



## **PARENT'S TOOLSHOP CONSULTING, LTD.**

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Dear Parent Education Professional:

Most funding resources require you to have an outcome-focused program evaluation process, so you can document the results of your program. In 1992, before outcome-focused evaluations were a national United Way mandate, a UnitedWay Ph.D. evaluation specialist helped Jody Johnston Pawel develop an outcome-focused assessment tool for her comprehensive research-based parent training curriculum and book, The Parent's Toolshop®: The Universal Blueprint® for Building a Healthy Family. The tool was so effective in documenting the program's effectiveness, it served as a UnitedWay interagency model for outcome-focused program planning when the United Way mandate was adopted several years later.

This tool was used for the [ten-year outcome evaluation study of Parent's Toolshop® classes with over 2000 parents from diverse backgrounds](#), providing valuable information that showed the programs effectiveness. It's now been used for over 15 years with tens of thousands of parents worldwide and the statistics it provides have been invaluable, not only for the Parent's Toolshop® but for non-profit organizations who want to sponsor our programs or secure funding for their own parent skill improvement programs. To do that, they need outcome evaluation tools but most don't want to start developing a tool from scratch or pay thousands of dollars to have one developed for them by a Ph.D. evaluation specialist, like this one was.

If you are teaching parent education programs based on The Parent's Toolshop® or a similar prevention, skill-training program and need to compile and/or report proof that your program improves participants' skills, you have permission to use this assessment tool package.

The resource packet is a zip file that contains everything you need to set your outcome goals and objectives, assess participants. skills, calculate individual skill assessment scores and class averages, and report these to the agencies who fund your program (or who you hope to fund your program). It includes editable files in several formats, including the scoring and reporting tables that will automatically calculate your data.

The following three pages give you a sneak-peak at the free bonus report that's included in the packet. The last page of this document shows you the first page (of six pages) of the skill assessment tool, as a sample for you to review. When you are ready, [purchase the the Skill Assessment Packet, for only \\$29.95](#).

If you want more details or have questions about whether this resource will meet your needs, feel free to contact the author, using the contact information above.

Yours in Service to Families,

Jody Johnston Pawel, LSW, CFLE

# **BONUS REPORT:**

**Tips for**

## ***Custom-Designing Your Outcome Measurements***

using the *Outcome-Focused Parenting Skill Assessments* packet

(© 1998), based on *The Parents Toolshop*® programs

**PLUS: handouts from the workshop,**

## ***PROVING PREVENTION WORKS:***

***Using Outcome-Based Assessments  
in Parenting-Skill Training Programs***

presented by Jody Johnston Pawel, LSW, CFLE, August 1998 to present

## ACKNOWLEDGMENTS

**I take little credit for actually developing this outcome assessment tool. I developed the Parents Toolshop® curriculum** and knew the content inside-out, **but evaluation experts are responsible for the tool's development and refinement.** Without this evaluation tool, Parents Toolshop® would be a great program, with no way to prove it. Now, with **over 10 years of outcome results from multiple instructors**, we have benchmark results others can use to start or evaluate similar programs. So I must give a special thanks to:

**United Way of Greater Dayton** for the Venture Grant they gave to **Catholic Social Services of the Miami Valley (CSSMV)** in 1992 to start the Families Count Project. A huge thanks to **Janie Taynor, PhD**, their outcome evaluation specialist, who sat with me, listened to my outcome goals and a description of the skills parents needed to learn and then custom-designed an outcome-focused evaluation tool for my program. Her consultation was invaluable, as we tested and tweaked it into a consistently reliable tool other parent educators could use to teach their Toolshop® programs.

Although I wrote *The Parents Toolshop®* curricula on my own time, I want to thank Catholic Social Services of the Miami Valley for the ten years they encouraged and facilitated its development, testing and refining through the Families Count Project. Thank you for expanding the program to hire additional instructors so we could test the reliability of this tool and develop standardized measurements to guarantee the validity of the results.

Thanks to the **Families Count Project parent educators and Parents Toolshop® Group Facilitators** for testing this tool in the early years, to guarantee its validity and reliability when used by multiple reviewers. A special thanks to Deb Ruscitelli's red pen and Denise Uhl Jenkins' pencil penmanship and their respective attention to detail.

Special thanks to **Heidi Stolz, PhD, professor of Psychology**, for critiquing the tool's use and effectiveness when used on a broader scale and with low-literacy parents. Your knowledge of research validity and testing accuracy revealed several key factors we now train others to consider when assessing this population.

Finally, thanks to **United Way of America (UWA)** for giving me permission to share parts of their manual. And a huge thanks to Catholic Social Services of the Miami Valley and United Way of Greater Dayton for giving me permission to share the tool they designed for Parents Toolshop® programs *and* endorsing the Parents Toolshop® Outcome-Focused Assessment Packet as a reliable, valid measurement tool others can use.

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UWA = United Way of America

## TIPS FOR CUSTOM-DESIGNING YOUR OUTCOME MEASUREMENTS

**If you are a certified Parents Toolshop® Group Facilitator, you can use this packet as-is**, according to the training you received in the instructor certification training program. You also have access to extra already-designed tools, such as evaluations for one-time topic programs. Just ask PTC for them. They are free of charge.

**Others can use this outcome-focused assessment packet for non-Toolshop® programs that focus on prevention and skill-building.** Intervention programs or prevention programs that do not focus on skill building require outcome assessment tools of a different format. (Read the “Limitations and Boundaries” section of the workshop handout for more information.)

**This page offers a quick summary of the process you will use. The rest of this report explains additional factors to consider when setting outcome goals and modifying this tool.** You can open and edit or cut and paste from the packet’s word-processing files to create assessments of *your* program’s effectiveness by following these steps:

- **Use the “Logic Model” sample** (page 29 of the packet manual) **as a guide for setting your outcome measurement goals.** (See page 6 of *this report* for the “Glossary” of definitions and page 10 for “Issues in Defining Outcomes”)
  - inputs (resources)
  - activities (services)
  - outputs (products or what those services provide)
  - initial outcomes
  - intermediate outcomes
  - long-term outcomes
- Edit the program *evaluation form* for your needs, following the form’s format. You will usually use this tool to evaluate *initial* outcomes. (See page 22 of the packet manual for the form)
- You will usually use the *pre-post skill assessment tool* for your *intermediate* outcomes. (See pages 8-13 of the packet manual.) To custom-design that tool for your program:
  - Determine if there are skills you want to assess that are not already included.
  - Follow the tool’s format:
    - Name the skill you want them to learn,
    - Describe what “skillful” and “unskillful” people would do,
    - Establish standardized ratings for scores of 3-9.
  - Modify the questionnaire so the “most skillful” response to the situations you pose will require the use of the skill(s) you are assessing. (See pages 16-21 of the packet manual.)
- Edit the six-month *evaluation form* for your needs, following the form’s format. You will usually use this tool to evaluate *long-term* outcomes. (See page 23 of the packet manual for the form.)
- If you need benchmark statistics for Parents Toolshop® programs, 10 years of field-test results are on the PTC website at the link below.

# THE PARENT'S TOOLSHOP®

## Parenting Skill Assessment Guidelines

SAMPLE ONLY ~ PAGE 1 OF 6

Note: this first skill area is usually only taught in Parents Toolshop® classes and is part of its proprietary "Universal Blueprint®" problem solving formula.

CLIENT NAME \_\_\_\_\_  
 CLASS \_\_\_\_\_  
 DATE OF RATING \_\_\_\_\_

PRE \_\_\_\_\_  
 3 OR LESS CONTACTS \_\_\_\_\_  
 POST \_\_\_\_\_

The parent's questionnaire has seven (7) questions that provide information on the skills you are assessing. As you read the parent's answers to each question, rate the following skills accordingly:

1. Problem ownership, listening, problem solving.
2. Encouragement, independence (teaching skills)
3. Unintentional misbehavior, independence (balancing freedom and responsibility)
4. Cooperation, intentional misbehavior (goal of power)
5. Clear Communication (and cooperation)
6. Discipline (punishment vs. discipline *and* use of techniques)
7. Anger/Stress Management skills (parent *and* child)

**On the parent's pre-class assessment:** rate *only* what the parent answered.

**On the parent's post-class assessment:** you may consider observations you made during class. If your rating includes such subjective influence, please put an asterisk (\*) next to the parent's client number on the scoring grid.

### Question 1: Problem Ownership, Listening, Problem Solving

**1a. Problem Ownership.** Parents need to identify whether a problem is a Child Problem or Parent Problem. If it is a Child Problem, they need to "keep the ball in the child's court" and guide the child through the problem-solving process — without taking over and offering solutions. Does the parent recognize when a problem is a Child Problem? Does the parent take over Child Problems by offering solutions? If so, is the parent's advice helpful?

**3 or below:** a parent takes over Child Problems *and* the solutions are punishing, negative, critical, or ineffective.

**4:** a parent takes over Child Problems and offers solutions for how the *parent* can fix the problem.

**5:** a parent offers solutions to Child Problems, but the parent's advice is *somewhat* helpful.

**6:** a parent tries to be helpful by offering a solution, but the solution empowers the child.

**7:** a parent keeps the ball in the child's court by asking questions such as "what can *you* do . . ."

**8:** a parent acknowledges feelings *and* keeps the ball in the child's court by asking questions such as "what can *you* do . . ."

**9+:** a parent *identifies the type of problem*, keeps the ball in the child's court, acknowledges feelings, and explores alternatives.

Higher scores indicate a parent's philosophical beliefs and use of *The Parent's Toolshop's* Universal Blueprint.



[Claim Your Copy of the Skill Assessment Packet TODAY for only \\$29.95](#)