

Problem Solving Discussion Rating – Child

Grade 5/Year 6

FAST Track Project Technical Report

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Citation

Instrument

Oregon Social Learning Center (OSLC, 1991), Project LIFT: Problem Solving Discussion Rating, response format revised by the Conduct Problems Prevention Research Group (1996), as the Problem Solving Discussion Rating – (Grade 5+)

Report

Doyle, S.R. & McCarty, C.A. (2000). Problem Solving Discussion Rating – Child (Grade 5+) (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

Data Sources

Raw: p6m

Scored: psc6

I. Scale Description

The Problem Solving Discussion Rating scale consists of a list of 7 questions concerning problem solving issues within the family. It was administered to the child and one parent in each family at grade 5, immediately following the problem-solving discussion task of the Parent-Child Interaction Task. This rating scale is a modification of a 6-item instrument developed by the Oregon Social Learning Center (1991). For each question, the respondent rates the issue on a five point scale. The particular rating scale differs by item.

II. Report Sample

This technical report is based upon Year 6, Cohort 1 data, including both High-Risk Control and Normative samples. With missing cases excluded, the total N (including overlap) was 379, with 315 Normative and 126 High-Risk Control youth. 84 cases (17.9% of the cohort) were missing observations for the entire measure, including 72 Normative youth and 29 High-Risk youth. Most of the missing data are assumed to have resulted from natural attrition from baseline at Year 1. The Normative sample consists of 156 (49.52%) males, with an ethnic breakdown of 146 (46.35%) Black, 158 (50.16%) White

and 11 (3.49%) others. The High-Risk Control sample consists of 90 (71.43%) males, with an ethnic breakdown of 59 (46.83%) Black, 64 (50.79%) White and 3 (2.38%) other races. The total sample had almost an equal percentage of respondents from the four different sites: Durham (28.76%), Nashville (22.69%), Pennsylvania (25.86%) and Seattle (22.69%).

III. Scaling

A single confirmatory factor analysis (CFA), utilizing a least-squares estimation procedure was used to assess statistical support for the dimension of “Problem Solving”, which consisted of the first 5 items. The remaining two items were retained as single indicators of “type of discussion” and “frequency of family problem solving”. The results of the scaling and reliability assessment for the first 5 items and the correlation of the remaining two items, for both the Normative and High Risk Control samples are presented below.

	Normative (n=315)	High Risk Control (n=126)
Problem Solving (CFA standardized loadings)		
1. How well did you understand what the problem was?	.478	.390
2. How much did you agree on a solution?	.676	.574
3. Do you think you came up with some reasonable solutions?	.525	.698
4. How satisfied were you with this discussion?	.697	.698
5. Did you agree to take some action as a result of this discussion?	.697	.678
GFI	.998	.994
RMR	.022	.044
Reliability	.751	.744

Additional Items	<i>Inter-item correlations</i>	.252	.161
6. How much was this discussion like those you have at home?			
7. How often does your family talk about problems together to try and solve them?			

IV. Differences Between Groups

A series of independent t-tests were conducted to assess differences between the Normative and High Risk Control samples. For these analyses, the Normative sample consisted of only Low Risk respondents, excluding 62 High Risk subjects previously included in the Normative sample. Results did not indicate any statistically significant differences:

Low-Risk Normatives (n=253) vs High Risk Controls (n=126)

Scale		t-test	df	p-value	Means	
					Low-Risk Normative	High-Risk Control
Problem Solving	0.54	377	.5920	3.985	3.944	
Individual Items						
6. Type of Discussion		1.48	219	.1407*	3.518	3.318
7. Frequency of Family Problem Solving		1.00	377	.3164	3.550	3.437

* T-test with Satterthwaite correction for degrees of freedom (df) given statistical inequality of variances.

V. Recommendations for Use

This version of the Problem Solving Discussion Rating scale is a measure of the child's perception concerning the effects of just-completed problem-solving discussion with his or her primary caregiver. The Problem Solving Scale score can be used as a general measure of problem solving, and individual items can be used to assess the parent's ratings on problem understanding, agreement on solutions, type and satisfaction with the problem solving discussion and frequency of problem solving within the family. Additionally, since the ratings are obtained on both the parent and the child, the scale and item reponses presented here can be used to make a direct comparison between the responses by the primary caregiver and the child.

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

Descriptive indices for the 7 items, and the scale score for "Problem Solving" are presented below. Note that the data from the Normative sample reported below includes the 62 High-Risk subjects excluded from the group analyses reported above.

	Normative (n=315)		High Risk Control (n=126)	
	<u>Mean</u>	<u>Std</u>	<u>Mean</u>	<u>Std</u>
Problem Solving				
<i>Average Scale Score of Problem Solving</i>	3.974	0.681	3.944	0.733
1. How well did you understand what the problem was?	4.133	0.938	4.048	1.003
2. How much did you agree on a solution?	3.850	1.017	3.856	1.075
3. Do you think you came up with some reasonable solutions?	4.032	0.934	3.968	1.050
4. How satisfied were you with this discussion?	3.825	0.967	3.801	1.066
5. Did you agree to take some action as a result of this discussion?	4.032	0.940	4.056	0.998
Additional Items				
6. How much was this discussion like those you have at home?	3.492	1.166	3.317	1.300
7. How often does your family talk about problems together to try and solve them?	3.530	1.038	3.437	1.054

VII. Scale Correlations

Normative sample (n=315) above diagonal, High Risk Control sample (n=126) below diagonal.

	Problem Solving Scale	Type of Discussion	Frequency of Family Problem Solving
Problem Solving Scale	-	.403	.319
Type of Discussion	.327	-	.252
Frequency of Family Problem Solving	.146	.161	-