Supervision Questionnaire – Primary Caregiver
Grade 11/Year 12
Fast Track Project Technical Report
Sharon Kersteter
October 2004

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Citation
Instrument
    Loeber, R. Farrington, D.R., Stouthamer-Loeber, M., and Van Kammen, W.B. (1998). *Antisocial behavior and mental health problems: Explanatory factors in childhood and adolescence.* Mahwah, NJ: Lawrence Erlbaum.

    Conduct Problems Prevention Research Group (1995), *Supervision Questionnaire – Primary Caregiver (Grade 4+).*

Report
    Kersteter, S. (2004). *Supervision Questionnaire – Primary Caregiver (Fast Track Project Technical Report)* [On-line]. Available: http://www.fasttrackproject.org/

Data Sources
Raw: P12V

Scored: SPG12

I.   Scale Description

The Supervision Questionnaire – Primary Caregiver (Grade 4+) is a 20-item measure based on the Supervision/Involvement Scale of the Pittsburgh Youth Study (Loeber, Farrington, Stouthamer-Loeber, and Van Kammen, 1998). The Supervision/Involvement Scale is related to family factors associated with delinquency (Loeber and Stouthamer-Loeber, 1986) and is based on the Moos' Family Environment Scale (Moos and Moos, 1975) and Skinner, Steinhauer, and Santa Barbara's (1983) Family Assessment Measure. The questions in this measure generally assess the primary caregiver's knowledge of the child's whereabouts, the amount of discussion and planning regarding communication of the child's whereabouts, the amount of time that the child is unsupervised, and the caregiver's knowledge of the child's friends. The majority of the questions (14 questions) require the caregiver to respond on a 1 to 5 scale, with 1 meaning "almost never" and 5 meaning "almost always." Two questions ask for curfew times. Three questions about the child's whereabouts require the caregiver to select among six options, with 1 representing "home (supervised)" and 6 representing "other," and one question asks for the number of the child's friends that the caregiver knows.

II.   Report Sample

These analyses were conducted with the first cohort on the control sample (n=155) and on the normative sample (n=387, N = 463 with overlap) during the twelfth year of the study. Overall, 124 records were missing the whole measure. Forty-nine were missing from the control sample (4 from Durham, 18 from

Nashville, 13 from Pennsylvania, and 14 from Washington) and 106 were missing from the normative sample (13 from Durham, 42 from Nashville, 21 from Pennsylvania, and 30 from Washington).

III. Scaling

Subscales

Eleven items in this measure (items 1, 2, 3, 5, 7, 10, 11, 12, 17, 18, and 19) were used in the subscaling for this measure. The remaining nine items were not used in the subscaling, either because the response required the specific indication of the curfew time for school or weekend nights (items 4 and 6, respectively), because the responses were coded as categorical (items 14, 15, 16, and 20), or because the items had not been used in the scales in previous reports (items 8, 9, and 13). All items in these scales are coded on a five-point scale, where 1 represents "Almost Never" and 5 represents "Almost Always."

Four scales were created for these data, and were constructed by taking the mean responses to the items in each scale. The *Discussing Daily Activities Scale* measures the caregiver's interaction with the child about the child's daily activities. It consists of items 1 and 2. The *Curfew Time Scale* assesses whether the caregiver has set school and weekend curfews and consists of items 3 and 5. The third scale, the *Supervision/Involvement Scale* measures the caregiver's awareness of and involvement in the child's whereabouts. It consists of five items: items 7, 10, 11, 12, and 19. The fourth scale, *the Influence of Friends Scale*, measures the caregiver's opinions of the influence of friend's on the child's behavior. This scale consists of items 17 and 18. The responses to question 18 (Do you feel that your child's friends have a bad influence on his/her behavior?) were reversed to be consistent with the direction of the scale.

Cronbach's Alpha for Scales		
Variable	Normative	High Risk Control
Y12 SPG Discussing Daily Activities Scale (SPG12day)	0.94	0.92
Y12 SPG Curfew Time Scale (SPG12cfw)	0.91	0.97
Y12 SPG Supervision/Involvement Scale (SPG12sup)	0.76	0.72
Y12 SPG Influence of Friends Scale (SPG12inf)	0.91	0.91

IV. Differences Between Groups

T-tests were used to examine group differences for the total sample (i.e., high-risk control versus normative youth). Analyses of the full sample revealed no significant differences between normative youth and their high-risk control counterparts across the *Discussing Daily Activity*, *Curfew Times,* and *Supervision/Involvement Scales.* However, analysis of the full sample revealed that for the normative and high-risk control groups, there are significant differences for the *Influence of Friends Scale* ($p = 0.0077$). For the *Influence of Friends Scale*, the mean is higher for the normative group than the control group (3.72 versus 3.42), which indicates that caregivers in the normative group have higher confidence in the positive influence of their child's friends than do the caregivers in the high-risk control group.

Comparison of Scale Means for Normative and Control							
	Normative		Control				
Variable	Mean	Std Dev	Mean	Std Dev	DF	t Value	Pr > |t|
Y12 SPG Discussing Daily Activities Scale (SPG12day)	4.16	0.86	4.07	0.90	337	-0.91	0.3645
Y12 SPG Curfew Time Scale (SPG12cfw)	4.32	1.12	4.27	1.29	334	-0.39	0.6965
Y12 SPG Supervision/Involvement Scale (SPG12sup)	4.56	0.51	4.47	0.51	337	-1.34	0.1800
Y12 SPG Influence of Friends Scale (SPG12inf)	3.72	0.95	3.42	0.96	335	-2.68	0.0077

T-tests were also used to examine group differences for items 8 (If you or another adult are not at home, is your child allowed to leave the house?), 9 (Does your child leave a note or call to let you know where he/she is going?), 13 (Is it important to you to know what your child is doing when he/she is outside of the home), and 20 (How many of your child's friends do you know?). For items 8, 9, and 13, respondents entered a 1 for "almost never," a 2 for "once in a while," a 3 for "sometimes," a 4 for "often," or a 5 for "almost always." Analyses revealed significant differences between the normative youth and their high-risk control counterparts for only one item, item 9. The mean is higher for the normative group than for the high-risk control group (4.36 versus 3.99), which indicates that, according to their primary caregivers, children in the normative group are more likely than their high-risk counterparts to leave a note or call to their caregivers to let them know where they are going.

Comparison of Variable Means for Normative and Control							
	Normative		Control				
Variable	Mean	Std Dev	Mean	Std Dev	DF	t Value	Pr > |t|
P12V8 – If you or another adult are not at home, is your child allowed to leave the house?	3.46	1.55	3.19	1.58	334	-1.46	0.1443
P12V9 – Does your child leave a note or call to let you know where he/she is going?	4.36	1.04	3.99	1.09	260	-2.58	0.0106
P12V13 – Is it important to you to know what your child is doing when he/she is outside of the home?	4.81	0.49	4.79	0.49	337	-0.25	0.8029
P12V20 – How many of child's friends do you know?	2.87	0.89	2.69	1.05	336	-1.61	0.1094

Chi square tests were performed on item 14 (Where does your child usually go right after school?), item 15 (Where is your child usually in the evening?), and item 16 (Where is your child usually on the weekends?). There were six possible responses: 1 = home-supervised, 2 = home-unsupervised, 3 = somewhere else-supervised, 4 = somewhere else-unsupervised, 5 = somewhere else-don't know if supervised, and 6 = other.

The frequency distribution of item 14 (P12V14) among the control and normative samples was:

Table of P12V14 by group			
P12V14 (Where does your child normally go right after school?)	Group		Total
Frequency Percent Row Percent Column Percent	Control	Normative	
1 (home, supervised)	61 18.15 40.13 58.65	91 27.08 59.87 39.22	152 45.24
2 (home, unsupervised)	19 5.65 22.09 18.27	67 19.94 77.91 28.88	86 25.60
3 (somewhere else – supervised)	17 5.06 23.61 16.35	55 16.37 76.39 23.71	72 21.43
4 (somewhere else – unsupervised)	4 1.19 36.36 3.85	7 2.08 63.64 3.02	11 3.27
5 (somewhere else – don't know if supervised)	1 0.30 20.00 0.96	4 1.19 80.00 1.72	5 1.49
6 (other)	2 0.60 20.00 1.92	8 2.38 80.00 3.45	10 2.98
Total	104 30.95	232 69.05	336 100.00
Frequency Missing = 127			

With χ^2 (5, N = 336) = 11.9592, p = 0.0354, the hypothesis of independence between risk category (normative or control) and where the child normally goes right after school was rejected for these data. More normative students were home supervised than control students (27 percent versus 18 percent). In addition, more normative students were elsewhere supervised than control students (16 percent versus 5 percent).

The frequency distribution of item 15 (P12V15) among the control and normative samples was:

Table of P12V15 by group			
P12V15 (Where is your child usually in the evening?)	**Group**		**Total**
Frequency **Percent** **Row Percent** **Column Percent**	**Control**	**Normative**	
1 (home, supervised)	68 20.18 31.34 65.38	149 44.21 68.66 63.95	217 64.39
2 (home, unsupervised)	9 2.67 30.00 8.65	21 6.23 70.00 9.01	30 8.90
3 (somewhere else – supervised)	17 5.04 27.87 16.35	44 13.06 72.13 18.88	61 18.10
4 (somewhere else – unsupervised)	6 1.78 40.00 5.77	9 2.67 60.00 3.86	15 4.45
5 (somewhere else – don't know if supervised)	2 0.59 28.57 1.92	5 1.48 71.43 2.15	7 2.08
6 (other)	2 0.59 28.57 1.92	5 1.48 71.43 2.15	7 2.08
Total	104 30.86	233 69.14	337 100.00
Frequency Missing = 126			

With χ^2 (5, N = 337) = 0.9109, p = 0.9694, the hypothesis of independence between risk category (normative or control) and item 15 (Where is your child usually in the evening?) was not rejected for these data.

The frequency distribution of item 16 (P12V16) among the control and normative samples was:

Table of P12V16 by group			
P12V16 (Where is your child usually on the weekends?)	**Group**		**Total**
Frequency **Percent** **Row Percent** **Column Percent**	**Control**	**Normative**	
1 **(home, supervised)**	58 17.16 32.58 55.24	120 35.50 67.42 51.50	178 52.66
2 **(home, unsupervised)**	6 1.78 31.58 5.71	13 3.85 68.42 5.58	19 5.62
3 **(somewhere else – supervised)**	26 7.69 29.21 24.76	63 18.64 70.79 27.04	89 26.33
4 **(somewhere else – unsupervised)**	7 2.07 29.17 6.67	17 5.03 70.83 7.30	24 7.10
5 **(somewhere else – don't know if supervised)**	6 1.78 33.33 5.71	12 3.55 66.67 5.15	18 5.33
6 **(other)**	2 0.59 20.00 1.90	8 2.37 80.00 3.43	10 2.96
Total	105 31.07	233 68.93	338 100.00
Frequency Missing = 125			

With χ^2 (5, N = 338) = 0.9920, p = 0.9632, the hypothesis of independence between risk category (normative or control) and item 16 (Where is your child usually on the weekends?) was not rejected for these data.

V. Recommendations for Use

Analysts should be aware that the instructions given to the caregivers for answering items 4 and 6 (the curfew time for school nights and weekend nights, respectively) were to enter the time as four digits. They then were asked to enter an "a" for A.M. or a "p" for P.M. Their responses were recorded in the data set as variables C11O4a (the school night time), C11O4b (A.M. or P.M.), C11O6a (the weekend night time), and C11O6b (A.M. or P.M.). To analyze these times for this report, two new variables were created: schnight (representing school night curfew) and wkdnight (representing weekend night curfew). These variables were created by converting the times entered by the respondents to military time.

Analysts should also note that some caregivers might have had difficulty determining A.M. and P.M. for curfew times. Over 27 percent of the respondents listed weekend night curfew times between noon and six P.M., and almost 6 percent of the respondents listed school night curfew times between ten A.M. and six P.M. Use of even the created variables schnight and wkdnight may lead to erroneous conclusions.

In addition, analysts should note that the *Discussing Daily Activities Scale* (SPG12day) was slightly negatively skewed, and the *Curfew Times Scale* (SPG12cfw) and *Supervision/Involvement Scale* (SPG12sup) were negatively skewed for both the normative and high-risk control groups. The *Influence of Friends Scale* (SPG12inf) was normally distributed for both the normative and high-risk control groups. No floor or ceiling effects were evident for the scales.

V1. <u>Item and Scale Means and SD's</u>

Descriptive Statistics for High Risk Control Sample						
Variable	**Label**	**N**	**Mean**	**Std Dev**	**Minimum**	**Maximum**
P12V1	In the past six months, how often have you discussed with your child his/her plans for the coming day?	106	4.04	1.03	1.00	5.00
P12V2	In the past six months, about how often have you talked to your child about what he/she had actually done during the day?	106	4.09	0.98	1.00	5.00
P12V3	Does your child have a set time to be home on school nights?	104	4.38	1.25	1.00	5.00
P12V5	Does your child have a set time to be home on weekend nights?	104	4.16	1.44	1.00	5.00
P12V7	If your child did not come home by the time that was set, would you know?	94	4.68	0.71	1.00	5.00
P12V8	If you or another adult are not at home, is your child allowed to leave the house?	104	3.19	1.58	1.00	5.00
P12V9	Does your child leave a note or call to let you know where he/she is going?	77	3.99	1.09	1.00	5.00
P12V10	Do you know who your child's companions are when he/she is not at home?	106	4.21	1.02	1.00	5.00
P12V11	When you are not at home, does your child know how to get in touch with you?	106	4.76	0.56	1.00	5.00
P12V12	When your child is out, do you know what time he/she will be home?	106	4.32	0.98	1.00	5.00
P12V13	Is it important to you to know what your child is doing when he/she is outside of the home?	106	4.79	0.49	3.00	5.00
P12V14	Where does your child usually go right after school?	104	1.76	1.12	1.00	6.00
P12V15	Where is your child usually in the evening?	104	1.76	1.22	1.00	6.00
P12V16	Where is your child usually on the weekends?	105	2.08	1.38	1.00	6.00
P12V17	Do you feel that your child's friends have a good influence on his/her behavior?	105	3.25	1.04	1.00	5.00
P12V18r	Do you feel that your child's friends have a bad influence on his/her behavior? (reversed)	105	3.60	1.10	1.00	5.00
P12V19	When you and your child are both at home, do you know what he/she is doing?	106	4.45	0.77	2.00	5.00
P12V20	How many of your child's friends do you know?	106	2.69	1.05	0.00	4.00
SPG12day	Y12 SPG Discussing Daily Activities Scale	106	4.07	0.90	1.00	5.00
SPG12cfw	Y12 SPG Curfew Times Scale	104	4.27	1.29	1.00	5.00
SPG12sup	Y12 SPG Supervision/Involvement Scale	106	4.48	0.51	2.60	5.00
SPG12inf	Y12 SPG Influence of Friends Scale	105	3.42	0.96	1.00	5.00

Descriptive Statistics for Normative Sample						
Variable	**Label**	**N**	**Mean**	**Std Dev**	**Minimum**	**Maximum**
P12V1	In the past six months, how often have you discussed with your child his/her plans for the coming day?	281	4.11	0.98	1.00	5.00
P12V2	In the past six months, about how often have you talked to your child about what he/she had actually done during the day?	281	4.27	0.86	1.00	5.00
P12V3	Does your child have a set time to be home on school nights?	277	4.50	1.11	1.00	5.00
P12V5	Does your child have a set time to be home on weekend nights?	278	4.15	1.45	1.00	5.00
P12V7	If your child did not come home by the time that was set, would you know?	260	4.76	0.67	1.00	5.00
P12V8	If you or another adult are not at home, is your child allowed to leave the house?	279	3.41	1.56	1.00	5.00
P12V9	Does your child leave a note or call to let you know where he/she is going?	218	4.34	1.01	1.00	5.00
P12V10	Do you know who your child's companions are when he/she is not at home?	281	4.34	0.90	1.00	5.00
P12V11	When you are not at home, does your child know how to get in touch with you?	281	4.78	0.62	1.00	5.00
P12V12	When your child is out, do you know what time he/she will be home?	281	4.42	0.90	1.00	5.00
P12V13	Is it important to you to know what your child is doing when he/she is outside of the home?	281	4.80	0.51	2.00	5.00
P12V14	Where does your child usually go right after school?	280	2.04	1.21	1.00	6.00
P12V15	Where is your child usually in the evening?	280	1.80	1.24	1.00	6.00
P12V16	Where is your child usually on the weekends?	281	2.22	1.46	1.00	6.00
P12V17	Do you feel that your child's friends have a good influence on his/her behavior?	279	3.53	1.10	1.00	5.00
P12V18r	Do you feel that your child's friends have a bad influence on his/her behavior? (reversed)	277	3.84	1.07	1.00	5.00
P12V19	When you and your child are both at home, do you know what he/she is doing?	280	4.55	0.69	1.00	5.00
P12V20	How many of your child's friends do you know?	280	2.86	0.91	0.00	4.00
SPG12day	Y12 SPG Discussing Daily Activities Scale	281	4.19	0.84	1.00	5.00
SPG12cfw	Y12 SPG Curfew Times Scale	278	4.32	1.16	1.00	5.00
SPG12sup	Y12 SPG Supervision/Involvement Scale	281	4.56	0.51	2.20	5.00
SPG12inf	Y12 SPG Influence of Friends Scale	279	3.68	0.97	1.00	5.00

VII. Subscale Correlations

Pearson Correlation Coefficients Prob > |r| under H0: Rho=0 Number of Observations				
	SPG12DAY	**SPG12CFW**	**SPG12SUP**	**SPG12INF**
SPG12DAY – Discussing Daily Activities Scale	1.000 339	0.207 0.000 336	0.340 0.000 339	0.251 0.000 337
SPG12CFW – Curfew Times Scale	0.207 0.000 336	1.000 336	0.431 0.000 336	0.110 0.045 334
SPG12SUP – Supervision/Involvement Scale	0.340 0.000 339	0.431 0.000 336	1.000 339	0.432 0.000 337
SPG12INF – Influence of Friends Scale	0.251 0.000 337	0.110 0.045 334	0.432 0.000 337	1.000 337