

Validated instruments which could be used in research about the impact of arts participation

1. Instruments for analysing personal and group change in psycho-social interventions and training programs

Very helpful table outlining approx. 20 different scales which can be used for evaluating change resulting from an intervention like arts participation.

<http://www.wilderdom.com/tools/ToolsSummaries.html>

2. Instruments for analysing impact of arts participation on academic and non-academic outcomes

Andrew Martin et al, 'The Role of Arts Participation in Students' Academic and Non-Academic Outcomes: A Longitudinal Study of School, Home and Community Factors,' *Journal of Educational Psychology* 2013 105(3): 709-727.

This study was conducted longitudinally amongst approx. 700 students, to account for prior variance. The survey included questions from the following instruments.

Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
Active arts participation (out of school)	Adapted from Programme for International Student Assessment 2000 student survey (OECD 2000), consistent with US National Education Longitudinal Study (NELS 2012)	9 items about out of school participation e.g. During the past year, how often have you played a musical instrument? Performed in a play or live theatre?	Frequency ratings 1 to 4 (never or hardly ever to more than four times)	Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA). (2000). Database–PISA 2000: Student questionnaire. Paris, France: OECD.	Read more: https://www.oecd.org/pisa/home/ Sample questions: https://www.oecd.org/pisa/pisaproducts/Take%20the%20test%20e%20book.pdf

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Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
Receptive arts participation (out of school)	Adapted from PISA 2000 Survey (OECD 2000)	11 items about out of school participation e.g. during the past year, how often have you gone to the gallery?	Frequency ratings 1 to 4 (never or hardly ever to more than four times)		
Parent-child arts interaction	Adapted from PISA 2000 Survey (OECD 2000)	10 items about frequency of discussion and interaction in home about arts e.g. In general, how often do your parents listen to or discuss popular music with you? / Film/cinema with you?	Frequency ratings 1 to 5 never or hardly ever – several times a week		
Home arts-based resources	Adapted from PISA 2000 Survey (OECD 2000)	Access to objects e.g. film making equipment, books of poetry e.g. In your home, do you have a musical instrument?	Tally from no/yes responses		
In-school tuition and external tuition	Adapted from PISA 2000 Survey (OECD 2000)	Frequency of participation during school time e.g. On average, how much time do you spend each week during school time in these subject areas? External tuition – same item was asked e.g. On average, how much time do you spend each week outside of school in these subject areas?	Frequency 1 to 4 no time – 3 hr or more a week		
Arts engagement	General academic and domain-specific items have been administered and validated (Martin 2008, 2009).	Consistent with work on: Emotional engagement - valuing, interest and enjoyment Cognitive engagement - self-efficacy Behavioural engagement - persistence Cognitive, affective and behavioural engagement items for each of the five arts curriculum areas.	1 to 7 (Strongly disagree to strongly agree)	Martin, A. J. (2008). Enhancing student motivation and engagement: The effects of a multidimensional intervention. <i>Contemporary Educational Psychology</i> , 33, 239–269. Martin, A. J. (2009). Motivation and engagement across the academic lifespan: A	Available for sampling and purchase: http://www.lifelongachievement.com/the-motivation-and-engagement-scale-i8/

Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
				developmental construct validity study of elementary school, high school, and university/college students. <i>Educational and Psychological Measurement</i> , 69, 794–824.	
Motivation	Motivation and Engagement Scale (Martin 2009, 2010)	<p>Measures student motivation on maladaptive and adaptive dimensions.</p> <p>Adaptive</p> <p>Self-efficacy e.g. if I try hard, I believe I can do my school work well</p> <p>Mastery orientation e.g. I feel pleased with myself when I do well at school by working hard;</p> <p>Valuing school e.g. learning at school is important</p> <p>Persistence e.g. if I can't understand my schoolwork at first, I keep going over it until I do</p> <p>Planning e.g. I try to plan things out before I start working on my homework or assignments</p> <p>Task management e.g. when I study, I usually try to find a place where I can study well.</p> <p>Maladaptive</p> <p>Self-handicapping e.g. I sometimes put assignments and study off until the last moment, so I have excuse if I don't do so well</p> <p>Disengagement e.g. I've pretty much given up being involved in things at school.</p>	1 to 7 (Strongly disagree to strongly agree)	Martin, A. J. (2010). <i>Motivation and Engagement Scale</i> . Summerhill, New South Wales, Australia: Lifelong Achievement Group.	As above

Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
		MES has sound factor structure, reliable dimensions approx. normally distributed, significantly associated with literacy, numeracy and achievement at school, and sensitive to age and gender-related differences in motivation and engagement (Liem and Martin 2012)			
Educational resilience	Additional engagement measures – expanded academic engagement factors	Academic intentions/aspirations e.g. I intend to complete school Academic buoyancy e.g. I don't let study stress get on top of me School enjoyment e.g. I enjoy being a student at this school Class participation e.g. I participate when we discuss things in class Homework completion e.g. How often do you do and complete your homework/assignments? Sound factor structure, reliable dimensions that are approx. normally distributed and significantly associated with outcomes at school (Liem and Martin 2012)	1 to 7 (Strongly disagree to strongly agree); homework Q, 1 to 5 (never to always)	Liem, G. A. D., & Martin, A. J. (2012). 'The motivation and engagement scale: Theoretical framework, psychometric properties, and applied yields.' <i>Australian Psychologist</i> , 47, 3–13.	As above
Self-esteem	General Self-Esteem Scale of the Self-Description Questionnaire II (SDQ II) (Marsh 2007)	Overall evaluation of self-worth e.g. Overall, most things I do turn out well GES has previously demonstrated high reliability (Marsh 2007)	1 to 7 (Strongly disagree to strongly agree)	Marsh, H. W. (2007). <i>Self-concept theory, measurement and research into practice</i> . Leicester, England: British Psychological Society.	This and other instruments are available for free at: https://ippe.acu.edu.au/research/research-instruments/ as long as you comply with their terms and conditions

Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
Sense of meaning and purpose	WHO Quality of Life instrument (WHOQOL 1998).	Sense of meaning and purpose in life e.g. My personal beliefs give meaning to my life. Sound reliability (WHOQOL Assessment Group 1998)		World Health Organization Quality of Life Assessment Group. (1998). The World Health Organization Quality of Life Assessment (WHOQOL): Development and general psychometric properties. <i>Social Science & Medicine</i> , 46, 1569–1585.	You can contact WHO to request a copy: http://www.who.int/mental_health/publications/whoqol/en/
Satisfaction with life	Satisfaction with Life Scale (Diener et al, 1985)	Satisfaction with life in general e.g. In most ways my life is close to my ideal Good reliability (Pavot and Diener, 1993)		Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. <i>Journal of Personality Assessment</i> , 49, 71–75.	The scale is free to use as long as credit is given to the authors: http://internal.psychology.illinois.edu/~ediener/SWLS.html
Socio-demographic data		Gender (0 female, 1 male) Age Language spoken at home (English 0, non-English 1) Parent/caregiver highest level of education (1 Did not complete school, 2 completed school, 3 completed a college cert/diploma, 4 completed uni degree)			
Prior achievement	NAPLAN	Student results in NAPLAN	Score for literacy and numeracy formed an achievement factor		

Winner, E., T. Goldstein and S. Vincent-Lancrin. (2013). *Art for Art's Sake? The Impact of Arts Education*. Educational Research and Innovation, OECD Publishing <http://dx.doi.org> Accessed on 30 March 2016.

The following table includes a number of other instruments used in arts participation studies, drawn out of the OECD report and other sources.

Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
Youth issues	Mission Australia Annual Youth Survey	Open survey of 15-19 y.o. in Australia		https://www.missionaustralia.com.au/what-we-do/research-evaluation/youth-survey	
	Warwick-Edinburgh Mental Well-Being Scale	14-item scale Covers both hedonic and eudaimonic perspectives A shorter 7-item validated version also exists			Available for free: http://www.healthscotland.com/scotlands-health/population/Measuring-positive-mental-health.aspx
Self-efficacy / Self-concept	Catterall and Peppler 2007	13-item global self-concept scale e.g. I am able to do things as well as most other people 7-item self-efficacy scale e.g. When I make plans, I think I can make them work Every time I try to get ahead, someone stops me I have control over my future 2-item attribution scale e.g. Good luck is more important than hard work		Catterall, J.S. and K.A. Peppler (2007), "Learning in the visual arts and the worldviews of young children", <i>Cambridge Journal of Education</i> , Vol. 37/4, pp. 543-560.	
Self-esteem	Rosenberg Self-Esteem Scale	e.g. I feel that I do not have much to be proud of O the whole I am satisfied with myself		Kennedy, J.R. (1998), The Effects of Musical Performance, Rational Emotive Therapy and Vicarious Experience on the Self-Efficacy	This scale is available at: http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-

Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
				and Self-Esteem of Juvenile Delinquents and Disadvantaged Children, <i>Doctoral Dissertation</i> , University of Kansas.	ESTEEM.pdf
Emotional regulation	Emotion Regulation Questionnaire (Gross and John 2003)	Assesses the emotion regulation strategies expressive suppression and cognitive reappraisal Suppression e.g. I keep my emotions to myself Cognitive reappraisal e.g. When I want to feel more positive emotion I change what I'm thinking about	7 point scale	Gross, J.J. and O.P. John (2003), "Individual difference in two emotion regulation processes: Implications for affect, relationships, and well-being", <i>Journal of Personality and Social Psychology</i> , Vol. 85/2, pp. 348-362.	Available for free at: http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Personal_Growth_and_Positive_Emotions_EMOTION_REGULATION.pdf
Self-Concept	Piers-Harris Children's Self-Concept Scale	Children (6-10 y.o.): self-rate happiness, adjustment, anxiety, feelings about school etc		Warger, C.L. and D. Kleman (1986), "Developing positive self-concepts in institutionalized children with severe behavior disorders", <i>Child Welfare</i> , Vol. 65/2, pp. 165-176	Available for purchase: http://www.wpspublish.com/store/p/2912/piers-harris-childrens-self-concept-scale-second-edition-piers-harris-2
Theory of mind / empathy / perspective taking	Reading the Mind in the Eyes test (Goldstein, Wu and Winner 2009-10)	Participants are shown a picture of eyes and have to describe what the person is feeling (readers of fiction, depressed people, adolescents involved in theatre score higher than others)		Goldstein, T., K. Wu and E. Winner (2009-2010), "Actors are experts in theory of mind but not empathy", <i>Imagination, Cognition, and Personality</i> , Vol. 29, pp. 115-133.	Available for free along with other tests: http://www.autismresearchcentre.com/arc_tests/
Theory of mind / empathy /	Empathic Accuracy Paradigm	View a film which stops at various points and participants identify mental state of filmed character – tests ability to infer		Ickes, W. (2001), "Measuring empathic accuracy" in J.A. Hall and F.J. Bernieri (eds.)	

Area of Enquiry	Instrument	More info	Rating scale	Reference	Availability
perspective taking	(Ickes, 2001)	mental states from moment to moment – dynamic cues – highly ecologically valid, naturalistic measure of theory of mind		<i>Interpersonal Sensitivity: Theory and Measurement</i> , Erlbaum, Mahwah, NJ, pp. 219-241.	
Creativity	Based on Torrance test of creativity (1968), adapted for primary school kids	Originality - able to produce many unique ideas Fluency – produce a great many ideas Flexibility – produce multiple types of ideas Elaboration – can take their ideas and expand upon them		Catterall, J.S. and K.A. Peppler (2007), “Learning in the visual arts and the worldviews of young children”, <i>Cambridge Journal of Education</i> , Vol. 37/4, pp. 543-560.	Torrance test and others available for free at: http://99u.com/articles/7160/test-your-creativity-5-classic-creative-challenges

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