



Reconnecting Youth: A Peer Group Approach to Building Life Skills

RY 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

RY Evaluation Materials

Descriptions and Costs

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RY EVALUATION MEASURES Brief Descriptions Including a Timeline and Instructions for Administration

RY Outcome Evaluation Measures

Measure	Description	Source	Target	Timing
<p>High School Questionnaire: Profile of Experiences (HSQ)</p>	<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 with Suicide Risk Screen</p> <p>Student demographics perception of risk/protective factors</p>	<p><u>Pre-test:</u> At invitation</p> <p><u>Mid-point (optional):</u> At middle of RY semester</p> <p><u>Post-test:</u> At end of RY semester</p> <p><u>Follow-up:</u> At end of semester following RY</p>
<p>Student Outcomes Inventory (SOI)</p>	<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>Pre-test:</u> At invitation</p> <p><u>Mid-point (optional):</u> At middle of RY semester</p> <p><u>Post-test:</u> At end of RY semester</p> <p><u>Follow-up:</u> At end of semester following RY</p>

<p>Personal & Social Skills Inventory (PSSI)</p>	<p>A 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 perception of skill competencies</p>	<p><u>Pre-test:</u> At invitation</p> <p><u>Mid-point (optional):</u> At middle of RY semester</p> <p><u>Post-test:</u> At end of RY semester</p> <p><u>Follow-up:</u> At end of semester following RY</p>
<p>Drug Involvement Scale for Adolescents (DISA)</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>Pre-test:</u> At invitation</p> <p><u>Mid-point (optional):</u> At middle of RY semester</p> <p><u>Post-test:</u> At end of RY semester</p> <p><u>Follow-up:</u> At end of semester following RY</p>

<i>R.Y Process Evaluation Measures</i>				
Measure	Description	Source	Target	Timing
<i>Group Social Support (GSS)</i>	Rates student's view of RY peer group support and help. Completion time: 5 minutes.	Individual Student	RY Peer Group	End of each Module (5 times)
<i>Leader Social Support (LSS)</i>	Rates student's view of RY Leader in building a positive peer group. Completion time: 5 minutes.	Individual Student	RY Leader	End of each Module (5 times)
<i>Daily Lesson History Log (LHL)</i>	Measures content (dose) and quality of sessions covered. Session name, date of delivery, number of minutes devoted to skills training, assessment of lesson quality, and assessment of student response.	RY Leader	RY Session Content and Quality	After each session
<i>Leader Fidelity Checklists:</i> <ul style="list-style-type: none"> • <i>Group Building Behaviors (GBB)</i> • <i>Life Skills Training Behaviors (LSTB)</i> 	GBB rates use of 13 positive peer group building behaviors on 3 dimensions (Making Caring Fashionable, Reversing Responsibility, Problems as Opportunities). LSTB rates 13 skills training behaviors on 3 dimensions (Motivational Prep, Skills Acquisition, Skills Application). RY sessions are designed such that all 26 behaviors should be demonstrated each session. Completion time: 10-15 minutes.	RY Leader and/or RY Coordinator	RY Leader Behaviors	At least weekly

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 RY Leader.

Definitions.

Source: The person filling out the measurement instrument.

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

Cost: All evaluation instruments are available from RY & CAST Programs, LLC. 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 Measures.

Table 2 illustrates the timeline for Process Evaluation Measures.

Pre-test = At invitation

Mid-point = At middle of RY semester/trimester

Post-test = At end of RY semester/trimester

Follow-up = At end of semester/trimester following RY

Instructions.

RY Teachers/Facilitators and Coordinators are trained in the use of many of the process evaluation measures during the [RY Teacher/Facilitator Training](#) and [RY Coordinator Training](#). Please consult with us about the best measures and timing of evaluation for your purposes.

Table 1. Outcome Measures Timeline

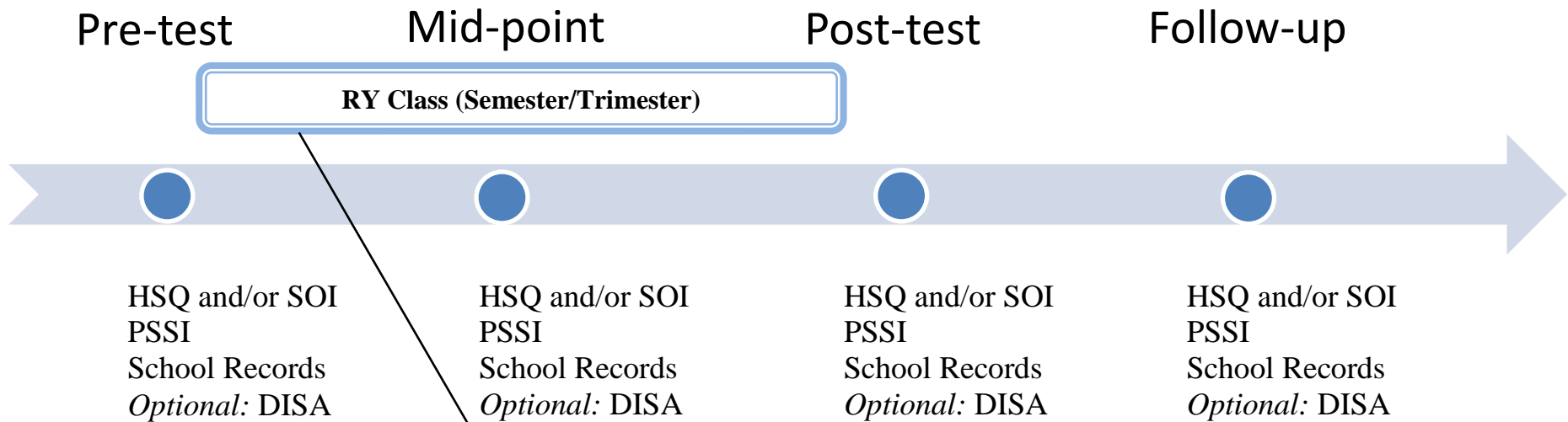
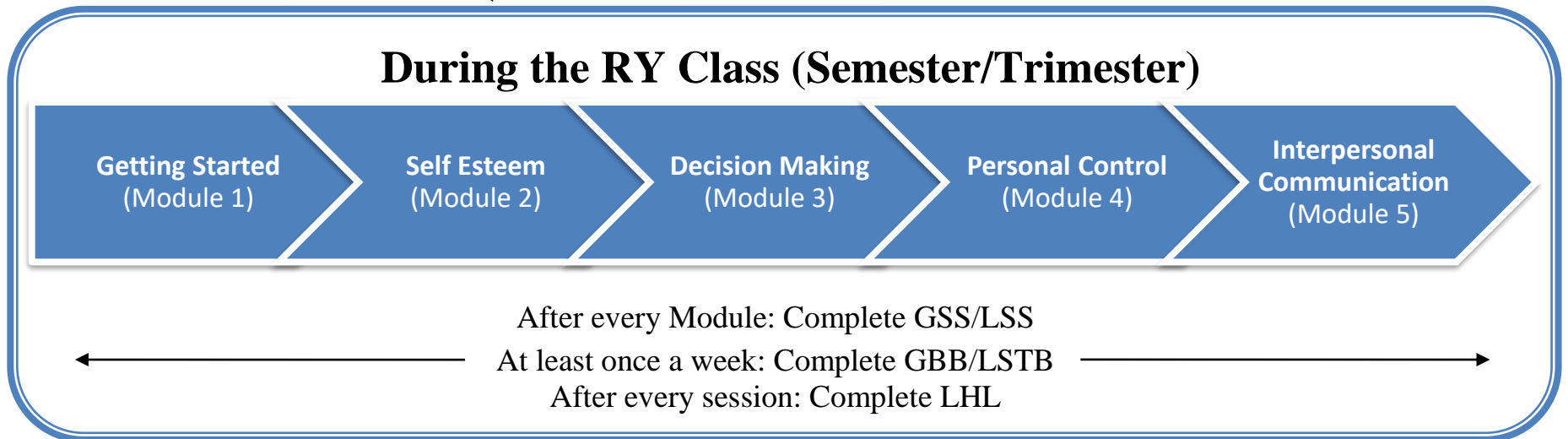


Table 2. Process Measures Timeline



Reconnecting Youth 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 (RY class 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 RY Program sites to do the same.

1. Data Collection Staff and Training/Supervision

- a) Data collectors include both male and female and representative of the population diversity of the RY 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 do not participate in 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 RY 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 participants' school or RY 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 students could be assured of privacy and in which other participants could not see 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 sealed 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 anytime and that withdrawal would have no associated negative consequences either at school or with the program staff.
- f) During the administration of the questionnaire, students are closely monitored, encouraged to work quietly and signal a staff person if they have any questions/problems.



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RY OUTCOME EVALUATION MEASURES **Descriptions and Costs***

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

Reconnecting Youth Outcome Evaluation Measures

Descriptions and Costs

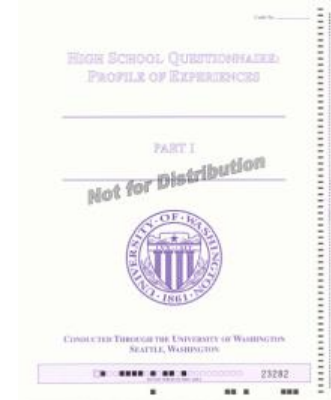
1. High School Questionnaire: Profile of Experiences

Cost **\$78.00** + S/H (per set of 12 HSQ)
We recommend 3 data points for each RY class. Bulk order discounts available.
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
[Purchase Order Form](#)
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Description Used in all RY 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 is suggested 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** 3-4 times: as a pre-test, post-test and follow-up (the semester after RY), and in some cases midway through the intervention (mid-semester).

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

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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 and 8 (both reverse scored), and 15
- **Depression:** Average score of QIII-QA4, 10, 11, 24, 27, and 29

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- **Perceived Stress:** Average score of QIII-A3, 28, and 31
- **Anger:** Average score of QIII-A16, 30 and 53, B1, 5, 7 and 14

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
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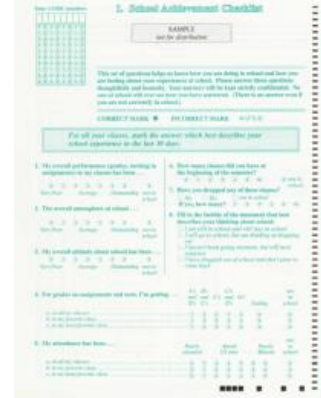
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2. Student Outcomes Inventory

Cost \$64.80 + S/H (per set of 36 SOI)
See [Purchase Order Form](#) for details.

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[Purchase Order Form](#)
425-861-1177
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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 3-4 times: as a pre-test, post-test and follow-up (semester after RY), and in some cases midway through the intervention (mid-semester).

Scoring It is recommended that you reverse score responses such 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 give drug but 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

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B. Drug Use Frequency: Average of all QII-B1 through QII-B12

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. Personal and Social Skills Inventory

Cost \$40.50 + S/H (per set of 36 PSSI)
See [Purchase Order Form](#) for details.

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[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 RY:

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

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



Personal and Social Skills
Inventory

Frequency/Coding Because personal competencies are a posited mediator to RY outcomes, this data is collected at the same 3-4 timepoints as the other outcome tool(s): as a pre-test, post-test and follow-up (semester after RY), and in some cases midway through the intervention (mid-semester). 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 indicates 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

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4. Drug Involvement Scale for Adolescents

Cost \$95.58 + S/H (per set of 36 DISA)
See [Purchase Order Form](#) for details.

Order Available for purchase through [RY & CAST Programs, LLC](#).
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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 3-4 timepoints as the other outcome tool(s): as a pre-test, post-test and follow-up (semester after RY), and in some cases midway through the intervention (mid-semester).

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

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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
-



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RY PROCESS EVALUATION MEASURES Descriptions and Costs*

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

Reconnecting Youth Process Evaluation Measures Descriptions and Costs

1. Group Social Support Checklist

Cost **\$81.00** + S/H (per set of 60 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 RY peer group. The Group Social Support Checklist includes the same items as the Leader Social Support Checklist, but the target is different (RY group versus Teacher/Facilitator social support).

Group Social Support Checklist

Use in Supervision/Feedback. The data from this questionnaire allows the RY 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 [RY 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.

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

Frequency/Coding The **Group Social Support Checklist** takes students approximately 5 minutes to complete, and is collected at the end of every RY Module (5 times total), at the same time as the Leader Social Support Checklist. Students rate on a 0-6 scale (where 0=Never, 2=Sometimes, 4=Usually, 6=Always), their view of the RY 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 RY Leader social support behavior. Scoring is identical to the **Leader Social Support Checklist** (described below).

Interpretations of scores. The higher the Total scale score, the greater the overall level of RY group social support behavior perceived by the RY students in the 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.

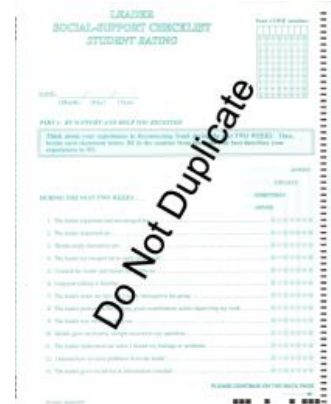
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2. Leader Social Support Checklist

Cost **\$81.00** + S/H (per set of 60 LSS)
See [Purchase Order Form](#) for details.

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[Purchase Order Form](#)
425-861-1177
info@reconnectingyouth.com

Description This 15-item questionnaire is designed to measure the degree to which group members are experiencing social support from the RY Teacher/Facilitator (Leader) as designed and intended. Specifically, the level of trust, ease of communication, perception of support and general perceived helpfulness of the RY Teacher/Facilitator.



Leader Social Support Checklist

Use in Supervision/Feedback. The data from this social support scale allows the RY Teacher/Facilitator to receive feedback about, and

- Adjust (increase and/or sustain high levels) of the social support he/she delivers in terms of communication and specific helpful behaviors during the group process;
- Pinpoint specific areas of strength to be sustained and areas requiring improvement in terms of the subscale scores;
- Express appreciation to the group for their feedback; and
- Plan for multiple ways to
 - Consistently role-model all the Leader social support behavior;
 - Involve the group in discussions about ways of increasing trust and feelings of support in the group.

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

Frequency/Coding The **Leader Social Support Checklist** takes students approximately 5 minutes to complete, and is collected at the end of every RY Module (5 times total). In it, students rate on a 0-6 scale (where 0=Never, 2=Sometimes, 4=Usually, 6=Always), their view of the RY Teacher/Facilitator in building a positive peer group.

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

Total Support Scale Score: Average items 1 through 13

- **Supportive Communication Sub-Scale:** Average items 1, 3, 4 and 6
- **Trust Sub-Scale:** Average items 5, 7 and 11
- **Perceived Helpfulness Sub-Scale:** Average items 9, 10, 12, and 13

Reconnecting Youth Process Evaluation Measures *Descriptions and Costs*

Interpretations of scores. The higher the Total scale score, the greater the overall level of RY Teacher/Facilitator social support behavior perceived by the RY students in the group. Low scores are indicative of the fact that individuals in the group are not experiencing support from the Teacher/Facilitator, and very likely that there will also be low levels of positive peer support.

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. RY Daily Lesson History Log

Cost **\$25** 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 **RY Lesson History Log** is a tool for recording detailed data about what occurred in each RY session, including session name, date of delivery, number of minutes devoted to skills training (in the Today's Activities section), assessment of lesson quality, and assessment of student response. When the log is reliably and validly completed, the data can be used to assess the quantity and quality of the RY "dose."

Daily Lesson History Log

Use in Supervision/Feedback. These data provide ongoing occasions to assess and praise implementation fidelity, guiding adjustments in teacher/facilitator delivery as warranted. Supervision, including goal-setting and action planning with an RY Coordinator, provides ways to use these data to achieve and sustain fidelity. The goal is for RY Teachers/Facilitators to internalize the link between their lesson delivery and student outcomes.

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

Frequency/Coding The RY Teacher/Facilitator fills out a section of the **RY Lesson History Log** immediately following every RY session. Coding takes less than 30 seconds to fill in the date and session name, then circles the appropriate number representing time spent on the skills training (1=Less than 15 minutes, 2=15 to 24, 3=25 to 34, 4=35 to 44, 5=45+ minutes), lesson quality (1=Minimum, 3=Good, 5=Outstanding) and student response (1=Minimal, 2=Good, 5=Outstanding).

Scoring To assess if the desired proportion of time was spent on each module as designed and to assess if the curriculum was delivered on schedule, use the complete **RY Lesson History Log** for the entire semester:

1. Count the number of sessions in each of the five modules. Total the number of allotted sessions for the entire RY Curriculum.
2. Count the number of sessions actually delivered for each of the five modules.
3. Calculate the proportion of actual versus expected sessions per module. This may be either less than or more than intended.
4. Calculate the degree to which the five modules began and ended on schedule.

Reconnecting Youth Process Evaluation Measures *Descriptions and Costs*

To assess the actual “dose” of skills training delivered in each of the 5 modules:

1. For each module, total the responses in the column for “Time Spent on Today’s Activities” and divide the total by the *expected* number of sessions.
2. Similarly, the average lesson quality for each module can also be calculated by totaling the scores circled under “quality” and dividing the total by the number of *actual* sessions delivered per module.
3. The same procedure can be used to determine the average “student response” to sessions in each module. For both scores, it is also informative to record the range of scores.

Interpretation. The data from the **RY Lesson History Log** provide a comprehensive picture of aspects of implementation fidelity of RY curriculum delivery:

- The percentage of coverage of the curriculum as a whole (defined as all sessions, including boosters, reviews and other special sessions). Expected is 100%, fidelity to the program can be 85% and up.
- The percentage of coverage for each module.
- The degree to which modules began and ended on schedule.
- Percentage time spent on *skills training* specifically (dose of this).

Average lesson quality (and range) to sessions in each module.

Reconnecting Youth Process Evaluation Measures
Descriptions and Costs

4. Leader Fidelity Checklists (Group Building and Life Skills Training Behaviors)

Cost **\$27.00** + S/H (per set of 20 GBB/LSTB)
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 **Fostering Positive Peer Groups** and **Life Skills Training Checklists** are two tools designed to measure how well the RY Teacher/Facilitator is implementing the essential behaviors and responsibilities (*Group Building Behaviors* and *Life Skills Training Behaviors*) required of an effective RY leader. Data collection occurs throughout the RY semester in order to evaluate the process of RY delivery as designed and to address the question of implementation fidelity.

Use in Supervision/Feedback. If a Teacher/Facilitator's **Group Building Behaviors Checklist** data suggests that he or she is doing a poor job of facilitating a positive peer group culture, the RY Coordinator can provide focused coaching and further practice for the Teacher/Facilitator in group building behaviors; and/or to help the Teacher/Facilitator plan a group discussion about increasing feelings of support.

Similarly, if the Teacher/Facilitator and Coordinator complete the **Life Skills Training Behavior Checklist** weekly, the output will provide areas for improvement which will impact students' growth in skills and program goal areas. RY Coordinator Training provides details and examples about how to present/use data from all process measures.



Fostering Positive Peer Groups Checklist

Frequency/Coding These checklists can be completed by an RY Teacher/Facilitator for self-assessment, or by a trained observer, such as the RY Coordinator, as a basis for feedback. The scale for quality and frequency of behaviors ranges from 0-6 (where 0=Not Observed, 1=Poor or Missing when Expected, 2=Fair/Below Expectations of Protocol, 3=Well Done, Meets Expectations & Protocol, 4=Very Good/Exceeds Expectations, 5=Truly Exceptional/Extremely Effective). Video coding is highly recommended for accurate self-assessment and interrater reliability. The timeline for data collection of this tool is once a week during the course of the RY class.

Scoring To calculate the overall rating for a leader:

- Add the responses for each behavior, then divide by 13.
- This produces a score ranging from 0-5 (0=Not Observed and 5=Truly Exceptional/Extremely Effective).

To calculate subscores for the 3 categories (in bold) on each checklist:

- Divide the sum of item scores by the number of items in that category.

Reconnecting Youth Process Evaluation Measures *Descriptions and Costs*

Interpretation. The higher the Total scale score, the more frequent and better the quality of these necessary RY Teacher/Facilitator behaviors. Low scores indicate inadequate or inappropriate use of the Teacher/Facilitator behaviors, and very likely will be reflected in low levels of positive peer or leader support and/or skills acquisition. Examining the subscale scores is very useful in understanding which areas are contributing to both high and low scores.

We now know from our research that to bring about changes in student behavior and goal attainment, scores of 4 and 5 must be achieved and maintained.
