

About My Parent
Grade 5/Year 6 Update

FAST Track Project Technical Report
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Table of Contents

- I. Scale Description
- II. Report Sample
- III. Scaling
- IV. Differences Between Groups
- V. Recommendations for Use
- VI. Item and Scale Means and SD's
- VII. Scale Correlations
- VIII. References

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: c6q

Scored: amp6

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 6, Cohort 1 data, including both high-risk control and normative samples. With missing cases excluded, the total N (including overlap) was 395, with 329 normative and 135 high-risk control youth.

68 youth (15% of cohort) were missing observations for the entire measure, including 58 normative youth (15%) and 20 high-risk youth (13%). Most of the missing data are assumed to have resulted from natural

attrition from baseline at Year 1. The missing cases included 9 observations from the Durham site, 13 observations from Nashville, 24 observations from Pennsylvania, and 22 observations from Seattle. Data were missing for 27 girls and 41 boys. Ethnic breakdown for missing data was: 1 Asian, 20 Black, 2 Hispanic, 40 White, 5 Other.

III. Scaling

Two different methods for scaling will be presented. The primary scaling procedure was derived from exploratory factor analyses on the Normative and 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=329)</u>	<u>HRC (n =135)</u>
PRIMARY SCALING PROCEDURE		
Appropriate Discipline (Items 1, 2, 4)	.38	.23
Harsh Discipline (Items 3, 6, 7, 8)	.53	.54
Positive Attention (Items 10, 11, 12, 16)	.72	.68
Tangible Rewards (Items 13, 14, 15)	.79	.77
ALTERNATE SCALING PROCEDURE		
Low Reinforcement-Youth Report (Child Items 10r-16r)	.80	.77
Low Reinforcement-Parent Report (Parent Items 9, 10r-16r)	.80	.78
Low Reinforcement-Combined (Sum of Parent & Youth Report)	.79	.78

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 = 260) and the High Risk Control sample (including overlapping Normative youth, n = 135). Results indicated that parents of High Risk youth had higher scores on Low Reinforcement (Parent report and Combined report) compared to Low-Risk controls. Also, there were trends for High Risk parents to score higher on the Low Reinforcement-Youth scale, and to be rated as higher on harsh discipline and lower on positive attention.

PCC-P Scale	DF	t Value	Pr > t	Low-Risk Mean (n=260)	High-Risk Mean (n=135)
Appropriate Discipline*	393	0.74	.463	2.94	2.88
Harsh Discipline	392	-1.73	.084	1.58	1.68
Positive Attention	392	1.75	.081	4.05	3.89
Tangible Rewards	393	1.12	.262	3.63	3.50
Low Reinforcement-Youth	392	-1.73	.084	2.13	2.27
Low Reinforcement-Parent	405	-2.30	.022	2.01	2.15
Low Reinforcement-Combined	392	-2.46	.014	4.13	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 extremely low on this measure, 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
C6QP1	Take away privilege	2.942	1.327	329
C6QP2	Send to room/Time out	2.429	1.333	329
C6QP3	Yell or scold	2.480	1.269	329
C6QP4	Calmly discuss misbehavior	3.407	1.224	329
C6QP5	Ignore misbehavior	1.860	1.106	329
C6QP6	Spank	1.598	1.071	328
C6QP7	Slap or hit	1.201	0.592	328
C6QP8	Lock out of home	1.159	0.620	328
C6QP9	Ignore good behavior	1.851	1.174	329
C6QP10	Smile or wink	3.921	1.176	328
C6QP11	Praise	4.339	0.919	327
C6QP12	Physical affection	4.162	1.128	328
C6QP13	Reward	3.713	1.267	328
C6QP14	Give special privilege	3.647	1.294	329
C6QP15	Do something special	3.523	1.217	329
C6QP16	Tell someone	3.625	1.274	328
C6QP17	Ask why not always good	2.655	1.334	328

ITEM MEANS-HIGH-RISK CONTROLS

Variable	Label	Mean	Std Dev	N
C6QP1	Take away privilege	2.919	1.350	135
C6QP2	Send to room/Time out	2.407	1.329	135
C6QP3	Yell or scold	2.548	1.238	135
C6QP4	Calmly discuss misbehavior	3.304	1.148	135
C6QP5	Ignore misbehavior	2.111	1.195	135
C6QP6	Spank	1.793	1.166	135
C6QP7	Slap or hit	1.274	0.706	135
C6QP8	Lock out of home	1.119	0.441	135
C6QP9	Ignore good behavior	2.104	1.300	135
C6QP10	Smile or wink	3.867	1.158	135
C6QP11	Praise	4.201	1.067	134
C6QP12	Physical affection	3.919	1.305	135
C6QP13	Reward	3.615	1.281	135
C6QP14	Give special privilege	3.459	1.303	135
C6QP15	Do something special	3.430	1.194	135
C6QP16	Tell someone	3.600	1.328	135
C6QP17	Ask why not always good	2.904	1.298	135

Scale Means

Scale	Normative Sample (n=329)		High Risk Control (n=135)	
	Mean	SD	Mean	SD
Appropriate Discipline	2.93	0.87	2.88	0.81
Harsh Discipline	1.61	0.61	1.68	0.60
Positive Attention	4.01	0.82	3.89	0.86
Tangible Rewards	3.63	1.06	3.50	1.04
Low Reinforcement-Youth	2.15	0.80	2.27	0.80
Low Reinforcement-Parent	2.03	0.59	2.15	0.58
Low Reinforcement-Combined	4.17	1.07	4.41	1.07

VII. Scale Correlations

Pearson Correlation Coefficients, Normative Sample above diagonals (n=329), High Risk Controls below diagonals (n=135).

	APPDIS	HARDIS	POSATN	TANREW
Appropriate Discipline	1.00	0.12	0.25	0.24
Harsh Discipline	0.04	1.00	-0.13	-0.11
Positive Attention	0.13	-0.06	1.00	0.50
Tangible Rewards	0.16	-0.04	0.45	1.00
	Youth	Parent	Total	
Low Reinforcement-Youth	1.00	0.18	0.84	
Low Reinforcement-Parent	0.21	1.00	0.68	
Low Reinforcement-Combined	0.86	0.68	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.