

## **Supervision Questionnaire – Child (Grade 9, Year 10 Update)**

**Fast Track Project Technical Report  
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### **Citation**

#### Instrument

Loeber, Farrington, Stouthamer-Loeber & van Kammen (1998). Original measure is the Supervision/Involvement Scale of the Pittsburgh Youth Study. Revised version by the Conduct Problems Prevention Research Group (1995), Supervision Questionnaire – Child (Grade 4+).

#### Report

Doyle, S.R. & McCarty, C.A. (2001). Supervision Questionnaire – Child (Grade 9, Year 10 Update) (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

### **I. Scale Description**

The Supervision Scale - Child Grade 4+ version is an 18-item measure developed for this project to assess facets of parenting supervision and involvement. The questionnaire is a revised version of the Supervision/Involvement Scale of the Pittsburgh Youth Study (Loeber, Farrington, Stouthamer-Loeber & van Kammen, 1998), which is related to family factors associated with delinquency (Loeber & Stouthamer-Loeber, 1986) and is based on the Moos' Family Environment Scale (Moos & Moos, 1975) and the Skinner, Steinhauer, and Santa-Barbara's (1983) Family Assessment Measure. The questions in this revised 18-item questionnaire generally assess the child's perception of the primary caregiver's knowledge of his/her whereabouts, the amount of discussion and planning regarding communication of his/her whereabouts, the amount of time that the youth is unsupervised and the parent's knowledge of the youth's friends.

Seven items in this revised questionnaire were not used in the scaling. Six items were not considered because the response format required either the specific indication of the time of day the child is expected home on school or weekend nights (items 5 and 7, respectively) or the responses were coded as categorical (items 14, 15, 16 and 18). For consistency with previous analyses, one item (10) was eliminated because of a high level of missing data at previous Grades 4 and 5 [see Supervision Questionnaire - Child (Grade 4+); Supervision Questionnaire - Child (Grade 5 Update)]. The responses to the remaining 11 items used for scaling are coded on item-specific 5-point scales, where 1 represents 'Almost Never' and 5 represents 'Almost Always'. In previous analyses in Grades 4 and 5, two of these items (3 and 9) failed to demonstrate any statistically significant relation to the other 9 items and are not considered to be representative of any specific dimension or construct. However, these two items were retained and suggested as important individual indicators of the child's perception of parental supervision.

### **II. Report Sample**

This technical report is based upon Year 10, Cohort 1 data, including both High-Risk Control and Normative samples. With missing cases excluded, the total sample size (including an overlap of 59

respondents) is 359, with 297 Normative and 121 High-Risk Control subjects. The Normative sample consists of 145 (48.82%) males, with an ethnic breakdown of 135 (45.45%) Black, 151 (50.84%) White and 11 (3.70%) others. The High-Risk Control sample consists of 84 (69.42%) males, with an ethnic breakdown of 53 (43.80%) Black, 65 (53.72%) White and 3 (2.48%) other races. The total sample had slightly higher percentages of respondents from two sites: Durham (30.08%) and Pennsylvania (27.02%) than for Nashville (19.50%) and Seattle (23.40%).

### III. Scaling

The scaling of the 11 items of this questionnaire was based on previously derived dimensions or constructs on the original measures (Loeber et al, 1998). A single confirmatory factor analysis (CFA), utilizing a least-squares estimation procedure was used to assess statistical support for the dimension of "Supervision / Involvement" at Grades 4 and 5 [see Supervision Questionnaire - Child (Grade 4+); Supervision Questionnaire - Child (Grade 5 Update)]. The constructs of "Discussing Daily Activities" and "Curfew Time" each consisted of only two items and reliability estimates are based on the inter-item correlations. The results of the reliability assessment for these 11 items, for both the Normative and High-Risk Control samples are presented below.

	Normative n=297	High Risk Control n=121
<b>Supervision / Involvement</b>		
8. If you did not come home by the time that you were supposed to be in, would your _____ know?		
11. Does your _____ know who you are with when you are away from home?		
12. When you are out, does your _____ know what time you will be home?		
13. When your _____ is not home, do you know how to get in touch with him/her?		
17. When you and your _____ are both at home, does she/he know what you are doing?		
Reliability	.722	.707
 <b>Discussing Daily Activities</b>		
	<i>Inter-item correlations</i>	
1. In the past 6 months, how often did your _____ talk to you about what you were going to do for the coming day?	.586	.525
2. In the past 6 months, how often did your _____ talk with you about what you had actually done during the day?		
 <b>Curfew Time</b>		
	<i>Inter-item correlations</i>	
4. Do you have a set time to be home on school nights?	.583	.591
6. Do you have a set time to be home on weekend nights?		

### 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 59 High-Risk subjects previously included in the Normative sample. Results indicated one statistically significant higher mean scale scores for the Low-Risk Normative sample on the "Discussing Daily Activities" construct:

Low-Risk Normatives (n=238) vs High-Risk Controls (n=121)

Scales	t-test	df	p-value	Means	
				Low-Risk Normative	High-Risk Control
Supervision / Involvement	1.84	357	.0663	4.140	3.988

Discussing Daily Activities	2.41	357	.0165	3.424	3.157
Curfew Time	0.64	350	.5242	3.569	3.479
<b>Individual Items</b>					
3. Knowledge of School Activities	1.87	210	.0633*	3.764	3.529
9. Allowed to Leave House	-0.51	356	.6093	3.203	3.281

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

## V. Recommendations for Use

The “Supervision / Involvement” scale is a measure of parental monitoring and can be used to assess the child’s perception of the primary caregiver’s knowledge of the his/her activities and companions. The next two scales also assess aspects of parental monitoring. The “Discussing Daily Activities” scale can be used to evaluate the child’s perception of the frequency of parent-child communication about his/her activities and “Curfew Time” can be used to assess the extent to which the primary caregiver sets regulations on the timing of these activities for the child. Additionally, the scale and item responses presented here can be used to make a direct comparison between the responses by the child and the primary caregiver.

## VI. Item and Scale Means and Standard Deviations (SD)

Descriptive indices for the 11 items, and the scale score for “Supervision / Involvement” and average of the items that measure “Discussing Daily Activities” and “Curfew Time” are presented below. For the scale score, the average was calculated if three or more item responses were available. The two-item average scores were calculated only if both item responses were obtained. Note, that the data from the Normative sample reported below includes the 59 High-Risk subjects excluded from the group analyses reported above.

	Normative		High Risk Control	
	Mean	SD	Mean	SD
<b>Supervision / Involvement</b>				
<i>Average Scale Score of Supervision/Involvement</i>	4.082	0.737	3.988	0.802
	(n=297)		(n=121)	
8. If you did not come home by the time that you were supposed to be in, would your _____ know?	4.262	1.066	4.232	1.082
	(n=279)		(n=112)	
11. Does your _____ know who you are with when you are away from home?	4.152	1.085	4.017	1.197
	(n=297)		(n=121)	
12. When you are out, does your _____ know what time you will be home?	3.879	1.159	3.620	1.312
	(n=297)		(n=121)	
13. When your _____ is not home, do you know how to get in touch with him/her?	4.256	0.949	4.215	1.042
	(n=297)		(n=121)	
17. When you and your _____ are both at home, does she/he know what you are doing?	3.915	0.960	3.925	1.070
	(n=295)		(n=120)	
<b>Discussing Daily Activities</b>				
<i>Average of Discussing Daily Activities Items</i>	3.382	0.974	3.157	1.074
	(n=297)		(n=121)	
1. In the past 6 months, how often did your _____ talk to you about what you were going to do for the coming day?	3.300	1.154	3.124	1.282
	(n=297)		(n=121)	
2. In the past 6 months, how often did your _____ talk with you about what you had actually done during the day?	3.465	1.033	3.190	1.178
	(n=297)		(n=121)	

**Curfew Time***Average of Curfew Time Items*

	3.547	1.241	3.479	1.284
	(n=290)		(n=121)	
4. Does your child have a set time to be home on school nights?	3.861	1.276	3.860	1.325
	(n=294)		(n=121)	
6. Does your child have a set time to be home on weekend nights?	3.220	1.506	3.099	1.551
	(n=291)		(n=121)	

**Individual Items**

9. If your _____ is not at home, are you allowed to leave the house?	3.240	1.353	3.281	1.462
	(n=296)		(n=121)	
3. How often did you _____ talk to you about how things were going at school?	3.716	1.048	3.529	1.184
	(n=296)		(n=121)	

**VII. Scale Correlations**

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

	Supervision/ Involvement	Discussing Daily Activites	Curfew Time
Supervision / Involvement	-	.399 (n=297)	.464 (n=290)
Discussing Daily Activities	.360 (n=121)	-	.259 (n=290)
Curfew Time	.572 (n=121)	.241 (n=121)	-