Supervision Questionnaire – Child (Grade 7, Year 8 Update)

Fast Track Project Technical Report
Suzanne Doyle & Cari McCarty
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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 7, Year 8 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 8,Cohort 1 data, including both High-Risk Control and Normative
samples. With missing cases excluded, the total sample size (including an overlap of 65 respondents) is

385, with 319 Normative and 131 High-Risk Control subjects. The Normative sample consists of 157 (49.22%) males, with an ethnic breakdown of 138 (43.26%) Black, 171 (53.61%) White and 10 (3.13%) others. The High-Risk Control sample consists of 93 (70.99%) males, with an ethnic breakdown of 58 (44.27%) Black, 71 (54.20%) White and 2 (1.53%) other races. The total sample had slightly higher percentages of respondents from the two sites: Durham (28.57%) and Pennsylvania (27.79%) than for Nashville (21.56%) and Seattle (22.08%).

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=319	High-Risk Control n=131
Supervision / Involvement			

 8. If your 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?

		Normative	High-Risk Control
	Reliability	.682	.653

Discussing Daily Activities	*Inter-item correlations*	.528	.449

 1. In the past 6 months, how often did your _____ talk to you about what you
    were going to do for the coming day?
 2. In the past 6 months, how often did your _____ talk with you about what you
    had actually done during the day?

Curfew Time	*Inter-item correlations*	.529	.528

 4. Do you have a set time to be home on school nights?
 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 65 High-Risk subjects previously included in the Normative sample. Results indicated two statistically significant higher mean scale scores for the Low-Risk Normative sample: (1) the "Supervision / Involvement" scale and (2) the "Discussing Daily Activities" construct and a lower mean score of the item "Allowed to Leave House."

Low-Risk Normatives (n=254) vs High Risk Controls (n=131)   Means

Scales	t-test	df	p-value	Low-Risk Normative	High-Risk Control
Supervision / Involvement	3.47	231	.0006*	4.253	3.982
Discussing Daily Activities	2.90	383	.0039	3.364	3.034
Curfew Time	0.81	369	.4173	3.684	3.558
Individual Items					
3. Knowledge of School Activities	1.90	383	.0588	3.835	3.611
9. Allowed to Leave House	-2.14	247	.0332*	2.535	2.855

* 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 reponses 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 "Supervison / 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 65 High-Risk subjects excluded from the group analyses reported above.

	Normative		High Risk Control	
Supervision / Involvement	Mean	SD	Mean	SD
Average Scale Score of Supervision/Involvement	4.312	1.006	4.982	0.759
	(n=319)		(n=131)	
8. If you did not come home by the time that you were supposed to be in, would your _____ know?	4.312	1.006	4.264	1.015
	(n=295)		(n=121)	
11. Does your _____ know who you are with when you are away from home?	4.317	1.029	4.031	1.170
	(n=319)		(n=131)	
12. When you are out, does your _____ know what time you will be home?	4.019	1.090	3.733	1.220
	(n=319)		(n=131)	
13. When your _____ is not home, do you know how to get in touch with him/her?	4.257	1.101	4.099	1.122
	(n=319)		(n=131)	
17. When you and your _____ are both at home, does she/he know what you are doing?	4.051	1.053	3.847	1.092
	(n=316)		(n=131)	
Discussing Daily Activities				
Average of Discussing Daily Activities Items	3.282	1.073	3.034	1.082
	(n=319)		(n=131)	
1. In the past 6 months, how often did your _____ talk to you	3.313	1.206	3.069	1.331

about what you were going to do for the coming day?   (n=319)   (n=131)
2. In the past 6 months, how often did your _____ talk with you   3.251   1.249   3.000   1.209
   about what you had actually done during the day?   (n=319)   (n=131)

Curfew Time
Average of Curfew Time Items   3.658   1.192   3.578   1.195
                                                                         (n=306)   (n=129)
  4. Does your child have a set time to be home on school nights?   3.953   1.280   3.817   1.270
                                                                         (n=316)   (n=131)
  6. Does your child have a set time to be home on weekend nights?   3.371   1.437   3.333   1.454
                                                                         (n=307)   (n=129)

Individual Items
  9. If your _____ is not at home, are you allowed to leave the   2.618   1.333   2.855   1.420
   house?   (n=319)   (n=131)
  3. How often did you _____ talk to you about how things were   3.774   1.078   3.611   1.225
   going at school?   (n=319)   (n=131)

VII. Scale Correlations

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

	Supervision/ Involvement	Discussing Daily Activites	Curfew Time
Supervison / Involvement	-	.422 (n=319)	.241 (n=306)
Discussing Daily Activities	.342 (n=131)	-	.166 (n=306)
Curfew Time	.376 (n=129)	.130 (n=129)	-