

Parenting (Primary Caregiver)

Grade 4/Year 5

FAST Track Project Technical Report

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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. Scale Correlations
- VIII. References

Citation

Instrument

Conduct Problems Prevention Research Group. (1994). Parenting (Primary Caregiver).

Report

McCarty, C.A. & Doyle, S.R. (2000). Parenting (Primary Caregiver) (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

Data Sources

Raw: p5x

Scored: ppc5

I. Scale Description

Parenting-Primary Caregiver incorporates two scales, the Parental Discipline Scale (first 8 items) and Parent Praise (last 9 items). The Parental Discipline Scale is a revised version of the Discipline Scale developed for the Pittsburgh Youth Study (Thornberry, Huizinga, & Loeber, 1995). This 8-item scale provides parent-report of the frequency of 8 different disciplinary strategies for the infraction of family rules. The Parent Praise scale is drawn from the Positive Parenting Scale of the Pittsburgh Youth Study (Thornberry et al., 1995). This 9-item scale provides a parent report on the frequency with which parents provide positive praise and support when their children do something that they like or approve of. All items are rated on a 5-point scale ranging from 1 (almost never) to 5 (almost always).

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 N (including overlap) was 420, with 350 normative and 141 high-risk control youth.

43 parents (9% of cohort) were missing observations for the entire measure, including parents of 37 normative youth (10%) and 14 high-risk youth (9%). Most of the missing data are assumed to have resulted from natural attrition from baseline at Year 1. The missing cases included 8 observations from the Durham site, 10 observations from Nashville, 14 observations from Pennsylvania, and 11

observations from Seattle. Data were missing for 17 girls and 26 boys. Ethnic breakdown for missing data was: 1 Asian, 13 Black, 1 Hispanic, 26 White, 2 Other.

III. Scaling

Two different methods for scaling will be presented. The primary scaling procedure was derived from exploratory factor analyses on the Normative and High Risk Control (HRC) samples, conducted separately for the Discipline & Praise items. A more detailed discussion of the primary scaling procedure can be found in the addendum. The alternate scaling was constructed to closely parallel the algorithms used by Loeber and his colleagues in the Pittsburgh Youth Study's "Positive Parenting/Low Reinforcement" construct. It includes items from both the parent and youth versions of this measure, both combined and in separate scales. Although our alternate scale comprises the same items as their scale, our measure uses a 5-point scale, whereas theirs utilized a 3-point scale. Each scale score is derived from the mean of the items that compose it, with the exception of Low Reinforcement, which is the sum of the means of the parent and youth reports.

The resulting scales, associated reliability estimates and descriptive indices for the Normative and High Risk Control samples are provided below. Three items (Items 5, 9, 17) were not used in the scales due to a conceptual difference between them and the other items, as well as lowered internal consistency when these items were retained. Higher scores on the scales indicate a higher frequency of the construct label.

Cronbach's Coefficient Alpha

	<u>Normative (n=350)</u>	<u>HRC (n =141)</u>
PRIMARY SCALING PROCEDURE		
Appropriate Discipline (Items 1, 2, 4)	.52	.57
Harsh Discipline (Items 3, 6, 7, 8)	.55	.48
Positive Attention (Items 10, 11, 12, 16)	.77	.71
Tangible Rewards (Items 13, 14, 15)	.80	.74
ALTERNATE SCALING PROCEDURE		
Low Reinforcement-Youth Report (Child Items 10r-16r)	.79	.77
Low Reinforcement-Parent Report (Parent Items 9, 10r-16r)	.78	.72
Low Reinforcement-Combined (Sum of Parent & Youth Report)	.78	.72

IV. Differences Between Groups

A series of independent t-tests were conducted to assess differences between the Low Risk respondents (Normative sample excluding the overlapping High Risk Subjects, n = 279) and the High Risk Control sample (including overlapping Normative youth, n = 141). Results indicated that the parents of High Risk youth had higher scores on Appropriate Discipline, Harsh Discipline, and Low Reinforcement (Combined report) compared to Low-Risk controls. Also, there were trends for High Risk parents to score higher on the Low Reinforcement (Youth) scale and to indicate less frequent use of Positive Attention..

PCC-P Scale	DF	t Value	Pr > t	Low-Risk Mean (n=279)	High-Risk Mean (n=141)
Appropriate Discipline	418	-2.69	.007	3.39	3.61
Harsh Discipline	418	-3.11	.002	1.70	1.85
Positive Attention	418	1.90	.059	4.29	4.17
Tangible Rewards	418	0.88	.381	3.48	3.40
Low Reinforcement-Youth	406	-1.68	.094	2.19	2.34
Low Reinforcement-Parent	418	-1.59	.112	1.99	2.08
Low Reinforcement-Combined	406	-2.06	.040	4.17	4.41

V. Recommendations for Use

This measure was scaled so as to create identical scales as those generated by the youth's report on the About My Parent measure. Note that this scaling is different from what was used in the original Technical Report written by McMahon, Jones, & Kim (1997). The current scales are preferred because they are more specific.

Although Item 8 ("Tell your child to get out or lock him/her out of the house for a while") has low variability, it was retained in the Harsh Discipline scale due to its consistency with more punitive forms of discipline.

VI. Item and Scale Means and SD's

ITEM MEANS- NORMATIVE SAMPLE

Variable	Label	Mean	Std Dev	N
P5XP1	Dislike Behavior-Take Away Privilege	3.531	1.147	350
P5XP2	Dislike Behavior-Time Out	3.046	1.220	350
P5XP3	Dislike Behavior-Scold	2.989	1.071	350
P5XP4	Dislike Behavior-Discuss	3.790	0.920	348
P5XP5	Dislike Behavior-Ignore	1.680	0.921	350
P5XP6	Dislike Behavior-Spank	1.774	1.003	350
P5XP7	Dislike Behavior-Hit	1.144	0.459	347
P5XP8	Dislike Behavior-Lock out	1.057	0.307	350
P5XP9	Like Behavior-Ignore	1.487	0.930	349
P5XP10	Like Behavior-Smile	4.209	0.899	350
P5XP11	Like Behavior-Praise	4.423	0.693	350
P5XP12	Like Behavior-Physical Affection	4.434	0.726	350
P5XP13	Like Behavior-Reward	3.634	1.051	350
P5XP14	Like Behavior-Special Privilege	3.473	1.010	349
P5XP15	Like Behavior-Do Something Special	3.386	1.050	350
P5XP16	Like Behavior-Tell Someone	4.003	0.950	350
P5XP17	Like Behavior-Question	2.463	1.357	350

ITEM MEANS-HIGH-RISK CONTROLS

Variable	Label	Mean	Std Dev	N
P5XP1	Dislike Behavior-Take Away Privilege	3.858	1.099	141
P5XP2	Dislike Behavior-Time Out	3.277	1.116	141
P5XP3	Dislike Behavior-Scold	3.121	1.003	141
P5XP4	Dislike Behavior-Discuss	3.681	0.897	141
P5XP5	Dislike Behavior-Ignore	1.872	0.985	141
P5XP6	Dislike Behavior-Spank	1.965	1.072	141
P5XP7	Dislike Behavior-Hit	1.250	0.613	140
P5XP8	Dislike Behavior-Lock out	1.078	0.379	141
P5XP9	Like Behavior-Ignore	1.539	0.874	141
P5XP10	Like Behavior-Smile	4.149	0.861	141
P5XP11	Like Behavior-Praise	4.340	0.735	141
P5XP12	Like Behavior-Physical Affection	4.305	0.792	141
P5XP13	Like Behavior-Reward	3.560	1.003	141
P5XP14	Like Behavior-Special Privilege	3.454	0.937	141
P5XP15	Like Behavior-Do Something Special	3.191	1.035	141
P5XP16	Like Behavior-Tell Someone	3.894	0.961	141
P5XP17	Like Behavior-Question	2.809	1.404	141

Scale Means

Scale	Normative Sample (n=350)		High Risk Control (n=141)	
	Mean	SD	Mean	SD
Appropriate Discipline	3.46	0.79	3.61	0.77
Harsh Discipline	1.74	0.48	1.85	0.50
Positive Attention	4.27	0.63	4.17	0.61
Tangible Rewards	3.50	0.88	3.40	0.80
Low Reinforcement-Youth	2.23	0.83	2.34	0.88
Low Reinforcement-Parent	1.99	0.58	2.08	0.52
Low Reinforcement-Combined	4.21	1.09	4.41	1.06

VII. Scale Correlations

Pearson Correlation Coefficients, Normative Sample above diagonals (n=350), High Risk Controls below diagonals (n=141).

	APPDIS	HARDIS	POSATN	TANREW
Appropriate Discipline	1.00	0.14	0.26	0.23
Harsh Discipline	0.03	1.00	-0.09	-0.03
Positive Attention	0.21	-0.19	1.00	0.44
Tangible Rewards	0.24	-0.02	0.33	1.00
		Youth	Parent	Combined
Low Reinforcement-Youth		1.00	0.18	0.86
Low Reinforcement-Parent		0.10	1.00	0.66
Low Reinforcement-Combined		0.87	0.66	1.00

VII. References

McMahon, R., Jones, K., & Kim, H. (1997). Parenting, (Primary Caregiver) (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

Thornberry, T., Huizinga, D., & Loeber, R. (1995). The prevention of serious delinquency and violence: Implications from the Program of Research on the Causes and Correlates of Delinquency. In J. Howell, B. Krisberg, D. Hawkins, & J.D. Wilson (Eds.), Sourcebook on serious, violent and chronic juvenile offenders (pp. 213-327). Thousand Oaks, CA: Sage.