

# The Geelong Project

## Outcomes Measurement Plan (Stage 2)



# OUTCOMES MEASUREMENT PLAN

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The Geelong Project was conceived from the outset as a 'research and development' venture that would take at least three years to implement fully the innovations embodied in the model and the research, data collection and evaluation of outcomes required to demonstrate a measureable impact on youth homelessness and early school leaving.

## 1. The Geelong Project Program Logic

The main reference for the measurement of outcomes in the Geelong Project is The Geelong Project **Program Logic** (see diagram) which addresses what changes can be expected to happen as a result of the early intervention undertaken in the 'community of schools and youth services' in Geelong along four dimensions – individual changes, school, family and community. Outcomes can be short-term to long-term changes in attitudes, behavior and various states and circumstances for a client that relate to the intervention. Outcomes are connected logically to the intervention model. Impact analysis attempts to assess what an intervention has achieved compared to similar young people where no intervention has taken place.

**Outcomes Star measures** are assessments made as part of the case management process. These assessments provide a useful relativistic measure of progress within a case. These measures should only be compared across different interventions and programs with caution because they are not normed measures. Outcomes Star measures have a high internal validity but low external validity.

**Normative outcomes measures** are measures using instruments that have been normed with other populations or with the broader population of adolescents - high external validity but lower internal validity.

The potential difference between the measures in the Outcomes Star and other normative measure can be illustrated in the following example. In a particular case, a significant amount of progress (high internal validity) could be achieved working with a young person with high and complex needs but that quantum of progress might appear to be small when compared to other at-risk young people (external validity).

## 2. Forward Planning Issues:

The measurement of outcomes to the level of sophistication sought requires the case management module of e-Wellbeing otherwise the manual updating and cross-referencing is too time-consuming. E-Wellbeing is under development and will be available as a working prototype for Stage 2.

The Outcomes Star methodology offers a range of multi-dimensional tools for use within casework support for different groups and issues. There is a Homelessness Star but not a Star for at-risk young people in an early intervention context. An early intervention star will be developed by Triangle Consulting and the Swinburne University team and Time for Youth early in Stage 2.

The results from the enhanced SNS will provide the basis for implementing the normative outcome measure but the use of the e-Wellbeing case management module is required for this to be efficiently done.

Longitudinal data on young people who have been assessed at the Front Door to the SHS and/or entered the homelessness service system. Five years of data that provides for the identification of the young people has been extracted from the retired CMS client data system. This will be reanalyzed and there has been an initial positive discussion about data matching with the research section of DEECD. What needs to be specified is the historical baseline of 12-18 year olds entering homeless services and whether they were school students or not when they contacted the Front Door.

### **3. Forthcoming Evaluation Reports**

The six evaluation reports for The Geelong Project are:

- a) The Geelong Project Model Report: A report on The Geelong Project model with extensive documentation of its concepts and methodologies – this will be based on the FAHCSIA report (July 2013) but include new data from the enhanced SNS, follow-up of identified students and a reanalysis of five years of CASES youth homelessness data for Geelong.[ Early in 2014]
- b) Early Intervention and Youth Homelessness: A literature review of the Australian literature to summarise what has been done with early intervention and youth homelessness in Australia, what the research evidence is, what policies apply, and what are the issues for developing early intervention.[25,000 word early draft exists]
- c) Outcomes: A report on the outcomes from The Geelong Project model –realistically this will be based on Stage 2 of client data. The outcomes possible from the ‘community of schools and youth services’ in relation to the dynamics of youth homelessness in the regional city of Geelong.
- d) Action Learning Report: Some time has been apportioned to ‘action learning’, which is a forum where the early intervention workers discuss and think about practice issues and critically consider elements of their practice. This is similar in some respects to the ‘action research’ component of the Reconnect program that served to refine the early intervention work in Reconnect. This component of the internal evaluation is about reflective practice and the documentation of what has been learned from the experience of implementation of the project and working with young people and their families.[action learning meetings begun]
- e) E-Wellbeing IT Platform: this is a priority under development to have a working prototype. The idea of e-Wellbeing is to a toolkit that can be used by schools and agencies as they cooperate to support at-risk student. The platform is youth-focused in the sense that it tracks and follows the young person at school but also if they leave school, and it is outcomes-focused in the sense that the exit point is when they have achieved a Year 12 equivalent educational outcomes and a stable living arrangement outcome. E-Wellbeing is the first cross-sectoral IT system for young people and may be the first platform of its kind. There will be a report explaining the concepts, mapping out the components and their functions, a data dictionary and user manual.
- f) A Cost Analysis of The Geelong Project model – Professors Paul Flatau and Adam Steen have started work on an analysis of unit costs in relation to The Geelong Project early intervention model and a cost benefit simulation based on output and outcomes in Geelong. The purpose of this report is to inform the further development of the model and its possible extension in other communities and jurisdictions. Two other state government departments are talking to Swinburne about the possibility of The Geelong Project model being developed in Sydney and Adelaide.[Fieldwork has been done by Flatau and Steen – some analysis underway but depends on outcomes data and data on homelessness]

## INDIVIDUAL LEVEL OF OUTCOMES

Level	Short-term	Medium-term	Long-term
Individual	<ul style="list-style-type: none"> <li>▪ Young person at-risk engages with TGP;</li> <li>▪ Personal issues identified.</li> <li>▪ Participation in TGP case management is</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feels better about themselves;</li> <li>▪ More optimistic;</li> <li>▪ Able to cope better &amp; solve problems;</li> <li>▪ Health issues being managed with support.</li> <li>▪ Personal change</li> </ul>	<ul style="list-style-type: none"> <li>▪ Young person able to self-manage w/o a lot of support;</li> <li>▪ Has life goals and engaged to realise these goals.</li> <li>▪ Health issues managed</li> </ul>

Outcomes	Qualitative	Quantitative	S/T	M/T	L/T
Engagement w/ TGP	Agreement is recorded at outset of case Engagement & participation maintained until case is closed by mutual agreement	Proportion of identified at-risk young people who are offered support and accept TGP case management	✓		
Personal issues identified	Completion of the TGP case needs assessment	A quantitative measure of the level & complexity of need (YTBD); SNS Issues profile	✓		
Participation in TGP case management.	Engaged and working with case worker	Proportion of clients who did not exit case management in an unplanned manner.	✓	✓	✓
Personal change	Case notes	OUTCOMES STAR score on family dimension shows positive progress	✓	✓	✓
Self-esteem – feelings about oneself		SNS – Q12; 10 item Rosenberg self-esteem scale.	✓	✓	✓
Feels more optimistic		SNS – Wagnild resilience measure; 14 item scale. LOT-R; a 10 item scale that measure optimism/pessimism	✓	✓	✓
Self-efficacy	Able to cope better and solve problems	General self-efficacy scale (GSE); 10 item that assesses perceived self-efficacy or how well someone thinks they are coping	✓	✓	✓
Health issues Managed	Case record dependent on health issue being present	If mental health or psychological – SNS Kessler K10 positive	✓	✓	✓
Self-management	The case closed - moved to active monitoring	SMT shows stability		✓	✓
Life goals	Case record reports young person has life goals	Adapted Adolescent Life Goal Profile Scale (ALGPS); generative, Achievement & 3 relationships items – done during casework.	✓	✓	✓

## FAMILY LEVEL OF OUTCOMES

Family	<ul style="list-style-type: none"> <li>▪ Family issues are identified and able to be worked on;</li> <li>▪ Family members engaged where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family risk factors are reduced;</li> <li>▪ Improved family connectedness;</li> <li>▪ Family issues being managed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family issues largely resolved;</li> <li>▪ Family relations are functional and stable;</li> <li>▪ Stays living at home while at school – does not become homeless</li> </ul>
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Outcomes	Qualitative	Quantitative	S/T	M/T	L/T
Family issues identified (S/T Outcome)	Needs analysis completed		✓		
Family members engaged (S/T Outcome)	Family members involved in case work		✓		
Family connectedness; (M/T Outcome)	Case record	SNS – Q16; 5 item Hemingway family connectedness scale		✓	✓
Family issues being managed (M/T Outcome)	Case notes		✓	✓	✓
Family risk factors reduced (M/T Outcome)	Issues profile from SNS	SNS: At-risk of homelessness score decreased	✓	✓	✓
Family issues resolved (L/T Outcome)	Case record				✓
Family relations are functional and stable (L/T Outcome)	Case record	OUTCOMES STAR score on family dimension shows positive progress		✓	✓
Living at home while at school (L/T Outcome)	Still at home and school				✓

## SCHOOL LEVEL OF OUTCOMES

School	<ul style="list-style-type: none"> <li>▪ School issues identified;</li> <li>▪ School engaged &amp; issues being dealt with;</li> <li>▪ School attendance starts to improve;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feels more engaged at school;</li> <li>▪ Schoolwork improves;</li> <li>▪ Regularly attends school;</li> <li>▪ More connected with school;</li> <li>▪ More connected with teachers;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stays at school and completes Year 12;</li> <li>▪ Achieves sufficient VCE score for entry into further education;</li> </ul>
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Outcomes	Qualitative	Quantitative	S/T	M/T	L/T
School issues identified (S/T Outcome)	Needs analysis completed		✓		
School engaged	School staff are engaged		✓		
School attendance	Case record	School records on attendance – Student Mapping Tool		✓	✓
More engaged at school	Case record	Improvement on School Disengagement Scale		✓	✓
School work improved	Case record	Data on school grades from school or CASES 21 database		✓	✓
School connectedness		SNS – School Disengagement Scale; 5 item Hemingway school connectedness scale	✓	✓	✓
Teacher connectedness		SNS Q11d; 5 item Hemingway teacher connectedness scale	✓	✓	✓
Stays at school and completes Year 12	Attendance to end of Year 12 and completion of VCE				✓
Achieves sufficient VCE score for further education		Year 12 results record			✓

## COMMUNITY LEVEL OF OUTCOMES

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Community	<ul style="list-style-type: none"> <li>▪ Engaged with TGP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Remains connected in their community with family;</li> <li>▪ Remains connected in their community with family;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Remains in community</li> </ul>
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Outcomes	Qualitative	Quantitative	S/T	M/T	L/T
Engagement w/ TGP	Agreement is recorded at outset of case Engagement & participation maintained until case is closed by mutual agreement	Proportion of identified at-risk young people who are offered support and accept TGP case management	✓		
Connectedness with family; (M/T Outcome)	Case record	SNS – Q16; 5 item Hemingway family connectedness scale		✓	✓
Connectedness with friends (M/T Outcome)	Case record	SNS – Q15; 5 item Hemingway friends connectedness scale		✓	✓
Connectedness with community/neighbourhood	Case record	Hemingway community/neighbourhood scale		✓	✓

	<b>At-risk of Homelessness Indicator (ARH)</b>
<b>Background</b>	Authored by David Mackenzie & Chris Chamberlain. First developed and applied in 1996, but has been used in the Adolescent Health & Wellbeing Survey (2000) and in Nillimbik and Banyule in 2008.
<b>Purpose</b>	The indicator scale was developed to identify young people who are at-risk of becoming homeless.
<b>Population</b>	The scale is designed for the adolescent population aged between 12-18 years of age. Has not systematically tested on children under the age of 12 and applied to young people who are currently living at home.
<b>Administration</b>	The scale is administered as part of the Student needs Survey instrument – Q11. The SNS takes about 30 minutes; The At-risk of Homelessness Indicator takes 3 minutes on average. Scoring: Responses are made on a 5-point likert scale.
<b>Description</b>	The construct of ‘at-risk of homelessness’ has been widely used in the policy debates about homelessness and refers to a range of issues taking place or that have taken place in families that make it more likely that a young person in that family might end up leaving home early.
<b>Reliability</b>	Has been used to generate risk profiles in 1996 with 40,000 students in 65 schools in five states, in 2008 in Banyule Nillimbik, and Geelong in 2011. The profiles are slightly different but not significantly.
<b>Validity</b>	Bearsley (2003) compared the data on risk of homelessness from the Adolescent Health & Wellbeing Survey with a sample of 137 homeless students and concluded that the measure ‘detects a significant sub-population of adolescent students who are suffering significant emotional and family distress’ and the indicator was ‘a valuable screening tool’.
<b>Strengths</b>	The measure has been used in a large sample survey of secondary school students in Victoria and several studies of at-risk school students. The sample sizes have been large. It has also been used as part of The Geelong Project screening process.
<b>Weaknesses</b>	As a general measure, it does not tap specific behavior change. In most applications it is necessary to add a few items to cover the particular content of the survey. How to write such items is described in Schwarzer and Fuchs (1996).
<b>Bibliography</b>	Mackenzie, D. & Chamberlain, C. (2008). Youth Homelessness 2006. <i>Youth Studies Australia</i> , Vol27, No.1. Halacas, C. (2009). Homelessness amongst Affluence: Homeless and at Risk Young People in Banyule and Nillimbik. <i>Parity</i> , 22(6), 9.
<b>Scale</b>	Q10 a. I feel happy at home. b. I get into lots of conflict with my parents. c. I would like to move out of home soon. d. Do you feel safe at home. e. Have you moved out of home for any period in the past 12 months. (Questions 10a, 10b and 10c 1-Strongly agree;2-Agree;3-Unsure; 4-Disagree; 5-Strongly disagree; Q10d 1-Yes, definitely; 2-Sometimes not safe; 3-Often not safe Q10e – YES/NO)

Disengagement from School Indicator (DSI)	
<b>Background</b>	Authored by David Mackenzie & Chris Chamberlain. First developed and applied in 1996, but has been used in the Adolescent Health & Wellbeing Survey (2000), in Nillimbik and Banyule in 2008, and in the pilot SNS in 2011.
<b>Purpose</b>	The indicator scale was developed to identify young people who are at-risk of leaving school early.
<b>Population</b>	The scale is designed for the adolescent population aged between 12-18 years of age. Has not systematically tested on children under the age of 12 and is applied to young people who are currently attending school.
<b>Administration</b>	The scale is administered as part of the Student needs Survey instrument – Q11. The SNS takes about 30 minutes; The At-risk of Homelessness Indicator takes 3minutes on average. Scoring: Responses are made on a 5-point likert scale.
<b>Description</b>	The construct of 'disengagement from school' has been developed as an early warning indicator of young people more likely to not complete secondary school to the end of Year 12. It is a 5 item measure with a 5 point likert scale
<b>Reliability</b>	Has been used to generate risk profiles in 1996 with 40,000 students in 65 schools in five states, in 2008 in Banyule Nillimbik, and Geelong in 2011. The profiles are slightly different but not significantly.
<b>Validity</b>	Has apparent construct validity but has yet to be compared with other measures.
<b>Strengths</b>	The measure has been used in a large sample survey of secondary school students in Victoria and several studies of at-risk school students. The sample sizes have been large. It has also been used as part of The Geelong Project screening process.
<b>Weaknesses</b>	The scale has not been assessed against other measures of school engagement.
<b>Bibliography</b>	Mackenzie, D. & Chamberlain, C. (2008). Youth Homelessness 2006. <i>Youth Studies Australia</i> , Vol27, No.1. Halacas, C. (2009). Homelessness amongst Affluence: Homeless and at Risk Young People in Banyule and Nillumbik. <i>Parity</i> , 22(6), 9.
<b>Scale</b>	Q11 a. I enjoy going to school each day. b. If I was able to get a job I would leave school now. c. I regularly 'wag' school (ie, miss school without permission). d. I get on well with most of my teachers. e. I get into a lot of trouble at school. (Questions 11a-e: 1-Strongly agree;2-Agree;3-Unsure; 4-Disagree; 5-Strongly disagree

<b>Life Orientation Test - Revised (LOT-R)</b>	
<b>Background</b>	Authored by Scheier, Carver and Bridges in 1994. They modified the Life orientation Test for assessing dispositional optimism
<b>Purpose</b>	The scale was adapted from the established LOT scale to redress some criticism of the LOT.
<b>Population</b>	The scale is developed using samples from the young adult population. A slightly longer version of the LOT-R was tested on 3-6 graders in primary schools and renamed the Youth Life Orientation Test. Could be applied with children below the age of 12 years.
<b>Administration</b>	The scale is usually self-administered, as part of a more comprehensive questionnaire. Scoring: Responses are made on a 5-point scale embedded in a 10-item list with five filler items.
<b>Description</b>	The Life Orientation Test (LOT) was developed to assess individual differences in generalized optimism versus pessimism. This measure, and its successor the LOT-R, have been used in a good deal of research on the behavioral, affective, and health consequences of this personality variable.
<b>Reliability</b>	In a sample of 2055 undergraduates, Cronbach's alpha was 0.78 which is an acceptable level of internal consistency; the test-retest reliability over 4 months was 0.68, 12 months – 0.60, over 24 months- 0.56 and 28 months – 0.79 which indicates fair stability over time.
<b>Validity</b>	Correlations between LOT-R and conceptually related scales were modest with the exception of the original LOT: Self-Mastery Scale – 0.48; Rosenberg Self-Esteem – 0.50; LOT – 0.95.
<b>Strengths</b>	The original LOT was well established and extensive development went into the revised LOT (LOT-R); easy to use
<b>Weaknesses</b>	There are no predefined cut-offs for optimism or pessimism
<b>Bibliography</b>	Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): a reevaluation of the Life Orientation Test. <i>Journal of personality and social psychology</i> , 67(6), 1063. Carver, C. S., Scheier, M. F., & Segerstrom, S. C.(2010). Optimism. <i>Clinical Psychology Review</i> , 30, 879-889.
<b>Scale</b>	<ol style="list-style-type: none"> <li>1. In uncertain times, I usually expect the best.</li> <li>[2. It's easy for me to relax.]</li> <li>3. If something can go wrong for me, it will.</li> <li>4. I'm always optimistic about my future.</li> <li>[5. I enjoy my friends a lot.]</li> <li>[6. It's important for me to keep busy.]</li> <li>7. I hardly ever expect things to go my way.</li> <li>[8. I don't get upset too easily.]</li> <li>9. I rarely count on good things happening to me.</li> <li>10. Overall, I expect more good things to happen to me than bad.</li> </ol> <p>(1-I agree a lot;2-I agree a little;3-Neither agree nor disagree; 4-I disagree a little; 5-I disagree a lot) Items 2, 5, 6, and 8 are fillers. Responses to "scored" items are to be coded so that high values imply optimism.</p>

<b>Rosenberg Self-Esteem Scale (SES)</b>	
<b>Background</b>	Authored by Dr Morris Rosenberg in 1965 as a measure for self-esteem of individuals.
<b>Purpose</b>	The scale was designed to measure self-worth by measuring both positive and negative feelings about the self.
<b>Population</b>	The scale is developed using a sample of 5024 high school students in 10 New York state schools. Has been normed for various adolescent populations
<b>Administration</b>	Self-report measure. Scoring: Responses are made on a 10 item scale using 4 point likert categories . Five items require reverse coding. Scale itself requires 2-3 minutes
<b>Description</b>	The Rosenberg's Self-esteem Scale (RSE) is a 10-item unidimensional scale designed to measure the self-esteem of high school students. It measures personal worth, self-confidence, self-satisfaction, self-respect, and selfdeprecation. It employs a four point Likert-type format of response, from 'strongly disagree' to 'strongly agree'.10.
<b>Reliability</b>	Correlations range from 0.82 to 0.88
<b>Validity</b>	Literature reports high construct validity. Cronbach's alpha ranges from 0.77 to 0.88.
<b>Strengths</b>	The most widely used measure of self-esteem; short scale of 10 items that can practically be used for screening purposes. Extensive literature on its theory and application. The scale is in the public domain.
<b>Weaknesses</b>	Some criticism of some items in cross-cultural studies
<b>Bibliography</b>	Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press Gray-Little, B., Williams, V.S.L., & Hancock, T. D. (1997). An item response theory analysis of the Rosenberg Self-Esteem Scale. Personality and Social Psychology Bulletin, 23, 443-451.
<b>Scale</b>	<ol style="list-style-type: none"> <li>1. On the whole, I am satisfied with myself.</li> <li>2. At times I think I am no good at all.</li> <li>3. I feel I have a number of good qualities.</li> <li>4. I am able to do things as well as most other people.</li> <li>5. I feel I do not have much to be proud of.</li> <li>6. I certainly feel useless at times</li> <li>7. I feel that I'm a person of worth, at least on an equal plane with others.</li> <li>8. I wish I could have more respect for myself.</li> <li>9. All in all, I am inclined to feel that I am a failure.</li> <li>10. I take a positive attitude toward myself.</li> </ol> <p>(1-Strongly Disagree;2-Disagree; 3-Agree; 4-Strongly Agree reverse scored for Items 2, 5, 6, 8 and 9. Items 1,3,4,7,and 10 are scored 4-Strongly agree;3-Agree; 2-Disagree; 1-Strongly Disagree).</p>

	<b>Kessler (K-10)</b>
<b>Background</b>	The Kessler Psychological Distress Scale (K10) was first documented by Kessler and Mroczek, School of Survey Research Center of the Institute for Social Research, University of Michigan in 1994 and was developed for screening populations on psychological distress <sup>1</sup>
<b>Purpose</b>	The scale was developed measure non-specific psychological distress.
<b>Population</b>	Was scale has been widely used in population health surveys with adults 18 years and over and well as adolescents in several countries.
<b>Administration</b>	The scale is usually self-administered, as part of a more comprehensive questionnaire. The values of the response categories are reversed: 5 - all of the time to 1 - none of the time. These 10 items are summed to give scores ranging from 10 and 50, where 50 indicates a high risk of anxiety or depressive disorder. Cut-off scores for the Kessler K10 are: 10-15 – low or no risk;16-29 – medium risk; 30-50 – high risk. An alternative scoring has been used in the NSW Health Surveys.
<b>Description</b>	The <b>K10</b> is a short 10-item screening questionnaire for psychological distress that was developed in the context of the US national co-morbidity study (Kessler et al., 2002)
<b>Reliability</b>	Reliability tests were done on the K10 using the 2000 Collaborative Health and Wellbeing Survey. The values of the kappa and weighted kappa scores ranged from 0.42 to 0.74, which indicates that K10 is a moderately reliable instrument.
<b>Validity</b>	Andrews and Slade have produced normative data on the K10 using the National Survey of Mental Health and Well-Being survey data (1997). K10 was comparable to the mental health instrument, GHQ, the quality of life instrument, SF-12, and the mental health instrument CIDI.
<b>Strengths</b>	The K10 is an appropriate screening tool for population health surveys. It is a simple, brief, valid and reliable instrument to detect mental health conditions in the population.
<b>Weaknesses</b>	As a general measure, it does not provide specific identification of mental health conditions.
<b>Bibliography</b>	Andrews, G., & Slade, T. (2001). Interpreting scores on the Kessler psychological distress scale (K10). <i>Australian and New Zealand journal of public health</i> , 25(6), 494-497. <i>Using the K10 to measure psychological distress. In: The Health of the People of New South Wales - Report of the Chief Health Officer: Methods.</i> Epidemiology and Surveillance Branch, NSW Health Department, Sydney.
<b>Scale</b>	<ol style="list-style-type: none"> <li>1. How often do you feel tired out for no good reason.</li> <li>2. About how often did you feel nervous.</li> <li>3. About how often did you feel so nervous that nothing could calm you down.</li> <li>4. About how often did you feel hopeless.</li> <li>5. About how often did you feel restless or fidgety.</li> <li>6. About how often did you feel so restless you could not sit still.</li> <li>7. About how often did you feel depressed.</li> <li>8. About how often did you feel that everything was an effort.</li> <li>9. About how often did you feel so sad that nothing could cheer you up.</li> <li>10. About how often did you feel worthless.</li> </ol> <p>(1-none of the time;2-Most of the time; 3-Some of the time;4-A little of the time;5-None of the time)</p>

Wagnild Resilience Scale	
<b>Background</b>	The original resilience scale was developed in the late 1980s and first published in 1993. It was initially developed for adults but later tested with adolescents. It was subsequently shortened to a 14 item scale (RS-14)
<b>Purpose</b>	The scale was developed measure resilience or how well young people are likely to deal with adversity and stressful situations.
<b>Population</b>	Can be used on a wide-range of age groups. Appropriate for adolescents.
<b>Administration</b>	The scale is usually self-administered, as part of a more comprehensive questionnaire. Scoring: Responses are made on a 7-point scale. No recoding.
<b>Description</b>	The Resilience scale consists of 25 items with five subscales for self-reliance, purposeful life, equanimity, perseverance and existential aloneness.
<b>Reliability</b>	Reliability has consistently been reported as Alpha coefficients of 0.84 to 0.94
<b>Validity</b>	Content validity was derived from a 1987 qualitative study of older women; Convergent and discriminant validity has been tested against the Health promoting Lifestyle profile (HPLP) and the resilience scales correlated highly (0.63) with the HPLP self-actualisation domain.
<b>Strengths</b>	The instrument is easy to use, quick to complete, easy to score, can be used with all age groups from adolescents to the elderly and it focuses on strength-based measure. There is extensive supporting documentation for the RS-14.
<b>Weaknesses</b>	The RS-14 was developed in 2009 and 2010 so there are not many studies yet using the short scale.
<b>Bibliography</b>	Wagnild, G. & Young, H. (2003) Development and psychometric evaluation of the Resilience Scale. <i>Journal of Nursing Measurement</i> . 29(12):42-49. Wagnild, G. (2009). A review of the Resilience Scale. <i>Journal of Psychosocial Nursing and mental Health Services</i> . 17(2): 105-13. Wagnild, G. & Collins, J. (2009) Assessing Resilience. <i>Journal of Psychosocial Nursing and mental Health Services</i> . 47(12): 28-33.
<b>Scale</b>	<ol style="list-style-type: none"> <li>1. I usually manage one way or another.</li> <li>2. I feel proud that I have accomplished things in life.</li> <li>3. I usually take things in my stride.</li> <li>4. I am friends with myself.</li> <li>5. I feel that I can handle many things at a time.</li> <li>6. I am determined.</li> <li>7. I can get through difficult times because I've experienced difficulty before.</li> <li>8. I have self-discipline.</li> <li>9. I keep interested in things.</li> <li>10. I can usually find something to laugh about.</li> <li>11. My belief in myself gets me through hard times.</li> <li>12. In an emergency, I'm someone people can generally rely on.</li> <li>13. My life has meaning.</li> <li>14. When I'm in a difficult situation, I can usually find my way out of it.</li> </ol> (1-strongly disagree to 7- Strongly agree)

	<b>Hemingway Measure of Adolescent Connectedness</b>
<b>Background</b>	Developed by Michael Karcher in as a tool for measuring change due to interventions.
<b>Purpose</b>	The Hemingway scales were developed measuring connectedness to family, friends, teachers, school etc, as tools to estimate the effects of interventions, specifically those designed to promote social development and reduce problem behaviours.
<b>Population</b>	Has been widely used for Populations of adolescents 12-19 year and in a modified version with pre-adolescents
<b>Administration</b>	The scales for connectedness with school, family, teachers and friends is administered as part of the enhanced SNS.
<b>Description</b>	The Hemingway Measure of Adolescent Connectedness consists of 15 subscales
<b>Reliability</b>	Reliability overall in terms of internal consistency was high: Friends – 0.78; Parents – 0.81; teachers – 0.84; school – 0.79, and friends for a sample size of 3598 adolescents.
<b>Validity</b>	Good evidence of convergent and discriminant validity on the adolescent scales: Cronbach’s Alpha for subscales is teachers - 0.75; school – 0.75; friends – 0.78; parents – 0.81; .
<b>Strengths</b>	Developed for measurement of connectedness of adolescents. Cross-cultural validity; Several versions available. Can be used without charge.
<b>Weaknesses</b>	Not widely used at this stage.
<b>Bibliography</b>	Karcher, M. J., Holcomb, M., & Zambrano, E. (2008). Measuring adolescent connectedness: A guide for school-based assessment and program evaluation. In H. L. K. Coleman & C. Yeh (Eds.), Handbook of school counseling (pp. 649-669). Mahwah: Lawrence Erlbaum Karcher, M. J., & Lee, Y. (2002). Connectedness among Taiwanese middle school students: A validation study of the Hemingway Measure of Adolescent Connectedness. <i>Asia Pacific Education Review</i> , 3(1), 92-114.
<b>Scale</b>	<p><b>Parents</b> (6 items)</p> <ol style="list-style-type: none"> <li>1. My family has fun together.</li> <li>2. It is important that my parents trust me.</li> <li>3. I enjoy spending time with my parents.</li> <li>4. [My parents and I disagree about many things].</li> <li>5. My parents and I get along well.</li> <li>6. I care about my parents very much.</li> </ol> <p><b>School</b> (6 items)</p> <ol style="list-style-type: none"> <li>1. I work hard at school.</li> <li>2. I enjoy being at school.</li> <li>3. [I get bored in school a lot].</li> <li>4. I do well in school.</li> <li>5. I feel good about myself when I am at school.</li> <li>6. Doing well in school is important to me.</li> </ol> <p><b>Teachers</b> (6 items)</p> <ol style="list-style-type: none"> <li>1. I care what my teachers think of me.</li> <li>2. [I do not get along with some of my teachers].</li> <li>3. I want to be respected by my teachers.</li> <li>4. I try to get along with my teachers.</li> <li>5. I always try hard to earn my teachers’ trust.</li> </ol>

**Friends (6 items)**

1. [Spending time with friends is not so important to me].
2. I have friends I'm really close to and trust completely.
3. Spending time with my friends is a big part of my life.
4. My friends and I talk openly with each other about personal things.
5. I spend as much time as I can with my friends.
6. My friends and I spend a lot of time talking about things.

Inverse scored item in [ ] brackets

(1-Not true at ALL;2-Not really true; 3-Sort of true;4-True;5-Very true; 6-unclear)

	<b>General Self-efficacy Scale (GSE)</b>
<b>Background</b>	Authored by Ralf Schwarzer & Matthias Jerusalem. A German version was developed in 1979 and later became available in English and other languages
<b>Purpose</b>	The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events.
<b>Population</b>	The scale is designed for the general adult population, including adolescents. Persons below the age of 12 should not be tested.
<b>Administration</b>	The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. Time: It requires 4 minutes on average. Scoring: Responses are made on a 4-point scale. Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40. No recoding.
<b>Description</b>	The construct of Perceived Self-Efficacy reflects an optimistic self-belief (Schwarzer, 1992). This is the belief that one can perform a novel or difficult task, or cope with adversity -- in various domains of human functioning. Perceived self-efficacy facilitates goal-setting, effort investment, persistence in face of barriers and recovery from setbacks.
<b>Reliability</b>	In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is unidimensional.
<b>Validity</b>	Criterion-related validity is documented in numerous correlation studies where positive coefficients are found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients are found with depression, anxiety, stress, burnout, and health complaints.
<b>Strengths</b>	The measure has been used internationally for two decades; broad range of applications; used to predict adaptation after life changes, but it is also suitable as an indicator of quality of life at any point in time.
<b>Weaknesses</b>	As a general measure, it does not tap specific behavior change. In most applications it is necessary to add a few items to cover the particular content of the survey. How to write such items is described in Schwarzer and Fuchs (1996).
<b>Bibliography</b>	Schwarzer, R. (Ed.) (1992). <i>Self-efficacy: Thought control of action</i> . Washington, DC: Hemisphere. Schwarzer, R., & Fuchs, R. (1996). Self-efficacy and health behaviors. In M. Conner & P. Norman (Eds.), <i>Predicting health behavior: Research and practice with social cognition models</i> . (pp. 163-196) Buckingham, UK: Open University Press.
<b>Scale</b>	<ol style="list-style-type: none"> <li>1. I can always manage to solve difficult problems if I try hard enough.</li> <li>2. If someone opposes me, I can find the means and ways to get what I want.</li> <li>3. It is easy for me to stick to my aims and accomplish my goals.</li> <li>4. I am confident that I could deal efficiently with unexpected events.</li> <li>5. Thanks to my resourcefulness, I know how to handle unforeseen situations.</li> <li>6. I can solve most problems if I invest the necessary effort.</li> <li>7. I can remain calm when facing difficulties because I can rely on my coping abilities.</li> <li>8. When I am confronted with a problem, I can usually find several solutions.</li> <li>9. If I am in trouble, I can usually think of a solution.</li> <li>10. I can usually handle whatever comes my way.</li> </ol> <p>(1-Not at all true;2-Hardly true;3-moderately true; 4-exactly true)</p>

Inclusion of Community in Self Scale	
<b>Background</b>	The Kessler Psychological Distress Scale (K10) was first documented by Kessler and Mroczek, School of Survey Research Center of the Institute for Social Research, University of Michigan in 1994 and was developed for screening populations on psychological distress <sup>1</sup>
<b>Purpose</b>	The scale was developed as a simplified measure of community connectedness.
<b>Population</b>	Developed with adults and yet to be used extensively with adolescents.
<b>Administration</b>	The scale is usually self-administered, as part of a more comprehensive questionnaire.
<b>Description</b>	The Inclusion of Community in Self (ICS) scale is a single item measure of community connectedness building on the theoretical and methodological foundations of the self-expansion model. The scale is a pictorial representation of self and community as overlapping circles from separate to overlapped.
<b>Reliability</b>	Reliability was tested over a two-week period. The test-retest reliability over two weeks was $r=0.74$
<b>Validity</b>	ICS was compared to the Psychological Sense of Community (PSOC) instrument and it mapped onto community constructs but not close relationship constructs: ties & friendships 0.94; Influence – 0.77; Support – 0.78; Conscious identification – 0.71. High validity when correlated against appropriate community constructs.
<b>Strengths</b>	Simple compared to alternative scales.
<b>Weaknesses</b>	The measure was developed using a sample of college students and although it is a simple visual scale it may have problems with 12-18 year old although experience suggests not. Not widely used yet.
<b>Bibliography</b>	Mashek, D., Cannaday, L. W., & Tangney, J. P. (2007). Inclusion of community in self scale: A single-item pictorial measure of community connectedness. <i>Journal of Community Psychology</i> , 35(2), 257-275. Le, B., Moss, W. B., & Mashek, D. (2007). Assessing Relationship Closeness Online Moving From an Interval-Scaled to Continuous Measure of Including Others in the Self. <i>Social Science Computer Review</i> , 25(3), 405-409.
<b>Scale</b>	<hr/> <p style="text-align: center;">Circle the picture that best describes your relationship with the community at large. (S = Self; C = Community at Large)</p> <div style="text-align: center;"> </div> <hr/> <p style="text-align: center;"><b>Figure 1. Inclusion of Community in the Self (ICS) scale.</b></p> <p>(1-5 from left to right)</p>

## EVALUATION METRICS

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The following are the quantitative measures that are available and initially established on the baseline SNS or gathered during induction into case support (pre-test). After case support as part of the process of closing a case or at six months, whichever comes first, the data for these measures would be gathered again (post-test).

Domain/ Metric	Measure - instrument	Meaning – what the measure shows
Number of students at-risk of homeless	SNS at-risk of homelessness (ARH) indicator (scores 7-8 and 9-10)	The number of students where there is an indicated risk of homelessness
Number of students at-risk of disengaging from school	SNS Disengagement from School Indicator (DSI)	Identified students where there is an indication they are more likely to leave school early.
Sensitivity	Number of students identified by school/ number of students identified by SNS	
Number of at-risk students who become homeless	Report of homelessness crisis to project	
Number of identified at-risk students who retained in school (or leave school early)	Reportage of school leaving data from schools to TGP	
<b>INDIVIDUAL CHANGE</b>	Outcomes Star personal dimension	Positive progress recorded
	Rosenberg self-esteem scale	Self-esteem increases
	Resilience Scale	Greater resilience
	Kessler K10	Psychological state improves
	Life orientation LOT-R	Optimism increases
<b>EDUCATION CHANGE</b>	Attendance	An improvement in school attendance
	Proportion of student clients in education during case support	
	Outcomes Star education dimension	Positive progress recorded
	Hemingway school connectedness scale	School connectedness score increases
	Hemingway teacher connectedness scale	Teacher connectedness score increases

	School results	School work improves
	Completes Year 12 or equivalent	This is the ultimate desired outcomes for early intervention with secondary students – that they remain at school and complete Year 12
<b>FAMILY CHANGE</b>	Outcomes Star family dimension	Positive progress recorded
	At-Risk of Homelessness Indicator (ARH)	ARH score decreases
	Hemingway Parents (Family) connectedness scale	Parents connectedness score increases
	Remains living at home while attending and completing school	This is the desired outcome from family work but with the caveat that remaining at home is not always appropriate.
<b>COMMUNITY CHANGE</b>	Residency in Geelong	Young person does not detach from family, friends and become transient.
	Hemingway friends connectedness scale	Friends connectedness score increases
	Hemingway Parents (Family) connectedness scale	Parents connectedness score increases
	Hemingway community/ neighbourhood connectedness scale	Community/ neighbourhood connectedness score increases
	Inclusion of Community in Self scale (ICS)	ICS score increases

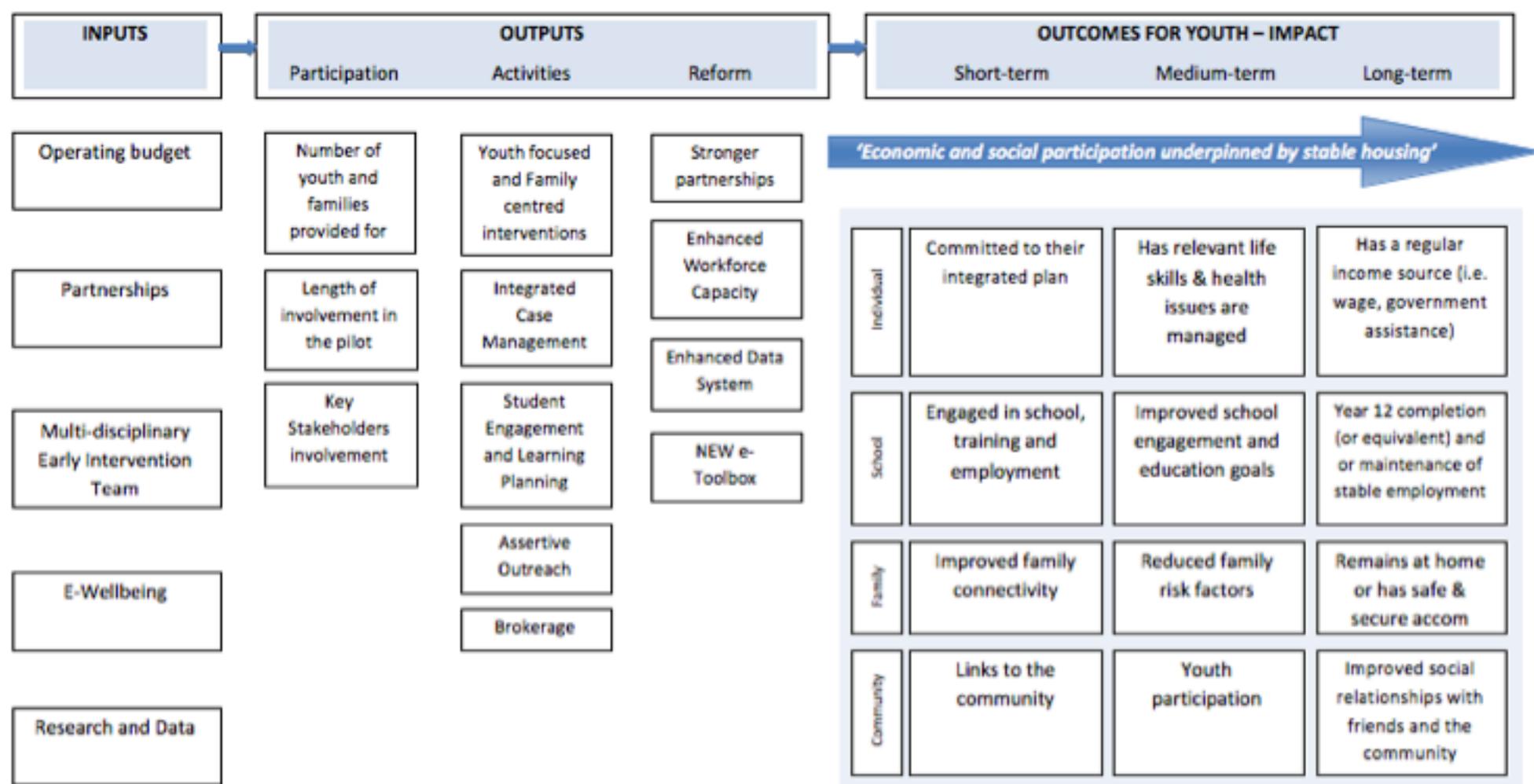
## **LONGITUDINAL FOLLOW-UP**

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All identified young people will be followed up which might simply involve checking the Student Mapping Tool where they are on a list of at-risk students actively monitored by school staff. If they are at school then that can be recorded. All at-risk young people identified will ultimately be contactable and it will be possible to undertake short telephone surveys of samples of students or the entire cohort to establish their family and education status at any point in time.

The second investigation that informs the longitudinal collection of data is the reanalysis of the five-year CMS data on young people who have entered the Specialist Homelessness Services system in Geelong. This will provide data on the stocks and flows of young people in terms of the experience of homelessness.

Figure 6: The Geelong Project Early Intervention Program Logic.



# Student Needs Survey

## COMPLETION INSTRUCTIONS

- Completely fill in the oval of your choice
- Use a black or blue pen or pencil.
- Do not use a red pen
- Completely erase any errors or stray marks.

MARK LIKE THIS:

① ~~2~~ ③ ④ ⑤

NOT LIKE THIS:

✓ x / 0 -

Where there is a WRITE-IN box please complete like this:

A B C D or 1 2 3 4

Name (optional):  First Name  Surname

Date of Birth:  DD /  MM /  YYYY Year:   Class:

Name of School:

The Student Needs Survey asks some questions about you and your life and relationships at home, at school and outside of school. Your answers to various questions will be treated in strict confidence. A few questions might seem a little personal, but please have the confidence to answer honestly.

**1. Gender:**  Male  Female

**2. Age:** 12  13  14  15  16  17  18  19+

**3. Cultural Background:**

(a) Were you born in a non-English speaking country?  
 Yes  No If YES, which country:

(b) Are one or both your parents an Aboriginal or Torres Strait islander?  Yes  No

(c) Were one or both your parents born overseas in a non-English speaking country:  
 One  Both  Neither Parent

**4. Education Maintenance Allowance:**

Do you/ or your family receive an educational maintenance allowance?  
 Yes  No  Don't Know

**5. Youth Allowance:**

Do you and/or your family receive an education maintenance allowance?  
 No.  
 Yes, at the standard at home rate  
 Yes, at the away from home rate  
 Yes, at the independent rate  
 Yes, at the 'unreasonable to live at home' rate

**6. Your Family (mark one only)**

Which adults do you live with all/most of the time currently?  
 ① Both parents together  
 ② One parent  
 ③ One parent and a step-parent/de-facto partner

Neither parent but with:  
 ④ Foster parents  
 ⑤ Relatives  
 ⑥ Non-related person(s)  
 ⑦ Live alone  
 ⑧ Siblings  
 ⑨ Friend(s)

**7. Living situation: (Mark one only)**

(a) Which residential setting best describes where you stayed last night?  
 ① Family owned house/flat  
 ② A privately rented house or flat  
 ③ A social/public housing house/flat  
 ④ In a caravan  
 ⑤ Supported Accommodation (e.g. a youth refuge etc)  
Stayed temporarily with friends or relatives:  
 6A Just visiting; everything is normal and OK;  
 6B Really did not want to be at home with my parents and family.  
 ⑦ Boarding with another family  
 ⑧ No fixed address  
 ⑨ Some other setting

(b) Over the past 3 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family?  
 Yes  No

(c) Over the past 12 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family?  
 Yes  No

(d) Have you ever, at any time in your life, gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family?  
 Yes  No

**8. Some issues:**

(a) Do you regularly smoke cigarettes?  
 Yes  No

(b) Have you ever experimented with marijuana or other drugs?  
 Yes  No

(c) Have you ever been to see a doctor or psychologist about a psychological or psychiatric problem (ranging from mild anxiety to depression and more serious issues)?  
 Yes  No

(d) Have you ever been in trouble with the police (ranging from being stopped and questioned, or being arrested and appearing in court on some matter)?  
 Yes  No

**9. The following statements are about you. Indicate what you think are the best answer to describe yourself - on a scale from 1 to 7, from Strongly Agree to Strongly Disagree.**

	Strongly Agree	→	→	→	→	→	Strongly Disagree
(a) I usually manage one way or another	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(b) I feel proud that I have accomplished things in life	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(c) I usually take things in my stride	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(d) I am friends with myself	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(e) I feel that I can handle many things at a time	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(f) I am determined	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(g) I can get through difficult times because I've experienced difficulty before	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(h) I have self-discipline	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(i) I keep interested in things	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(j) I can usually find something to laugh about	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(k) My belief in myself gets me through hard times	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(l) In an emergency, I'm someone people can generally rely on	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(m) My life has meaning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
(n) When I'm in a difficult situation, I can usually find my way out of it	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

**10. The following are some statements about your home. Indicate what you think is the best answer to describe your home life - from Strongly Agree, Agree, Unsure, Disagree and Strongly Disagree.**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
(a) I feel happy at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I would like to move out of home soon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Have you moved out of home for any period in the past 12 months?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
(d) I get into lots of conflict with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Do you feel safe at home?	<input type="checkbox"/> Yes, definitely <input type="checkbox"/> Sometimes not safe <input type="checkbox"/> Often not safe				

**11. The following are statements about life at school and how that is. Indicate your best answer - Strongly Agree, Agree, Unsure, Disagree or Strongly Disagree.**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
(a) I enjoy going to school every day	<input type="checkbox"/>				
(b) If I was able to get a job, I would leave school now	<input type="checkbox"/>				
(c) I regularly 'wag' school (i.e. miss school without permission)	<input type="checkbox"/>				
(d) I get on well with most of my teachers	<input type="checkbox"/>				
(e) I get into a lot of trouble at school	<input type="checkbox"/>				

**12. The following statements are about how you see yourself. Indicate what you think is the best answer to describe you - Strongly Agree, Agree, Disagree, Strongly Disagree.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
(a) On the whole I am satisfied with myself	1	2	3	4
(b) At times, I think I am no good at all	1	2	3	4
(c) I feel that I have a number of good qualities	1	2	3	4
(d) I am able to do things as well as most people	1	2	3	4
(e) I feel I do not have much to be proud of	1	2	3	4
(f) I certainly feel useless at times	1	2	3	4
(g) I feel I am a person of worth, at least on an equal plane with others	1	2	3	4
(h) I wish I could have more respect for myself	1	2	3	4
(i) All in all, I am inclined to feel that I am a failure	1	2	3	4
(j) I take a positive attitude towards myself	1	2	3	4

**13. The following statements are about how you relate to your teachers at school. Indicate what you think is the best answer - Not true at all, Not really true, Sort of true, True, Very True or Unclear.**

	Not True At All	Not really True	Sort of True	True	Very True	Unclear
(a) I care what my teachers think of me.	1	2	3	4	5	6
(b) I do not get along with some of my teachers.	1	2	3	4	5	6
(c) I want to be respected by my teachers.	1	2	3	4	5	6
(d) I try to get along with my teachers.	1	2	3	4	5	6
(e) I always try hard to earn my teachers trust.	1	2	3	4	5	6
(f) I usually like my teachers.	1	2	3	4	5	6

**14. The following statements are about how connected you feel to your school. Indicate what you think is the best answer - Not true at all, Not really true, Sort of true, True, Very True or Unclear.**

	Not True At All	Not really True	Sort of True	True	Very True	Unclear
(a) I work hard at school.	1	2	3	4	5	6
(b) I enjoy being at school.	1	2	3	4	5	6
(c) I get bored in school a lot.	1	2	3	4	5	6
(d) I do well in school.	1	2	3	4	5	6
(e) I feel good about myself when I am at school.	1	2	3	4	5	6
(f) Doing well at school is important to me.	1	2	3	4	5	6

**15. The following statements are about your relationship with your friends. Indicate what you think is the best answer to describe your relationship - from Not true at all, Not really true, Sort of true, True, Very true, Unclear.**

	Not True At All	Not really True	Sort of True	True	Very True	Unclear
(a) Spending time with friends is not so important to me.	<input type="checkbox"/>					
(b) I have friends I'm really close to and trust completely.	<input type="checkbox"/>					
(c) Spending time with my friends is a big part of my life.	<input type="checkbox"/>					
(d) My friends and I talk openly with each other about personal things.	<input type="checkbox"/>					
(e) I spend as much time as I can with my friends.	<input type="checkbox"/>					
(f) My friends and I spend a lot of time talking about things.	<input type="checkbox"/>					

**16. The following statements are about your relationship with your parents. Indicate what you think is the best answer to describe your relationship - from Not true at all, Not really true, Sort of true, True, Very true, Unclear.**

	Not True At All	Not really True	Sort of True	True	Very True	Unclear
(a) My parent(s) and I disagree about many things.	<input type="checkbox"/>					
(b) My family has fun together.	<input type="checkbox"/>					
(c) It is important that my parent(s) trust me.	<input type="checkbox"/>					
(d) I enjoy spending time with my parent(s).	<input type="checkbox"/>					
(e) My parent(s) and I get along well	<input type="checkbox"/>					
(f) I care about my parent(s) very much.	<input type="checkbox"/>					

**17. The following questions concern how you have been feeling during the past month. Indicate against each question the extent of your feelings over the past 30 days - from Non of the time, A little of the time, Some of the time, Most of the time, All of the time**

	Non of the time	A little of the time	Some of the time	Most of the time	All of the time
(a) About how often did you feel tired out for no good reason.	<input type="checkbox"/>				
(b) About how often did you feel nervous.	<input type="checkbox"/>				
(c) About how often did you feel so nervous that nothing could calm you down.	<input type="checkbox"/>				
(d) About how often did you feel hopeless.	<input type="checkbox"/>				
(e) About how often did you feel restless or fidgety.	<input type="checkbox"/>				
(f) About how often did you feel so restless you could not sit still.	<input type="checkbox"/>				
(g) About how often did you feel depressed.	<input type="checkbox"/>				
(h) About how often did you feel that everything was an effort.	<input type="checkbox"/>				
(i) About how often did you feel so sad that nothing could cheer you up.	<input type="checkbox"/>				
(j) About how often did you feel worthless.	<input type="checkbox"/>				