

School Adjustment – Parent (Revised)

Grade 11 /Year 12

Fast Track Project Technical Report

Anne Corrigan

August 8, 2003

Table of Contents

- I. Scale Description
- II. Report Sample
- III. Scaling
- IV. Differences Between Groups
- V. Recommendations for Use
- VI. Item and Scale Means and SD's
- VII. Item and Scale Correlations

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 11 /Year 12* (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: P12AI

Scored: SHR12

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 12. 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 eighty-two of the 463 are missing responses for the entire School Adjustment – Parent questionnaire, including 121 from the normative group (22 from Durham, 31 from Washington, 22 from Pennsylvania, and 46 from Nashville), and 61 from the control group (including 10 from Durham, 21 from Nashville, 15 from Pennsylvania, and 15 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	0.87	0.83
Parent-Teacher Contact	0.63	0.70

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	3.71	0.63	3.40	0.59	310	-4.00	<.0001
Parent-Teacher Contact	3.74	0.86	3.92	0.86	311	1.63	0.1051

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		
Frequency Col Pct	Control	Normative	Total
Did not enter new school (0)	16 57.14	65 85.53	81 77.88
Entered new school (1)	12 42.86	11 14.47	23 22.12
Total	28	76	104
Frequency Missing = 141*			

* “D” (don’t know) answers to this item were also excluded from the analysis.

More normative than control students stayed in the same school in Year 12. With $\chi^2 (1, N = 104) = 9.57, p = 0.002$, the hypothesis of independence between risk category (Normative or Control) and entering a new school can be rejected for Year 12 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.

“New Kind of School, e.g., middle school?” (TYPSCH) by Group			
New type of school Yes=1 No=0	Sample		
Frequency Col Pct	Control	Normative	Total
Not a new type of school (0)	26 92.86	75 100.00	101 98.06
New type of school (1)	2 7.14	0 0.00	2 1.94
Total	28	75	103
Frequency Missing = 141*			

* “D” (don’t know) answers to this item were also excluded from the analysis

More normative than control students stayed in the same *kind* of school in Year 12. For Item 7 (Was it a new kind of school?), with $\chi^2 (1, N = 103) = 5.46, p = 0.019$, the hypothesis of independence between risk category (Normative or Control) and entering a new type of school can be rejected for Year 12.

Did the child attend school at least part of the year? (2001–2002)

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)	8 7.62	10 4.27	18 5.31	1	1.61	0.204
Yes (1)	97 92.38	224 95.73	321 94.69			
Total	105	234	339			
Frequency Missing = 279						

More normative than control respondents had children who attended school at least part of the year; however, this difference is not significant. With $\chi^2 (1, N = 339) = 1.61, p = 0.20$, the hypothesis of independence between risk category (Normative or High-Risk Control) and attending school during at least part of the year cannot be rejected.

V. Recommendations for Use

The Total: Academics, Friends, and General Concerns subscale and the Parent-Teacher Contact subscale are not correlated. The Total subscale has adequate internal consistency. T-tests of means for the Total subscale show a significant difference between the normative and control groups. This subscale may 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. This subscale includes only two items.

Chi-square tests for normative and control responses for Item 6 (“Did your child enter a new school?”) and Item 7 (“Was it a new *kind* of school, like middle school?”) generated significant values. A larger percentage of normative students stayed in the same school and in same *kind* of school in Year 12, compared to control students. The chi-square test for Item 26 (“Did the youth attend school during at least a part of the last school year?”) was not significant.

VI. Item and Scale Means and SDs

Item Means and Standard Deviations for Scored Items – School Adjustment Questionnaire Normative Sample, Year 12, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp12ai8	School year difficult for child	3.46	266	1.27	1.00	5.00
p12ai9	Child had easy time handling academic demands	3.25	265	1.11	1.00	5.00
p12ai10	Child got along with friends	4.01	264	0.83	1.00	5.00
p12ai11	Child stayed out of trouble	3.93	265	1.05	1.00	5.00
p12ai12	Child had a good year at school	3.74	265	1.15	1.00	5.00
rp12ai13	School work was really hard for child	3.41	265	1.08	1.00	5.00
rp12ai14	Other kids tried to make child do bad things	3.87	263	0.98	1.00	5.00
rp12ai15	Child got into trouble by breaking rules	3.79	263	1.27	1.00	5.00
p12ai16	Child liked the new things about school	3.54	263	0.91	1.00	5.00
rp12ai17	Child did not do well in academics	2.99	263	1.38	1.00	5.00
rp12ai18	Child did not have many friends	3.88	263	1.01	1.00	5.00
rp12ai19	Teachers were on child because child broke rules	4.02	263	0.98	1.00	5.00
rp12ai20	Hard for me [parent] to adjust to school situation	4.01	263	1.00	1.00	5.00
p12ai21	I [parent] adjusted well to changes at school	3.73	263	0.97	1.00	5.00
rp12ai22	School caused me [parent] hassles	4.08	263	0.95	1.00	5.00
p12ai23	I [parent] keep up with what is going on at school	4.19	263	0.77	1.00	5.00
p12ai24	I [parent] have a lot of contact with teachers	3.38	263	1.24	1.00	5.00
rp12ai25	I [parent] worry about bad things child could get into at school	3.03	263	1.31	1.00	5.00

Item Means and Standard Deviations for Scored Items – School Adjustment Questionnaire Control Sample, Year 12, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp12ai8	School year difficult for child	3.11	94	1.29	1.00	5.00
p12ai9	Child had easy time handling academic demands	3.02	94	1.07	1.00	5.00
p12ai10	Child got along with friends	3.76	93	0.99	1.00	5.00
p12ai11	Child stayed out of trouble	3.49	93	1.11	1.00	5.00
p12ai12	Child had a good year at school	3.28	94	1.18	1.00	5.00
rp12ai13	School work was really hard for child	3.16	94	1.07	1.00	5.00
rp12ai14	Other kids tried to make child do bad things	3.61	93	0.97	1.00	5.00
rp12ai15	Child got into trouble by breaking rules	3.24	93	1.34	1.00	5.00
p12ai16	Child liked the new things about school	3.41	94	0.96	1.00	5.00
rp12ai17	Child did not do well in academics	2.66	94	1.35	1.00	5.00
rp12ai18	Child did not have many friends	3.77	93	0.90	2.00	5.00
rp12ai19	Teachers were on child because child broke rules	3.75	93	1.03	1.00	5.00
rp12ai20	Hard for me [parent] to adjust to school situation	3.79	93	1.07	1.00	5.00
p12ai21	I [parent] adjusted well to changes at school	3.71	92	0.88	1.00	5.00
rp12ai22	School caused me [parent] hassles	3.72	93	1.11	1.00	5.00
p12ai23	I [parent] keep up with what is going on at school	4.21	92	0.75	2.00	5.00
p12ai24	I [parent] have a lot of contact with teachers	3.63	92	1.17	1.00	5.00
rp12ai25	I [parent] worry about bad things child could get into at school	2.93	93	1.34	1.00	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire
Normative Sample, Year 12, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap12tot	Total: Academics, Friends, and General Concerns, Year 12	3.67	262	0.63	2.13	5.00
sap12con	Parent-Teacher Contact, Year 12	3.78	263	0.88	1.00	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire
Control Sample, Year 12, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap12tot	Total: Academics, Friends, and General Concerns, Year 12	3.41	92	0.59	1.81	5.00
sap12con	Parent-Teacher Contact, Year 12	3.92	92	0.86	1.50	5.00

VII. Item and Scale Correlations

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

Pearson Correlation Coefficients, N = 312 Prob > r under H0: Rho=0		
	sap12con	sap12tot
sap12con Parent-Teacher Contact Yr 12	1.000	0.122 0.032
sap12tot Total: Academics, Friends, and General Concerns Yr 12	0.122 0.032	1.000

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

Pearson Correlation Coefficients, N = 312 Prob > r under H0: Rho=0											
	rp12ai8	p12ai9	p12ai10	p12ai11	p12ai12	rp12ai13	rp12ai14	rp12ai15	p12ai16	rp12ai17	rp12ai18
rp12ai8 School year difficult for child	1.000	0.353 0.000	0.323 0.000	0.371 0.000	0.614 0.000	0.371 0.000	0.355 0.000	0.324 0.000	0.319 0.000	0.470 0.000	0.300 0.000
p12ai9 Child had easy time handling academic demands	0.353 0.000	1.000	0.203 0.000	0.219 0.000	0.431 0.000	0.365 0.000	0.198 0.000	0.168 0.003	0.312 0.000	0.422 0.000	0.115 0.043
p12ai10 Child got along with friends	0.323 0.000	0.203 0.000	1.000	0.402 0.000	0.415 0.000	0.154 0.006	0.277 0.000	0.272 0.000	0.419 0.000	0.159 0.005	0.340 0.000
p12ai11 Child stayed out of trouble	0.371 0.000	0.219 0.000	0.402 0.000	1.000	0.559 0.000	0.078 0.171	0.381 0.000	0.643 0.000	0.330 0.000	0.396 0.000	0.191 0.001
p12ai12 Child had a good year at school	0.614 0.000	0.431 0.000	0.415 0.000	0.559 0.000	1.000	0.303 0.000	0.362 0.000	0.407 0.000	0.434 0.000	0.556 0.000	0.298 0.000
rp12ai13 School work was really hard for child	0.371 0.000	0.365 0.000	0.154 0.006	0.078 0.171	0.303 0.000	1.000	0.167 0.003	0.081 0.152	0.171 0.002	0.367 0.000	0.174 0.002
rp12ai14 Other kids tried to make child do bad things	0.355 0.000	0.198 0.000	0.277 0.000	0.381 0.000	0.362 0.000	0.167 0.003	1.000	0.427 0.000	0.336 0.000	0.233 0.000	0.269 0.000
rp12ai15 Child got into trouble by breaking rules	0.324 0.000	0.168 0.003	0.272 0.000	0.643 0.000	0.407 0.000	0.081 0.152	0.427 0.000	1.000	0.250 0.000	0.335 0.000	0.229 0.000
p12ai16 Child liked the new things about school	0.319 0.000	0.312 0.000	0.419 0.000	0.330 0.000	0.434 0.000	0.171 0.002	0.336 0.000	0.250 0.000	1.000	0.332 0.000	0.281 0.000
rp12ai17 Child did not do well in academics	0.470 0.000	0.422 0.000	0.159 0.005	0.396 0.000	0.556 0.000	0.367 0.000	0.233 0.000	0.335 0.000	0.332 0.000	1.000	0.165 0.003
rp12ai18 Child did not have many friends	0.300 0.000	0.115 0.043	0.340 0.000	0.191 0.001	0.298 0.000	0.174 0.002	0.269 0.000	0.229 0.000	0.281 0.000	0.165 0.003	1.000
rp12ai19 Teachers were on child because child broke rules	0.365 0.000	0.203 0.000	0.311 0.000	0.700 0.000	0.478 0.000	0.215 0.000	0.320 0.000	0.537 0.000	0.264 0.000	0.393 0.000	0.334 0.000
rp12ai20 Hard for me [parent] to adjust to school situation	0.327 0.000	0.275 0.000	0.208 0.000	0.385 0.000	0.446 0.000	0.280 0.000	0.252 0.000	0.343 0.000	0.284 0.000	0.382 0.000	0.289 0.000
p12ai21 I [parent] adjusted well to changes at school	0.250 0.000	0.322 0.000	0.154 0.007	0.169 0.003	0.250 0.000	0.187 0.001	0.079 0.165	0.122 0.031	0.292 0.000	0.236 0.000	0.083 0.144
rp12ai22 School caused me [parent] hassles	0.327 0.000	0.198 0.000	0.307 0.000	0.439 0.000	0.411 0.000	0.292 0.000	0.309 0.000	0.325 0.000	0.263 0.000	0.283 0.000	0.275 0.000
p12ai23 I [parent] keep up with what is going on at school	0.121 0.032	0.097 0.089	0.140 0.013	0.143 0.012	0.174 0.002	0.179 0.001	0.100 0.078	0.124 0.029	0.244 0.000	0.119 0.036	0.246 0.000
p12ai24 I [parent] have a lot of contact with teachers	-0.023 0.688	0.018 0.750	0.017 0.767	-0.079 0.165	0.023 0.682	-0.017 0.759	0.036 0.528	0.005 0.935	0.134 0.018	0.104 0.067	0.071 0.212
rp12ai25 I [parent] worry about bad things child could get into at school	0.230 0.000	0.125 0.028	0.199 0.000	0.186 0.001	0.242 0.000	0.090 0.111	0.178 0.002	0.153 0.007	0.129 0.022	0.140 0.013	0.174 0.002

Pearson Correlation Coefficients, N = 312 Prob > r under H0: Rho=0							
	rp12ai19	rp12ai20	p12ai21	rp12ai22	p12ai23	p12ai24	rp12ai25
rp12ai8 School year difficult for child	0.365 0.000	0.327 0.000	0.250 0.000	0.327 0.000	0.121 0.032	-0.023 0.688	0.230 0.000
p12ai9 Child had easy time handling academic demands	0.203 0.000	0.275 0.000	0.322 0.000	0.198 0.000	0.097 0.089	0.018 0.750	0.125 0.028
p12ai10 Child got along with friends	0.311 0.000	0.208 0.000	0.154 0.007	0.307 0.000	0.140 0.013	0.017 0.767	0.199 0.000
p12ai11 Child stayed out of trouble	0.700 0.000	0.385 0.000	0.169 0.003	0.439 0.000	0.143 0.012	-0.079 0.165	0.186 0.001
p12ai12 Child had a good year at school	0.478 0.000	0.446 0.000	0.250 0.000	0.411 0.000	0.174 0.002	0.023 0.682	0.242 0.000
rp12ai13 School work was really hard for child	0.215 0.000	0.280 0.000	0.187 0.001	0.292 0.000	0.179 0.001	-0.017 0.759	0.090 0.111
rp12ai14 Other kids tried to make child do bad things	0.320 0.000	0.252 0.000	0.079 0.165	0.309 0.000	0.100 0.078	0.036 0.528	0.178 0.002
rp12ai15 Child got into trouble by breaking rules	0.537 0.000	0.343 0.000	0.122 0.031	0.325 0.000	0.124 0.029	0.005 0.935	0.153 0.007
p12ai16 Child liked the new things about school	0.264 0.000	0.284 0.000	0.292 0.000	0.263 0.000	0.244 0.000	0.134 0.018	0.129 0.022
rp12ai17 Child did not do well in academics	0.393 0.000	0.382 0.000	0.236 0.000	0.283 0.000	0.119 0.036	0.104 0.067	0.140 0.013
rp12ai18 Child did not have many friends	0.334 0.000	0.289 0.000	0.083 0.144	0.275 0.000	0.246 0.000	0.071 0.212	0.174 0.002
rp12ai19 Teachers were on child because child broke rules	1.000	0.513 0.000	0.190 0.001	0.505 0.000	0.167 0.003	-0.113 0.047	0.213 0.000
rp12ai20 Hard for me [parent] to adjust to school situation	0.513 0.000	1.000	0.359 0.000	0.510 0.000	0.147 0.009	-0.055 0.334	0.182 0.001
p12ai21 I [parent] adjusted well to changes at school	0.190 0.001	0.359 0.000	1.000	0.276 0.000	0.185 0.001	0.131 0.021	0.141 0.013
rp12ai22 School caused me [parent] hassles	0.505 0.000	0.510 0.000	0.276 0.000	1.000	0.222 0.000	-0.023 0.686	0.161 0.004
p12ai23 I [parent] keep up with what is going on at school	0.167 0.003	0.147 0.009	0.185 0.001	0.222 0.000	1.000	0.510 0.000	-0.052 0.356
p12ai24 I [parent] have a lot of contact with teachers	-0.113 0.047	-0.055 0.334	0.131 0.021	-0.023 0.686	0.510 0.000	1.000	-0.009 0.876
rp12ai25 I [parent] worry about bad things child could get into at school	0.213 0.000	0.182 0.001	0.141 0.013	0.161 0.004	-0.052 0.356	-0.009 0.876	1.000