

Appendix E

Sample Measures for Conducting an Impact Evaluation

Child Stress and Trauma Impact Evaluation Questionnaires	E-3
The How I Feel Questionnaire	E-5
Child Anxiety Scale—Parent Form	E-7
Family Stress Questionnaire	E-8
Trauma Symptom Checklist for Children (TSC-C)	E-9
Children’s Depression Inventory (CDI)	E-10
State-Trait Anxiety Inventory for Children	E-11
Child Well-Being Scales (CWBS)	E-12
Coping Responses Inventory—Youth Version	E-13
Child Behavior Checklist (CBCL)	E-14
Preschool Behavior Checklist (PBCL)	E-15
Preschool and Kindergarten Behavior Scales (PBKS)	E-16
Child Sexual Behavior Inventory (CSBI)	E-17
Revised Children’s Manifest Anxiety Scale (RCMAS)	E-18
Influencing Factors Impact Evaluation Questionnaires	E-19
Children’s Version of the Family Environment Scale (CVFES)	E-21
Parenting Stress Index (PSI)—Third Edition	E-22
Parent-Child Relationship Inventory (PCRI)	E-23
Knowledge of Infant Development Inventory (KIDI) and Catalogue of Previous Experience With Infants (COPE)	E-24
Conflict Tactics Scale—II	E-25
Parent-Child Conflict Tactics Scale	E-26

Exposure to Violence and Trauma QuestionnaireE-27

Stressful Life Events Screening QuestionnaireE-29

Family Adaptability and Cohesion Evaluation Scales (FACES-III)—Family VersionE-31

Family Environment Scale (FES)E-32

Additional ReferencesE-33

**Child Stress and Trauma
Impact Evaluation
Questionnaires**

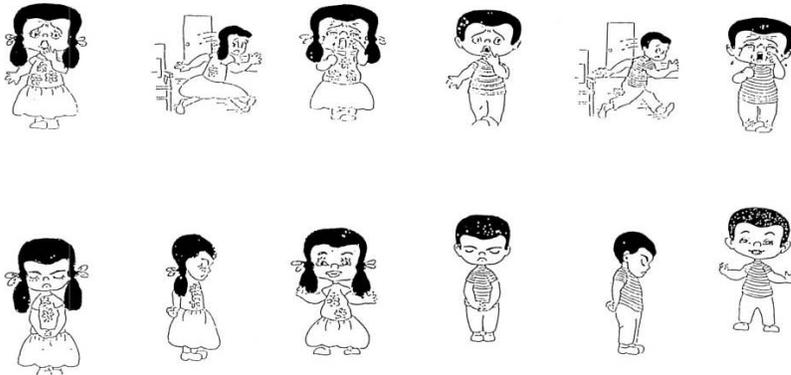
The How I Feel Questionnaire¹

(Greenstock 1995)

My name is _____ and I'd like to ask you a few questions about how you feel. Is that ok? Just tell me which of these descriptions sounds most like how you feel right now.

Instructions for the recall:

1. I'd like you to think about how you feel right now. Think about all the things you feel, right now. How do you feel?
2. Have a close look at these pictures here—look very carefully—can you point to which one of these little boys/girls looks most like how you feel right now?



How do you feel?

I feel

- Unhappy Happy Very happy

I feel

- Very worried Worried Not worried

I feel

- Very good Good Not good

I feel

- Not frightened Frightened Very frightened

I feel

- Not nice Nice Very nice

I feel

- Very upset Upset Not upset

I feel

Very excited

Excited

Not excited

I feel

Not scared

Scared

Very scared

I have a funny feeling in my stomach.

Lots

A little

Not at all

I am secretly afraid.

Lots

A little

Not at all

I feel like smiling.

Lots

A little

Not at all

1. Greenstock, J. 1995. *Peer Support and Children's Eyewitness Memory*. Dunedin, New Zealand: University of Otago.

Child Anxiety Scale—Parent Form

(Beauchamp, Tewksbury, and Sanford 1997)

Please answer the following questions about how you think your child has been *feeling* since he or she told you about the abuse. Remember, all your answers are confidential.

1. Since your child told you about the abuse, how often do you think he or she has felt:

	Never	Rarely	Sometimes	Often	Almost Always
a. Unhappy	1	2	3	4	5
b. Anxious	1	2	3	4	5
c. Afraid	1	2	3	4	5
d. Worried	1	2	3	4	5
e. Angry	1	2	3	4	5
f. Cheerful	1	2	3	4	5
g. Peaceful	1	2	3	4	5

Please answer the following questions about how your child has been *acting* since he or she told you about the abuse.

Since my child told me about the abuse, he or she:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. Has been crying a lot more than usual	1	2	3	4	5
b. Has been more demanding of my time	1	2	3	4	5
c. Has too much energy	1	2	3	4	5
d. Has changed his/her mood often	1	2	3	4	5
e. Has not been his/her regular self	1	2	3	4	5
f. Has had trouble getting along with friends	1	2	3	4	5
g. Has had trouble getting along with other family members	1	2	3	4	5
h. Spends a lot of time alone	1	2	3	4	5
i. Has had trouble falling asleep	1	2	3	4	5
j. Has had problems eating regularly	1	2	3	4	5
k. Has acted out sexual behaviors	1	2	3	4	5

Family Stress Questionnaire²

For each of the following, please tell us whether it is currently a problem for your family:

- | | | |
|---------|--------|--|
| Yes ___ | No ___ | 1. Money |
| Yes ___ | No ___ | 2. Housing |
| Yes ___ | No ___ | 3. Transportation |
| Yes ___ | No ___ | 4. Child care |
| Yes ___ | No ___ | 5. Health care |
| Yes ___ | No ___ | 6. Employment |
| Yes ___ | No ___ | 7. Problems in the neighborhood |
| Yes ___ | No ___ | 8. Legal problems |
| Yes ___ | No ___ | 9. Relationships with other family members (in-laws, extended family) |
| Yes ___ | No ___ | 10. Relationships with friends |
| Yes ___ | No ___ | 11. Problems with running a household (laundry, groceries, cooking, cleaning, other) |
| Yes ___ | No ___ | 12. Mental health problems |
| Yes ___ | No ___ | 13. Problems with school |
| Yes ___ | No ___ | 14. Problems with drugs and alcohol |
| Yes ___ | No ___ | 15. Other problems |

2. Please contact Dr. Woodhouse at 717-422-3560 for permission to use this measure.

Trauma Symptom Checklist for Children (TSC–C)

Author: John N. Briere (1996)

Purpose: Evaluates psychological symptoms in children who have experienced traumatic events; evaluates acute and chronic posttraumatic symptomatology. Includes 54 items yielding 6 clinical scales: anxiety, depression, anger, posttraumatic stress, dissociation, and sexual concerns.

Ages: 8 to 16 years

Administration: Individually or in groups to minors

Items: 54 items

Time: 15–20 minutes

Cost: Approximately \$125 for kit

Sample Items: Ask the respondent to indicate on a numeric scale from 0 (never) to 3 (almost all of the time) how often certain things happen to them.

1. I feel like I did something wrong.
2. I remember things that I don't want to remember.
3. I feel sad or unhappy.
4. I wish bad things had never happened.
5. I want to yell and break things.

Alternatives: None specified

Contact: Psychological Assessment Resources, Inc.
16204 North Florida Avenue
Lutz, FL 33549
800–968–3003 or 813–968–3003
www.parinc.com

Children's Depression Inventory (CDI)

Author: Maria Kovacs (1992)

Purpose: This self-report scale measures cognitive, affective, and behavioral signs of depression in school-age children and adolescents. Includes 27 items, each having three choices, yielding a Total Score plus scores for negative mood, interpersonal problems, ineffectiveness, anhedonia, and negative self-esteem.

Ages: 6 to 17 years

Administration: Individually (requires first-grade reading level) to minors

Items: 27 items

Time: Less than 15 minutes

Cost: Approximately \$100

Sample Items: None specified

Alternatives: Children's Depression Inventory–Short Form (CDI–S), which has 10 items and gives a general indication of depressive symptoms.

Contact: Western Psychological Services
Phone: 800–648–8857
Fax: 310–478–7838
Web Site: www.wpspublish.com
or pearsonassessments.com
800–627–7271

State-Trait Anxiety Inventory for Children

Author: Charles D. Spielberger (1983)

Purpose: To measure anxiety in children. Self-administered questionnaire measures state and trait anxiety in elementary school children. The A-State scale has 20 statements that ask children how they feel at a particular moment in time. The A-Trait scale consists of 20 items that ask children how they generally feel.

Ages: 9 to 12 years

Administration: Individually or in groups to minors

Items: 20 items

Time: 8–20 minutes

Cost: Approximately \$115

Sample Items: None provided

Alternatives: None specified

Contact: Psychological Assessment Resources, Inc.
16204 North Florida Avenue
Lutz, FL 33549
800-968-3003 or 813-968-3003
www.parinc.com

Child Well-Being Scales (CWBS)

Authors: S. Magura and B.S. Moses (1986)

Purpose: The CWBS consist of 43 scales and 3 subscales (child neglect, parenting skills, and child functioning relative to school performance and juvenile delinquency) that are used in the identification of family problems. The CWBS focuses on children, especially those children at risk or in placement situations. It is also appropriate for program evaluation of child welfare services.

Ages: 1 to 45 years (most effective in identifying problems in families with adolescents)

Administration: Individually to all family members

Items: Unspecified (43 scales and 3 subscales)

Time: Unspecified (“Lengthy measure that lacks clinical cutoff scores”)

Cost: \$10

Sample: None specified

Alternatives: None specified

Contact: Child Welfare League of America Fulfillment Center
P.O. Box 7816
Edison, NJ 08818-7816
www.cwla.org

Coping Responses Inventory—Youth Version³

Author: Rudolf H. Moos (1997)

Purpose: To identify and monitor coping strategies. This self-report inventory identifies cognitive and behavioral responses the individual used to cope with a recent problem or stressful situation. The eight scales include both approach coping styles and avoidant coping styles.

Ages: 12 to 18 years

Administration: Individually or in groups to minors

Items: Unspecified

Time: 10–15 minutes

Cost: \$119 for kit

Sample Items: None provided

Alternatives: CRI for over 18 years of age

Contact: Psychological Assessment Resources, Inc.
16204 North Florida Avenue
Lutz, FL 33549
www.parinc.com

3. Moos, R.H. 1997. Coping responses inventory: A measure of approach and avoidance coping skills. In Zalaquett, C.P., and Wood, R.J. (eds.), *Evaluating stress: A book of resources*. Lanham, MD: Scarecrow, 51–65.

Child Behavior Checklist (CBCL)⁴

Authors: T. Achenbach and C. Edelbrock (1983)

Purpose: The CBCL obtains parents' reports of children's competencies and behavioral/emotional problems in the past 6 months, yielding an Internalizing, Externalizing, and Total Behavior Problems Scale, along with a number of narrow band scales.

Ages: Reports on children ages 2 to 3 years (CBCL/2–3), 4 to 18 years (CBCL/4–18), and 18 to 30 years (CBCL/18–30)

Administration: Individually or in groups to minors or adults (depending on the form)

Items: 118 items rated on a 3-point scale

Time: Unspecified

Cost: Approximately \$57 (\$250 for computerized scoring)

Sample Items: See www.aseba.org/products/cbcl6-18.html

Alternatives: There are three versions of the CBCL: Parent form, Teacher form, and Youth form. The CBCL is also available in many languages, including a newly revised Spanish form.

Contact: University Medical Education
1 South Prospect Street
Burlington, VT 05401-3456

Dr. Thomas M. Achenbach (Author)
University Associates in Psychiatry (Publisher)
1 South Prospect Street
Burlington, VT 05401-3456
802-656-8313
Fax: 802-656-2602
Order online: www.aseba.org/ or <http://www.uvm.edu/~cbcl/>

4. Achenbach, T., and C. Edelbrock, 1983. *Manual for the Child Behavior Checklist and Revised Child Behavior Profile*. University of Vermont Department of Psychiatry, Burlington, VT.

Preschool Behavior Checklist (PBCL)

Authors: Jacqueline McGuire and Naomi Richmond (1988)

Purpose: The PBCL provides easy, reliable screening of emotional and behavioral problems in children ages 2 to 5 years. The 22-item checklist covers feeding, sleeping, soiling, fears, and mood shifts.

Ages: 2 to 5 years

Administration: Individually to adults (typically clinicians complete the form)

Items: 22 items

Cost: Approximately \$130

Sample Items: None provided

Alternatives: None specified

Contact: Western Psychological Services
Phone: 800-648-8857
Fax: 310-478-7838
Web Site: www.wpspublish.com or www.psychtest.com

Preschool and Kindergarten Behavior Scales (PKBS)

Author: Kenneth W. Merrell (1994)

Purpose: The PKBS is a behavior rating scale designed to provide an integrated and functional appraisal of the social skills and problem behaviors of young children. There are 76 items on two separate scales: social skills and problem behaviors.

Age: 3 to 6 years

Administration: Individually to parents, teachers, and other caregivers

Items: 76 items

Time: 12 minutes

Cost: Approximately \$76

Sample Items: None specified

Alternatives: None specified

Contact: PRO-ED
8700 Shoal Creek Boulevard
Austin, TX 78757-6897
Tel: 512-451-3246; 800-897-3202
www.proedinc.com/
www.newassessment.org/public/assessments/SelectTool.cfm

Child Sexual Behavior Inventory (CSBI)⁵

Author: William N. Friedrich et al. (1992)

Purpose: This brief scale measures sexual interest and activity in children between 2 and 12 years of age. It is intended for use with children who have been, or may have been, sexually abused. There are 38 items (4-point response scale) covering 9 content domains: boundary issues, sexual anxiety, sexual intrusiveness, self-stimulation, sexual interest, voyeuristic behavior, exhibitionism, sexual knowledge, and gender role behavior. Yields three clinical scores: Total Scale Score, Developmentally Related Sexual Behavior Score, and Sexual Abuse Specific Items Score.

Age: 2 to 12 years

Administration: Individually to mother or female caregiver

Items: 38 items

Time: 10 minutes

Cost: Approximately \$129

Sample Items: None provided

Alternatives: None specified

Contact: Psychological Assessment Resources, Inc.
16204 North Florida Avenue
Lutz, FL 33549
800-968-3003 or 813-968-3003
www.parinc.com/product.cfm?ProductID=174

5. Friedrich, W.N., et al. 1992. Child Sexual Behavior Inventory: Normative and Clinical Comparisons, *Psychological Assessment* 4(3): 303-311.

Revised Children's Manifest Anxiety Scale (RCMAS)

Authors: Cecil R. Reynolds and Bert O. Richmond (1994)

Purpose: This brief self-report measure helps pinpoint the problems in children's lives between ages 6 and 19 years so they can function more easily. There are 37 yes/no items covering 4 content domains: worry/oversensitivity, physiological anxiety, social concerns/concentration, and life scale.

Age: 6 to 19 years

Administration: Individually or in groups to minors

Items: 37 items

Time: 10 minutes

Cost: Approximately \$100

Sample Items: None provided

Alternatives: Spanish version

Contact: Western Psychological Services
Phone: 800-648-8857
Fax: 310-478-7838
Web Site: www.wpspublish.com

Influencing Factors Impact Evaluation Questionnaires

Children's Version of the Family Environment Scale (CVFES)

Authors: Christopher J. Pino, Nancy Simons, and Mary Jane Slawinowski (1984)

Purpose: To measure children's perceptions of their family environment and relationships. Children's perceptions of 10 dimensions in 3 general areas of family functioning are assessed: Relationship Dimensions (Cohesion, Expressiveness, and Conflict); Personal Growth Dimensions (Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, and Moral-Religious Emphasis); and System Maintenance Dimensions (Organization and Control).

Age: 5 to 12 years

Administration: Individually

Items: 90 illustrations (pictorial) and 30 multiple-choice items

Time: 15–20 minutes

Cost: \$170

Sample Items: None provided

Alternatives: None specified

Contact: 800–624–1765
www.psychtest.com

Parenting Stress Index (PSI)—Third Edition

Author: R. Abidin (1995)

Purpose: To identify parent-child problem areas. Child characteristics subscales include adaptability, acceptability, demandingness, mood, distractibility/hyperactivity, and reinforces parent. Parent characteristics include depression, isolation, attachment, role restriction, competence, spouse, and health.

Age: Parents of children 1 to 12 years

Administration: Individually to parents

Time: 20–30 minutes for full length; 10 minutes for short form

Items: 101

Cost: Approximately \$131

Sample Items:

I feel that my child is very moody and easily upset.

My child doesn't seem comfortable when meeting strangers.

I feel alone and without friends.

As my child has grown older and become more independent, I find myself more worried that my child will get hurt or into trouble.

I feel that I am:

1. A very good parent
2. A better than average parent
3. An average parent
4. A person who has some trouble being a parent
5. Not very good at being a parent

Alternatives: Short form

Contact: Psychological Assessment Resources, Inc.
16204 North Florida Avenue
Lutz, FL 33549
800-968-3003 or 813-968-3003
www.parinc.com

Parent-Child Relationship Inventory (PCRI)⁶

Author: Anthony B. Gerard, Ph.D. (1994)

Purpose: This self-report inventory tells how parents view the task of parenting and how they feel about their children. Subscales include parental support, satisfaction with parenting, involvement, communication, limit setting, autonomy, and role orientation. The instrument is useful for evaluating parenting skills and attitudes, child custody arrangements, family interaction, and physical or sexual abuse of children.

Age: Parents of children 3 to 15 years

Administration: Individually to mothers and fathers of children ages 3 to 15 years

Time: 15–20 minutes

Items: 78

Cost: Approximately \$104

Sample Items: None provided

Alternatives: None specified

Contact: Western Psychological Services
Phone: 800–648–8857
Fax: 310–478–7838
Web Site: www.wpspublish.com or www.psychtest.com

6. Gerard, A.B. 1994. *Parent-Child Relationship Inventory (PCRI) Manual*. Los Angeles, CA: Western Psychological Services.

Knowledge of Infant Development Inventory (KIDI) and Catalogue of Previous Experience With Infants (COPE)

Author: David MacPhee (1981)

Purpose: The Knowledge of Infant Development Inventory (KIDI) was designed to assess one's knowledge of parental practices, developmental processes, and infant norms of behavior. It has been used in research on what determines parent behavior and to evaluate parent education programs. It is accompanied by a questionnaire that assesses previous experience with infants to correlate with knowledge level assessed by the KIDI. Subscores (not factor analyzed) are norms and milestones, principles, parenting, health, and safety.

Ages: Not specified

Administration: Not specified

Items: 100 items

Time: Not specified

Cost: Not specified

Sample Items: None provided

Alternatives: None specified

Contact: Educational Testing Service (ETS) Test Collection Library
Rosedale and Carter Roads
Princeton, NJ 08541
609-734-5689
www.ets.org/testcoll/pdflist.html (call #TC016431)

Conflict Tactics Scale–II⁷

Authors: M. Straus (1996)

Purpose: The revised Conflict Tactics Scale (CTS–II) measures the use of violent and nonviolent strategies in a conflict. The instrument results in five scales: negotiation, psychological aggression, physical assault, sexual coercion, and injury.

Ages: Adults

Administration: Individually to adults

Items: Unspecified

Time: Unspecified

Cost: Approximately \$28

Sample Items: 0 = Never
1 = Once that year
2 = Two or three times
3 = Often, but less than once a month
4 = About once a month
5 = More than once a month

Tried to discuss the issue relatively calmly	0	1	2	3	4	5
Argued heatedly but short of yelling	0	1	2	3	4	5
Stomped out of the room	0	1	2	3	4	5
Threatened to hit or throw something at him/her	0	1	2	3	4	5
Hit (or tried to hit) him/her with something hard	0	1	2	3	4	5

Alternatives: Spanish version available in the original form only

Contact: Family Research Laboratory
University of New Hampshire
126 Horton Social Science Center
Durham, NH 03824–3586
Telephone: 603–862–1888
Fax: 603–862–1122
www.unh.edu/fri/measure4.htm

7. Straus, M.A., Hamby, S.L., Boney-McCoy, S., and Sugarman, D.B. 1996. The revised Conflict Tactics Scale (CTS2): Development and preliminary psychometric data. *Journal of Family Issues* 17(3): 283–316.

Parent-Child Conflict Tactics Scale⁸

Author: M. Straus (1997)

Purpose: The Parent-Child Conflict Tactics Scale (CTSPC) measures behavior of parents toward their children. The scales measure nonviolent discipline, psychological aggression, physical assault, weekly discipline, neglect, and sexual abuse.

Ages: Parents of children 0 to 18 years

Administration: Individually to parents and caregivers

Items: Unspecified

Time: Unspecified

Cost: Approximately \$5

Sample Items: None provided

Alternatives: None specified

Contact: Family Research Laboratory
University of New Hampshire
126 Horton Social Science Center
Durham, NH 03824-3586
Telephone: 603-862-1888
Fax: 603-862-1122
www.unh.edu/fri/measure4.htm

8. Straus, M.A. 1997. Development and preliminary psychometric data. *Journal of Family Issues*, 17(3): 283-316. Straus, M.A., Hamby, S.L., Finkelhor, D., Moore, D.W., and Runyon, D. 1998. Identification of child maltreatment with the Parent-Child Conflict Tactics Scale (CTSPC): Development and psychometric data for a national sample of American parents. *Journal of Child Abuse and Neglect* 22(4): 249-270.

Exposure to Violence and Trauma Questionnaire⁹

Authors: Paramjit T. Joshi and Dianne G. Kaschak (1998)

Purpose: This questionnaire has five subsections: demographics (five questions), media (six items), home and community (eight items), school (seven items), and psychological and emotional help (two items).

Ages: None specified

Administration: None specified

Items: 28 items

Time: None specified

Cost: None

Sample Items:

Media

How often have you seen the following violence in the media?

Fighting	Not at all	Rarely	Sometimes	Often	A lot
Stabbing	Not at all	Rarely	Sometimes	Often	A lot
Someone getting shot	Not at all	Rarely	Sometimes	Often	A lot
Someone being killed	Not at all	Rarely	Sometimes	Often	A lot

Home and Community

Other teenagers in my community and neighborhood:

Carry weapons	Not at all	Rarely	Sometimes	Often	A lot
Have been in jail	Not at all	Rarely	Sometimes	Often	A lot
Have shot someone	Not at all	Rarely	Sometimes	Often	A lot
Have killed someone	Not at all	Rarely	Sometimes	Often	A lot
Use drugs	Not at all	Rarely	Sometimes	Often	A lot
Sell drugs	Not at all	Rarely	Sometimes	Often	A lot

School

Other teenagers in school have:

Threatened me	Not at all	Rarely	Sometimes	Often	A lot
Threatened others	Not at all	Rarely	Sometimes	Often	A lot
Attacked or assaulted me	Not at all	Rarely	Sometimes	Often	A lot
Attacked or assaulted others	Not at all	Rarely	Sometimes	Often	A lot

Psychological and Emotional Help

Have you ever seen a psychologist or psychiatrist to help you deal with your feelings because of exposure to violence and trauma? Yes No

Alternatives: None specified

Contact: Journal article

9. Joshi, P.T. and D.G. Kaschak. 1998. Exposure to violence and trauma: Questionnaire for adolescents. *International Review of Psychiatry* 10(3): 208–215.

Stressful Life Events Screening Questionnaire¹⁰

Authors: Lisa A. Goodman, Carole Corcoran, Kiban Turner, Nicole Yuan, and Bonnie L. Green (1998)

Ages: None specified

Administration: None specified

Items:

Time: None specified

Cost: None

Sample items:

Have you ever had a life-threatening illness? No Yes

If yes, at what age: _____

Duration of illness (in months): _____

Describe specific illness: _____

Has an immediate family member, romantic partner, or very close friend died as a result of accident, homicide, or suicide? No Yes

If yes, how old were you: _____

How did this person die: _____

Relationship to person lost: _____

When you were a child or more recently, did anyone (parent, other family member, romantic partner, stranger, or someone else) ever succeed in physically forcing you to have intercourse, oral sex, or anal sex against your wishes or when you were in some way helpless? No Yes

If yes, at what age:

If yes, how many times: 1 2-4 5-10 more than 10

If repeated, over what period: 6 mo or less 7 mo-2 yrs
 more than 2 yrs but less than 5 yrs
 5 yrs or more

Who did this (specify stranger, parent, etc.): _____

Has anyone else ever done this to you: No Yes

Other than the experiences already covered, has anyone ever threatened you with a weapon like a knife or gun? No Yes

If yes, at what age: _____

If yes, how many times: 1 2-4 5-10 more than 10

If repeated, over what period: 6 mo or less 7 mo-2 yrs
 more than 2 yrs but less than 5 yrs
 5 yrs or more

Describe nature of threat: _____

Who did this? (Relationship to you): _____

Has anyone else ever done this to you? No Yes

Alternatives: None specified

Contact: Journal article

10. Goodman, L.A., C. Corcoran, K. Turner, N. Yuan, and B.L. Green. 1998. General issues and preliminary findings for the stressful life events screening questionnaire. *Journal of Traumatic Stress* 11(3): 521–542.

Family Adaptability and Cohesion Evaluation Scales (FACES–III) Family Version

Authors: D. Olson, L. Portner, and Y. Lavee (1985).

Purpose: This self-report scale is designed to measure how satisfied respondents are with their family by obtaining a perceived-ideal discrepancy score. The questionnaire yields two major dimensions of family functioning: family cohesion and family adaptability.

Age: 12 to 65 years

Administration: Unspecified

Items: 20 items

Time: Unspecified

Cost: Approximately \$35

Sample Items: None provided

Alternatives: None specified

Contact: David Olson, L. Portner, and Y. Lavee
Family Inventories Project
Family Social Science
University of Minnesota
290 McNeal Hall
St. Paul, MN 55108

Family Environment Scale (FES)¹¹

Authors: R.H. Moos and B.S. Moos (1986)

Purpose: The FES was developed to measure social and environmental characteristics of families. FES is a 90-item, pencil and paper, true/false instrument. It employs three major scales (relationship, personal growth, and system maintenance) to assess the degree to which a family is in distress. The scale is based on a three-dimensional conceptualization of families. FES has three subscales (cohesion, conflict, and expressiveness), each consisting of nine true-false statements that constitute the relationship domain of the FES. Family cohesion reflects the degree to which family members are helpful and supportive of one another, and family conflict assesses the extent to which the expression of anger and physical aggression are characteristic of the family. FES is especially relevant for those social services professionals directly involved with families with drug-using adolescents and those with adolescents at risk of placement.

Ages: Unspecified

Administration: Individually to family members

Items: 27 items

Time: 15–20 minutes

Cost: Approximately \$45

Sample Items (conflict scale):

We fight a lot in our family

Family members sometimes hit each other

Alternatives: Three separate forms of the FES are available that correspondingly measure different aspects of these dimensions. The Real Form (Form R) measures people's perceptions of their actual family environments, the Ideal Form (Form I) rewords items to assess individuals' perceptions of their ideal family environment, and the Expectations Form (Form E) instructs respondents to indicate what they expect a family environment will be like under, for example, anticipated family changes. FES has been translated into Spanish, Korean, and Chinese.

Contact: Consulting Psychologists Press
3803 East Bayshore Road
Palo Alto, CA 94303

11. Moos R.H. and B.S. Moos. 1986. *Family Environment Scale Manual*. 2d ed. Palo Alto, CA: Consulting Psychologists Press.

Additional References

Faces Pain Scale

Bieri, D., R.A. Reeve, G.D. Champion, L. Addicoat, and J. B. Ziegler. 1990. The faces pain scale for the self-assessment of the severity of pain experienced by children: Development, initial validation, and preliminary investigation for ratio scale properties. *Pain* 41: 139–150.

Perceived Social Support Questionnaire—Friends and Family

Procidano, M.E. and K. Heller. 1983. Measures of perceived social support from friends and family. *American Journal of Community Psychology* 11: 1–24.

Presence of Caring—Individual Protective Factors Index

Dahlberg, L.L., Toal, S.B., and Behrens, C.B. (eds.). 1998. *Measuring violence-related attitudes, beliefs, and behaviors among youths: A compendium of assessment tools*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

10-Feeling Thermometer

Steward, M.S., D.S. Steward, L. Farquhar, J.E.B. Myers, M. Reinhart, J. Welker, N. Joye, J. Driskoll, and J. Morgan. 1996. Interviewing young children about body touch and handling. *Monograph of the Society for Research in Child Development* 61, Ser. no. 248, 4–5.

Traumatic Sexualization Survey

Matorin, A.I., and S.J. Lynn. 1998. The development of a measure of correlates of child sexual abuse: The Traumatic Sexualization Survey. *Journal of Traumatic Stress* 11(2): 261–280.