

Parent Issues Checklist-Revised
Grade 8/Year 9
Fast Track Project Technical Report
Cynthia Rains and Anne Corrigan
February 4, 2004

Table of Contents

- I. Scale Description
- II. Report Sample
- III. Scaling
- IV. Differences between Groups
- V. Recommendations between Groups
- VI. Item and Scale Means and SDs
- VII. Item and Scale Correlations

Appendix

SAS Scoring Program

Citations

References

Prinz, R.J., Foster, S.L., Kent, R.N. and O'Leary, K.D. (1979). Multivariate assessment of conflict in distressed and nondistressed mother-adolescent dyads. *Journal of Applied Behavior Analysis*, 12, 691-700.

Robin, A.L. and Foster, S.L. (1989). *Negotiating parent-adolescent conflict: A behavioral-family systems approach*. New York: Guilford Press.

Instrument

Oregon Social Learning Center (1992). *Child Issues Checklist – Revised*. Revised by the Conduct Problems Prevention Research Group (1995), as the *Parent Issues Checklist – Revised (Grade 5+)*.

Reports

Rains, C. and Corrigan, A. (2004). *Parent Issues Checklist – Revised, Grade 8 /Year 9* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/>

Doyle, S.R. and McCarty, C.A. (2000). *Parent Issues Checklist – Revised (Grade 5+)* (Fast Track Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

Data Sources

Raw: P9N

Scored: PIC9

I. Scale Description

The Parent Issues Checklist is a list of 27 issues that can lead to discord between parents and adolescents. The Parent Issues Checklist is a modified version of the instrument developed by Prinz, Foster, Kent & O'Leary (1979) and Robin & Foster (1989).

Examples of issues on the checklist include: "Using the telephone," "Doing homework," "Helping out around the house," "Bad attitude or behavior at home," and "Low grades." Responses to three exercises with the checklist were collected:

Exercise 1. For each item, the parent was instructed to mark "Yes" or "No" on the answer sheet's first

column to indicate whether that issue had been discussed with the adolescent in the past month.

Exercise 2. Among the “Yes” items in Exercise 1, the parent marked three that had the most anger involved, or that were the biggest problems. Respondents marked the three items by filling in a bubble box for each item on the second column of a scanned answer sheet.

Exercise 3. From the three issues in Exercise 2, the parent was told to mark the single issue that he/she would like to discuss after the testing session. Respondents marked the item by filling in a bubble box on the third column of an answer sheet.

II. Report Sample

This report contains data collected on cohort 1 in year 9. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. One hundred twelve records are missing responses for the entire Parent Issues Checklist, including 98 from the normative group (21 from Durham, 33 from Nashville, 18 from Pennsylvania, and 26 from Washington), and 34 from the control group (including 8 from Durham, 10 from Nashville, 7 from Pennsylvania, and 9 from Washington), with overlap between the normative and control groups. These records are not included in the analyses.

III. Scaling

The Parent Issues Checklist contains no subscales. For nonmissing records, responses for the B and C items were converted from missing to zero for ease of analysis.

IV. Differences between Groups

This section contains response frequencies for prominent issues during the past month, the three issues that were the biggest problems, and the one issue that the respondent would like to discuss with their child.

1.) Identify issues that were discussed with the adolescent in the last month

For this exercise with the checklist, chi-square tests of response frequency for the normative group and the control group resulted in significant values for several items: item p9n8A (Making noise), p9n15A (Bad attitude), p9n18A (Swearing), p9n22A (Bad attitude at school), and p9n24A (Being on time), with more parents in the control group reporting them as problems that were discussed with the adolescent in the past month.

The mean number of issues discussed with the adolescent in the past month was 13.23 (SD = 6.51) for the control group and 11.99 (SD = 7.02) for the normative group. An independent t-test between the normative sample and the control sample indicated a significant difference $t(335) = 2.00, p = 0.0466$.

Parent Issues Checklist Issues Discussed in the Last Month						
Variable	0=No-Not Discussed 1=Yes-Discussed		DF	Chi Square Statistic	P-value	N
	Normative Mean	Control Mean				
Using the Telephone: Yes/No (p9n1A)	0.54	0.55	1	0.04	0.846	350
Doing Homework: Yes/No (p9n2A)	0.43	0.46	1	0.34	0.562	351
Cleaning up Room: Yes/No (p9n3A)	0.79	0.79	1	0.00	0.994	350
Money Issues: Yes/No (p9n4A)	0.66	0.69	1	0.48	0.490	349
Table Manners: Yes/No (p9n5A)	0.25	0.30	1	1.10	0.294	350
Picking Books: Yes/No (p9n6A)	0.43	0.40	1	0.36	0.550	349
Helping Out: Yes/No (p9n7A)	0.78	0.83	1	0.98	0.322	350
Making Noise: Yes/No (p9n8A)	0.33	0.50	1	9.86	0.002	350
Food or Mealtimes: Yes/No (p9n9A)	0.40	0.46	1	1.47	0.225	351
How to Spend Free Time: Yes/No (p9n10A)	0.48	0.48	1	0.00	0.957	348
Talking Back/Arguing: Yes/No (p9n11A)	0.53	0.63	1	2.81	0.094	351
Using the TV: Yes/No (p9n12A)	0.39	0.43	1	0.60	0.437	351
Friends: Yes/No (p9n13A)	0.50	0.54	1	0.44	0.507	350
Bothering Family: Yes/No (p9n14A)	0.43	0.53	1	3.09	0.079	351
Bad Attitude: Yes/No (p9n15A)	0.50	0.63	1	5.60	0.018	351
Time for Going to Bed: Yes/No (p9n16A)	0.42	0.43	1	0.08	0.774	350
Lying: Yes/No (p9n17A)	0.27	0.36	1	3.66	0.056	351
Swearing: Yes/No (p9n18A)	0.21	0.33	1	6.39	0.011	349
Care of Possessions: Yes/No (p9n19A)	0.40	0.42	1	0.19	0.662	350
Using the Stereo/Radio: Yes/No (p9n20A)	0.31	0.37	1	1.57	0.210	350
Fighting with Siblings: Yes/No (p9n21A)	0.54	0.58	1	0.50	0.481	351
Bad Attitude at School: Yes/No (p9n22A)	0.24	0.38	1	7.47	0.006	350
Personal Cleanliness: Yes/No (p9n23A)	0.24	0.24	1	0.00	0.974	349
Being on Time: Yes/No (p9n24A)	0.35	0.46	1	4.29	0.038	350
Low Grades: Yes/No (p9n25A)	0.36	0.45	1	2.81	0.094	350
Clothing: Yes/No (p9n26A)	0.41	0.44	1	0.25	0.620	350
Messing up the House: Yes/No (p9n27A)	0.48	0.47	1	0.02	0.898	351

2) Identify the top three issues that were the biggest problems among those discussed with the adolescent in the last month.

Parent Issues Checklist Top Three Issues						
Variable	0=No-Not Discussed 1=Yes-Discussed		DF	Chi Square Statistic	P-value	N
	Normative Proportions	Control Proportions				
Using the Telephone: 3 Biggest Problems (p9n1B)	0.26	0.18	1	2.49	0.114	351
Doing Homework: 3 Biggest Problems (p9n2B)	0.13	0.18	1	1.66	0.198	351
Cleaning Up Room: 3 Biggest Problems (p9n3B)	0.37	0.25	1	4.97	0.026	351
Money Issues: 3 Biggest Problems (p9n4B)	0.20	0.10	1	5.84	0.016	351
Table Manners: 3 Biggest Problems (p9n5B)	0.02	0.02	1	0.00	0.953	351
Picking Books: 3 Biggest Problems (p9n6B)	0.05	0.02	1	1.10	0.295	351
Helping Out : 3 Biggest Problems (p9n7B)	0.30	0.25	1	0.90	0.344	351
Making Noise: 3 Biggest Problems (p9n8B)	0.03	0.06	1	1.03	0.310	351
Food or Mealtimes: 3 Biggest Problems (p9n9B)	0.02	0.02	1	0.22	0.637	351
How to Spend Free Time: 3 Biggest Problems (p9n10B)	0.08	0.05	1	1.02	0.312	351
Talking Back/Arguing: 3 Biggest Problems (p9n11B)	0.21	0.31	1	4.07	0.044	351
Using the TV: 3 Biggest Problems (p9n12B)	0.07	0.06	1	0.18	0.673	351
Friends: 3 Biggest Problems (p9n13B)	0.10	0.12	1	0.35	0.556	351
Bothering Family: 3 Biggest Problems (p9n14B)	0.05	0.09	1	2.51	0.113	351
Bad Attitude: 3 Biggest Problems (p9n15B)	0.12	0.21	1	5.28	0.022	351
Time for Going to Bed: 3 Biggest Problems (p9n16B)	0.05	0.09	1	2.51	0.113	351
Lying: 3 Biggest Problems (p9n17B)	0.04	0.07	1	2.02	0.155	351
Swearing: 3 Biggest Problems (p9n18B)	0.04	0.06	1	0.64	0.424	351
Care of Possessions: 3 Biggest Problems (p9n19B)	0.06	0.02	1	2.24	0.135	351
Using the Stereo/Radio: 3 Biggest Problems (p9n20B)	0.04	0.07	1	1.48	0.224	351
Fighting with Siblings: 3 Biggest Problems (p9n21B)	0.23	0.20	1	0.61	0.435	351
Bad Attitude at School: 3 Biggest Problems (p9n22B)	0.04	0.17	1	15.05	0.000	351
Personal Cleanliness: 3 Biggest Problems (p9n23B)	0.02	0.04	1	1.82	0.178	351
Being on Time: 3 Biggest Problems (p9n24B)	0.09	0.09	1	0.02	0.901	351
Low Grades: 3 Biggest Problems (p9n25B)	0.15	0.13	1	0.16	0.691	351
Clothing: 3 Biggest Problems (p9n26B)	0.08	0.03	1	3.18	0.075	351
Messing up the House: 3 Biggest Problems (p9n27B)	0.11	0.09	1	0.41	0.521	351

For the normative group, the three most frequently named problems were “Cleaning up room” (.34), “Helping out” (.28) and “Using the telephone” (.24). In the control group, the three most frequently named problems were “Talking back/arguing” (.31), “Helping out” (.31), and “Cleaning up room” (.25).

Chi-square tests of response frequency for the normative group and the control group resulted in significant values for several items: item p9n3B (Cleaning up room), p9n4B (Money issues), p9n11B (Talking back/arguing), p9n15B (Bad attitude), and p9n22B (Bad attitude at school). More normative parents (compared to control parents) identified cleaning up the room and money issues as among the

three biggest problems, whereas more control parents (compared to normative parents) identified talking back, bad attitude, and bad attitude at school as among the three biggest problems.

3.) Identify one issue from the top three that you would like to discuss today with the adolescent.

Parent Issues Checklist Top Issue Today						
Variable	0=No-Not Discussed 1=Yes-Discussed		DF	Chi Square Statistic	P-value	N
	Normative Proportions	Control Proportions				
Using the Telephone: Todays Issue (p9n1C)	0.10	0.08	1	0.16	0.687	351
Doing Homework: Todays Issue (p9n2C)	0.03	0.03	1	0.14	0.709	351
Cleaning Up Bedroom: Todays Issue (p9n3C)	0.14	0.05	1	7.08	0.008	351
Money Issues: Todays Issue (p9n4C)	0.09	0.05	1	1.61	0.204	351
Table Manners: Todays Issue (p9n5C)	0.00	0.00	1	0.53	0.468	351
Picking Books: Todays Issue (p9n6C)	0.00	0.00	1	0.53	0.468	351
Helping Out: Todays Issue (p9n7C)	0.13	0.11	1	0.54	0.462	351
Making Noise: Todays Issue (p9n8C)	0.01	0.01	1	0.00	0.967	351
Food or Mealtimes: Todays Issue (p9n9C)	0.01	0.01	1	0.00	0.967	351
How to Spend Free Time: Todays Issue (p9n10C)	0.03	0.02	1	0.33	0.568	351
Talking Back/Arguing: Todays Issue (p9n11C)	0.06	0.12	1	3.25	0.072	351
Using the TV: Todays Issue (p9n12C)	0.00	0.02	1	2.94	0.086	351
Friends: Todays Issue (p9n13C)	0.03	0.07	1	2.70	0.101	351
Bothering Family: Todays Issue (p9n14C)	0.01	0.02	1	0.07	0.793	351
Bad Attitude: Todays Issue (p9n15C)	0.03	0.05	1	1.33	0.250	351
Time for Going to Bed: Todays Issue (p9n16C)	0.01	0.02	1	0.43	0.511	351
Lying: Todays Issue (p9n17C)	0.02	0.00	1	2.13	0.145	351
Swearing: Todays Issue (p9n18C)	0.01	0.01	1	0.16	0.688	351
Care of Possessions: Todays Issue (p9n19C)	0.02	0.00	1	2.67	0.102	351
Using the Stereo/Radio: Todays Issue (p9n20C)	0.00	0.02	1	2.94	0.086	351
Fighting with Siblings: Todays Issue (p9n21C)	0.14	0.10	1	1.15	0.283	351
Bad Attitude at School: Todays Issue (p9n22C)	0.00	0.08	1	16.01	0.000	351
Personal Cleanliness: Todays Issue (p9n23C)	0.00	0.02	1	2.94	0.086	351
Being on Time: Todays Issue (p9n24C)	0.03	0.05	1	0.45	0.501	351
Low Grades: Todays Issue (p9n25C)	0.06	0.04	1	0.38	0.539	351
Clothing: Todays Issue (p9n26C)	0.04	0.02	1	1.33	0.248	351
Messing up the House: Todays Issue (p9n27C)	0.03	0.04	1	0.28	0.594	351

In the normative group, the issues that parents most wanted to discuss were “Helping out” (.13) and “Fighting with siblings” (.13), followed by “Cleaning up bedroom” (.12). For the control group, the top issue for discussion was “Talking back/arguing” (.12), followed by “Helping out” (.11) and “Fighting with siblings” (.10).

Chi-square tests of response frequency for the normative group and the control group resulted in significant values for two items: item p9n3C (Cleaning up room) and p9n22C (Bad attitude at school).

Parents from the normative sample were more likely to choose cleaning up the bedroom as the issue to discuss than were parents in the control group, while parents in the control group were more likely than parents in the normative sample to choose having a bad attitude at school as the issue to discuss.

V. Recommendations for Use

For the first exercise with the Parent Issues Checklist (“Identify issues that were discussed in the past month”), only 5 of the 27 items distinguish between normative and control groups for Year 9, based on chi-square test results. Analysts should use this measure as indicated via the three-step instructions.

VI. Item and Scale Means and SDs

Means are not calculated for this measure since the responses are dichotomous.

VII. Item and Scale Correlations

Correlations are not calculated for this measure.