

**Friends of the Children
New York**

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Introduction

Friends of the Children (FOTC) New York is a program designed to provide positive intervention to at-risk youth by pairing them with a Friend, or mentor, as early as Kindergarten and maintaining a relationship through high school graduation. It is anticipated that having a close relationship with a Friend for an extended period of time will produce the following long-term outcomes:

- graduate from high school with a plan for the future,
- engage in activities that result in a positive contribution to their community and avoid entanglement in the criminal justice system, and
- make healthy choices in childhood and adolescence including delayed parenthood until an appropriate age.

In 2008, Philliber Research Associates (PRA) began an evaluation of the participants involved in the FOTC New York program. In anticipation of achieving its desired long-term outcomes, it was decided to track short-term goals during their participation in the program. The following items were chosen to be administered and/or collected for the evaluation:

- Bialer-Cromwell Children's Locus of Control Scale
- Self-Efficacy Scale
- Rosenberg Self-Esteem Scale
- School Social Behavior Scales (SSBS)
- Group Reading Assessment and Diagnostic Evaluations (GRADE)
- Group Mathematics Assessment and Diagnostic Evaluations (G-MADE)
- Department of Education (DOE) test scores

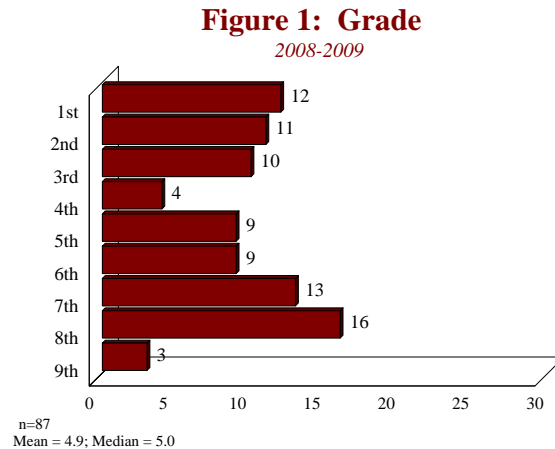
As of December 31, 2008 data were received for 74 of the 88 participants currently involved in the FOTC New York program. This report contains results of initial assessments¹ conducted and administered to the students toward the beginning of the 2008-2009 school year, or upon arrival of a new student. Subsequent assessments are scheduled to be conducted later in the school year².

¹ Except for information for the DOE test scores. Historical data provided by Department of Education through the 2007-2008 school year has been provided for change analysis.

² Data such as GRADE and G-MADE will primarily be conducted as close to the beginning and end of the school year as possible.

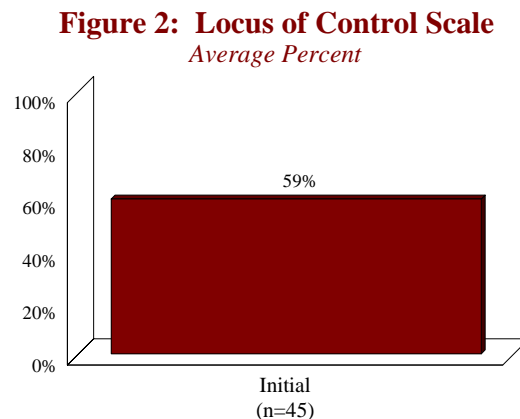
Participants in the FOTC New York Program

Participants in the FOTC New York program range from first through ninth grades³. Figure 1 shows the breakdown of participants' grade. Of the 88 participants, their length of participation in the program ranged from 1 to 85 months, with an average of 49 months. Forty-six (52%) are male and 42 (48%) are female. Five of the students are in Special Education.



Locus of Control

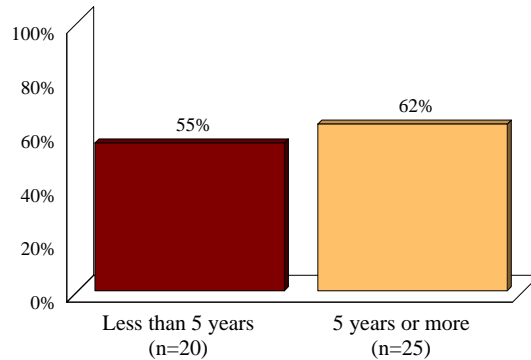
The Bialer-Cromwell Children's Locus of Control Scale contains 23 questions which measure the extent to which a child sees outcomes of events either as contingent upon his/her own actions (internal control) or upon means such as chance, other people, or fate (external control). Each child's responses were recoded to give a point for each time they indicate internal control. Total scores were divided by the number of questions answered to come up with a percent, of which a higher percent is preferable. At initial administration of the Locus of Control Scale, children averaged 59%. Therefore, children feel they have internal control of events an average of 59% of the items. See Appendix for answers to specific questions.



³ This is based on their grade level during the 2008-2009 school year. Grade was not available for one student.

Length of participation was collapsed into two categories: “less than five years” and “5 years or more.” Figure 3 shows that children who have been in the program 5 years or more have a higher average percent on the locus of control scale. See Appendix for breakdown by each year.

Figure 3: Locus of Control Scale
Average Percent by Length of Participation



Self-efficacy

The Self-efficacy scale asks children how much control they feel they have in their daily life. Seven statements are given with the choices of “Strongly Agree”, “Agree”, “Disagree” or “Strongly Disagree.” All seven items were converted to a scale of 1 to 4, with negative items being reverse coded, so a 4 indicates a desired response. On average, children scored a 2.8 at initial administration. See Appendix for answers to specific questions.

Figure 4: Self-efficacy Scale
Average Score

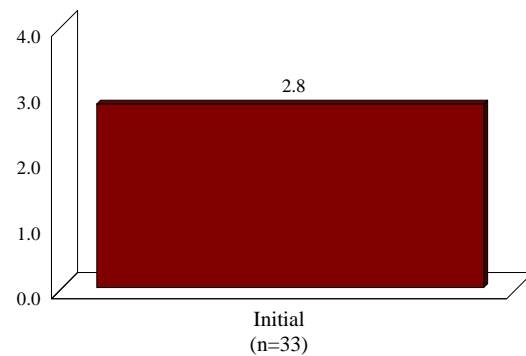
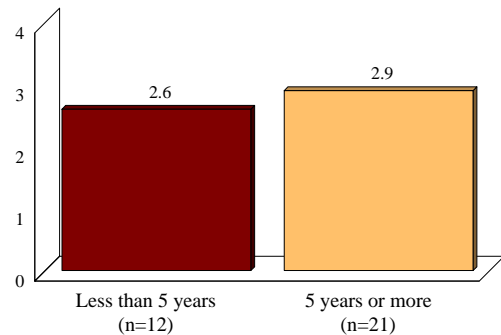


Figure 5 shows that children who have been in the program 5 years or more have a significantly higher average score on the self-efficacy scale. See Appendix for breakdown by each year.

Figure 5: Self-efficacy Scale
Average Score by Length of Participation*



* Difference between groups is significant at $p < .05$.

Self-esteem

The Rosenberg Self-esteem Scale contains 10 questions to which children could “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree.” Items were converted to a scale of 1 to 4, with negative items being reverse coded, so a 4 indicates a desired response. On average, children scored a 3.0 at initial administration. See Appendix for answers to specific questions.

Figure 6: Self-esteem Scale
Average Score

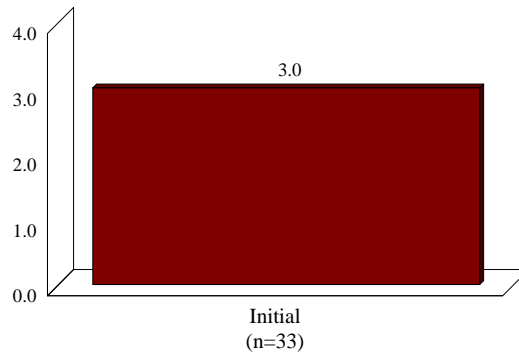
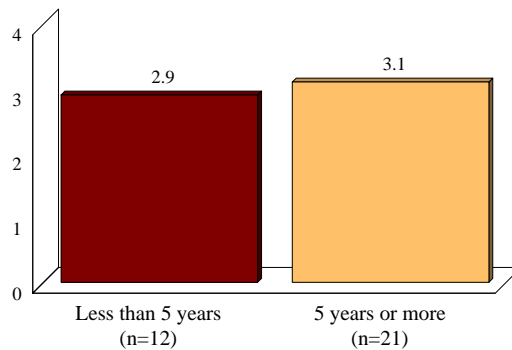


Figure 7 shows that children who have been in the program 5 years or more have a slightly higher average score on the self-esteem scale. See Appendix for breakdown by each year.

Figure 7: Self-esteem Scale
Average Score by Length of Participation



School Social Behavior Scales (SSBS)

The School Social Behavior Scales⁴ (SSBS) were completed by Friends on the children whom they mentor. The SSBS assesses the following six scales:

- Interpersonal skills (14 questions),
- Self-management skills (10 questions),
- Social skills (7 questions),
- Academic skills (8 questions),
- Literacy skills (11 questions), and
- Intellectual Development (8 questions).

On average, students scored above 50% on all of the six scales. Students had the highest average percent on intellectual development (61%) and the lowest average percent on literacy skills (53%). Three of the subscales are broken down into the functioning levels of “significant deficit”, “moderate deficit”, “average”, and “high functioning.” Most of the students scored an “average” level of functioning for all three subscales. 78% of the students scored “average” in interpersonal skills, 62% of the children scored “average” on self-management, and 59% of the children scored “average” on academic skills. The subscales with the greatest percentage of students with “significant deficit” were self-management (10%) and interpersonal skills (9%). See Appendix for answers to specific questions.

Figure 8: School Social Behavior Scales
Average Percent

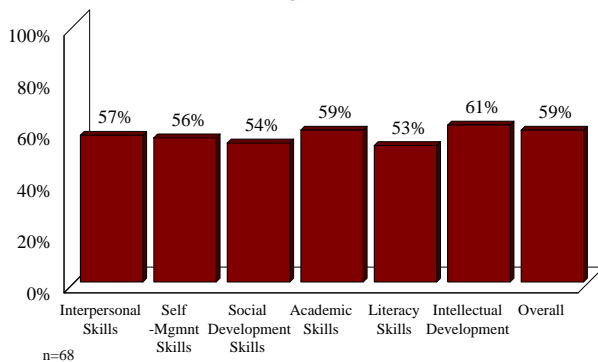
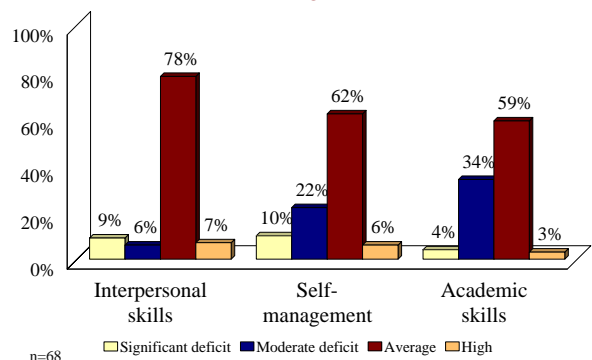
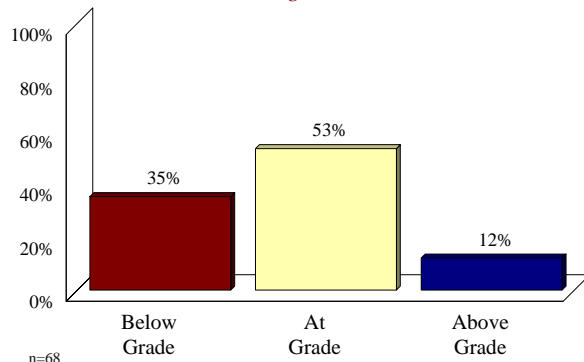


Figure 9: School Social Behavior Scales
Functioning Level



There is an independent question on the SSBS which asks about the child’s reading level. Just over half of the children (53%) are reading at grade level and a little over a tenth (12%) are reading above grade level, as indicated by the Friend completing the survey.

Figure 10: School Social Behavior Scales
Reading Level



⁴ Merrell, 1993

When looking at the average length of participation by functioning level, those who are “average” or “high functioning” on interpersonal skills and self-management show average length of participation of at least 4 years. Those who are “average” or “high functioning” on academic skills have an average length of participation of at least 4.7 years. These results should be interpreted with caution due to the low n in some of the groups. See Appendix for breakdown by each year.

Figure 11: SSBS - Interpersonal skills

Average Length of Participation by Functioning Level

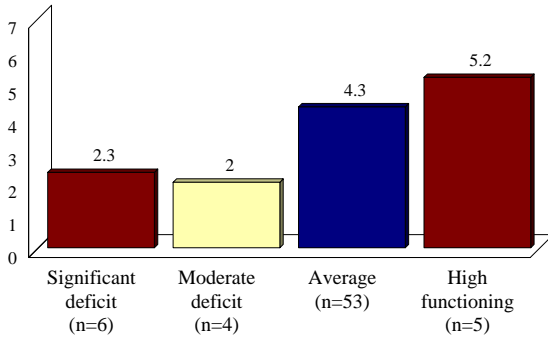


Figure 12: SSBS - Self-management

Average Length of Participation by Functioning Level

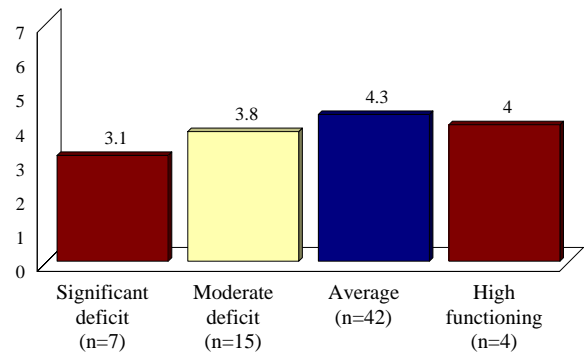
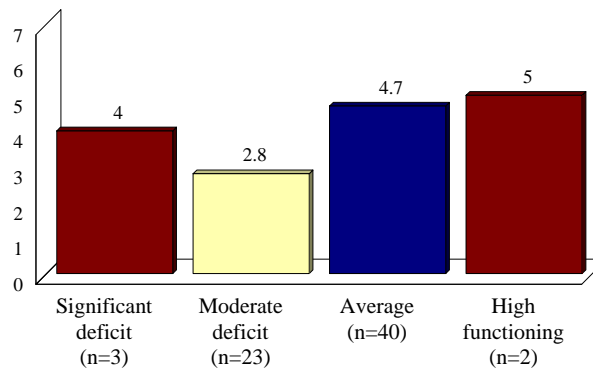


Figure 13: SSBS - Academic skills

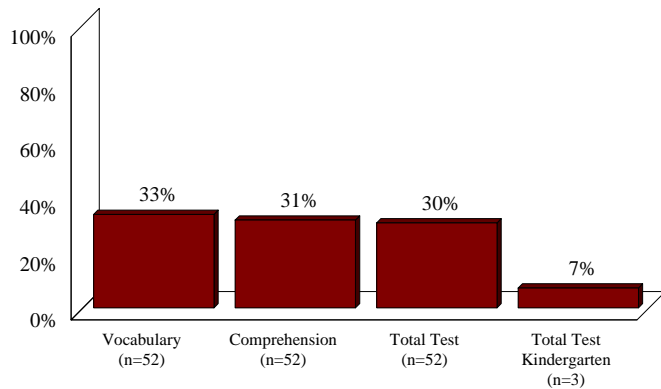
Average Length of Participation by Functioning Level



Group Reading Assessment and Diagnostic Evaluations (GRADE)

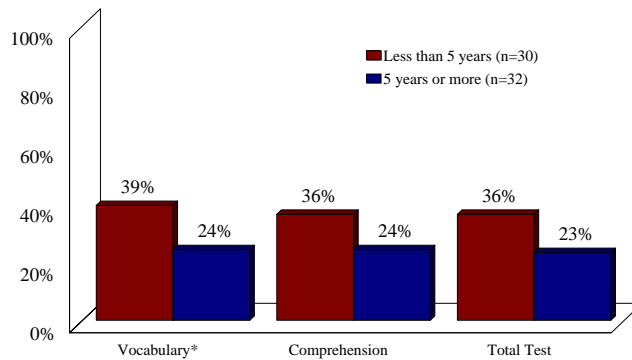
The Group Reading Assessment and Diagnostic Evaluation (GRADE) was administered to 55 children in Levels K (Kindergarten) through M (7th – 8th grade). All Levels except Kindergarten have the Vocabulary and Comprehension Composite from which the raw score can be converted into a percentile rank. On average, children had a percentile rank of 30% on their Total Test, 33% on Vocabulary, and 31% on Comprehension. The children who took the Level K Assessment had an average percentile rank of 7% on their Total Test. The GRADE is a nationally normed assessment, where the average child in the nation ranks at the 50th percentile. At initial assessment, participants in the Friends of the Children New York program are behind in their reading scores when compared to the average child.

Figure 14: GRADE
Average Percentile Rank



Participants who have been in the program less than five years (average grade level of 3rd grade) performed better on the GRADE than those who have been in the program 5 years or more (average grade level of 7th grade). Therefore, children in the higher grades scored lower on these standardized tests than children in the lower grades. Vocabulary performance was significantly worse for those who have participated 5 years or more (average grade level of 7th grade). See Appendix for breakdown by each year.

Figure 15: GRADE
Average Percentile Rank by Length of Participation

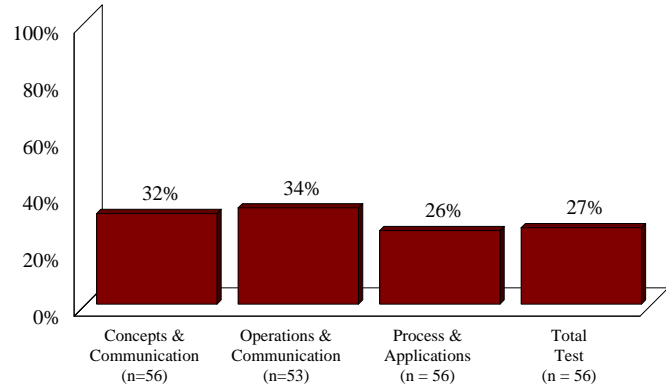


* Difference between groups is significant at $p < .05$.

Group Mathematics Assessment and Diagnostic Evaluations (G-MADE)

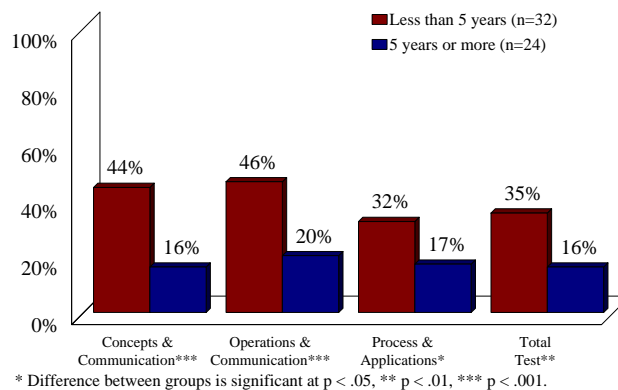
The Group Mathematics Assessment and Diagnostic Evaluation (G-MADE) was administered to 56 children in Levels R (Readiness) through M (7th – 8th grade). All Levels have Concepts & Communication, Operations & Communication (except on the Readiness level), Process & Applications from which the raw score can be converted into a percentile rank. On average, children had a percentile rank of 27% on their Total Test, 32% on Concepts & Communication, 34% on Operations & Communication, and 26% on Process & Applications. The G-MADE is a nationally normed assessment, where the average child in the nation ranks at the 50th percentile. At initial assessment, participants in the Friends of the Children New York program are behind in their math scores when compared to the average child.

Figure 16: G-MADE
Average Percentile Rank



Participants who have been in the program less than five years (average grade level of 3rd grade) performed better on the G-MADE than those who have been in the program 5 years or more (average grade level of 7th grade). Performance was significantly worse for those children who are, on average, in the higher grades.

Figure 17: G-MADE
Average Percentile Rank by Length of Participation



English Language Arts and Mathematics Test Scores

English Language Arts and Mathematics test scores were provided by the New York City Department of Education (DOE). Available test scores date back to 2003 depending on the grade of the child. From 2001 through 2005, the reading and mathematics skills of students in third, fifth, sixth, and seventh grades were measured by the city-wide CTB exams. Beginning in 2006, the reading and mathematics skills of students in grades three through eight were measured by the state-wide English Language Arts (ELA) and Mathematics exams. Because of the change in assessment instruments, it is uncertain how comparable recent scores are with earlier years. Both exams classify students at one of four levels.

- Level 4 – Exceeds grade-level standards
- Level 3 – Meets grade-level standards
- Level 2 – Approaches grade-level standards
- Level 1 – Far below grade-level standards

First available Level was compared to the last available Level to categorize improvement into categories of “declined”, “stayed the same”, or “improved.” Of the 46 children with an initial and follow-up English Language Arts assessment, almost one out of three (30%) improved, three out of five (59%) stayed the same, and one out of ten (11%) declined. Of the 47 children with an initial and follow-up Mathematics assessment, one out of five (21%) improved, three out of five (60%) stayed the same, and one out of five (19%) declined. A breakdown of grade is provided in Table 1.

Figure 18: English Language Arts Improvement

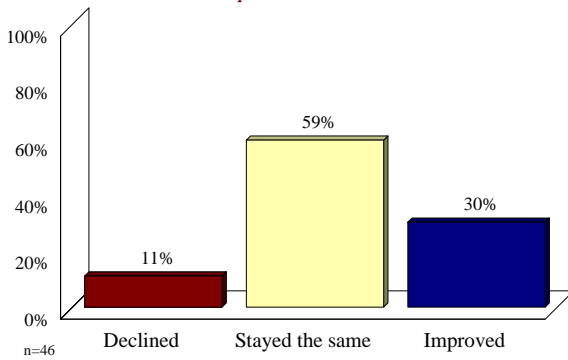


Figure 19: Mathematics Improvement

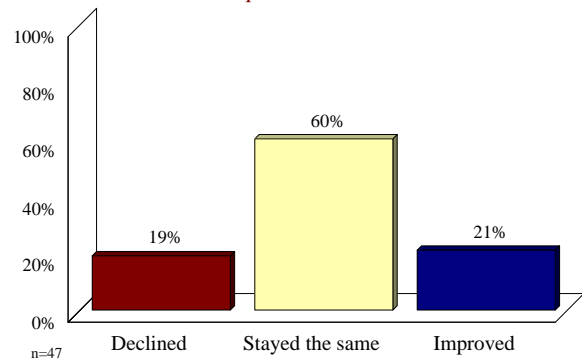


Table 1: Improvement by Grade

English Language Arts					Mathematics				
Grade	n	Declined	Stayed the same	Improved	Grade	n	Declined	Stayed the same	Improved
4 th	7	2	4	1	4 th	8	3	5	0
5 th	8	1	4	3	5 th	8	1	6	1
6 th	12	0 (0%)	7 (58%)	5 (42%)	6 th	12	2 (17%)	6 (50%)	4 (33%)
7 th	18	2 (11%)	11 (61%)	5 (28%)	7 th	18	3 (17%)	10 (55%)	5 (28%)
8 th	1 ⁵	-	-	-	8 th	1	-	-	-

⁵ Breakdown not shown for (n=1).

Comparison of improvement from first to last assessment with average length of participation in the Friends of the Children New York program indicates the likelihood of improving English Language Arts and Mathematics scores is stronger if the child participates in the program for a longer period of time.

Figure 13: English Language Arts
Improvement by Average Length of Participation

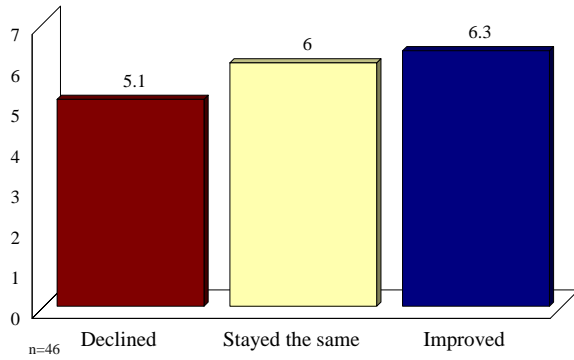
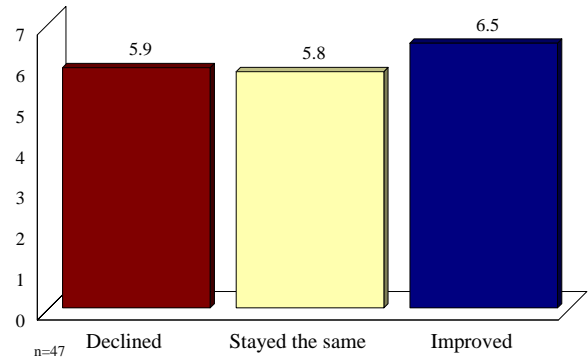


Figure 14: Mathematics
Improvement by Average Length of Participation



Summary

In general, it appears participants in the FOTC New York program feel they do not have very much control over events that occur in their lives. However, on average, their self-esteem is not too low. It does appear that students who have participated 5 years or more have a slightly higher control and self-esteem and significantly higher self-efficacy. Standardized assessments show these students are behind in their reading and math scores when compared to the average child. Future reports will examine how all of these items change over time. However, a look at outside data provided by the Department of Education shows that over time (two years worth of data or more) students English and Math scores are likely to improve the longer they participate in the program.

Appendix

Table A1: Locus of Control	Yes n (%)	No n (%)
When somebody gets mad at you, do you usually feel there is nothing you can do about it? (n=45)	18 (40%)	27 (60%)
Do you really believe a kid can be whatever he wants to be? (n=44)	36 (82%)	8 (18%)
When people are mean to you, could it be because you did something to make them be mean? (n=44)	22 (50%)	22 (50%)
Do you usually make up your mind about something without asking someone first? (n=42)	23 (55%)	19 (45%)
Can you do anything about what is going to happen tomorrow? (n=44)	19 (43%)	25 (57%)
When people are good to you, is it usually because you did something to make them be good? (n=45)	30 (67%)	15 (33%)
Can you ever make other people do things you want them to do? (n=43)	12 (28%)	31 (72%)
Do you ever think that kids your age can change things that are happening in the world? (n=45)	34 (76%)	11 (24%)
If another child was going to hit you, could you do anything about it? (n=45)	38 (84%)	7 (16%)
Can a child your age ever have his own way? (n=43)	21 (49%)	22 (51%)
Is it hard for you to know why some people do certain things? (n=44)	28 (64%)	16 (36%)
When someone is nice to you, is it because you did the right things? (n=44)	30 (68%)	14 (32%)
Can you ever try to be friends with another kid even if he doesn't want to? (n=45)	23 (51%)	22 (49%)
Does it ever help to think about what you will be when you grow up? (n=45)	33 (73%)	12 (27%)
When someone gets mad at you, can you usually do something to make him your friend again? (n=42)	33 (79%)	9 (21%)
Can kids your age ever have anything to say about where they are going to live? (n=45)	27 (60%)	18 (40%)
When you get in an argument, is it sometimes your fault? (n=44)	30 (68%)	14 (32%)
When nice things happen to you, is it only good luck? (n=45)	17 (38%)	28 (62%)
Do you often feel you get punished when you don't deserve it? (n=44)	34 (77%)	10 (23%)
Will people usually do things for you if you ask them? (n=45)	33 (73%)	12 (27%)
Do you believe a kid can usually be whatever he wants to be when he grows up? (n=45)	41 (91%)	4 (9%)
When bad things happen to you, is it usually someone else's fault? (n=44)	18 (41%)	26 (59%)
Can you ever know for sure why some people do certain things? (n=45)	10 (22%)	35 (78%)

Table A2: Locus of Control	
<i>Length of Participation</i>	<i>Average Percent</i>
Under 5 years	
1 (n=4)	62%
2 (n=5)	67%
4 (n=11)	47%
5 years or more	
5 (n=2)	59%
6 (n=13)	64%
7 (n=10)	62%

Table A3: Self-efficacy Scale	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)
I have little or no control over the things that happen to me. (n=32)	3 (9%)	10 (31%)	14 (44%)	5 (16%)
There is really no way I can solve some of the problems I have. (n=33)	3 (9%)	12 (36%)	12 (36%)	6 (19%)
There is little I can do to change many of the important things in my life. (n=33)	5 (15%)	16 (49%)	10 (30%)	2 (6%)
I often feel helpless in dealing with the problems of life. (n=33)	1 (3%)	11 (33%)	16 (49%)	5 (15%)
Sometimes I feel that I'm being pushed around in life. (n=33)	2 (6%)	11 (33%)	14 (43%)	6 (18%)
What happens to me in the future mostly depends on me. (n=33)	13 (39%)	14 (43%)	5 (15%)	1 (3%)
I can do just about anything I really set my mind to do. (n=33)	18 (55%)	13 (39%)	1 (3%)	1 (3%)

Table A4: Self-efficacy Scale	
<i>Length of Participation</i>	<i>Average Score</i>
Under 5 years	
2 (n=1)	2.7
4 (n=11)	2.6
5 years or more	
5 (n=1)	3.0
6 (n=10)	3.0
7 (n=10)	2.8

Table A5: Self-esteem Scale	Strongly Agree n (%)	Agree n (%)	Disagree n (%)	Strongly Disagree n (%)
On the whole, I am satisfied with myself. (n=33)	13 (39%)	20 (61%)	0 (0%)	0 (0%)
At times I think I am no good at all. (n=33)	2 (6%)	7 (21%)	16 (49%)	8 (24%)
I feel that I have a number of good qualities. (n=33)	17 (52%)	12 (36%)	3 (9%)	1 (3%)
I am able to do things as well as most other people. (n=33)	8 (24%)	20 (61%)	4 (12%)	1 (3%)
I feel I do not have much to be proud of. (n=33)	2 (6%)	4 (12%)	21 (64%)	6 (18%)
I certainly feel useless at times. (n=32)	2 (6%)	8 (25%)	15 (47%)	7 (22%)
I feel that I'm a person of worth, at least on an equal plane with others. (n=32)	11 (35%)	15 (47%)	3 (9%)	3 (9%)
I wish I could have more respect for myself. (n=33)	7 (21%)	17 (52%)	6 (18%)	3 (9%)
All in all, I am inclined to feel that I am a failure. (n=33)	1 (3%)	4 (12%)	15 (46%)	13 (39%)
I take a positive attitude toward myself. (n=33)	13 (39%)	16 (49%)	4 (12%)	0 (0%)

Table A6: Self-esteem Scale	
<i>Length of Participation</i>	<i>Average Score</i>
Under 5 years	
2 (n=1)	3.2
4 (n=11)	2.9
5 years or more	
5 (n=1)	3.1
6 (n=10)	3.0
7 (n=10)	3.1

Table A7: School Social Behavior Scales (SSBS)	N/A n (%)	Never n (%)	n (%)	Some- times n (%)	n (%)	Freq- uently n (%)
Interpersonal skills (n=68)						
Offers help to other students when needed	1 (1%)	7 (10%)	10 (15%)	28 (41%)	10 (15%)	12 (18%)
Effectively participates in group discussions and activities	1 (1%)	4 (6%)	14 (21%)	18 (27%)	20 (29%)	11 (16%)
Understands other students' problems and needs	2 (3%)	2 (3%)	17 (25%)	32 (47%)	12 (18%)	3 (4%)
Invites other students to participate in activities	2 (3%)	4 (6%)	10 (15%)	18 (26%)	21 (31%)	13 (19%)
Has skills or abilities that are admired by peers	1 (1%)	7 (10%)	8 (12%)	24 (35%)	18 (27%)	10 (15%)
Interacts with a wide variety of peers	1 (2%)	3 (4%)	13 (19%)	24 (35%)	17 (25%)	10 (15%)
Is skillful at initiating or joining conversations with peers	2 (3%)	4 (6%)	10 (15%)	12 (17%)	29 (43%)	11 (16%)
Is sensitive to feelings of other students	2 (3%)	4 (6%)	9 (13%)	34 (50%)	12 (18%)	7 (10%)
Appropriately enters ongoing activities with peers	2 (3%)	3 (4%)	10 (15%)	24 (35%)	17 (25%)	12 (18%)
Has good leadership skills	0 (0%)	7 (10%)	9 (13%)	23 (34%)	22 (33%)	7 (10%)
Compliments others' attitudes or accomplishments	2 (3%)	10 (15%)	12 (18%)	29 (42%)	12 (18%)	3 (4%)
Is appropriately assertive when needs to be	1 (2%)	3 (4%)	13 (19%)	23 (34%)	24 (35%)	4 (6%)
Is sought out by peers to join activities	2 (3%)	7 (10%)	4 (6%)	20 (29%)	24 (36%)	11 (16%)
Is "looked-up to" or respected by peers	2 (3%)	7 (10%)	7 (10%)	26 (39%)	17 (25%)	9 (13%)
Self-management skills (n=68)						
Cooperates with other students in a variety of situations	1 (2%)	1 (2%)	7 (10%)	24 (35%)	21 (31%)	14 (20%)
Remains calm when problems arise	0 (0%)	9 (13%)	16 (24%)	24 (35%)	9 (13%)	10 (15%)
Is accepting of other students	1 (2%)	3 (4%)	5 (7%)	31 (46%)	18 (26%)	10 (15%)
Will compromise with peers when appropriate	2 (3%)	3 (4%)	11 (16%)	35 (52%)	11 (16%)	6 (9%)
Follows rules	0 (0%)	1 (1%)	8 (12%)	38 (56%)	12 (18%)	9 (13%)
Behaves appropriately in a variety of settings	0 (0%)	2 (3%)	12 (18%)	32 (47%)	16 (23%)	6 (9%)
Responds appropriately when corrected by staff	0 (0%)	5 (7%)	12 (18%)	27 (40%)	18 (26%)	6 (9%)

Table A7: School Social Behavior Scales (SSBS)	N/A n (%)	Never n (%)	n (%)	Some- times n (%)	n (%)	Freq- uently n (%)
Controls temper when angry	3 (4%)	9 (13%)	18 (27%)	16 (24%)	15 (22%)	7 (10%)
Adjusts to different behavioral expectations across settings	1 (1%)	3 (4%)	10 (15%)	38 (56%)	12 (18%)	4 (6%)
Shows self-restraint	0 (0%)	3 (4%)	21 (31%)	27 (40%)	8 (12%)	9 (13%)
Social development (n=68)						
Shows awareness and respect for the needs of others	0 (0%)	3 (4%)	12 (18%)	28 (41%)	17 (25%)	8 (12%)
Accepts changes in plans and schedules	0 (0%)	3 (4%)	10 (15%)	32 (47%)	15 (22%)	8 (12%)
Makes emotional responses appropriate to the situation	1 (1%)	4 (6%)	14 (21%)	33 (48%)	14 (21%)	2 (3%)
Expresses own opinions	2 (3%)	2 (3%)	9 (13%)	20 (29%)	21 (31%)	14 (21%)
Able to work alone	0 (0%)	2 (3%)	19 (28%)	23 (34%)	15 (22%)	9 (13%)
Participates in interactive play	0 (0%)	0 (0%)	6 (9%)	29 (43%)	20 (29%)	13 (19%)
Expresses enjoyment	3 (4%)	0 (0%)	5 (7%)	12 (18%)	28 (41%)	20 (30%)
Academic skills (n=68)						
Appropriately transitions between activities	1 (2%)	1 (2%)	11 (16%)	34 (50%)	11 (16%)	10 (14%)
Completes individual seatwork without being prompted	2 (3%)	4 (6%)	19 (28%)	21 (31%)	10 (15%)	12 (17%)
Listens to and carries out directions	0 (0%)	2 (3%)	11 (16%)	28 (41%)	16 (24%)	11 (16%)
Asks for clarification of instructions in an appropriate manner	2 (3%)	4 (6%)	15 (22%)	30 (44%)	12 (18%)	5 (7%)
Accomplishes assignments and other tasks independently	1 (1%)	6 (9%)	15 (22%)	19 (28%)	19 (28%)	8 (12%)
Completes assigned activities on time	1 (1%)	4 (6%)	17 (25%)	28 (41%)	12 (18%)	6 (9%)
Appropriately asks for assistance as needed	0 (0%)	3 (4%)	13 (19%)	28 (41%)	20 (30%)	4 (6%)
Produces work of acceptable quality for ability level	1 (2%)	4 (6%)	20 (29%)	22 (32%)	15 (22%)	6 (9%)
Literacy skills (n=68)						
Reads with ease	2 (3%)	9 (13%)	12 (18%)	22 (32%)	11 (16%)	12 (18%)
Requires special assistance when reading	1 (2%)	21 (31%)	18 (26%)	9 (13%)	7 (10%)	12 (18%)
Has difficulty with pronunciation	1 (2%)	16 (23%)	21 (31%)	18 (27%)	7 (10%)	5 (7%)
Has difficulty with intonation/inflection	1 (2%)	19 (28%)	16 (23%)	21 (31%)	6 (9%)	5 (7%)
Has difficulty with comprehension	1 (2%)	13 (19%)	17 (25%)	29 (43%)	5 (7%)	3 (4%)
Shows reluctance/avoidance with reading (silent)	1 (2%)	17 (25%)	15 (22%)	20 (29%)	5 (7%)	10 (15%)

Table A7: School Social Behavior Scales (SSBS)	N/A n (%)	Never n (%)	n (%)	Some- times n (%)	n (%)	Freq- uently n (%)
Shows reluctance/avoidance with reading (aloud)	1 (2%)	18 (26%)	15 (22%)	16 (24%)	11 (16%)	7 (10%)
Shows reluctance/avoidance with conversing (peers)	1 (2%)	29 (42%)	17 (25%)	18 (26%)	1 (2%)	2 (3%)
Shows reluctance/avoidance with conversing (authorities/elders)	2 (3%)	13 (19%)	23 (34%)	15 (22%)	12 (18%)	3 (4%)
Shows reluctance/avoidance with written activities	1 (2%)	13 (19%)	13 (19%)	26 (38%)	12 (18%)	3 (4%)
Relaxed while engaged in reading activities	1 (2%)	1 (2%)	9 (13%)	34 (50%)	15 (22%)	8 (11%)
Intellectual development (n=68)						
Asks questions	0 (0%)	0 (0%)	7 (10%)	25 (37%)	24 (35%)	12 (18%)
Verbally expresses feelings	0 (0%)	2 (3%)	15 (22%)	21 (31%)	22 (32%)	8 (12%)
Engages in problem solving activities	0 (0%)	4 (6%)	12 (18%)	37 (54%)	14 (21%)	1 (1%)
Shows curiosity	0 (0%)	0 (0%)	8 (12%)	16 (23%)	29 (43%)	15 (22%)
Able to choose	0 (0%)	1 (1%)	4 (6%)	24 (35%)	29 (43%)	10 (15%)
Contributes ideas	0 (0%)	2 (3%)	6 (9%)	24 (35%)	28 (41%)	8 (12%)
Creates new things from available materials	9 (13%)	2 (3%)	8 (12%)	25 (37%)	19 (28%)	5 (7%)
Pretends	3 (4%)	6 (9%)	16 (24%)	26 (38%)	9 (13%)	8 (12%)

Table A8: School Social Behavior Scales (SSBS)

Length of Participation

	Significant deficit	Moderate deficit	Average	High functioning
Interpersonal skills				
Under 5 years				
0 (n=4)	0	2	2	0
1 (n=14)	4 (29%)	0 (0%)	10 (71%)	0 (0%)
2 (n=6)	0	1	5	0
4 (n=13)	1 (8%)	0	10 (77%)	2 (15%)
5 years or more				
5 (n=2)	0	0	2	0
6 (n=15)	1 (7%)	1 (7%)	10 (67%)	3 (20%)
7 (n=14)	0 (0%)	0 (0%)	14 (100%)	0 (0%)
Self-management				
Under 5 years				
0 (n=4)	0	1	3	0
1 (n=14)	3 (21%)	4 (29%)	7 (50%)	0 (0%)
2 (n=6)	1	1	3	1

Table A8: School Social Behavior Scales (SSBS)**Length of Participation**

	Significant deficit	Moderate deficit	Average	High functioning
4 (n=13)	1 (8%)	3 (23%)	7 (54%)	2 (15%)
5 years or more				
5 (n=2)	0	0	2	0
6 (n=15)	1 (7%)	3 (20%)	10 (67%)	1 (7%)
7 (n=14)	1 (7%)	3 (21%)	10 (71%)	0 (0%)
Academic skills				
Under 5 years				
0 (n=4)	0	3	1	0
1 (n=14)	0 (0%)	9 (64%)	5 (36%)	0 (0%)
2 (n=6)	1	1	4	0
4 (n=13)	1 (8%)	4 (31%)	7 (54%)	1 (8%)
5 years or more				
5 (n=2)	0	1	1	0
6 (n=15)	1 (7%)	2 (13%)	11 (73%)	1 (7%)
7 (n=14)	0 (0%)	3 (21%)	11 (79%)	0 (0%)

Table A9: GRADE**Length of Participation**

Under 5 years	Vocabulary	Comprehension	Total
0 (n=4)	54%	50%	51%
1 (n=11)	51%	46%	48%
2 (n=5)	37%	29%	30%
4 (n=10)	22%	24%	21%
5 years or more			
5 (n=2)	14%	6%	8%
6 (n=10)	32%	34%	32%
7 (n=10)	19%	17%	16%

Table A10: G-MADE**Length of Participation**

Under 5 years	Concepts & Communication	Operations & Communication	Process & Applications	Total
0 (n=7)	36%	64%	26%	32%
1 (n=11)	46%	52%	38%	40%
2 (n=6)	58%	28%	36%	34%
4 (n=8)	37%	40%	26%	30%
5 years or more				
5 (n=2)	1%	12%	4%	2%
6 (n=10)	29%	28%	26%	28%
7 (n=12)	8%	14%	12%	8%