

Parent Questionnaire (Grade 4+), Grade 5 Update
Grade 5/Year 6

FAST Track Project Technical Report *Addendum*
Suzanne Doyle & Cari McCarty
January 2001

Table of Contents

- I. Scale Description
- II. Scaling Results
- III. References

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+), Grade 5 Update (Technical Report Addendum) [On-line]. Available: <http://www.fasttrackproject.org/>

Data Sources

Raw: p6j

Scored: prq6

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. Scaling Results

This addendum to the technical report is an update, based upon Year 6, Cohort 1 data, Normative sample (n=337). A more detailed description of the sample can be found in the technical report. Three scales for the Parent Questionnaire (Grade 4+) 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. Two additional items are used to measure Inter-Parental Consistency (for two parent families only). Additionally, three items were not used in the scaling to be consistent with the original procedure and measurement model utilized with Year 1 data.

The scales for this updated Grade 4+ version were obtained by using a confirmatory factor analysis (CFA) with maximum-likelihood estimation with data from Year 6, Normative sample. 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. The standardized loading coefficients of the CFA are presented below.

Table 1: Results of Confirmatory Measurement Model, GFI=.848, RMR=0.071
Normative Sample (n=337)

| Item | | |
|------|--|------|
| No. | Factor 1 : <i>Appropriate / Consistent Discipline</i> (Alpha=.67) | |
| 24r. | How often when you discipline your child, does s/he ignore the punishment? | .670 |
| 25r. | How often do you have to discipline your child repeatedly for the same thing? | .549 |
| 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? | .420 |
| 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? | .291 |
| 16r. | How often does your child get away with things that you feel should have been punished? | .513 |
| 18r. | How often do you feel you are having problems managing your child in general? | .314 |
| 21r. | How often is your child able to get out of a punishment when s/he really sets his/her mind to it? | .570 |
| Item | | |
| No. | Factor 2 : <i>Warmth / Involvement</i> (Alpha=.80) | |
| 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!" | .669 |
| 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." | .499 |
| 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? | .653 |
| 4. | How often do you and your child laugh together? | .650 |
| 8. | How often do you get to do something special with your child that he or she enjoys? | .531 |
| 9. | How often do you play sports, hobbies, or games with your child? | .489 |
| 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? | .435 |
| 11r. | What fraction of the time are you too worn out and exhausted to do something fun with your child? | .337 |
| 12. | Of all the times that you talk to your child about his or her behavior, what fraction are praise? | .639 |
| Item | | |
| No. | Factor 3 : <i>Harsh / Physical Discipline</i> (Alpha=.44) | |
| 6. | How often do you tell your child you may leave him or her if he or she doesn't behave better? | .301 |
| 7. | How often do you tell your child that he is bad or that he/she is not as good as others? | .347 |
| 13. | Of all the times that you talk to your child about his or her behavior, what fraction are disapproval? | .412 |

17. How often do you get angry when you punish your child? .530

Table 2: Correlations Among Exogenous Variables

Appropriate / Consistent Discipline & Warmth / Involvement .317
Appropriate / Consistent Discipline & Harsh / Physical Discipline -.782
Warmth / Involvement & Harsh / Physical Discipline -.463

Item

No. Inter-item Correlation for *Inter-Parental Consistency* (n=213) .557

22. If there is a discipline problem how often do the two of you (parents) agree on what to do?

23. If there is a discipline problem, how often do you generally go along with what your partner has done?

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.