

About My Parent
Grade 4/Year 5

FAST Track Project Technical Report
Cari McCarty & Suzanne Doyle
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Citation

Instrument

Conduct Problems Prevention Research Group. (1994). About My Parent.

Report

McCarty, C.A. & Doyle, S.R. (2000). About My Parent (Technical Report) [On-line]. Available:
<http://www.fasttrackproject.org/>

Data Sources

Raw: c5q

Scored: amp5

I. Scale Description

The **About My Parent** questionnaire, adapted from the Discipline and Positive Parenting measures of the Pittsburgh Youth Study (see Thornberry, Huizinga, & Loeber, 1995), is a 17-item measure which assesses children's perceptions of their primary caregivers' parenting responses when they engage in pleasing and displeasing behavior. The first 8 items are drawn from the Discipline measure, and are used to assess the frequency with which parents use different disciplinary strategies for the infraction of family rules. The last 9 items, drawn from the Positive Parenting measure, provide the youth's report on the frequency with which their parent provides positive praise and reinforcement when they do something that the parent approves of. All items are rated on a 5-point scale ranging from 1 (almost never) to 5 (almost always).

II. Report Sample

This technical report is based upon Year 5, Cohort 1 data, including both high-risk control and normative samples. With missing cases excluded, the total N (including overlap) was 408, with 341 normative and 136 high-risk control youth.

55 youth (12% of cohort) were missing observations for the entire measure, including 46 normative youth (12%) and 19 high-risk youth (12%). Most of the missing data are assumed to have resulted from natural

attrition from baseline at Year 1. The missing cases included 15 observations from the Durham site, 10 observations from Nashville, 18 observations from Pennsylvania, and 12 observations from Seattle. Data were missing for 21 girls and 34 boys. Ethnic breakdown for missing data was: 1 Asian, 17 Black, 1 Hispanic, 34 White, 2 Other.

III. Scaling

Two different methods for scaling will be presented. The primary scaling procedure was derived from exploratory factor analyses on the Normative & High Risk Control (HRC) samples, conducted separately for the Discipline and Positive Parenting items. A more detailed discussion of the primary scaling procedure can be found in the addendum. The alternate scaling was constructed to closely parallel the algorithms used by Loeber and his colleagues in the Pittsburgh Youth Study's "Positive Parenting/Low Reinforcement" construct. It includes items from both the parent and youth versions of this measure, both combined and in separate scales. Although our alternate scale comprises the same items as their scale, our measure uses a 5-point response scale, whereas theirs utilized a 3-point response scale. Each scale score is derived from the mean of the items that compose it, with the exception of Low Reinforcement, which is the sum of the means of the parent and youth reports.

The resulting scales, associated reliability estimates and descriptive indices for the Normative and High Risk Control samples are provided below. Three items (Items 5, 9, 17) were not used in the scales due to a conceptual difference between them and the other items, as well as lowered internal consistency when these items were retained. Higher scores on the scales indicate a higher frequency of the construct label.

Cronbach's Coefficient Alpha

	<u>Normative (n=341)</u>	<u>HRC (n =136)</u>
PRIMARY SCALING PROCEDURE		
Appropriate Discipline (Items 1, 2, 4)	.41	.42
Harsh Discipline (Items 3, 6, 7, 8)	.56	.63
Positive Attention (Items 10, 11, 12, 16)	.69	.70
Tangible Rewards (Items 13, 14, 15)	.74	.77
ALTERNATE SCALING PROCEDURE		
Low Reinforcement-Youth Report (Child Items 10r-16r)	.79	.77
Low Reinforcement-Parent Report (Parent Items 9, 10r-16r)	.78	.72
Low Reinforcement-Combined (Sum of Parent & Youth Report)	.78	.72

IV. Differences Between Groups

A series of independent t-tests were conducted to assess differences between the Low Risk respondents (Normative sample excluding the overlapping High Risk Subjects, n = 272) and the High Risk Control sample (including overlapping Normative youth, n = 136). Results indicated that the High Risk parents scored higher on the Low Reinforcement-Combined scale, which includes both parent and child report. Also, there were trends in the direction of High Risk control youth indicating that their parents gave less Positive Attention, more Harsh Discipline, and Lower Reinforcement compared to the Low Risk control youth.

About My Parent Scale	DF	t Value	Pr > t	Low-Risk Mean (n=272)	High-Risk Mean (n=136)
Appropriate Discipline	406	-0.13	.899	2.75	2.76
Harsh Discipline	226	-1.74	.084	1.65	1.77
Positive Attention*	236	1.85	.066	3.99	3.83
Tangible Rewards	239	0.92	.360	3.56	3.45
Low Reinforcement-Youth	406	-1.68	.094	2.19	2.34
Low Reinforcement-Parent	418	-1.59	.112	1.99	2.08
Low Reinforcement-Combined	406	-2.06	.040	4.17	4.41

V. Recommendations for Use

This measure was scaled so as to create identical scales as those generated by the parent's report on the Parenting (Primary Caregiver) measure. Note that this scaling is different from what was used in the original Technical Report written by McMahon, Jones, & Kim (1997). The current scales are preferred because they are more specific.

Although Item 8 ("Tell you to get out or lock you out of the house for a while") has low variability, it was retained in the Harsh Discipline scale due to its consistency with more punitive forms of discipline. The coefficient Alphas for the three-item Appropriate Discipline scale are low, suggesting that the scale should be used with caution.

VI. Item and Scale Means and SD's

ITEM MEANS- NORMATIVE SAMPLE

Variable	Label	Mean	Std Dev	N
C5QP1	Take away privilege	2.622	1.410	341
C5QP2	Send to room/Time out	2.415	1.327	340
C5QP3	Yell or scold	2.449	1.306	341
C5QP4	Calmly discuss misbehavior	3.194	1.257	341
C5QP5	Ignore misbehavior	1.853	1.144	341
C5QP6	Spank	1.786	1.134	341
C5QP7	Slap or hit	1.305	0.764	341
C5QP8	Lock out of home	1.185	0.689	341
C5QP9	Ignore good behavior	1.985	1.334	340
C5QP10	Smile or wink	3.856	1.276	341
C5QP11	Praise	4.264	1.021	341
C5QP12	Physical affection	4.211	1.110	341
C5QP13	Reward	3.569	1.378	341
C5QP14	Give special privilege	3.510	1.343	341
C5QP15	Do something special	3.493	1.259	341
C5QP16	Tell someone	3.507	1.278	341
C5QP17	Ask why not always good	2.653	1.432	340

ITEM MEANS-HIGH-RISK CONTROLS

Variable	Label	Mean	Std Dev	N
C5QP1	Take away privilege	2.647	1.463	136
C5QP2	Send to room/Time out	2.615	1.382	135
C5QP3	Yell or scold	2.500	1.430	136
C5QP4	Calmly discuss misbehavior	3.022	1.308	136
C5QP5	Ignore misbehavior	1.897	1.243	136
C5QP6	Spank	1.919	1.242	136
C5QP7	Slap or hit	1.500	0.981	136
C5QP8	Lock out of home	1.176	0.643	136
C5QP9	Ignore good behavior	1.852	1.302	135
C5QP10	Smile or wink	3.632	1.424	136
C5QP11	Praise	4.059	1.234	136
C5QP12	Physical affection	4.059	1.185	136
C5QP13	Reward	3.507	1.520	136
C5QP14	Give special privilege	3.522	1.424	136
C5QP15	Do something special	3.316	1.343	136
C5QP16	Tell someone	3.551	1.304	136
C5QP17	Ask why not always good	2.897	1.426	136

Scale Means

Scale	Normative Sample (n=341)		High Risk Control (n=136)	
	Mean	SD	Mean	SD
Appropriate Discipline	2.74	0.90	2.76	0.94
Harsh Discipline	1.68	0.65	1.77	0.75
Positive Attention	3.96	0.85	3.83	0.93
Tangible Rewards	3.52	1.08	3.45	1.18
Low Reinforcement-Youth	2.23	0.83	2.34	0.88
Low Reinforcement-Parent	1.99	0.58	2.08	0.52
Low Reinforcement-Combined	4.21	1.09	4.41	1.06

VII. Scale Correlations

Pearson Correlation Coefficients, Normative Sample above diagonals (n=341), High Risk Controls below diagonals (n=136).

	APPDIS	HARDIS	POSATN	TANREW
Appropriate Discipline	1.00	0.09	0.24	0.22
Harsh Discipline	0.12	1.00	-0.20	-0.10
Positive Attention	0.19	-0.28	1.00	0.54
Tangible Rewards	0.27	-0.12	0.42	1.00
		Youth	Parent	Combined
Low Reinforcement-Youth		1.00	0.18	0.86
Low Reinforcement-Parent		0.10	1.00	0.66
Low Reinforcement-Combined		0.87	0.66	1.00

VII. References

McMahon, R., Jones, K., & Kim, H. (1997). About My Parent (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

Thornberry, T., Huizinga, D., & Loeber, R. (1995). The prevention of serious delinquency and violence: Implications from the Program of Research on the Causes and Correlates of Delinquency. In J. Howell, B. Krisberg, D. Hawkins, & J.D. Wilson (Eds.), Sourcebook on serious, violent and chronic juvenile offenders (pp. 213-327). Thousand Oaks, CA: Sage.