

# The **A**rea **B**ased **C**hildhood Programme 2013 -2017

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## Parenting Outcomes Measurement Training

July 2019

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## Overview

## Purpose of Training Session

- Familiarise practitioners with outcome measures associated with the interventions they provide.
- Provide an opportunity to practice using the measures.

## To Note

The questionnaires featured in these slides were used during the national evaluation of the Area Based Childhood (ABC) Programme. These guidelines were developed by the Centre for Effective Services (CES), the programme evaluator. It is important to note that the Department of Children and Youth Affairs and CES do not endorse the outcomes measures featured in this training pack above any other measures.

## Parent-Related Outcome Measures

- Pianta Child-Parent Relationship Scale
- Parent Stress Scale
- TOPSE
- WHO-5
- SDQ

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## Pianta Child-Parent Relationship Scale (CPRS)

# Child-Parent Relationship Scale (Pianta, 1992)

## ***What is it?***

- A questionnaire to be completed by parents of children aged between 3 and 12 years

## ***What does it measure?***

- Conflict in the child-parent relationship
- Closeness in the child-parent relationship

## ***How many questions are there?***

- 15 'I' statement questions, score on a scale of 1-5 from 'Definitely does not apply' through to 'Definitely applies'

## Administering the CPRS (1)

- Can be used with Mum or Dad, but they should complete the questionnaire separately
- If Mum or Dad are taking part in a universal-type parenting programme and there is more than one child in the family, ask them to think about just one of their children when answering the questions
- If Mum or Dad have been referred to a parenting intervention because they are having particular difficulties with one of their children, then they should respond to those questions in the context of that child



## Administering the CPRS (2)

- It is the parent's perception of the relationship they have with their child – **THERE ARE NO RIGHT OR WRONG ANSWERS**
- Takes between 5 and 10 minutes to complete
- Can be completed independently or the practitioner can read the questions out to the parent
- Important to ask the question as written in the questionnaire
- It is important not to react to the responses provided by Mum or Dad, if you believe that the parent is not responding honestly or accurately

# Child-Parent Relationship Scale

	Definitely does not apply 1	Not really 2	Neutral, not sure 3	Applies somewhat 4	Definitely applies 5				
1.	I share an affectionate, warm relationship with my child.				1	2	3	4	5
2.	My child and I always seem to be struggling with each other.				1	2	3	4	5
3.	If upset, my child will seek comfort from me.				1	2	3	4	5
4.	My child is uncomfortable with physical affection or touch from me.				1	2	3	4	5
5.	My child values his/her relationship with me.				1	2	3	4	5
6.	When I praise my child, he/she beams with pride.				1	2	3	4	5
7.	My child spontaneously shares information about himself/herself.				1	2	3	4	5
8.	My child easily becomes angry at me.				1	2	3	4	5
9.	It is easy to be in tune with what my child is feeling.				1	2	3	4	5
10.	My child remains angry or is resistant after being disciplined.				1	2	3	4	5
11.	Dealing with my child drains my energy.				1	2	3	4	5
12.	When my child is in a bad mood, I know we're in for a long and difficult day.				1	2	3	4	5
13.	My child's feelings toward me can be unpredictable or can change suddenly.				1	2	3	4	5
14.	My child is sneaky or manipulative with me.				1	2	3	4	5
15.	My child openly shares his/her feelings and experiences with me.				1	2	3	4	5

## CPRS: Calculating the Results

### ***Conflict***

- Sum the scores from all the questions associated with conflict
- A higher score means that Mum or Dad experience higher levels of conflict in their relationship with their child
- A **LOWER** score is desirable on the conflict sub-scale

# CPRS: Calculating the Results

## *Closeness*

- Sum the scores from all the questions associated with closeness (Questions 1, 3, 5, 6, 7, 9, 15)
- A higher score means that Mum or Dad experience higher levels of closeness in their relationship with their child
- A **HIGHER** score is desirable on the closeness sub-scale

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## Parental Stress Scale (PSS)

# Parental Stress Scale (Berry & Jones, 1995)

## ***What is it?***

- A questionnaire to be completed by both Mum and Dad, for children with and without clinical problems

## ***What does it measure?***

- Changes in parental stress levels for parents/carers
- Positive and negative aspects of parenting
- ***How many questions are there?***
- 18 questions, score on a scale of 1-5 from 'Strongly disagree' through to 'Strongly agree'

## Parental Stress Scale (2)

### *Why did we choose it?*

- Measures both negative and positive aspects of parenting
- Suitable across a wide age range of children
- Short & free when compared to other measures
- Used in the Growing Up in Ireland study
- Can be used as a before and after measure, measures outcomes of services or areas of work focused on improving parents/carers parenting capacity

## Administering the PSS (1)

- Can be used with Mum or Dad, but they should complete the questionnaire separately
- Can be completed in the context of an individual child or all children in the family
- Parents should think about their typical relationship with their child or children
- It is the parents' perceptions and feelings about the experience of being a parent – **THERE ARE NO RIGHT OR WRONG ANSWERS**



## Administering the PSS (2)

- Takes between 5 and 10 minutes to complete
- Can be completed independently or the practitioner can read the questions out to the parent
- Important to ask the question as written in the questionnaire
- It is important not to react to the responses provided by Mum or Dad, even if you believe that the parent is not responding honestly or accurately

# Parental Stress Scale

**1 = Strongly  
Disagree**

**2 = Disagree**

**3 = Undecided**

**4 = Agree**

**5 = Strongly  
disagree**

1	I am happy in my role as a parent.
2	There is little or nothing I wouldn't do for my child(ren) if it was necessary.
3	Caring for my child(ren) sometimes takes more time and energy than I have to give.
4	I sometimes worry whether I am doing enough for my child(ren).
5	I feel close to my child(ren).
6	I enjoy spending time with my child(ren).
7	My child(ren) is an important source of affection for me.
8	Having child(ren) gives me a more certain and optimistic view for the future.
9	The major source of stress in my life is my child(ren).
10	Having child(ren) leaves little time and flexibility in my life.
11	Having child(ren) has been a financial burden.
12	It is difficult to balance different responsibilities because of my child(ren).
13	The behaviour of my child(ren) is often embarrassing or stressful to me.
14	If I had it to do over again, I might decide not to have child(ren).
15	I feel overwhelmed by the responsibility of being a parent.
16	Having child(ren) has meant having too few choices and too little control over my life.
17	I am satisfied as a parent.
18	I find my child(ren) enjoyable.

## PSS: Calculating the Results (1)

- PSS gives a total score; does not break it down by positive and negative aspects of parenting
- The scores for the positive questions 1, 2, 5, 6, 7, 8, 17, and 18 need to be reversed so that 5 is reversed to 1; 4 is reversed to 2; 3 stays the same; 2 is reversed to 4; and 1 is reversed to 5
- Scores can range from 18 to 90

## PSS: Calculating the Results (2)

- A higher score means that Mum or Dad experience higher levels of parenting stress
- A **LOWER** score is therefore desirable

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## A Tool to measure Parenting Self-Efficacy (TOPSE)

## TOPSE (Kendall & Bloomfield, 2005)

### ***What is it?***

- A sub-scale of a questionnaire to be completed by parents to assess their belief in their own parenting skills

### ***What does it measure?***

- Discipline and boundary setting

### ***How many questions are there?***

- 6 statement questions, scored on a scale of 0-10, where 0 means 'Completely disagree' and 10 means 'Completely agree'

## Administering TOPSE (1)

- Can be used with Mum or Dad, but they should complete the questionnaire separately
- If Mum or Dad are taking part in a universal-type parenting programme and there is more than one child in the family, ask them to think about just one of their children when answering the questions
- If Mum or Dad have been referred to a parenting intervention because they are having particular difficulties with one of their children, then they should respond to those questions in the context of that child

## Administering TOPSE (2)

- It is the parent's perceptions and feelings about their experience of being a parent – **THERE ARE NO RIGHT OR WRONG ANSWERS**
- Takes about 5 minutes to complete
- Can be completed independently or the practitioner can read the questions out to the parent
- Important to ask the question as written in the questionnaire
- It is important not to react to the responses provided by Mum or Dad, if you believe that the parent is not responding honestly or accurately



# TOPSE



**The following section is about discipline and setting boundaries.**

Using the scale below, please enter in the boxes how much you agree with each statement.  
The scale ranges from 0 (completely disagree) to 10 (completely agree).  
You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree				Moderately agree			Completely agree			

- Setting limits and boundaries is easy for me.
- I am able to stick to the rules I set for my child.
- I am able to reason with my child.
- I can find ways to avoid conflict.
- I am consistent in the way I use discipline.
- I am able to discipline my child without feeling guilty.

## TOPSE : Calculating the Results

- Simply sum the scores for each of the questions
- Scores can range from 0 to 60
- A lower score means that Mum or Dad experience more challenges in the areas of discipline and boundary setting; a **HIGHER** score is therefore desirable

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## Strengths and Difficulties Questionnaire (SDQ)

# SDQ (Goodman, 2005)

## *What is it?*

- A widely-used questionnaire for children aged 2 to 16; includes self-report, parent-report and teacher-report versions

## *What does it measure?*

- Children and young people's emotional health and behaviour problems across five sub-scales:
  - emotional symptoms
  - conduct problems
  - Hyperactivity
  - peer relationship problems
  - pro-social behaviour

## SDQ (2)

### *How many questions are there?*

- 25 statement questions, three-point scale from 'Not true' to 'Somewhat true' to 'Certainly true'

### *How is it structured?*

- Combines positive and negative statements about children's emotional health and behaviour

## Administering SDQ (1)

- Can be completed by the child themselves; by either parent, but they should complete the questionnaire separately; with the child's teacher
- Respondents are asked to think about how things have been over the **last 6 months**
- It is about parent perceptions and/or the child's feelings – **THERE ARE NO RIGHT OR WRONG ANSWERS**
- Takes about 15 minutes to complete

## Administering SDQ (2)

- Can be completed independently or the practitioner can read the questions out to the respondent
- Important to ask the question as written in the questionnaire
- Important to encourage respondents to answer as many questions as possible
- It is important not to react to the responses provided even if you believe that the person is not responding honestly or accurately

## Calculating the SDQ Scores

- Each response is given a number between 0 and 2
- ‘Somewhat true’ is always scored as ‘1’, whether ‘Not true’ or ‘Certainly true’ is scored as 0 or 2 depends on whether the question is framed as a strength or a difficulty



## Calculating the SDQ Scores

- For questions framed as a strength 'Not true' is scored as 2 and 'Certainly true' scored as 0
- For questions framed as a difficulty 'Not true' is scored as 0 and 'Certainly true' is scored as 2

**EXCEPT** for the **Pro-social scale** where for all questions

- 'Certainly true' is scored 2 and 'Not true' is scored at 0

# Emotional Problems Scale

Emotional Problems Questions	Not true	Somewhat true	Certainly true
Often complains of headaches, stomach-aches or sickness	0	1	2
Many worries, often seems worried	0	1	2
Often unhappy, down-hearted or tearful	0	1	2
Nervous or clingy in new situations, easily loses confidence	0	1	2
Many fears, easily scared	0	1	2

## Conduct Problems Scale

Conduct Problems Questions	Not true	Somewhat true	Certainly true
Often has temper tantrums or hot tempers	0	1	2
Generally obedient, usually does what adults request	2	1	0
Often fights with other children or bullies them	0	1	2
Often lies or cheats	0	1	2
Steals from home, school or elsewhere	0	1	2

# Hyperactivity Scale

Hyperactivity Questions	Not true	Somewhat true	Certainly true
Restless, overactive, cannot stay still for long	0	1	2
Constantly fidgeting or squirming	0	1	2
Easily distracted, concentration wanders	0	1	2
Thinks things out before acting	2	1	0
Sees tasks through to the end, good attention span	2	1	0

## Peer Problems Scale

Peer Problems Questions	Not true	Somewhat true	Certainly true
Rather solitary, tends to play alone	0	1	2
Has at least one good friend	2	1	0
Generally liked by other children	2	1	0
Picked on or bullied by other children	0	1	2
Gets on better with adults than with other children	0	1	2

## Pro-social Scale

Pro-social Questions	Not true	Somewhat true	Certainly true
Considerate of other people's feelings	0	1	2
Shares readily with other children (treats, toys, pencils etc.)	0	1	2
Helpful if someone is hurt, upset or feeling ill	0	1	2
Kind to younger children	0	1	2
Often volunteers to help others (parents, teachers, other children)	0	1	2

## Calculating the Total SDQ Scores

- In order to calculate the SDQ total score you add up the scores from the emotional problems, conduct problems, hyperactivity and peer problems scale.
- You do not include the score from the pro-social sub-scale in the total score

## What do the SDQ Scores Mean?

- Lower score is desirable for emotional problems, conduct problems, hyperactivity and peer problems scales
- Higher score is desirable for the pro-social scale
- Lower score is desirable for the total difficulties score
- Different categorisation depending on who completes the questionnaire



## Parent Completed SDQ, 2-4 Year Olds

Scores	Normal	Slightly Raised	Problematic	Very Problematic
Total Difficulties score	0-12	13-15	16-18	19-40
Emotional problems score	0-2	3	4	5-10
Conduct problems score	0-3	4	5	6-10
Hyperactivity score	0-5	6	7	8-10
Peer problems score	0-2	3	4	5-10
Pro-social score	7-10	6	5	0-4

## Parent Completed SDQ, 4-17 Year Olds

Scores	Normal	Slightly Raised	Problematic
Total difficulties score	0-13	14-16	17-40
Emotional problems score	0-3	4	5-10
Conduct problems score	0-2	3	4-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-2	3	4-10
Pro-social score	6-10	5	0-4

## Teacher Completed SDQ, 4-17 Year Olds

Scores	Normal	Slightly Raised	Problematic
Total difficulties score	0-11	12-15	16-40
Emotional problems score	0-4	5	6-10
Conduct problems score	0-2	3	4-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-3	4	5-10
Pro-social score	6-10	5	0-4

## Self-Completed SDQ, 11 Years & Older

Scores	Normal	Slightly Raised	Problematic
Total difficulties score	0-15	16-19	20-40
Emotional problems score	0-5	6	7-10
Conduct problems score	0-3	4	5-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-3	4-5	6-10
Pro-social score	6-10	5	0-4

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## WHO-5 Well-being Index

# WHO-5 Well-Being Index (WHO, 1998)

## ***What is it?***

- A widely used questionnaire for adults that assesses mental well-being

## ***What does it measure?***

- Subjective psychological well-being

## ***How many questions are there?***

- 5 statement questions, scored on a scale of 0-5, where 0 means 'At no time' and 5 means 'All of the time'

## WHO-5 Well-Being Index (2)

### *Why did we choose it?*

- Commonly used tool to assess mental well-being
- Suitable for use with all parents
- Short & free
- Has been used in other Irish studies
- Useful as both a screening tool and as an outcome measure

## Administering WHO-5 (2)

- Can be used with Mum or Dad, but they should complete the questionnaire separately
- The participant is asked to think about how they have been feeling over the previous **two** weeks
- It is about parent feelings – **THERE ARE NO RIGHT OR WRONG ANSWERS**



## Administering WHO-5 (2)

- Takes about 5 minutes to complete
- Can be completed independently or the practitioner can read the questions out to the parent
- Important to ask the question as written in the questionnaire
- It is important not to react to the responses provided by Mum or Dad, even if you believe that the parent is not responding honestly or accurately

# WHO-5 Well-Being Index

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.

Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

	<i>Over the last two weeks</i>	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
<b>1</b>	<b>I have felt cheerful and in good spirits</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>2</b>	<b>I have felt calm and relaxed</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>3</b>	<b>I have felt active and vigorous</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>4</b>	<b>I woke up feeling fresh and rested</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
<b>5</b>	<b>My daily life has been filled with things that interest me</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

## WHO-5 Well-Being Index : Calculating the Results

- Simply sum the scores for each of the questions
- Scores can range from 0 to 25
- 0 represents the worst possible and 25 represents the best possible quality of life; a **HIGHER** score is therefore desirable