

Supervision Questionnaire – Primary Caregiver (Grade 7, Year 8 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 – Primary Caregiver (Grade 4+).

Report

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I. Scale Description

The Supervision Scale - Primary Caregiver Grade 4+ version is a 20-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 20-item questionnaire assess the primary caregiver's knowledge of the youth's whereabouts, the amount of discussion and planning regarding communication of the child's 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 4 and 6, respectively) or the responses were coded as categorical (items 14, 15, 16 and 20). For consistency with previous analyses, one item (5) was eliminated because of a high level of missing data at previous Grades 4 and 5 [see Supervision Questionnaire - Primary Caregiver (Grade 4+); Supervision Questionnaire - Primary Caregiver (Grade 5 Update)]. The responses to the remaining 13 items used for scaling are coded on item-specific 5-point scales where 1 represents 'Almost Never' and 5 represents 'Almost Always'. In the previous analyses for Grades 4 and 5, two of these items (8 and 13) failed to demonstrate any statistically significant relation to the other 11 items and are not considered to be representative of any specific dimension or construct with this current update. However, these two items were retained and suggested as important individual indicators of parental supervision concerning specific behavior of the child.

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 391, with 324 Normative and 132 High-Risk Control subjects. The Normative sample consists of 160 (48.38%) males, with an ethnic breakdown of 139 (42.90%) Black, 173 (53.40%) White and 12 (3.70%) others. The High-Risk Control sample consists of 94 (71.21%) males, with an ethnic breakdown of 59 (44.70%) Black, 71 (53.79%) White and 2 (1.52%) other races. The total sample had slightly higher percentages for two sites, Durham (28.90%) and Pennsylvania (27.88%), than for Nashville (20.72%) and Seattle (22.51%).

III. Scaling

The scaling of the 13 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 - Primary Caregiver (Grade 4+); Supervision Questionnaire - Primary Caregiver (Grade 5 Update)]. The constructs of "Discussing Daily Activities", "Curfew Time" and "Influence of Friends" consisted of only two items and reliability estimates are based on the inter-item correlations. The results of the reliability assessment for these 13 items, for both the Normative and High-Risk Control samples are presented below.

	Normative n=324	High-Risk Control n=132
Supervision / Involvement		
7. If your child did not come home by the time that was set, would you know?		
10. Do you know who your child's companions are when he/she is not at home?		
11. When you are not at home, does your child know how to get in touch with you?		
12. When your child is out, do you know what time he/she will be home?		
19. When you and your child are both at home, do you know what he/she is doing?		
Reliability	.668	.676
Discussing Daily Activities		
	<i>Inter-item correlations</i>	
1. In the past 6 months, how often have you discussed with your child his/her plans for the coming day?	.602	.622
2. In the past 6 months about how often have you talked with your child about what he/she had actually done during the day?		
Curfew Time		
	<i>Inter-item correlations</i>	
3. Does your child have a set time to be home on school nights?	.534	.649
5. Does your child have a set time to be home on weekend nights?		
Influence of Friends		
	<i>Inter-item correlations</i>	
17. Do you feel that your child's friends have a good influence on his/her behavior?	.489	.544
18. [Reversed] Do you feel that your child's friends have a bad influence on his/her behavior?		

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 marginal or trend effect of "Supervision/Involvement" scale and (2) the "Influence of Friends" construct.

Low-Risk Normatives (n=259) vs High-Risk Controls (n=132)

Scales	t-test	df	p-value	Means	
				Low-Risk Normative	High-Risk Control
Supervision/Involvement	1.78	212	.0767*	4.702	4.609
Discussing Daily Activities	1.65	389	.1005	4.180	4.034
Curfew Time	-0.01	369	.9952	4.592	4.592
Influence of Friends	2.90	383	.0040	3.695	3.405
Individual Items					
8. Allowed to Leave House	1.49	387	.1364	2.081	1.878
13. Knowledge of Outside Activities	-0.87	314	.3863*	4.765	4.845

* 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 level of parental knowledge of the child’s activities and companions. The next two scales also assess aspects of parental monitoring. The “Discussing Daily Activities” scale can be used to evaluate the frequency of parent-child communication about the child’s 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. The “Influence of Friends” scale is derived from parental perceptions of how positive an influence the child’s friends have on him/her. This scale can be combined with other measures of peer deviancy and negative influences. 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 13 items, and the scale score for “Supervision / Involvement” and average of the items that measure “Discussing Daily Activities”, “Curfew Time” and “Influence of Friends” 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 Normative sample reported below includes the 65 High-Risk subjects excluded from the group analyses reported above.

	Normative		High-Risk Control	
	Mean	SD	Mean	SD
Supervision/Involvement				
<i>Average Scale Score of Supervision/Involvement</i>	4.688	0.435	4.685	0.525
	(n=324)		(n=132)	
7. If your child did not come home by the time that was set, would you know?	4.817	0.591	4.685	0.794
	(n=312)		(n=127)	
10. Do you know who your child’s companions are when he/she is not at home?	4.549	0.791	4.439	0.975
	(n=324)		(n=132)	
11. When you are not at home, does your child know how to get in touch with you?	4.843	0.488	4.750	0.724
	(n=324)		(n=132)	
12. When your child is out, do you know what time he/she will be home?	4.644	0.696	4.644	0.711
	(n=323)		(n=132)	
19. When you and your child are both at home, do you know what he/she is doing?	4.591	0.718	4.523	0.766
	(n=323)		(n=132)	
Discussing Daily Activities				
<i>Average of Discussing Daily Activities Items</i>	4.136	0.391	4.034	0.894
	(n=324)		(n=132)	
1. In the past 6 months, how often have you discussed with	4.009	1.024	3.909	1.044

your child his/her plans for the coming day?	(n=324)	(n=132)
2. In the past 6 months about how often have you talked with your child about what he/she had actually done during the day?	4.262 0.849 (n=324)	4.159 0.940 (n=132)

Curfew Time

<i>Average of Curfew Time Items</i>	4.580 0.820 (n=308)	4.592 0.853 (n=125)
3. Does your child have a set time to be home on school nights?	4.737 0.730 (n=315)	4.729 0.758 (n=129)
5. Does your child have a set time to be home on weekend nights?	4.432 1.121 (n=310)	4.464 1.104 (n=125)

Influence of Friends

<i>Average of Influence of Friends Items</i>	3.647 0.942 (n=319)	3.405 0.979 (n=131)
17. Do you feel that your child's friends have a good influence on his/her behavior?	3.480 1.101 (n=319)	3.206 1.086 (n=131)
18. Reversed. Do you feel that your child's friends have a bad influence on his/her behavior?	3.819 1.082 (n=320)	3.598 1.138 (n=132)

Individual Items

8. If you or another adult are not at home, is your child allowed to leave the house?	2.031 1.266 (n=323)	1.878 1.228 (n=131)
13. Is it important to know what you child is doing when he/she is outside of the home?	4.775 0.641 (n=324)	4.818 0.536 (n=132)

VII. Scale Correlations

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

	Supervision/ Involvement	Discussing Daily Activites	Curfew Time	Influence of Friends
Supervision / Involvement	-	.396 (n=324)	.238 (n=308)	.313 (n=319)
Discussing Daily Activities	.384 (n=132)	-	.147 (n=308)	.218 (n=319)
Curfew Time	.364 (n=125)	.173 (n=125)	-	-.001 (n=304)
Influence of Friends	.265 (n=131)	.190 (n=131)	.020 (n=124)	-