**COVID-19 Household Environment Scale Adolescent Version (A-CHES): Parent Report**

**Part 2**

**Compared to BEFORE the COVID-19 pandemic, during social distancing, were/are there more CONFLICTS between you and your adolescent ABOUT...**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Much less conflict than before** | **A little less conflict than before** | **The same conflict as before** | **A little more****conflict than before** | **Much more conflict than before** | **Does not apply to my household** | **I prefer not to answer** |
| How they spend their free time (e.g., watching TV, video games, hobbies, music or art activities, social media) |  |  |  |  |  |  |  |
| House rules or consequences for breaking rules  |  |  |  |  |  |  |  |
| Schoolwork (e.g., completing assignments, grades, needing a quiet place to do schoolwork, having access to a computer or tablet for schoolwork)  |  |  |  |  |  |  |  |
| Taking care of their health (e.g. taking medicines, wearing their seat belt, wearing a helmet, using sexual protection, staying safe) |  |  |  |  |  |  |  |
| Going out (e.g., to hang out with friends; going for a walk, bike ride or a drive; curfew) |  |  |  |  |  |  |  |
| Having their friends come over (e.g. who can visit, if/when they can visit) |  |  |  |  |  |  |  |
| Doing their chores (e.g., cleaning their room, cleaning up after themselves, setting the table, laundry, yardwork) |  |  |  |  |  |  |  |
| Their hygiene (e.g., taking a shower, brushing their teeth, combing their hair) |  |  |  |  |  |  |  |
| Food or meals (e.g., what foods are bought, what meals are prepared, what foods they eat, sitting with the family for meals) |  |  |  |  |  |  |  |
| Their job (e.g., finding a job, going to a job, quitting a job)  |  |  |  |  |  |  |  |
| Money (e.g., how much they spend, what they buy, their allowance) |  |  |  |  |  |  |  |
| Privacy or personal space  |  |  |  |  |  |  |  |
| Their social media use (e.g., spending too much time on social media, what your adolescent shares on social media, who they communicate with) |  |  |  |  |  |  |  |
| Their use of alcohol or tobacco (this includes ‘dip’ or ‘chew’, vaping)  |  |  |  |  |  |  |  |
| Their use of other substances (e.g., marijuana/cannabis [smoking, vaping, edibles, tinctures], over the counter or prescription medication that have not been prescribed to them) |  |  |  |  |  |  |  |
| Their technology use (e.g., “hogging”/not sharing gadgets or wifi services)  |  |  |  |  |  |  |  |

**Compared to BEFORE the COVID-19 pandemic, during social distancing, was/is there is more TOGETHERNESS between you and your adolescent BECAUSE OF…**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Much less togetherness than before** | **A little less togetherness than before** | **The same togetherness as before** | **A little more** **togetherness than before** | **Much more togetherness than before** | **Does not apply to my household** | **I prefer not to answer** |
| Spending free time together (e.g., watching TV, video games, hobbies, music or art activities, social media) |  |  |  |  |  |  |  |
| Having conversations (e.g., talking together, communication) |  |  |  |  |  |  |  |
| Doing exercise or fitness activities together |  |  |  |  |  |  |  |
| Getting involved in your adolescent’s education (e.g. helping with homework, sharing what they are learning, talking about plans for college) |  |  |  |  |  |  |  |
| Facing challenges or solving problems together  |  |  |  |  |  |  |  |
| Helping each other (e.g., with use of technology, health needs, explaining how to do something, hair or make-up) |  |  |  |  |  |  |  |
| Doing household tasks together (e.g., cooking, laundry, cleaning) |  |  |  |  |  |  |  |
| Eating together (e.g., having dinner, sharing a snack) |  |  |  |  |  |  |  |
| Showing concern or emotional support for each other (e.g. sharing feelings, asking about things that are important to each other, trying to cheer each other up) |  |  |  |  |  |  |  |
| Showing affection (hugs, kisses) |  |  |  |  |  |  |  |
| Sharing religious or spiritual activities (e.g. praying, meditating, religious lessons) |  |  |  |  |  |  |  |
| Lending things to each other (e.g., personal items, books, games, car, money)  |  |  |  |  |  |  |  |
| Helping others (e.g., volunteering, charitable work, helping elderly neighbors) |  |  |  |  |  |  |  |

**Citation:** Behar-Zusman, V., Chavez, J.V. & Gattamorta, K. *(In Preparation)*, Developing a Measure of the Impact of COVID-19 Social Distancing on Household Conflict and Cohesion.