

## *Active Parenting of Teens: Families in Action*

# QUALITY ASSURANCE PROTOCOL AND SURVEYS

The materials in this packet were developed for the original *Families in Action* program as the protocol for a funding grant from SAMHSA. Findings were published in two peer-reviewed journals:

Abbey, A., Pilgrim, C., Hendrickson, P., and Buresh, S. (2000). Evaluation of a family-based substance abuse prevention program targeted for the middle school years. *Journal of Drug Education*, Vol. 30, No.2, 2000.

Abbey, A., Pilgrim, C., Hendrickson, P., Lorenz, S. (1998). Implementation and impact of a family-based substance abuse prevention program in rural communities. *The Journal of Primary Prevention*, Vol. 18, No. 3, 1998.

The teen and parent surveys that Abbey, Pilgrim, et al used to collect data for these studies are duplicated in this document for informational purposes. The surveys include material from several copyrighted measurement instruments. Anyone wishing to use these surveys for non-personal use (e.g. to collect data for research) needs to obtain permission from the authors. For author information, please see References in Appendix 3.



[www.activeparenting.com](http://www.activeparenting.com)

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# **APPENDIX 1**

# Bi-Annual Narrative Form

## *ACTIVE PARENTING OF TEENS: FAMILIES IN ACTION Program*

This form will be completed every six months by the Project Coordinator. The Project Coordinator will document in detail all activities that have transpired in the previous six months. For each category listed below answer in terms of:

- 1) What has been accomplished.
- 2) The present status of any current projects.

Please answer each question for each school district. Please attach this cover page with your narrative.

This narrative reflects _____ / _____ / _____ through _____ / _____ / _____
Narrative completed by _____
Narrative completed on _____ / _____ / _____

This Process Evaluation Form contains the following sections:

Section A – Program Staff

Section B – Program Participants

Section C – Program Sites

Section D – Curriculum

Section E – Outcome Measures

Section F – Promotion

Part One: The Schools

Part Two: The Community

Part Three: General

Section G – Relationships

Part One: The Schools

Part Two: The Community

Section H – Finances

Section I – Unanticipated Events

Section J – Upcoming Events

Section K – Miscellaneous

## **SECTION A – PROGRAM STAFF**

INCLUDE ALL STAFF WORKING ON THE PROJECT REGARDLESS OF SALARY. VOLUNTEERS SHOULD ALSO BE INCLUDED.

1. Have there been any staff departures? If yes, explain.
2. Has new staff joined the program? If yes, describe the position filled and the qualifications of any new staff.
3. Have there been any problems recruiting staff for the program? If yes, explain.
4. Have there been any changes in hours worked? If yes, explain.
5. Has any staff training occurred? If yes, explain.
6. Were there any problems with staff? For example: staff morale, job commitment, or any performance issues. If so, explain.
7. Have staff members received honors or special recognitions? If yes, attach copy and describe.
8. Is there anything else you think should be documented about staff? If yes, explain.
9. Have any process meetings with staff occurred? If yes, give dates and describe.

## **SECTION B – PROGRAM PARTICIPANTS**

1. Have any changes been made in the last six months in the recruitment of program participants and or any incentives used? If so, explain.
2. List the sites that are conducting the program and the number of sessions that have been run at each site.
3. Are there any differences between program participants from the different sites? For example, communication style, demographics, education, parental style, or work experience. If yes, describe.
4. Have any barriers to participation been observed, e.g., transportation, time of day, or site location? If yes, describe the barrier(s) and any changes made to address those barriers.
5. Anything else noteworthy about program participants not mentioned above? If yes, describe.

## **SECTION C – PROGRAM SITES**

1. Describe the physical environment at each program site. Include the type of facility being used (e.g. school, church), the size of the rooms being used, atmosphere of the building, and access to equipment and storage space.
2. Have there been any problems with the physical environment at any site? For example, inadequate space for class, no place to store equipment, too hot or too cold, too much noise? If yes, describe.
3. Are there any differences between the program sites such as the size or environment of available rooms or the ease of access for participants? If yes, describe.

## **SECTION D - CURRICULUM**

1. Have any changes been made in the parent curriculum? If yes, attach changes and describe.
2. Have any changes been made in the student curriculum? If yes, attach changes and describe.
3. Are you aware of any problems with the curriculum not discussed above? If yes, describe.

## **SECTION E – OUTCOME MEASURES**

1. List which groups have received an outcome measure, i.e., the pre/post survey.
2. Have there been any problems with administering the pre/post survey? If yes, describe.

## **SECTION F - PROMOTION**

### **Part One: the Schools**

The term “schools” refers to superintendents, school boards, principals, teachers, counselors, administrative personnel, etc., in the school district.

1. Describe specifically what was done by staff in each school to market the program, e.g., flyers, speaking engagements, e-mails, web announcements, special assemblies. Please attach a detailed description of each marketing campaign, including time frame.
2. Did the schools request anything from the program? If yes, describe.
3. Did the schools develop, organize or promote any effort to publicize the program? If so, describe.

## **Part Two: the Community**

The term “community” refers to any agency or individual not covered under the term “schools.”

1. Describe specifically what was done by the staff in each community to market the program, e.g., businesses approached, flyers distributed, e-mails, web announcements, speaking engagements, connections made or donations solicited. Please attach a detailed description of each marketing campaign, including time frame.
2. Did the communities request anything from the program? If so, describe.
3. Did the communities develop, organize or promote any effort to publicize the program? If so, describe.

## **Part Three: General**

1. Any other promotional ideas not discussed above? If so, describe.

## **SECTION G - RELATIONSHIPS**

### **Part One: the Schools**

The term “schools” refers to superintendents, school boards, principals, teachers, counselors, administrative personnel, etc., in the school district.

1. Describe each school’s overall perception of the program
2. Are there any problems with any of the schools? Explain.
3. Any new successes with the schools? Explain.
4. Any changes in relations with any of the schools? Describe.
5. Are there any school relations problems? Describe.

### **Part Two: the Community**

The term “community” refers to any agency or individual not covered under the term “schools.”

1. Describe each community’s overall perception of the program
2. Are there any problems with any of the communities? Explain.
3. Any new successes with the communities? Explain.
4. Any changes in relations with any of the communities? Describe.
5. Are there any community relations problems? Describe.

## **SECTION H - FINANCES**

1. Have there been any financial concerns? Describe.
2. Have any donations been made, such as gifts or discounts? If so, describe what was donated, the donator, and how this donation was used by the program.

## **SECTION I – UNANTICIPATED EVENTS**

1. Have there been any unanticipated setbacks? If so, describe.
2. Have there been any unanticipated successes? If so, describe.

## **SECTION J – UPCOMING EVENTS**

1. List all upcoming events of which the evaluation team should be aware. Please include dates and times if possible.

## **SECTION K– MISCELLANEOUS**

1. Are there any item(s) or concern(s) that have not been covered in the above sections? If so, describe.

*Thank You!*

**APPENDIX 2**

# Active Parenting of Teens: FAMILIES IN ACTION

## Participant Survey – Week 5

We would like to make this program even better! To do this, we would like you to complete this weekly survey. Please fill out the entire form. Be as honest as possible. Answer each question in terms of today's group meeting.

1. Person completing this form: (circle)  Adult  Student
2. Who is your Group Leader today? \_\_\_\_\_
3. What is today's date? \_\_\_\_\_
4. Please rate today's meeting by circling the number on the grid below:

1	2	3	4	5
Awful	Poor	Good	Very Good	Excellent

5. What did you LIKE about today's meeting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What did you DISLIKE about today's meeting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. How much of today's material were you able to understand?

1	2	3	4	5
None	A little	Some	A lot	Everything

8. How comfortable did you feel talking in your group?

1	2	3	4	5
Not at all	A little bit	Somewhat	Very	Extremely

9. How well do you think the group leader did today?

1	2	3	4	5
Awful	Poor	Good	Very Good	Excellent

## **SCHOOL SUCCESS SELF-RATING CHECKLIST FOR PARENTS**

**This is NOT a test!!!** It is a list of suggestions for how parents can be involved in their children's education in a positive way. See how many of these you already do. Then see if there are any ideas listed below that you would like to challenge yourself to use in the future.

### **ACADEMIC APPROACHES TO SCHOOL SUCCESS**

DO I ...

- Get to know my child's teachers?
- Have a positive attitude about teachers and school in general?
- Learn about the Junior High/Middle High school grading system?
- Write on my calendar important school dates such as the end of the marking periods, the dates of parent-teacher conferences, and the dates of open houses, concerts, special programs, etc?
- Keep close track of what my child is learning in school and how well he or she is achieving?
- Help my child to assess his or her academic strengths?
- Help my child with homework, but never do it for him or her?
- Help my child find a tutor if he or she needs one?
- Know the school's expectations of what my child should accomplish?
- Help my child prioritize school, activities, putting homework ahead of social activities?
- Read or at least skim my child's textbooks so I have some idea of what is being taught?
- Have a communication system with the school so I know what's happening there?
- Know and support the school's rules?
- Attend open houses, parent-teacher conferences, and important special meetings?
- Help my child to find challenges in school to keep him or her interested?

# **SCHOOL SUCCESS SELF-RATING CHECKLIST FOR PARENTS**

## **SOCIAL APPROACHES TO SCHOOL SUCCESS**

DO I ...

- Actively guide my son or daughter in selecting and participating in appropriate, well-supervised activities which provide him or her with challenging opportunities?
- Make sure that my son or daughter has appropriate opportunities to socialize with young people his/her age?
- Know about the emotional and behavioral aspects of adolescence so I can understand what my child is going through and be supportive at times when my child may not have any other source of support?
- Help my child manage his/her time in order to have a balance between home, school, job, cultural and spiritual activities, and friends?
- Pay attention to the types of friends my child spends time with?
- Know if my child is comfortable with people of both sexes? With people of his or her own age?
- Always monitor my child's activities and know where he is, who he is with and what he is doing?

## **BEHAVIORAL APPROACHES TO SCHOOL SUCCESS**

DO I...

- Have a clear, consistent set of guidelines for behavior which I expect my child to follow both at home and at school?
- Monitor my child to see if he/she is maturing in work and responsibility habits?
- Check all of the facts when an incident happens between my child and another person before deciding what to do about it?
- Check all the facts when I learn my child has broken a rule at school?
- Make sure that my child follows through on the commitments he/she makes to me and to other people?
- Support my child, but also make sure I know all of the facts in any situation confronting him/her?

## **TIPS FOR COMMUNICATING WITH YOUR CHILD'S TEACHER**

1. Get to know your child's teacher before a problem develops. Just as in any other relationship, the more contact you have with your child's teacher, the better you will know and understand one another.
  
2. If you think you may have a problem or disagreement with your child's school or teacher, please check the facts and try to obtain as much information as possible before coming to a conclusion. Children often see things differently than adults.
  
3. Please remember that you and your child's teacher are on the same team. You both have your child's well being in mind.
  
4. Your child's teacher wants to have a good relationship with both you and your child.
  
5. Your child's teacher wants to be as helpful as possible. Be prepared to offer your helps as well.
  
6. Teachers are ordinary people with feelings. Use the same courtesy and respect with your child's teacher as you would with a neighbor or friend.

# **SENTENCE COMPLETION**

(Handout)

Please complete each sentence with the first thing that comes to mind as you read it:

Something I learned tonight is:

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---

Something I understand better as a result of tonight's meeting is:

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---

Something I will do or try as a result of what I learned tonight is:

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*Active Parenting of Teens: Families in Action*

**EVALUATION FORM FOR GROUP LEADERS**

**Group leaders, please fill out the entire form immediately after the session.**

Please be honest and accurate in your assessment. Answer each question in terms of today's group meeting. Give the form to the School Coordinator before you go home.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your School District: \_\_\_\_\_

Which are you? (circle)      Parent Group Leader      Student Group Leader

Session Number: (circle)      1      2      3      4      5      6

**Circle One Number:**

1. How talkative was your group today?

1 NOT VERY	2 A LITTLE	3 SOMEWHAT	4 VERY	5 EXTREMELY
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2. How often did your members respond to questions you asked, with ideas, suggestions, or comments?

1 NEVER	2 SELDOM	3 SOMETIMES	4 FREQUENTLY	5 ALWAYS
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3. How often did your members respond with ideas, suggestions, or comments to others in the group?

1 NEVER	2 SELDOM	3 SOMETIMES	4 FREQUENTLY	5 ALWAYS
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4. How much of today's material did the group members seem to understand?

1 NONE	2 A LITTLE	3 SOME	4 A LOT	5 EVERYTHING
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5. Overall, how would you rate today's session?

1 EXTREMELY POOR	2 POOR	3 GOOD	4 VERY GOOD	5 EXCELLENT
------------------------	-----------	-----------	----------------	----------------

6. Did you notice any differences among your group members? (For example, education, communication style, or interest level.)

Yes     No

If yes, please explain.

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---

---

7. Did you have any problems today?

Yes     No

If yes, please explain.

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8. Would you recommend any changes to the program content or leader instruction?

Yes     No

If yes, please explain.

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# **APPENDIX 3**

## REFERENCES

The parent and student surveys that are duplicated on the following pages include material from several copyrighted measurement instruments, as listed below. Anyone wishing to use these surveys for non-personal use (e.g. to collect data for research) needs to obtain permission from the authors.

R. Moos, *Family Environment Scale-Form R* (2nd Edition), Consulting Psychologists Press, Palo Alto, California, 1986.

G. Gottfredson, *The Effective School Battery*, Psychological Assessment Resources Incorporated, Odessa, Florida, 1984.

E. V. Piers, *Piers-Harris Children's Self-Concept Scale Revised Manual*, Western Psychological Services, Los Angeles, 1984.





## PARENT SURVEY – Page 2.

Please answer these questions about you and your child. Circle only one number for each question.

	Never	Rarely	Sometimes	Often
1. How often do you help your child with his/her school work?	1	2	3	4
2. How often do you discuss your child's school situation with the teachers?	1	2	3	4
3. How often do you participate with your child in activities or hobbies?	1	2	3	4
4. How often do you attend events like fairs, athletic games, picnics, or movies, etc. together as a family?	1	2	3	4
5. How often do you have a family night during the week?	1	2	3	4
6. How often do you go to church together as a family?	1	2	3	4
7. How often do you have religious activities together at home as a family?	1	2	3	4
8. How often do you work around the home or farm together as a family?	1	2	3	4

Please check off any activity that you or anyone in your immediate family has done in the past year:  
(Check all that apply)

- Attended an athletic event at school
- Attended a School Board meeting
- Attended a PTA, PTO, or other parent/school meeting
- Talked with a school counselor, social worker or psychologist about your child's school work
- Talked with a social worker, psychologist, or counselor outside of school
- Attended Parent/Teacher conferences at school
- Talked with a school principal

PARENT SURVEY – Page 3.

The following are statements about families. If you think the statement is true or mostly true of your family, circle TRUE. If you think the statement is false or mostly false of your family, circle FALSE.

You may feel that the statement is true for some member and false for others. Circle the choice that represents the most members of the family. If the members are evenly divided, decide which feelings are stronger and pick that one. Do not circle more than one answer for each question.

	True	False
1. Family members help and support one another.	1	2
2. We often seem to be killing time (just hanging out and doing nothing) at home.	1	2
3. We put a lot of energy into what we do at home.	1	2
4. There is a feeling of togetherness in our family.	1	2
5. We rarely volunteer when something has to be done at home.	1	2
6. Family members back each other up.	1	2
7. There is very little group spirit in our family.	1	2
8. We get along well with each other.	1	2
9. There is plenty of time and attention for everyone in our family.	1	2
10. Family members rarely order each other around.	1	2
11. There are very few rules to follow in our family.	1	2
12. There is one family member who makes most of the decisions.	1	2
13. There are set (specific) ways of doing things at home.	1	2
14. There is a strong emphasis (importance) on following rules in our family.	1	2
15. Everyone has a say in family decisions.	1	2
16. We can do whatever we want to in our family.	1	2
17. Rules are pretty inflexible (not changing) in our household.	1	2
18. You can't get away with much in our family.	1	2

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PARENT SURVEY – Page 4.

Here are some questions about your child’s junior high/middle school. How important is each of the following to you?

	Not Important	Fairly Important	Very Important
1. What the teachers think about your child	1	2	3
2. The grade your child gets in school	1	2	3

Here are some questions about what you like or don’t like about the school. How do you feel about the following?

	Don’t Like	Like
3. This school as a whole	1	2
4. The principal	1	2
5. The classes your child is taking	1	2
6. The teachers	1	2
7. The counselors	1	2

We would like to know if you disagree or agree with these sentences.

	Disagree	Agree
8. I have a lot of respect for the teachers.	1	2
9. This school makes my child like to learn	1	2
10. My child is learning the things he/she needs to know.	1	2

Please answer how YOU feel for each question. (Circle one number for each question.)

	Definitely No	Probably No	Probably Yes	Definitely Yes
11. Would you be upset to discover your teenager has tried cigarettes or chewing tobacco?	1	2	3	4
12. Would you disapprove of your teen having friends who use cigarettes or chewing tobacco?	1	2	3	4

Please answer the following questions in terms of your child who just started junior high/middle school. Please circle only one answer for each question.

1. Your child plays her music too loud even though you told her to turn it off. Why did she do this?
  - A. She wanted to show her power over you.
  - B. She wanted to withdraw from you.
  - C. She wanted to challenge you.
  - D. She wanted to have more contact with you.
  
2. Your child got mostly A's on his report card, but he is disappointed because he got one C. What would you most likely say?
  - A. "You should not feel so disappointed."
  - B. "It is not a big deal, next time you can get all A's."
  - C. "It's good you got so many A's."
  - D. "You should study more next time."
  
3. It was your child's responsibility to clean up the family room. It is still a mess. What would you most likely do?
  - A. Insist that she immediately clean the room
  - B. Help her clean the room so that you can make sure it gets done.
  - C. Clean up the room for her, but ground her for a few days.
  - D. Tell her she cannot go out with her friends until she cleans the room.
  
4. Your child has not been invited to a party. What would you most likely say?
  - A. "It sounds like you are disappointed."
  - B. "It is not a big deal, there will be more parties."
  - C. "Why do you think you didn't get invited?"
  - D. "I had the same thing happen to me when I was your age."
  
5. Your two children are arguing all the time. Once again, they begin an argument with each other. What would you most likely do?
  - A. Tell them to stop arguing.
  - B. Ground both of them for awhile.
  - C. Yell at them and demand the fighting stop.
  - D. Have a family meeting to discuss it.
  
6. What is a good approach to use in preventing your child from using alcohol and other drugs?
  - A. Refuse to allow him to associate with people who you suspect use alcohol.
  - B. Make sure you know who he is with and where he is.
  - C. Ground him if he goes to a party where youth are drinking.
  - D. Lecture him about the dangers of using alcohol and other drugs.

THANK YOU VERY MUCH!

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# STUDENT SURVEY

The purpose of these questions is to get a better understanding of our junior high/middle school students. Please answer each question as best as you can.

1. What is today's date? \_\_\_\_\_

2. Which are you? (circle one)    girl/female    boy/male

3. How old are you? \_\_\_\_\_ years

4. What grade are you in right now? \_\_\_\_\_ grade

5. What is your birth date?                    \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
MONTH                    DAY                    YEAR

6. With whom do you live? (Check all that apply.)

Mother             Stepmother             Older Sister(s)             Younger Sisters(s)

7.  Father             Stepfather             Older Brother(s)             Younger Brother(s)

you about  Other (please describe): \_\_\_\_\_  
 program? \_\_\_\_\_

How did  
hear  
the FIA

Please answer how YOU feel about each of the following by circling just one number on each question.)

		Definitely No	Probably No	Probably Yes	Definitely Yes
1.	Would you be upset if your friend took you to a party where alcohol was being consumed?	1	2	3	4
2.	Would you be disappointed if your friend drank alcohol, even if it was the first time they had tried it?	1	2	3	4
3.	Would you disapprove of a friend who sometimes drinks alcohol?	1	2	3	4
4.	Would you be upset if you rode in a car driven by someone who had been drinking alcohol?	1	2	3	4
5.	If your friend got drunk on a special occasion like a graduation party or New Year's Eve, would you be angry?	1	2	3	4
6.	Would you be upset if your friend took you to a party where cigarettes or chewing tobacco were being used?	1	2	3	4
7.	Would you disapprove of a friend who sometimes uses cigarettes or chewing tobacco?	1	2	3	4

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## STUDENT SURVEY – Page 2.

The following are statement about families. If you think the statement is true or mostly true of your family, circle TRUE. If you think the statement is false or mostly false of your family, circle FALSE. You may feel that the statement is true for some members and false for others. Circle TRUE if the statement is true for most members. Circle FALSE if the statement is false for most members. If the members are evenly divided, decide which feelings are stronger and pick that one. **Do not circle more than one answer for each question.**

1.	Family members help support one another.	TRUE	FALSE
2.	We often seem to be killing time (just hanging out and doing nothing) at home.	TRUE	FALSE
3.	We put a lot of energy into what we do at home.	TRUE	FALSE
4.	There is a feeling of togetherness in our family.	TRUE	FALSE
5.	Family members rarely volunteer when something has to be done at home.	TRUE	FALSE
6.	Family members back each other up.	TRUE	FALSE
7.	There is very little group spirit in our family	TRUE	FALSE
8.	We get along well with each other.	TRUE	FALSE
9.	There is plenty of time and attention for everyone in our family.	TRUE	FALSE
10.	Family members rarely order each other around.	TRUE	FALSE
11.	There are very few rules to follow in our family.	TRUE	FALSE
12.	There is one family member who makes most of the decisions.	TRUE	FALSE
13.	There are set (specific) ways of doing things at home.	TRUE	FALSE
14.	There is a strong emphasis (importance) on following rules in our family.	TRUE	FALSE
15.	Everyone has a say in family decisions.	TRUE	FALSE
16.	We can do whatever we want to in our family.	TRUE	FALSE
17.	Rules are pretty inflexible (unchanging) in our household.	TRUE	FALSE
18.	You can't get away with much in our family.	TRUE	FALSE

Please circle TRUE or FALSE for these questions about your friends.

1. My friends can tell when I'm upset about something.	TRUE	FALSE
2. When we discuss things, my friends care about my point of view.	TRUE	FALSE
3. Talking over my problems with friends makes me feel ashamed or foolish.	TRUE	FALSE
4. I wish I had different friends.	TRUE	FALSE
5. My friends understand me.	TRUE	FALSE
6. My friends help me to talk about my difficulties.	TRUE	FALSE
7. My friends accept me as I am.	TRUE	FALSE
8. My friends listen to what I have to say.	TRUE	FALSE
9. I feel my friends are good friends.	TRUE	FALSE
10. My friends help me to understand myself better.	TRUE	FALSE
11. My friends care about how I am feeling and doing.	TRUE	FALSE
12. I feel angry with my friends.	TRUE	FALSE
13. I trust my friends.	TRUE	FALSE
14. My friends respect my feelings.	TRUE	FALSE
15. I can tell my friends about my problems and troubles.	TRUE	FALSE

Please check off any activities that you or anyone in your immediate family have done in the past year:  
(Check all that apply)

- Been a member of a school club
- Been a member of a sport team at school
- Was in the audience at a school athletic event
- Talked with a **school** counselor, social worker or psychologist
- Talked with a social worker, psychologist or counselor **outside of school**
- Attended Parent/Teacher conferences at school
- Talked with a school principal

STUDENT SURVEY — Page 4.

Please fill in the blank.

1. At what age do you think it is okay to drink more than just a sip of alcohol? \_\_\_\_\_

Please answer TRUE or FALSE for this question about your friends.

1. Most of my friends think school is a pain.	TRUE	FALSE
---	------	-------

Here are some questions about your school. How important is each of the following to you?

	Not Important	Fairly Important	Very Important
1. What teachers think about you	1	2	3
2. The grade you get at school	1	2	3

Here are some questions about what you don't like or like about the school. How do you feel about the following?

	Don't Like	Like
3. This school as a whole	1	2
4. The principal	1	2
5. The classes your are taking	1	2
6. The teachers	1	2
7. The counselors	1	2

We would like to know if you agree or disagree with these sentences.

	Disagree	Agree
8. I have a lot of respect for the teachers.	1	2
9. This school makes me like to learn	1	2
10. In class, I am learning the things I need to know.	1	2

😊 THANK YOU VERY MUCH!

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**APPENDIX 4**



## *Active Parenting of Teens: FAMILIES IN ACTION*

### **Teachers' Instructions for Administering Survey**

Note: Teachers, because this research project is being done under the guidance of \_\_\_\_\_, we are required to follow certain ethical guidelines. These instructions have been designed according to their guidelines. Therefore, it is very important that these instructions are followed in administering the survey. Please make sure to read out loud all of the new information required in the directions and to follow the procedures for collecting the surveys from the students.

#### **1. Before going to class**

- a. Obtain your surveys and stamped, addressed envelope (for the students to put the surveys in when finished.)
- b. Make sure that each survey has a tag stapled to it with the name of a student in your class. If you do not have a survey labeled for each student, take a survey (without a name on it) and have the student put his or her telephone number on the survey. (Birth date can be used in lieu of a telephone number.)

#### **2. Before distributing the survey**

- a. Read out loud the following statement to your students:

*"The school wants to do a better job in helping you and your parents. We are giving you and your parents' questions to answer. Your parents have already been told that we will be giving you these questions. We would like you to help us by answering the questions on the survey.*

*We hope you will answer all the questions, but you do not have to unless you want to. You can turn in a blank survey. If there is a question that bothers you, you do not have to answer it. These questions are not a test of any kind. There are no right or wrong answers. We are just interested in what you think. No one except the researchers at \_\_\_\_\_ will ever see what you put upon on your paper. Please do not write your name on any of the pages. We do not want your name so that you can be really honest and write exactly what you think. Your parents have been told you are completing this survey.*

*There is a piece of paper with your name on it stapled to the survey. Remove your name as soon as you get your survey. Your name is on the survey so that we could give you the survey with your identification number on it. The researchers, who we will send this information to, do not want a name on any surveys, so they use identification numbers. The researchers would like to be able to match all of your surveys together and that's why we need to include an identification number.*

*We will take about 15 to 20 minutes to complete this survey. I will read all of the directions and each question aloud to everyone. After we are finished, I will pass around an envelope and I want you to put your survey inside. The last person will seal the envelope and it will be mailed to the researchers at \_\_\_\_\_ who are helping with this information.*

*Now I will begin passing out the surveys. Please wait for me to give everyone a survey and then we will all start at the same time. Thank you very much for your help!"*

### 3. Distributing the survey

- a. Make sure no one sits too close to another student.
  - b. Distribute a survey to each student. Each survey will have a tag stapled to it with the name of a student. The name of the tag means that survey should go to that student. You must only give the survey to the student whose name appears on the tag. It is necessary that you always remember to match students to the correct name on the survey.
  - c. Call off the name on the tag as you distribute the survey to the student.
  - d. As each student is given the correct survey you should ask them to REMOVE the tag with their name. Remind students that they must do this so that their responses remain anonymous.
  - e. If they do not object, all students should complete the survey, including those who have already taken the Families in Action program.
4. Read out loud all directions and each question. If someone asks you for help, it is okay to define a word for them; for example, to say that “conflict” means “fight”. It is not okay to provide any additional interpretation or to give lengthy examples – this may change people’s answers.
  5. When the class is finished, each student puts his or her own survey into the envelope. The last student who puts their survey into the envelope should lick the envelope and use the metal tag to securely seal the surveys inside.

This procedure is very important; it allows the students to feel that their answers are staying completely confidential.

Write on the envelope the number of students who refused to fill out a survey.

6. Mail the sealed envelope of surveys to \_\_\_\_\_.

☺ THANK YOU FOR YOUR HELP, TEACHERS!

**APPENDIX 5**



## *Active Parenting of Teens: FAMILIES IN ACTION*

### **Instructions for Program Staff for Preparing Surveys**

#### Before the program session:

1. Make sure that there are enough copies of both the **Parent Survey** and the **Student Survey**.
2. Check to make sure you have 2 large (8x11) envelopes pre-stamped and addressed to \_\_\_\_\_.
3. Make sure you have the copy of student identification numbers for the school in which the program will be held.
4. Obtain the name of all program registrants.

#### Explanation of Identification Numbers:

1. Each student has an identification number next to his or her name on the school roster. This number will be the identification number for the student's entire family, including adults in the home (mom, dad, guardian, step-parent, etc.) and siblings.
2. If there are two students in the school they will each have their own number (you can pick one of either the two number for the parents' surveys.)
3. If an additional sibling who attends the program does not have an identification number, use the same number of the student who does have one, but add an "A" at the end. This "A" will designate that this is an additional sibling in the family. If there is more than one additional sibling, designate the next sibling with a "B". However, remember to write down who was assigned the "A" or "B" so you can use the same letter for the same student on the pre-test and post-test. In addition, you must tell evaluation staff which student was assigned to which letter so that they can correctly code the 10-week follow-up surveys.
4. Some of the family members have different last names; please make sure the identification numbers clearly indicate who is part of the same family.
5. If, and only if, there is no school identification number, use the family's telephone number. If they do not have an identification number or a telephone number, use the student's birth date. It gets very messy when we use the telephone numbers or birth dates, so please only use this as a last resort!
6. In addition to the identification number, a school code is placed before the identification number on each survey. The school code is simply the letter that corresponds to the school in which the program is being held.

#### School codes:

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Procedure:

1. Type the school code and identification number on the last page of the survey. Place it on the left side at the very bottom of the page. Make sure you have Parent Surveys for parent identification numbers and Youth Surveys for student identification number. (It's easy to get confused!)

Example: **R 990041**

*This would be written on the survey for a participant in Richardson Middle School with the number of 90041.*

2. Write the name of each student on a small slip of paper. Match the name to the correct identification number. Attach the name to the Student Survey by stapling it to the front page in the left corner. Repeat this procedure for Parent Surveys.
3. After you have all the surveys with identification numbers and names attached, put all Student Surveys in the large envelope addressed to \_\_\_\_\_. Take a sheet of paper and paper clip it to the envelope, and write on the paper the school name, Student Surveys, whether it is pre-test or post-test, and the date these will be used. Repeat this procedure for Parent Surveys.
4. So when you are done, you will have one envelope full of surveys prepared for the Parent Group Leader and one prepared for the Student Group Leader. Each survey will have an identification typed on it and a name stapled to it, names will be detached at the program session, so returned questionnaires are confidential. Proper use of the identification numbers is essential if we are to match individuals' pre-test, post-test and follow-up surveys.

Thank you for your careful attention to these details!!