
Protocol for the Strategies for Success Instrument (SFS)

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CHAPTER 1: INTRODUCTION

BACKGROUND INFORMATION

There are 3 separate SFS subsections now and 6 separate tools:

- 1) The ATOD Use Tool: 1) A middle school version & 2) a high school version
- 2) The Violence Tool: 1) Perpetration & 2) Victimization
- 3) The Resiliency Tool: 1) Internal Resiliency & 2) External Resiliency

Only the ATOD Use Tool is REQUIRED.

THE ATOD USE TOOL

Programs will use the appropriate age group tool for their respondents. If you are working with high school students (9th -12th grades) please use the high school version. If you are working with middle school/junior high students (5th – 8th grades) please use the middle school version of the tool. NOTE: These questions match some questions from the YRRS almost identically.

You are required to use this tool.

THE VIOLENCE TOOL

The Violence Tools are optional. These items are from the California Health Kids Survey and have been slightly modified based on feedback from students during the piloting of the questionnaire. These tools attempt to address both the perpetration of violence, such as bullying, and the victimization of violence. **If your program is addressing violence prevention and trying to change how students relate to others, then it is strongly advised that you use these tools in your evaluation to determine whether you are successfully addressing these concerns.** You are also welcome to use these tools as screening tools at pre-test only to learn more about your students.

Send all pre & post-test data collected with this instrument to PIRE. We will include these data in the year end evaluations.

THE RESILIENCY TOOL

The Resiliency Tools are optional. These questions are from the California Health Kids Survey and have been slightly modified based on feedback from students during the piloting of the questionnaire. **If your program is targeting the building of resiliency (also referred to as developmental assets, youth development, strengths, protective factors) in the students, then it is strongly advised that you use these tools in your evaluation.** Some programs may

only be targeting the building of internal resiliency such as a strong sense of self, goals for the future, empathy, a willingness to try, etc. Other programs may also be trying to change external protective factors such as parent/child relationship quality, or healthy relationships with friends, or high expectations from others.

If your program is working on increasing the resiliency or protective factors of your students, then you should use the one or both of the resiliency tools to evaluate your effectiveness. If you are not addressing resiliency in your program, you may still use these tools as screening measures at the beginning of your sessions to learn more about your students.

Send all pre & post-test data collected with this instrument to PIRE. We will include these data in the year end evaluations.

ADDITIONAL TOOLS TO CONSIDER USING AT PRE-TEST ONLY

NOTE: These are free screening tools only to be used at Pre-test as part of your needs assessment if so desired. However, be aware that norms may differ by ethnicity.

1) CES-D: Center for Epidemiologic Studies- Depression Scale:
<http://www.chcr.brown.edu/pcoc/cesdscale.pdf> (Can use for free. This tool has been widely used with adolescents of all race and ethnicities. It has been found that a subset of questions may be the best questions to use across multiple races and ethnicities. Please contact Martha for that subset if interested.)

2) The Spence Children's Anxiety Scale - <http://www2.psy.uq.edu.au/~sues/scas/> (Can download for free and had additional documentation available)

WHEN TO CONDUCT THE PRE-TEST

Generally speaking, because these instruments ask fairly personal questions about risk behavior, we recommend that you do not administer the Pre-test at the very beginning. Depending on how often you meet with the students, you may want to wait a week or two until some trust has been established between the adult providers and the students before giving the pretest. You will want to discuss with your evaluator about the best time to give the pre-test.

Once you decide which modules you plan to use, administer **all the modules at the same time.** When surveying, you do not need to use a different face page for each module – print one and attach the remaining modules. This will also be less overwhelming to youth. You will have available both pdf (not modifiable) and Word documents (modifiable). We suggest printing from the pdf version as to avoid formatting changes that can occur when printing from Word and just print only 1 cover page.

You may administer the modules in the order you think will best work for your students. Beginning with substance use questions can be threatening so you may want to begin with

resiliency modules. That said, you don't want to save the substance use questions until the end if students are likely to be fatigued and worn out. The local evaluator and the program provider should discuss this and decide ahead of time the best order in which to provide the modules.

WHEN TO CONDUCT THE POST-TEST

The post-test data ideally will be collected at, or very near the end, of your program.

WHO SHOULD CONDUCT SURVEYS?

The local evaluator and the program providers must decide who is best able to conduct the surveys. If the local evaluator is not the person who conducts the data collection, the evaluator is responsible for training the person(s) who do give the survey. A debriefing should also be conducted to assess whether there were any problems encountered by the person(s) giving the survey such as questions that were unclear, reading comprehensions issues, classroom disruptions, breeches of confidentiality, etc.

DATA ENTRY

Separate templates for each module will be provided on the PIMS site. Data should be entered into the provided data entry templates and submitted to PIRE in a timely manner.

Instructions

1. Variable name convention: Each item in the survey corresponds to a variable name in the data entry file. Each item number is preceded by the letter 'Q' (Question). Therefore, variable name for item number 5 would be 'Q05'. Please note that the variable name is in two-digit number format. All variable names are indicated in bold next to each item.
2. In most instances, the option numbers below each item indicate value for that item, unless otherwise instructed. Therefore, for item #1, if the respondent indicated that he is a male and circled '1', then '1' would be entered into the data file.
3. Other special instructions for the particular item are indicated in italics and bold.
4. For missing data, please leave it blank. Do not enter '0', '99', or any other codes.
5. For the ID #, we have provided 2 spaces for group ID. You may use this space for two purposes. First, if you are collecting your own comparison data, you may use the group ID to distinguish between target and comparison groups. If you are not collecting your own comparison group data, you may also use the group ID to distinguish between program providers/instructors. This could allow you to determine if different instructors have different outcomes. Used as an educational analysis, a program can see if some instructors need a booster training session on some aspects of the curriculum or examine

whether the sex of the instructor differentially influences outcomes, etc. **If you do not have multiple groups or instructors and do not need the group ID, please enter: 00 in those two places.**

WHEN AND TO WHOM TO SEND DATA

WHEN: Any existing pre- and/or post-test data should be sent to PIRE by December 15th, 2008. Any remaining pre- and/or post-test data should be sent to PIRE by June 15th, 2009.

WHO: Data should be sent to: Laurie Stockton at: lstockton@pire.org and please cc Martha Waller at: mwaller@pire.org and your program manager.

Once you decide which modules you are administering, please send an email to Laurie Stockton & Martha Waller regarding your selection of modules. Any data that are sent to PIRE at pre-test will be expected at post-test.

CHAPTER 2: DETAILED INSTRUCTIONS FOR ADMINISTERING SURVEYS

SECTIONS OF THE STRATEGIES FOR SUCCESS INSTRUMENT:

- 1) Module A: ATOD Consumption - Middle School (REQUIRED)
- 2) Module A: ATOD Consumption – High School (REQUIRED)
- 3) Module B: Violence & Bullying- Perpetration (Optional)
- 4) Module C: Violence & Bullying- Victimization (Optional)
- 5) Module D: Resiliency- Internal (Optional)
- 6) Module E: Resiliency – External (Optional)

SOME BASIC INSTRUCTIONS:

The Program Manager/Provider(s) and the local evaluator should decide together which modules are appropriate to administer at pre-test and post-test based on the goals and objectives of the prevention program. Once you have selected the modules you wish to administer, administer all modules at the same time. As in prior iterations of the SFS, the intent is to have matched pairs of pre- and post-test data.

SCRIPT FOR ATOD USE MODULES:

Note to survey administrators: feel free to place the script below in your own words. It consists of the primary points for informed consent so it is important to address each one

1. First I want to explain why we are taking these surveys.
 - There are about 5,000 young people in New Mexico also participating in prevention programs like yours. It's important that you take this survey so we can learn how well these programs work, and how your group compares to other youth in New Mexico.
 - By giving this survey, we have been able to see that many students have been affected in a positive way by these programs: they live healthier and safer lives.
 - Program staff will determine whether this prevention program works or not by asking each student to do a survey at the beginning of the program and one at the end of the program.
2. This is **NOT** a test. There are no right or wrong answers and we want you to try to answer all the questions. You may feel some questions do not apply to you. And sometimes you may be asked what seems like the same thing more than once. But we still need you to answer every question by selecting the best answer of those provided.
3. You'll notice on the front page of the questionnaire we assign you a number so nobody knows who you are. This is very important for you to understand. *None of your teachers, your parents or guardians, and no staff person in the program will ever know what you say on this survey.* All anyone you know who looks at responses will ever see

is a number and not a name that goes with the responses. This way we can guarantee you that your answers will remain confidential.

4. Because we need to match your responses from the beginning of the program with those at the end of the program, we keep one document that has your name and your ID number on it, which is the front page. Please tear off the cover sheet that has your name and ID number on it now and hand it in to the person giving the survey. We will keep these separate from your survey so your answers remain confidential.
5. Some questions may seem like they are assuming that you are already using drugs, smoking or drinking. If you have never used any of these things, just check off “0” or “never” in the answer.
6. Some of these questions may seem like they are asking the same thing, or they may not feel applicable to you. We hope that you can be patient and understand that those who pay for this program need us to ask you these questions in all these ways.
7. We need you to be **honest** in your answers about your own experiences, thoughts and feelings when answering these questions. You will be asked questions about yourself and those close to you, but *your individual answers are kept private*.
8. (*If post survey*): Try to answer the questions according to how you feel now. It’s okay if your answers are not the same as they were in the first survey you took.
9. Do not write your name anywhere on the survey booklet. Erase your name on the booklet if it is written there already. Mark your answers clearly on the sheet. If you change your mind about an answer, erase your first answer completely.
10. Please respond to the questions quietly and privately. Respect your neighbor and do not share or talk with them while you are doing this short survey.
11. If you have a question, feel free to raise your hand so I can respond to your questions individually.

POINTS FOR SURVEY ADMINISTRATORS:

1. *Please make sure the testing place is quiet and conducive to taking the survey. Make sure students feel they can take the survey without others seeing their responses.*
2. *Feel free to explain or clarify for students without giving out too many hints so for them to respond in the way that you would wish them to respond. At the end of this document, there is a list of suggested ways to answer survey taker questions. These FAQ should help you guide students so that the spirit of the survey can be maintained.*

3. *This survey is new, so please make note of all the questions that you get questions about, and what the question was. This will help us improve our questions for next time. Take one of the surveys and mark each question that you receive questions about.*
4. *Be very careful to sound non-judgmental. We wish for youth to answer honestly about their use and they may not be honest if they think that an adult is telling them what the “correct” way of responding is.*
5. *Offer participants that complete the survey an incentive, like a small bag of chips, a candy or cute teenage stickers at the end of the survey.*
6. *If a student returns an incomplete survey to you, ask them if they can fill in the remaining answers. However, some students may feel uncomfortable doing so. Please let them leave questions blank if they appear very confused or uncomfortable.*
7. *If there are students who cannot read well or are having a hard time understanding the questions, you may want to read the questions to them one at a time and they will complete the questionnaire by marking their response. Alternatively, you may want to provide a tape recording or burned CD of an adult reading the survey out loud and play it for all the students. (Quality will be important on the recording.)*
8. *Have surveys available in Spanish for students who may be more comfortable responding in their native language. Ask youth if anyone feels more comfortable taking the survey in Spanish (be careful, they also have to be able to read Spanish!) If you know that you will have monolingual Spanish speakers taking the survey, arrange for a bilingual survey administrator to be present.*
9. *Unfortunately, there are no surveys available in other languages. However, we do not expect to encounter any significant number of young Navajo speakers (or other languages) in this setting who do not also read English or understand English. However, if this is the case, be prepared to provide someone who can interpret and alert your evaluator so she can be prepared for this need in the future. If this is an issue, please contact your evaluation team.*
10. *Have students turn in the questionnaire when they are done. Thank them and make sure they have responded to all the questions (ask them, but don’t peek into their survey given that we have already said that their responses are confidential).*

FREQUENTLY ASKED QUESTIONS FOR SURVEY TAKERS AND SURVEY ADMINISTRATORS:

Q - Isn't this the YRRS survey? How is it different?

A - Some of these questions are similar to the YRRS so you may already be familiar with them. We use some similar questions so we can know how these youth compare to the rest of the state.

Q- How do I answer the question about race or ethnicity?

A- Try *NOT* to tell the survey taker what their race or ethnicity is. Tell them: “How have you heard your family talk about itself? Have you heard any of these words below? You can check more than one answer if you have different kinds of people in your family.”

Q – Why do these questions assume we all smoke, drink or use drugs?

A- Unfortunately, the questions aren’t perfect. They are meant to ask many young people from different places the same thing, so sometimes they have to ask questions in that way.

Adults do know that not all teens smoke or drink. If you don’t smoke or drink or use drugs, just answer the question in the negative. In other words, just answer that you haven’t done something.

POSSIBLE QUESTIONS ABOUT THE DRUG USE QUESTIONS:

NOTE: We had to use these questions as they match with federal standards. Do the best you can to describe what different drugs are, using local terminology you may know. Here are some examples below.

Q- What does “soon” mean in Question 9?

A- Soon refers to trying smoking sometime in the next year.

Q- Does drinking mean taking wine at mass or at church? Does smoking include ceremonial tobacco?

A – No, drinking wine or smoking tobacco as part of a religious ceremony is not what these questions are asking for. Do not include those in your answers. The questions are trying to understand if you are using alcohol, tobacco, or drugs in ways that are potentially harmful to you.

Q – What does beverage mean? (you may have to read this word to them)

A – Beverage is a drink. An alcoholic beverage is a drink such as beer, wine, or anything that contains alcohol that you might drink.

Q- What does Marijuana mean? (you may have to read this word to them as it does not look like what it sounds like)

A – Other names for marijuana are weed, pot, bud, mota, hierba (pronounced yair-bah). *Do not say “dope” as that nowadays refers to methamphetamine or heroin, not marijuana.*

Q – What is Methamphetamine? (you may have to read this word to them)

A- Other names for Methamphetamine are meth, speed, crank, ice, hielo (pronounced yey-low).

Q – What is a tranquilizer? (you may have to read this word to them)

A- A tranquilizer is a drug that is intended to make you very relaxed or sleepy. It must be prescribed by a doctor.

Q- I don’t understand this question about medicines. I use medicines.

A – Only answer yes if you use those medicines in a way that your doctor did not tell you to. Like if a friend or family member gave them to you, when they were meant for that person. Or maybe you took them without them knowing. If you don't know what those medicines are, just answer "no".

Q – Does Advil count?

A- Non-prescriptions drugs generally don't count unless you are taking them when you don't need them for illness.

Q- What about things like eye drops or creams that were prescribed for someone else, but I used them? Would this count?

A – Yes.

Q- What are these medications? I've never heard of them. (you may have to read these words to them)

A- If you've never heard of them, that's okay. If you don't know what those medicines are, just answer "no".

ADDITIONAL SCRIPT FOR VIOLENCE QUESTIONS

The people that organize these programs want to know whether your prevention program has helped you either by teaching you new things about improve your decision making, at dealing with stress, resisting peer pressure and improving relationships with peers.

POSSIBLE QUESTIONS ABOUT THE VIOLENCE QUESTIONS:

Q – Does it count if you are teasing friends and they seem to like to be teased? (Q – B2)

A - Yes, please count that.

Q – Does it count if you start fights with brothers or sisters (or hit them, threaten them, etc.)?
(Q- B4,5,6)

A – Yes, please count that.

Q – Does it count if you steal pencils and notebook paper? (Q – B7)

A – Count it only if you did it on purpose and not by accident.

Q – Does it count if someone gives you the finger on the bus? (Q – C5)

A – Yes, please count that.

Q - Does this include teachers who may tease and pick on us? (Q - C6)

A – Yes, please include that

Q – Does this include brothers, sisters, cousins (family members or friends) who may tease us or threaten us?

A – Yes, please include that.

ADDITIONAL SCRIPT FOR RESILIENCY QUESTIONS

The people that organize these programs want to know whether your prevention program has helped you either by teaching you new things about improving your decision making, at dealing with stress, resisting peer pressure and improving your relationships with other adults and friends.

IMPORTANT NOTE ON THE EXTERNAL RESILIENCY MODULE

You have the option of administering only some sections of the External Resiliency Module. However, if you choose to administer only some sections and not all, please make sure that they represent an entire construct as reflected in the annotation of the modules. Do not randomly pick and choose questions but select those that complete a construct (typically 3 items) since we will be grouping items for analysis purposes.

POSSIBLE QUESTIONS ABOUT THE RESILIENCY QUESTIONS:

Q- What kind of problem is Q-D4 referring to?

A- Any kind of problem. It might be a problem with homework, or a problem with a friend, or a problem making a decision. I recommend not thinking too hard about these questions. Probably the first thing you thought is the correct answer.

Q – What is meant by “success”believes I will be a “success” at what? (Q – E 6)

A - This question asks, do you have a teacher or other adult at school who thinks that you are or will be a good person, a good citizen, you will achieve academically, or how ever you define success. Success does not necessarily mean that you become famous or rich but rather that you will succeed at what you want to do.

Q – What is meant by “make a positive difference”... at what?

A – It means, do you try to make things better for others at school. This may be by being kind to others, a helpful person, being considerate of others including teachers and students, etc. You can probably think of other ways that one could make a positive difference at school.

Q – What is meant by “having input on decisions my parents make”? Does this mean things like deciding where to go to eat, or what movie to see? Or big decisions like deciding what car to buy?

A – This question refers to those decisions where it is reasonable for you to have input. This may mean something as simple as deciding what movie to go to or where to eat but it also might include decisions about where you can go with your friends without adult supervision or your curfew, or when you will do your school work.