

Problem Solving Discussion Rating – Child (Grade 8, Year 9 Update)

**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

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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 5-point scale. The particular rating scale differs by item.

II. Report Sample

This technical report is based upon Year 9, Cohort 1 data, including both High-Risk Control and Normative samples. With missing cases excluded, the total N (including overlap) was 343, with 282 Normative and 118 High-Risk Control youth. 120 cases (25.9% of the cohort) were missing observations for the entire measure, including 105 Normative youth and 37 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 139 (49.29%) males, with an ethnic breakdown of 124 (43.97%) Black, 149 (52.84%) White and 9 (3.19%) others. The High-Risk Control sample consists of 83 (70.34%) males, with an ethnic breakdown of 52 (44.07%) Black, 65 (55.08%) White and 1 (0.85%) other races. The total sample had slightly higher percentages for two sites: Durham (28.57%) and Pennsylvania (28.57%) than for Nashville (20.41%) and Seattle (22.45%).

III. Scaling

Scaling was accomplished through a single confirmatory factor analysis [see Problem Solving Discussion Rating – Parent (Grade 5+)] which utilized a least-squares estimation procedure 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 reliability assessment for the first 5 items and the correlation of the remaining 2 items, for both the Normative and High-Risk Control samples are presented below.

	Normative	High Risk
	(n=282)	(n=118)
Control		
Problem Solving		
1. How well did you understand what the problem was?		
2. How much did you agree on a solution?		
3. Do you think you came up with some reasonable solutions?		
4. How satisfied were you with this discussion?		
5. Did you agree to take some action as a result of this discussion?		
Reliability	.804	.815
 Additional Items	 <i>Inter-item correlations</i>	 .374 .388
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 57 High-Risk subjects previously included in the Normative sample. Results indicated no statistically significant differences:

Low-Risk Normatives (n=225) vs High-Risk Controls (n=117)

Scale	<u>t-test</u>	<u>df</u>	<u>p-value</u>	<u>Means</u>	
				<u>Low-Risk Normative</u>	<u>High-Risk Control</u>
Problem Solving	0.23	341	.8192	3.789	3.770
Individual Items					
6. Type of Discussion	1.27	206	.2065	3.474	3.316
7. Frequency of Family Problem Solving	0.34	341	.7345	3.354	3.316

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 child’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 responses 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 (SD)

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 57 High-Risk subjects excluded from the group analyses reported above.

	Normative (n=282)		High Risk Control (n=117)		
	Mean	SD	Mean	SD	
Problem Solving					
<i>Average Scale Score of Problem Solving</i>	3.761	0.731	3.770	0.759	
1. How well did you understand what the problem was?	4.163	0.914	4.103	0.904	
2. How much did you agree on a solution?	3.557	1.043	3.650	1.037	
3. Do you think you came up with some reasonable solutions?	3.786	0.955	3.802	1.006	
4. How satisfied were you with this discussion?	3.496	0.944	3.462	0.952	
5. Did you agree to take some action as result of discussion?	3.801	1.014	3.838	1.098	
Additional Items					
6. How much was this discussion like those you have at home?		3.429	1.072	3.316	1.127
7. How often does your family talk about problems together to try and solve them?	3.343	0.954	3.316	1.031	

VII. Scale Correlations

Normative sample (n=282) above diagonal, High Risk Control sample (n=117) below diagonal.

	Problem Solving Scale	Type of Discussion	Frequency of Family Problem Solving
Problem Solving Scale	-	.336	.376
Type of Discussion	.413	-	.374
Frequency of Family Problem Solving	.391	.388	-