Demographic Information
At the initial interview with the match coordinator, caregivers complete a brief application that includes demographic questions regarding the child and the caregiver, presented in Table 2.

Monthly Updates
Each month, research assistants interview mentors, children, and caregivers about match progress and recent activities. Participants are asked to reflect on their experiences and discuss how the program has affected their perspective of the relationship, and any changes in the child’s behaviors.

Children’s Attachment Behaviors with Caregivers and Mentors
For children between 4 and 5 years, we created a checklist of attachment-related behaviors that could be observed by caregivers and mentors, based on Stallard & Doster’s (2000) Attachment Diary method. The checklist includes 19 behaviors that caregivers and mentors may observe when they are with the child or when the child becomes upset or frightened.

Quality of Youth’s Relationships with Adults
Youth between 9 and 16 years complete the Inventory of Parent and Peer Attachment (IPA; Aronson & Greenberg, 1987) with regard to both their primary caregiver and their incarcerated parent. The IPA contains 25 items that assess adolescents’ relationships with their parents on three dimensions: positive affective/cognitive experiences and negative affective/cognitive experiences. The IPA assesses the attachment-related behaviors, including adolescents’ feelings regarding trust, availability and consistency, and anger with regard to their primary caregivers.

Caregivers’ Relationship with Youth
To assess caregivers’ perspectives of the caregiver-child relationship, the Revised Inventory of Parent Attachment will be administered to both the incarcerated parent and non-incarcerated parent at two time points, divided among two sub-scales: transactional (i.e., “I want to teach my child and communicate”) and interactional (i.e., “I talk to my child about my difficulties”).

Youth’s Feelings Toward Mentors
The Youth Survey, originally used in the national impact evaluation of Big Brothers/Big Sisters (Tierney & Grossman, 2000), was revised by the current study. Youth between 9 and 18 years are asked to rate 20 statements on a four-point, Likert-type scale. The revised version places a particular emphasis on youth’s attachment-related behaviors toward their mentors, for example, “When I’m with my mentor, I feel safe.”

Mentors’ Feelings Toward Youth
To assess the mentor’s perspective of the match, the authors developed the Mentor Survey. Mentors with youth between the ages of 7 and 16 years complete the Mentor Survey which contains 14 statements rated on a four-point, Likert-type scale. This survey includes several items which directly correspond to items found on the Youth Survey and has a particular emphasis on attachment-related behaviors mentors observe in the match.

Children’s Behavior Problems
Children’s behavior problems will be measured using caregiver and teacher responses to the Child Behavior Checklist/1-6 (CBCL); Achenbach & Edelbrock, 1981) and the Teacher Report Form (TRF) for ages 7-18 years. The CBCL will be used to assess behavioral and problems in children between the ages of 2-6 years. The CBCL and TRF will be rated by the caregivers, rated by 113 items, rated on a 3-point, Likert-type scale. Both internalizing and externalizing problems will be examined.

Children’s Academic Outcomes
The TTRF (Achenbach, 1991) will be used to assess children’s academic outcomes. Teachers are also asked to report student scores from achievement and ability tests.

Summary
To date, data have been collected on 19 mentor-mentee matches. We anticipate that 72 matches will be made during the next 2 years.

Table 2: Background Characteristics of Children and Families

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<th>Variable</th>
<th>Range</th>
<th>Percentage</th>
<th>Mean</th>
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References

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