

The Summer Institute in Program
Evaluation 2026

Evidence Based Evaluations: Measuring Change

Gerry Kaplan MSW
Kaplan Research Associates Inc.
(gskaplan@mts.net)

Introduction:

This session provides an overview of evaluations that *demonstrate and measure* the value of the services or programs you are delivering.

We'll explore:

- Why evidence-based evaluations should be a key part of comprehensive evaluations
- How to facilitate evidence-based analyses
- What to measure: examples of validated and unvalidated scales

I) Why Evidence-Based Evaluations Are Important

Six Elements of Comprehensive Evaluations

- 1) Identifying who is served by a program or service? (Their characteristics, strengths, needs)
- 2) Evaluating program or service processes
- 3) Evaluating program or service outputs
- 4) Evaluating the outcomes or impacts of the program or service
- 5) Evaluating client/participant and/or stakeholder satisfaction with programs or services
- 6) Client/participant stories

Why Measure Outcomes?¹

To measure the effectiveness of an intervention

How do you know if a program was effective?
If a program was not effective, would you want to know so that it could be improved?

¹ *Measuring Outcomes*, Page 5

<http://strengtheningnonprofits.org/resources/guidebooks/MeasuringOutcomes.pdf>

Why Measure Outcomes?

To identify effective practices

With the information you collect, you can determine which activities to continue and build upon. Some practices might be modified and replicated for other programs or initiatives based on your results.

Why Measure Outcomes?

To identify practices that may need improvement

Some activities may need to change in order to improve the effectiveness of your program.

Why Measure Outcomes?

To demonstrate your value to existing and potential funders and other stakeholders

The climate for funding social services and capacity building has undergone some radical transformations in the last few decades. Funders are keenly aware of the need to document the success of programs.

Why Measure Outcomes?

To get clarity and consensus around the purpose of your program

Everyone in your organization, from board members to service staff to volunteers, should understand what is going on in your program and what it is intended to achieve. Outcome measurement helps to clarify your understanding of your program.

The Operational Terms Are:

- *Clarity*
- *Consensus*
- *Demonstrating*
- *Determining*
- *Documenting*
- *Identifying*
- *Measuring*

II) Facilitating Evidence-Based Analyses

Facilitating Evidence-Based Analyses

- An important method for facilitating evidence-based analyses involves replicating specific questions or scales *over time*. Usually:
 - Upon entry to a program or service (T1)
 - Upon closure or exit (T2)
 - At follow-up, if possible (T3, T4, etc.)
- The questions and scales you select should directly relate to your measurable outcome objectives.

Facilitating Evidence-Based Analyses

- The goal of these analyses is to *demonstrate* whether your program or service is achieving the kinds of growth or changes they are designed to achieve. That is, *measuring change over time*.
- By including clients' characteristics, strengths and needs as part of your dataset, you can also measure for whom the program or service is most (and least) effective.

Facilitating Evidence-Based Analyses

- To facilitate ongoing collection of evidence-based data, some programs and services develop administrative forms that include:
 - *Intake and Assessment Forms* that record the characteristics, conditions, strengths and needs of their clients upon entry
 - *Closure Forms* that replicate key questions and scales, as well as include questions regarding service processes and outputs

Facilitating Evidence-Based Analyses

- To facilitate ongoing collection of evidence-based data, some programs and services develop administrative forms that include:
 - Intake and Assessment Forms that record the characteristics, conditions, strengths and needs of their clients upon entry
 - Closure Forms that replicate key questions and scales, as well as include questions regarding service processes and outputs.

"Evaluations As Process"

Facilitating Evidence-Based Analyses

- Through this process they are, in essence, collecting pretest and post-test data on their clients on an ongoing basis.
- The result is the potential to explore client and service trends over time, with a minimum of disruption for clients and their service providers.

Facilitating Evidence-Based Analyses

- Statistical analyses are required to determine whether variations over time are *statistically significant*.
- Comparative analyses can be undertaken in two ways:
 - Through *group-wise comparisons*
 - Through the use of *Repeated Measures*

Facilitating Evidence-Based Analyses

For our purposes today:

- Group-wise comparisons indicate the comparative analysis of data for groups of clients collected at entry and at closure.
- Repeated measures indicates that the pretest and post-test data are linked for each individual client in the dataset.

Facilitating Evidence-Based Analyses

For our purposes today:

- Group-wise comparisons indicate the comparative analysis of data for groups of clients collected at entry and at closure.
- Repeated measures indicates that the pretest and post-test data are linked for each individual client in the dataset.
 - Clients who only answered a question or completed a scale at entry or exit, and not both times, are excluded from this analysis.

Facilitating Evidence-Based Analyses

An advantage of using Repeated Measures:

Take the example of a program with 100 clients.

Facilitating Evidence-Based Analyses

An advantage of using Repeated Measures:

Take the example of a program with 100 clients.

Let's say that you have:

50 clients
who answered a
question upon
Entry

and

50 clients
who answered
the same
question upon
Exit

Facilitating Evidence-Based Analyses

➤ Based on group-wise comparisons you could not say with certainty that the same 50 people answered the question both times.

➤ In fact, the two groups could be comprised of totally different clients.

Facilitating Evidence-Based Analyses

- Based on group-wise comparisons you could not say with certainty that the same 50 people answered the question both times.
- In fact, the two groups could be comprised of totally different clients.

This would be a problem as you're trying to analyze the implications of your findings.

Facilitating Evidence-Based Analyses

- Based on group-wise comparisons you could not say with certainty that the same 50 people answered the question both times.
- In fact, the two groups could be comprised of totally different clients.

This would be a problem as you're trying to analyze the implications of your findings.

- Using Repeated Measures eliminates this problem.

Facilitating Evidence-Based Analyses

The use of Unique Identifiers is an essential requirement for using *Repeated Measures*.

- *To merge data from varied datasets, each client is assigned a unique client code.*
- *These codes are included on each form and entered into each dataset for each client.*
- *You merge the pretest and post-test datasets using SPSS (or other statistical software) based on these codes.*

Facilitating Evidence-Based Analyses

Two primary statistical tests that can be used in this analysis:

- Paired T-Tests when dealing with two sets of numeric data (Pretest and Post-Test)
- Paired ANOVAs when dealing with three or more sets of numeric data (Pretest, Post-Test and Follow-up)

III) Knowing What Questions To Ask

Knowing What Questions To Ask:

A common global question asked of clients in many outcome evaluations is:

Do you feel you have achieved your original objectives for participating in this program?

- Very Much Somewhat Not Very Much Not At All

Knowing What Questions To Ask:

While the data from this type of question can be statistically analyzed, the findings do not reflect evidence of a program's outcomes, as the responses are clients' perceptions.

This is a client satisfaction question.

Knowing What Questions To Ask:

This would also apply to questions such as:

- Have you found better ways to cope?
- Do you experience less anxiety/depression?
- Do you have improved self-esteem?
- Do you feel more confident now than before you attended this program?
- Do you have a healthier lifestyle now?
- Are you able to avoid using alcohol or other drugs?

Knowing What Questions To Ask:

These are all important client satisfaction questions that should be included in most comprehensive evaluations.

However, they are not empirical evidence-based indicators of program outcomes or impacts.

Knowing What Questions To Ask:

- To recap, evidence-based evaluations *measure change over time*.
- They are predicated on measurable program objectives.
- Ideally they replicate questions linked to these objectives at points in time, such as:
 - Upon entry to a program or service
 - Upon exit
 - Following exit (e.g. 3 or 6 months after)

Knowing What Questions To Ask:

- Evidence-based evaluations also rely on *validated scales* as much as possible.
- Questions such as, 'how depressed do you feel?' or 'how is your self-esteem?' are replaced with *validated scales* that *measure* these factors.
- These scales are tested, over time, for their *validity and reliability*.

Knowing What Questions To Ask:

- *Validity* reflects how well a scale measures what it is supposed to measure.
- *Reliability* refers to consistency, or the extent to which data are reproducible. Do items or questions on a survey repeatedly produce the same response regardless of when the survey is administered or whether the respondents are men or women?

Some program outcomes are easy to measure:

1) For Employment Services you can explore the number of clients who found employment.

But you can also explore:

- Their length (duration) of employment
- Their sectors or occupations of employment
- Whether they attained employment commensurate with their education, interests or skills

Some program outcomes are easy to measure:

2) For Housing Services you can explore the number of clients who found housing.

But you can also explore:

- The type and location of residences
- The shape the residences is in regarding plumbing, electrical, appliances (etc.)
- The number of bedrooms
- How closely the residences matched clients' desired housing

3.1) Examples of Validated Scales

Validated Scales

The *Rosenberg Self-Esteem Scale*, used since the 1960s. Tests well with a range of populations.

7) To what extent do you agree or disagree with each statement about yourself?	Strongly Agree	Agree	Disagree	Strongly Disagree
I am a person of worth, at least on an equal basis with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a number of good qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all I feel that I am a failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do things as well as most other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I do not have much to be proud of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the whole, I am satisfied with myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I could have more respect for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel useless at times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At times I think that I am no good at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Validated Scales

The Adolescent Depression Rating Scale (ADRS)

- | | |
|-------------------------------------------------------------|-----|
| 1) I have no energy for work/school | T/F |
| 2) I have trouble thinking | T/F |
| 3) I feel overwhelmed by sadness and listlessness | T/F |
| 4) Nothing really interests or entertains me | T/F |
| 5) What I do is useless | T/F |
| 6) When I feel this way I wish I were dead | T/F |
| 7) Everything annoys me | T/F |
| 8) I feel downhearted and discouraged | T/F |
| 9) I sleep badly | T/F |
| 10) School/work doesn't interest me just now, I can't cope. | T/F |

(<http://bmcpopsychiatry.biomedcentral.com/articles/10.1186/1471-244X-7-2>)

The Beck Depression Inventory has been used in a range of mental health programs since 1996. It is designed to be administered by a mental health professional

	Beck Depression Inventory	Baseline
V 0477	CRTN: _____ CRF number: _____	Page 14 patient initials: _____
		Date: _____
Name: _____		Marital Status: _____ Age: _____ Sex: _____
Occupation: _____		Education: _____
<p>Instructions: This questionnaire consists of 21 groups of statements. Please read each group of statements carefully, and then pick out the one statement in each group that best describes the way you have been feeling during the past two weeks, including today. Circle the number beside the statement you have picked. If several statements in the group seem to apply equally well, circle the highest number for that group. Be sure that you do not choose more than one statement for any group, including Item 16 (Changes in Sleeping Pattern) or Item 18 (Changes in Appetite).</p>		
<p>1. Sadness</p> <p>0 I do not feel sad.</p> <p>1 I feel sad much of the time.</p> <p>2 I am sad all the time.</p> <p>3 I am so sad or unhappy that I can't stand it.</p> <p>2. Pessimism</p> <p>0 I am not discouraged about my future.</p> <p>1 I feel more discouraged about my future than I used to be.</p> <p>2 I do not expect things to work out for me.</p> <p>3 I feel my future is hopeless and will only get worse.</p> <p>3. Past Failure</p> <p>0 I do not feel like a failure.</p> <p>1 I have failed more than I should have.</p> <p>2 As I look back, I see a lot of failures.</p> <p>3 I feel I am a total failure as a person.</p> <p>4. Loss of Pleasure</p> <p>0 I get as much pleasure as I ever did from the things I enjoy.</p> <p>1 I don't enjoy things as much as I used to.</p> <p>2 I get very little pleasure from the things I used to enjoy.</p> <p>3 I can't get any pleasure from the things I used to enjoy.</p> <p>5. Guilty Feelings</p> <p>0 I don't feel particularly guilty.</p> <p>1 I feel guilty over many things I have done or should have done.</p> <p>2 I feel quite guilty most of the time.</p> <p>3 I feel guilty all of the time.</p>	<p>6. Punishment Feelings</p> <p>0 I don't feel I am being punished.</p> <p>1 I feel I may be punished.</p> <p>2 I expect to be punished.</p> <p>3 I feel I am being punished.</p> <p>7. Self-Dislike</p> <p>0 I feel the same about myself as ever.</p> <p>1 I have lost confidence in myself.</p> <p>2 I am disappointed in myself.</p> <p>3 I dislike myself.</p> <p>8. Self-Criticalness</p> <p>0 I don't criticize or blame myself more than usual.</p> <p>1 I am more critical of myself than I used to be.</p> <p>2 I criticize myself for all of my faults.</p> <p>3 I blame myself for everything bad that happens.</p> <p>9. Suicidal Thoughts or Wishes</p> <p>0 I don't have any thoughts of killing myself.</p> <p>1 I have thoughts of killing myself, but I would not carry them out.</p> <p>2 I would like to kill myself.</p> <p>3 I would kill myself if I had the chance.</p> <p>10. Crying</p> <p>0 I don't cry anymore than I used to.</p> <p>1 I cry more than I used to.</p> <p>2 I cry over every little thing.</p> <p>3 I feel like crying, but I can't.</p>	
<p><small>© THE PSYCHOLOGICAL CORPORATION Harcourt Brace & Company 350 Madison Avenue, New York, NY 10017-2473 Chicago • Boston • Philadelphia • San Diego • Philadelphia • Austin • Fort Worth • Toronto • London • Sydney</small></p>		<p>Subtotal Page 1 Copyright © 1996 by Aaron T. Beck All rights reserved. Printed in the United States of America. 0154018392 NR15645</p>

Continued on Back



Beck Depression Inventory

v 0477

CRTN: _____ CRF number: _____

Page 15

Baseline

patient initials: _____

11. Agitation

- 0 I am no more restless or wound up than usual.
- 1 I feel more restless or wound up than usual.
- 2 I am so restless or agitated that it's hard to stay still.
- 3 I am so restless or agitated that I have to keep moving or doing something.

12. Loss of Interest

- 0 I have not lost interest in other people or activities.
- 1 I am less interested in other people or things than before.
- 2 I have lost most of my interest in other people or things.
- 3 It's hard to get interested in anything.

13. Indecisiveness

- 0 I make decisions about as well as ever.
- 1 I find it more difficult to make decisions than usual.
- 2 I have much greater difficulty in making decisions than I used to.
- 3 I have trouble making any decisions.

14. Worthlessness

- 0 I do not feel I am worthless.
- 1 I don't consider myself as worthwhile and useful as I used to.
- 2 I feel more worthless as compared to other people.
- 3 I feel utterly worthless.

15. Loss of Energy

- 0 I have as much energy as ever.
- 1 I have less energy than I used to have.
- 2 I don't have enough energy to do very much.
- 3 I don't have enough energy to do anything.

16. Changes in Sleeping Pattern

- 0 I have not experienced any change in my sleeping pattern.
- 1a I sleep somewhat more than usual.
- 1b I sleep somewhat less than usual.
- 2a I sleep a lot more than usual.
- 2b I sleep a lot less than usual.
- 3a I sleep most of the day.
- 3b I wake up 1-2 hours early and can't get back to sleep.

17. Irritability

- 0 I am no more irritable than usual.
- 1 I am more irritable than usual.
- 2 I am much more irritable than usual.
- 3 I am irritable all the time.

18. Changes in Appetite

- 0 I have not experienced any change in my appetite.
- 1a My appetite is somewhat less than usual.
- 1b My appetite is somewhat greater than usual.
- 2a My appetite is much less than before.
- 2b My appetite is much greater than usual.
- 3a I have no appetite at all.
- 3b I crave food all the time.

19. Concentration Difficulty

- 0 I can concentrate as well as ever.
- 1 I can't concentrate as well as usual.
- 2 It's hard to keep my mind on anything for very long.
- 3 I find I can't concentrate on anything.

20. Tiredness or Fatigue

- 0 I am no more tired or fatigued than usual.
- 1 I get more tired or fatigued more easily than usual.
- 2 I am too tired or fatigued to do a lot of the things I used to do.
- 3 I am too tired or fatigued to do most of the things I used to do.

21. Loss of Interest in Sex

- 0 I have not noticed any recent change in my interest in sex.
- 1 I am less interested in sex than I used to be.
- 2 I am much less interested in sex now.
- 3 I have lost interest in sex completely.

Subtotal Page 2
Subtotal Page 1
Total Score

NR15645

SANTOBUONO/PAGE 2

The Coping Strategies Inventory (Short Form)

A questionnaire to find out how individuals cope with difficult situations or feelings.

Once again, take a few minutes to think about your chosen event. As you read through the following items please answer them based on how you handled your event.

Please read each item below and determine the extent to which you used it in handling your chosen event. Please do not mark on this inventory. Please use the provided answer sheet in the following manner:

- a. Not at all
- b. A little
- c. Somewhat
- d. Much
- e. Very much

1. I worked on solving the problems in the situation.
2. I looked for the silver lining, so to speak; I tried to look on the bright side of things.
3. I let out my feelings to reduce the stress.
4. I found somebody who was a good listener.
5. I went along as if nothing were happening.
6. I hoped a miracle would happen.
7. I realized that I was personally responsible for my difficulties and really lectured myself
8. I spent more time alone.
9. I made a plan of action and followed it.
10. I looked at things in a different light and tried to make the best of what was available.
11. I let my feelings out somehow.
12. I talked to someone about how I was feeling.
13. I tried to forget the whole thing.
14. I wished that the situation would go away or somehow be over with.
15. I blamed myself.
16. I avoided my family and friends.
17. I tackled the problem head on.
18. I asked myself what was really important, and discovered that things weren't so bad after all.
19. I let my emotions out.
20. I talked to someone that I was very close to.
21. I didn't let it get to me; I refused to think about it too much.
22. I wished that the situation had never started.
23. I criticized myself for what happened.
24. I avoided being with people.

The Coping Strategies Inventory (Short Form)

- 25. I knew what had to be done, so I doubled my efforts and tried harder to make things work.
- 26. I convinced myself that things aren't quite as bad as they seem.
- 27. I got in touch with my feelings and just let them go.
- 28. I asked a friend or relative I respect for advice.
- 29. I avoided thinking or doing anything about the situation.
- 30. I hoped that if I waited long enough, things would turn out OK.
- 31. Since what happened was my fault I really chewed myself out.
- 32. I spent some time by myself.

(C) 1985, 1995
David L. Tobin
All Rights Reserved

www.ohiopsychology.com/files/images/holroyd_lab/CopingStrategiesInventory32item.pdf

Validated Sub-Scales

Measuring Self-Efficacy

42) Please indicate the degree to which each of these applies to your own personal feelings or situations in your daily life.	Strongly Agree	Agree	Disagree	Strongly Disagree
When I make plans, I am almost certain to make them work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am usually confident about the decisions I make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally accomplish what I set out to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often able to overcome barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can pretty much determine what will happen in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Measuring Hope

43) Please indicate the degree to which each of these applies to your own personal feelings or situations in your daily life.	Strongly Agree	Agree	Disagree	Strongly Disagree
I believe that my life will have meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I will recover from mental illness or addictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally optimistic about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I will achieve the goals I set for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Used, pre/post, when evaluating mental health and addictions programs

SDQ, part of the longitudinal evaluation of the Full-Day Kindergarten Program

Strengths and Difficulties Questionnaire

2-4

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems dull! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name Male/Female

Date of Birth

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often argumentative with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can stop and think things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can be spiteful to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature Date

Parent/Playgroup leader/Nursery teacher/Other (please specify-)

Thank you very much for your help

© Robert Goodman, 2005

Assessing Pre-School Children's Social/Emotional School-Readiness, for Four Aboriginal Head Start Evaluations

32) Please assess the child's development regarding the following factors.	Not Observed	Beginning	Practicing	Performing Independently
Child plays with different children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child uses problem-solving skills in social situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child separates easily from caregiver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child appropriately expresses emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child adapts to transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child interacts positively with adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child follows simple rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child undertakes self-directed activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child appears enthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child pays attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child initiates activities at the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child is curious (asks questions, probes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child tries new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child communicates needs, wants, thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child understands simple directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child engages in conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child takes turns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.2) Sometimes You Have to Create Your Own Scales

If validated scales cannot be located for an evaluation the evaluator can work with program and/or subject matter experts to devise scales.

These will not be validated, but they can still provide the relevant basis for measuring client or participant changes over time.

Some examples taken for actual evaluations include:

Assessing Employment-Readiness for Clients of Mental Health Employment Services

Employment-Related Statements (<i>Completed only by participants attending ____ for employment-related purposes</i>)	Strongly Agree	Agree	Disagree	Strongly Disagree
I have an effective resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an effective cover letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to look for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to get a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once I have a job I am able to keep it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can go to a job interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills I need for employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can handle the rejection when I don't get a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can deal with challenges at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can job search independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can meet the expectations of an employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can communicate with an employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I can work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasons To Use Alcohol or Other Drugs Reported By Participants Attending a Healing Lodge (Pre/Post)

27) During the past 6 months did you drink or use drugs to...	Often	Sometimes	Rarely	Never
Socialize or have fun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel accepted or more confident?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with your boredom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with your stress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with your loneliness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with your feelings of sadness?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with your PTSD or trauma?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with physical pain?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with conflicts at home (with your spouse/partner/children/parent)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with your feelings of loss?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deal with your problems at work, if applicable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relieve your anxiety in general?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relieve your anxiety at work, if applicable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluating First Nations Students' Perceptions Of Their Schools and Educational Experiences

	Most Of The Time	Some Of The Time	Not Very Often	Rarely/ Never
My teachers don't speak the language spoken at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many students in my class, so my teacher can't help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers and I don't get along very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel welcome at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel safe at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't get along well with other kids at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most other kids make fun of me at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most other kids fight with me at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that school is boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that school work is too hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have so many problems that I can't concentrate on my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've missed so much school that I'm far behind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel I'll do well at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't study for tests or exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't get my homework done on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents don't help me with my homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too many people live in my house with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I come to school hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't get enough sleep at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've moved around and attended too many schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluating Knowledge Gain & Attitude Shift of Participants Attending Training To Support Students Contemplating Suicide

11) What do you know about suicide?	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Most people who try to kill themselves really want to die	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about suicide might put the idea in someone's head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If people are giving away their belongings this is a sign that they may be thinking about suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most suicide attempts occur without any warning signs or clues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who attempt suicide are just looking for attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone you know stops talking to their friends, then you should be concerned about a possible suicide attempt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a friend tells you that he or she is thinking about suicide, and wants you to keep it a secret, you should respect this and not tell anyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A student who thinks about suicide should talk to a trusted adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone needs support from others when thoughts of suicide happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do if a friend tells me that he or she is thinking about suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Evaluating Knowledge Gain & Attitude Shift of
Participants Attending Training To
Support Students Contemplating Suicide**

5) How knowledgeable are you about the following?	Very Much	Some-what	Not Very Much	Not At All	Not Sure
Knowing when someone may be thinking about suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to talk to someone about their possible suicidal thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what you can do to help someone with thoughts of suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) How likely are you to support someone at your school who is thinking about suicide?
 Very Likely Somewhat Likely Not Very Likely Not Likely At All Not Sure

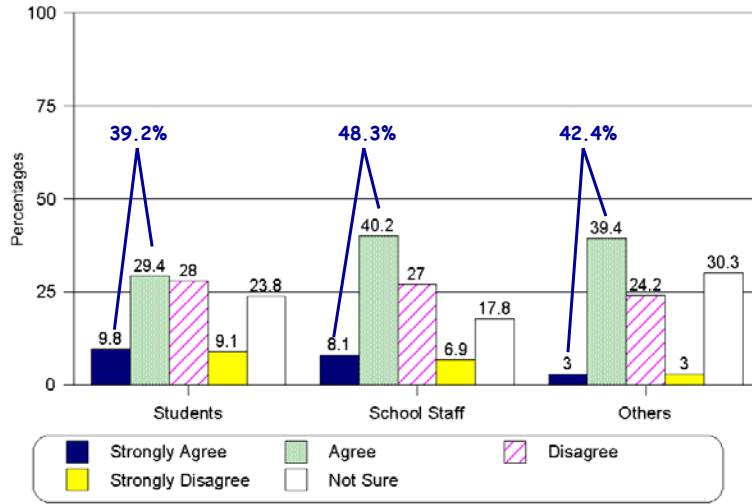
Participant Code

**3.3) An Example of
Repeated Measures in
Practice**

**From an evaluation of a
school-based suicide
prevention program.**

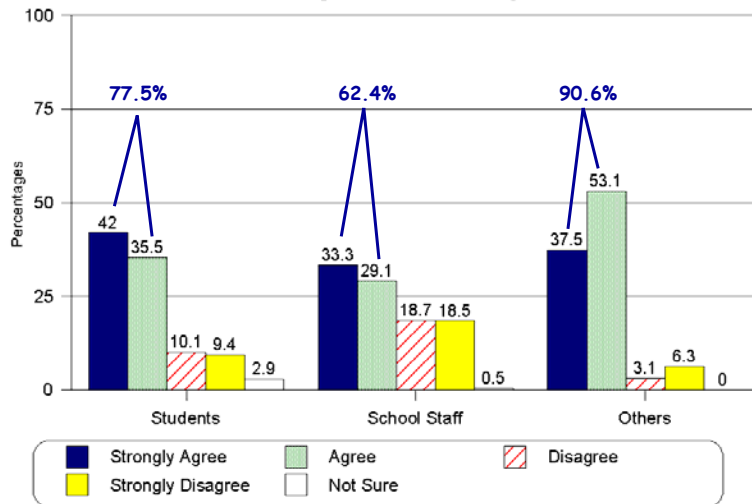
(Excluded from the Handout)

Figure 62 Participants Knowing What To Do If A Friend Tells Them About Thoughts of Suicide By Role, Time-One



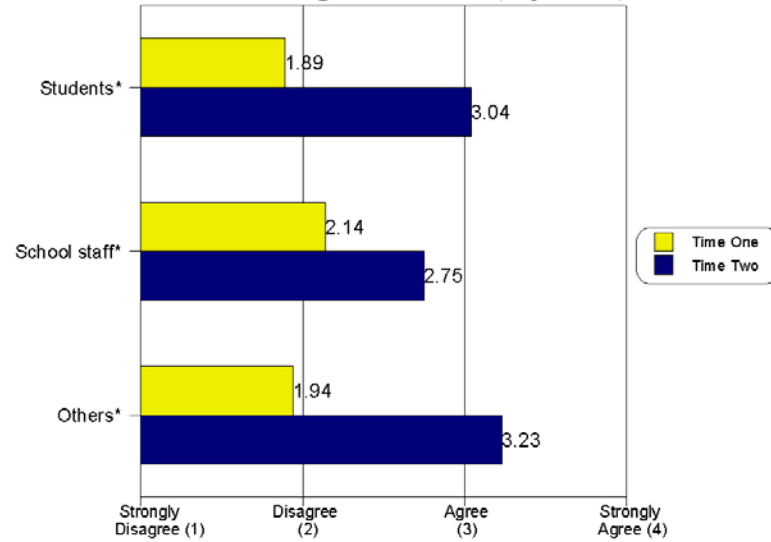
(N=143, 433, 33. Adjusted to exclude missing data.)

Figure 63 Participants Knowing What To Do If A Friend Tells Them About Thoughts of Suicide By Role, Time-Two



(N=138, 433, 32. Adjusted to exclude missing data.)

Figure 64 Participants Knowing What To Do If A Friend Tells Them About Thoughts Of Suicide, By Roles, Over Time



The related statistics are provided below:

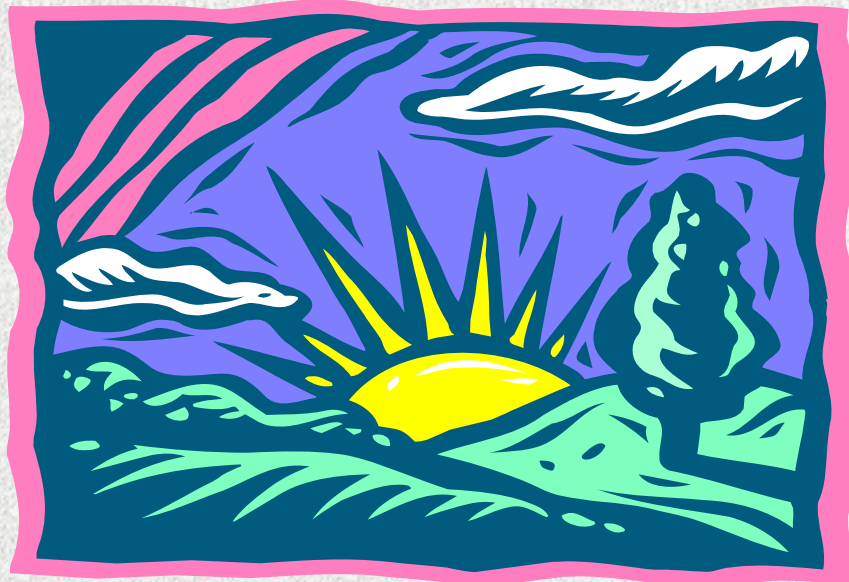
- For students the mean response at Time-One was 1.89, increasing to 3.04 at Time-Two (Paired N=137, T=8.49, P<.001)
- For school staff the mean response was 2.14 at Time-One increasing to 2.75 at Time-Two (Paired N=426, T=8.55. P<.001)
- For other participants the mean response at Time-One was 1.94 increasing to 3.23 at Time-Two (Paired N=31, T=4.83, P<.001)

For More Information Contact:

Gerry Kaplan, MSW

gskaplan@mts.net

www.ResearchandEvaluation.com



THE END