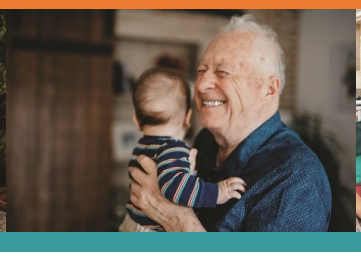
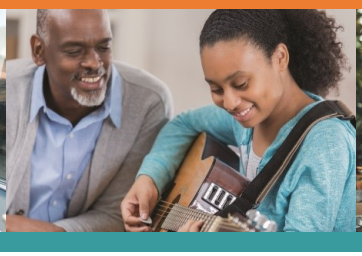
A REPORT FROM GENERATIONS UNITED AND THE EISNER FOUNDATION 2019

THE INTERGENERATIONAL EVALUATION TOOLKIT




THE EISNER FOUNDATION

generations united
Because we're stronger together®

THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

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Introduction

"We know intergenerational interaction is positive, but proof achieved through research is needed to support what we witness daily."

- Ginny Cullen, director of adult services at Mount Olivet Day Services

Photo courtesy of Champion Intergenerational Enrichment and Education Center

Intergenerational shared sites—programs that bring together younger and older generations in the same physical location—are doing incredible and innovative work, and a few have measured the impacts of their programs. Sites consistently report that access to data about the impact of intergenerational programs and shared sites would be extremely helpful in terms of program design, implementation of intergenerational programming and fundraising.

In an effort to collect more data on intergenerational shared sites and facilitate program evaluation, Generations United, with support from The Eisner Foundation, partnered with Dr. Shannon Jarrott of The Ohio State University to develop this toolkit.

The Intergenerational Evaluation Toolkit represents over 15 years of collaborative research by Dr. Jarrott and is a companion piece to two reports from Generations United and The Eisner Foundation on intergenerational shared sites.

In 2018, we released **All in Together: Creating Places Where Young and Old Thrive** which included the results of a public opinion poll and national survey of intergenerational programs. In 2019, we took a deeper look at the factors inhibiting the development of shared sites in the report, **The Best of Both Worlds: A Closer Look at Creating Spaces the Connect Young and Old.** Both reports are available for free at **www.gu.org**.

Repeatedly we hear that intergenerational program practitioners need tools and support to measure the impact of their work. In 2018, 278 respondents completed the national survey of people providing and interested in intergenerational programs. Respondents represented diverse services and interests, engaging tens of thousands of youth and older adults in 2017. Non-profit, for-profit, and public entities served people with diverse ages and abilities, and coming from diverse circumstances.

When asked about the needs that intergenerational programming addressed, respondents described programming designed to: foster positive intergenerational relationships (93%) and health promotion (81%), utilize community talent (80%) and build capacity to meet community needs (63%), and achieve greater financial stability (47%) and improve workplace climate (42%). This toolkit focuses on the most frequently cited challenge to operating an intergenerational program—that is demonstrating impact of intergenerational programming.

Demonstrating program impact is critical. Providers use evidence to encourage families and individuals to select their intergenerational services and programming opportunities. Funders search for demonstrated program impact when making funding decisions, which is relevant as nearly half of respondents rely on grant funding – 13% rely exclusively on grants and donations (See Jarrott, 2019 for a detailed report of survey findings).

At the same time, program staff may not have a background in evaluation, or they may be unable to dedicate time to assess impact and meet their primary obligations. This toolkit offers three resources designed to meet the needs of program providers and researchers committed to demonstrating the impact of intergenerational programming and understanding the practices by which outcomes are achieved. Their use can help advocates improve, expand, and sustain intergenerational opportunities in every community.

The toolkit includes:

- The new **Intergenerational Practice Evaluation Tool** designed to be easily, quickly, and reliably completed by program staff to assess intergenerational activities and support evidence-based practices,
- An 8-step guide on **Planning an Intergenerational Evaluation** designed to help practitioners get started in planning and conducting program evaluation, and
- **Tools for Outcome Measurement**, a curated list of reliable, valid measures that have been used to demonstrate the impact of intergenerational programs with detailed information on five effective tools.

We hope you will use the Intergenerational Evaluation Toolkit to start or expand your efforts to improve and grow your work and assess your impact. As you do, we want your feedback. Please let us know what you think and how you are using these resources; we would also love to learn about your evaluation results. You can contact Sheri Steinig at **ssteinig@gu.org** or Dr. Shannon Jarrott at **jarrott.1@osu.edu**.

DEFINITIONS

Shared Site Programs involve one or more organizations delivering services generally to unrelated younger people, usually 24 and under, and older adults, typically over 50, at the same location, such as a building, campus or neighboring buildings. Some shared sites may also serve adults and families.

Intergenerational Programs provide opportunities for unrelated younger and older people to interact with each other typically at a location serving either youth or older adults.

Photo courtesy of Ebenezer Ridges

The Intergenerational Practice Evaluation Tool

The Intergenerational Practice Evaluation Tool is designed for practitioners and researchers to assess intergenerational activities involving unrelated young people (usually under the age of 24) and older adults (usually over the age of 50) brought together to share an activity.

This tool was created by Dr. Shannon Jarrott of The Ohio State University and represents 15 years of collaborative intergenerational practice and evaluation research (Jarrott, Stremmel, & Naar, 2019). For more information on the development and assessment of the tool, please see the section of this toolkit **Background on the Intergenerational Practice Evaluation Tool.**

Download a print-ready version of the Intergenerational Practice Evaluation Tool at www.gu.org

Why use the Tool?

The Intergenerational Practice Evaluation Tool, found on pages 13-15 in this toolkit, is divided into two parts.

Part 1 is designed to be easily, quickly, and reliably completed by program staff or researchers. The 15 items in Part 1 help facilitators track programming and note use of evidence-based practices. Items 1-10 reflect steps facilitating staff or volunteers can take to increase an activity's success. In items 11-12, facilitators reflect on how well the activity went. Items 13-14 capture participants' social behaviors and affect as intergenerational programming is usually offered to support positive interaction among young and old persons. Item 15 captures open-ended reflection or notes that can inform future programing. Combined, these items can help users connect activity features to youth and older adults' social responses to an activity.

Part 2 - an optional section - allows users to identify and evaluate progress towards goals besides participant social interaction. These goals are chosen by programs and will reflect why facilitators bring the groups together. Those completing the form can then associate activity characteristics, facilitation practices, and participant responses in Part 1 with the Part 2 evaluation.

Part 1 of the Intergenerational Practice Evaluation Tool should be simple and quick to complete, offering immediate feedback on how intergenerational practice impacts participant response.

Who can use the Tool?

Facilitating staff or volunteers, administrators, or trained evaluators/researchers can use the instrument.

Where to use the Tool?

The tool can be used with any intergenerational activity where programming is facilitated; these are usually planned activities. For example, weekly gardening activities at a senior residence with middle school volunteers would be a good activity to evaluate with the Intergenerational Practice Evaluation Tool. Informal interactions, for example in a reception area at a shared site care program, would not align well with this tool.

When to use the Tool?

The Intergenerational Practice Evaluation Tool can be used routinely or periodically. Here are a few ideas of when the tool could be useful.

- Pairing a new program facilitator (staff or volunteer) with a seasoned facilitator to complete the form together and reinforce the use of evidence-based practices as the new facilitator builds their expertise.
- Documenting whether the evidence-informed practices are consistently used by facilitators. Inconsistent use of a practice might suggest a need for additional training or that the practice is less relevant to the activity context.
- Facilitators may use completed forms to reflect on what practices they felt were most important to young and old participants' quality of experience; this information can inform subsequent activity plans and implementation.
- Studying forms completed at the start, middle, and end of an intergenerational program (e.g., a 12-week student volunteer program) can indicate whether participants' social behavior changed over time.

If used in conjunction with Part 2 or another program outcome evaluation, evaluators can connect activity features (implementation strategies) to these other outcomes.

How to use the Tool?

Facilitating staff or volunteers should read this section before using the Tool. Once facilitators are confident that they understand the items and how to code the answers, they may benefit from facilitating or observing an intergenerational activity with a colleague. They can complete Part 1 of the Tool on their own and compare answers; referring to the guide when discussing discrepancies may help clarify the item being measured. Once facilitators or evaluators who will complete the form achieve a high level of agreement with their colleague (e.g., 80% or higher), they can complete the Tool independently.

It is best to complete the Tool immediately after the intergenerational activity, or as soon as possible. Facilitating partners may complete it jointly, or one facilitator might fill it out. Some practices may have been used for part but not all of the activity or with some but not all participants. Choose the single answer that best describes the entire activity for the whole group. Space is provided to record notes providing additional observations. Candid responses will yield the greatest understanding of how practices affect program outcomes.

Guidelines and examples for each item

The following section provides detailed guidelines and examples for completing each item in the Tool. Staff should also review the sample of the completed Tool on pages 16-18 of this toolkit for more information.

1. Time was set aside for adult and youth program facilitators to plan the activity.

Whether facilitators are staff members or volunteers who implement the intergenerational activity with youth and older adult participants, activity plans can be improved by combining their unique expertise working with the groups.

Collaboration can lead to recognition of important developmental characteristics of participants (e.g., instability some frail older adults experience walking or standing) and potential challenges (e.g., choking hazards of some food activities involving pre-school age children) that should inform activity plans.

Even if activities are facilitated by one person, they will benefit from discussing plans with staff who work with the youth and/or older adults. In some instances the facilitator is what makes for an intergenerational activity (e.g., a university Service -Learning student facilitating reminiscence with individual assisted living residents). They will also benefit from checking their activity plans with a staff member who works with the older adults.

> ***Example: J & D meet quarterly during one of their planning period to sketch out their intergenerational activity plans. Because of staffing ratio requirements, they take turns facilitating the intergenerational activities. They text each other with updates if things come up with scheduling or plans.***

2. Activity plans were informed by participants and/or facilitator knowledge of participant culture, experiences, interests and language(s).

Intergenerational activities offer great opportunities for youth and older adults to build and exercise decision making skills. Contributing to activity plans offers the added bonus of increasing the likelihood of participation in and enjoyment of the activity. Even very young children and adults with early- to mid-stage dementia can often indicate preferences when given a choice.

If a participant group is unable or unavailable to engage in decision making about the activity , facilitators can draw on their knowledge of participants' experiences, interests, and cultural backgrounds to develop plans reflecting the participants themselves.

> ***Example: T & L discussed upcoming intergenerational activity plans. T shared what her 8th graders had recommended for music at the dance. L knew that a few of the assisted living residents had played in jazz bands, and residents really enjoyed a recent jazz concert. With these ideas, they put together a play list of jazz and contemporary tunes that everyone enjoyed dancing to.***

3. Materials and space reflected participants' diversity (cognitive, cultural, developmental, sensory, and/or socioeconomic).

Just as activities should reflect the abilities and interests of participants, so should the materials used and the space where the activity is facilitated. Youth and older adult participants have many similarities but also differences in cognitive abilities, racial and ethnic background, and physical abilities.

Selecting materials that can be fully used as intended will increase engagement in and enjoyment of activities. Sometimes facilitators have limited choice of space and materials for activities, but some small changes can make a big difference

> ***Example: A class of preschoolers had a very hard time attending to a nutrition activity held in the common room at a large senior center. They were seated at tables with older adult participants, and other seniors sat in chairs around the room and were also coming and going through the nearby entrance. For the next visit, children and elders met in a smaller room towards the back of the center; all the participants could see and hear better and engage more fully in the activity.***

Photo courtesy of Grace Living Center/Jenks West Elementary

4. The activity was appropriate for older adult participants.

Older adults and youth share many interests, which can result in older adults being treated like children. In a shared activities, older adults can take on an age appropriate role with youth participants. Even adults with dementia can help a youth practice a skill and model appropriate behavior for the youth.

> ***Example: P was planning an intergenerational activity, building on a spring theme in their 2nd grade classroom. While the children typically worked with Crayola crayons and watercolors, P chose oil pastels for this activity with the nursing home residents; the older adults were asked to help the students, such as selecting colors and paper.***

5. Materials were paired or used centrally (e.g., intergenerational participants shared materials rather than having their own). (Select N/A if no materials were used).

With interaction between youth and older adult participants an objective of most intergenerational activities, giving intergenerational participants materials to share should increase interaction.

If no materials were needed for the activity, such as for a simple shared conversation or walk, n/a – or "not applicable" – would be the appropriate answer for this item.

> ***Example: A youth and older adult are invited to choose one trowel, one watering can, and one packet of seeds for a shared gardening activity. They may take turns with the materials or one may water after one has turned the soil.***

6. Activity incorporated intergenerational pairs or small intergenerational groups (e.g., no more than 3 youth per older adult or 3 older adults per youth).

Interaction among intergenerational participants is more likely when group size is small.

Photo courtesy of Easterseals of South Florida

Participants can see and hear each other better and may feel less self-conscious than in a big group.

Sometimes, activities will start out in a large group, perhaps with a video to watch or instruction from a facilitator, before participants divide up into smaller groups. Although large groups may allow more youth or older adult participants to join in, their ability to interact may be low.

> ***Example: A class of 30 3rd graders and 15 older independent living residents listened to an African band perform. After the 10-minute show, facilitators matched two students and one older adult to model an instrument after one they had heard the band play.***

7. Facilitators used directions that encouraged intergenerational interaction.

Youth and older adult participants who are somewhat new to each other benefit from guidance that fosters interaction. Focusing on an activity can increase comfort.

Participants may be used to asking the facilitator for materials or assistance; a skillful facilitator can use directions for one participant to assist their intergenerational partner.

> ***Example: A senior center director facilitating a canned food drive with older adult participants and high schoolers distributed packing lists to the older adults and bags to the students. They directed the intergenerational pairs to fill the student's bag with the items on the older adult's list.***

8. Facilitators shared or invited participants to share social history (i.e., preferences and experiences) to encourage intergenerational interaction.

Youth and older adults have diverse experiences and cultural backgrounds. For relationships to form, it helps to share information about these experiences, traditions, and preferences.

When youth or older adult participants are unable to share this information, such as if a child is very young, a youth speaks a different language, or the older adult cannot verbalize, facilitators often can share this information, allowing intergenerational partners to better know and appreciate each other.

> ***Example: A child care provider leading an activity exploring transportation might share a story from M's social history because M cannot remember the story. "M used to ride to school on a donkey when she was a little girl. What do you think that was like? How do you think you will get to school when you start kindergarten?"***

9. Facilitators stood back periodically to encourage intergenerational interaction.

Sometimes intergenerational participants rely heavily on facilitators for security and direction. However, close engagement with participants during activities can discourage intergenerational interaction. Stepping back from the activity can increase the chance of youth and older adults working interdependently.

The facilitator might note which intergenerational pairings are working well and if another group would benefit from encouragement (e.g., item 7).

N/A - If the facilitator is what makes the activity intergenerational (e.g., an older adult tutoring high school students), the appropriate answer to this item is likely n/a – "not applicable" – as they may be unable to step back from the activity.

> ***Example of stepping back: After seeing youth and older adults into small groups and inviting them to decide which country they would research, the facilitator stepped back to watch things develop. Most groups were talking about countries they had visited or want to visit as potential choices. They saw one group having technical problems with their computer and another group where the older adult had taken control of the computer and was pulling up information without talking to their young partner. The facilitator moved to address the technical problem and help the other group refocus as partners.***

10. Youth and older adult participants were or will be invited to provide feedback about this activity.

Similar to item 2, programming benefits from input from participants both young and old. Beyond indicating if they enjoyed the activity, they may offer ideas for modifications to the activity or activities they might do together in the future.

Contributing to decision making at this point also increases interest in participating in future activities, and facilitators can remind participants how their feedback informed programming.

> ***Example: S had a routine of staying in the intergenerational studio with the adult day services participants after an activity had ended and the children returned to their class. They'd found it was the best time to ask for input on the activity – the adults, some of whom had dementia, were more likely to remember what they'd just done, and they had environmental cues***

from the activity. S made a few notes at the end of her evaluation form, which she referred to when planning intergenerational activities with A.

11. This activity should be facilitated again, without modifications.

It's very common to finish an intergenerational activity with ideas of how it could be improved – even when it achieved objectives and participants expressed enjoyment. Use this space to note future modifications that would make the activity even more successful.

Example: J facilitated a reminiscence group between university Service-Learning students and seniors at a congregate meal site. Students had been trained on how to facilitate the conversation, and J set a theme to guide the conversation. After the first two sessions, conversation was still very formal, and students expressed frustration. J advised the students to prepare 5 open-ended questions on the theme in advance of the meeting and share them to an electronic discussion board where she and the other students could offer feedback. After this modification, students demonstrated greater confidence, and conversation flowed more easily between the intergenerational partners.

12. What effect did the intergenerational component have on the activity?

Most intergenerational programming is associated with benefits for one or more groups of participants, but sometimes it proves ineffective. Consider whether combining the generations improved the experience for participants or if the activity would have been as good or better with just one generation of participants. Some activities may be better suited to single generation programming, or an activity may require modification to be successful with multiple generations of participants. Notes in item 11 and 14 can offer ideas.

Example: The senior housing services coordinator invited a church youth group to a weekly Bible study that residents highly anticipated. Although residents and youth were polite and respectful of each other, taking turns reading passages and discussing their meaning, the coordinator found the discussion much more limited than usual. Residents commented that they enjoyed seeing the youth but felt their presence intruded on the close ties among study group members and limited what they could talk about. The coordinator and youth group leader planned a new activity with input from residents and youth – a recycling project – that was a huge success.

13. The success of an intergenerational activity depends, in part, on youth and older adult participants' observable social behaviors. Indicate the behavior that was most common among the majority of participants during the activity. Answer separately for youth and older adults.

Intergenerational interaction and relationship-building are the goals of most intergenerational programs, or it supports achievement of other objectives. It's hard to measure relationships, but there are behavioral indicators of relationship formation. The three behavioral categories are described below. In coding the most common behavior for youth and older adults, trust your instinct; one answer won't describe every individual's experience through the whole activity, but this summary response will indicate the trend in participant behavior.

Solitary: Participants are engaged in an activity, without observing, responding to or interacting with others. They might be engaged in the presented activity but working independently, or they might be engaged in something else.

Example: a facilitator might put out all the activity materials for a pumpkin painting project on one table. Instead of pairing up with an intergenerational partner, each participant takes their own pumpkin and decorates

the pumpkin on their own, without engaging with their partners.

Watching: Observing, without engaging in the activity or interacting with others. An activity might be structured in a way that observing is the appropriate response, such as a performance to the group, or watching might occur when participants are interested but unsure, uncomfortable, or unable to join the activity. Setting up the space and materials with consideration of participants' diversities can increase engagement.

Example: A facilitator invites older adult volunteers to a reading activity in a classroom. The elders bring a book of their choice to share with the youth. Some of the children do not speak the language used by the facilitator and older adult participants and cannot join the activity.

Intergenerational Interactive: Responding to, communicating with, or interacting with 1 or more intergenerational participants. Interaction between youth and older adult participants can be verbal or non-verbal. It can be brief or extended. In the most common intergenerational program settings, typically involving young children and older adults in care settings, activities are facilitated by program staff, who may also be a source of intergenerational interaction. Given the focus on programming for the clients of these programs (the young children or older adult care recipients), this code should reflect interaction between these participants.

Example: Adult day services participants and children from a neighboring preschool join for a fruit salad activity. intergenerational partners decide together which fruit they'd like to prepare for the salad. With one cutting board and one safe knife, the child cuts the banana while the adult holds the cutting board and then holds the bowl while the child adds the banana to the bowl; they swap roles and the adult prepares the strawberries. Everyone enjoys their own bowl of the tasty salad.

14. Social behavior of youth and older adult participants often suggests interest and enjoyment in their activity, but sometimes additional indicators are helpful. Indicate the apparent mood that was most common among the majority of participants during the activity. Answer separately for youth and older adults.

Positive intergenerational interaction is another common goal of intergenerational programs. However, sometimes young and old participants feel compelled to engage in an activity even when their mood suggests they are not enjoying it. Thus, noting predominant behavior and mood can help facilitators interpret participants' response to programming.

The five categories run on one dimension from "awful" to "fantastic." It is common for participants engrossed in what they are doing (a sign that they are enjoying the activity) to display a relatively neutral "Okay" facial expression, so evaluators should not expect scores of 5 for every activity. As well, given the changes in skin tone and muscle experienced with normative aging, older adults may be less likely than young participants to display what looks like "fantastic" mood, even when they are enjoying programming as much as anything else they could do.

In coding the most common behavior for youth and older adults, trust your instinct; one answer won't describe every individual's experience through the whole activity, but this summary response will indicate the trend in participant mood.

15. Facilitator Notes

Reflect on other aspects of the activity not captured in the items above. If you are familiar with the activities, reflect on changes in the flow

of the activity, such as indication of relationships developing among youth and older adult participants. Reflections may spark ideas for improvements, future activities, or ways to demonstrate short- and long-term outcomes.

How to use the completed Intergenerational Practice Evaluation Tool?

Facilitators can review completed forms informally after an activity or during periodic planning meetings with colleagues; they can reflect on which practices they used or did not use and what effect this had on the outcome.

Evaluators might choose to complete the instrument with a simple spreadsheet or online survey tool like Qualtrics and generate reports to see if outcomes, including participant social behavior, are different when certain practices are used or as a result of a change in programming. For example, a supervisor might expect a new staff member facilitating intergenerational activities to exhibit a greater number of the practices after a month of training compared to when they first started.

Facilitators might expect to see *intergenerational interactive* behavior increase after 6 weeks of programming compared to when the participants were new to intergenerational programming and their intergenerational partners.

How to use Part 2 of the Tool?

Before starting an intergenerational program or series of activities, identify its main goal(s) (see table for common goals). *One or two per participant group is good.* Be as specific as possible with clear indicators of goal achievement (e.g., 80% of youth participants will demonstrate grade-level reading after 12-weeks of participating in the intergenerational tutoring project).

If new to program evaluation, it is appropriate to start with broad goals (e.g., participants will express enjoyment of intergenerational activities) that may be assessed with descriptive notes and stories. Specify intervals to fill out this form (perhaps reflecting the mid- and end-points of a period of programming or after a period you feel will be long enough for participants and facilitators to have a routine), noting progress toward goals.

For practitioners and researchers interested in using quantitative measures tested with other intergenerational programs for Part 2 (e.g., life satisfaction or self-esteem), the **Tools for Outcome Measurement** in this toolkit describes a number of potential outcome measures and provides materials and procedures for measuring the outcome.

Common Goals for Intergenerational Activities

Youth participants

- ***Cognitive***: expressing feelings, expressing preferences, problem solving, attention to detail, creativity, reflection
- ***Social/emotional:*** cooperation, initiative, engagement, positive mood, communication, empathy, self-confidence
- ***Physical:*** fine motor, gross motor, hand/eye coordination, sensory development

Older adult participants

- ***Cognitive:*** creativity, attention to detail, problem solving, decision making, reminiscence
- ***Social/emotional:*** nurturing, cooperation, initiative, independence, positive mood, communication, self-confidence
- ***Physical:*** fine motor, gross motor, hand/eye coordination, range of motion, alertness, sensory stimulation

Intergenerational Practice Evaluation Tool – Part 1

Intergenerational facilitating partners complete after each intergenerational activity

Activity name/description		Activity date	
Location		Activity duration (approx.)	
Youth participants (#)		Older participants (#)	
Youth group (e.g., class)		Older group (e.g. ADS)	
Facilitating staff member(s)		Form completed by	

How will you know this activity was successful for youth and older adult participants?

For each item, choose the single answer that best describes the activity.

Before the Intergenerational Activity			
1. Time was set aside for adult and youth program facilitators to plan the activity. a. Clarification:	Yes	No (clarify)	
2. Activity plans were informed by participants and/or facilitator knowledge of participant culture, experiences, interests and language(s).	Yes	No	
3. Materials and space reflected participants' diversity (cognitive, cultural, developmental, sensory, and/or socioeconomic). a. Clarification:	Yes	No (clarify)	
During the Intergenerational Activity			
4. The activity was appropriate for older adult participants. a. Clarification:	Yes	No (clarify)	
5. Materials were paired or used centrally (e.g., intergenerational participants shared materials rather than having their own). (Select N/A if no materials were used)	Yes	No	N/A
6. Activity incorporated intergenerational pairs or small intergenerational groups (e.g., no more than 3 youth per older adult or 3 older adults per youth).	Yes	No	
7. Facilitators used directions that encouraged intergenerational interaction. a. Clarification:	Yes	No (clarify)	
8. Facilitators shared or invited participants to share social history (e.g., preferences and experiences) to encourage intergenerational interaction.	Yes	No	
9. Facilitators stood back periodically to encourage intergenerational interaction. a. Clarification:	Yes	No (clarify)	N/A
After the Intergenerational Activity			
10. Youth and older adult participants were or will be invited to provide feedback about this activity. a. Clarification:	Yes	No (clarify)	
11. This activity should be facilitated again, without modifications. a. Clarification: What modifications are needed before repeating? (e.g., getting materials in other languages.)	Yes	No (clarify)	
12. What effect did the intergenerational component have on the activity? a. Clarification: How did intergenerational negatively or positively affect the activity?	None	Negative	Positive

Source: Jarrott, S.E. (2019). The intergenerational evaluation toolkit. Washington, DC: Generations United.

13. The success of an intergenerational activity depends, in part, on youth and older adult participants' observable social behaviors. Which behavior was most common among the majority of participants during the activity? Answer separately for youth and older adults.

Youth participants (circle one behavior)

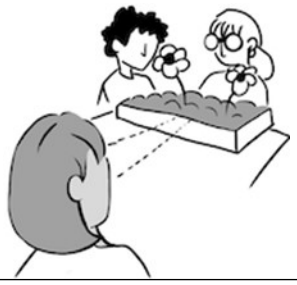
Solitary: engaged in an activity without observing, responding to or interacting with others.

Watching: observing, without engaging in the activity or interacting with others.

Intergenerational Interactive: responding to, communicating with, or interacting with 1 or more intergenerational partners.

Older adult participants (circle one behavior)

Solitary: engaged in an activity without observing, responding to or interacting with others.



Watching: observing, without engaging in the activity or interacting with others.

Intergenerational Interactive: responding to, communicating with, or interacting with 1 or more intergenerational partners.

14. Which face describes the predominant mood of:

a. Youth participants: _____

b. Older adult participants: _____

Facilitator notes. Reflect on aspects of the activity not captured above. If you're familiar with the intergenerational activities, reflect on changes you observed, such as indication of developing intergenerational relationships. Reflections may spark ideas for improvements, activities, or ways to demonstrate impact.

Intergenerational Practice Evaluation Tool – Part 2

Setting and noting progress towards goals

Before starting an intergenerational program or series of activities, identify its main goal(s) in the table below, common goals are included at the bottom of this form. *One or two per participant group is good.* For standardized outcome measures (e.g., life satisfaction or self-esteem), see Tools for Outcome Measurement, which provides materials and procedures for measuring the outcome.

Date: _____ Completed by: _____

	Goal	**Progress notes**
Youth Participants		
Older Adult Participants		

Common goals for intergenerational activities:

Youth participants

- *Cognitive: expressing feelings, expressing preferences, problem solving, attention to detail, creativity, reflection*
- *Social/emotional: cooperation, initiative, engagement, positive mood, communication, empathy, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, sensory development*

Older adult participants

- *Cognitive: creativity, attention to detail, problem solving, decision making, reminiscence*
- *Social/emotional: nurturing, cooperation, initiative, independence, positive mood, communication, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, range of motion, alertness, sensory stimulation*

SAMPLE

Intergenerational Practice Evaluation Tool – Part 1

Intergenerational facilitating partners complete after each intergenerational activity

Activity name/description	Plant seeds-pumpkin	Activity date	5/8/19
Location	Corner Garden	Activity duration (approx.)	30-40 min.
Youth participants (#)	6	Older participants (#)	4
Youth group (e.g., class)	4-5 y.o. Waveriders	Older group (e.g. ADS)	ADS Orange Group
Facilitating staff member(s)	SJ & GT	Form completed by	SJ

How will you know this activity was successful for youth and older adult participants?

Intergenerational partners will work interdependently to gather materials, prepare soil, plant and water seeds, label; Adults B& C will each work with two children (B, Z&X work well together as do C, Y&W)

For each item, choose the single answer that best describes the activity.

Before the Intergenerational Activity

1. Time was set aside for adult and youth program facilitators to plan the activity. Yes (No) (clarify)
   a. Clarification: Not part of the monthly plan. Kids asked about pumpkins. G got seeds, and suggested we grow them.
2. Activity plans were informed by participants and/or facilitator knowledge of participant culture, experiences, interests and language(s). (Yes) No
3. Materials and space reflected participants' diversity (cognitive, cultural, developmental, sensory, and/or socioeconomic). (Yes) No (clarify)
   a. Clarification: Pumpkin seeds are big enough for small and arthritic hands.

During the Intergenerational Activity

4. The activity was appropriate for older adult participants. (Yes) No (clarify)
   a. Clarification: Adults carried heavier items, supervised soil prep.
5. Materials were paired or used centrally (e.g., intergenerational participants shared materials rather than having their own). (Select N/A if no materials were used) (Yes) No N/A
6. Activity incorporated intergenerational pairs or small intergenerational groups (e.g., no more than 3 youth per older adult or 3 older adults per youth). (Yes) No
7. Facilitators used directions that encouraged intergenerational interaction. (Yes) No (clarify)
   a. Clarification: Encouraged turn taking with tools in soil preparation.
8. Facilitators shared or invited participants to share social history (e.g., preferences and experiences) to encourage intergenerational interaction. (Yes) No
9. Facilitators stood back periodically to encourage intergenerational interaction. Yes (No) (clarify) N/A
   a. Clarification: Giving kids and adults the hose required lots of supervision.

After the Intergenerational Activity

10. Youth and older adult participants were or will be invited to provide feedback about this activity. (Yes) No (clarify)
    a. Clarification: Adults provided feedback after children left patio; kids discussed at lunch.
11. This activity should be facilitated again, without modifications. (Yes) No (clarify)
    a. Clarification: What modifications are needed before repeating? (e.g., getting materials in other languages.) Bring pumpkin pics at different stages. Bring weeding tools too.
12. What effect did the intergenerational component have on the activity? None Negative (Positive)
    a. Clarification: How did intergenerational negatively or positively affect the activity? Adults kept kids focused on this singular task; adults enjoyed sharing with kids.

SAMPLE

13. The success of an intergenerational activity depends, in part, on youth and older adult participants' observable social behaviors. Which behavior was most common among the majority of participants during the activity? Answer separately for youth and older adults.

Youth participants (circle one behavior)

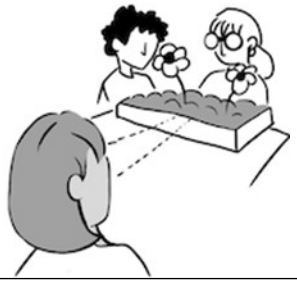
Solitary: engaged in an activity without observing, responding to or interacting with others.

Watching: observing, without engaging in the activity or interacting with others.

Intergenerational Interactive: responding to, communicating with, or interacting with 1 or more intergenerational partners.

Older adult participants (circle one behavior)

Solitary: engaged in an activity without observing, responding to or interacting with others.



Watching: observing, without engaging in the activity or interacting with others.

Intergenerational Interactive: responding to, communicating with, or interacting with 1 or more intergenerational partners.

14. Which face describes the predominant mood of:

a. Youth participants: 4

b. Older adult participants: 3

Facilitator notes. Reflect on aspects of the activity not captured above. If you're familiar with the intergenerational activities, reflect on changes you observed, such as indication of developing intergenerational relationships. Reflections may spark ideas for improvements, activities, or ways to demonstrate impact.

Different pairings than expected—X joined C and W joined B. Lasted only about 15 minutes given that there were just the mixing of soil with water and nutrients, and planting. Could extend by having other gardening work to do. Don't forget aprons for the adults! S will make and put on clipboard in classroom a chart for children to track their observations of the seeds' growth—share w/ adults.

SAMPLE

Intergenerational Practice Evaluation Tool – Part 2

Setting and noting progress towards goals

Before starting an intergenerational program or series of activities, identify its main goal(s) in the table below, common goals are included at the bottom of this form. *One or two per participant group is good.* For standardized outcome measures (e.g., life satisfaction or self-esteem), see Tools for Outcome Measurement, which provides materials and procedures for measuring the outcome.

Date: 4/25/19 Completed by: SJ & JN

	Goal	Progress notes
Youth Participants	Practice fine motor	Making labels for plants has improved lettering Sorting seeds is hard! Some use tweezers, which is still fine motor
	Practice nurturing	Children forgot about plans after first putting them in ground but with a reminder, now ask to check daily. With plants growing now, they need help not "over-nurturing"
	Practice observation	The like using measuring tools—magnifying glasses, tape measure, rulers, scale, rain gauge, and all senses.
Older Adult Participants	Exercise motor skills	Paired with kids, gross motor used for carrying water can, using trowel, pulling weeds. Some fine motor—usually left to kids!
	Persistence	Not wanting to let kids down, most will work through all the plants/tasks requiring attention, even though kids can be slow
	Cooperation	Directions help remind both young and old to take turns w/ tools and help each other hold/steady/lift things

Common goals for intergenerational activities:

Youth participants

- *Cognitive: expressing feelings, expressing preferences, problem solving, attention to detail, creativity, reflection*
- *Social/emotional: cooperation, initiative, engagement, positive mood, communication, empathy, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, sensory development*

Older adult participants

- *Cognitive: creativity, attention to detail, problem solving, decision making, reminiscence*
- *Social/emotional: nurturing, cooperation, initiative, independence, positive mood, communication, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, range of motion, alertness, sensory stimulation*

Planning an Evaluation

This section provides a guide to get practitioners started in planning and conducting program evaluation. The 8 steps below outline the key questions to ask before getting started. You can use the attached Intergenerational Evaluation Plan worksheet to respond to these questions. Included is a sample of a completed version of the plan to help you get started.

STEP 1: Who should be evaluated?

- Because intergenerational programming, by definition, should benefit all participants, all participants should be involved in evaluation. It can empower frequently marginalized groups, including staff members.
- Observations and proxy reports from caregivers can represent the experiences of participants unable to convey their experiences with traditional methods, such as very young children or persons with significant cognitive impairment.
- Sometimes funders focus on a single group of stakeholders and discourage evaluation of another group, particularly if it incurs additional costs. Evaluators often balance these demands with a value for including all voices.

STEP 2: Why is an evaluation being conducted?

- For programs exploring or planning an intergenerational program, needs assessments identify the number and characteristics of potential clients whose needs are not being served through existing resources.
- Process evaluations can be useful to programs launching and in the process of implementing their program; program monitoring data, focus groups with stakeholders, and even informal notes gathered at routine staff meetings can help practitioners work out programming kinks and identify factors that will influence impact.
- Impact evaluations estimate the effects of programming on identified goals. Data may be gathered at beginning, middle, and end points to track change over time, which is more powerful than a post-test only assessment conducted after exposure to programming.
- Pairing process and impact evaluation data can contribute to an assessment of program sustainability, which will depend on how acceptable programming is to stakeholders, availability of resources needed to continue programming, and assessment of its value relative to required input.

STEP 3: What should be evaluated?

- If a program is already operating, an evaluation should reflect the mission, values, and priorities of the organization.
- Evaluation of programming tailored to a specific need should connect directly to this identified goal.
- Evaluators can find a range of instruments appropriate for evaluating the impact of intergenerational programming on page 26 of this toolkit. Details on some of the instruments are included in **Tools for Outcome Measurement**. Evaluators should carefully consider whether and how their program supports achievement of or improvement in the outcome measured by the instrument.
- Depending on programming objectives, evaluators may need measures not available in this toolkit. For example, evaluators of a program designed to reduce older adults' fall risk might turn to occupational therapy resources for an appropriate measure.

- If assessing program outcomes, incorporate measures of practice to connect these to the outcome measure. Facilitator practice and environmental characteristics, such as those captured in Part 1 of the Intergenerational Practice Evaluation Tool aid interpretation of outcome results and support replication.
- Qualitative data, such as focus groups, narratives, and visual images compliment quantitative evaluation methods.

STEP 4: When can/should the evaluation be done?

- If an organization is developing plans to launch programming, baseline measures, administered before initiating the program, paired with follow-up measures, provide a valuable chance to assess change over time.
- If a program has already started, evaluation may track ongoing participation, progress toward individual goals, or periodic satisfaction surveys.
- Some evaluations lend themselves to ongoing administration, while others may be used only intermittently. The Intergenerational Practice Evaluation Tool guide offers examples. To illustrate, a new facilitator might complete the Tool for a month when they are first building their skillset and then on an annual basis to ensure best practices continue to be used.

STEP 5: Who will receive the evaluation results?

- Responsible evaluators share results with stakeholders, even checking interpretation of findings with program participants and staff. It is empowering if presented in a way that conveys value for what stakeholders help the evaluator to learn and can then support decisions made about programming.
- Different audiences will appreciate different formats, and evaluators may build or access expertise to make the results interpretable to different audiences (e.g., statistics and reports, an emphasis on stories to compliment some basic summary data, use of infographics, and even short videos). Generations United offers several examples of how to convey results from a single study for different audiences (e.g., www.gu.org/resources/love-without-borders/).

STEP 6: How should the evaluation be completed?

- This toolkit includes directions to accompany the measures.
- Evaluators should couple their knowledge of the group being evaluated with instrument guidelines to consider needed accommodations. For example, a scale validated as a survey with first through fifth graders may work best with first graders if completed one-on-one with staff. Some adults with dementia may be able to complete an interview if it is conducted in a quiet, semi-private space immediately after the referent activity completed.
- Surveys or interviews may need to be translated (and back-translated) into the preferred language of respondents.
- Persons with sensory impairment may benefit from having a copy of a survey in front of them while an interviewer reads the item. It may be easier for some respondents to point to an answer choice on a card than to verbalize their response.
- Evaluators should consider if using technology will promote response rates and ease participation and data management. A survey available on one's phone may yield a higher response rate (and save consumable resources) among university students or busy parents compared to a paper survey. Free or inexpensive online survey tools are available.
- Some organizations require that evaluation proposals be reviewed and approved by a board or committee to ensure ethical conduct. Evaluators should take steps to ensure confidentiality of responses and allow anonymous responses if identification will deter responses (e.g., satisfaction surveys).

STEP 7: Who will conduct the evaluation?

- Involving staff in the evaluation process can foster investment in the program. As well, they possess unique knowledge of participants and organizational culture.
- At the same time, bias is a risk when evaluations are conducted internally. Strategies can reduce bias, for example by receiving data anonymously or having multiple evaluators collaborate to share in data interpretation.
- For internal evaluations, consider what training might be needed. Data from a valid, reliable instrument is useless if the evaluator lacks the skills to administer it in an unbiased manner that facilitates comprehension and accurate scoring.
- External evaluators can offer a more objective approach to evaluation. They are often chosen for evaluation skills not represented at the organization (e.g., training with an observational scale or data analysis expertise).
- Cost is often an issue when conducting evaluations. Funders may require that a portion of a grant be dedicated to evaluation; they may also prohibit the use of grant funds for evaluation. Free or low-cost evaluation resources may be available from local colleges and universities. Organizations and instructors or students may find mutual benefit in collaboration; the organization gains access to evaluation expertise, while evaluators build skills and gain access to a data source.

STEP 8: What should be done with evaluation results?

- Data must be shared–whether they are analyzed with descriptive, summative findings (e.g., mean ratings of older adult participants' depression before and after 6-weeks of programming) or statistical analyses (e.g., whether youth participants engaging more frequently in programming demonstrated statistically greater increases in empathy scores than those who joined less frequently).
- Staff, participants, and families can take pride in their contribution to the program's successes and contribute to "course corrections" for adapting the program in response to evaluation results.
- Highlights may be advertised in marketing materials to recruit clients, staff, and collaborating partners.
- Other intergenerational programs want to know about your results! A frequently identified challenge identified by 2018 survey respondents was locating other programs with whom to share intergenerational ideas and strategies. By sharing successes and lessons learned through trial and error, programs can support their own and each other's success. This may be accomplished through peer networks that meet virtually or in person at state, regional, and national conferences. (e.g., state associations for early childhood educators or adult day services associations). Print and social media also offer valuable means to support each other's growth.

Photos courtesy of Kingsley House and Mt. Olivet Day Services

Intergenerational Evaluation Plan

Who should be evaluated?	
Why is an evaluation being conducted?	
What should be evaluated?	
When should the evaluation be done?	

Who will receive evaluation results?	
How should the evaluation be completed?	
Who will conduct the evaluation?	
What should be done with the evaluation results?	

Sample Intergenerational Evaluation Plan

Background: Administrators of the local community center attended a meeting where they learned that local youth and older adults report high levels of isolation, which is associated with loneliness and poor health. Having just read Generations United's shared site report, the senior and youth center administrators decided the time was right to pilot an intergenerational program to bring their participants together.

Who should be evaluated?	• Youth ages 13-17; Senior center participants; Staff facilitators; Administrators
Why is an evaluation being conducted?	• We are launching an intergenerational program following a community survey describing high isolation among teens and older adults. We anticipate needing grant funding to sustain the program beyond a 2-year pilot period. Having feasibility and outcome data will help us make the case to funders and attract more participants.
What should be evaluated?	• Since the program is a response to an identified need of isolation, we will measure participant loneliness (UCLA Loneliness Scale in the Intergenerational Evaluation Toolkit) before and during programming (after 2- and4-months) • Because facilitator practice contributes to outcomes, we will use the Intergenerational Practice Evaluation Tool • We want to know if stakeholders view the program as feasible and sustainable; we will conduct focus groups with different stakeholder groups (staff and administrators).
When should the evaluation be done?	• To determine if loneliness, as an indicator of isolation, declines with program participation, the survey will be administered before the first intergenerational session and again after 2- and 4-months of programming. If a participant withdraws (e.g., due to moving from the area), the survey will be administered as part of an exit survey. • The Intergenerational Practice Evaluation Tool will be administered for each activity during month 1 of programming and then during week 1 of each month thereafter. • Stakeholder focus groups will be administered 5-6 months after launch of programming; loneliness change scores (from baseline to 2 months, baseline to 4 months, and 2 months to 4 months) will be shared with participants as part of the focus group, so time is needed to process those data before the focus group.

Who will receive evaluation results?	• Community stakeholders, including participants, will receive an infographic presenting loneliness data and focus group themes. • The infographic and detailed statistical analyses will be incorporated into grant proposals.
How should the evaluation be completed?	• The UCLA loneliness survey will be translated into Spanish, the primary language of many potential participants. • Youth are old enough to complete the loneliness survey as a group with directions provided by administrator. 90% of youth this age have phones so the survey will be administered using Kahoot; those without phones can complete on computers at the youth center. • Older adults with vision or motor impairments will have the survey read to them. • Focus groups will be conducted separately for different stakeholders, i.e., one for facilitating staff and one for administrators.
Who will conduct the evaluation?	• Youth facilitator staff will administer the survey to youth participants. • Older adult facilitator staff will administer the survey to older adult participants. • A social science graduate student trained in conducting focus groups will conduct, transcribe, and analyze focus groups.
What should be done with the evaluation results?	• Infographic will be incorporated into community center's annual report to stakeholders. • Youth administrators will share infographic and discuss with youth at the quarterly youth leadership council, with discussion of continuing or modifying the project. • A parallel discussion with senior center participants will be facilitated by their staff. • Facilitating staff will submit to present findings at the biennial Generations United conference. • Pinterest, Twitter, and Facebook posts will be made of the infographic describing method and results.

Intergenerational Assessment Tools

This list includes tools that may be used with Part 2 of the Intergenerational Practice Evaluation Tool. Instruments marked with an * indicate that they are currently included in this toolkit.

Target	Outcome	Instrument
Youth (young child)	Affect	Child Behavior (Lawton et al., 1996)
	Attitude towards older adults	Age differentiation (Caspi, 1984)
		Children's Attitudes Toward Elders (Jantz et al., 1980)
	Social behavior	Intergenerational Observation Scale (Jarrott, 2016)
Youth	Attitude toward aging	Aging semantic differential (Rosencranz & McNevin, 1969)
		The Social Distance Scale (Kidwell & Booth, 1977)
	Ego integrity	Ego Integrity (Kim, 1989)
	Empathy*	Empathy (Femia et al., 2008)
	Knowledge about aging (attitude)	Palmore's Facts on Aging
	Perceived competence	Perceptions of Competence (Harter, 1985)
	Self-efficacy*	Self-efficacy (Sherer et al., 1982)
	Self-esteem	Rosenberg's self-esteem scale (Rosenberg, 1965)
	Well-being	Rand Well-being (Veit & Ware, 1983)
Older adults	Affect	Positive and Negative Affect Scale (Watson et al., 1988)
	Anxiety	Beck Anxiety Inventory (Beck et al., 1988)
	Attitude toward aging	Aging semantic differential (e.g., Meshel & mcGlynn, 2004)
	Depression*	Geriatric Depression Scale (Yesavage et al., 1981)
	Generativity*	Loyola Generativity Scale (McAdams & De St. Aubin, 1992)
		Perception of Generativity (Gruenewald et al., 2015)*
	Life satisfaction	Satisfaction with Life (Diener, et al., 1985)
		QOL-AD (Logsdon et al., 2002)
	Loneliness*	UCLA Loneliness Scale (Russell, 1996)
	Morale	Philadelphia Geriatric Center Morale Scale (Lawton, 2003)
	Self-esteem	Rosenberg's self-esteem scale (Rosenberg, 1965)
	Sense community	Brief Sense of Community (Peterson et al., 2008)
	Social behavior	Intergenerational Observation Scale (Jarrott, 2016)
		Social Behavior (Short et al., 1996)
		Menorah Park Engagement Scale (Camp & Skrajner, 2004)
Staff	Behavior	Intergenerational Observation Scale (Jarrott, 2019)

Tools for Outcome Measurement

Overview

This section is a compilation of published measures for practitioners and researchers interested in connecting intergenerational program practices with outcomes. These instruments could be used independently or in conjunction with Part 1 of the Intergenerational Practice Evaluation Tool.

With a goal of identifying reliable, valid outcome measures with balanced representation of target participants and constructs measured, the following criteria were set: (a) instrument meets acceptable criteria of reliability and validity, (b) instrument has been used in intergenerational research, (c) instrument is entirely or primarily quantitative, (d) the instrument is available, and (e) the measured construct is of interest to providers and potential funders.

Measures from approximately 100 intergenerational research articles published over the last 40 years were catalogued to identify, investigate, and curate those most appropriate for contemporary intergenerational programs.

The selected list includes 26 different instruments that can be found on page 26. This section includes detailed information on 5 of those instruments. We plan to build this collection with the remaining instruments in the near future.

Target Respondents

Measures for youth include a small number for young children, including observational measures. Older children and youth are the target respondents for measures reflecting attitudes and knowledge about older adults and aging as well as psychosocial constructs reflecting healthy development, such as empathy and self-efficacy. Some measures proven reliable and valid with youth can also be used with older adult respondents, such as Rosenberg's self-esteem scale (1965).

Other measures reflect conditions relevant to older adult development and health, such as life satisfaction, loneliness, and morale.

Observational scales are included for use with young children and older adults who may be unable to provide self-report on their experiences (e.g., Jarrott & Smith, 2011).

Instruments for use with other stakeholders did not typically meet inclusion criteria, but one measure is provided that captures staff practices (Jarrott & Smith, 2011) – a precursor to the Intergenerational Practice Evaluation Tool.

Sample Instrument Layout

The sampling of tools included are formatted to provide potential adopters with all the information needed to implement the assessment. Each sample includes the scale and a coversheet that indicates:

- target population,
- construct measured,
- instrument length,
- original purpose and use in intergenerational research,
- procedure,
- indicators of reliability and validity, and
- original source and intergenerational citations.

Training & Skills Needed

Many of the instruments require basic interviewing skills used by clinicians and researchers to support unbiased scale administration, whether subjects complete the instrument as a survey or interview. Additional training is noted for a few instruments.

Additional Outcome Measures

Other outcome measures of interest to intergenerational programs presented in the review of literature. They are not included in here for a few reasons.

First, they represented outcomes specific to the unique nature of the intergenerational program studied and would thus not align with the goals of many intergenerational programs (e.g., vegetable consumption following an intergenerational nutrition program).

Second, a catalogue of such outcomes (e.g., the test of grade-level reading associated with a specific curriculum) would exceed the scope of current effort.

Third, resources exist to help researchers locate measures aligned with focused content such as programming to improve diet, cognition, or cardiovascular health.

In contrast the measures incorporated into the compilation can be applied appropriately across diverse programming content when Part 1 practices are implemented – that is, programming is intended to promote positive interaction and mechanisms of friendship among intergenerational participants.

Photo courtesy of Alexa Gardner

29

Empathy Scale

Target: Older adults or youth, indicate if a specific age range of youth or if it's designed for adults with or without cognitive impairment

Construct Measured: Empathy, a vicarious emotional response that matches the perceived emotional experience of others

Length: 22 items in the Bryant version; 29 items in the Femia et al. version adapted for intergenerational use

Purpose: Bryant (1982) created the scale to capture empathy from a wide range of ages of children and adolescents using items that would be comparable to those commonly used with adults.

As an outcome of intergenerational program participation, Femia and colleagues (2008) used the scale to assess whether empathy differed between a group of elementary school students who had attended an intergenerational preschool as young children and age-peers without such non-familial intergenerational experience. Children who had attended the intergenerational preschool demonstrated higher levels of empathy towards older adults than children in the comparison group; empathy towards age peers was comparable across the two groups. There were no significant differences between groups on current level of contact with grandparents or other older adults.

Procedures: To test the measure in Bryant's 1982 study, researchers "administered individually to children in the first grade and group administered as a paper-and-pencil measure to children in the fourth grade and to adolescents in the seventh grade. Items were read aloud to all the students included in the study. Except for the first graders, the subjects read along silently and responded in writing. First graders responded verbally or by placing a card in one of two boxes identified as either "me" or "not me," their version of a two-point format" (Bryant, 1982, p. 418). Because research has demonstrated that boys and girls have greater empathy for same-gender peers, Bryant administered a male- or female-version of the survey depending on the gender of the respondent.

Rather than have boy- and girl-versions of the survey, Femia and colleagues (2008) used a 29-item version that alternately specified boys and girls as the stimuli. Twenty-one of these items came from the original scale. Two empathy items with youth stimuli were added for the study (i.e., "I feel sad when a classmate can't get a good grade" and "I feel sad when a child doesn't get his turn."), and five additional items modeled on original items referring to boy/girl were added with older adult as the stimuli (i.e., "I get upset when a [boy/girl] gets hurt). Thus Femia and colleagues calculated separate empathy scores for the youth items and older adult items.

Youth empathy items: 1, 2, 4, 5-8, 10-12, 14, 15, 17, 18, 20-26, 28, 29

Older adult empathy items: 3, 9, 13, 16, 19, 27

Range of scores: Bryant used a 9-point and 2-point response format. The range for the 2-point format is 0-1 for individual items; thus total score range for Bryant's original score is 0-22. With the -4 to +4 9-point format, score range is -88 to 88. Bryant recommended the 2-point response format for young children, which Femia and colleagues used in their study where children's mean age was 6.5 years. The –4 to +4 version has not been used in intergenerational research to date. The range of scores for the 29-item in Femia's study is 0-29.

The scale consists of a mix of items indicating greater or lesser levels of empathy. Reverse coding is used to score the instrument after completion so that, using the 2-point score, a score of 0 is reverse coded to 1, and 1 is reverse coded to 0. Totals are then summed; higher scores indicate greater empathy.

Items requiring reverse coding: 2, 4, 11, 12, 16, 20, 21, 22, 24, 25

Psychometrics:

Reliability: The Empathy Scale demonstrated score stability with acceptable internal consistency with a Cronbach's alpha of 0.74 for first graders, 0.81 for fourth graders using the agree/disagree 2-point format. Using the 9-point format, internal consistency was 0.83 for adolescents (Bryant, 1982). In the study by Femia and colleagues (2008), Bryant's original items demonstrated internal consistency of 0.61; items about older adults achieved Cronbach's alpha of 0.78.

Validity: Correlating Empathy Scale responses to another measure of empathy (Feshbach & Roe, 1968) for first graders and an adult measure of empathy (Mehrabian & Epstein, 1972) provided support for convergent validity in Bryant's study (1982). To determine discriminant validity, empathy scores were compared to students' reading achievement scores, which should not correspond with levels of empathy. Correlations were non-significant, indicating discriminant validity (Bryant, 1982).

Accessing and using the scale: There is no cost to access the Empathy scale.

Instrument Citation:

Bryant, B. K. (1982). An index of empathy for children and adolescents. *Child Development, 53*, 413–425. DOI: 10.2307/1128984.

Intergenerational Citation:

Femia, E. E., Zarit, S. H., Blair, C., Jarrott, S. E., & Bruno, K. (2008). Impact of intergenerational programming on child outcomes. *Early Childhood Research Quarterly 23*, 272-287. DOI: 10.1016/j.ecresq.2007.05.001

Empathy Scale

Participant Name: _____

Read the items below and indicate if you agree or disagree with the item.

	I Agree	I Disagree
1. It makes me sad to see a girl who can't find anyone to play with.	1	0
2. People who kiss and hug in public are silly.	1	0
3. It makes me sad to see an old person who has no friends.	1	0
4. Boys who cry because they are happy are silly.	1	0
5. I really like to watch people open presents, even when I don't get a present myself.	1	0
6. Seeing a boy who is crying makes me feel like crying.	1	0
7. I get upset when I see a girl get hurt.	1	0
8. Even when I don't know why someone is laughing, I laugh too.	1	0
9. I get upset when I see an old person get hurt.	1	0
10. Sometimes I cry when I watch TV.	1	0
11. Girls who cry because they are happy are silly.	1	0
12. It's hard for me to see why someone else gets upset.	1	0
13. When I see an old person having some trouble doing something, I want to help.	1	0
14. I get upset when I see an animal being hurt.	1	0
15. It makes me sad to see a boy who can't find anyone to play with.	1	0
16. I get mad when an old person moves too slow.	1	0
17. Some songs make me so sad I feel like crying.	1	0
18. I get upset when I see a boy being hurt.	1	0
19. Grown-ups sometimes cry even when they have nothing to be sad about.	1	0
20. It's silly to treat dogs and cats as though they have feelings like people.	1	0
21. I get mad when I see a classmate pretending to need help from the teacher all the time.	1	0
22. Kids who have no friends probably don't want any.	1	0
23. Seeing a girl who is crying makes me feel like crying.	1	0
24. I think it is funny that some people cry during a sad movie or while reading a sad book.	1	0
25. I am able to eat all my cookies even when I see someone looking at me wanting one.	1	0
26. I feel upset when I see a classmate being punished by a teacher for breaking the rules.	1	0
27. It makes me sad to see an old person sitting alone.	1	0
28. I feel sad when a classmate can't get a good grade.	1	0
29. I feel sad when a child doesn't get his turn.	1	0

Source: Femia, E. E., Zarit, S. H., Blair, C., Jarrott, S. E., & Bruno, K. (2008). Impact of intergenerational programming on child outcomes. *Early Childhood Research Quarterly 23*, 272-287. DOI: 10.1016/j.ecresq.2007.05.001

Self-Efficacy Scale

Target: The scale has been used with youth as young as fifth grade and was developed with adults.

Construct Measured: Self-efficacy, expectations for personal success

Length: 23 items rated on a Likert scale. While Sherer et al. used a 14-point Likert scale, Meyer et al. used a 4-point Likert scale where 1= "not at all," 2= "a little," 3= "pretty much," and 4= "totally."

Purpose: The Self-Efficacy Scale was designed to be a measure of self-expectations without being tied to specific situations or behaviors (Sherer et al., 1982). The scale was originally designed for use by therapists to note progress in clients working to improve self-efficacy.

As an outcome of intergenerational program participation (Meyer et al., 2002), both older adult tutors and fifth grade students completed the scale in a computer class in which some children had the support of an older adult tutor. Older adult tutors demonstrated significant gains in self-efficacy ($F(2,20)=4.41$, $p=.03$) from pre- to post-test. Students in the group working with tutors demonstrated greater gains in self-efficacy from pre- to post- than children in the course without older adult tutors ($F(2,57)=5.55$, $p<.01$) (Meyer et al., 2002).

Procedures: Respondents answer the survey items independently.

Range of scores: For Meyer and colleagues (2002) who used a 1-4 Likert scale, sum scores could range from 23-92.

Scoring: The scale consists of a mix of positively and negatively worded items about one's confidence in general and social situations. Reverse coding is used to score the instrument after completion so that a score of 1 is reverse coded to 4, 2 is reverse coded to 3, 3 is reverse coded to 2, and 4 is reverse coded to 1. Totals are then summed; higher scores indicate greater self-efficacy expectation.

Items requiring reverse coding: 2, 4, 5, 6, 7, 10, 11, 12, 14, 16, 17, 18, 20, 22

Psychometrics:

Reliability: The Self-Efficacy Scale has demonstrated acceptable internal consistency with a Cronbach's alpha of .86 for the general self-efficacy subscale and .71 for the social self-efficacy subscale (Sherer et al., 1982). Meyer and colleagues (2002) did not report internal consistency.

Validity: Sherer et al. (1982) tested the *construct validity* by correlating self-efficacy scores measures of personal control. Conceptual relationships were confirmed, but magnitude was insufficient to indicate that the same construct was measured by the self-efficacy and comparison scales ($r=-.287$ - $.451$). Indications of *criterion validity* came from significant correlations between general self-efficacy items and measures of past success achieving other goals ($r=.218$-$.278$). Meyer and colleagues (2002) did not report indicators of validity.

Accessing and using the scale: There is no cost to access the Self-Efficacy scale.

Instrument Citation:

Sherer, M. Maddux, J. E., Mercandante, B., Prentice-Dunn, S., Jacobs, B., & Rogers, R. W. (1982). The Self-Efficacy Scale: Construction and validation. *Psychological Reports, 51,* 663-671. DOI: 10.2466/pr0.1982.51.2.663.

Intergenerational Citation:

Meyer, B. J. F., Middlemiss, W., Theodorou, E., Breziinski, K. L., McDougall, J., & Bartlett, B. J. et al. (2002). Effects of structure strategy instruction delivered to fifth-grade children using the Internet with and without the aid of older adult tutors. *Journal of Educational Psychology 94*(3): 486-519. DOI: 10.1037/0022-0663.94.3.486.

Self-Efficacy Scale

Participant Name: _____

Please rate between 1 and 4 to indicate which of these statements are true for you on average.

1= not at all, 2= a little, 3= pretty much, and 4= totally

1. When I make plans, I am certain I can make them work.	
2. One of my problems is that I cannot get down to work when I should.	
3. If I can't do a job the first time. I keep trying until I can.	
4. When I set important goals for myself, I rarely achieve them.	
5. I give up on things before completing them.	
6. I avoid facing difficulties.	
7. If something looks too complicated, I will not even bother to try it.	
8. When I have something unpleasant to do, I stick to it until I finish it.	
9. When I decide to do something, I go right to work on it.	
10. When trying to learn something new, I soon give up if I am not initially successful.	
11. When unexpected problems occur, I don't handle them well.	
12. I avoid trying to learn new things when they look too difficult for me.	
13. Failure just makes me try harder.	
14. I feel insecure about my ability to do things.	
15. I am a self-reliant person.	
16. I give up easily.	
17. I do not seem capable of dealing with most problems that come up in life.	
18. It is difficult for me to make new friends.	
19. If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.	
20. If I meet someone interesting who is hard to make friends with. I'll soon stop trying to make friends with that person.	
21. When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	
22. I do not handle myself well in social gatherings.	
23. I have acquired my friends through my personal abilities at making friends.	

Source: Sherer, M. Maddux, J. E., Mercandante, B., Prentice-Dunn, S., Jacobs, B., & Rogers, R. W. (1982). The Self-Efficacy Scale: Construction and validation. *Psychological Reports, 51,* 663-671. DOI: 10.2466/pr0.1982.51.2.663.

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UCLA Loneliness Scale (Version 3)

Target: Adults

Construct Measured: Loneliness

Length: 20 items; 11 negatively (lonely) worded, 9 positively (non-lonely) worded

Purpose: The scale was designed to describe the experiences of lonely individuals and Version 3 was developed using data from a diverse age range of adult samples.

As an outcome of intergenerational program participation, Gaggioli and colleagues (2014) engaged 32 older adults in repeated measures study of the effects of intergenerational reminiscence on loneliness, self -esteem, and quality of life. Considering loneliness, elder participants described a significant decline in loneliness after participating in the three weekly 2-hour reminiscence sessions. *Please note that Gaggioli and colleagues refer to using an Italian Loneliness Scale, which was based on Russell and colleagues' UCLA Loneliness Scale. Items from this 18-item version were not presented. Thus procedures and psychometrics, and the scale at the end of this document reflect Russell's UCLA Loneliness Scale (Version 3), and interested parties are advised to use the UCLA Loneliness Scale unless an Italian language scale is sought.

Procedures: The survey may be administered in interview or survey format. Russell described validating the scale with elders demonstrating good health and capable of understanding the questions that would be asked in the survey. Gaggioli and colleagues describe recruiting their participants from senior centers, where adults would likely have been independent, community-dwelling persons in good health.

Range of scores: Scores on the 20-item survey, when summed, range from 20-80 with a higher score indicating a greater degree of loneliness.

The scale consists of a mix of 20 positively (not lonely) and negatively (lonely) worded items indicating presence or absence of loneliness rated on a 4-point Likert scale where 1=never and 4=always. Reverse coding is used to score the instrument after completion so that a score of 1 is reverse coded to 4; 2 is reverse coded to 3; 3 is reverse coded to 2; and 4 is reverse coded to 1. Totals are then calculated.

- Items requiring reverse coding: 1, 5, 6, 9, 10, 15, 16, 19, 20

Psychometrics:

Reliability: The UCLA Loneliness Scale demonstrated high internal consistency with a Cronbach's alpha ranging from 0.89-0.94 (Russell, 1996) and 1-year test-retest reliability (r=0.73).

Validity: According to Russell (1996), the scale demonstrated indicators of discriminant validity in an older sample based on theory that older adults' loneliness depends on qualities, rather than quantities of social contact. Scores demonstrated only weak relationships with characteristics such as number of kin and non-kin in the respondent's network and frequency of social contact. Construct validity was indicated by strong relationships between the loneliness scale score and scores indicative of quality of interpersonal relationships (r=1.54, p<.001).

Accessing and using the scale: There is no cost to access the UCLA Loneliness Scale.

Instrument Citation:

Russell, D., (1996). UCLA Loneliness Scale (Version 3): Reliability, validity, and factor structure. *Journal of Personality Assessment, 66*(1), 20-40. doi:10.1207/s15327752jpa6601_2.

Intergenerational Citation:

Gaggioli, A., Morganti, L., Bonfiglio, S., Scaratti, C., Cipresso, P., Serino, S., Riva, G. (2013). Intergenerational group reminiscence: A potentially effective intervention to enhance elderly psychosocial wellbeing and to improve children's perception of aging. *Educational Gerontology, 40*(7), 486-498. DOI: 10.1080/03601277.2013.844042.

UCLA Loneliness Scale

Participant Name: _____

The following statements describe how people sometimes feel. For each statement, please indicate how often you feel the way described by writing a number in the space provided. Here is an example:

How often do you feel happy?

If you never felt happy, you would respond "never"; if you always feel happy, you would respond "always."

NEVER	RARELY	SOMETIMES	ALWAYS
1	2	3	4

1. How often do you feel that you are "in tune" with the people around you?	
2. How often do you feel that you lack companionship?	
3. How often do you feel that there is no one you can turn to?	
4. How often do you feel alone?	
5. How often do you feel part of a group of friends?	
6. How often do you feel that you have a lot in common with the people around you?	
7. How often do you feel that you are no longer close to anyone?	
8. How often do you feel that your interests and ideas are not shared by those around you?	
9. How often do you feel outgoing and friendly?	
10. How often do you feel close to people?	
11. How often do you feel left out?	
12. How often do you feel that your relationships with others are not meaningful?	
13. How often do you feel that no one really knows you well?	
14. How often do you feel isolated from others?	
15. How often do you feel you can find companionship when you want it?	
16. How often do you feel that there are people who really understand you?	
17. How often do you feel shy?	
18. How often do you feel that people are around you but not with you?	
19. How often do you feel that there are people you can talk to?	
20. How often do you feel that there are people you can turn to?	

Source: Russell, D., (1996). UCLA Loneliness Scale (Version 3): Reliability, validity, and factor structure. *Journal of Personality Assessment, 66*(1), 20-40. doi:10.1207/s15327752jpa6601_2.

Perception of Generativity Scale

Target: Older adults

Construct Measured: Perception of generativity – feeling of care and concern for others

Length: Generative desire—7 items, Perceived generative achievement—6 items

Purpose: Gruenewald and colleagues explored how participation of older adult volunteers in the Experience Corps tutoring program affected perceptions of generativity—an important developmental goal in later life —over a 24-month period. Those contributing to the volunteer program demonstrated higher desire and perception of generativity than older adults in a comparison group. A dose-response effect was detected; volunteers with greater exposure to the program demonstrated greater increases using the Perception of Generativity scale.

Procedures: Respondents indicated level of agreement on a 6-point Likert scale (1= "disagree strongly" to 6= "strongly agree"). Seven items assessed generative desire and can be useful for a needs assessment or pre-test before launching an intergenerational program. Another six address perceptions of current generative achievement and may be useful evaluation of program outcomes. In Gruenewald and colleagues' study, the desire or achievement subscales were administered as part of a 2-3 hour in-person interview with subjects in which a range of other assessments were conducted.

Range of scores:

Summing items for the subscales, range for the generative desire items is 7-42 and for the generative achievement sub-scale 6-36, with higher scores indicating higher generative desire or achievement.

- Generative desire sub-scale items: 1-7
- Perceived generative achievement sub-scale items: 8-13

Psychometrics:

Reliability: The Perception of Generativity scale demonstrated acceptable internal consistency. Because factor analysis of the items indicated two distinct factors, desire for generativity and current perceptions of generativity, Cronbach's alpha was calculated for each subscale (desire for generativity: α=0.82; generative achievement: α=0.90. (Gruenewald et al., 2015).

Validity: Analysis of validity was not provided by the authors.

Accessing and using the scale: There is no cost to access the Perception of Generativity scale.

Instrument/Intergenerational Citation:

Gruenewald, T.L., Tanner, E.K., Fried, L.P., Carlson, M.C., Xue, Q.L., Parisi, J.M., & Seeman, T.E., (2015). The Baltimore Experience Corps trial: enhancing generativity via intergenerational activity engagement in later life. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences, 71*, 661-670. doi:10.1093/geronb/gbv005.

Perception of Generativity Scale: Generative Desire Pretest

Participant Name: _____

Read each statement and rate the level in which you agree or disagree.

Disagree Strongly	Disagree	Slightly Disagree	Slightly Agree	Agree	Agree Strongly
1	2	3	4	5	6

1. I want to make a difference in the lives of others.	
2. I want to give back to my community.	
3. I want to create new things or ways of doing things.	
4. I want to share my experiences with other people.	
5. I want to mentor people younger than me.	
6. I want to do something that will be valuable to others for a long time.	
7. I want to show people younger than me how to do things.	

Source: Gruenewald, T.L., Tanner, E.K., Fried, L.P., Carlson, M.C., Xue, Q.L., Parisi, J.M., & Seeman, T.E., (2015). The Baltimore Experience Corps trial: enhancing generativity via intergenerational activity engagement in later life. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences, 71*, 661-670. doi:10.1093/geronb/gbv005.

Perception of Generativity Scale: Perceived Generative Achievement

Participant Name: _____

Read each statement and rate the level in which you agree or disagree.

Disagree Strongly	Disagree	Slightly Disagree	Slightly Agree	Agree	Agree Strongly
1	2	3	4	5	6

1. I feel like I make a difference in my community.	
2. I feel like I will do things that will last for a long time.	
3. I feel like I will be remembered for a long time.	
4. I feel like I am doing things that will leave a legacy.	
5. I feel like I am giving back.	
6. I feel like I am making a difference in the lives of others.	

Source: Gruenewald, T.L., Tanner, E.K., Fried, L.P., Carlson, M.C., Xue, Q.L., Parisi, J.M., & Seeman, T.E., (2015). The Baltimore Experience Corps trial: enhancing generativity via intergenerational activity engagement in later life. *Journals of Gerontology, Series B: Psychological Sciences and Social Sciences, 71*, 661-670. doi:10.1093/geronb/gbv005.

Geriatric Depression Scale

Target: Older adults, primarily those with mild cognitive impairments

Construct Measured: Depression

Length: 15-items comprise the short-form of the Geriatric Depression Scale (GDS)

Purpose: The GDS is administered to identify symptoms of depression. It does not diagnose depression but rather indicates if a participant has the potential to be depressed. The scale's authors determined the GDS reliable with a sample of older adults with dementia. Individuals that are significantly impaired may fail to comprehend the questions on the GDS. Therefore the usefulness of the GDS might be limited to participants with mild dementia. (Yesavage, 1981).

As an outcome of intergenerational program participation, the GDS was the most commonly used measure in the literature surveyed. For example, Chung's study (2009) of elders participating in intergenerational reminiscence identified significant improvement in depressive symptoms after the 12-session program. Spanish elder participants in a Service-Learning program also demonstrated significant improvement in depressive symptoms (Hernandez & Gonzalez, 2008). Consideration in administering the GDS, as with many other scales, includes baseline levels of the condition of interest. To illustrate, Skropeta and and colleagues (2014) detected no significant change in their older adult participants in an intergenerational playgroup. Importantly, mean pre-test levels of depression did not indicate that participants were depressed (M=3.09; scores 0-4 indicate no depression), which would have made it very difficult for an intervention to reduce levels of depression in face of this floor effect.

Procedures: The Geriatric Depression Scale (GDS) is administered, usually when an older adult enrolls in a care program, and is reassessed every six months thereafter (or as needed for change in status/condition) to help with plans of care. The GDS has a staff-administered and self-administered version of the measurement. The staff-administered version is used when the participant is unable to complete the scale on their own.

If not gathered as a part of routine care practices, it may be used as an indicator of impact of participation in an intervention with a baseline and 6-month follow-up assessments.

Range of scores: 0-15

The GDS presents a mix of positively and negatively worded items indicating presence and absence of depressive symptoms. Each answer indicating depression earns a score of 1. The final score is the tally of the number of answers indicating presence of depression symptoms. Thus, items are scored as follows:

- Score 1 point for every "yes" in questions 2, 3, 4, 6, 8, 9, 10, 12, 14, 15
- Score 1 point for every "no" in questions 1, 5, 7, 11, 13

If a participant's answers to items 1-5 generate a sum score of 0 or 1, items 6-15 are not completed, and the participants' total GDS score remains a 0 or 1. If the scale is completed by the participant, a staff member asks them to complete the first five items before determining whether the participant needs to complete the additional 10 items.

Yesavage, et.al, reported that scores of 0-10 were normal while scores of 11 or greater indicated that a respondent may have depression. Greenberg (2007) recently offered more specific indicators of depression based on the scores of the GDS.

- 0-4 not depressed
- 5-8 mild depression.
- 9-11 moderate depression.
- 12-15 severe depression

Psychometrics:

Reliability: The short form of the GDS has demonstrated acceptable internal consistency with a Cronbach's alpha of 0.749 (Friedman, Heisel, & Delavan, 2005).

Validity: According to Friedman and colleagues (2005), the GDS-15 has good construct validity when compared to the Mini Mental State Examination. The authors reported good construct validity when used with a functionally impaired population. Construct validity was assessed using Spearman correlations. They identified statistically significant correlations between the GDS-15 and other measures of life satisfaction and depression.

Accessing and using the scale: There is no cost to access the GDS scale. Training requirements for the GDS are not great. The procedure takes a short amount of time to learn and takes only about 5 minutes to complete. Practice is necessary to develop ease with administering (Greenberg, 2007).

Instrument Citations:

Friedman, B., Heisel, M. J., & Delavan, R. L. (2005). Psychometric properties of the 15-item geriatric depression scale in functionally impaired, cognitively intact, community-dwelling elderly primary care patients. *Journal of the American Geriatrics Society, 53*, 1570-1576. doi: 10.1111/j.1532-5415.2005.53461.x

Greenberg, S.A. (2007). How to try this: The Geriatric Depression Scale: Short Form. *American Journal of Nursing*, *107*, 60-69.

Yesavage, J., Rose, T.L., & Lapp, D. (1981). Validity of the Geriatric Depression Scale in Subjects with Senile Dementia. Palo Alto VA Clinical Diagnostic and Rehabilitation Unit: Author

Select Intergenerational Citations:

Chung, J. C. (2009). An intergenerational reminiscence programme for older adults with early dementia and youth volunteers: Values and challenges. *Scandinavian Journal of Caring Sciences*, *23*(2), 259-264. DOI: 10.1111/j.1471-6712.2008.00615.x

Fujiwara, Y., Sakuma, N., Ohba, H., Nishi, M., Lee, S., Watanabe, N., ... & Amano, H. (2009). REPRINTS: Effects of an intergenerational health promotion program for older adults in Japan. *Journal of Intergenerational Relationships*, *7*(1), 17-39. DOI: 10.1080/15350770802628901

Hernandez, C. R., & Gonzalez, M. Z. (2008). Effects of intergenerational interaction on aging. *Educational Gerontology*, *34*(4), 292-305. 1DOI: 0.1080/03601270701883908

Murayama, Y., Ohba, H., Yasunaga, M., Nonaka, K., Takeuchi, R., Nishi, M., ... & Fujiwara, Y. (2015). The effect of intergenerational programs on the mental health of elderly adults. *Aging & mental health*, *19* (4), 306-314. DOI: https://doi.org/10.1080/13607863.2014.9333

Newman, S., E. Karip, et al. (1995). "Everyday memory function of older adults: The impact of intergenerational school volunteer programs." *Educational Gerontology* 21(6): 569-580. DOI: 10.1080/0360127950210603

Sakurai, R., Yasunaga, M., Murayama, Y., Ohba, H., Nonaka, K., Suzuki, H., ... & Rebok, G. W. (2016). Long-term effects of an intergenerational program on functional capacity in older adults: Results from a seven-year follow-up of the REPRINTS study. *Archives of Gerontology and Geriatrics*, *64*, 13-20. DOI: 10.1016/j.archger.2015.12.005

Segrist, K. (2004). Assessing impact of service-learning project on older, isolated adults in rural America. *Journal of Intergenerational Relationships*, *2*(2), 51-66. DOI: 10.1016/j.archger.2015.12.005

Skropeta, C. M., Colvin, A., & Sladen, S. (2014). An evaluative study of the benefits of participating in intergenerational playgroups in aged care for older people. *BMC geriatrics*, *14*(1), 109. DOI: 10.1186/1471-2318-14-109

Geriatric Depression Scale 5/15

Participant Name: _____

ITEM	Response	
1. Are you basically satisfied with your life?	Yes	No
2. Do you often get bored?	Yes	No
3. Do you often feel helpless?	Yes	No
4. Do you prefer to stay at home, rather than going out and doing new things?	Yes	No
5. Do you feel pretty worthless the way you are now?	Yes	No
Score GDS-5		
Score of 2 or more on the GDS-5? Continue with items 6-15		
ITEM	**Response**	
6. Have you dropped many of your activities and interests?	Yes	No
7. Do you feel that your life is empty?	Yes	No
8. Are you in good spirits most of the time?	Yes	No
9. Are you afraid that something bad is going to happen to you?	Yes	No
10. Do you feel happy most of the time?	Yes	No
11. Do you feel you have more problems with memory than most?	Yes	No
12. Do you think it is wonderful to be alive now?	Yes	No
13. Do you feel full of energy?	Yes	No
14. Do you feel that your situation is hopeless?	Yes	No
15. Do you think that most people are better off than you are?	Yes	No
Total		

Name/Title Date

Source: Greenberg, S.A. (2007). How to try this: The Geriatric Depression Scale: Short Form. *American Journal of Nursing, 107*, 60-69.

Background on the Intergenerational Practice Evaluation Tool

Evidence suggests that intergenerational programs can be more successful and sustainable if they integrate systematic assessment of facilitator practices and connect these to participants' experiences. The Intergenerational Practice Evaluation Tool represents 15 years of collaborative intergenerational practice and evaluation research (Jarrott, Stremmel, & Naar, 2019).

To support the validity and utility of the tool, an expert panel of 20 researchers and practitioners contributed to a Delphi review, which is valuable for identifying potential solutions by exploring diverse expert judgements when other methods, such as statistical analyses, are unavailable. The panel rated the Intergenerational Practice Evaluation Tool against agreed upon criteria using a 4-point Likert scale (1=poor, 4=excellent) and offered feedback on how it might be improved. Feedback from panelists informed two rounds of revision to the Tool, the third version of is presented in this toolkit. Modifications made with panelists' input include: (a) depicting diversity in participants in the social behavior item (13), (b) adding a prompt for facilitators to reflect on staff experiences, (c) providing space for clarification of responses, and (d) expanding directions and illustrations of how to use the Tool. The table at the end of this section presents the criteria against which the instrument were rated and mean rating scores from reviewers.

Consisting of two parts, the Tool's first part is designed to be easily, quickly, and reliably completed by program staff or researchers. Fifteen items help facilitators track programming and note use of evidence-based practices. Items 1-10 reflect steps facilitating staff or volunteers can take to increase an activity's success. Each item is grounded in evidence that the practice is associated with older adult and youth participant responses to programming. For example, the item "Activity was conducted with intergenerational pairs or small intergenerational groups (e.g., no more than three youth per older adult or three older adults per youth)" is based on a finding associating this ratio of youth to older adults with higher levels of interactive behavior and higher ratios predicting more solitary behavior among participants (see Jarrott, Stremmel, & Naar, 2019 for an in-depth review of evidence based practices reflected in the Tool). In items 11-12, facilitators reflect on how well the activity went. Items 13-14 capture participants' social behaviors and affect, which is important because intergenerational programming is usually offered to support positive interaction among young and old persons. Item 15 captures open-ended reflection or notes that can inform future programming. Combined, these items can help users connect activity features to youth's and older adults' social responses to an activity.

Photo courtesy of Lani Faith

The tool can be used with any intergenerational activity where programming is facilitated; these are usually planned activities. It can be used routinely or periodically. The accompanying guide offers examples of when a program might be interested in using the Tool. For example, supervisors might build a period of Tool completion into a mentoring program for a new facilitating staff member, allowing the mentor to ensure the new staff member comprehends the practices and recognizes indicators of participant behavioral and affective response. Part 1 can be used alone; adopters can track how consistently practitioners use evidence-informed practices and connect it to participant behavioral and affective response to the activity.

Part 2 is optional and allows adopters to evaluate progress towards programming goals. While Part 1 is designed for use with a single activity, Part 2 captures outcomes reflecting program impact over time. Evaluators using Part 2 might develop their own specific, measurable objectives or select a reliable, valid tool from the **Tools for Outcome Measurement** section of this toolkit that aligns with their programming goals. Adopters conducting an evaluation with Part 2 are advised to incorporate Part 1 to comprehend the impact of program characteristics, facilitator practice, and participants' response on selected program outcomes.

Photo courtesy of Hebrew Senior Life/Rashi School

While the creation of the Tool represents the conclusion of a collaborative effort benefiting from many contributors and decades of resources, it also points to a number of next steps.

Next Steps

Informed by evidence and expert practitioner and researcher input, the next step for the Intergenerational Practice Evaluation Tool is to pilot Part 1 with intended adopters. Given the goal of creating an instrument that can be easily, quickly, and reliably completed by practitioners and researchers, it should be tested by practitioners and researchers who have completed available training – included in this toolkit. With a pilot, raters should be monitored for length of time needed to rate the items for a single activity. Scoring by multiple observers of the same activity should be compared to establish inter-rater reliability or needed modifications to the scale or training guide. With additional indicators of Part 1 reliability and acceptability, it should be tested in conjunction with measures of program outcomes in Part 2. For example, teachers at a school launching a new year of an intergenerational mentoring program might complete Part 1 for each of the weekly sessions and pair these data with results from a measure of self-efficacy for the youth and generativity for the older adult participants. The **Tools for Outcome Measurement** addresses potential measures that could be captured in a Part 2 outcome evaluation.

Is the measure (Parts 1 & 2) acceptable to practitioners?

Regarding Part 1, are the directions clear; are they confident they know how to use it; is the amount of time needed to learn how to use it appropriate; can it be completed in time available to them; is it reliable; and does it provide them with useful data? Regarding part 2, are adopters confident in identifying goals and noting progress towards them or selecting a standardized measure to evaluate outcomes?

Is the instrument reliable?

Can persons who have read the training guide and observed the same activity achieve a standard level of agreement on responses to the items? It may be that additional modes of training or additional explanation is needed for one or more of the Part 1 items.

Related to training on use of the Tool and its data, reliability between trained facilitator and research raters should be tested. One Delphi panelist suggested that facilitators completing the form for an activity they just led might be biased towards desired answers for each of the items. This could happen because the facilitator viewed the activity more positively than a more neutral observer would or because they fear they will be negatively evaluated if they do not answer each item favorably. A suggested option was use of a Likert-scale for items 1-10 so that respondents could indicate the degree to which each practice or characteristic was represented. Based on pilot data, this modification could be worth exploring.

Are data collected on Part 1 of the Tool associated with outcome evaluations?

The Part 1 items reflect theory and evidence supporting positive intergenerational relationships and have not been tested with the full range of measures in the Evaluation Toolkit.

Does Part 1 of the Tool work equally well in different settings?

For example, Delphi panelists commented that it may be better suited to small group than large group activities. Because the items reflect an orientation towards relationship building, it is expected that large group activities with varied content that promote positive intergenerational social interaction can make good use of the Tool. Only by testing the Tool in different intergenerational settings with varied evaluators and diverse numbers and characteristics of participants and facilitators can these questions be answered.

Photo courtesy of Colby Takeda

Other questions to explore.

Not all intergenerational program stakeholders could be represented among the tools curated for the toolkit. Family caregivers are un-represented, yet their understanding and value for intergenerational contact is important to many intergenerational programs. Measures of staff experience are limited to their behaviors in intergenerational activities, but their experiences need also to be considered. Measures of financial costs and benefits of intergenerational programming are desired but missing in the literature.

Just as additional outcome indicators for participants may be borrowed from other disciplines (e.g., education and medicine), the search for financial indexes of intergenerational program viability and success may be found in circles other than those typically visited by intergenerational advocates. As research-practice collaborations continue to explore the potential goals that can be achieved by harnessing the talents of young and old, the toolkit can grow.

Rating Criteria for the Intergenerational Practice Evaluation Tool

(Max=4, Excellent)

Criteria Rating Item	Version 1 Mean (SD) Min, Max	Version 2 Mean (SD) Min, Max
Items like these have been used for other intergenerational programs	3.18(.71) 1,4	3.75(.45) 3,4
Items are relevant for most intergenerational participant groups	3.59 (.77) 1,4	3.81 (.54) 2,4
Items are relevant for intergenerational programming in diverse cultural contexts	3.12(.90) 1,4	3.18(.73) 2,4
Items are relevant to programming involving different number of participants	3.24(.64) 2,4	3.56(.73) 2,4
Items are relevant for programs with consistent or variable groupings of intergenerational participants	3.35(.68) 2,4	3.69(.60) 2,4
Items are relevant for most intergenerational staffing contexts	3.53(.50) 3,4	3.69(.48) 3,4
Items are relevant for most intergenerational programming content	3.47(.85) 1,4	3.63(.81) 2,4
Items are relevant for most intergenerational programmatic settings	3.24(.81) 2,4	3.63(.62) 3,4
Instrument covers dimensions critical to measuring how an activity is implemented	3.29(.67) 2,4	3.64(.50) 3,4
Instrument covers dimensions critical to measuring intergenerational program outcomes	3.06(.73) 1,4	3.63(.62) 2,4
Instrument provides adequate structure	3.41(.60) 2,4	3.81(.40) 3,4
Instrument provides adequate flexibility	3.24(.81) 1,4	3.75(.45) 3,4
Items are clear and unambiguous	3.06(.54) 2,4	3.69(.60) 2,4
Unbiased language is used	3.31 (.87) 1,4	3.88(.34) 3,4
Items are at an appropriate reading level	3.35(.68) 2,4	3.69(.48) 3,4
Items avoid overlap	3.53(.50) 3,4	3.75(.45) 3,4
Items are logically sequenced	3.82(.38) 3,4	3.94(.25) 3,4
Response categories are clear	3.35(.76) 1,4	3.81(.40) 3,4
Length is appropriate	3.71(.46) 3,4	3.69(.48) 3,4
Procedures for completing the scale are understandable for the target audience	3.47(.50) 3,4	3.63(.50) 3,4

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