

Child Report on Parental Monitoring

Grade 3 / Year 4

Fast Track Project Technical Report

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Citations

Instrument

Capaldi, D. M. and Patterson, G.R., *Psychometric properties of fourteen latent constructs from the Oregon Youth Study (1989)*, New York: Springer-Verlag.

Report

Sandoval, J.M., (2011), *Child Report on Parental Monitoring* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fasttrackproject.org>

Data Sources

Raw: C4G

Scored: CPM4

I. Survey Description

The *Child Report of Parental Monitoring* contains eleven items taken from two separate scales reported by Capaldi and Patterson in their book, *Psychometric properties of fourteen latent constructs from the Oregon Youth Study (1989)*. Items 1 through 6, intended to measure parental monitoring rules, are from the Oregon Study Child Interview. Items 7 through 11 are from the Oregon Study Telephone Interview and are seen as indicators of the child's report of parental monitoring practice.

For the items in this instrument, there is no obvious scoring. The formats for items 1 through 6 use a 4-point scale (0 = never, 1 = about once a week or less, 2 = more than once a week but less than once a day, and 3 = once or twice a day). Items 7 through 11 consist of No/Yes.

II. Report Sample

These analyses were conducted on the data collected on the first cohort of the high-risk Control sample (n=155) and the Normative sample (n=308, N=463 with overlap) from the fourth year of the study. Of these, 56 students were missing the complete measure. Seventeen of the Control students (5 from Durham, 1 from Nashville, 3 from Pennsylvania, and 8 from Washington) were missing the complete measure and 39 from the Normative sample (7 from Durham, 10 from Nashville, 9 from Pennsylvania, and 13 from Washington) were missing the complete measure, with overlap between the normative and control groups. None of the missing data was used in the analyses. Some variables in the measure reported missing values.

III. Scaling

No scales were created for this measure.

IV. Frequency Tables

The user should note that missing values are represented by a period (.), D stands for “don’t know”, S stands for “skipped” and N stands for “No Answer”. Questions regarding training ask the respondent to report on first and second program. The user should note that only two individuals have attended 2 training programs.

	High or low risk sample	
	HI	LO
How often do you tell your parent(s) when you'll be home?		
.	17	39
Never	20	39
About once a week/less	31	53
More than once/week less than once/day	12	51
Once or twice a day	75	126
How often do you leave a note about where you are going?		
.	17	39
Never	73	107
About once a week/less	16	45
More than once/week less than once/day	21	39
Once or twice a day	28	78
How often do you check in after school?		
.	17	39
Never	19	36
About once a week/less	18	35
More than once/week less than once/day	15	39
Once or twice a day	86	159
How often is someone home one hour after school?		
.	17	39
Never	17	26
About once a week/less	22	44
More than once/week less than once/day	19	48
Once or twice a day	80	151

How often do you know how to reach your parent(s) if they are out?		
.	17	40
Never	21	36
About once a week/less	24	48
More than once/week less than once/day	20	54
Once or twice a day	73	130
How often do you talk to your parent(s) about daily plans?		
.	17	40
Never	25	41
About once a week/less	29	64
More than once/week less than once/day	33	68
Once or twice a day	51	95
Over past 24 hrs, did parents talk about: your day		
.	17	40
No	57	117
Yes	81	151
Over past 24 hrs, did parents talk about: who you were with		
.	17	40
No	61	128
Yes	77	140
Over past 24 hrs, did parents talk about: where you were		
.	17	40
No	46	99
Yes	92	169
Over past 24 hrs, did parents talk about: plans for the next day		
.	17	40
No	66	144
Yes	72	124
Over past 24 hrs, did parents talk about: were you out after dark?		
.	17	40
No	31	57
Yes	107	211

V. Recommendations for Use

Analysts should note that there is significant association for some variables between the behavior and sample type. The user is encouraged to investigate these associations. On most behaviors there is no association with regard to sample type.