**Common Outcomes & Indicators – Common Tool Questions (December, 2013)**

**Home Visitation**

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**PREAMBLE**

***What Are the Common Tool Questions?***

We have developed a collection of questions that address:

* A mix of questions that will suit a mix of quantitative and qualitative methods.
* Flexibility of how questions can be asked (such as survey or interview, some questions also allow for staff observation, creative methods, group discussion/reflection) – so you can decide what the best fit is for you and the people in your program.
* Language and format that will work across program areas and populations
* Feasibility in terms of response time for participants and staff

For each indicator, we have presented at least one closed question and at least one open-ended question.

Each question is written at a ‘mid-level’ of specificity, so that it can apply across multiple program areas that use the same common indicator for which the question is written.

For a particular common indicator, you may wish to choose the question(s) for that indicator that is (are) most relevant to your program. This would be similar to what you now do when you choose the most relevant indicators for a common outcome. Not all questions will be relevant to all agencies/programs.

***Where Do the Questions Come From?***

All questions have at least ‘face validity’ – they appear to measure the intent of the indicator. In some cases, we drew from agencies’ existing tools for content.

Many questions come from other sources (such as existing tools); others were developed ‘from scratch’ using general principles of writing evaluation questions.

Some questions/tools come from research literature or population surveys, and have had further reliability and validity testing done. Some of the more ‘formal’ questions/tools from literature are public domain (Nobody’s Perfect Parenting Program, Community Capacity Building Tool – both from Public Health Agency of Canada), but others are copyrighted. In the latter cases, we used broad dimensions from these tools in our questions and refer to the copyrighted tool. If agencies or their funders wish to order these tools, there would be a fee to purchase. (We understand that some agencies may already be using some of these measures for their own evaluation purposes.)

We made some trade-off decisions for some questions, with regard to how direct & specific versus how familiar a format is (to participants) and quick to use.

***How Can You Use These Questions with Your Existing Agency Tools?***

These questions are intended to strengthen your already existing data collection methods and tools (not replace them). That is, questions can be embedded within tools you are already using.

We have created a sample ‘mock survey’ that demonstrates how questions can be selected and inserted into an existing tool. This type of process will allow agencies to insert ‘common questions’ into their existing tools (surveys, interviews, etc), so agency staff can include some of these common tools with their own agency-specific questions.

The instructions and informed consent information in the ‘mock survey’ tool can be adapted to other methods (such as one-to-one or group interviews, creative methods, staff observation).

If you use any of these questions, please keep the wording provided, so as not to change the measurement intent of the question. However, do feel free to make minor changes to fit your context; for example substitute the word “client” or “user” for “participant”, if you wish. For many questions, you will need to insert the name of your program in the question – where you see [program] in brackets. For some questions, you can choose words that make the most sense for your program (for example, choosing among “program”, “service”, “resource” or some other term that fits).

***Do You Have to Use These Questions?***

Your funding liaison person will let you know if there are certain questions that may be especially useful to ask your participants, and if there is any expectation about reporting on particular questions.

Try out the questions that you like best for your program, and let your funder know which of those questions work well and which ones may still need some work or change. Agency feedback has been integral to the whole process of developing the common outcomes, common indicators, and now the common tool questions. You or someone in your agency may have participated in some of those discussions. Your feedback is valued.

***When Would You Ask These Questions?***

We are aware that there will likely be variation in the times at which agencies can ask questions or make observations of participants. For some agencies pre (BEFORE) and post (AFTER) measurement is feasible, but for others, it is not. Some agencies may decide to slightly modify BEFORE and AFTER to early-program and late-program (we still consider that BEFORE-AFTER). For some agencies, it may work best to ask questions or make observations at one point in time, at/near the end of the program – either because participants would not be able to provide an accurate BEFORE-program measure (e.g., when self-rating their own skills), or because of concerns about resource limitations for staff, response burden for participants, or participant life circumstances that limit multiple measures (e.g., transience). In some cases, it may be feasible to ask participants AFTER to reflect back on how they were doing BEFORE the program; in other cases only an AFTER measure may be practical to gather. We considered these challenges when we were developing and revising these questions, and our NOTES throughout the document suggest options (and in some cases, limitations).

***What Are the Supplementary Questions?***

While we were going through the process of developing these questions, we sometimes thought of other questions that did not quite measure the indicator, or that went beyond the indicator. We have included these questions as Supplementary Questions (under green headings, and in a different font), because agencies may find them of interest for their purposes, beyond COG reporting.

***How to Navigate This Document?***

The main part of each question in bolded blue, as is each question number. Response categories, prompts, and other instructions or comment are in black type. Any notes we have about a question begin with NOTE: in red. To avoid repetition of notes within an outcome section, we often refer you back to an earlier note in that section.

The questions you have received are for the common outcomes/indicators for your program area, as determined with your funder. Please note that because there are often multiple program areas that report on the same outcome, you may see questions that do not seem relevant to your program, That is OK; those questions will be more relevant to another program area that reports on the same outcomes/indicators.

If you are interested in also using some of the questions that go with other common outcomes/indicators outside your program area, please ask your funder for the version(s) of this document that covers the other outcomes/indicators of interest to you.

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| B | B. Participants have the skills needed to address identified issues *(Adult support, Disability support, Home visitation, Community development, Prevention of family violence and bullying)* | 1. Participants report being able to cope with day-to-day stress | **NOTE:** The following question could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able realistic about their ability to cope), you may wish to ask them to do two ratings AFTER. In this case, you could use the question above at the end of the program (AFTER measure), then ask them to answer it again while thinking about their experience with this person BEFORE they started coming to the program. It is best to ask them to do the BEFORE rating without them being able to see their AFTER rating, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome B on skills to address identified issues, you could ask each AFTER question, then go back and ask the BEFORE ratings.  **(Survey or interview with participant):**  **(a.1) In general, how is your ability to handle day-to-day stress in your life? For example, stress you feel with work, family and/or volunteer responsibilities.[[1]](#footnote-2)**  **Would you say your ability is...?**  1 Excellent  2 Very good  3 Good  4 Fair  5 Poor  **NOTE:** Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.  **(a.2) Overall, how is your ability to handle day-to-day stress in your life, compared to when you started [program]? For example, stress you feel with work, family and/or volunteer responsibilities.**  **Would you say your ability is...?**  1 Better  2 About the same  3 Worse  **NOTE:** Open-ended questions could be asked BEFORE and AFTER, or AFTER only (2nd point under a.3 would then be asked). You may also decide to ask a.3 partway through the program, if that would be useful and feasible).  **(Open-ended elaboration or alternative):**  **(a.3) What, if anything, do you do to handle day-to-day stress in your life? For example, stress you feel with work, family and/or volunteer responsibilities?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code responses by strategies participants use to handle stress – and note differences in how participants describe their experiences before and after program. |
|  |  | b) Participants report an increased capacity to solve day-to-day problems and challenges (problem-solving skills) | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **(Survey or interview with participant):**  **(b.1) In general, how is your ability to solve day-to-day problems and challenges in your life? For example, solving problems and challenges that come up in your work, family and/or volunteer responsibilities? [[2]](#footnote-3)**  **Would you say your ability is...?**  1 Excellent  2 Very good  3 Good  4 Fair  5 Poor  **NOTE:** Please read the note that precedes a.2, as it applies here as well.  **(b.2) Overall how is your ability to solve day-to-day problems and challenges in your life, compared to when you started [program]? For example, solving problems and challenges that come up in your work, family and/or volunteer responsibilities?**  **Would you say your ability is...?**  1 Better  2 About the same  3 Worse  **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(b.3) What are some things you do to solve day-to-day problems and challenges in your life. For example, solving problems that come up with work, family and/or volunteer responsibilities?**  **- How is that similar to, or different from, when you started [program]?**  **NOTE:** Code responses by strategies participants use to handle day-to-day problems and challenges – and note differences in how participants describe their experiences before and after program.. |
|  |  | c) Participants demonstrate or report skills in one or more of the following areas:[[3]](#footnote-4)  - money management/financial (e.g., budgeting, banking)  - self-care (e.g. strategies they can use to cope with stress, stay safe )  - community involvement/socialization (e.g., engagement in events, activities, or groups within their community)  - self-advocacy (e.g., following through with accessing resources/referral)  - interpersonal/ relationship (e.g., communication, assertiveness, conflict resolution)  - parenting (e.g., giving positive feedback to child(ren), communicating/ modeling positive alternatives to negative child behaviours)  - literacy skills (e.g., reading, writing)  - refusal skills (e.g., communicating refusal to take part in crime, gang involvement, substance use)  - engaging in positive alternatives to negative (risky) behaviours)  - employment/career related (e.g., work readiness, business skills, continuing education)  - leadership (e.g., planning or organizing actions, communicating in ways that inspire others’ positive actions in family or community) | **NOTE:** The chart below is intended to be used with each participant BEFORE and AFTER the program. BEFORE the program, staff would discuss each skill that applies to the participant and your program. The BEFORE ratings would be used to set goals for the skills the participant will work to improve (determined jointly by participant and staff). So only the skills that are the focus of improvement would be assessed AFTER the program.  **(Interview with participant -** Instructions below are meant to inform the staff person filling out the form; not to be read to participants)  **(c.1) The following chart contains several categories of skills that may be applicable to this participant. Within each category are examples of what that skill could look like. (The skill is not limited to only these examples). If a skill category is not applicable, please check N/A in the far right column. (For example, employment skills would not be applicable to participants who are not able to work.)**  **If there are other relevant skill categories that are not mentioned, please add them by using the ‘other’ category at the end of this chart.**  **In order to accurately complete the chart below, please involve the participant, and others who know the participant’s present skills well (other staff, family members), as appropriate. You will be most likely to use a combination of observation and conversation when filling out the chart.**  **For each applicable skill, please rate the level (Basic, Intermediate, Advanced) BEFORE the participant started [program]. Use the comments column to elaborate further, if you wish. AFTER [program], please rate the participant again with regard to *skills that they worked on during [program].* (Use far right column to note that skills not addressed – even if deemed applicable at start of program.**   | **Category[[4]](#footnote-5)** | **1**  **Basic** | **2**  **Inter-**  **mediate** | **3**  **Advanced** | **Comments** | **N/A** | **Did not work on these skills in program** | | --- | --- | --- | --- | --- | --- | --- | | Managing money (consider how well person does tasks such as household budgeting, banking, etc) |  |  |  |  |  |  | | Taking care of self (consider how well the person appears to cope with stress, has a plan to stay safe [e.g., at home, street, school - if applicable), etc.) |  |  |  |  |  |  | | Getting involved in community –neighbourhood, other “community of interest” (consider how well person participates in events, activities, or groups within the relevant community/communities, etc.) |  |  |  |  |  |  | | Advocating for self (e.g., consider how well person follows through with accessing resources in the community, follows up on referrals, etc.) |  |  |  |  |  |  | | Engaging in positive Interpersonal relationship behaviours (consider how well person communicates with others, stands up for self, sets boundaries, resolves conflicts, etc.) |  |  |  |  |  |  | | Engaging in positive parenting actions (consider how well person gives positive feedback to child[ren], communicates or models positive alternatives to their child[ren]) |  |  |  |  |  |  | | Being literate (consider how well person reads, writes, can follow instructions) |  |  |  |  |  |  | | Refusing to participate in risky or unhealthy behaviours (consider how well person communicates, to peers, that s/he does not want to take part in behaviours such as crime, gang involvement, substance use, etc.) |  |  |  |  |  |  | | Engaging in positive alternatives to risky or unhealthy behaviours (consider how well person participates in recreational activities, volunteering, etc.) |  |  |  |  |  |  | | Preparing for employment/career (consider how well-prepared person is in terms of being ready to work [e.g., has considered fit between own interests/skills and job/career¸, resources s/he needs to have in place to go to work], developing business skills (if relevant), taking continuing education as needed, etc.) |  |  |  |  |  |  | | Taking leadership roles (consider how well the person does community-focused tasks like planning actions, organizing actions, encouraging others in their family or community to participate in actions) |  |  |  |  |  |  | | Other – please specific (and add rows to this table as needed |  |  |  |  |  |  |   **NOTE:** The following question can be used AFTER the program, as an overall rating, after you fill out the chart BEFORE and AFTER. Or, if it is not feasible to fill out the chart, this question can be used as a general ‘stand-alone’ question AFTER the program, followed by the open-ended c.3., if desired. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.  **(Direct staff observation, combined with interview with participant):**  **(c.2) Overall, how much progress has the participant made toward their goal(s) for improving skills, since s/he started [program]?** (based on staff observation, with participant/participant input)  1 No progress yet  2 Some progress  3 A lot of progress  **(Open-ended elaboration or alternative – combination of observation and interview as in c.2):**  **(c.3) On which goal(s) has the participant making the most progress, since starting [program]?**  **- On which goals does s/he need to do a lot more work?**  **NOTE:** Code response by types of goals and types of progress made – and types of goals where work still needed.  **Supplementary questions:** For further elaboration on skill-related goals.  Further break down c.2 above, for each goal:  **How much progress is the participant/participant making toward (insert the first goal here)? (based on staff observation with participant/participant input)**  1 No progress yet  2 Some progress  3 A lot of progress  (Repeat for additional goals)  Additional question that could follow (assuming that participants have demonstrated some progress). This question does not directly reflect the indicator, but could be useful:  **How are you using the skills you have learned in [program] to your own life?** |
|  |  | d) Participants report having personal characteristics that are likely to help them address their identified issues - e.g., resiliency (ability to ‘bounce back’ from setbacks), optimism (positive outlook for future), positive self-esteem (feeling good about self, seeing own strengths), sense of meaning/purpose - e.g., pertaining to family/friends, broader community, belief systems (e.g., spiritual) | **NOTE:** Please read the note that precedes a.1, as it applies here as well.  **NOTE:** The questions in the table below can each stand alone.[[5]](#footnote-6) You can measure whichever characteristics you usually focus on helping participants strengthen (see “Construct name”, left column). Use the “Response format “(right column) that goes with each question in the middle column (“ESS item”). The reverse-coded item for Resilience means that 1=strongly agree and 5=strongly disagree.  **(Survey or interview with participant):**  **(d.1)** (see table on next page)    **NOTE:** Please read the note that precedes a.3, as it applies here as well.  **(Open-ended elaboration or alternative):**  **(d.2) When there are issues in your life that are stressful, what strengths do you find ‘inside yourself’ to help you deal with, or get through, these issues.**  **- How is that similar to, or different from, when you started [program]?**  **(Creative methods alternative to d.2 above):**  **(d.3) Ask the participant to tell a story about how they found strengths do you find strengths ‘inside themselves’, to deal with a stressful issue(s).**  **NOTE:** Code responses (for d.2 or d.3) for fit with the personal characteristics (resiliency, optimism, etc.) A template/glossary with fairly simple definition of each type of characteristic would be useful, for consistency). |

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| C | C. Participants increase their network of social support *(Adult support, Children*  *& youth, Family support, Disability*  *support, FASD, Home visitation,*  *Prevention of family violence and bullying, seniors)* | a) Participants report that they have one or more new people that turn to for help (may include program staff, other program participants as well as others in the community [[6]](#footnote-7) - these others could be neighbours, coaches/other leaders) | **NOTE:** Based on feedback from agencies, the questions below are organized by age group.  **NOTE:** You could ask the next question once the child has been coming to the program for a few weeks, and again close to the end of the program (AFTER). If you are also able to ask the child the question right at the start (BEFORE), which would be ideal, just drop the “now that you’re coming to [program]”, and start with “who helps you….”. Then you would not need to ask a.2 below.  ***School Age Children Question***  **(Survey or interview with child):**  **(a.1) Now that you’re coming to [program], who helps you with stuff like homework, problems with friends, or other troubles? (You can pick more than one answer in the list below)**  \_\_ No one  \_\_ My mom/dad  \_\_ Other adults who care about me a lot (grandparent, aunt, uncle, good friend of mom/dad)  \_\_ My brother(s)/sister(s)  \_\_Program staff [*put in staff names or correct program name*]  \_\_My teacher  \_\_My new friends  **(a.2) Are these the same people who helped you with this stuff before you came to [program], or are they different people?**  **NOTE:** Code responses by sources of help.  **NOTE:** You could ask this question once the child has been coming to the program for a few weeks, an again close to the end of the program (AFTER). If you are also able to ask the parent the question right at the start (BEFORE), which would be ideal, just drop the “since coming to [program”, and start with “who does your child turn to….”. Then you would not need to ask a.4 below.  ***School Age Children Question***  **(Survey or interview with parent):**  **(a.3) Since coming to the program, who does your child turn to for help with issues like homework, problems with friends, or other troubles? (Please check all that apply)**  \_\_No one  \_\_Parents  \_\_Other adults who are close to your child (grandparent, aunt, uncle, good friend of mom/dad)  \_\_ Brother(s)/sister(s)  \_\_Program staff *[put in staff names or correct program name*]  \_\_Teacher  \_\_New friends  **(a.4) Are these the same people who helped your child before you came to [program], or are they different people?**  **NOTE:**  Code responses by sources of help.  ***Adolescent Questions***  **NOTE:**These questions are deliberately very brief and simple, as agencies have expressed concerns about challenges of getting adolescents to provide any data at all. The questions would be asked ideally be asked once youth have been coming to the program for a few weeks, and again at end of program.  **Low-risk youth**  **(Survey of interview with youth):**  **(a.5) Since coming to [program/youth centre], do you get:**  \_\_More help from other people  \_\_The same help from other people  \_\_Less help from other people  **High-risk/vulnerable youth** (e.g., homeless/precarious housing, addictions, child abuse)  **NOTE:** These youth may be hard to reach through survey or conversation. You could text the question, if they have cell phones. There is a trade-off here between getting more specific data, versus getting any data at all (risk of getting no data).  **(a.6) Do you know people who will help you if you need it?**  \_\_Yes \_\_No  **(a.7) Has this changed since [program/outreach]?**  \_\_Yes \_\_No  ***Adult Questions***  **NOTE:** The next few questions may be easiest to ask retrospectively (AFTER), but could also be asked partway through the program too, if that would be useful and feasible.  **(Survey of interview with participant):**  **(a.8) Since you started this program, have you met any new people that you could turn to for help if needed?**  \_\_ Yes \_\_\_ No  **(IF YES): Please answer the following questions:**  **(a.9) How many program staff have you connected with that you could turn to for help?** **(If you are not sure of the exact number, please give your best estimate.)**  \_\_ program staff  **(a.10) How many other program participants (peers) have you connected with, that you could turn to for help? (If you are not sure of the exact number, please give your best estimate.)**  \_\_ other program participants  **(a.11) How many program volunteers have you connected with that you could turn to for help?** **(If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ volunteers  **(a.12) About how many people in your neighbourhood have you met, through this program, who you now know well enough to ask for a favour? (Favours could be such things as picking up the mail, watering plants, shoveling snow, lending tools or garden equipment, carrying things, feeding pets when neighbours are on holiday, shopping)?[[7]](#footnote-8) (If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ people in the neighbourhood  **(Open ended elaboration or alternative):**  **(a.13) Since you started this program, how (if at all) has your network of helpful (supportive) people changed?**  ***Prompts****: (as needed, to flesh out details of the support network):* How did you meet these people (through the program, or somewhere else)? How do you interact with them? What role(s) do they play in your life? Overall, about how many helpful (supportive) people have you met through this program?  **(Creative methods alternative to Question a.6, using photovoice):**  **(a.14)** **Ask participants to take pictures (with cell phones or disposable cameras) of the settings/activities where have met new people, through the program, that they could turn to for help. Then interview participants about the people they met in these settings and the roles they play in participants’ lives.**  (Use ***prompts*** as above, as needed.)  **NOTE:** Code responses (for a.6 or a.7) and photos (if used) by types of people referred to in a.2 through a.5. , and any other types of people they have connected with – as well as settings and activities where they made the connections, how they interact. |
|  |  | b) Participants report making new social connections with peers in the program or in the broader community (through the program) | **NOTE:** Because it would not be meaningful to ask these questions in reference to BEFORE and AFTER the program, they are retrospective (AFTER). The questions could also be asked partway through the program, if that would be useful and feasible.  ***School Age Children Question***  **(Survey or interview with child):**  **(b.1) How many new kids your age have you met in [program],**  \_\_1  \_\_2  \_\_More than 3  ***Adolescent Question***  **NOTE:** These questions are deliberately very brief and simple, as agencies have expressed concerns about challenges of getting adolescents to provide any data at all. You will need to determine what method is best for your participants – survey, interview, text message. Method may vary for low versus high-risk youth.  **(b.2) How many new young people have you met in [program/youth centre], that you really like?**  \_\_None  \_\_1  \_\_2  \_\_More than 3  ***Adult Questions***  **NOTE:** The next few questions may be easiest to ask retrospectively (AFTER), but could also be asked partway through the program too, if that would be useful and feasible.  **(Survey or interview with participant):**  **(b.3) How many people in [program] have you connected with socially? (For example, you talk with them before or after the program, sit with them at program activities, go with them for coffee, meals or other places.)** **(If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ participants (peers) in the program  **(b.4) How many people in your community have you connected with socially, that you met through [program]? (For example, you talk with them at community events, go with them for coffee, meals, or other places.) (If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ people in the community |
|  |  | c)Participants report (1) making new friends, or (2) maintaining friendships, through their involvement in the program (these could be friends within the program or friends they make in the broader community, with support from the program) | **NOTE:** Please read the note that precedes b.1, as it applies here as well.  ***School Age Children Question***  **(Survey or interview with child):**  **(c.1) How many new friends have you made in [program]?**  \_\_None  \_\_1  \_\_2  \_\_More than 3  (Open-ended elaboration, if participants report new friends above):  (c.2) How come you made friends with the kids in [program]?  *Prompts:* How often do you see each other?  Where and when do you see each other? What do you do together?  **NOTE:** Code responses for reasons children made friends, and ways they interact.  ***Adolescent Question***  **NOTE:** Please read the note that precedes b.2, as it applies here as well.  **(Survey or interview with youth):**  **(c.3) Friends are other young people you know well and trust. How many new friends have you made in [program/youth centre]?**  \_\_None  \_\_1  \_\_2  \_\_More than 3  (Open-ended elaboration, if youth report one or more friends above):  (c.4) How come you made friends with other young people in [program]  *Prompts*: How often do you see each other? Where and when do you see each other? What do you do together?  **NOTE:** Code responses for reasons children made friends, and ways they interact.  ***Adult Questions***  **NOTE:** Please read the note that precedes b.3, as it applies here as well.  **(Survey or interview with participant):**  **(c.5) How many new friends, if any, have you made through [program]?**  **(If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ friends  **NOTE: Ask following questions if participant has made at least one new friend through the program:**  **(c.6) How many of these new friends do you see on your own time, outside of [program]?**  **(If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ friends  **(c.7) How many of the new friends you made through [program] are people who live in the community, but do not come to [program]? (If you are not sure of the exact number, please give your best estimate.)**  \_\_\_ people in community  **(Open ended elaboration or alternative):**  **(c.8) Since you started [program], how (if at all) has your network of friends changed?**  ***Prompts*** *(as needed, to flesh out details of the support network):* How did you meet these friends (through the program, or somewhere else)? How often do you see each other? Where and when do you see each other? What things do you do with these friends? Overall, about how many new friends have you met through this program?  **(Creative methods alternative to c.8 using photo voice):**  **(c.9)** **Ask participants to take pictures (with cell phones or disposable cameras) of the settings/activities where have met new friends, through the program. Then interview participants about the friends they met in these settings.**  (Use ***prompts*** as above, as needed)  **NOTE:** Code responses (for c.8 or c.9) and photos (if used) by types of friends, how they connected (settings, activities), how they interact. |
| H | H. Participants have knowledge of child development *(Home visitation, Parent Link Centres)* | 1. Parents/caregivers identify activities that are appropriate for their child(ren)’s development (e.g., what activities they would encourage children to do, or do with their children, at a particular age/stage) | **NOTE:** The following question would ideally be asked when the parent begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they may not be able to accurately assess how much they know), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.  **NOTE:** The next question refers to age, for simplicity of the question. If in your program, age and stage of development do not correspond, substitute ‘stage of development’ (or another more appropriate term) for age.  **(Survey or interview with parent):**  **(a.1) Thinking about activities that you could do with your child, would you say you know:**  1 Very few activities appropriate for your child’s age?  2 Some activities appropriate for your child’s age?  3 Several activities appropriate for your child’s age?  4 Many activities appropriate for your child’s age?  **NOTE:** Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.  **(a.2) Compared to when you started [program], would you say you know:**  1 More activities appropriate for your child’s age, that you could do with your child?  2 About the same number of activities appropriate for your child’s age, that you could do with your child?  3 Fewer activities appropriate for your child’s age, that you could do with your child?  **(Open-ended elaboration or alternative):**  **(a.3) What specific activities do you know of, that are a good fit with your child’s present age or stage of development? (Please share examples)**  **NOTE:** Code responses by types of activities mentioned and how parent describes those activities as linked to development age or stage.  **Supplementary Questions:** This question goes beyond the knowledge indicator, but could be useful for agencies, if they are interested in looking beyond knowledge to use of their learning.  **How much do you agree or disagree with each of the following statement:**  **I use ideas that I learned at this program to help me manage my child's behavior**  1 Strongly disagree  2 Disagree  3 Neither agree nor disagree  4 Agree  5 Strongly agree |
|  |  | (b) Parents/caregivers identify ways they can interact with their child(ren) in a way that matches his/her level of development (e.g., read to child(ren), engage in interactive play in home or community) | **NOTE:** Please read the first note that precedes a.1, as it applies here as well.  **(Survey or interview with parent):**  **(b.1) How much do you agree or disagree with each of the following statements? (Please check the column that best reflects what you think.)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Statements** | **1**  **Strongly disagree** | **2**  **Disagree** | **3**  **Neither agree nor disagree** | **4**  **Agree** | **5**  **Strongly agree** | | I know the type of books my child prefers |  |  |  |  |  | | When I play with my child, I think of what I can expect of him or her. |  |  |  |  |  | | The games we play are easy for my child to understand. |  |  |  |  |  | | I take my child to places where I know she or he will be able to play with other children the same age. |  |  |  |  |  |   **NOTE:** Please read the first note that precedes a.2, as it applies here as well.  **(b.2) Compared to when you started [program], how much would you say you know about each of the following: (Please check the column that best reflects what you think.)**   |  |  |  |  | | --- | --- | --- | --- | | **Statement** | **1**  **Less** | **2**  **About the Same** | **3**  **More** | | I know the type of books my child prefers. |  |  |  | | When I play with my child, I think of what I can expect of him or her. |  |  |  | | The games we play are easy for my child to understand. |  |  |  | | I take my child to places where I know the she or he will be able to play with other children the same age. |  |  |  |   **(Open ended alternative):**  **(b.3) How do you decide what to play, read or do with your child?**  ***Prompts:*** What things do you consider? Who decides? (you or your child) How do you introduce new things? How do you encourage your child to try new things?  **(Alternative to b.3, using creative method, such as photo voice):**  **(b.4)** **Ask parents to take some pictures of activities they do together with their child that are really fun and that their child seem to enjoy the most. Then interview participants about how they decide to do these photographed activities which activities with their child).**  (Use ***prompts*** as above.)  **NOTE:** Code responses (for b.3 or b.4) by how each activity choices mentioned by the parent, and ways they describe activities fitting with age/stage of development of their child.  **Supplementary Questions:** These go beyond the indicator, but could be really good broad questions for agencies to ask.  **What is the most important thing you have learned about your child’s development since you started coming to the program? Why was this such an important learning?** |
|  |  | c) Parents identify the developmental stages that can be expected of their child in relation to:  -Communication  -Physical development  -Attention  -Focus | **NOTE:** Please read the first note that precedes a.1, as it applies here as well.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **(Survey or interview with parent):**  **((c.1) How much would you say you know about each of the following childhood development areas, as they apply to your child? (Please check the column that best reflects what you think.)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Area of Development** | **1**  **None** | **2**  **Very little** | **3**  **Some** | **4**  **Quite a bit** | **5**  **A lot** | | Speech and language (communication) |  |  |  |  |  | | Overall physical |  |  |  |  |  | | Fine motor |  |  |  |  |  | | Gross motor |  |  |  |  |  | | Social skills |  |  |  |  |  | | Emotional |  |  |  |  |  |   **NOTE:** Please read the first note that precedes a.2, as it applies here as well.  **(c.2) Compared to when you started [program], how much would you say you know about each of the following areas of development? (Please check the column that best reflects what you think.)**   |  |  |  |  | | --- | --- | --- | --- | | **Area of Development** | **1**  **Less** | **2**  **About the Same** | **3**  **More** | | Speech and language (communication) |  |  |  | | Overall physical |  |  |  | | Fine motor |  |  |  | | Gross motor |  |  |  | | Social skills |  |  |  | | Emotional |  |  |  |   **(Open-ended elaboration or alternative):**  **(c.3) In your view, what are some of the things that are unique to your child’s age, in terms of development?**  (***Prompt*** by development areas from c.2 above)  **NOTE:** Code responses by areas of development in c.2 above  **NOTE:** Items below in c.3 go beyond the indicator as written, but the indicator itself (focused on developmental stages) was deemed too narrow by some agencies. These questions cover multiple child development factors.[[8]](#footnote-9)  **(Survey or interview with parent):**  **(c.4) Please rate how much you agree or disagree with each of the following statements. (Please check the column that best describes your experience. If the topic was not covered in the program please check "not covered".)**   | **Statement** | **Not covered** | **1**  **Strongly disagree** | **2**  **Disagree** | **3**  **Neither agree nor disagree** | **4**  **Agree** | **5**  **Strongly agree** | | --- | --- | --- | --- | --- | --- | --- | | I am aware of how children change as they learn and grow. |  |  |  |  |  |  | | I do things with my child to help him  or her learn. |  |  |  |  |  |  | | I know how to discipline my child without hitting or spanking. |  |  |  |  |  |  | | I know how to set clear limits for my child |  |  |  |  |  |  | | I can get my child to cooperate without yelling. |  |  |  |  |  |  | | I make time to play with my child. |  |  |  |  |  |  | | I make time to talk with my child. |  |  |  |  |  |  | | I know how to keep my child healthy. |  |  |  |  |  |  | | I know how to keep my child safe. |  |  |  |  |  |  | | I know why it is important to read to my child every day. |  |  |  |  |  |  | | I know how to handle the everyday  Challenges of things (like sleep, toileting, food dislikes, etc.) |  |  |  |  |  |  | | I know how my relationship with my child impacts his or her development. |  |  |  |  |  |  | | I know how to find high-quality information about child development on the Internet |  |  |  |  |  |  |   **Supplementary questions:** These go beyond measuring the (knowledge) indicator itself, but could be useful for agencies –  especially the 2nd one which covers a child’s progress as seen by parent)  **How do you know what you can expect from your child? What are some of the developmental milestones that you have witnessed in your child since you started the program?**  (Alternative to last question above, using creative method such as photo voice): Ask participants to take pictures of three things (such as activities, behaviours, communication) that show how their child has developed since they started the program. Then interview participants about how they see these changes as developmental progress. | |

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| J | J. Parents have positive parenting skills *(Home visitation, Parent Link Centres)* | a) Parents identify strategies to apply in one or more of the following areas:  - helping their children develop age-appropriate skills (e.g., by reading, playing, having conversations)  - providing positive feedback to children (e.g., praising them for positive behaviours or abilities, supporting them to feel good about themselves)  - addressing children’s behaviour challenges(e.g., giving constructive criticism of a negative , requesting and/or modelling an alternative positive behaviour )  - setting boundaries (e.g., saying no to child(ren)’s persistent requests, doing activities that do not involve the child(ren) | **NOTE:** A broad open-ended question seem to work best for this indicator, so parents can identify strategies important to them in their own words, and they may be less likely to feel that their parenting skills are being ‘tested’. This question would be asked AFTER the program. You may also decide to also use it partway through the program, if that would be useful and feasible.  **(a.1) What are the most important parenting strategies you have learned in the program that you could apply with your own child?**  ***Prompts*:** Focus of the strategies (Developing child’s age-appropriate skills, giving positive feedback, dealing with behaviour challenges, setting boundaries); What makes these strategies important for you and your child)?  **NOTE:** Code responses by strategy areas for the indicator (see column to the left). Counts of responses that fit each category could be used for quantitative reporting on the indicator areas.  **Supplementary questions:** These questions do not directly reflect the indicator, but may be useful.  The next question focuses in more specifically on play:  **Describe how you and your child play together?**  ***Prompts*:** What do you do, where, how often?  **NOTE:** Questions in the table below are really focused more on knowledge than skills or skill-related behaviours, but the questions may still be useful. [[9]](#footnote-10) They would be done BEFORE and AFTER program, or AFTER with reflection back on BEFORE.  **Please rate how much you agree or disagree with each of the following statements, by checking the column under the number that best describes your experience. If the topic was not covered in the program please circle "not covered".**   | **Statement** | **Not covered** | **1**  **Strongly disagree** | **2**  **Disagree** | **3**  **Neither agree nor disagree** | **4**  **Agree** | **5**  **Strongly agree** | | --- | --- | --- | --- | --- | --- | --- | | I am aware of how children change as they learn and grow. |  |  |  |  |  |  | | I do things with my child to help him  or her learn. |  |  |  |  |  |  | | I know how to discipline my child without hitting or spanking. |  |  |  |  |  |  | | I know how to set clear limits for my child |  |  |  |  |  |  | | I can get my child to cooperate without yelling. |  |  |  |  |  |  | | I make time to play with my child. |  |  |  |  |  |  | | I make time to talk with my child. |  |  |  |  |  |  | | I know how to keep my child healthy. |  |  |  |  |  |  | | I know how to keep my child safe. |  |  |  |  |  |  | | I know why it is important to read to my child every day. |  |  |  |  |  |  | | I know how to handle the everyday  challenges of things (like sleep, toileting, food dislikes, etc.) |  |  |  |  |  |  | | I know how my relationship with my child impacts his or her development. |  |  |  |  |  |  | | I know how to find high-quality information about child development on the Internet |  |  |  |  |  |  | |  |  |  |  |  |  |  | |
|  |  | b) Parents model positive parenting strategies learned during the program (e.g., positive feedback, constructive criticism/behavioural alternatives, etc.) | **NOTE:** Because this indicator is about ***modelling*** the strategies (i.e., observable behaviour), it would be best to have direct staff observation as the method. These questions are From Nobody’s Perfect Parenting Program (Parental Nurturing Behaviour scale), with adaptations for staff observation of parental behaviour. [[10]](#footnote-11) They are altered grammatically for 3rd person observation, but content is unchanged. We have alternated her/him and him/her for gender inclusiveness.  **NOTE:** Observe parent behaviours BEFORE and AFTER they start the program. This question would not work well as a retrospective (AFTER) for staff observation. Though it is possible to have parents reflect on their individual changes from BEFORE to AFTER the program, it would be very difficult for staff to keep track of many parents’ progress and accurately do retrospective reporting.  **(Staff observation checklist)**:  **(b.1) The following questions are about things that parents and children do together.**  **Think back over your observations of this parent with their child over the past couple of weeks. For each of the following statements, check how frequently you have seen each of the following types of interactions between this parent and her/his child. If this parent has more than one child, answer the question thinking about this parent’s oldest child who is under 6 years of age.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Over the past couple of weeks:** | **1**  **Never** | **2**  **About once a week or less** | **3**  **A few times a week** | **4**  **One or two times a day** | **5**  **Many times each day** | **No opportunity to observe** | | 1. How often did you see this parent and her/his child laugh together? |  |  |  |  |  |  | | 2. How often did you see this parent praise her/his child, by saying something like “Good for you!” or  “What a nice thing you did!” or “Great job!” |  |  |  |  |  |  | | 3. How often did you see this parent and his/her child talk or play with each other (focusing attention  on each other for 5 minutes or more) just for fun? |  |  |  |  |  |  | | 4. How often did you see this parent and his/her child hug or cuddle? |  |  |  |  |  |  | | 5. How often did you see this parent do something special with her/his child—something that the child  enjoys? |  |  |  |  |  |  | | 6. How often did you see this parent play games with her/his child? |  |  |  |  |  |  | | 7. How often did you see this parent go for a walk with his/her child? |  |  |  |  |  |  | | 8. How often did you see this parent ignore his/her child when the child was fussy or upset? |  |  |  |  |  |  | | 9. How often did you see this parent play make-believe with her/his child? |  |  |  |  |  |  | | 10. How often did you see this parent smile at her/his child? |  |  |  |  |  |  | | 11. How often did you see this parent tell his/her child that he/she loves the child? |  |  |  |  |  |  | | 12. How often did you see this parent spend 10 or more minutes of quiet time with his/her child? |  |  |  |  |  |  | | 13. How often did you see this parent read with her/his child? |  |  |  |  |  |  | | 14. How often did you see this parent hold her/his child when the child was scared or upset? |  |  |  |  |  |  | | 15. How often did you see this parent and his/her child argue? |  |  |  |  |  |  | | 16. How often did you see this parent praise his/her child for learning new things? |  |  |  |  |  |  |   **Supplementary question:** The following suggestion goes beyond the indicator, but may be useful.  If staff respond ‘Never’ to some behaviours above, please share your thoughts about why the parent did not do these behaviours (either from your experience with the parent or from a discussion with the parent – if the latter is feasible and can be done sensitively.)  **NOTE:** If staff observation is not possible, you could use self-reporting, recognizing its limitations for an indicator that is focused on modelling behaviour. The question below – from the same Nobody’s Perfect scale) - would ideally be asked when the parent begins the program (BEFORE, or pre, measure), and again at the end of the program (AFTER, or post, measure). If that is not possible, you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their BEFORE and AFTER ratings. That way, their AFTER response is less likely to influence their BEFORE response.  **(Survey or interview with parent):**  **(b.2) The following questions are about things that you and your child do together. Think back over your behaviour with your child over the past couple of weeks. For each of the following statements, check how frequently each happens for you and your child. If you have more than one child, answer the question thinking about your oldest child who is under 6 years of age.[[11]](#footnote-12) (Please check the column that best reflects your experience.)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Over the past couple of weeks:** | **1**  **Never** | **2**  **About once a week or less** | **3**  **A few times a week** | **4**  **One or two times a day** | **5**  **Many times each day** | | 1. How often did you and your child laugh together? |  |  |  |  |  | | 2. How often did you praise you child, by saying something like “Good for you!” or “What a nice thing you did!” or “Great job!” |  |  |  |  |  | | 3. How often did you and your child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun? |  |  |  |  |  | | 4. How often did you and your child hug or cuddle? |  |  |  |  |  | | 5. How often did you do something special with your child—something that he/she enjoys? |  |  |  |  |  | | 6. How often did you play games with your child? |  |  |  |  |  | | 7. How often did you go for a walk with your child? |  |  |  |  |  | | 8. How often did you ignore your child when he/she was fussy or upset? |  |  |  |  |  | | 9. How often did you play make-believe with your child? |  |  |  |  |  | | 10. How often did you smile at your child? |  |  |  |  |  | | 11. How often did you tell your child that you love him/her? |  |  |  |  |  | | 12. How often did you spend 10 or more minutes of quiet time with your child? |  |  |  |  |  | | 13. How often did you read with your child? |  |  |  |  |  | | 14. How often did you hold your child when he/she was scared or upset? |  |  |  |  |  | | 15. How often did you and your child argue? |  |  |  |  |  | | 16. How often did you praise your child for learning new things? |  |  |  |  |  |   **NOTE:** Question b.3 is a simpler alternative (one-time measure), but provides less information than Question b.2. It also may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. Again, please note the limitation of self-report for an indicator that focuses on modelling behaviour.  **(b.3) The following questions are about things that you and your child do together. Think back over your behaviour with your child since you started [program]. For each of the following statements, check how frequently each happens for you and your child, compared to when you started [program]. If you have more than one child, answer the question thinking about your oldest child who is under 6 years of age.[[12]](#footnote-13)**   |  |  |  |  | | --- | --- | --- | --- | | **Compared to when you started [program]:** | **1**  **Less often** | **2**  **About the same** | **3**  **More often** | | 1. How often did you and your child laugh together? |  |  |  | | 2. How often did you praise you child, by saying something like “Good for you!” or “What a nice thing you did!” or “Great job!” |  |  |  | | 3. How often did you and your child talk or play with each other (focusing attention on each other for 5 minutes or more) just for fun? |  |  |  | | 4. How often did you and your child hug or cuddle? |  |  |  | | 5. How often did you do something special with your child—something that he/she enjoys? |  |  |  | | 6. How often did you play games with your child? |  |  |  | | 7. How often did you go for a walk with your child? |  |  |  | | 8. How often did you ignore your child when he/she was fussy or upset? |  |  |  | | 9. How often did you play make-believe with your child? |  |  |  | | 10. How often did you smile at your child? |  |  |  | | 11. How often did you tell your child that you love him/her? |  |  |  | | 12. How often did you spend 10 or more minutes of quiet time with your child? |  |  |  | | 13. How often did you read with your child? |  |  |  | | 14. How often did you hold your child when he/she was scared or upset? |  |  |  | | 15. How often did you and your child argue? |  |  |  | | 16. How often did you praise your child for learning new things? |  |  |  |   **(Open-ended elaboration or alternative –** retrospective (AFTER) question – note that there are limitations of self-report for an indicator about *modelling* behaviours). ). You may also decide to also use it partway through the program, if that would be useful and feasible.  **(b.4) Of all the positive parenting strategies we have covered [program], which ones, if any, are you doing at home with your own child? (Please give specific examples)**  **NOTE:** Code responses by strategies reflected in the Nobody’s Perfect question areas above, as well as by any other strategies that emerge in the discussion.)  **Supplementary questions:**  The questions in the following table do not directly correspond to the indicators (which focus on applying positive parenting skills in interactions with children). However, these questions do reflect a mix of knowledge, self-rated skills, confidence, and perceptions of support – all of which could influence how parents positively interact with their children.  **Please rate how much you agree or disagree with each of the following statements, by checking the column under the number that best describes your experience. [[13]](#footnote-14)**   | **Statement** | **1**  **Strongly disagree** | **2**  **Disagree** | **3**  **Neither agree nor disagree** | **4**  **Agree** | **5**  **Strongly agree** | | --- | --- | --- | --- | --- | --- | | I have confidence in my parenting skills |  |  |  |  |  | | I feel positive in my role as a parent |  |  |  |  |  | | I know who to contact in the community when I need help |  |  |  |  |  | | I know where I can get answers to my parenting questions |  |  |  |  |  | | I have someone to talk to when I need support |  |  |  |  |  | | I am able to manage stress |  |  |  |  |  | | I know ways to meet my family's needs with the money that I have |  |  |  |  |  | | I know ways to meet my family's needs with other resources (other than money) that I have (such as my own skills, people who help me out when I need it) |  |  |  |  |  | | My emotional health Is good (that is, I do not feel anxious, depressed or irritated) |  |  |  |  |  | | I know how to speak up for what my family  needs |  |  |  |  |  | | More specifically, I know how to speak up for what my children need |  |  |  |  |  | | I feel supported by my partner in my parenting (If you parent alone, please check the “does not apply” box below:  □ “does not apply” |  |  |  |  |  | | In our family, we take the time to listen to each other |  |  |  |  |  | |

1. Created in a similar structure and format as (b.1) below . [↑](#footnote-ref-2)
2. From CCHS 2011 QSTS-Q3 (slightly adapted for context and format, and to simplify wording to plainer language/less wordy) [↑](#footnote-ref-3)
3. **NOTE:** Observing demonstrated skills would be ideal, but if that is not possible with the types of participants/program context, you may need to rely on self-reported estimates of skill level. [↑](#footnote-ref-4)
4. This chart is adapted from a life skills assessment tool format that is used with youth by Division of Children and Family Services in Washington State. (see <http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf> ), with adaptations to substitute skills for this indicator (including some examples), and broaden the fit to multiple age groups and contexts (though more general instructions).The Washington tool also includes ‘rubrics’ for each of their rating levels (criteria for what is meant by Basic, Intermediate, etc)., for each skill. For consistency of how agencies use this tools, the three COG funders may wish to consider adapting theserubrics for the present tool (as not all the elements in the original rubrics for youth may fit for adults.) [↑](#footnote-ref-5)
5. Huppert and So’s (2011) Flourishing Index contains several items related to this indicator. Index is constructed from single items from various existing surveys – cited in OECD (2013), OECD Guidelines on Measuring Subjective Well-being, OECD Publishing <http://dx.doi.org/10.1787/9789264191655-en> [↑](#footnote-ref-6)
6. From Canadian Association of Family Resource Programs (FRP) –corresponds to their outcome/benefit area **‘Increased social or peer network; reduced isolation’.** [↑](#footnote-ref-7)
7. Cooper, Merrill. 2009. © 2009. From Social Inclusion – Participation in Neighbourhood survey section of FCSS Calgary outcome measurement. Reproduced with permission from The City of Calgary, Community and Neighbourhood Services.<http://www.calgary.ca/CSPS/CNS/Documents/fcss/outcomes/outcomes_04_social_networks.pdf>. Adapted to connect the question to the program. [↑](#footnote-ref-8)
8. Items are from Alberta provincial Parent Link survey, Question 6, with some adaptations for clarification and to address methodological limitations in the original (e.g., changed scaling from 7 to 5 points to simplify it to format familiar to agencies; fixed double-barrelled questions; shortened instructions and made them sound less like a test). The original tool has retrospective ‘before’ ratings right next to the after-program ratings; literature recommends such ‘before’ items be presented on a separate page, following the after-program ratings. [↑](#footnote-ref-9)
9. Items are from Alberta provincial Parent Link survey, Question 6, with some adaptations for clarification and to address methodological limitations in the original (e.g., changed scaling from 7 to 5 points to simplify it to format familiar to agencies; fixed double-barrelled questions; shortened instructions and made them sound less like a test). The original tool has retrospective ‘before’ ratings right next to the after-program ratings; literature recommends such ‘before’ items be presented on a separate page, following the after-program ratings. [↑](#footnote-ref-10)
10. Skrypnek, B.J. & Charchun, J. (2009).An Evaluation of the Nobody’s Perfect Parenting Program.Canadian Association of Family Resource Programs (Appendix A, p. 9 - Parental Nurturing Behaviour Scale). Available at: <http://www.frp.ca/index.cfm?fuseaction=page.viewpage&pageid=917>

    (NOTE: This Nobody’s Perfect Parenting Program evaluation contains several other tools that may be of interest to agencies working with ages 0-6, if these agencies wish to look beyond the funder common indicators. For example, Appendix A, p. 11 has a tool to measure how parents react when faced with a problem with their child) [↑](#footnote-ref-11)
11. Skrypnek, B.J. & Charchun, J. (2009).An Evaluation of the Nobody’s Perfect Parenting Program.Canadian Association of Family Resource Programs (Appendix A, p. 9 – Parental Nurturing Behaviour Scale). Available at: <http://www.frp.ca/index.cfm?fuseaction=page.viewpage&pageid=917>

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12. Skrypnek, B.J. & Charchun, J. (2009).An Evaluation of the Nobody’s Perfect Parenting Program.Canadian Association of Family Resource Programs (Appendix A, p. 9 - Parental Nurturing Behaviour Scale). Available at: <http://www.frp.ca/index.cfm?fuseaction=page.viewpage&pageid=917>

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13. Items are from Alberta provincial Parent Link survey, Question 7, with some adaptations for clarification and to address methodological limitations in the original (e.g., changed scaling from 7 to 5 points to simplify it to format familiar to agencies; fixed double-barrelled questions; shortened instructions and made them sound less like a test). The original tool has retrospective ‘before’ ratings right next to the after-program ratings; literature recommends such ‘before’ items be presented on a separate page, following the after-program ratings. [↑](#footnote-ref-14)