

APPENDIX V

PRIMARY CAREGIVER REPORT ON STUDENTS

A. Parent and Teacher Involvement Measure

Citation: CPPRG (1991). Parent-Teacher Involvement Measure (Online). Available: <http://www.fasttrackproject.org/>

Respondent: Primary Caregiver Report

Items:

1. You asked your child's teacher questions or made suggestions about your child.
2. You helped your child at home with subjects (such as reading, math, science) that he/she is having difficulty with.
3. You took your child to the library.
4. You made sure that your child got his/her homework done.
5. You volunteered at your child's school.
6. You called your child's teacher.
7. You wrote your child's teacher a note or email.
8. You were invited to attend a parent-teacher conference.
9. You attended a parent-teacher conference.

Scale: 0: Never

1: Once or twice

2: Almost every week

3: More than once a week

Revisions and Notes:

- Items 2 and 4 were constructed by IES/CDC.
- "(Reading, Math, Science)" was added to Item 2.
- Item 7 did not contain a reference to email in the original version of the instrument.
- Several items in the original measure were dropped because (a) of concerns about a primary caregiver's ability to report about behaviors in those items, (b) of concerns about generalization to diverse populations, and (c) the items did not reflect the primary caregiver's degree of involvement.
- The original 5-point response scale for the selected items (*Never, Once or twice a year, Almost every month, Almost every week, More than once per week*) was based on the past year; this was changed to a 4-point response scale based on the past 30 days.

B. Social Competence

Citation: Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. *Journal of Consulting and Clinical Psychology, 67*, 631-647.

Respondent: Primary Caregiver Report

Items:

1. Can accept things not going his/her way.
2. Copes well with failure.
3. Accepts legitimate imposed limits.
4. Expresses needs and feelings appropriately.
5. Thinks before acting.
6. Resolves peer problems on his/her own.
7. Can calm down when excited or all wound up.
8. Can wait in line patiently when necessary.
9. Is very good at understanding other people's feelings.
10. Is aware of the effect of his/her behavior on others.
11. Works well in a group.
12. Plays by the rules of the game.
13. Controls temper when there is a disagreement.
14. Shares materials with others.
15. Cooperates with peers without prompting.
16. Is helpful to others.
17. Listens to others' points of view.
18. Can give suggestions and opinions without being bossy.
19. Acts friendly towards others.

Scale: 1: Never
2: Sometimes
3: Often
4: Almost Always

Revisions and Notes:

- The original 5-point response scale (*Not at all, A little, Moderately well, Well, Very well*) was not time-dependent and was constructed for teacher report.
- The time frame was changed to cover the child's behavior in the past 30 days.

C. Responsibility Scale

Citation: IES/CDC constructed scale

Respondent: Primary Caregiver Report

Items:

1. Asks before borrowing or taking something
2. Takes responsibility for own actions.
3. Apologizes when he/she has done something wrong.
4. Takes care of borrowed belongings or materials.
5. Denies wrongdoing even when confronted with evidence.
6. Tries to get away with things that he or she knows are wrong.
7. Returns borrowed belongings or materials.
8. Takes care of own things.

Scale: 1: Never
2: Sometimes
3: Often
4: Almost Always

Revisions and Notes:

- The time frame is based on the child's behavior in the past 30 days.

D. BASC Aggression Subscale

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Primary Caregiver Report

Number of items: 13

Items:

The items in the Aggression Subscale are part of a copyrighted instrument and thus not displayed in this package. The scale consists of 13 items to which the respondent reports how often the child engages in physical, verbal, and relational aggressive acts. Items are rated on a scale ranging from 0 (Never) to 3 (Almost Always).

Revisions and Notes:

- Items from the BASC are copyrighted. Permission required from the American Guidance Service for use and reproduction. Administration fee required.

E. BASC Conduct Problems Subscale

Citation: Reynolds, C.R., & Kamphaus, R.W. (1998). *Behavioral Assessment System for Children*. Circle Pines, MN: American Guidance Service Inc.

Respondent: Primary Caregiver Report

Number of items: 11

Items:

The items in the Conduct Problems Subscale are part of a copyrighted instrument and thus not displayed in this package. The scale consists of 11 items to which the respondent reports how often the child engages in socially deviant and disruptive behaviors. Items are rated on a scale ranging from 0 (Never) to 3 (Almost Always).

Revisions and Notes:

- Items from the BASC are copyrighted. Permission required from the American Guidance Service for use and reproduction. Administration fee required.
- The original 4-point scale (*Never, Sometimes, Often, Always*) was based on the child's behavior in the last 6 months; this was slightly reworded to a 4-point scale based on the past 30 days.

F. Altruism Scale, Primary Caregiver Version

Citation: Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. *Social Psychology of Education, 4*, 3-51.

Respondent: Primary Caregiver Report, Teacher Report on Child (adapted from Child Report)

Number of items: 8

Items:

1. Helped someone who was hurt.
2. Cheered up someone who was feeling sad.
3. Helped someone who was being picked on.
4. Helped someone who fell down.
5. Got help for someone who was hurt.
6. Helped an older person.
7. Stopped a kid from hurting another kid.
8. Helped a younger child who was lost.

Scale: 0: Never

1: Sometimes

2: Often

3: Almost Always

Revisions and Notes:

- This scale was developed as a child report, but has been adopted for use as a Primary Caregiver report for the SACD study.
- Items for the child report were obtained from the authors for use in the Social and Character Development Evaluation only. For item and scale information, contact Dr. Victor Battistich, Division of Educational Psychology, Research, and Evaluation, College of Education, University of Missouri – St. Louis.

G. Alabama Parenting Questionnaire

Citation: Shelton, K.K., Frick, P.J., & Wootton, J. (1996). Assessment of parenting practices in families of elementary school-age children. *Journal of Clinical Child Psychology, 25*, 317-329.

Respondent: Primary Caregiver Report

Items:

1. You let your child know when he/she is doing a good job with something.
2. You reward or give something extra to your child for obeying you or behaving well.
3. You compliment your child when he/she does something well.
4. You praise your child if he/she behaves well.
5. You hug or kiss your child when he/she has done something well.
6. You tell your child that you like it when he/she helps around the house.
7. Your child fails to leave a note or let you know where he or she is going.
8. Your child stays out in the evening past the time he/she is supposed to be home.
9. Your child is out with friends you do not know.
10. Your child goes out without a set time to be home.
11. Your child is out after dark without an adult with him/her.
12. You get so busy that you forget where your child is and what he or she is doing.
13. You don't check that your child comes home from school when he/she is supposed to.
14. You forget to tell your child where you are going.
15. Your child comes home from school more than an hour past the time you expect him/her.
16. Your child is at home without adult supervision.

Scale: 1: Never
 2: Sometimes
 3: Often
 4: Almost Always

Revisions and Notes:

- Only 2 subscales from the original scale were selected: Positive Parenting and Poor Monitoring/Supervision.
- Additional subscales dropped include Involvement, Inconsistent Discipline, Corporal Punishment, and Other Discipline Practices.
- Minor wording changes were made to items 1 and 6.
- The original 5-point response scale (*Never...Always*) was modified.

H. Confusion, Hubbub, and Order Scale

Citation: Matheny, A.P., Wachs, T.D., Ludwig, J.L., & Phillips, K. (1995). Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub, and Order Scale. *Journal of Applied Developmental Psychology, 16*, 429-444.

Respondent: Primary Caregiver Report

Items:

1. There is very little commotion in our home.
2. We can usually find things when we need them.
3. We almost always seem to be rushed.
4. We are usually able to stay on top of things.
5. No matter how hard we try, we always seem to be running late.
6. At home we can talk to each other without being interrupted.
7. There is often a fuss going on at our home.
8. No matter what our family plans, it usually doesn't seem to work out.
9. You can't hear yourself think in our home.
10. I often get drawn into other people's arguments at home.
11. Our home is a good place to relax.
12. The telephone takes up a lot of our time at home.
13. The atmosphere in our home is calm.
14. First thing in the day, we have a regular routine at home.

Scale: 1: Strongly disagree
2: Disagree
3: Neither agree nor disagree
4: Agree
5: Strongly agree

Notes and Revisions:

- Deleted one item: *It's a real zoo in our home.*

I. Community Risks

Citation: Forehand, R., Brody, G.H., & Armistead, L., et al. (2000). The role of community risks and resources in the psychosocial adjustment of at-risk children: An examination across two community contexts and two informants. *Behavior Therapy, 13*, 395-414.

Respondent: Primary Caregiver Report

Items:

1. Litter and trash pickup is a problem in the neighborhood.
2. In the neighborhood you can find groups of people who roam the streets and carry weapons.
3. Individuals or gangs fight in the neighborhood.
4. Fights in the neighborhood occur where people are injured or killed with guns or knives.
5. Drugs are sold and used by some people in the neighborhood.
6. Many houses and apartments in the neighborhood are in poor condition (e.g., dirty, bug infested).
7. Many people in the neighborhood live in houses or apartments that have a lot of people in a few rooms.

Scale: 1: Not at all
 2: A little
 3: Somewhat
 4: A lot

Revisions and Notes:

- The original article used the items as a simple presence/absence checklist. For this evaluation, a 4-point response scale was used.
- Items 1, 2, 4, 5, 6 and 7 represent item revisions due to concern over respondent reactivity. One item was deleted.

J. Community Resources

Citation: IES/CDC constructed scale

Respondent: Primary Caregiver Report

Items:

1. There are nearby libraries for children and families to go to
2. There are safe outdoor parks for children to play in
3. There is a community center in the neighborhood where children and their families can join in activities (such as a YMCA, boys and girls club, public community center)
4. Health centers and/or health services are easily located in the neighborhood
5. Programs are available in the neighborhood for kids and families to get involved in

Scale: 1: Not at all
2: A little
3: Somewhat
4: A lot

Revisions and Notes:

K. Child-Centered Social Control and Intergenerational Closure

Citation: Sampson, R.J., Morenoff, J.D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. *American Sociological Review*, 64, 633-660.

Respondent: Primary Caregiver Report

Items:

[Child-Centered Social Control]

In your neighborhood, how likely is it that the neighbors could be counted on to “do something” if the following things happened:

1. Neighbors would do something if children were skipping school and hanging out on a street corner.
2. Neighbors would do something if children were spray-painting graffiti on a local building.
3. Neighbors would do something if children were showing disrespect to an adult.
4. Neighbors would do something if a child was hurt.
5. Neighbors would do something if a neighbor was in need.

Scale: 1: Very unlikely
2: Unlikely
3: Cannot judge
4: Likely
5: Very likely

[Intergenerational Closure]

1. Parents in the neighborhood know their children’s friends
2. There are adults in the neighborhood that kids can look up to
3. Adults know the kids in the neighborhood.

Scale: 1: Not at all
2: A little
3: Somewhat
4: A lot

Notes and Revisions:

- a. The original 5-point response scales (*Very likely, Likely, Neither likely nor unlikely, Unlikely, or Very unlikely*) were revised.
- b. Two “filler” items were added to the Child-Centered Social Control reduce the negativity of the scale: [In your neighborhood, how likely is it that the neighbors could be counted on to “do something” if the following things happened?] A child was hurt; A neighbor was in need.
- c. Two items were dropped from the Intergenerational Closure scale.

L. Background Questionnaire

Citation: Centers for Disease Control and Prevention

Respondent: Primary Caregiver Report

Items:

1. What is the child's date of birth?
2. Is this child of Hispanic or Latino origin?
3. What is this child's race? (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White)
4. What is your date of birth?
5. Are you of Hispanic or Latino origin?
6. What is your race? (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White)
7. What is the highest grade or year of school that you have completed?
 - 8th grade or less
 - Some high school (but did not graduate)
 - High school equivalency (GED)
 - High school graduate
 - Vocational, trade, or business school after completing or leaving high school
 - Some college but did not receive a degree
 - Associates degree (AA or other 2-year degree)
 - Bachelor's degree
 - Post-graduate education or degree
 - Other (specify)
8. Which category best describes your employment?
 - Employed or self-employed full time
 - Employed or self-employed part time
 - Homemaker or caregiver
 - Out of work or unable to work
 - Student
 - Student and employed
 - Retired
 - Other (specify)
9. What is your marital status?
 - Single
 - Married
 - Separated
 - Divorced
 - Widowed
 - Living together
 - Other (specify)
10. What is your relationship to this child?
11. Does the child live in one or multiple households?
12. Does this child live with you in your household?
13. Who lives with you in this household and how are they related to the child?
14. In all, how many people live in your household?
15. What is the highest grade or year of school that anyone in your household, including yourself, has completed?
16. What was your total household income from all sources before taxes in 2003?
 - Under \$5,000
 - \$5,000 to \$9,999
 - \$10,000 to \$19,999

\$20,000 to \$29,000
\$30,000 to \$39,999
\$40,000 to \$49,999
\$50,000 to \$59,000
\$60,000 to \$69,000
\$70,000 or more

Revisions and Notes: