



Latino Adolescent
Migration, Health,
and Adaptation

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User's Guide III: Sources, Scoring, and Reliability of Scales

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UNC
CAROLINA
POPULATION
CENTER

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PARENT SURVEY SCALES

Acculturation: Psychological Acculturation Scale (Variables PI 1-10)

Purpose: The Psychological Acculturation scale (PAS) was developed to assess and individual's sense of psychological attachment and belonging within the Anglo-American and Latino/Hispanic cultures.

Scoring: The PAS consist of 10 items which are scored on a 9 point scale ranging from 1 (only Hispanic/Latino) to 9 (only Anglo/American).

Cutpoint: A score of 5 indicates a bicultural (equal attachment to both cultures) orientation.

Cronbach's Alpha: .90

Source: Tropp, L.R., Erkut, S., Coll, C.G., Alarocon, O., Vazquez Garcia, H.A. (1999). Psychological acculturation: Development of a new measure for Puerto Ricans on the U.S. Mainland. *Educational and Psychological Measurement*, 59 (2), 351-367.

Child Behavior Checklist (CBCL) (Variables PD 1 – 112)

Purpose: The Child Behavior Checklist provides information on a wide range of child and adolescent behavior and functioning. It is completed by parents. Included here is information for scoring the internalizing, externalizing, and total problem scores of the CBCL. Other sub-scales can be calculated. Please the

Scoring: The Total Problem Score is calculated by summing all items on the CBCL with the exception of questions 2 and 4 (allergies and asthma).

The externalizing score is calculated by summing items 3, 7, 16, 19, 20, 21, 22, 23, 27, 37, 39, 43, 57, 63, 67, 68, 72, 74, 81, 82, 86, 87, 90, 94, 95, 96, 97, 101, 104, 105, and 106.

The internalizing score is calculated by summing items 12, 14, 31, 32, 33, 34, 35, 42, 45, 50, 51, 52, 54, 56a-g, 65, 69, 71, 75, 80, 88, 89.

Cutpoint: Each of the above raw scores should be converted to T-scores. T scores of 65 or above indicate a clinical level of symptoms. T-scores between 60 and 65 are

considered the borderline range. All scores below 60 are considered to be in the normal range.

Cronbach's Alpha: Internal Reliability scores are as follows:

Total Problem Score: .97

Externalizing: .94

Internalizing: .90

Source: Achenbach, T.M. & Rescorla, L.A. (2001). Manual for the ASEBA School-Age Forms & Profiles. Burlington, VT: University of Vermont, Research Center for Children, Youth, and Families.

Family Support Scale (FACES II) (Variables PK 1-30)

Purpose: The Family Adaptation and Cohesion Scale (FACES II) measures the extent to which families are flexible and connected. The thirty item measure is scored by summing even and odd items separately to create the cohesion and flexibility scales.

Scoring: Items are scored on a five point Likert scale giving a range for each sub-scale of 15 to 75.

Cutpoint: Cutpoints are 15, 30, 45, 60, and 75 with 45 representing an optimum balance of either connectedness or flexibility. Extremely low scores represent disengaged or rigid family patterns. While extremely high scores represent enmeshed or chaotic family patterns.

Cronbach's Alpha: Cohesion: .87
Adaptability: .78

Source: Olson, D. H. & Gorall, D.M. (2003) Circumplex model of marital and family systems. In F. Walsh (Ed.) Normal Family Processes (3rd Ed). New York: Guilford (pp.514-547).

Familism Scale (Variables PL 1-7)

Purpose: Seven items assess family cohesion and loyalty. Answers are provided on a five point Likert scale.

Scoring: Scores range from 7 to 35 with higher scores indicating a higher degree of familism.

Cutpoint: No cut point has been established.

Cronbach's Alpha: .87

Sources: Gil, A.G., & Vega, W.A. (1996). Two different worlds: Acculturation stress and adaptation among Cuban and Nicaraguan families. *Journal of Social and Personal Relationships*, 13, 435–456.

Gil, A.G., Vega, W.A., & Dimas, J. (1994). Acculturative stress and personal adjustment among Hispanic adolescents. *Journal of Community Psychology*, 22, 43–54.

Vega, W.A., & Gil, A.G. (1998). *Drug use and ethnicity in early adolescence*. New York, NY: Plenum Press.

Feelings Scale –30 day: K6 (Variables PM 1a-f)

Purpose: The K6 is a six question screening questionnaire of non-specific psychological distress.

Scoring: Responses are given on a five point Likert scale (0-4) and are summed resulting in a range of 0 to 24 with higher scores indicating more psychological distress.

Cutpoint: A score of 13 or greater indicates serious psychological distress.

Cronbach's Alpha: .89

Source: Kessler, R.C., Barker, P.R., Colpe, L.J., Epstein, J.F., Gfroerer, J.C., Hiripi, E., Howes, M.J., Normand, S-L.T., Manderscheid, R.W., Walters, E.E., Zaslavsky, A.M. (2003). Screening for serious mental illness in the general population. *Archives of General Psychiatry*, 60(2), 184-189

Feelings Scale –14 day: Prime-MD (Variables PN 1-9)

Purpose: The Prime-MD patient questionnaire is a screening instrument for depressive disorder which asks about symptoms over the past two weeks.

Scoring: Nine items asking about depressive symptoms are rated from 0 (not at all) to 3 (nearly every day). Items are summed to produce a score ranging from 0 to 27.

Cutpoint: A score of five or above indicates significant depressive symptomatology.

Cronbach's Alpha: Not Reported

Source: Spitzer, R.L., Kroenke, K., Williams, J.B.W. (1999). Validation and utility of a self-report version of PRIME-MD. *Journal of the American Medical Association*, 282 (18), 1737-1744.

Feelings Scale –7 day: Center for Epidemiological Studies Depression Scale (CES-D) (Variables PO 1-20)

Purpose: Identify persons with and without symptoms of depression.

Scoring: Twenty items are scored from 0 to 3. The scoring of positive items is reversed. Possible range of the score is 0 to 60 with higher scores indicating the presence of more symptomology.

Cutpoint: For both female and male adults, a score of 16 or greater indicates significant depressive symptoms.

Cronbach's Alpha: .83-.87

Source: Radloff, L. (1977). The CES-D scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement*, 1, 385–401.

Social Support Scale: ISEL-12 (Variables PJ 1- 12)


Purpose: This 12 item measure asks about respondents' perceptions of the availability of various types of social support such as practical help, advice and companionship.

Scoring: Items 1, 2, 7, 8, 11, 12 should be reverse coded. Items are then summed to create the following sub-scales: Appraisal (ability to talk with someone about concerns) – items 2, 4, 6, and 11; Belonging (having people for companionship): items 1, 5, 7, 9. Tangible (material aid): items 3, 8, 10, and 12. All items are summed to create a continuous global measure of social support.

Cutpoint: Not applicable

Cronbach's Alpha: .77 for the total scale.

Source: Cohen, S., & Hoberman, H. (1983) 'Positive events and social supports of buffers of life change stress', *Journal of Applied Social Psychology*, vol. 13, pp. 99-125.



Cohen, S., & Wills, T. A. (1985) 'Stress, social support, and the buffering hypothesis', *Psychological Bulletin*, vol. 98, pp. 310-357.

**Trauma Scale: The Modified PTSD Symptom Scale (MPSS-SR)
(Variables PP 1-17)**

Purpose: The MPSS-SR is a 17 item self-report measure that assesses the 17 DSM-III-R symptoms of PTSD.

Scoring: Items assess both frequency (on a three point scale) and severity (on a four point scale). The measure can be scored using DSM-III-R criteria to assess PTSD, as a continuous measure of PTSD symptom severity, or using cutoff scores for frequency, severity, or a total.

Cutpoint: Frequency: 14
 Severity: 32
 Total: 46

Cronbach's Alpha: .98

Source: Falsetti, S. A., Resnick, H. S., Resick, P. A., & Kilpatrick, D. (1993). The Modified PTSD Symptom Scale: A brief self-report measure of posttraumatic stress disorder. *The Behavioral Therapist*, 16, 161-162.

ADOLESCENT SURVEY SCALES

Acculturation: Psychological Acculturation Scale (Variables AI 1- 10)

Purpose: The Psychological Acculturation scale (PAS) was developed to assess and individual's sense of psychological attachment and belonging within the Anglo-American and Latino/Hispanic cultures.

Scoring: The PAS consist of 10 items which are scored on a 9 point scale ranging from 1 (only Hispanic/Latino) to 9 (only Anglo/American).

Cutpoint: A score of 5 indicates a bicultural (equal attachment to both cultures) orientation.

Cronbach's Alpha: .90

Source: Tropp, L.R., Erkut, S., Coll, C.G., Alarocon, O., Vazquez Garcia, H.A. (1999). Psychological acculturation: Development of a new measure for Puerto Ricans on the U.S. Mainland. *Educational and Psychological Measurement*, 59 (2), 351-367.

Family Support Scale: FACES II (Variables AJ 1-30)

Purpose: The Family Adaptation and Cohesion Scale (FACES II) measures the extent to which families are flexible and connected. The thirty item measure is scored by summing even and odd items separately to create the cohesion and flexibility scales.

Scoring: Items are scored on a five point Likert scale giving a range for each sub-scale of 15 to 75.

Cutpoint: Cutpoints are 15, 30, 45, 60, and 75 with 45 representing an optimum balance of either connectedness or flexibility. Extremely low scores represent disengaged or rigid family patterns. Extremely high scores represent enmeshed or chaotic family patterns.

Cronbach's Alpha: Cohesion: .87
Adaptability: .78

Source: Olson, D. H. & Gorall, D.M. (2003) Circumplex model of marital and family systems. In F. Walsh (Ed.) *Normal Family Processes, 3rd Edition*. New York: Guilford (pp.514-547).

Familism Scale (Variables AK 1- 7)

Purpose: Seven items assess family cohesion and loyalty. Answers are provided on a five point Likert scale.

Scoring: Scores range from 7 to 35 with higher scores indicating a higher degree of familism.

Cutpoint: No cut point has been established.

Cronbach's Alpha: .87

Sources: Gil, A.G., & Vega, W.A. (1996). Two different worlds: Acculturation stress and adaptation among Cuban and Nicaraguan families. *Journal of Social and Personal Relationships*, 13, 435–456.

Gil, A.G., Vega, W.A., & Dimas, J. (1994). Acculturative stress and personal adjustment among Hispanic adolescents. *Journal of Community Psychology*, 22, 43–54.

Vega, W.A., & Gil, A.G. (1998). *Drug use and ethnicity in early adolescence*. New York, NY: Plenum Press.

Feelings Scale –14 day: Child Depression Inventory (Variables AO 1 – 27)

Purpose: The CDI measures depressive symptomatology in children and adolescents ages 7 to 17.

Scoring: To calculate the CDI total score, sum all the scores for each item. For scoring of subscales, please see the below referenced manual for the Children's Depression Inventory.

Cutpoint: The suggested cut point is 20 for general screening.

Cronbach's Alpha: .86

Source: Kovacs, M. (2003). *The Children's Depression Inventory: Technical Manual Update*. North Tonawanda, New York: Multi Health Systems.

Feelings Scale – Recent: Multidimensional Anxiety Scale for Children (MASC) -10 (Variables AP 1-10)

Purpose: The MASC-10 is a ten item measure developed to screen for global anxiety symptoms.

Scoring: Answers of 0 (never true about me) to 4 (often true about me) are summed to create a raw score. Scores should be converted to t-scores for interpretation. A child's score may be compared to a normative sample based on age and gender. Please see the MASC manual referenced below to access these norms.

Cutpoint: T-scores above 70 indicate children that are very much above average in their anxiety symptoms. Scores of 56 to 60 would be considered slightly above average.

Cronbach's Alpha: ranges from .67 to .71 depending on age and gender.

Source: March, J.S. (1997). *Multidimensional Anxiety Scale for Children: Technical Manual*. North Tonawanda, New York: Multi Health Systems.

School Satisfaction –School Success Profile (Variables AL 1-7)

Purpose: Seven dichotomous items assess students' perceptions of the general academic and social climate at school.

Scoring: All items are stated positively. Count the true responses to create a scale ranging from 0 to 7 with higher numbers representing more school satisfaction.

Cutpoint: Not applicable.

Cronbach's Alpha: .76

Source (s): Bowen, G.L. & Richman, J. M. (1997). *The School Success Profile*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, School of Social Work.

Bowen, G.L., Rose, R.A., Bowen, N.K. (2005). *The Reliability and Validity of the School Success Profile*. Philadelphia, Pa: Xlibris.

Teacher Support: School Success Profile (Variables AM 1-11)

Purpose: Eleven dichotomous items assess students' perceptions of teachers' attitudes and behaviors toward the respondent, including encouragement, praise, and academic expectations.

Scoring: All items are stated positively. The true responses are counted to create a scale ranging from 0 to 11, with higher numbers representing higher levels of teacher support.

Cutpoint: Not applicable.

Cronbach's Alpha: .86

Source (s): Bowen, G.L. & Richman, J. M. (1997). *The School Success Profile*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, School of Social Work.

Bowen, G.L., Rose, R.A., Bowen, N.K. (2005). *The Reliability and Validity of the School Success Profile*. Philadelphia, Pa: Xlibris.

School Safety: School Success Profile (Variables AN 1-9)

Purpose: Nine three point items assess students' perceptions of the safety of their school environment.

Scoring: All items are unsafe behaviors. Sum the responses (which increase in value for more positive responses) to create a scale ranging from 9 to 27, with higher numbers indicating a safer school environment.

Cutpoint: Not applicable

Cronbach's Alpha: .86

Source (s): Bowen, G.L. & Richman, J. M. (1997). *The School Success Profile*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, School of Social Work.

Bowen, G.L., Rose, R.A., Bowen, N.K. (2005). *The Reliability and Validity of the School Success Profile*. Philadelphia, Pa: Xlibris.

Social Support: School Success Profile (Variables AE 3-10)

Purpose: Eight dichotomous items assess students' perception that there are people to whom they can turn at least weekly for various types of social support.

Scoring: All items are stated positively. Count the yes responses to create a scale ranging from 0 to 8, with higher numbers indicating greater social support.

Cutpoint: Not Applicable.

KR-20: .81

Source (s): Bowen, G.L. & Richman, J. M. (1997). *The School Success Profile*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, School of Social Work.

Bowen, G.L., Rose, R.A., Bowen, N.K. (2005). *The Reliability and Validity of the School Success Profile*. Philadelphia, Pa: Xlibris.

Trauma Symptom Checklist for Children (TSCC-A) (Variables AQ 1-44)

Purpose: The Trauma Symptom Checklist for Children is a self-report measure of post-traumatic stress and related symptomatology. The TSCC-A contains 44 items from which seven sub-scales can be derived. The sub-scales are Anxiety, Depression, Anger, Post-Traumatic Stress, Dissociation, Overt-Dissociation, and Fantasy Dissociation. Note that some items contribute to multiple scales and that there is not an overall score for all forty four items.

Scoring: Item responses ranging from 0 to 3 are summed to create raw scores on each sub-scale. The specific items corresponding to the sub-scales are presented below.

Anxiety: 2, 12, 19, 20, 27, 28, 33, 34, 41

Depression: 6, 7, 12, 17, 21, 22, 23, 35, 43

Anger: 5, 11, 14, 16, 18, 30, 31, 38, 40

Post-Traumatic Stress: 1, 3, 8, 9, 19, 20, 36, 42

Dissociation: 4, 9, 15, 24, 25, 26, 32, 27, 39, 44

Overt-Dissociation: 9, 15, 24, 25, 26, 37, 39

Fantasy-Dissociation: 4, 32, 44

Cutpoint: All scales should be converted to T-Scores. T-scores at or above 65 are considered clinically significant and scores in the range of 60 through 65 are suggestive of difficulty.

Cronbach's Alpha: Internal consistency for each of the sub-scales is presented below:

Anxiety: .82
Depression: .86
Anger: .89
Post-Traumatic Stress: .87
Dissociation: .83
Overt-Dissociation: .81
Fantasy-Dissociation: .58

Source: Briere, J. (1996). *The Trauma Symptom Checklist for Children*. Psychological Assessment Resources, Inc. Lutz, Florida.

Youth Self Report (YSR) (Variables AR 1-112)

Purpose: The Youth Self Report is the self-report version of the Child Behavior Checklist. It provides information on a wide range of child and adolescent behavior and functioning and is completed by the adolescent. Included here is information for scoring the internalizing, externalizing, and total problem scores of the YSR. Other sub-scales can be calculated. Please see the manual reference below for further information on these sub-scales.

Scoring: The Total Problem Score is calculated by summing all items on the CBCL with the exception of questions 2 and 4 (allergies and asthma).

The externalizing score is calculated by summing items 3, 7, 16, 19, 20, 21, 22, 23, 27, 37, 39, 43, 57, 63, 67, 68, 72, 74, 81, 82, 86, 87, 90, 94, 95, 96, 97, 101, 104, 105, and 106.

The internalizing score is calculated by summing items 12, 14, 31, 32, 33, 34, 35, 42, 45, 50, 51, 52, 54, 56a-g, 65, 69, 71, 75, 80, 88, 89.

Cutpoint: Each of the above raw scores should be converted to T-scores. T scores of 65 or above indicate a clinical level of symptoms. T-scores between 60 and 65 are considered the borderline range. All scores below 60 are considered to be in the normal range.

Cronbach's Alpha: Internal Reliability scores are as follows:

Total Problem Score:	.95
Externalizing:	.90
Internalizing:	.90

Source: Achenbach, T.M. & Rescorla, L.A. (2001). *Manual for the ASEBA School-Age Forms & Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, and Families.

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