

Observer Impressions PCIT Reliability

Grade 5 / Year 6

Fast Track Project Technical Report

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August 12, 2011

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Report

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Data Sources

Raw: 06M_REL

Scored: OIR6

I. Scale Description

The Observer Impressions Reliability is a measure consisting of global ratings of the mother child interaction used to compare and assess reliability of the interviewers' scores. A detailed description of the process is found below.

The Parent-Child Interaction Task (PCIT) was administered to the child and the parent as part of the summer interview in the child's home. Two measures are included in the PCIT: the Behavioral Coding System (BCS; Forehand & McMahon, 1981) and the Interaction Ratings Scale (Crnic and Greenberg, 1990). The PCIT is comprised of four separate segments, which occur in the following sequence: Child's Game (free play, 5 minutes), Parent's Game (parent-directed play, 5

minutes), Lego Task (5 minutes), and Clean-Up (3 minutes). The BCS is used by the child interviewer to record both parent behaviors and child behaviors during each task; the amount of time for each task and the total time are also recorded and used in the scoring of the subscales. The child interviewer then completes the IRS, which is a set of 16 global ratings of the mother and child with respect to gratification, sensitivity, and involvement, after each of the 4 tasks that the parent and child complete together.

To check the reliability of the scoring by the child interviewer, the site's lead interviewer or assistant lead interviewer accompanied the assigned pair of interviewers to complete a version of the BCS and the IRS. These scores were then compared to the child interviewer's scores. For the BCS variables, the subscales (commands, positive attention, negative attention, compliance, noncompliance, and disruptive behavior) were compared for percent agreement. These reliability checks were performed on 15% of the home visits.

II. Report Sample

These exploratory analyses were conducted with the first cohort on the Control sample (n=155) and on the Normative sample (n=387, 463 with overlap) during the sixth year of the study. As stated before, these records corresponds to about 15% of the participant families. Overall, 59 records were included in the reliability check. Nineteen of these were from the Control sample (2 from Durham, 5 from Nashville, 7 from Pennsylvania, and 5 from Washington) and 40 were from the Normative sample (12 from Durham, 10 from Nashville, 13 from Pennsylvania, and 5 from Washington).

III. Scaling

Three sets of observations were carried out for the parent and child. The Daily Debriefing Task is an initial set of interactions where both parent and child are observed and scored as they get ready for a specific following task. The Problem Solving Task is an activity where both parent and child interact in order to resolve an assignment. The Planning a Positive Activity Task is an action driven activity both parent and child carried out. The observer scores the parent and child separately on frequency of interactions with values "Zero times", "1 time" and "2 or more times". The observer proceeds to score the extent to which parent and child stay on task versus interruptions with values "Never/hardly ever", "Sometimes" and "Much of the time". Finally, the observer provides an overall score of involvement in the task for parent and child separately.

IV. Frequencies of Observer Impressions

Daily Debriefing Task

		High or low risk sample	
		HI	LO
DDT: Parent Paraphrase Child			
.	N	136	268
Zero times	N	4	6
1 time	N	2	7
2 or more times	N	13	27
DDT: Parent Inappropriate Beh			
.	N	136	268
Zero times	N	16	36
1 time	N	2	2
2 or more times	N	1	2
DDT: Parent Express Feelings Appr			
.	N	136	268
Zero times	N	12	28
1 time	N	3	4
2 or more times	N	4	8
DDT: Parent Praise the Child			
.	N	136	268
Zero times	N	15	34
1 time	N	3	4
2 or more times	N	1	2
DDT: Parent Negative Phys Contact			
.	N	136	268
Zero times	N	19	40
DDT: Parent Positive Phys Contact			
.	N	136	268
Zero times	N	17	33
1 time	N	.	5
2 or more times	N	2	2

DDT: Child Inappropriate Behavior			
.	N	136	268
Zero times	N	14	38
1 time	N	4	2
2 or more times	N	1	.
DDT: Child Express Feelings Appr			
.	N	136	268
Zero times	N	15	35
1 time	N	3	3
2 or more times	N	1	2
DDT: Child Negative Phys Contact			
.	N	136	268
Zero times	N	19	40
DDT: Child Positive Phys Contact			
.	N	136	268
Zero times	N	19	38
1 time	N	.	2
DDT: Parent Stay on Task/Topic			
.	N	136	268
Sometimes	N	1	2
Much of the time	N	18	38
DDT: Parent Interrupting			
.	N	136	268
Never/hardly ever	N	19	39
Sometimes	N	.	1
DDT: Child Stay on Task/Topic			
.	N	136	268
Sometimes	N	1	2
Much of the time	N	18	38
DDT: Child Interrupting			
.	N	136	268
Never/hardly ever	N	18	40
Sometimes	N	1	.

DDT: Overall Positive Par Involv			
.	N	136	268
Low	N	.	1
Moderate	N	6	4
High	N	13	35
DDT: Overall Negative Par Involv			
.	N	136	268
Low	N	17	39
Moderate	N	2	1
DDT: Overall Positive Chld Involv			
.	N	136	268
Low	N	2	1
Moderate	N	4	8
High	N	13	31
DDT: Overall Negative Chld Involv			
.	N	136	268
Low	N	17	39
Moderate	N	2	1

Problem Solving Task

	High or low risk sample	
	HI	LO
PST: Parent Paraphrase Child		
.	N	136 268
Zero times	N	5 10
1 time	N	7 6
2 or more times	N	7 24
PST: Parent Inappropriate Beh		
.	N	136 268
Zero times	N	14 35
1 time	N	3 1
2 or more times	N	2 4

		High or low risk sample	
		HI	LO
PST: Parent Express Feelings Appr			
.	N	136	268
Zero times	N	6	15
1 time	N	3	7
2 or more times	N	10	18
PST: Parent Praise the Child			
.	N	136	268
Zero times	N	12	24
1 time	N	4	8
2 or more times	N	3	8
PST: Parent Negative Phys Contact			
.	N	136	268
Zero times	N	18	39
1 time	N	1	1
PST: Parent Positive Phys Contact			
.	N	136	268
Zero times	N	14	34
1 time	N	1	2
2 or more times	N	4	4
PST: Child Inappropriate Behavior			
.	N	136	268
Zero times	N	10	30
1 time	N	1	2
2 or more times	N	8	8
PST: Child Express Feelings Appr			
.	N	136	268
Zero times	N	9	24
1 time	N	4	6
2 or more times	N	6	10
PST: Child Negative Phys Contact			
.	N	136	268
Zero times	N	18	40
1 time	N	1	.

		High or low risk sample	
		HI	LO
PST: Child Positive Phys Contact			
.	N	136	268
Zero times	N	18	39
1 time	N	.	1
2 or more times	N	1	.
PST: Parent Stay on Task/Topic			
.	N	136	268
Sometimes	N	1	3
Much of the time	N	18	37
PST: Parent Interrupting			
.	N	136	268
Never/hardly ever	N	17	39
Sometimes	N	1	1
Much of the time	N	1	.
PST: Child Stay on Task/Topic			
.	N	136	268
Sometimes	N	2	3
Much of the time	N	17	37
PST: Child Interrupting			
.	N	136	268
Never/hardly ever	N	13	35
Sometimes	N	6	5
PST: Overall Positive Par Involv			
.	N	136	268
Low	N	.	1
Moderate	N	7	4
High	N	12	35
PST: Overall Negative Par Involv			
.	N	136	268
Low	N	16	34
Moderate	N	2	5
High	N	1	1

		High or low risk sample	
		HI	LO
PST: Overall Positive Chld Involv			
.	N	136	268
Low	N	1	5
Moderate	N	11	11
High	N	7	24
PST: Overall Negative Chld Involv			
.	N	136	268
Low	N	11	32
Moderate	N	8	6
High	N	.	2
PST: Family Realistic Solutions			
.	N	136	268
Low	N	2	5
Moderate	N	6	9
High	N	11	26

Planning a Positive Activity Task

		High or low risk sample	
		HI	LO
PPT: Parent Paraphrase Child			
.	N	136	268
Zero times	N	2	6
1 time	N	2	7
2 or more times	N	15	27
PPT: Parent Inappropriate Beh			
.	N	136	268
Zero times	N	17	34
1 time	N	1	3
2 or more times	N	1	3

		High or low risk sample	
		HI	LO
PPT: Parent Express Feelings Appr			
.	N	136	268
Zero times	N	13	32
1 time	N	6	4
2 or more times	N	.	4
PPT: Parent Praise the Child			
.	N	136	268
Zero times	N	18	35
1 time	N	1	3
2 or more times	N	.	2
PPT: Parent Negative Phys Contact			
.	N	136	268
Zero times	N	19	40
PPT: Parent Positive Phys Contact			
.	N	136	268
Zero times	N	16	34
1 time	N	.	3
2 or more times	N	3	3
PPT: Child Inappropriate Behavior			
.	N	136	268
Zero times	N	14	35
1 time	N	3	3
2 or more times	N	2	2
PPT: Child Express Feelings Appr			
.	N	136	268
Zero times	N	16	37
1 time	N	1	3
2 or more times	N	2	.
PPT: Child Negative Phys Contact			
.	N	136	268
Zero times	N	19	40

PPT: Child Positive Phys Contact			
.	N	136	268
Zero times	N	17	39
1 time	N	2	.
2 or more times	N	.	1
PPT: Parent Stay on Task/Topic			
.	N	136	268
Much of the time	N	19	40
PPT: Parent Interrupting			
.	N	136	268
Never/hardly ever	N	17	40
Sometimes	N	2	.
PPT: Child Stay on Task/Topic			
.	N	136	268
Sometimes	N	.	1
Much of the time	N	19	39
PPT: Child Interrupting			
.	N	136	268
Never/hardly ever	N	18	39
Sometimes	N	1	1
PPT: Overall Positive Par Involv			
.	N	136	268
Low	N	.	1
Moderate	N	4	5
High	N	15	34
PPT: Overall Negative Par Involv			
.	N	136	268
Low	N	17	36
Moderate	N	2	3
High	N	.	1

PPT: Overall Positive Chld Involv			
.	N	136	268
Low	N	1	2
Moderate	N	5	8
High	N	13	30
PPT: Overall Negative Chld Involv			
.	N	136	268
Low	N	17	37
Moderate	N	2	3
PPT: Family Realistic Solutions			
.	N	136	268
Moderate	N	6	7
High	N	13	33
PPT: Parent Satisfied w/Proposed			
.	N	136	268
Low	N	1	.
Moderate	N	6	12
High	N	12	28
PPT: Child Satisfied w/Proposed			
.	N	136	268
Low	N	2	1
Moderate	N	3	7
High	N	14	32

V. Recommendations for Use

Analysts should note that distribution properties for these scores might be nonnormal due to the small sample sizes involved and the nature of the variable construction. The scores still retain a level of subjectivity from the observer's viewpoint.