

Parent Questionnaire
Kindergarten/Year 1
Fast Track Project Technical Report
Sharon Kersteter
November 2005

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. Subscale Correlations

Citation

Instrument

Strayhorn, J.M. and Weidman, C.S. (1988). A parenting practices scale and its relation to parent and child mental health. *Journal of the American Academy of Child and Adolescent Psychiatry*, 27, 613-618.

Report

Kersteter, S. (2005). *Parent Questionnaire, Kindergarten/Year 1 (Fast Track Project Technical Report)* [On-line]. Available from the Fast Track Project web site: <http://www.fasttrackproject.org/>

Data Sources

Raw: P1J

Scored: PRQ1

I. Scale Description

The Parent Questionnaire evaluates parenting practices that are often the focus of parent training programs. This 27-item questionnaire, derived from a scale developed by Strayhorn and Weidman (1988), describes situations or interactions that occur with parents and children, contains statements about the parent's confidence and general ability in managing the child, and explores how consistently two parents agree about discipline practices.

For each item, the parent selects the response that best estimates the frequency of the interaction. Each item uses one of two response scales where 0 = "Never," 1 = "Less than half the time" or "About once a week or less," 2 = "About half the time" or "More than once a week, but less than once a day," 3 = "More than half the time" or "One or two times a day," and 4 = "All the time" or "Many times each day."

II. Report Sample

These analyses were conducted with the first cohort on the high-risk sample (n=310) and on the normative sample (n=387, N = 618 with overlap) during the first year of the study. Overall, only six records were missing the whole measure (Durham = 1, Nashville = 0, Pennsylvania = 0, and Washington = 5). Three records were missing the entire measure for the high risk sample (Durham = 1 and Washington = 2). Three records were missing the entire measure for the control sample (Durham = 1 and Washington = 2).

III. Scaling

Four scales were created for this measure: the Appropriate/Consistent Discipline Scale (PRQ1APP), the Warmth/Involvement Scale (PRQ1WAR), the Harsh/Physical Discipline Scale (PRQ1HAR), and the Inter-Parental Consistency Scale (PRQ1IPC). The scale scores were calculated as the average of the items comprising the scales. The order of responses was reversed for seven items (items 13, 18, 20, 22, 23, 26, and 27) before scoring so that all items have zero as the “most negative” response. Note that the following four items were not used in these four scales: 1, 7, 21, and 22.

The Appropriate/Consistent Discipline scale consists of seven items: item 16 (When you give your child a command or order to do something, what fraction of the time do you make sure that your child does it?), item 17 (If you tell your child s/he will get punished if s/he doesn't stop doing something, and s/he keeps doing it, how often will you punish him/her?), item 18 – reversed (How often does your child get away with things that you feel should have been punished?), item 20 – reversed (How often do you think that the kind of punishment you give your child depends on your mood?), item 23 – reversed (How often is your child able to get out of a punishment when s/he really sets his/her mind to it?), item 26 – reversed (How often when you discipline your child, does s/he ignore the punishment?), and item 27 – reversed (How often do you have to discipline your child repeatedly for the same thing?).

The Warmth/Involvement scales consists of ten items: item 2 (How often do you praise your child, by saying something like “Good for you!” or “What a nice thing you did!” or “Thank you!” or “That’s good going!”?), item 3 (How often do you tell your child about your own experience, by saying something like, “I just saw a pretty bird outside,” or “I exercised so hard that I got really tired”), item 4 (How often do you and your child talk or play with each other, focusing attention on each other for five minutes or more, just for fun?), item 5 (How often do you and your child engage in make-believe play, where you each play the part of a character, and together make up a story to act out with each other?), item 6 (How often do you and your child laugh together?), item 10 (How often do you get to do something special with your child that he or she enjoys?), item 11 (How often do you play sports, hobbies, or games with your child?), item 12 (When you and your child set out to do something fun together, what fraction of the time does it actually turn out to be fun?), item 13 – reversed (What fraction of the time are you too worn out and exhausted to do something fun with your child?), and item 14 (Of all the times that you talk to your child about his or her behavior, what fraction is praise?).

The Harsh/Physical Discipline scale consists of four items: item 8 (How often do you tell your child you may leave him or her if he or she doesn't behave better?), item 9 (How often do you tell your child that he is bad or that he is not as good as others?), item 15 (Of all the times that you talk to your child about his or her behavior, what fraction are disapproval?), and item 19 (How often do you get angry when you punish your child?). The Inter-Parental Consistency scale (for two parents only) consists of only two items: item 24 (If there is a discipline problem, how often do the two of you (parents) agree on what to do?) and item 25 (If there is a discipline problem, how often do you generally go along with what your partner has done?).

The alpha coefficients for all scales are presented in the following table. All of the reliability coefficients for these scales are adequate.

Cronbach's Alpha for Scales		
Scale	Normative	High Risk
Appropriate/Consistent Discipline (PRQ1APP)	0.71	0.71
Warmth/Involvement (PRQ1WAR)	0.76	0.72
Harsh/Physical Discipline (PRQ1HAR)	0.60	0.50
Inter-Parental Consistency (PRQ1IPC)	0.72	0.55

IV. Differences Between Groups

T-tests were used to examine group differences between the parents of the high risk youth and the normative youth for the full sample for items 1, 7, 21, and 22 and each scale. Analyses of the full sample revealed significant differences between normative group and their high risk counterparts across all four items and all four scales. The means for item 1, item 21, item 22r, PRQ1APP, PRQ1WAR, and PRQ1IPC are significantly higher for the normative group than for the high risk group. This indicates that for these items and scales, the action occurred more frequently for the parents of the normative group than for the parents of the high risk group. The means for item 7 and PRQ1HAR are higher for the high risk group than for the normative group. This indicates that for these two, the action occurred more frequently for the parents of the high risk group than for the parents of the normative group.

Comparison of Means for Normative and High Risk							
Scale	Normative		High Risk		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
P1JPQ1 – How often do you read to your child?	2.02	0.89	1.84	0.89	610	-2.50	0.0128
P1JPQ7 – How often do you wish you didn't have to spend so much time with your child?	0.38	0.75	0.56	0.94	609	2.54	0.0114
P1JPQ21 – How much of the time do you feel confident that you can change or correct your child's misbehavior?	2.91	0.88	2.55	1.01	609	-4.64	<0.0001
P1JPQ22r – How often do you feel you are having problems managing your child in general?	3.06	0.97	2.50	1.11	610	-6.56	<0.0001
PRQ1APP – Appropriate/Consistent Discipline Scale	2.81	0.60	2.54	0.64	610	-5.31	<0.0001
PRQ1WAR – Warmth/Involvement Scale	2.67	0.51	2.44	0.48	610	-5.80	<0.0001
PRQ1HAR – Harsh/Physical Discipline Scale	0.81	0.54	1.01	0.56	610	4.45	<0.0001
PRQ1IPC – Inter-Parental Consistency Scale	3.09	0.86	2.81	0.87	352	-2.96	0.0033

T-tests were also used to examine group differences between the parents of the control youth and the intervention youth for the full sample. Analyses showed no significant differences between the control group and their intervention counterparts for any of the four items or the four scales.

Comparison of Means for Control and Intervention							
Scale	Control		Intervention		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
P1JPQ1 – How often do you read to your child?	1.89	0.91	1.79	0.87	305	1.00	0.3201
P1JPQ7 – How often do you wish you didn't have to spend so much time with your child?	0.58	1.01	0.54	0.88	304	0.37	0.7115
P1JPQ21 – How much of the time do you feel confident that you can change or correct your child's misbehavior?	2.52	1.08	2.59	0.93	304	-0.61	0.5412
P1JPQ22r – How often do you feel you are having problems managing your child in general?	2.48	1.15	2.53	1.06	305	-0.39	0.7001
PRQ1APP – Appropriate/Consistent Discipline Scale	2.56	0.65	2.53	0.63	305	0.41	0.6807
PRQ1WAR – Warmth/Involvement Scale	2.41	0.49	2.46	0.48	305	-0.91	0.3610
PRQ1HAR – Harsh/Physical Discipline Scale	1.07	0.61	0.95	0.51	305	1.66	0.0979

Comparison of Means for Control and Intervention							
Scale	Control		Intervention		DF	t Value	Pr > t
	Mean	Std Dev	Mean	Std Dev			
PRQ1IPC – Inter-Parental Consistency Scale	2.82	0.88	2.80	0.87	155	0.17	0.8683

V. Recommendations for Use

Analysts should note that the Inter-Parental Consistency scale showed a slight negative distribution for the normative sample. In addition, the Harsh/Physical Discipline scale showed a positive distribution for both the normative and the high risk samples. Both distributions for this scale showed floor effects. For the Harsh/Physical Discipline scale for the normative sample, approximately 77 percent of the respondents had a score of 1.0 or less (scores ranged from 0 to 4). For the Harsh/Physical Discipline scale for the high risk sample, approximately 67 percent of the respondents had a score of 1.0 or less (scores ranged from 0 to 4).

V1. Scale Means and SD's

See previous section for scale means and standard deviations.

VII. Subscale Correlations

Pearson Correlation Coefficients Prob > r under H0: Rho=0 Number of Observations				
	PRQ1APP	PRQ1WAR	PRQ1HAR	PRQ1IPP
PRQ1APP Appropriate/Consistent Discipline Scale	1.00000 0.0181 354	-0.12557 0.0181 354	0.22274 <.0001 354	0.30919 <.0001 354
PRQ1WAR Warmth/Involvement Scale	-0.12557 0.0181 354	1.00000 0.0181 612	-0.18760 <.0001 612	-0.46646 <.0001 612
PRQ1HAR Harsh/Physical Discipline Scale	0.22274 <.0001 354	-0.18760 <.0001 612	1.00000 0.0181 612	0.18827 <.0001 612
PRQ1IPP Inter-Parental Consistency Scale	0.30919 <.0001 354	-0.46646 <.0001 612	0.18827 <.0001 612	1.00000 0.0181 612