

## Questions and Answers - Using the Measures

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**Q.** I want to evaluate the parenting groups that I am running. What measures should I use?

On the measures page you will see starred (\*) measures. These are recommended as low cost evaluations for clinicians. Other measures are more costly and primarily applicable to researchers.

*NOTE: in the following recommendations the ECBI, CBCL, SCBE, and TRF are published forms that are produced by other investigators and must be ordered from their publishers.*

The Eyberg Child Behavior Checklist (ECBI) developed by S. Eyberg is available by contacting the Customer Support Department at Psychological Assessment Resources, Inc. PAR's website address is: [www.parinc.com](http://www.parinc.com) or you may contact them via e-mail at [CustServ@parinc.com](mailto:CustServ@parinc.com), or via telephone at (800) 331-8378.

### **To evaluate the Parenting Program we suggest the following:**

- Demographic Information and Family Background
- Parenting Practices Inventory (PPI)
- A parent report of child behavior: e.g., Eyberg Child Behavior Checklist (ECBI) or Achenbach Child Behavior Checklist (CBCL)
- A Teacher report of child behavior (e.g., Social Competence and Behavior Evaluation (SCBE) or Achenbach Teacher Report Form (TRF))
- Weekly session evaluations
- Parent Evaluation Satisfaction Form (post program)

### **To evaluate the Child Dinosaur Program we suggest the following:**

- A Teacher report of child behavior (e.g., Social Competence and Behavior Evaluation (SCBE) or Achenbach Teacher Report Form (TRF))
- Parent Evaluation Satisfaction Form (post program)
- Teacher Evaluation Satisfaction Form (post program)
- To evaluate the Teacher Program we suggest the following:
  - Teacher Strategies Inventory
  - Teacher Workshop Evaluations
  - Teacher Evaluations Satisfaction Form (post program)

**Q.** When should I administer questionnaires in order to measure improvement?

We recommend having parents fill out pre-intervention questionnaires immediately before starting the group, and then fill out post-intervention questionnaires right after their last group session. For the parent and teacher training you may do the pre-assessments during your intake interview or during your first session. At the last session you could repeat these assessments and add the consumer satisfaction questionnaires. (This will likely add an extra session to your total number of sessions).

Q. How do I know if parents have improved after the program?

In our research studies we measure improvement by looking at how groups of intervention parents and children change compared to a control group of parents and children. For clinical purposes, one way to measure improvement is to see if parents report lower levels of harsh parenting and higher levels of positive parenting on the PPI from the pre to the post assessment. Another way is to see if parents report that their children's behavior has improved on the ECBI from pre to post. We have recently added some rough cut-off guidelines for the PPI that will assist you in determining whether parents' scores are in a problematic range. Parents who score above the cut-offs are probably at high-risk. If their scores drop below these cut-offs, that means they are at lower-risk. The ECBI and the CBCL have their own norms and can be used to determine improvement in child behavior.

Q. Were these measures normed on large representative samples?

There are no norms for our measures (although our research papers provide means and standard deviations for most scales in our different samples). These measures were developed for research purposes and, as such, are designed to look at whether groups of participants change in meaningful ways across time. Although we hope some day to use these measures in diagnostic ways (e.g., to determine whether a particular participant shows behavior in a clinical or normal range), at present we do not have the data to support the use of most of these scales in that way.

Q. Will these measures work for other samples?

We have used these measures with diverse samples of parents, teachers and children between the ages of 3-8. We often conduct a new factor analysis when we are analyzing data for a new population to assess the fit of the measure to that population. In general, the scales that we have created seem to be robust across samples (with some minor changes). We encourage everyone who is using these measures for research purposes to conduct their own factor analyses on the measures to confirm the utility of our scales in other samples.

Q. Why do I see multiple versions of the same scale listed on the website with different scoring directions?

These measures have been revised multiple times over the years. We have included both older and revised versions of our questionnaires on this website because we receive requests about many different versions. If you are reading about a measure in an article and the items don't match up exactly with the website copies that probably indicates that you are looking at a different version (not all versions are on the website). In general, most scales have stayed stable enough across the years to measure the same construct even though scale names and some scale items have changed.

Q. What version of a measure should I use?

We recommend using the most recent version whenever possible.

*We hope that this website is helpful to you. We are also sorry that we do not have the staffing to answer all your questions individually. Whenever we can, we update the site with new information that we hope will be helpful!*