

School Adjustment – Parent (Revised)

Grade 10 /Year 11

Fast Track Project Technical Report

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Citation

Instrument

Conduct Problems Prevention Research Group (CPPRG). (1997). *School Adjustment- Parent (Revised)*. Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

Reports

Corrigan, A. (2003). *School Adjustment – Parent (Revised), Grade 10 /Year 11* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/>¹

Maumary-Gremaud, A. (2000). *School Adjustment – Parent, Grade 6 /Year 7* (Fast Track Technical Report) Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/>²

Data Sources

Unscored: P11AI

Scored: SHR11

I. Scale Description

The School Adjustment – Parent questionnaire (revised) is an 18-item scale that evaluates a parent's perceptions of a child's current adjustment to school, and the parent's own adjustment to the school situation. The questionnaire also asks if the child attended school at least part of the last school year, if the child has changed schools, and whether the new school is a new *type* of school for the child, such as middle school. The School Adjustment – Parent questionnaire was created for the Fast Track Project.

Questionnaire items contain statements about school experiences; for example, "My child stayed out of trouble with teachers and the staff at school." The parent selects the response that estimates how true each statement is for the past school year for his/her child. Questionnaire items include statements about the child's academic performance, discipline problems, and interactions with other students and staff. Items also contain statements about the parent's adjustment to the child's school situation and the parent's contact with teachers; for example, "I keep up on what is going on with my child at school." Response choices include: "Strongly Disagree" (1), "Disagree" (2), "Unsure" (3), "Agree" (4), and "Strongly Agree" (5).

A child version of the School Adjustment questionnaire was also administered to children involved in the Fast Track Project. (See the separate technical report for School Adjustment – Child (Revised).) The parent version and the child version have 12 items in common.

¹ This report.

² The Year 7 report.

II. Report Sample

This report contains data collected on Cohort 1, Year 11. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. One hundred forty-one of the 463 are missing responses for the entire School Adjustment – Parent questionnaire, including 96 from the normative group (16 from Durham, 25 from Washington, 29 from Pennsylvania, and 26 from Nashville), and 45 from the control group (including 8 from Durham, 12 from Nashville, 16 from Pennsylvania, and 9 from Washington), with overlap between the normative and control groups. These measures are not included in the analyses.

III. Scaling

A previous study of the School Adjustment – Parent questionnaire (Maumary-Gremaud, 2000) identified two subscales: a Total subscale including Academics, Friends, and General Concerns (containing items 8 through 22 and 25), and Parent-Teacher Contact (items 23 and 24). The ordering of responses in items 8, 13, 14, 15, 17, 18, 19, 20, 22 and 25 was reversed before scoring to provide consistency among all the item responses. Higher scores indicate better school adjustment; lower scores indicate poorer adjustment.

The alpha coefficients for the normative sample and control sample are:

	Normative Sample	Control Sample
Total: Academics, Friends, and General Concerns	0.90	0.88
Parent-Teacher Contact	0.50	0.59

IV. Differences Between Groups

T-tests of means for the normative sample and the high-risk control sample are in the following table. Results show a significant difference between the normative and control groups for the Total subscale.

	Normative Sample		Control Sample		DF	t Value	Pr > t
	Mean	SD	Mean	SD			
Total: Academics, Friends, and General Concerns	3.62	0.67	3.29	0.67	345	-4.22	<.0001
Parent-Teacher Contact	3.73	0.70	3.83	0.79	346	1.25	0.21

Did your child enter a new school?

A summary of response frequencies for the question “Did your child enter a new school?” (Item 6) is in the table:

“Did Your Child Enter a New School?” by Group			
Entered new school Yes=1 No=0	Sample		Total
	Control	Normative	
Frequency			
Col Pct			
Did not enter new school (0)	74 67.89	168 72.10	242 70.76
Entered new school (1)	35 32.11	65 27.90	100 29.24
Total	109	233	342
Frequency Missing =115*			

* “N” (not applicable) answers to this item were also excluded from the analysis.

More normative than control students stayed in the same school in Year 11; however, for this item, with $\chi^2 (1, N = 342) = 0.64, p = 0.42$ the hypothesis of independence between risk category (Normative or Control) and entering a new school cannot be rejected for Year 11 data.

Was it a new kind of school?

A summary of response frequencies for the question “Was it a new *kind* of school, like middle school?” (Item 7) is in the table below. Two respondents who answered “No” to “Did your child enter a new school?” answered “Yes” to “Was it a new kind of school?” These responses are included in the analysis, since some individual school facilities may house different kinds of schools such as elementary and middle.

“New Kind of School, e.g., middle school?” (TYP SCH) by Group			
New type of school Yes=1 No=0	Sample		
Frequency Col Pct	Control	Normative	Total
Not a new type of school (0)	81 75.00	195 82.63	276 80.23
New type of school (1)	27 25.00	41 17.37	68 19.77
Total	108	236	344
Frequency Missing = 115 *			

* “N” (not applicable) answers to this item were also excluded from the analysis

For Item 7 (Was it a new kind of school?), with $\chi^2 (1, N = 344) = 2.72, p = 0.099$, the hypothesis of independence between risk category (Normative or Control) and entering a new type of school cannot be rejected for Year 11.

Did the child attend school at least part of the year? (2000–2001)

Below is a table containing the frequency of responses in normative and control groups to Item 26 (“Did the youth attend school during at least a part of the last school year?”), the chi-square value, and the associated probability.

Did you attend school during at least part of the school year? (Item 27)						
Frequency Col Pct	Control	Normative	Total	DF	X² Value	Prob
No (0)	5 4.35	2 0.83	7 1.97	1	4.97	0.02
Yes (1)	110 95.65	238 99.17	348 98.03			
Total	115	240	355			
Frequency Missing = 263						

More normative than control respondents had children who attended school at least part of the year. With $\chi^2 (1, N = 355) = 4.97, p = 0.02$, the hypothesis of independence between risk category (Normative or High-Risk Control) and attending school during at least part of the year can be rejected.

V. Recommendations for Use

The Total: Academics, Friends, and General Concerns subscale has good internal consistency and is correlated with the Parent-Teacher Contact subscale. T-tests of means for the Total subscale show a significant difference between the normative and control groups. Depending on the construct of interest, this subscale should be useful to analysts.

The Parent-Teacher Contact subscale has low internal consistency. T-tests of means do not suggest that it discriminates well between normative and control samples. Researchers also should keep in mind that this subscale includes only two items.

Chi-square tests for normative and control responses for Item 6 (“Did your child enter a new school?”), Item 7 (“Was it a new *kind* of school, like middle school?”) and Item 26 (“Did the youth attend school during at least a part of the last school year?”) were significant only for Item 26. A larger, statistically significant percent of normative respondents had children who attended school at least part of the year, compared to the control group.

VI. Item and Scale Means and SDs

Item Means and Standard Deviations for Scored Items – School Adjustment Questionnaire Normative Sample, Year 11, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp1 lai8	School year difficult for child	3.36	291	1.28	1.00	5.00
p1 lai9	Child had easy time handling academic demands	3.25	291	1.14	1.00	5.00
p1 lai10	Child got along with friends	4.00	291	0.84	1.00	5.00
p1 lai11	Child stayed out of trouble	3.70	291	1.17	1.00	5.00
p1 lai12	Child had a good year at school	3.64	291	1.17	1.00	5.00
rp1 lai13	School work was really hard for child	3.32	291	1.13	1.00	5.00
rp1 lai14	Other kids tried to make child do bad things	3.65	291	0.99	1.00	5.00
rp1 lai15	Child got into trouble by breaking rules	3.59	291	1.19	1.00	5.00
p1 lai16	Child liked the new things about school	3.62	291	0.92	1.00	5.00
rp1 lai17	Child did not do well in academics	2.95	291	1.34	1.00	5.00
rp1 lai18	Child did not have many friends	3.84	291	0.89	1.00	5.00
rp1 lai19	Teachers were on child because child broke rules	3.91	291	0.97	1.00	5.00
rp1 lai20	Hard for me [parent] to adjust to school situation	3.83	291	1.02	1.00	5.00
p1 lai21	I [parent] adjusted well to changes at school	3.72	290	0.90	1.00	5.00
rp1 lai22	School caused me [parent] hassles	3.91	291	0.94	1.00	5.00
p1 lai23	I [parent] keep up with what is going on at school	4.14	291	0.61	1.00	5.00
p1 lai24	I [parent] have a lot of contact with teachers	3.38	291	1.11	1.00	5.00
rp1 lai25	I [parent] worry about bad things child could get into at school	2.80	291	1.28	1.00	5.00

Item Means and Standard Deviations for Scored Items – School Adjustment Questionnaire Control Sample, Year 11, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp1 lai8	School year difficult for child	2.97	110	1.31	1.00	5.00
p1 lai9	Child had easy time handling academic demands	3.00	110	1.10	1.00	5.00
p1 lai10	Child got along with friends	3.83	110	0.89	1.00	5.00
p1 lai11	Child stayed out of trouble	3.40	110	1.19	1.00	5.00
p1 lai12	Child had a good year at school	3.38	110	1.26	1.00	5.00
rp1 lai13	School work was really hard for child	3.16	110	1.10	1.00	5.00
rp1 lai14	Other kids tried to make child do bad things	3.48	110	1.02	1.00	5.00
rp1 lai15	Child got into trouble by breaking rules	2.92	110	1.26	1.00	5.00
p1 lai16	Child liked the new things about school	3.41	110	0.93	1.00	5.00
rp1 lai17	Child did not do well in academics	2.71	110	1.28	1.00	5.00
rp1 lai18	Child did not have many friends	3.58	110	1.04	1.00	5.00
rp1 lai19	Teachers were on child because child broke rules	3.59	110	1.02	1.00	5.00
rp1 lai20	Hard for me [parent] to adjust to school situation	3.55	110	1.06	1.00	5.00
p1 lai21	I [parent] adjusted well to changes at school	3.48	110	0.95	1.00	5.00
rp1 lai22	School caused me [parent] hassles	3.65	110	1.01	1.00	5.00
p1 lai23	I [parent] keep up with what is going on at school	4.09	110	0.72	1.00	5.00
p1 lai24	I [parent] have a lot of contact with teachers	3.57	110	1.11	1.00	5.00
rp1 lai25	I [parent] worry about bad things child could get into at school	2.52	110	1.20	1.00	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire
Normative Sample, Year 11, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap11tot	Total: Academics, Friends, and General Concerns, Year 11	3.57	290	0.68	1.81	5.00
sap11con	Parent-Teacher Contact, Year 11	3.76	291	0.73	1.00	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire
Control Sample, Year 11, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap11tot	Total: Academics, Friends, and General Concerns, Year 11	3.29	110	0.67	1.25	4.63
sap11con	Parent-Teacher Contact, Year 11	3.83	110	0.79	1.00	5.00

VII. Item and Scale Correlations

**All Subscales – Scored Items
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 347 Prob > r under H0: Rho=0		
	sap11con	sap11tot
sap11con Parent-Teacher Contact Yr 11	1.000	-0.028 0.608
sap11tot Total: Academics, Friends, and General Concerns Yr 11	-0.028 0.608	1.000

**Item Correlations – Scored Items
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 347 Prob > r under H0: Rho=0											
	rp11ai8	p11ai9	p11ai10	p11ai11	p11ai12	rp11ai13	rp11ai14	rp11ai15	p11ai16	rp11ai17	rp11ai18
rp11ai8 School year difficult for child	1.000	0.427 0.000	0.357 0.000	0.365 0.000	0.644 0.000	0.498 0.000	0.260 0.000	0.377 0.000	0.418 0.000	0.478 0.000	0.379 0.000
p11ai9 Child had easy time handling academic demands	0.427 0.000	1.000	0.209 0.000	0.307 0.000	0.543 0.000	0.491 0.000	0.184 0.001	0.267 0.000	0.354 0.000	0.460 0.000	0.233 0.000
p11ai10 Child got along with friends	0.357 0.000	0.209 0.000	1.000	0.372 0.000	0.497 0.000	0.245 0.000	0.281 0.000	0.298 0.000	0.326 0.000	0.177 0.001	0.427 0.000
p11ai11 Child stayed out of trouble	0.365 0.000	0.307 0.000	0.372 0.000	1.000	0.554 0.000	0.189 0.000	0.313 0.000	0.621 0.000	0.321 0.000	0.345 0.000	0.203 0.000
p11ai12 Child had a good year at school	0.644 0.000	0.543 0.000	0.497 0.000	0.554 0.000	1.000	0.397 0.000	0.324 0.000	0.462 0.000	0.556 0.000	0.556 0.000	0.398 0.000
rp11ai13 School work was really hard for child	0.498 0.000	0.491 0.000	0.245 0.000	0.189 0.000	0.397 0.000	1.000	0.201 0.000	0.186 0.001	0.244 0.000	0.399 0.000	0.288 0.000
rp11ai14 Other kids tried to make child do bad things	0.260 0.000	0.184 0.001	0.281 0.000	0.313 0.000	0.324 0.000	0.201 0.000	1.000	0.423 0.000	0.181 0.001	0.280 0.000	0.311 0.000
rp11ai15 Child got into trouble by breaking rules	0.377 0.000	0.267 0.000	0.298 0.000	0.621 0.000	0.462 0.000	0.186 0.001	0.423 0.000	1.000	0.280 0.000	0.344 0.000	0.311 0.000
p11ai16 Child liked the new things about school	0.418 0.000	0.354 0.000	0.326 0.000	0.321 0.000	0.556 0.000	0.244 0.000	0.181 0.001	0.280 0.000	1.000	0.343 0.000	0.422 0.000
rp11ai17 Child did not do well in academics	0.478 0.000	0.460 0.000	0.177 0.001	0.345 0.000	0.556 0.000	0.399 0.000	0.280 0.000	0.344 0.000	0.343 0.000	1.000	0.278 0.000
rp11ai18 Child did not have many friends	0.379 0.000	0.233 0.000	0.427 0.000	0.203 0.000	0.398 0.000	0.288 0.000	0.311 0.000	0.311 0.000	0.422 0.000	0.278 0.000	1.000
rp11ai19 Teachers were on child because child broke rules	0.460 0.000	0.288 0.000	0.342 0.000	0.598 0.000	0.563 0.000	0.209 0.000	0.415 0.000	0.617 0.000	0.380 0.000	0.385 0.000	0.321 0.000
rp11ai20 Hard for me [parent] to adjust to school situation	0.556 0.000	0.385 0.000	0.245 0.000	0.371 0.000	0.651 0.000	0.336 0.000	0.236 0.000	0.430 0.000	0.432 0.000	0.413 0.000	0.386 0.000
p11ai21 I [parent] adjusted well to changes at school	0.520 0.000	0.400 0.000	0.244 0.000	0.346 0.000	0.546 0.000	0.295 0.000	0.291 0.000	0.351 0.000	0.450 0.000	0.350 0.000	0.338 0.000
rp11ai22 School caused me [parent] hassles	0.418 0.000	0.317 0.000	0.229 0.000	0.387 0.000	0.510 0.000	0.274 0.000	0.248 0.000	0.393 0.000	0.394 0.000	0.313 0.000	0.370 0.000
p11ai23 I [parent] keep up with what is going on at school	0.091 0.091	0.110 0.041	0.142 0.008	0.114 0.033	0.146 0.006	0.118 0.028	0.079 0.140	0.113 0.035	0.166 0.002	0.071 0.189	0.152 0.004
p11ai24 I [parent] have a lot of contact with teachers	-0.092 0.087	-0.021 0.697	0.022 0.687	-0.070 0.196	-0.070 0.195	-0.040 0.452	-0.059 0.274	-0.094 0.079	-0.048 0.376	-0.080 0.135	-0.090 0.095
rp11ai25 I [parent] worry about bad things child could get into at school	0.244 0.000	0.165 0.002	0.104 0.053	0.230 0.000	0.264 0.000	0.168 0.002	0.307 0.000	0.278 0.000	0.148 0.006	0.178 0.001	0.164 0.002

Pearson Correlation Coefficients, N = 347 Prob > r under H0: Rho=0							
	rp11ai19	rp11ai20	p11ai21	rp11ai22	p11ai23	p11ai24	rp11ai25
rp11ai8 School year difficult for child	0.460 0.000	0.556 0.000	0.520 0.000	0.418 0.000	0.091 0.091	-0.092 0.087	0.244 0.000
p11ai9 Child had easy time handling academic demands	0.288 0.000	0.385 0.000	0.400 0.000	0.317 0.000	0.110 0.041	-0.021 0.697	0.165 0.002
p11ai10 Child got along with friends	0.342 0.000	0.245 0.000	0.244 0.000	0.229 0.000	0.142 0.008	0.022 0.687	0.104 0.053
p11ai11 Child stayed out of trouble	0.598 0.000	0.371 0.000	0.346 0.000	0.387 0.000	0.114 0.033	-0.070 0.196	0.230 0.000
p11ai12 Child had a good year at school	0.563 0.000	0.651 0.000	0.546 0.000	0.510 0.000	0.146 0.006	-0.070 0.195	0.264 0.000
rp11ai13 School work was really hard for child	0.209 0.000	0.336 0.000	0.295 0.000	0.274 0.000	0.118 0.028	-0.040 0.452	0.168 0.002
rp11ai14 Other kids tried to make child do bad things	0.415 0.000	0.236 0.000	0.291 0.000	0.248 0.000	0.079 0.140	-0.059 0.274	0.307 0.000
rp11ai15 Child got into trouble by breaking rules	0.617 0.000	0.430 0.000	0.351 0.000	0.393 0.000	0.113 0.035	-0.094 0.079	0.278 0.000
p11ai16 Child liked the new things about school	0.380 0.000	0.432 0.000	0.450 0.000	0.394 0.000	0.166 0.002	-0.048 0.376	0.148 0.006
rp11ai17 Child did not do well in academics	0.385 0.000	0.413 0.000	0.350 0.000	0.313 0.000	0.071 0.189	-0.080 0.135	0.178 0.001
rp11ai18 Child did not have many friends	0.321 0.000	0.386 0.000	0.338 0.000	0.370 0.000	0.152 0.004	-0.090 0.095	0.164 0.002
rp11ai19 Teachers were on child because child broke rules	1.000	0.474 0.000	0.407 0.000	0.447 0.000	0.147 0.006	-0.091 0.091	0.298 0.000
rp11ai20 Hard for me [parent] to adjust to school situation	0.474 0.000	1.000	0.645 0.000	0.594 0.000	0.053 0.322	-0.162 0.003	0.253 0.000
p11ai21 I [parent] adjusted well to changes at school	0.407 0.000	0.645 0.000	1.000	0.565 0.000	0.105 0.050	0.019 0.730	0.259 0.000
rp11ai22 School caused me [parent] hassles	0.447 0.000	0.594 0.000	0.565 0.000	1.000	0.098 0.069	-0.118 0.028	0.266 0.000
p11ai23 I [parent] keep up with what is going on at school	0.147 0.006	0.053 0.322	0.105 0.050	0.098 0.069	1.000	0.384 0.000	-0.093 0.082
p11ai24 I [parent] have a lot of contact with teachers	-0.091 0.091	-0.162 0.003	0.019 0.730	-0.118 0.028	0.384 0.000	1.000	-0.186 0.000
rp11ai25 I [parent] worry about bad things child could get into at school	0.298 0.000	0.253 0.000	0.259 0.000	0.266 0.000	-0.093 0.082	-0.186 0.000	1.000