

Parent Issues Checklist – Revised Grade 5+
Year 6/Grade 5

FAST Track Project Technical Report
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Citation

Instrument

Oregon Social Learning Center (1992), Child Issues Checklist - Revised, response format revised by the Conduct Problems Prevention Research Group (1995), as the Parent Issues Checklist – Revised (Grade 5+) [On-line]. Available: <http://www.fasttrackproject.org/>

Report

Doyle, S.R. & McCarty, C.A. (2000). Parent Issues Checklist – Revised (Grade 5+) (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

Data Sources

Raw: p6n

Scored: pic6

I. Scale Description

The Parent Issues Checklist consists of a list of 27 issues that can possibly lead to disagreements between parents and adolescents. It was administered to one parent in each family at grade 5. This checklist is a modification of a 44-item instrument developed by Prinz, Foster, Kent & O’Leary (1979) and Robin & Foster (1989), which is purported to measure conflictual issues and the perceived intensity of anger over these issues. For each of the 27 issues, the respondent indicates whether the topic has been broached in the last month, whether the issue is one of three that had the most anger involved or was the biggest problem for the parent and child, and to indicate which issue the parent would be willing to discuss as a current topic.

II. Report Sample

This technical report is based upon Year 6, Cohort 1 data, including both High-Risk Control and Normative samples. With missing cases excluded, the total N (including overlap) was 387, with 323 Normative and 129 High-Risk Control youth.

76 cases (16% of cohort) were missing observations for the entire measure, including 64 Normative youth (17%) and 26 High-Risk youth (17%). Most of the missing data are assumed to have resulted from natural attrition from baseline at Year 1. The missing cases included 15 observations from the Durham

site, 18 observations from Nashville, 23 observations from Pennsylvania, and 20 observations from Seattle. Data were missing for 30 girls and 46 boys. Ethnic breakdown for missing data was: 1 Asian, 24 Black, 1 Hispanic, 45 White, 5 Other.

III. Frequency of Response

Table 1: Percent Responding Yes That Issue was Talked About in the Last Month.

	Normative (n=323)		High Risk Control (n=129)		
	%Yes	Missing Cases	%Yes	Missing Cases	
1. Using the telephone	31.35	4	35.66	0	
2. Doing homework	47.83	1	52.34	1	
3. Cleaning up bedroom	78.95	0	82.17	0	
4. Money issues	59.32	1	54.69	1	
5. Table manners	29.41	0	36.43	0	
6. Picking books, movies, etc	37.46	0	39.53	0	
7. Helping out around house	68.42	0	75.19	0	
8. Making too much noise	44.89	0	46.88	1	
9. Food or mealtimes	30.65	0	45.74	0	
10. How to spend free time	38.39	0	44.19	0	
11. Talking back or arguing	57.28	0	65.12	0	
12. Using the TV	38.51	1	44.19	0	
13. Friends	45.65	1	48.06	0	
14. Bothering family members	49.85	0	57.36	0	
15. Bad attitude or behavior at home	52.63	0	68.99	0	
16. Time for going to bed	37.77	0	47.29	0	
17. Lying	31.89	0	48.06	0	
18. Swearing	13.62	0	24.03	0	
19. Taking care of possession or pets	43.34	0	46.51	0	
20. Using the stereo or radio	20.81	0	28.13	0	
21. Fighting with siblings	67.40	4	70.54	0	
22. Bad attitude or behavior at school	30.03	0	38.76	0	
23. Personal cleanliness		36.96		44.53	1
24. Being on time	33.54	1	38.76	0	
25. Low grades	29.81	1	31.01	0	
26. Clothing	36.34	1	44.96	0	
27. Messing up the house	49.54	0	55.04	0	

Table 2: Percent Selected as One of 3 Biggest Problems

	Normative (n=323)		High Risk Control (n=129)	
	% 3 Biggest Problems	Missing Cases	% 3 Biggest Problems	Missing Cases
1. Using the telephone	5.33	4	3.10	0
2. Doing homework	15.53	1	17.97	1
3. Cleaning up bedroom	34.67	0	29.46	0
4. Money issues	14.29	1	6.25	1
5. Table manners	1.86	0	3.88	0
6. Picking books, movies, etc	4.02	0	3.88	0
7. Helping out around house	18.58	0	19.38	0

8. Making too much noise	5.26	0	3.13	1
9. Food or mealtimes	3.72	0	3.88	0
10. How to spend free time	5.88	0	5.43	0
11. Talking back or arguing	30.34	0	41.86	0
12. Using the TV	6.21	1	6.20	0

Table 2 (continued): Percent Selected as One of 3 Biggest Problems

13. Friends	7.14	1	6.20	0
14. Bothering family members	9.91	0	12.40	0
15. Bad attitude or behavior at home	15.48	0	20.93	0
16. Time for going to bed	6.81	0	7.75	0
17. Lying	7.12	0	11.63	0
18. Swearing	2.17	0	2.33	0
19. Taking care of possession or pets	8.98	0	7.75	0
20. Using the stereo or radio	1.24	0	0.78	0
21. Fighting with siblings	40.13	4	34.11	0
22. Bad attitude or behavior at school	10.22	0	13.18	0
23. Personal cleanliness	6.52	1	3.88	1
24. Being on time	6.52	1	8.53	0
25. Low grades	10.25	1	6.98	0
26. Clothing	3.73	1	5.43	0
27. Messing up the house	9.29	0	5.43	0

Table 3: Percent Selected as Today's Issue

	Normative (n=323)		High Risk Control (n=129)	
	Today's Issue	Missing Cases	Today's Issue	Missing Cases
1. Using the telephone	0.94	4	0.78	0
2. Doing homework	3.42	1	5.47	1
3. Cleaning up bedroom	13.62	0	11.63	0
4. Money issues	5.28	1	0.78	1
5. Table manners	0.31	0	0.78	0
6. Picking books, movies, etc	0.31	0	0.00	0
7. Helping out around house	7.12	0	6.98	0
8. Making too much noise	0.93	0	2.34	1
9. Food or mealtimes	2.48	0	3.88	0
10. How to spend free time	2.17	0	3.88	0
11. Talking back or arguing	9.91	0	13.18	0
12. Using the TV	1.55	1	0.78	0
13. Friends	3.42	1	1.55	0
14. Bothering family members	3.72	0	4.65	0
15. Bad attitude or behavior at home	5.57	0	4.65	0
16. Time for going to bed	1.55	0	1.55	0
17. Lying	2.17	0	6.20	0
18. Swearing	0.62	0	1.55	0
19. Taking care of possession or pets	3.10	0	1.55	0
20. Using the stereo or radio	0.00	0	0.00	0
21. Fighting with siblings	16.30	4	13.96	0
22. Bad attitude or behavior at school	4.95	0	6.20	0
23. Personal cleanliness	2.80	1	2.34	1
24. Being on time	1.55	1	3.88	0
25. Low grades	4.66	1	3.10	0
26. Clothing	0.62	1	0.78	0

27. Messing up the house 1.86 0 0.00 0

IV. Differences between Groups

The frequency of the number of issues endorsed by the respondent is indicated in Table 4. An independent t-test was used to assess the difference between the Normative and High Risk Control samples. For this analysis, the Normative sample consisted of only Low Risk respondents, excluding the 65 High Risk subjects previously included. Results indicated a statistically significant higher mean value for the High Risk Control sample (13.124) in comparison to the Low Risk Normative mean (11.174), $t = 2.83$, $df = 385$, $p = .0049$.

Table 4: Frequency of Number of Issues Endorsed

Number of Issues	Normative (n=323)		High Risk Control (n=129)	
	Frequency	Percent	Frequency	Percent
0	3	0.93	3	2.33
1	5	1.55	3	2.33
2	11	3.41	2	1.55
3	15	4.64	3	2.33
4	16	4.95	3	2.33
5	22	16.81	3	2.33
6	19	5.88	5	3.88
7	11	3.41	3	2.33
8	25	7.74	11	8.53
9	14	4.33	6	4.65
10	19	5.88	8	6.20
11	17	5.26	8	6.20
12	13	4.02	9	6.98
13	19	5.88	8	6.20
14	17	5.26	7	5.43
15	9	2.79	8	6.20
16	11	3.41	4	3.10
17	16	4.95	5	3.88
18	11	3.41	4	3.10
19	5	1.55	6	4.65
20	5	1.55	1	0.78
21	9	2.79	5	3.88
22	9	2.79	4	3.10
23	9	2.79	5	3.88
24	7	2.17	6	4.65
26	1	0.31	1	0.78
27	5	1.55	1	0.78

V. Recommendations for Use

The Parent Issues Checklist can be useful for pinpointing sources of conflict and investigating which topics are perceived as promoting the biggest problems.

VI. References

Prinz, R.J., Foster, S.L., Kent, R.N. & O’Leary, K.D. (1979). Multivariate assessment of conflict in distressed and nondistressed mother-adolescent dyads. *Journal of Applied Behavior Analysis*, 12, 691-

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Robin, A.L. & Foster, S.L. (1989). Negotiating Parent-Adolescent Conflict: A Behavioral-Family Systems Approach. New York: Guilford Press.