

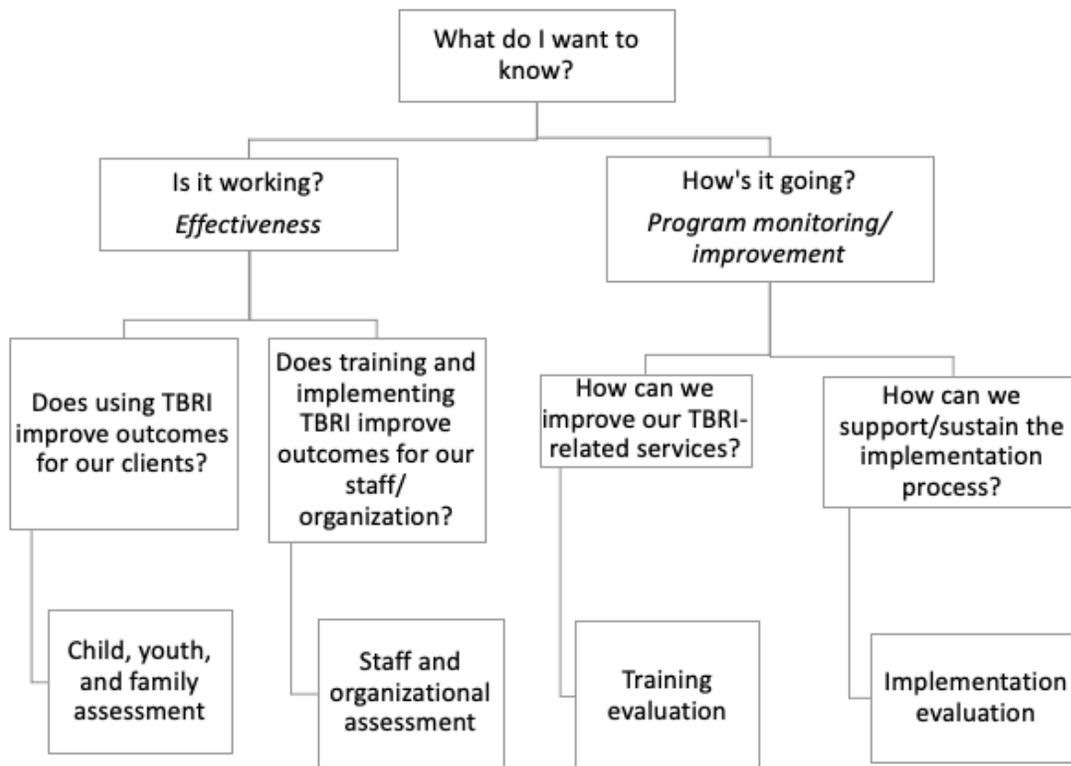


# Evaluation Tips for TBRI Practitioners

Evaluation is the process of collecting information on your program and examining the information for the purpose of informing learning and/or making decisions. You may be interested in evaluating TBRI for many reasons, including:

- You want to know if it's 'working' (changing outcomes)
- You want to improve service delivery (continuous process improvement)
- You need to demonstrate that you did what you said you would do (report to funders and/or stakeholders).

Identifying the *purpose* of your evaluation is an important first step. This will guide your decision-making moving forward and make sure you are asking the right questions and getting the information you need to address those questions. The chart below can help you get started. *Please note that this document is intended to provide general guidance for evaluating TBRI. For guidance specific to your program, contact the KPICD research team at [kpiced.research@tcu.edu](mailto:kpiced.research@tcu.edu).*



## Effectiveness

### *Is TBRI effective?*

The ultimate goal of TBRI is to improve well-being for children, youth, and families. To assess whether TBRI is effective at improving outcomes for the children, youth, and/or families you serve, you will need to identify the outcomes or indicators that you are interested in evaluating. These will vary by the services you offer and the goals of your program.

Examples of effectiveness questions you might ask include:

- Do children of parents who receive TBRI training show fewer symptoms of trauma?
- Do parents who receive TBRI in-home coaching report more family cohesion than parents who do not receive TBRI?
- Does implementing TBRI decrease behavioral incidents among youth?
- Does training our staff improve staff attitudes towards trauma-informed care?
- Does training caregivers in TBRI reduce placement disruptions?
- Does using TBRI in the classroom improve student pro-social skills?

Examples of Effectiveness-Related Outcomes and Indicators:		
Children and Youth	Caregivers and Family Relationships	Staff and Organizations
<ul style="list-style-type: none"> <li>• Trauma symptoms</li> <li>• Self-regulation</li> <li>• Executive functioning</li> <li>• Behavior</li> <li>• Recidivism</li> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting confidence</li> <li>• Parental involvement</li> <li>• Relational frustration</li> <li>• Parental stress</li> <li>• Family cohesion</li> <li>• Reunification</li> <li>• Placements</li> </ul>	<ul style="list-style-type: none"> <li>• Attitudes towards trauma-informed care</li> <li>• Burnout</li> <li>• Job Satisfaction</li> <li>• Retention</li> </ul>

To assess effectiveness, you need sets of data that you can compare. Ideally, this means you collect data on:

- *Two groups* of participants, so you can compare data on participants that receive the intervention (treatment group) to participants who do not (comparison/control group)
- *Two time points*, so you can compare data from before the intervention (pre-test) to data after the intervention (post-test)

*Note:* You may be interested in whether or not your program has met a certain *standard*, rather than how effective it is. In this case, you only need information that shows that you've met the standard, not sets of information to compare. For example, if your program goal is to see a 10% reduction in trauma symptoms over six months while using TBRI, you only need pre- and post-intervention measures of trauma symptoms.

## Program Monitoring/Improvement

*How can we improve our TBRI training, services, and/or program model?*

If effectiveness-related evaluation questions ask about the 'what' (Is it effective?), then program monitoring/improvement evaluation questions ask about the 'how' (How's it going? How can we improve?). Again, you should start by identifying the outcomes or indicators you are interested in measuring.

Examples of program monitoring/improvement questions you might ask include:

- Do training participants find our trainings useful?
- How many caregivers attended training?
- How satisfied were participants with the services provided?
- What do staff think of the services we offer? Do they find the program acceptable?

Examples of Program Monitoring/Improvement Outcomes and Indicators:	
Training Evaluation	Implementation Evaluation
<ul style="list-style-type: none"><li>• Attendance</li><li>• Participant satisfaction</li><li>• TBRI use</li><li>• TBRI knowledge</li></ul>	<ul style="list-style-type: none"><li>• Feasibility</li><li>• Appropriateness</li><li>• Acceptability</li></ul>

If you are interested in using evaluation for program monitoring/improvement, planning for continuous or routine evaluation is important. For example, you might log attendance at every session and include a participant evaluation survey at the end of every training. Ideally, you are regularly processing the data you have gathered and using it to make decisions. You can use the *Evaluation Planning Worksheet* (included) to help you construct an evaluation plan.

## Choosing Assessment Tools

Once you've identified why you are conducting an evaluation and what you are interested in assessing, it's time to choose tools. Assessment tools are methods for gathering information, and can include:

- Surveys
- Structured observations
- Interviews
- Focus Groups
- Participant data records
- Counts/logs/natural metrics (such as training logs, incident counts, attendance records)
- Fidelity monitoring

Here are some factors you might want to consider in choosing an assessment tool:

1. Does it measure what you want to measure?
2. How will you collect data (online survey, face-to-face interview)?
3. Do you need to purchase the tool?
4. Who can administer the tool? Do you need to train staff? Bring in an expert?
5. How long does it take to administer the tool (5 minute survey, one hour interview)?
6. How often will you administer the tool? (At the beginning and end of each training, at intake and discharge, annually?)

### Assessment Resources

The Community-Based Child Abuse Prevention has a helpful resource to help you identify the right assessment tools. It's a great place to explore when you're looking into outcomes and measures: <https://friendsnrc.org/evaluation/logic-models/menu-of-outcomes-and-indicators/>

The National Child Traumatic Stress Network reviews tools that measure child trauma and related issues: <https://www.nctsn.org/treatments-and-practices/screening-and-assessments/measure-reviews/all-measure-reviews>

The California Evidence-Based Clearinghouse keeps a comprehensive list of implementation measures: <https://www.cebc4cw.org/m/implementing-programs/tools/measures/>

For reference, some of the assessment tools we've used in the KPICD are included on the next page. We encourage you to expand your search to find the tools that meet your needs.

Assessment	Age Range	Type	Link
<b>Children and Youth</b>			
Trauma Symptoms Checklist for Young Children (TSCYC)	3-12	Parent-report	<a href="https://www.parinc.com/products/pkey/463">https://www.parinc.com/products/pkey/463</a>
Trauma Symptoms Checklist for Children (TSCC)	8-16	Self-report	<a href="https://www.parinc.com/Products/Pkey/461">https://www.parinc.com/Products/Pkey/461</a>
Behavior Rating Inventory of Executive Function 2 <sup>nd</sup> ed (BRIEF2)	5-18	Parent, teacher, or self-report	<a href="https://www.parinc.com/products/pkey/24">https://www.parinc.com/products/pkey/24</a>
Strengths & Difficulties Questionnaire (SDQ)	2-4, 4-17, 18+	parent, teacher, or self-report	<a href="https://www.sdqinfo.org/a0.html">https://www.sdqinfo.org/a0.html</a> FREE
Preschool Child Behavior Checklist (CBCL- 1½-5)	1½-5	Parent-report (teacher-report forms also available)	<a href="https://aseba.org/preschool/">https://aseba.org/preschool/</a>
Child Behavior Checklist (CBCL/6-18)	6-18	Parent-report (teacher and self-report forms also available)	<a href="https://aseba.org/school-age/">https://aseba.org/school-age/</a>
<b>Caregiver/Family Relationships</b>			
Parenting Relationship Questionnaire (BASC-3 PRQ)	2-18	Parent-report	<a href="https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/BASC-3-Parenting-Relationship-Questionnaire/p/100001502.html">https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/BASC-3-Parenting-Relationship-Questionnaire/p/100001502.html</a>
Family Adaptability and Cohesion Scale (FACES IV)	n/a	Parent-report	<a href="https://research.prepare-enrich.com/facesiv/">https://research.prepare-enrich.com/facesiv/</a>

Assessment	Age Range	Type	Link
<b>Staff</b>			
Attitudes Related to Trauma Informed Care (ARTIC)	Staff	Self-report	<a href="https://traumaticstressinstitute.org/the-artic-scale/">https://traumaticstressinstitute.org/the-artic-scale/</a>
Professional Quality of Life (ProQOL) Survey	Staff	Self-report	<a href="https://proqol.org/">https://proqol.org/</a> FREE
<b>Training and Implementation</b>			
Intervention Appropriateness Measure (IAM)	Staff	Self-report	<a href="https://implementationscience.biomedcentral.com/articles/10.1186/s13012-017-0635-3">https://implementationscience.biomedcentral.com/articles/10.1186/s13012-017-0635-3</a> FREE
Acceptability of Intervention Measure (AIM)	Staff	Self-report	
Feasibility of Intervention Measure (FIM)	Staff	Self-report	
TCU Pre-Training Needs and Attitudes (WEVAL D4-PNOC)	Staff	Self-report	<a href="https://ibr.tcu.edu/forms/staff-training-and-workshop-evaluations-d4/">https://ibr.tcu.edu/forms/staff-training-and-workshop-evaluations-d4/</a> FREE
TCU Post-Training Workshop Evaluation (WEVAL D4-AIB)	Staff	Self-report	
TCU Workshop Assessment at Follow-Up (WAFU DF-AIB)	Staff	Self-report	

## Evaluation Planning Worksheet

You can use this worksheet as a planning tool to help you design and manage your evaluation process. If you have questions, the KPICD research team may be able to help. Contact us at [kpibd.research@tcu.edu](mailto:kpibd.research@tcu.edu)

1. What is the purpose of the evaluation? What is your question?
2. What method(s) will you use to gather information to answer your question?
3. What evaluation tools will you use?
4. Who will you collect information from? How will you get consent and consider ethics?
5. Who will carry out the data collection process? Who is responsible for storing and protecting the data?
6. When will data be collected?
7. How will the data be analyzed? Who is responsible?
8. How will the findings be reported or used? Can you use the data in a meaningful way? Will it inform decision-making?

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## KPICD Research and Evaluation

At the KPICD, we conduct four types of TBRI research and evaluation:

- Intervention Research- testing standardized TBRI intervention under specific conditions;
- Caregiving Model Research- studying a TBRI approach integrated in service settings/applied contexts;
- Implementation Research- exploring the implementation process in organizations, collaborations, and/or systems; and
- Training Evaluation- evaluating KPICD impact by documenting gains in TBRI knowledge and use around the world.

TBRI Caregiver Training is rated by the [Prevention Services Clearinghouse](#) (in accordance by the Family First Prevention Services Act) and the [California Evidence-Based Clearinghouse](#) as a *Promising Practice*.

To learn more about the evidence behind TBRI and/or see a list of published research on TBRI, contact the KPICD research team at [kpicd.research@tcu.edu](mailto:kpicd.research@tcu.edu).

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