<u>**Supervision Questionnaire – Primary Caregiver**</u>
Grade 10/Year 11
Fast Track Project Technical Report
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<u>Table of Contents</u>

<u>Citation</u>
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 (CPPRG). (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/

<u>Data Sources</u>
Raw: P11V

Scored: SPG11

I.   <u>Scale Description</u>

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. <u>Report Sample</u>

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 eleventh year of the study. Overall, 112 records were missing the whole measure. Forty were missing from the control sample (6 from Durham, 12 from

Nashville, 13 from Pennsylvania, and 9 from Washington) and 97 were missing from the normative sample (17 from Durham, 27 from Nashville, 29 from Pennsylvania, and 24 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**
Y11 SPG Discussing Daily Activities Scale (SPG11day)	0.91	0.88
Y11 SPG Curfew Time Scale (SPG11cfw)	0.86	0.85
Y11 SPG Supervision/Involvement Scale (SPG11sup)	0.76	0.76
Y11 SPG Influence of Friends Scale (SPG11inf)	0.91	0.90

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, analyses 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 = 0.0005). The mean is higher for the normative group than the control group (3.71 versus 3.35), which indicated 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|
Y11 SPG Discussing Daily Activities Scale (SPG11day)	4.22	0.79	4.07	0.76	349	-1.63	0.1037
Y11 SPG Curfew Time Scale (SPG11cfw)	4.52	0.87	4.69	0.71	344	1.78	0.0762
Y11 SPG Supervision/Involvement Scale (SPG11sup)	4.61	0.46	4.56	0.46	347	-0.97	0.3342
Y11 SPG Influence of Friends Scale (SPG11inf)	3.71	0.91	3.35	0.89	348	-3.50	0.0005

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 no significant differences between the normative youth and their high-risk control counterparts for these items.

Comparison of Variable Means for Normative and Control							
	Normative		Control				
Variable	Mean	Std Dev	Mean	Std Dev	DF	t Value	Pr > |t|
P11V8 – If you or another adult are not at home, is your child allowed to leave the house?	2.93	1.51	2.75	1.44	345	-1.07	0.2871
P11V9 – Does your child leave a note or call to let you know where he/she is going?	4.26	1.13	4.29	0.86	246	0.21	0.8304
P11V13 – Is it important to you to know what your child is doing when he/she is outside of the home?	4.85	0.42	4.81	0.50	347	-0.83	0.4066
P11V20 – How many of child's friends do you know?	2.76	0.95	2.69	1.04	348	-0.67	0.5039

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 (P11V14) among the control and normative samples was:

Table of P11V14 by group			
P11V14 (Where does your child normally go right after school?)	**Group**		**Total**
Frequency **Percent** **Row Percent** **Column Percent**	**Control**	**Normative**	
1 **(home, supervised)**	56 16.05 30.77 49.56	126 36.10 69.23 53.39	182 52.15
2 **(home, unsupervised)**	24 6.88 28.57 21.24	60 17.19 71.43 25.42	84 24.07
3 **(somewhere else – supervised)**	30 8.60 42.86 26.55	40 11.46 57.14 16.95	70 20.06
4 **(somewhere else – unsupervised)**	1 0.29 14.29 0.88	6 1.72 85.71 2.54	7 2.01
5 **(somewhere else – don't know if supervised)**	0 0.00 0.00 0.00	2 0.57 100.00 0.85	2 0.57
6 **(other)**	2 0.57 50.00 1.77	2 0.57 50.00 0.85	4 1.15
Total	113 32.38	236 67.62	349 100.00
Frequency Missing = 114			

With χ^2 (5, N = 349) = 6.8533, p = 0.2318, the hypothesis of independence between risk category (normative or control) and item 14 was not rejected for these data.

The frequency distribution of item 15 (P11V15) among the control and normative samples was:

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Table of P11V15 by group			
P11V15 (Where is your child usually in the evening?)	**Group**		**Total**
Frequency **Percent** **Row Percent** **Column Percent**	**Control**	**Normative**	
1 (home, supervised)	86 24.64 34.26 76.11	165 47.28 65.74 69.92	251 71.92
2 (home, unsupervised)	3 0.86 13.64 2.65	19 5.44 86.36 8.05	22 6.30
3 (somewhere else – supervised)	19 5.44 34.55 16.81	36 10.32 65.45 15.25	55 15.76
4 (somewhere else – unsupervised)	2 0.57 13.33 1.77	13 3.72 86.67 5.51	15 4.30
5 (somewhere else – don't know if supervised)	0 0.00 0.00 0.00	1 0.29 100.00 0.42	1 0.29
6 (other)	3 0.86 60.00 2.65	2 0.57 40.00 0.85	5 1.43
Total	113 32.38	236 67.62	349 100.00
Frequency Missing = 114			

With χ^2 (5, N = 349) = 8.7607, p = 0.1190, the hypothesis of independence between risk category (normative or control) and item 15 was not rejected for these data.

The frequency distribution of item 16 (P11V16) among the control and normative samples was:

Table of P11V16 by group			
P11V16 (Where is your child usually on the weekends?)	**Group**		**Total**
Frequency **Percent** **Row Percent** **Column Percent**	**Control**	**Normative**	
1 (home, supervised)	72 20.63 34.29 63.72	138 39.54 65.71 58.47	210 60.17
2 (home, unsupervised)	2 0.57 40.00 1.77	3 0.86 60.00 1.27	5 1.43
3 (somewhere else – supervised)	28 8.02 27.72 24.78	73 20.92 72.28 30.93	101 28.94
4 (somewhere else – unsupervised)	5 1.43 26.32 4.42	14 4.01 73.68 5.93	19 5.44
5 (somewhere else – don't know if supervised)	4 1.15 50.00 3.54	4 1.15 50.00 1.69	8 2.29
6 (other)	2 0.57 33.33 1.77	4 1.15 66.67 1.69	6 1.72
Total	113 32.38	236 67.62	349 100.00
Frequency Missing = 114			

With χ^2 (5, N = 349) = 2.9375, p = 0.7096, the hypothesis of independence between risk category (normative or control) and item 16 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 5 percent of the respondents listed weekend night curfew times between 12:30 P.M. and six P.M., and almost 9 percent of the respondents listed school night curfew times between one P.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* (SPG11day) and the *Influence of Friends Scale* (SPG11inf) were normally distributed for both the normative and high-risk control samples. The *Supervision/Involvement Scale* (SPG11sup) was and the *Curfew Time Scale* (SPG11cfw) were negatively skewed for both the normative and high-risk control samples. For year 11, analysis of the *Curfew Time Scale* showed a ceiling effect for the normative sample, where 69 percent had a score of five (almost always), as well as a ceiling effect for the control sample, where 76 percent had a score of five.

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
**Descriptive Statistics for High Risk Control Sample**
P11V1	In the past six months, how often have you discussed with your child his/her plans for the coming day?	115	3.97	0.95	2.00	5.00
P11V2	In the past six months, about how often have you talked to your child about what he/she had actually done during the day?	115	4.18	0.81	2.00	5.00
P11V3	Does your child have a set time to be home on school nights?	110	4.82	0.54	1.00	5.00
P11V5	Does your child have a set time to be home on weekend nights?	111	4.59	0.98	1.00	5.00
P11V7	If your child did not come home by the time that was set, would you know?	110	4.77	0.66	1.00	5.00
P11V8	If you or another adult are not at home, is your child allowed to leave the house?	112	2.75	1.44	1.00	5.00
P11V9	Does your child leave a note or call to let you know where he/she is going?	79	4.29	0.86	1.00	5.00
P11V10	Do you know who your child's companions are when he/she is not at home?	113	4.20	0.97	1.00	5.00
P11V11	When you are not at home, does your child know how to get in touch with you?	113	4.79	0.56	1.00	5.00
P11V12	When your child is out, do you know what time he/she will be home?	113	4.54	0.77	1.00	5.00
P11V13	Is it important to you to know what your child is doing when he/she is outside of the home?	113	4.81	0.50	3.00	5.00
P11V14	Where does your child usually go right after school?	113	1.86	1.03	1.00	6.00
P11V15	Where is your child usually in the evening?	113	1.55	1.11	1.00	6.00
P11V16	Where is your child usually on the weekends?	113	1.88	1.29	1.00	6.00
P11V17	Do you feel that your child's friends have a good influence on his/her behavior?	114	3.22	0.98	1.00	5.00
P11V18r	Do you feel that your child's friends have a bad influence on his/her behavior? (reversed)	115	3.47	1.05	1.00	5.00
P11V19	When you and your child are both at home, do you know what he/she is doing?	114	4.54	0.68	1.00	5.00
P11V20	How many of your child's friends do you know?	115	2.69	1.04	0.00	4.00
SPG11day	Y11 SPG Discussing Daily Activities Scale	115	4.07	0.76	2.00	5.00
SPG11cfw	Y11 SPG Curfew Times Scale	112	4.69	0.71	1.00	5.00
SPG11sup	Y11 SPG Supervision/Involvement Scale	113	4.56	0.46	2.80	5.00
SPG11inf	Y11 SPG Influence of Friends Scale	115	3.35	0.89	1.00	5.00

	Descriptive Statistics for Normative Sample					
Variable	Label	N	Mean	Std Dev	Minimum	Maximum
P11V1	In the past six months, how often have you discussed with your child his/her plans for the coming day?	290	4.12	0.95	1.00	5.00
P11V2	In the past six months, about how often have you talked to your child about what he/she had actually done during the day?	290	4.29	0.81	2.00	5.00
P11V3	Does your child have a set time to be home on school nights?	286	4.71	0.76	1.00	5.00
P11V5	Does your child have a set time to be home on weekend nights?	287	4.42	1.16	1.00	5.00
P11V7	If your child did not come home by the time that was set, would you know?	282	4.74	0.70	1.00	5.00
P11V8	If you or another adult are not at home, is your child allowed to leave the house?	288	2.89	1.50	1.00	5.00
P11V9	Does your child leave a note or call to let you know where he/she is going?	205	4.28	1.09	1.00	5.00
P11V10	Do you know who your child's companions are when he/she is not at home?	289	4.36	0.89	1.00	5.00
P11V11	When you are not at home, does your child know how to get in touch with you?	289	4.83	0.46	2.00	5.00
P11V12	When your child is out, do you know what time he/she will be home?	289	4.55	0.77	1.00	5.00
P11V13	Is it important to you to know what your child is doing when he/she is outside of the home?	289	4.84	0.43	3.00	5.00
P11V14	Where does your child usually go right after school?	289	1.76	0.96	1.00	6.00
P11V15	Where is your child usually in the evening?	289	1.61	1.07	1.00	6.00
P11V16	Where is your child usually on the weekends?	289	1.97	1.26	1.00	6.00
P11V17	Do you feel that your child's friends have a good influence on his/her behavior?	289	3.51	1.05	1.00	5.00
P11V18r	Do you feel that your child's friends have a bad influence on his/her behavior? (reversed)	289	3.77	1.07	1.00	5.00
P11V19	When you and your child are both at home, do you know what he/she is doing?	289	4.57	0.64	2.00	5.00
P11V20	How many of your child's friends do you know?	289	2.79	0.95	0.00	4.00
SPG11day	Y11 SPG Discussing Daily Activities Scale	290	4.20	0.78	1.50	5.00
SPG11cfw	Y11 SPG Curfew Times Scale	287	4.56	0.82	1.00	5.00
SPG11sup	Y11 SPG Supervision/Involvement Scale	289	4.61	0.45	2.80	5.00
SPG11inf	Y11 SPG Influence of Friends Scale	289	3.64	0.94	1.00	5.00

VII. Subscale Correlations

Pearson Correlation Coefficients Prob > |r| under H0: Rho=0 Number of Observations				
	SPG11DAY	SPG11CFW	SPG11SUP	SPG11INF
SPG11DAY – Discussing Daily Activities Scale	1.000 351	0.183 0.001 346	0.501 0.000 349	0.283 0.000 350
SPG11CFW – Curfew Times Scale	0.183 0.001 346	1.000 346	0.197 0.038 346	0.009 0.864 345
SPG11SUP – Supervision/Involvement Scale	0.501 0.000 349	0.197 0.000 346	1.000 349	0.356 0.000 348
SPG11INF – Influence of Friends Scale	0.283 0.000 350	0.009 0.864 345	0.356 0.000 348	1.000 350