Supervision Questionnaire – Primary Caregiver
Grade 4/Year 5

FAST Track Project Technical Report
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December 2000

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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/Year 5.

Report

Doyle, S.R. & McCarty, C.A. (2000). Supervision Questionnaire – Primary Caregiver (Grade 4+) (Technical Report) [On-line]. Available: http://www.fasttrackproject.org/

Data Sources

Raw: p5v

Scored: spg5

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, & 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). One item (5) was eliminated because of a high level (64%) of

missing data. 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'. 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. 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 5, Cohort 1 data, including both High-Risk Control and Normative samples. With missing cases excluded, the total sample size (including an overlap of 71 respondents) is 420, with 350 Normative and 141 High Risk Control subjects. The Normative sample consists of 174 (49.71%) males, with an ethnic breakdown of 158 (45.14%) Black, 177 (50.57%) White and 15 (4.29%) others. The High Risk Control sample consists of 101 (71.63%) males, with an ethnic breakdown of 65 (46.10%) Black, 73 (51.77%) White and 3 (2.13%) other races. The total sample had almost an equal percentage of respondents from the four different sites: Durham (27.86%), Nashville (22.62%), Pennsylvania (26.19%) and Seattle (23.33%).

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". 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 scaling and reliability assessment for these 13 items, for both the Normative and High Risk Control samples are presented below.

		Normative	**High Risk Control**
Supervision / Involvement (CFA standardized loadings)		**n=350**	**n=141**
7. If your child did not come home by the time that was set, would you know?		.352	.708
10. Do you know who your child's companions are when he/she is not at home?		.414	.508
11. When you are not at home, does your child know how to get in touch with you?		.350	.706
12. When your child is out, do you know what time he/she will be home?		.727	.726
19. When you and your child are both at home, do you know what he/she is doing?		.377	.253
	GFI	.994	.994
	RMR	.012	.019
	Reliability	.551	.709
Discussing Daily Activities	*Inter-item correlations*	.391	.464

1. In the past 6 months, how often have you discussed with your child his/her plans for the coming day?
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 *Inter-item correlations* .285 .471

3. Does your child have a set time to be home on school nights?
5. Does your child have a set time to be home on weekend nights?

Influence of Friends *Inter-item correlations* .562 .483

17. Do you feel that your child's friends have a good influence on his/her behavior?
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 71 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 "Influence of Friends" construct. Also, with the two individual items, the Low-Risk Normative sample revealed a statistically higher mean score for "allowing the child to leave home when adults are not at home", but there was no difference in the two groups concerning "knowledge of the child's outside activities".

Low-Risk Normatives (n=279) vs High Risk Controls (n=141)

				Means	
Scales	t-test	df	p-value	Low-Risk Normative	High-Risk Control
Supervision / Involvement	2.84	207	.0049*	4.789	4.659
Discussing Daily Activities	1.47	418	.1417	4.147	4.032
Curfew Time	0.22	329	.8266	4.674	4.657
Influence of Friends	5.34	410	.0001	3.785	3.282
Individual Items					
8. Allowed to Leave House	2.32	301	.0210*	1.537	1.296
13. Knowledge of Outside Activities	1.40	211	.1637*	4.871	4.794

* 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 (Std)

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 3 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 71 High-Risk subjects excluded from the group analyses reported above.

	Normative		High Risk Control	
Supervision / Involvement	Mean	Std	Mean	Std
Average Scale Score of Supervision/Involvement	4.767 (n=350)	0.348	4.659 (n=141)	0.489
7. If your child did not come home by the time that was set, would you know?	4.880 (n=300)	0.461	4.780 (n=123)	0.672

Supervision / Involvement *(continued)*	Normative Mean	Std	High Risk Control Mean	Std
10. Do you know who your child's companions are when he/she is not at home?	4.684 (n=342)	0.734	4.532 (n=139)	0.810
11. When you are not at home, does your child know how to get in touch with you?	4.886 (n=343)	0.411	4.768 (n=138)	0.608
12. When your child is out, do you know what time he/she will be home?	4.738 (n=343)	0.598	4.643 (n=140)	0.647
19. When you and your child are both at home, do you know what he/she is doing?	4.656 (n=349)	0.675	4.576 (n=139)	0.742
Discussing Daily Activities				
Average of Discussing Daily Activities Items	4.129 (n=350)	0.758	4.032 (n=141)	0.754
1. In the past 6 months, how often have you discussed with your child his/her plans for the coming day?	3.936 (n=350)	1.046	3.837 (n=141)	0.997
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?	4.311 (n=350)	0.763	4.227 (n=141)	0.759
Curfew Time				
Average of Curfew Time Items	4.678 (n=273)	0.667	4.657 (n=118)	0.685
3. Does your child have a set time to be home on school nights?	4.766 (n=308)	0.664	4.772 (n=123)	0.598
5. Does your child have a set time to be home on weekend nights?	4.567 (n=277)	0.993	4.545 (n=121)	0.966
Influence of Friends				
Average of Influence of Friends Items	3.684 (n=343)	0.955	3.282 (n=140)	0.874
17. Do you feel that your child's friends have a good influence on his/her behavior?	3.596 (n=344)	1.094	3.199 (n=141)	1.016
18. Reversed. Do you feel that your child's friends have a bad influence on his/her behavior?	3.767 (n=343)	1.067	3.379 (n=140)	1.021
Individual Items				
8. If you or another adult are not at home, is your child allowed to leave the house?	1.504 (n=282)	1.065	1.296 (n=115)	0.794
13. Is it important to know what you child is doing when he/she is outside of the home?	4.862 (n=349)	0.420	4.794 (n=141)	0.580

VII. Scale Correlations

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

	Supervision/ Involvement	Discussing Daily Activites	Curfew Time	Influence of Friends
Supervison / Involvement	-	.290 (n=350)	.176 (n=273)	.314 (n=343)
Discussing Daily Activities	.372 (n=141)	-	-.030 (n=273)	.123 (n=343)
Curfew Time	.201 (n=118)	.075 (n=118)	-	.079 (n=268)
Influence of Friends	.167 (n=140)	-.066 (n=140)	-.030 (n=118)	-