combined with HAWD (below), indicates CAST Leader and CAST peer group support and help, belonging and student responsiveness at end of CAST Group. Social support, a mediating factor in the program outcomes, is a major protective factor for youth.</p> <p>Completion time: 5 minutes.</p>	Individual Student	<p>Social Support</p> <p>Student report of support received and given in group</p>	<p><u>GSS: Time 2:</u> At program exit --combine data with--</p> <p><u>Final HAWD:</u> Session 12</p>

CAST Outcome Evaluation Measures

<p><i>Personal & Social Skills Inventory</i></p>	<p>A 32-item paper-and-pencil questionnaire designed to measure student perceptions of their skills acquired (i.e., appreciating self and others, decision making, managing moods and school, and controlling drug use).</p> <p>Completion time: 10 - 15 minutes.</p>	<p>Individual Student</p>	<p>Impact of Skills Training</p> <p>Student report of skill competencies</p>	<p><u>Time 1:</u> Pre-test at invitation</p> <p><u>Time 2:</u> Post-test at program exit, ~ 6-7 wks after pretest</p> <p><u>Time 3:</u> Follow up, ~ 9 months after pre-test</p>
<p><i>Drug Involvement Scale for Adolescents (DISA)</i></p>	<p>An 84-item paper-and-pencil questionnaire designed to measure Drug involvement (history of use, frequency and patterns of use, control problems, adverse consequences), and Access to drugs/alcohol. The DISA also includes some basic demographic items.</p> <p>NOTE: The DISA can be used as a stand-alone survey, but is also embedded in the HSQ (in full) and in the SOI (in an abbreviated version).</p> <p>Completion time: 20 - 30 minutes.</p>	<p>Individual Student</p>	<p>Drug Involvement</p>	<p><u>Time 1:</u> Pre-test at invitation</p> <p><u>Time 2:</u> Post-test at program exit, ~ 6-7 wks after pretest</p> <p><u>Time 3:</u> Follow up, ~ 9 months after pre-test</p>

CAST Process Evaluation Measures

Measure	Description	Source	Target	Timing
<i>How Are We Doing in Group? (HAWD)</i>	<p>A 12-item evaluation of CAST Leader and CAST peer group support and help, belonging and student responsiveness.</p> <p>FREE; included in each CAST Student Notebook (available through RY Inc.)</p> <p>Completion time: 3 - 5 minutes.</p>	Individual Student	Individual Student feelings of support and help	Sessions 2, 4, 7, and 12
<i>Recognition of Progress (ROP)</i>	<p>Measures specific skills acquisition related to CAST skill areas and program goals (i.e., self-esteem, decision making, mood management, school performance, controlling drug use). Students rate current performance compared to when they began CAST; identify areas in which they still need to work.</p> <p>FREE; included in each CAST Student Notebook (available through RY Inc.)</p> <p>Completion time: 3 - 5 minutes.</p>	Individual Student	Individual Student skills acquisition and areas for improvement	Sessions 6, 10 and 12
<i>Monitoring Group Goals (MGG)</i>	<p>Rating, by session, of how well student is doing with each of the 3 major CAST goals: Mood Management, Drug Use Control, and School Achievement.</p> <p>FREE; included in each CAST Student Notebook (available through RY Inc.)</p> <p>Completion time: 3 - 5 minutes.</p>	Individual Student	Individual Student goal attainment	Sessions 1-12
<i>CAST Content Evaluation Form (CEF)</i>	<p>A specific tool for each session, measuring skills taught, student responsiveness, time spent on each component of the lesson plan, coverage of objectives, and quality of coverage.</p>	CAST Leader; CAST Coordin-ator	CAST Leader coverage of Session Content	Sessions 1-12
<i>Census of CAST Dose</i>	<p>A record of student attendance, kind of session (e.g., group or one-on-one) and level of participation.</p>	CAST Leader	Dose of Curriculum per student	Sessions 1-12 (and any make-up meetings)

Guidelines for Data Collection

Purpose.

Outcome measures: To determine if the program had the desired outcomes. To secure and sustain funding for the program.

Process measures: To determine if the program was delivered as designed. To provide data for use in the supervision of the CAST Teacher/Facilitator.

Definitions.

Source: Who is providing the data by filling out the measurement instrument.

Target: Who or what is the subject of the measurement instrument.

Cost: All evaluation instruments are available from RY Inc. Download and fill out a [Purchase Order Form](#).

Order Online: www.reconnectingyouth.com/order

Or send your purchase order via **Email:** info@reconnectingyouth.com or **Fax:** 888-352-2819

Phone us anytime: 425-861-1177

Timeline.

See the following page for a timeline of evaluation administration.

Table 1 illustrates the timeline for Outcome Evaluation data collection.

Table 2 illustrates the timeline for Process Evaluation data collection.

Time 1 / Pre-test = At invitation

Time 2 / Post-test = At end of CAST group

Time 3 / Follow-up = About 9 months after Time 1 / Pre-test

Instructions.

The [CAST Teacher/Facilitator Training](#) and the [CAST Coordinator Training](#) cover the use of most of the process evaluation measures. Please consult with us about the best measures and timing of evaluation for your purposes.

Timelines for Data Collection

Table 1. Outcome Measures Timeline

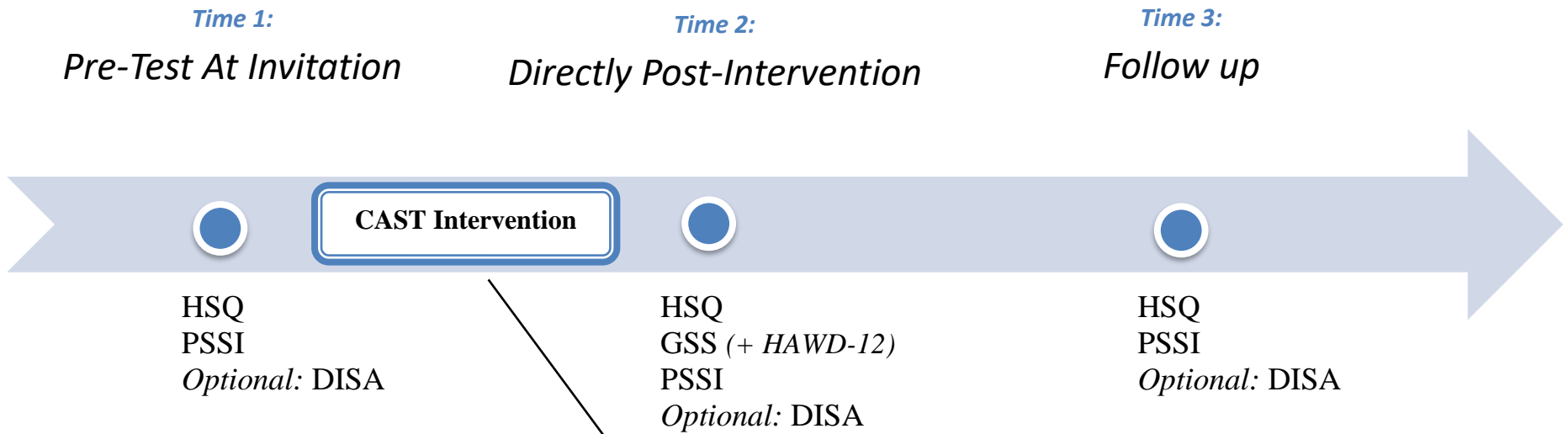
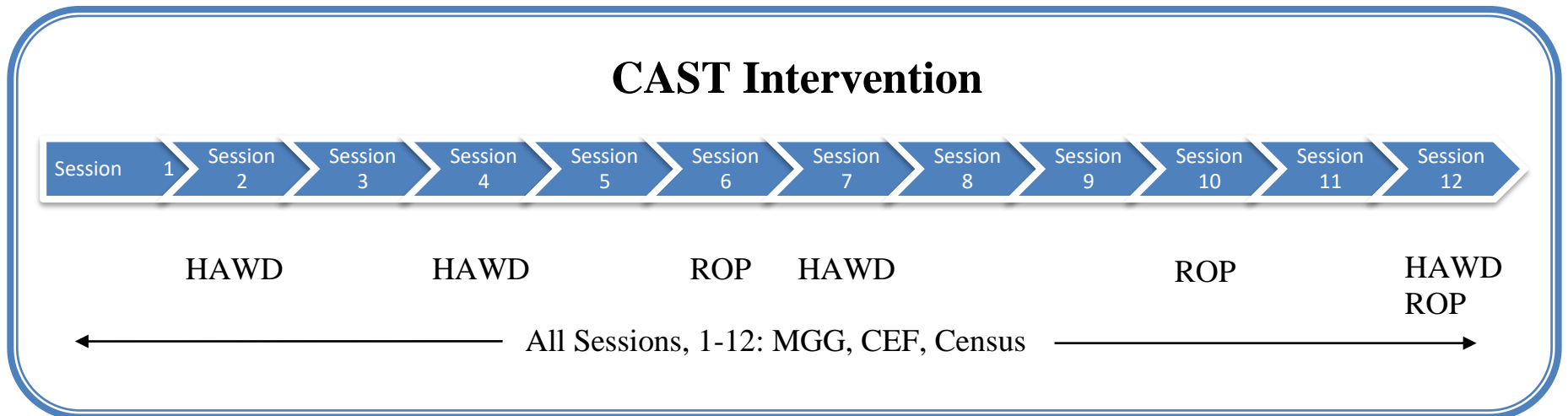


Table 2. Process Measures Timeline



CAST Data Collection Procedures

Coping and Support Training (CAST) Data Collection Procedures

In our research, outcome data were collected in the same manner and at the same time points for participating youth regardless of study condition (CAST group or Control Condition).

In an effort to reduce demand characteristics, and ensure standardization and confidentiality, we employed the following strategies when collecting outcome data and encourage CAST Program sites to do the same.

1. Data Collection Staff and Training/Supervision

- a) Data collectors include both males and females and should be representative of the population diversity of the CAST setting and selected in part because of their success in working with youth.
 - b) Data collectors receive specific training in the techniques and procedures of data collection. They also receive ongoing supervision and monitoring. A written procedure book of data collection policies and procedures should be included as part of the training and delineation of job performance expectations.
 - c) Interventionists (CAST Teachers/Facilitators) do not participate in outcome data collection.
 - d) No school personnel are involved in the outcome data collection activities.
 - e) Data collection activities are overseen and monitored by the Project Director and/or CAST Coordinator. This includes posting weekly schedules and monitoring results of ongoing progress.
-

2. Data Collection Setting

- a) The questionnaires are administered in small groups at the CAST setting by staff experienced in working with youth and trained in the techniques of data collection.
 - b) The data are collected in a classroom environment or similar space where youth can be assured of privacy and in a formation that prevents other participants from seeing their answers—i.e., staggered seating in rows of desks or placed at opposing ends of library tables.
-

3. Administration Procedures

- a) Instructions for questionnaire completion are provided in writing and verbally.
- b) Youth enter their code numbers on the questionnaire booklets and, upon completion of the questionnaire, seal it in an envelope for transport to the study site.
- c) Participants are assured of the confidentiality of their data and that their responses will not be seen by school personnel, parents or the interventionists.
- d) Participants are assured that they are free to skip any questions they prefer not to answer and are assured that failure to complete items will not affect their ongoing participation in the program.
- e) Participants are informed that they may choose to discontinue participation at any time and that withdrawal will have no associated negative consequences either at the CAST setting or with the program staff.
- f) During the administration of the questionnaire, participants are closely monitored, encouraged to work quietly and signal a staff person if they have any questions/problems.



c a s t

Coping And Support Training

Coping and Support Training: A Roadmap for Teens

CAST OUTCOME EVALUATION MEASURES Descriptions and Costs*

* Prices and availability subject to change. Please check www.reconnectingyouth.com for current pricing.

Reconnecting Youth Outcome Evaluation Measures

Descriptions and Costs

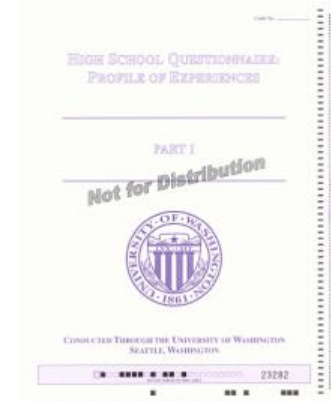
1. High School Questionnaire: Profile of Experiences

Cost **\$52.00** + S/H (per set of 8 HSQ)
We recommend 3 data points for each CAST group. Bulk order discounts available.
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description Used in all CAST Program research evaluation, the **High School Questionnaire: Profile of Experiences** (HSQ) is our most comprehensive questionnaire, measuring program goals and mediators as well as student perception of risk/protective factors and demographics. The HSQ includes an embedded suicide risk screen. Depending on the purpose and rigor of the program evaluation for a given project, the HSQ may be preferable over a briefer tool, Student Outcomes Inventory (described below).

Interpretation. Higher score values represent higher levels of the measured construct. The meaning of these scores is determined by the definition of the values indicated in the “response options” for the various numbers of the scale (i.e., defined below).



High School Questionnaire

Frequency/Coding The **High School Questionnaire** takes approximately 1 – 1 ½ hours to complete and is separated into three packets, covering various topics:

- **Part I:** Social support resources (including school bonding and family support)
- **Part II:** Activities (peer bonding); drug involvement (frequency of use, drug use control problems, adverse consequences); influences on drug use
- **Part III:** Problem-solving coping; decision making; personal control; demographic info. The *Suicide Risk Screen* is embedded in Part III, permitting identification of youth at suicide risk

Students complete the **High School Questionnaire** 3 times: as a pre-test, post-test and follow-up (~9 months after the pre-test).

Scoring **Part I: SCHOOL SUPPORT SCALE**

1. **School Experiences** Average of QI-D1 through QI-D6
Section D scales range from 0 = Lowest to 6 = Highest (meaning varies for each item; please see document)
2. **School Bonding** (Section A = Favorite Class; B = Least Favorite Class; C = All Classes)
Section A/B/C scales range from 0=Never, 2=Sometimes, 4=Usually, 6=Always
 - **Engagement/Bonding:** QI-A/B/or C1 through 4
 - **Teacher Support:** QI-A/B/or C5 through 7
 - **Classmate Support:** QI-A/B/or C 8-10

Reconnecting Youth Outcome Evaluation Measures *Descriptions and Costs*

3. Amount of Support and Help Scale (from teachers, classmates, family and friends): QI- 1-10 (p. 3)

Scale ranges from -10 (Non-supportive; Makes thing worse) to 0 (Has no influence) to +10 (Supportive; Makes things better).

Part II: DRUG INVOLVEMENT SCALE FOR ADOLESCENTS

1. Access: QII-A1 through A6

2. Drug use frequency scale and subscales (QII-B1 through B12)

- **Total Use:** Sum of QII-B1 through B12
- **Tobacco Use Frequency:** QII-B1
- **Alcohol Use Frequency:** Average of QII-B2 and B3
- **Marijuana Use Frequency:** QII-B4
- **Other Drug Use Frequency:** Average of QII-B5 through B12

3. Drug Use Progression: QII-B1 through B12

Action: Evaluate presence of specific types of substance use;
Score 0 if B1 through B12 = 0;
Score 1 if B1 is non-zero and B2 through B12 = 0
Score 2 if B2 or B3 are non-zero and B4 through B12 = 0
Score 3 if B4 is non-zero and B5 through B12 = 0
Score 4 if any B5 through B12 are non-zero

Interpretation: Drug progression scores imply advancing through the gateway drug pattern; 0 = no current use; 1 = tobacco only; 2 = alcohol; 3 = marijuana; 4 = any other drug.

Caution: This is not an “ever use” measure but rather where an individual is on this progression scale during the past month. The scale assumes that location on the scale implies prior or concurrent use of values below the scale value (e.g. if one chooses a 3 = marijuana use, it implies past or concurrent use of tobacco and alcohol).

4. Adverse Drug Use Consequences: Average of QII-C1, 2, 4, 5 10

5. Drug Use Control Problems: Average of QII-C3, 7, 8, 9

6. Deviant Peer Bonding (p. 2)

- Proportion of Peers in Conventional Activities: Average of QII-C1, 2, 4, 9, 10, 11 and 14
- Proportion in Nonconventional Activities: Average of QII-C3, 5, 6, 7, 8, 12, 13, 15, 16, and 17

Part III: LIFE EXPERIENCES SCALE

Scale A ranges from 0 = Never, 2 = Sometimes, 4 = Usually, 6 = Always

Scale B ranges from 0 = Not at all, 1 = Once, 2 = Twice, 3 = Three Times, 4 = Four Times, 5 = Five Times, 6 = Six or More Times

Scale C ranges from 0 = Never, 3 = A Few Times, 6 = Many Times

1. Suicide Risk Behaviors: QIII-A19, 40, 41, QIII-B3, and 6

2. Related Risk Factors

- **Self-Esteem:** Average score of QIII-A1, 6, 8 (both reverse scored), and 15
- **Depression:** Average score of QIII-QA4, 10, 11, 24, 27, and 29
- **Perceived Stress:** Average score of QIII-A3, 28, and 31
- **Anger:** Average score of QIII-A16, 30 and 53, B1, 5, 7 and 14

Reconnecting Youth Outcome Evaluation Measures *Descriptions and Costs*

3. Protective Factors

- ***Problem-Solving Coping***: Average score of QIII-C3, 4, 6
 - ***Personal Control***: Average score of QIII-A7, 37, 42, 46, 60
 - ***Family Support Satisfaction***: Average score of QIII-A33, 35, 44, 45, 48
-

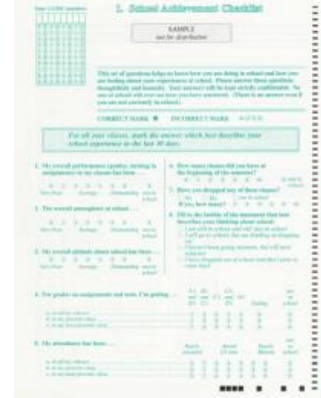
Reconnecting Youth Outcome Evaluation Measures Descriptions and Costs

2. Student Outcomes Inventory

Cost \$43.20 + S/H (per set of 24 SOI)
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description A shorter version of the High School Questionnaire, the **Student Outcomes Inventory** measures student perception of behavior changes in school achievement, drug use control and mood management, but does not include any measures of mediating risk and protective factors or the suicide risk screen.



Student Outcomes Inventory

Frequency/Coding The **Student Outcomes Inventory** takes most students just 15-20 minutes to complete and is collected 3 times: as a pre-test, post-test and follow-up (~9 months after the pre-test).

Scoring It is recommended that you reverse score responses so that higher scores can easily be interpreted as indicating higher achievement, absenteeism, and so forth for each construct measured and scored.

Part I: SCHOOL ACHIEVEMENT CHECKLIST

There are several different scales for this section; see the document for scale meanings.

- 1. Positive School Bonding:** Average score of QI-1, 2, and 3
- 2. Percentage Classes Dropped:** Ratio of QI-6 to QI-7

Part II: DRUG INVOLVEMENT CHECKLIST

This section captures specific drug and alcohol use frequency as well as behavioral patterns of use that are not specific to any given drug but are more the style or pattern of consequences related to use.

Many questions may be of interest in their own right. For example, use of specific types of drugs may be of interest or items such as using alcohol at (or before) school (QII-A5) may be an outcome of note.

- A. Drug Access:** Average of all QII-A1 through QII-A6
Dichotomous scale: True/Not True
- B. Drug Use Frequency:** Average of all QII-B1 through QII-B12

Reconnecting Youth Outcome Evaluation Measures *Descriptions and Costs*

Scale ranges from 0=Not at all, 1=Once, 2=2 or 3 times, 3=About Once/Week, 4=Several Times/Week, 5=Almost Every Day, 6=Every Day

- **Tobacco Use:** QD1
- **Alcohol Use:** Average of QD2 and QD3
- **Marijuana Use:** QD4
- **Other Drug Use (Hard Drug Use):** Average of QD5 through QD11

C. Drug Use Control Problems: Average of QII-C3, QII-C7, and QII-C8

Scale ranges from 0=Not at all, 1=Once, 2=2 or 3 times, 3=About Once/Week, 4=Several Times/Week, 5=Almost Every Day, 6=Every Day

Adverse Drug Use Consequences: Average of all items (subscales) below

- **Interpersonal:** Average of QII-C1, QII-C2, QII-C5 and QII-C10
- **Intrapersonal:** Average of QII-C4, QII-C6 (reverse scored) and QII-C9

Part III: MOODS AND EXPERIENCE CHECKLIST

Scale for Part III ranges from 0=Never, 2=Sometimes, 4=Usually, 6=Always

1. **Depressed Affect:** Average of QIII-2, 4, 7, 9, and 16
2. **Anger/Aggression:** Average of QIII-1, 5, and 6
3. **Hopelessness:** QIII-11 and 14
Action: Reverse code QIII-11 (0 = 6, 1 = 5, etc) and then sum QIII-11 and 14; divide by 2
4. **Self-esteem/Personal Control:** Average of QIII-10, 13, and 17
5. **Separate single indicators taken from larger scales include:**
 - **Family Distress:** QIII-12
 - **Family Support:** QIII-3
 - **Anxiety:** QIII-8
 - **Perceived Stress:** QIII-15

These are one-item scales that reflect each of these concepts.

Reconnecting Youth Outcome Evaluation Measures *Descriptions and Costs*

3. Group Social Support Checklist

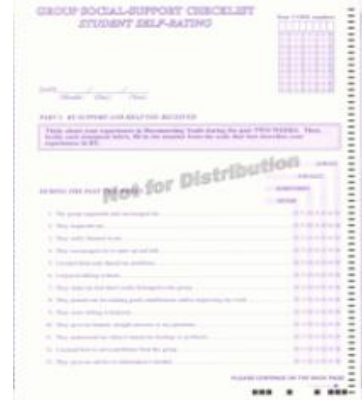
Cost **\$10.80** + S/H (per set of 8 GSS)
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description This 15-item questionnaire rates a student's view of the degree to which group members are exchanging expressions of social support between each other. Specifically, the level of trust, ease of supportive communication, perception of support and general perceived helpfulness of the CAST peer group.

Use in Supervision/Feedback. The data from this questionnaire allows the CAST Leader to receive feedback about and immediately adjust their Group Building Behaviors to increase the group members' feelings of social support. Participants are taught in [CAST Teacher/Facilitator Training](#) how to use the data output from this simple tool to create a line graph for students to use in discussions about group rules and behaviors that enhance feelings of social support.

[CAST Coordinator Training](#) provides details and examples about how to present and discuss data output from all process measures.



Group Social Support Checklist

Frequency/Coding The **Group Social Support Checklist** takes students approximately 5 minutes to complete, and is collected at the end of the CAST group. When combined with HAWD (below), indicates CAST Facilitator and CAST peer group support and help, belonging and student responsiveness at end of CAST Group. Social support, a mediating factor in the program outcomes, is a major protective factor for youth.

Students rate on a 0 - 6 scale (where 0 = Never, 2 = Sometimes, 4 = Usually, 6 = Always), their view of the CAST peer group in providing social support.

Scoring Items on the front of the form can be scaled; 2 items on the back of the form can be used as separate indicators. Higher scores indicate positive CAST Facilitator social support behavior.

Interpretations of scores. The higher the Total scale score, the greater the overall level of CAST group social support behavior perceived by the students in the CAST group. Low scores are indicative of the fact that individuals in the group are not experiencing support from one another, and very likely there will also be low levels of Group Building Behaviors, as measured on the **Fostering Positive Peer Groups Checklist** (described below).

Examining the subscale scores is very useful in understanding which areas are contributing to both high and low scores.

Reconnecting Youth Outcome Evaluation Measures Descriptions and Costs

4. Personal and Social Skills Inventory

Cost \$27.00 + S/H (per set of 24 PSSSI)
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description The **Personal and Social Skills Inventory** measures changes over time in student perceived ability and frequency of use of the skills taught in CAST:

- Appreciating self and others
- Making decisions and personal commitments
- Managing moods, drug use, and school

The data from the PSSSI should reflect immediate impact of skills training.



Personal and Social Skills Inventory

Frequency/Coding Because personal competencies are a posited mediator to CAST outcomes, this data is collected at the same 3 timepoints as the other outcome tool(s): as a pre-test, post-test and follow-up (~9 months after the pre-test). Students generally complete the Personal and Social Skills Inventory in 10-15 minutes, rating their ability and frequency of use of skills on a 5-point scale (defined below).

Scoring Note: The following numeric values should be assigned to questions 1 through 32; A = 5, B = 4, C = 3, D = 2, E = 1. Higher scores on the items and subscales below will indicate greater skill levels and are defined by each number as indicated in the "response options," as follows:

- A = Outstanding; or Almost Always Do
- B = Better than Average; or Usually Do
- C = Fair, Average; or Do ½ the time
- D = Still Awkward; or Do Sometimes
- E = Can't, Usually Fail; or Never Do

Total Skills Scale: Average of all Q1 to Q32

- **Appreciating Self and Others:** Average of Q1 to 5
- **Decision Making:** Average of Q6 to 14
- **Managing Moods:** Average of Q15 to 20
- **Managing School:** Average of Q21 to 26
- **Controlling Drug Use:** Average of Q27 to 32

Reconnecting Youth Outcome Evaluation Measures Descriptions and Costs

5. Drug Involvement Scale for Adolescents

Cost **\$63.72** + S/H (per set of 24 DISA)
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description The **Drug Involvement Scale for Adolescents (DISA)** is a stand-alone measure, but is also embedded in both the High School Questionnaire (in full) and the Student Outcomes Inventory (in an abbreviated version). It permits assessment of change over time in:

- The frequency of actual drug use;
- Drug-use control problems (e.g., patterns of use, binging, using more than intended, using during school); and
- Adverse drug-use consequences (e.g., with law, school, family or friends as a result of drug use).



Frequency/Coding The **Drug Involvement Scale for Adolescents** should be collected at the same 3 timepoints as the other outcome tool(s): as a pre-test, post-test and follow-up (~9 months after the pre-test).

Scoring The **DISA** provides a comprehensive multidimensional picture of adolescent drug involvement, related to six first-order factors: Drug Access, Pattern of Substance Use, Drug Use Frequency, Progression of Drug Use, Drug Use Control Problems, and Adverse Drug Use Consequences. These factors can be used as single indicators or summed to create a scaled score. The higher the score, the higher the measured construct.

1. **Drug Access:** Average of all QA1 through QA6
Scale ranges from 1 = Probably impossible, 2 = Very Difficult, 3 = Difficult, 4 = Fairly Easy, 5 = Easy, 6 = Very Easy, 0 = Don't know
2. **Pattern of Substance Use:** Average of all QB1 through QB12
Dichotomous scale: True/Not True
3. **Drug Use Frequency:** Average of all QD1 through QD12
Scale ranges from 0=Not at all, 1=Once, 2=2 or 3 times, 3=About Once/Week, 4=Several Times/Week, 5=Almost Every Day, 6=Every Day
 - **Tobacco Use:** QD1
 - **Alcohol Use:** Average of QD2 and QD3
 - **Marijuana Use:** QD4
 - **Other Drug Use (Hard Drug Use):** Average of QD5 through QD11

Reconnecting Youth Outcome Evaluation Measures *Descriptions and Costs*

4. Progression of Drug Use Scale:

QD1 = cigarette use only

QD2 = beer and wine

QD3 = hard liquor use

QD4 = marijuana use

QD6-11 = illicit drug use (other than cocaine)

QD5 = cocaine use

5. Drug Use Control Problems: Average of QE3, QE12, QF4 and QF5

Section E Scale ranges from 0 = Not at all, 1 = Once, 2 = 2 or 3 times, 3 = About Once/Week, 4 = Several Times/Week, 5 = Almost Every Day, 6 = Every Day

Section F Scale ranges from 0 = Not at all, 1 = Once, 2 = Twice, 3 = Three Times, 4 = Four Times, 5 = Five Times, 6 = Six or More Times

6. Adverse Drug Use Consequences: Average of all items (subscales) below

- **Interpersonal:** Average of QE1 and QE2
 - **Intrapersonal:** Average of QE6, QE7 and QE10
 - **Social Context/School:** Average of QF1, QF3 and QF9
 - **Social Context/Law:** Average of QF2, QF6 and QF7
-



c a s t

Coping And Support Training

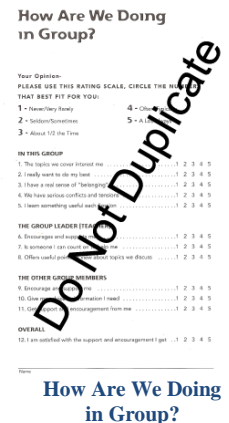
Coping and Support Training: A Roadmap for Teens

CAST PROCESS EVALUATION MEASURES Descriptions and Costs

Reconnecting Youth Process Evaluation Measures Descriptions and Costs

1. How Are We Doing in Group?

Cost	FREE. Included in each CAST Student Notebook (available through RY Inc.) See Purchase Order Form for details.
Order	CAST Student Notebook available for purchase through RY & CAST Programs, LLC . Purchase Order Form 425-861-1177 info@reconnectingyouth.com
Description	<p>How Are We Doing in Group? (HAWD) is designed to measure the degree to which the group members are exchanging expressions of social support between each other and receiving social support from the CAST Leader. It is just 12 items long.</p> <p>Use in Supervision/Feedback. The data from this questionnaire allows the CAST Leader to receive feedback about and immediately adjust their Group Building Behaviors to increase the group members' feelings of social support. Participants are taught in CAST Teacher/Facilitator Training how to use the data output from this simple tool to lead CAST group discussions about rules and behaviors that enhance feelings of support.</p> <p>CAST Coordinator Training provides details and examples about how to present and discuss data output from all process measures.</p>
Frequency/Coding	The HAWD takes students approximately 5 minutes to complete, and is collected in sessions 2, 4, 7, and 12 (four times total). Students rate on a 0 - 5 scale (where 0 = Never/Very Rarely, 3 = About ½ the Time, and 5 = A Lot/Always), their view of the CAST peer group in providing social support.
Scoring	<p>Items can be scaled; item 12 can be used as a separate indicator. Higher scores indicate positive CAST social support behavior (except item 4 which should be reverse scored).</p> <p>Interpretations of scores. The higher the Total scale score, the greater the overall level of CAST group social support behavior perceived by the CAST participants. Low scores are indicative of the fact that individuals in the group are not experiencing support from one another, and very likely there will also be low levels of Group Building Behaviors, as discussed in CAST Teacher / Facilitator Training.</p> <p>Examining the subscale scores is very useful in understanding which areas are contributing to both high and low scores.</p>



Reconnecting Youth Process Evaluation Measures Descriptions and Costs

2. Recognition of Progress

Cost **FREE.** Included in each CAST Student Notebook (available through RY Inc.)
See [Purchase Order Form](#) for details.

Order CAST Student Notebook available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description The **Recognition of Progress (ROP)** measures specific skills acquisition related to CAST skill areas and program goals (i.e., self-esteem, decision making, mood management, school performance, and controlling drug use). Students rate their current performance compared to when they began CAST; they then identify areas in which they still need improvement.

Use in Supervision/Feedback. The data from this skills acquisition scale provides the CAST Teacher / Facilitator feedback about student competence and confidence in each skill area, with additional information about skills that students hope to continue to improve upon. It is used immediately in the session in which it is collected to prompt a group discussion about individual or group trends in one or more CAST skill area.

[CAST Coordinator Training](#) provides details and examples about how to present and discuss data output from all process measures.

Recognition of Progress

Frequency/Coding The **ROP** takes students approximately 5 minutes to complete, and is collected during sessions 6, 10, and 12 (3 times total). In it, students rate on a 0 - 5 scale (where 0=Never/Very Rarely, 3=About ½ the Time, 5=A Lot/Always), their current skill level; then check any items on the back of the form that “need more work.”

Scoring Items on the front of the form can be scaled; the items on the back of the form can be used as individual indicators.

Total Skills Scale Score: Average items 1 through 13

- **Self-Esteem Sub-Scale:** Average items 1 and 2
- **Decision Making Sub-Scale:** Item 3
- **Personal Control/Moods Sub-Scale:** Average items 4 and 5
- **Personal Control/School Sub-Scale:** Average items 6, 7, 8, and 9
- **Personal Control/Drug Use Sub-Scale:** Average items 10, 11, 12, and 13

Interpretations of scores. The higher the Total scale score, the greater the overall level of personal skills acquisition perceived by the CAST participants. Drug Use items must be reverse scored.

Examining the subscale scores is very useful in understanding which areas are contributing to both high and low scores.

Reconnecting Youth Process Evaluation Measures Descriptions and Costs

3. Monitoring Group Goals

Cost **FREE.** Included in each CAST Student Notebook (available through RY Inc.)
See [Purchase Order Form](#) for details.

Order CAST Student Notebook available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description **Monitoring Group Goals (MGG)** is a log, organized by session, of how well a student is doing with each of the 3 major CAST goals: Mood Management, Drug Use Control, and Using School Smarts. Students track their progress daily on improving moods, decreasing drug use (or maintaining nonuse) and improving school smarts.

Use in Supervision/Feedback. The data from this monitoring tool provides the CAST Teacher/Facilitator feedback about student competence and confidence in each goal area. It can be used to stimulate a group discussion about individual or group trends in one or more goal area.

[CAST Coordinator Training](#) provides details and examples about how to use and present data from all process measures.

Monitoring Group Goals

DIRECTIONS: Consider your results, bring one individual performance sheet each session. Circle the appropriate number under today's Session. Connect the numbers each Session to track your progress on improving mood management, decreasing drug use (or maintaining nonuse) and improving school smarts.

MOOD (DEPRESS/ANXIETY) MANAGEMENT					
SESSION	1	2	3	4	5
Feeling happy/interested/enjoying myself					
Feeling depressed or angry					
Feeling sort of sad (or a little angry)					
Feeling OK					
Feeling great					

DRUG USE MANAGEMENT					
SESSION	1	2	3	4	5
Using any non-trash, not of course					
Using non-trash					
Using a little					
Not using, but tempted					
Not using, no tempt					

SCHOOL SMART MANAGEMENT					
SESSION	1	2	3	4	5
Missing or					
Just barely					
Doing OK, better					
Doing OK					
Doing great					

Do not reuse this page and individualize your results during Session 10.

Monitoring Group Goals

Frequency/Coding The **MGG** takes students 3-5 minutes to complete, and is collected during every session beginning in Session 3. In it, students rate on a 5-point descriptive scale (where 0=low, and 5=high), their current perception of progress in each goal area.

Scoring Each item can be used as a separate indicator. Higher scores indicate growth in a goal area (e.g., drug use control).

Interpretations of scores. The higher the Total scale score, the greater the goal attainment perceived by the CAST participants. Examining the subscale scores is very useful in understanding which areas are contributing to both high and low scores.

Reconnecting Youth Process Evaluation Measures Descriptions and Costs

4. CAST Content Evaluation Form

Cost **\$25.00** one-time fee. Sent electronically with permission to duplicate.
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC.](#)
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description The **CAST Content Evaluation Form (CEF)** contains a specific tool for each session, measuring CAST Leader coverage of Session Content. Specifically, the Leader provides data regarding skills taught, student responsiveness, time spent on each component of the lesson plan, coverage of objectives, and quality of coverage. Data collection occurs throughout the entire CAST program in order to evaluate the process of CAST delivery as designed and to address the question of implementation fidelity.

Use in Supervision/Feedback. These data provide ongoing occasions to assess and praise implementation fidelity, guiding adjustments in teacher delivery as warranted. Supervision followed by goal-setting and action planning with a CAST Coordinator are ways to use these data to achieve and sustain fidelity. The goal is for CAST Leaders to internalize the link between CAST delivery and student outcomes.

If a Teacher/Facilitator's **CEF** data suggests that he or she is not delivering the program as designed (e.g., minimal skills coverage), the CAST Coordinator can provide focused coaching and further practice for the Teacher/Facilitator. Specific and immediate feedback is needed when a trend is recognized in low dose or quality of delivery, either in specific content areas (e.g., anger management) or in segments of the anatomy (e.g., practicing new skills).

[CAST Coordinator Training](#) provides details and examples about how to use and present data from all process measures.



Fostering Positive Peer Groups
Checklist

Frequency/Coding These coding sheets can be completed by a CAST Teacher/Facilitator for self-assessment, or by a trained observer, such as the CAST Coordinator, as a basis for feedback or comparison with the CAST Teacher/Facilitator's coding. Coders mark lesson content as either covered (Yes) or not (No); provide an overall score for student responsiveness; indicate which of the lessons skills were taught; note total time for each lesson component; and rate quality of delivery for each lesson component, based on a scale from 1 - 6 (where 1 = Unsatisfactory, 2 = Insufficient, 3 = Basic/Meets Protocol, 4 = Proficient, 5 = Distinguished).

Video coding is highly recommended for accurate self-assessment and interrater reliability. The **CEF** should be coded after every session of the CAST group.

Scoring **Scoring.** To assess the actual "dose" of [skills training](#) delivered in the CAST program compared to the design, use the complete **CEF** for the entire program:

1. Total the number of skills training minutes in each of the CAST lessons.
2. Total the number of skills training minutes of the CAST lesson actually delivered.

Reconnecting Youth Process Evaluation Measures

Descriptions and Costs

3. Calculate the proportion of actual versus expected skills training minutes. This may be either less than or more than intended.

Similarly, the average lesson quality can also be calculated by totaling the scores circled under “quality of delivery” and dividing the total by the number of lessons delivered.

The same procedure can be used to determine the average “student response” to all lessons. For both scores, it is also informative to record the range of scores.

Interpretation. The data from the **CEF** provide a comprehensive picture of aspects of implementation fidelity of CAST curriculum delivery:

- The percentage of coverage of the curriculum as a whole.
 - The percentage of coverage for each component of all lessons.
 - Percentage time spent on *skills training* specifically (dose of this).
 - Average lesson quality (and range) of all lessons.
 - Average “student response” (and range) to all lessons.
-

5. Census of CAST Dose

Cost **\$1.00** one-time fee. Sent electronically with permission to duplicate.
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description The **Census of CAST Dose (Census)** provides a record of student attendance, kind of session (e.g., group or one-on-one) and level of participation. Specifically, the Leader provides data regarding group attendance, make-up lessons, and process evaluation form completion. Data collection occurs throughout the entire CAST program in order to evaluate the process of CAST delivery as designed and to address the question of implementation fidelity.



Census of CAST Dose

Use in Supervision/Feedback. It will be vital to know which participants have attended which sessions in order to speak to “dose” of this prevention program affecting student outcomes.

[CAST Coordinator Training](#) provides details and examples about how to use and present data from all process measures.

Frequency/Coding The **Census** should be completed by a CAST Teacher/Facilitator after every instance of CAST lesson delivery. Primarily, this will be in the 12 CAST group sessions, but some make-up meetings may be required, e.g. with individual students who have missed a session. The **Census** is a simple form, including a tally of attendance (Yes/No); date of meeting; and any process evaluation tools completed (HAWD/ROP/MGG).

The **Census** should be coded after every session of the CAST group and for any make-up lessons (e.g., individual meeting with student who had to miss a CAST group session).

Scoring **Scoring.** To assess the actual “dose” of CAST program content delivered to each participant compared to the design, use the complete **Census** for the entire program:

1. Total the number of CAST sessions attended for each participant plus any make-up meetings.
2. Compare to the actual skills content delivered (using the data from the CEF).

Interpretation. The data from the **Census** provide a key element of implementation fidelity of CAST curriculum delivery, namely:

- The percentage of the curriculum experienced by each participant.
 - The process evaluation measures completed by each participant.
-