

Parent Questionnaire (Grade 4+)

Grade 4/Year 5

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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 Standard Deviations
- VII. Scale Correlations

Citation

Instrument

Strayhorn, J.M. & Weidman, C.S. (1988). Parent Practices Scale, revised version by the Conduct Problems Research Group (1990), as the Parent Questionnaire (Grade 4+).

Report

Doyle, S.R. & McCarty, C.A. (2000). Parent Questionnaire (Grade 4+) (Technical Report) [Online]. Available: <http://www.fasttrackproject.org/>

Data Sources

Raw: p5j

Scored: prq5

I. Scale Description

The Parent Questionnaire is an adaptation of Strayhorn and Weidman's (1988) Parent Practices Scale, which consists of 34 items related to parenting behaviors and cognitions based on parent training goals and preschool-aged children. The Parent Questionnaire (Grade 4+) is a 25-item revised version of the 27-item Parent Questionnaire first administered to parents of children in Year 1, Kindergarten. This revised version consists of items on a 5-point rating scale, ranging from 0 "Never" to 5 which indicates either "Many times each day" or "All the time" depending on the particular item content.

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 sample size (including an overlap of 71 respondents) is 420, with 349 Normative and 139 High Risk Control subjects. The Normative sample consists of 173 (49.57%) males, with an ethnic breakdown of 157 (44.99%) Black, 177 (50.72%) White and 15 (4.29%) others. The High Risk Control sample consists of 101 (72.66%) males, with an ethnic breakdown of 64 (46.04%) Black, 72 (51.80%) White and 3 (2.16%) other races. The total sample had almost an equal percentage of respondents from the four different sites: Durham (28.06%), Nashville (22.78%), Pennsylvania (26.38%) and Seattle (22.78%).

III. Scaling

The scaling of the 20 items of this questionnaire was based on previously derived dimensions or constructs on the original Year 1 measure. A single confirmatory factor analysis (CFA), utilizing a maximum-likelihood estimation procedure, was used to assess statistical support for the three scales for the Parent Questionnaire which were originally obtained from confirmatory factor analyses on items designated a priori as measures of either Appropriate / Consistent Discipline, Warmth / Involvement and Harsh / Physical Discipline. The constructs were tested together, with 3 correlated scales assumed. A simple measurement model was utilized, allowing for intercorrelations among the dimensions (exogenous variables) and individual error components for each item. Two additional items are used to measure Inter-Parental Consistency (for two parent families only). Three items were not used in the scaling to be consistent with the original procedure and measurement model utilized with Year 1 data. A more detailed description of the results of the CFA can be found in the addendum. The scales and their associated reliability estimates are:

Scales	Normative (n=349)	High Risk Control (n=139)
Appropriate / Consistent Discipline (Items 24r,25r,14,15,16r,18r,21r)*	.71	.73
Warmth / Involvement (Items 1,2,3,4,8,9,10,11r,12)*	.76	.77
Harsh / Physical Discipline (Items 6,7,13,14)	.42	.37
* r – item scale reversed		
Inter-Parental Consistency (Items 22 & 23)	<i>Inter-item Correlation</i> .56 (n=213)	.74 (n=71)

IV. **Differences Between Groups**

A series of independent t-tests were conducted to assess differences on the scale scores between the Normative and High Risk Control samples. For these analyses, the Normative sample consisted of only Low Risk respondents, excluding 71 High Risk subjects previously included in the Normative sample. Results indicated statistically different mean scale scores on all measures, with the Low-Risk normative sample revealing higher mean scores on the positive parenting scales and a lower mean score on the one negative parenting scale.

Low-Risk Normatives (n=278) vs High Risk Controls (n=139)

Scale	<u>t-test</u>	<u>df</u>	<u>p-value</u>	Means	
				<u>Low-Risk Normative</u>	<u>High-Risk Control</u>
Appropriate / Consistent Discipline	4.07	414	<.0001	3.6588	3.4152
Warmth / Involvement	3.64	415	.0003	2.7940	2.5963
Harsh / Physical Discipline	-4.23	415	<.0001	0.7587	0.9550
Inter-Parental Consistency**	2.12	249	.0349	2.9667	2.6972

** Normative (n=180) & High Risk Control (n=71)

V. **Recommendations for Use**

The Parent Questionnaire is a measure of the parent's perception of four aspects of parenting behavior. It can be used to identify three dimensions fundamental to parenting behavior and goals and to inter-parental consistency in behaviors when there is more than one primary caregiver for the child. Specifically, the Parent Questionnaire can be used as a general measure of the parent's appropriate and consistent discipline, their warmth and involvement with the child and the parent's self-report of harsh or physical discipline toward the child.

VI. Item and Scale Means and Standard Deviations (Std)

Descriptive indices for the 22 items, and the scale scores are presented below. Scale scores were calculated when at least 50% of the items comprising the scale were not missing. Note that the data from the Normative sample reported below includes the 71 High-Risk subjects excluded from the group analyses reported above.

	Normative		High Risk Control	
	Mean	Std	Mean	Std
<i>Average Scale Score for Appropriate / Consistent Discipline</i>	3.603	0.585	3.415	0.620
	(n=348)		(n=139)	
24r. How often when you discipline your child, does s/he ignore the punishment?	4.233	0.905	3.921	0.986
	(n=348)		(n=139)	
25r. How often do you have to discipline your child repeatedly for the same thing?	3.758	1.011	3.317	1.029
	(n=349)		(n=139)	
14. When you give your child a command or order to do something, what fraction of the time do you make sure that your child does it?	3.201	0.837	3.036	0.928
		(n=349)		(n=139)
15. If you tell your child s/he will get punished if s/he doesn't stop doing something, and s/he keeps doing it, how often will you punish him/her?	2.839	1.034	2.791	1.060
	(n=349)		(n=139)	
16r. How often does your child get away with things that you feel should have been punished?	3.716	0.965	3.525	0.950
	(n=348)		(n=139)	
18r. How often do you feel you are having problems managing your child in general?	3.595	1.079	3.597	1.102
	(n=348)		(n=139)	
21r. How often is your child able to get out of a punishment when s/he really sets his/her mind to it?	3.885	0.958	3.732	0.978
		(n=347)		(n=138)
 <i>Average Scale Score for Warmth / Involvement</i>	 2.744	 0.522	 2.596	 0.541
	(n=349)		(n=139)	
1. How often do you praise your child, by saying something like "Good for you" or "What a nice thing you did!" "Thank you!" or "That's good going!"	2.984	0.876	2.885	0.885
	(n=349)		(n=139)	
2. How often do you tell your child about your own experience, by saying something like, "I just saw a pretty bird outside" or "I exercised so hard that I got really tired."	2.619	1.000	2.561	0.986
	(n=349)		(n=139)	
3. How often do you and your child talk or play with each other, focusing attention on each other for five minutes or more, just for fun?	2.745	0.932	2.518	0.912
	(n=349)		(n=139)	
4. How often do you and your child laugh together?	3.339	0.811	3.209	0.812
	(n=348)		(n=139)	
8. How often do you get to do something special with your child that he or she enjoys?	1.940	0.945	1.863	0.957
	(n=348)		(n=139)	
9. How often do you play sports, hobbies, or games with your child?		1.865	0.951	1.633
	(n=349)		(n=139)	1.008
10. When you and your child set out to do something fun together, what fraction of the time does it actually turn out to be fun?	3.092	0.745	2.986	0.771
	(n=349)		(n=139)	
11r. What fraction of the time are you too worn out and exhausted to do something fun with your child?	3.510	0.940	3.237	1.054
	(n=349)		(n=139)	
12. Of all the times that you talk to your child about his or her behavior, what fraction are praise?	2.637	0.783	2.475	0.774
	(n=347)		(n=139)	
 <i>Average Scale Score for Harsh / Physical Discipline</i>	 0.801	 0.453	 0.955	 0.488
	(n=348)		(n=139)	
6. How often do you tell your child you may leave him or her if he or she doesn't behave better?	0.164	0.557	0.317	0.790
	(n=348)		(n=139)	
7. How often do you tell your child that he is bad or that he/she is not as good as others?	0.221	0.662	0.324	0.782
	(n=348)		(n=139)	
13. Of all the times that you talk to your child about his or her behavior, what fraction	1.447	0.820	1.633	0.809

are disapproval?	(n=349)	(n=139)		
17. How often do you get angry when you punish your child?	.839	1.034	1.547	0.965
	(n=348)	(n=139)		
<i>Average score for Inter-Parental Consistency</i>	2.918	0.894	2.697	1.026
	(n=213)	(n=71)		
22. If there is a discipline problem how often do the two of you (parents) agree on what to do?	2.854	1.029	2.662	1.041
	(n=213)	(n=71)		
23. If there is a discipline problem, how often do you generally go along with what your partner has done?	2.986	0.995	2.750	1.160
	(n=214)	(n=72)		

VII. Scale Correlations

Normative sample above diagonal, High Risk Control sample below diagonal.

	Appropriate / Consistent Discipline	Warmth / Involvement	Harsh / Physical Discipline	Inter-Parental Consistency
Appropriate / Consistent Discipline	-	.267 (n=348)	-.315 (n=348)	.358 (n=212)
Warmth / Involvement	.224 (n=139)	-	-.218 (n=349)	.280 (n=213)
Harsh / Physical Discipline	-.286 (n=139)	.031 (n=139)	-	-.172 (n=213)
Inter-Parental Consistency	.456 (n=71)	.318 (n=71)	-.186 (n=71)	-

III. References

Strayhorn, J.M. & Weidman, C.S. (1988). A Parent Practices Scale and its relation to parent and child mental health. *Journal of the American Academy of Child and Adolescent Psychiatry*, 27, 613-618.