

Drug Court Evaluation and Assessment Instruments

Instructions for Use

I. Definitions

Unique Client ID: This number is either self-assigned by the participant, assigned by the facilitator or other unique identifiers such as case numbers, birthdays or randomly chosen numbers can be used. Be sure the ID is at least 6 digits long and is unique to that individual. Also be sure that this ID matches for the pre-test and post-test. Essentially this is the participant's name, but in a way that is kept confidential.

Date Completed: The day the assessment was completed.

County/State: The supervising agency, county and/or district in which the participant is probated under or where services are being delivered.

Officer/Facilitator: This is the name of the individual facilitating the sessions.

II. Forms

There are three types of forms. These are indicated at the top of each form.

1. Facilitator Assessment of Participant – This form is to be completed by an observing supervisor, facilitator or collaboratively by the participant and the facilitator. This measures changes in knowledge, skills and attitudes before and after completing the *Drug Court Interactive Journal*. Complete the pre-test assessment before beginning the Interactive Journal.
2. Participant Self-Evaluation – This form is to be completed by the participant. This measures changes in knowledge, skills and attitudes before and after completing the *Drug Court Interactive Journal*. Complete the pre-test assessment before beginning the Interactive Journal.
3. Survey – This form is to be completed by the participant. This survey can help you gather basic information related to the participant's perception of helpfulness and effectiveness of the *Drug Court Interactive Journal*.

III. Scoring

In all three forms, the user has a selection between *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree* for each question. For scoring, each of these responses is translated or coded to a number.

Coding:

Strongly Agree = 1

Agree = 2

Disagree = 3

Strongly Disagree = 4

All questions are phrased such that *Strongly Agree* is the most desirable response (i.e. "I am willing to consider making positive changes to my irresponsible behavior.")

Calculating Averages

Calculate the average pre-test score and the average post-test score. Find the average by adding the subtotal for all questions on the form, then divide this subtotal by the total number of questions answered. *If an item does not make sense or does not apply based on the participant's unique factors, simply leave it blank. You will want to discount this item from your scoring. To do so, simply recalculate the average by adjusting the total number of questions answered. For example, if the form has 16 questions but one does not apply, your new total number of questions is now 15. Divide the subtotal by 15 to get your new average score.*

IV. Interpreting Scores

Interpreting Facilitator Assessment of Participant and Participant Self-Evaluations

Qualitative comparisons can be made from pre-test to post-test using the following definitions.

Scores of 1. The participant is maintaining the positive behaviors associated with this topic area. Participants are consistently able to recognize, understand and confidently apply pro-social learned skills.

Scores of 2. Further practice is desirable, however participants possess and have begun demonstrating the knowledge, skills and attitudes necessary for maintaining positive behavior changes. On average, participants are capable, with minimal difficulty, to recognize and understand pro-social values. It is encouraged that participants continue to practice and make adjustments to skill implementation.

Scores of 3. Further development is required. Participants have not demonstrated the knowledge, skills and attitudes necessary for making positive behavior changes. Participants have shown consistent difficulty with recognizing and understanding pro-social knowledge and attitudes. Participants have little to no behavior changes to speak of.

Scores of 4. There are significant skill and knowledge deficits preventing participants from making positive behavior changes. There is a major inability to recognize, understand and apply and pro-social behaviors.

Ideally, you will see a decrease in participants' scores from pre-test to post-test, signifying a decrease of risk in this area.

Comparing Facilitator Assessments of Participants and Participant Self-evaluations

If the data from the Facilitator Assessment of Participant is congruent with the data from the Participant Self-evaluation, then this is a good indicator of honest and accurate responses from both parties.

If the data from the Facilitator Assessment of Participant and the data from the Participant Self-evaluation are largely dissimilar, consensus may need to be reached to resolve any discrepancy. Start by targeting the discrepant items. A third-party supervisor/observer may also be beneficial to help the participant and officer address any differences for a specific item. If the officer and participant are answering honestly, there should be very few discrepant items.

Essentially, comparing the two forms can ensure that participants (and facilitators) are answering truthfully on their evaluations and assessments.