

Supporting article

Journal of Family Psychology
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Volume 10(2) June 1996 p 115-129

The Relation of Family Functioning to Violence Among Inner-City Minority Youths
 [Special Feature]

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This work was conducted with support from National Institute of Mental Health Grant RO1 MH48248. Marcy Hunt and Catherine Butz contributed significant research assistance to the completion of this article.

Received Date: September 8, 1994; Revised Date: May 20, 1995; Accepted Date: July 8, 1995

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Abstract \pm

The relationship between family influences and participation in violent and nonviolent delinquent behavior was examined among a sample of 362 African American and Latino male adolescents living in the inner city. Participants were classified into three groups: (a) nonoffenders, (b) nonviolent offenders, and (c) violent offenders. Families in the violent delinquent group reported poorer discipline, less cohesion, and less involvement than the other two groups. These results were consistent across ethnic groups. However, the factor Beliefs About Family related to violence risk in opposite directions for African American and Latino families. These results highlight the need to look at ethnic group differences when constructing models of risk.

The increasing rate of adolescent violence in this country has intensified the search for predictors and interventions for violent behavior among adolescents. However, despite this developing interest, there is scant literature that specifically examines correlates or predictors of adolescent violence. Studies generally focus on violent behavior as part of a larger syndrome such as conduct disorder, antisocial behavior, or delinquency (Tolan & Guerra, 1994; Tolan & Loeber, 1993). Although this literature may be applicable to adolescent violence, it leaves unexamined the possibility that the risk for violence and the risk for other forms of antisocial behavior may be different. It is not clear whether violent behavior represents a qualitatively different pattern of antisocial behavior that has different risk factors that affect development of the behavior or whether violent behavior is simply a more extreme level of a general pattern of antisocial behavior differing in degree of severity but explainable by the same variables.

Violence and Family Variables \pm

Patterns of Violence \pm

In a review of the longitudinal research on violence, Farrington (1982) concluded that it was rare for violent offenders to commit only violent crimes. Violent criminals perpetrate many kinds of crimes, including violence, and tend to commit crimes more frequently than nonviolent offenders. These conclusions have been cited as support of the hypothesis that the difference between violent and nonviolent offenders may be quantitative rather than qualitative; that is, the

chance of committing a violent crime increases with the number of offenses so that criminal activity becomes increasingly violent as frequency of criminal activity increases. Using data from the Cambridge Study in Development, Farrington (1991) evaluated violent and nonviolent adult men who were frequent offenders and found few differences between groups on a large number of childhood, adolescent, and adult characteristics. Similarly, among a nationally representative sample, Elliott (1994) found that the pattern of serious violent offenses occurred as the rate of offending and diversification of offenses increased. His data also suggested a common etiologic pathway for violent acts, minor and nonserious delinquency, and alcohol use. However, this statistical relation does not preclude mediation by a third variable. Violent behavior may occur among very frequent offenders only if a requisite influence occurs that is different from those causing the frequent offending.

In contrast to this unitary pathway perspective, Loeber (1988) argued that there are different developmental pathways for different types of delinquent behavior with variation in the etiological variables contributing to the development and maintenance of each. Loeber et al. (1993) hypothesized three different patterns and outcomes in the development of disruptive behavior during childhood: (a) authority-conflict, including stubborn behavior, defiance, and authority avoidance; (b) covert behavior, including minor covert damage and moderate to serious forms of delinquency; and (c) overt behavior, including aggression, fighting, and violence. These investigators found differences in frequency of delinquent offending between groups on the basis of pathway membership. Some boys classified in the covert pathway also committed some violent offense. Loeber et al. (1993) considered the pathways as related steps in the development of a serious criminal career, particularly as marked by the extent of involvement. Thus, the overt aggressive pattern is often the third step in a hierarchy of seriousness, rather than one of three parallel paths. Loeber et al. (1993) left undetermined whether violence represents a greater severity or a different type of delinquency involvement. Earlier onset, and therefore earlier involvement, in more serious criminal behavior may account for the difference (Tolan, 1987; Tolan & Thomas, 1995). Similarly, it can be argued that more seriously involved delinquents exhibit more frequent and more serious offending. Therefore, their violent behavior is simply part of this greater general offending (Tolan & Lorion, 1988). Huizinga, Esbensen, and Weiher (1994), using data from the Denver Youth Survey (Thornberry, Huizinga, & Loeber, 1995), addressed this question of whether "there is one underlying constellation of variables leading to delinquency that works more or less the same for everybody, or whether there [are] subsets of individuals, each subset having a common background and experience, for which the variables work differently" (p. 86). Using a taxonomy to identify delinquency and etiological clusters of typologies, they found different types of offenders within their sample, with different etiological variables associated.

These previous studies that have examined the relation of violence to other delinquent behavior raise important questions. It appears that violent offenders do not specialize in violence but are distinct from other antisocial adolescents because they are violent (Tolan & Loeber, 1993). They seem differentiated by their involvement in violence in addition to other types of crime (Tolan & Loeber, 1993). In particular, it remains unclear whether violent and nonviolent offenders have different pathways with different risk variables contributing to the development of these behaviors or whether violent offenders are merely further along the progression of the same pathway as their nonviolent counterparts. Thus, a basic question that remains is whether this apparent distinction in behavior pattern can be verified and, if so, what variables contribute to individuals adding violence to their repertoire of delinquent behavior.

Predictors of Violence ¶

The existing literature suggests that similar variables can be used to explain the development

of violent and nonviolent behaviors (Elliott, 1994; Farrington, 1991; Tolan & Guerra, 1994; Tolan & Loeber, 1993). These include multiple types of influence, but familial influences, such as family history of criminal behavior, harsh parental discipline, and parental conflict, are most prominent (Loeber & Dishion, 1983). However, potentially important differences in family risk variables can be found between nonviolent and violent delinquents. For example, McCord (1980) compared aggressive and nonaggressive offenders on a number of family variables and found that both groups were poorly supervised. However, parental conflict and parental aggressiveness predicted violent offending, whereas lack of maternal affection and paternal criminality predicted property crimes. Because family and parenting variables are key predictors of delinquency, one purpose of our study was to examine their role in violent versus other types of antisocial behavior.

A second purpose of our study was to address one limitation of the existing research evaluating predictors of violence and antisocial behavior. Delinquency and violence risk research has rarely focused on the population at the highest risk for offending: inner-city minority male adolescents (Elliott, Huizinga, & Ageton, 1985; Tolan & Guerra, 1994). Most studies do not include minority youths or include them as only a small proportion of the sample. Data obtained through the National Youth Survey (Elliott, Huizinga, & Menard, 1989) suggest that at the peak age of involvement in violent offending (age 17), 36% of African American male youths surveyed reported involvement in one or more serious violent offenses (e.g., aggravated assault, robbery, or rape involving a weapon or injury) compared with 25% of White male youths. By age 18, approximately 40% of African American men surveyed had committed a violent offense, compared with 30% of White men. Similarly, prevalence rates are slightly higher among youths of lower socioeconomic status and those with urban residence than those of other socioeconomic levels and residences. Most studies suggest that poor minority male adolescents are at greatest risk for involvement in serious crime. However, because the process through which these demographic variables are predictive of problems is not known, the variables' value for focusing prevention and intervention programs is limited. Without this distinction, it will never be clear what proportion of risk is due to minority status, socioeconomic status, or community context (Guerra, Huesmann, Tolan, VanAcker, & Eron, 1995). Few studies examine how risk variables vary by socioeconomic status and by ethnic group. Not all poor minority children participate in delinquent behavior, so it is important to understand what risk variables differentiate, within this population, those children who become involved in delinquent or violent behavior and those who do not. There is considerable heterogeneity within socioeconomic groups. There are also distinct ethnic group differences, particularly with regard to family relationship characteristics, that may be important influences on development (MacKune-Karrer, 1992). A more focused understanding of the process through which parenting and family variables affect development of delinquent and violent behavior among economically disadvantaged children and different ethnic groups is needed to focus prevention and intervention efforts and to more adequately address the needs of this population.

The present study evaluated potential risk variables for participation in violent and nonviolent offending among a sample of minority male youths living in the inner city. The data were drawn from the Chicago Youth Development Study (Tolan, 1990), a longitudinal study of the dynamics of risk for the development of serious antisocial behavior among inner-city minority adolescents. The study is guided by a transactional and multilevel conception of delinquency risk and presumes that the development of serious antisocial behavior is dependent on the interaction of individual and contextual characteristics (Bronfenbrenner, 1979, 1986).

The focus of these analyses was on the family as it is the most proximal, and often the most influential, of these systems. Family relationship and parenting variables are consistently strong predictors of risk for antisocial behavior (Henggeler, 1989; Loeber & Stouthamer-Loeber, 1987; McCord,

1980; McCord, 1991; Tolan & Loeber, 1993). In their review of predictors of delinquent behavior, Loeber and Dishion (1983) identified parenting practices and quality of family relationships as distinct and powerful predictors of delinquent behavior. *Parenting practices* refer to the methods and styles of parenting. Darling and Steinberg (1993) defined these as "goal directed behaviors through which parents perform their parental duties" (p. 488). Parenting practices include discipline (e.g., use of positive parenting, effectiveness of discipline, avoidance of discipline) and supervision and monitoring of the child (e.g., extent of involvement, knowledge of child's activities and whereabouts). These are behaviors of the parent aimed at control and socialization of the child.

Family processes refer to the characteristics of the family as a system or as a whole. These characteristics include the beliefs and values held by the family, emotional warmth between family members, support provided by family members, and organization and communication among family members. Whereas parenting practices tend to focus on the parental behaviors used to manage and socialize the child, family processes have to do with the emotional and organizational experiences of the family as a unit. These two different definitions suggest that family relationship characteristics and parenting practices are distinct characteristics of family life, although there has been no empirical test of this conceptualization to date. Thus, an initial question addressed in this study was the relationship between family relationship characteristics and parenting practices. This evaluation was done before we examined parenting and family relationship characteristics as predictors of delinquency and violence.

Consideration of both parenting practices and family relationship characteristics was also suggested as each can be related to delinquency and violence risk. Parent practices, such as poor monitoring, extensive use of coercive discipline, inconsistent discipline, and absence of positive parenting, all differentiate families of antisocial children and adolescents from those not displaying these behaviors (Patterson, 1982, 1986). Family relationship characteristics, such as low levels of parental warmth, acceptance, and affection; low family cohesion; and high conflict and hostility, have been associated with delinquent and antisocial behavior (Henggeler, 1989; Tolan & Lorion, 1988; West & Farrington, 1973).

Measuring Family Relationship Characteristics ¶

Evaluating family relationship characteristics as risk variables is complicated by limited empirical direction and continuing controversy about methods (e.g., reports) and aggregation across sources. One of the difficulties in regard to the measurement of family characteristics has been determining how best to measure what happens within a family. Who will provide the best report of the family, or how does one integrate multiple reports of the family? The specific question in regard to measurement is whether the family is to be considered a collection of individuals with their own unique experiences of and perspectives on the family or whether the family should be viewed as a unified entity reflected in the perspectives and behaviors reported by the individuals in the family. If the family is viewed as a collection of individuals, then individual reports are self-reports that reflect the unique experience of the reporter rather than interpersonal processes occurring within the family system. If the family is considered as a unit, then reports are sources about shared experience representing interpersonal processes of the family and are not merely reports about the self. These theoretical perspectives imply the differences in the way individual member scores should be measured and aggregated (Paikoff, 1991).

When the family is treated as a collection of individuals and measures tap variations in individual perceptions or experiences of the family, scores are usually calculated for each family

member and interpreted separately. In some cases, calculations of score disparities between various family members are generated and interpreted with the assumption that the greater the disparity, the poorer the family functions (Olson, Portner, & Lavee, 1985). When family members are considered sources of information about the family system, score aggregation is approached differently. From this perspective, individual reports represent an estimate of an underlying family characteristic (Cook & Goldstein, 1993). Each individual's report is considered a source of an estimate of a shared experience within the system. The unit of analysis is the family. Although either approach can be taken, it seems critical that aggregation methods be consistent with one's theoretical orientation. Our approach was to focus on the family as a unit in order to emphasize interpersonal processes as risk variables (Tolan, Cromwell, & Brasswell, 1986). We chose to treat the information obtained from individual reports as different sources tapped that provided an estimate of characteristics representing the family. We believe that what was being measured was a construct of family process, with each reporter being a source to estimate that underlying construct. Therefore, in this case, mother and child reports were combined to obtain one score for each of the family and parenting characteristics measured. The details of this approach and its reliability, validity, and utility are detailed elsewhere (Tolan, Gorman-Smith, Zelli, & Huesmann, 1996).

The Present Study

This study was designed to answer the following four primary questions regarding adolescent violent behavior and family relations:

1. Among a sample of economically disadvantaged minority male adolescents, is the rate and seriousness of nonviolent offending between inner-city youths participating in violent and nonviolent offending different? Is violent offending merely reflecting more and more serious offending?
2. Is there a difference in age of onset between violent and nonviolent offenders? Does violent offending reflect earlier starting and, therefore, further progression by a given age?
3. Are there differences in family functioning and parenting practices for youths participating in violent and nonviolent offending?
4. Are the risk variables the same for African American and Latino youths?

Method

Participants

The current study used data from the Chicago Youth Development Study, a longitudinal study of the development of serious delinquent behavior among inner-city male adolescents. That longitudinal study applies a multilevel, multiwave assessment to evaluate interactions between individual, family, peer, community, and social variables affecting boys' involvement in antisocial behavior.

Boys were recruited from 17 Chicago public schools. Parental permission was obtained, then 1,105 boys were screened using the Achenbach Teacher Rating Form (TRF; Achenbach, 1991). These 1,105 boys represented 92% of the population of fifth and seventh grade boys in these schools.

Boys were selected for participation in the longitudinal study on the basis of their obtained scores on the Aggression Scale of the TRF. Fifty percent of the boys selected were considered at high risk for development of serious aggression on the basis of teacher ratings that indicated the boys were already participating in high levels of aggressive behavior. The remaining participants were randomly selected from the group of boys at low or medium risk on the basis of teacher

reports of little or no current aggressive behavior.

Of the 600 participants identified, 68 had moved by the time we attempted to contact the family for extended participation, 11 were not included because their brothers were already participating, 1 boy had died, and we were unable to reach an adult legally able to give consent for 34 of the children. Of those contacted, 82% (399 out of 486) agreed to be interviewed, and interviews were completed for 362 participants (75%). There were no differences between those who participated and those who did not on aggression or official records of delinquent behavior. The participants were African American and Latino boys and their caregiver or caregivers from economically disadvantaged inner-city neighborhoods in Chicago. Sixty-two percent lived in single-parent homes. Forty-eight percent of the families had a total income below \$10,000 per year, and 74% had incomes below \$20,000 per year.

On the basis of the boys' self-reports of delinquent behavior, participants were classified into one of three groups: (a) boys reporting no delinquent or violent offenses ($n = 200$), (b) boys reporting participation in nonviolent offending ($n = 65$), and (c) boys reporting participation in violent offending ($n = 71$).

Procedure ¶

Participants were interviewed in their homes or in a mutually agreed on location by trained interviewers. Families participated in a structured problem-solving interaction task that was videotaped to be coded at a later time. Individual interviews were conducted separately with the target boy and his caregiver or caregivers following the interaction task. The present study focused on the child and mother reports about family variables, parenting practices, and participation in delinquent or violent behavior.

Measures ¶

Delinquent and violent groups. ¶

The boys were questioned about frequency of involvement in 38 criminal acts (including drug and alcohol use) using the self-report of delinquency developed for the National Youth Survey (Elliott, Dunford, & Huizinga, 1987). For these analyses, three groups of participants were formed on the basis of their self-reports of participation in delinquent or violent behavior. The first group consisted of participants who reported minor (status offense only) or no delinquent behavior during the last year. The second group of participants reported participation in some nonviolent delinquent behavior, including theft, drug use, and property crimes, but no acts of violence toward another person. The third group reported participation in some violent offending, including robbery, assault, and sexual assault.

Rate and seriousness of nonviolent offending. ¶

To assess relative rates of nonviolent offending among delinquents, total frequency of all nonviolent felonies reported in the last year were recorded. To compare relative seriousness, a weighted frequency score was computed by assigning weights on the basis of the legal seriousness (using legal classifications from three levels of misdemeanor and four levels of felonies). The score assigned was the sum of frequency of each act multiplied by its weight.

Age of onset. ¶

Age of onset was determined by the age at which some misdemeanor or felony was first reported. We then divided the groups into those with onset before age 12 and those with onset after age 12 (Tolan, 1987; Tolan & Thomas, 1995).

Family relationship characteristics. ¶

The development of this measure is described in detail in another article (Tolan et al., 1996). The family measure used during the first wave of data collection contained 92 items pooled from the Family Assessment Measure—III (Skinner, Steinhauer, & Santa-Barbara, 1983), the Family Adaptability and Cohesion Evaluation Scales (Olson et al., 1985), the Family Environment Scale (Moos & Moos, 1981), the Family Beliefs Inventory (Roehling & Robin, 1986), six items assessing deviant beliefs, and four somatization items. These scales were selected because they tapped family processes that had previously been identified to relate to risk for serious antisocial behavior (Tolan & Loeber, 1993; Loeber & Dishion, 1983).

We initially attempted to confirm factor analysis of the original scales, but we were unable to do so with our sample. Although three factors were composed of items representing meaningful constructs, some of these factors also had items with substantial loading that had content that did not fit the construct. The majority of factors were not theoretically coherent. An alternative theoretical formulation on the basis of our reviews of family process and risk (Tolan, Cromwell, & Brasswell, 1986; Tolan & Mitchell, 1990) and score configuration directed a confirmatory factor analyses. We differentiated scales into those representing ongoing beliefs and values held by the family and those measuring processes occurring in daily interactions within the family, such as support, organization, cohesion, and communication. A product score was computed for the belief items to obtain an index of agreement or shared beliefs between the two respondents. This score captured the extent of endorsement by each individual as well as the agreement across sources. An average score was computed for the items representing daily family interaction style or processes to obtain an index of the presence (or absence) of practices in the home. The averaged score provided information regarding the extent to which the family interaction style or process was present. Six scales derived from a factor analysis of combined mother and child scores were observed and cross-validated on a second sample (Tolan et al., 1996). Alpha coefficients were computed for the six scales and some items were dropped from the scale because of low correlations. Thirty-five of the original items were retained to comprise the six factors used here (Tolan et al., 1996). The six factors included: (a) Beliefs About the Family (with two subscales: Importance of Family Relationships and Beliefs About Development),¹ (b) Emotional Cohesion, (c) Support, (d) Communication, (e) Shared Deviant Beliefs and (f) Organization. Internal consistency coefficients for the two-source scales ranged from .54 (Communication) to .87 (Beliefs About the Family). A LISREL VII analysis was conducted and suggested that the six scales were represented well by two dimensions of family relationship characteristics: (a) Beliefs About Family and (b) Cohesion. Beliefs About Family included two of the six scales: Beliefs About the Family and Shared Deviant Beliefs. Cohesion included Organization, Communication, Support, and Emotional Cohesion. These latent constructs of Beliefs About Family and Cohesion were used in these analyses.

Parenting practices. ¶

Parenting practices were measured using questions from the Pittsburgh Youth Survey (Thornberry, Huizinga, & Loeber, 1995), which was originally designed to measure (a) positive parenting, (b) discipline effectiveness, (c) avoidance of discipline, and (d) extent of monitoring and involvement in the child's life. These constructs have been used to measure monitoring and discipline practices in several studies (e.g., Loeber, 1988; Patterson, Reid, & Dishion, 1991). Only mother

reports were obtained for discipline effectiveness and avoidance of discipline. Discipline effectiveness is a measure of the mother's estimate of how effective her discipline style is in controlling her son's behavior. Avoidance of discipline refers to the mother's avoidance of providing consequences or disciplining her son for fear of escalation of his behavior or consequences for other family members as a result of the son's behavior. Extent of involvement and positive parenting reports were gathered from mother and child. Alpha coefficients ranged from .68 to .81. We applied a confirmatory factor analysis of these scales, and our results were consistent with others in identifying two latent constructs: Discipline and Monitoring. For these analyses, scale scores were standardized and combined using weightings from the LISREL VII analyses.

Results

Relationship Between Parenting Practices and Family Functioning

Although we argue that there is a conceptual distinction between parenting practices and family functioning, our first step was to confirm this hypothesis. Table 1 provides correlations among the scales. As is evident, there are small but significant correlations among most of the scales.

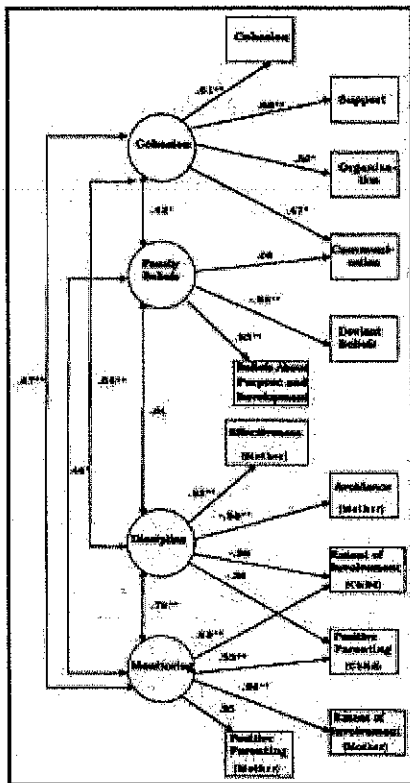
Scale	1	2	3	4	5	6	7	8
1. Mother's Involvement	1.00							
2. Mother's Discipline Effectiveness	.12*	1.00						
3. Mother's Avoidance of Discipline	-.08	-.15*	1.00					
4. Family Cohesion	.15*	.12*	-.10*	1.00				
5. Family Conflict	-.12*	-.10*	.15*	-.10*	1.00			
6. Child's Internalization	.10*	.08	-.05	.10*	.05	1.00		
7. Child's Externalization	-.05	-.02	.02	-.02	-.02	-.02	1.00	
8. Child's Monitoring	.02	.01	-.01	.01	.01	.01	.01	1.00

Table 1 Correlations Among Family Relationship and Parenting Scales

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We then compared a model that suggested a single underlying factor accounting for all scales and one that followed our theoretical model that hypothesized two basic dimensions for family relationship characteristics and two other basic dimensions for parenting practices. The unitary model did not fit the data, but the theorized model fit well, $[\chi^2(39, N = 277) = 49.7, p = .10, \text{root mean square} = .04]$. In addition to confirming the factor structure hypothesized for each set of scales, the model also supported the scoring procedures used. As expected, there were substantial relations between the parenting and family latent factors. However, parenting and family relations represented distinct familial processes. This model was then applied in the predictive analyses. Figure 1 shows the LISREL VII analyses that fit the data.

Figure 1. LISREL VII factor analysis of parenting and family relationship characteristics. $[\chi^2(39, N = 277) = 49.7, p = .10; \text{goodness-of-fit index} = .97; \text{root mean square} = .04. *p < .05. **p < .01.$



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Rate of Nonviolent Offending \pm

We conducted an analysis of variance to determine if differences in frequency and seriousness of nonviolent offending occurred between the two groups reporting some delinquent behavior. To assess relative rates of nonviolent offending among delinquent groups differentiated by presence or absence of violence, we recorded total frequency of all misdemeanor and nonviolent felonies reported in the last year. To compare relative seriousness, we computed a weighted frequency score by multiplying the weight—calculated on the basis of the legal seriousness (using legal classification)—by the frequency reported during the last year.

Because the distribution was positively skewed for both delinquent groups, log transformations were made for both rate and legal seriousness scores for nonviolent offending before comparisons were made. However, in the tables we report raw score means and standard deviations. There was not a significant difference for rate of nonviolent offending, as is shown in Table 2. There was a significant difference for seriousness of nonviolent offending between groups, $F(1, 135) = 7.99, p < .01$. The distribution of scores within groups revealed that the difference was attributable to 4 boys in the violent delinquent group committing a large number of thefts during the past year. When these four boys were removed from the analyses, differences between the two groups were no longer significant. These analyses suggest that violent delinquents are not simply more frequently or more seriously involved in delinquent behavior than nonviolent delinquents.

Table 2
Rate and Seriousness of Nonviolent Offending

Variable	Rate		Seriousness	
	M	SD	M	SD
Nonviolent offenders (total)	5.74	12.90	23.50	73.09
African American	3.87	3.79	11.70	6.14
Latino	10.05	22.52	44.95	131.63
Violent offenders (total)	11.96	21.46	51.80	121.01
African American	13.21	24.38	47.94	109.67
Latino	10.33	8.65	28.59	25.77

Table 2 Rate and Seriousness of Nonviolent Offending

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Age of Onset \pm

To test if the difference between delinquent groups was attributable to age of onset, we conducted a chi-square analysis between the violent and nonviolent offenders. The results revealed no significant difference in age of onset between groups. For the 62 boys engaging in nonviolent offending, 50 (81%) had an age of onset before 12 years of age. For the 71 boys committing violent offenses, 57 (80%) had an age of onset before 12 years of age. These results suggest little difference between the two groups in regard to onset age and rate or seriousness of offending.

Differences Among Family Functioning and Parenting Practices \pm

To test differences in family functioning and parenting practices among the three groups of participants (nondelinquent, nonviolent delinquent, and violent delinquent), we used multivariate analysis of variance (MANOVA) with delinquent groups by two ethnic groups (African American and Latino) to test main effects and interactions. We hypothesized there would be differences in level of some family scales by ethnicity and some differences in effect for the Beliefs About Family Purpose subscale.

Delinquency group main effects. \pm

The MANOVA results in regard to the parenting practice scales are summarized in Table 3. We found significant main effect differences by violence group for Monitoring, $F(2, 273) = 3.40, p < .05$, and Discipline approached significance, $F(2, 273) = 2.60, p < .07$. Post hoc Tukey's honestly significant difference tests revealed significant differences between the violent delinquent group and the nondelinquent group for Monitoring but not between the two delinquent groups. However, Discipline means significantly differed at $p < .05$ level between the violent group and the other two groups. In both cases, the order of the means was in the expected direction.

Table 3
MANOVAs of Family Functioning and Parenting Scales

Scale	Nondelinquent		Nonviolent		Violent		F(2, 273)	p	Effect Size
	M	SD	M	SD	M	SD			
Beliefs about family purpose	13.81	2.81	13.25	2.78	12.92	2.71	2.68*	0.037	0.45
Family functioning	10.27	1.50	10.09	1.56	9.19	1.51	1.68*	0.197	0.28
Monitoring	11.23	1.81	11.22	1.79	11.20	2.11	3.40*	0.034	0.48
Discipline	19.60	3.51	19.68	3.61	19.52	4.00	2.60*	0.077	0.38
Family cohesion	11.33	1.24	11.31	1.26	11.27	1.27	0.03	0.964	0.01
Family structure	11.80	1.88	11.18	1.89	11.28	1.84	0.01	0.991	0.01
Parenting practices	11.48	2.21	11.41	2.24	11.29	2.26	2.86*	0.061	0.38
Family involvement	11.43	1.81	11.56	1.81	11.53	1.78	0.01	0.991	0.01
Family communication	11.34	2.38	11.27	2.38	11.49	2.41	0.01	0.991	0.01
Family involvement	11.81	1.50	11.68	1.51	11.59	1.49	1.68*	0.197	0.28
Family structure	11.23	1.81	11.22	1.79	11.20	2.11	3.40*	0.034	0.48
Family cohesion	11.33	1.24	11.31	1.26	11.27	1.27	0.03	0.964	0.01
Family communication	11.43	1.81	11.56	1.81	11.53	1.78	0.01	0.991	0.01

Note. *Statistically significant at the .05 level. Effect size is calculated as η^2 .

Table 3 MANOVAs of Family Functioning and Parenting Scales

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Table 3 also lists the MANOVA calculations for the family functioning scales. We found differences between violence groups for Cohesion, $F(2, 273) = 6.60, p = .01$. Post hoc analyses revealed significant differences between the violent delinquent group and both the nonviolent and nondelinquent groups, with the families in the violent delinquent group reporting significantly less cohesion than the other two groups. There was not a significant main effect for Beliefs About Family.

Ethnic group main effects.

Comparisons of parenting scales revealed significant differences between ethnic groups on Monitoring, $F(1, 273) = 7.77, p < .01$. African American families reported significantly more monitoring and involvement with their child than Latinos. Comparison of the family relations scales showed a main effect by ethnic group for Cohesion, $F(1, 273) = 650, p < .01$. African American families reported higher levels of cohesion than Latino families.

Interactions.

None of the interactions was significant. However, the difference for Beliefs About Family approached significance.

Beliefs About Family.

Inspection of the mean scores obtained by violence groups and ethnic groups suggested that there might be an important difference in the relation of Beliefs About Family to violence group by ethnic groups. We decided to look more closely at specific aspects of scales comprising the Beliefs About Family factor, given the trends suggested by the differences in means. In the model used here, Beliefs About Family is composed of three scales representing different types of beliefs held by the family, including: (a) Beliefs About Family Purpose, (b) Beliefs About Child Development, and (c) Deviant Beliefs. A separate MANOVA was then conducted to evaluate differences in each of these three scales by delinquency group and ethnicity. The results are presented in Table 4.

Scale	Nonviolent		Violent		F(1, 273)		p
	M	SD	M	SD	F	Value	
Beliefs About Family Purpose	66.65	8.21	62.56	9.59	61.29	1.29*	.262**
Beliefs About Child Development	60.82	6.43	60.25	7.02	60.26	1.85	.173
Deviant Beliefs	66.43	7.12	66.70	8.61	66.24	16.12	.000
Beliefs About Family Purpose	66.65	8.21	62.56	9.59	61.29	1.29*	.262**
Beliefs About Child Development	60.82	6.43	60.25	7.02	60.26	1.85	.173
Deviant Beliefs	66.43	7.12	66.70	8.61	66.24	16.12	.000
Beliefs About Family Purpose	66.65	8.21	62.56	9.59	61.29	1.29*	.262**
Beliefs About Child Development	60.82	6.43	60.25	7.02	60.26	1.85	.173
Deviant Beliefs	66.43	7.12	66.70	8.61	66.24	16.12	.000

Table 4 MANOVAs of Beliefs About Family

[Help with image viewing]

There was a significant main effect by delinquent group for Beliefs About Family Purpose, $F(2, 273) = 3.28, p < .05$. There were significant main effects by ethnic group for Beliefs About Family Purpose, $F(1, 273) = 12.39, p < .001$, and Deviant Beliefs, $F(1, 273) = 5.82, p < .01$. There was also a significant interaction for Beliefs About Family Purpose, $F(1, 273) = 6.48, p < .01$. African American families reported greater endorsement of Deviant Beliefs and lower levels of Beliefs About Family Purpose. In regard to Beliefs About Family Purpose, there was an opposite direction of effect for ethnic group (see Figure 2). Among Latino families, greater endorsement of beliefs about importance of and responsibility to the family was associated with the child's report of delinquent and violent behavior and differentiated these groups from

nondelinquents. Among African American families, scores differed little across groups but with an order of relatively higher score for nondelinquents.

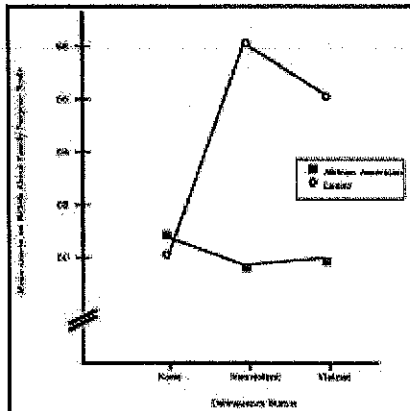


Figure 2. Mean differences on Beliefs About Family Purpose by delinquency status and ethnicity.

[Help with image viewing]

Discussion

These analyses suggest differences in family relationship characteristics and parenting practices between violent and nonviolent offending adolescents among these inner-city youths. These differences do not seem to be attributable to significant differences in frequency, relative seriousness of nonviolent delinquents' behavior, or early onset of delinquent behavior. The differences appear to be found in the qualitative difference of violent versus nonviolent behavior.

The pattern of results suggests the difference can be attributed, at least in part, to differences in parenting and family relationship characteristics. Some characteristics differentiate both delinquent groups (i.e., violent and nonviolent) from nondelinquents, and some differentiate between violent and nonviolent delinquents. Differences in Cohesion and Discipline scores were found between the violent delinquent group and both the nonviolent and the nondelinquent groups. For Monitoring scores, the significant difference was between the violent delinquent group and the nondelinquent group, although there was a trend toward a significant difference between the violent and the nonviolent delinquent group. All of these differences were in the expected direction; that is, the mothers and boys in the violent delinquent group reported poorer discipline, less cohesion, and less involvement than mothers and boys in the other two groups. It is clear that interventions to reduce violence should directly focus on family relationship characteristics as well as on parenting practices (Tolan & Guerra, 1994).

These results are consistent with previous analyses with non-inner-city samples and primarily White families (Conger et al., 1992; Patterson, Reid, & Dishion, 1992; Tolan, 1987), demonstrating the importance of family relationship and parenting practices in terms of risk for participation in serious delinquent behavior. These results, together with previous findings, suggest that there are aspects of family relationship characteristics and parenting practices that relate to delinquency in a similar manner across ethnic and socioeconomic groups. Poor parental monitoring, poor discipline, and lack of family cohesion appear to function as general risk variables for serious delinquency. Regardless of ethnic and socioeconomic group, it is important for parents to be involved, to monitor their child's whereabouts, and to use effective and consistent discipline. Our results are also consistent with previous studies that have highlighted the importance of family cohesion as a risk variable for delinquent and violent behavior (Henggeler, 1989; Tolan, 1987). These results suggest that any risk model or targeted intervention should consider monitoring,

discipline effectiveness and consistency, and cohesion. It is not enough simply to change parents' techniques regarding discipline practices or monitoring; rather, the emotional closeness experienced within the family, as evidenced by good support, organization, and communication, may be critical to effect change in behavior.

This study also extended the knowledge of family influence on the development of delinquent behavior by examining the relation of family characteristics and parenting practices. The results of this study suggest that both are important contributors to risk for serious delinquent behavior. In addition, the results of analyses evaluating the relation between parenting and family characteristics suggest that, although there are substantial relations between parenting and family variables, they each represent distinct familial processes. This finding is consistent with our evaluation of the relation between exposure to community violence and later aggression: We found that parenting practices and family relationship characteristics each added some unique variance to the model when applied in a regression equation (Gorman-Smith, Miller, Tolan, & Wassermann, 1995). Again, these results suggest that both parenting practices and family relationship characteristics are important, unique contributors to development. We are currently attempting to cross-validate the entire model with a sample that includes White families. The model of family relationship characteristics has been cross-validated with this sample (Tolan et al., 1996), so we expect the model illustrated in this article also to hold. It is important to note, however, that most previous models have been developed using White, middle-class samples almost exclusively. Cross-validation of these models with ethnically diverse and economically disadvantaged groups has been too rare. Thus, although our findings may not hold for middle-class, nonurban, White samples, these results do provide some balance to the underinvestigation of poor, urban, ethnic minority families.

The importance of this consideration is highlighted by the fact that we found ethnic group differences in levels of Cohesion and Monitoring scores. Although both are important in a way that is consistent across ethnic groups, it appears that there are differences in norms across ethnic groups. These differences are substantial for monitoring and smaller for cohesion. African American families reported more monitoring and greater cohesion. These may represent group differences in norms about cohesion and monitoring. Notably, their relation to violence is the same across groups. As these are all economically disadvantaged families, the influences and differences may not generalize to African American and Latino families living at higher socioeconomic levels.

One important ethnic group difference in risk relations was found in this study. It appears that the Beliefs About Family factor relates to violence risk in opposite directions for African American and Latino families. For African American families, participants in the nonviolent delinquent group had stronger beliefs, and the violent delinquent group had the lowest score. For Latino families, however, the opposite trend was found: Families of the delinquent groups were more likely than families of the nondelinquent group to hold stronger beliefs. Thus, stronger belief in the importance of family and duty to family relates to delinquent and violent behavior among Latinos but to nonviolence among African Americans. It seems that in the Latino culture, the strong emphasis on family duty and loyalty affects risk differentially from other ethnic groups (Staples & Miranda, 1980). Apparently, an overemphasis of such beliefs, as compared to other Latinos, differentiates violence.

Ascertaining the specific meaning of these results requires more elaborate investigation of specific patterns than is the focus of this study. One plausible explanation for how family beliefs and support affect risk is differences in acculturation and the accompanying culture conflict over family beliefs between African American and Latino families, particularly those of Mexican

heritage living in inner-city neighborhoods (MacKune-Karrer, 1992). Most of the Latino families in this study are first or second generation Mexican Americans. It may be that generational differences occur among Mexican families as native values and beliefs conflict with the beliefs supported in the current community. Thus, when beliefs that organize and guide the family are under conflict, intrafamilial cohesion can be threatened. If a Mexican American family endorses beliefs toward more extreme family focus, they can strain the family cohesion and may lead to the child avoiding home. By being away from home more, the child is more susceptible to involvement in violent behavior (Patterson, Reid, & Dishion, 1992). It may also be that conflicts between native beliefs and local culture increase the likelihood of violence occurring within the family and lead to such a behavior being exhibited elsewhere by the youth.

The lack of difference between the nondelinquent and nonviolent delinquent groups on any of the parenting or family characteristics was surprising. Although there was a general linear trend for each of the factors (i.e., the nondelinquent group tended to have the highest scores across dimensions), the scores were not significantly different from the nonviolent delinquent group. These findings suggest that parenting and family variables are important in risk for delinquent behavior. However, at least for this inner-city population, family relationship characteristics and parenting practices are important differentiators for violent offenders. One possible hypothesis is that for boys living in the inner city under conditions of chronic poverty, variables within the community may be related to delinquency in general, and family variables may become important determinants of progression to the most serious forms of violence. As additional data becomes available from this study, it will be important to follow those boys who begin to participate in violent behavior and to evaluate changes in family and parenting characteristics.

As these are correlational analyses, the direction of influence cannot be determined. It is possible that the differences found in parenting practice and family relationship characteristics are a result of living with an adolescent who participates in violence. Because the data comes from concurrent sources, an evaluation of the direction of effect must wait to be adequately addressed until further waves of data from this sample are available.

In sum, this study has provided a first step in describing how violent delinquents may differ from nonviolent delinquents in poor urban settings. These results may not generalize to other segments of society. However, in this most at-risk group, some consistencies with previous studies of other groups have been identified. Parenting and family relationship characteristics are important variables in risk for the development of violent behavior (Loeber & Dishion, 1983; Tolan & Loeber, 1993). There were no significant differences between the nonoffending adolescents and the nonviolent offenders. It may be that the other variables within the community contribute to risk for delinquency in general among inner-city youths. Also, although family relationship characteristics that represent behavior patterns (such as cohesion, including support, communication, and organization) seem to have consistent effects across groups, the impact of family beliefs seems to depend on ethnic and cultural group. Thus, although researchers need to look at consistencies across groups of varying ethnic, socioeconomic status, and residence groups, they must also look at differences that may be specific to each group when constructing models of risk (Darling & Steinberg, 1993; Tolan & Guerra, 1994). Failure to look for these potential differences may lead to erroneous findings and the development of interventions that may not be effective for specific groups.

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¹Although these scales could have been separated into two scales using factor analyses and although each scale showed good internal consistency, the solution where they were treated as a single factor fit the data better. However, for post hoc predictive analyses in regard to Ethnicity × Violence Group interaction, we considered both of these subscales separately. [\[Context Link\]](#)

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Lupei, Nichole S

PPR

From: Rebecca Stallings [beccas2+@pitt.edu]
nt: Friday, January 02, 2004 6:18 AM
to: Lupei, Nichole S
Cc: beccas2@pitt.edu
Subject: Re: parenting practices

Thanks for your patience! Here are the lists of items used in PYS constructs:

RELATIONSHIP WITH FEMALE CARETAKER (YOUTH REPORT):

Child's Relationship with Caretaker Scale, questions 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, and 25; questions 1, 5, 11, 13, 19, 21, 23, and 25 are reverse-scored.

RELATIONSHIP WITH MALE CARETAKER (YOUTH REPORT):

Child's Relationship with Caretaker Scale, questions 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, and 26; questions 2, 6, 12, 14, 20, 22, 24, and 26 are reverse-scored.

RELATIONSHIP WITH PRIMARY CARETAKER (CARETAKER REPORT):

Parent-Child Relationship Scale, questions 1-16; questions 1, 2, 5, 7, 8, 9, 11, 14, and 16 are reverse-scored.

GET ALONG WITH PRIMARY CARETAKER (COMBINED REPORT):

Child's Relationship with Caretaker Scale, question 29 if our Demographics questionnaire shows that the primary caretaker (the one completing the caretaker interview) is female; question 30 if the primary caretaker is male.

Parent-Child Relationship Scale, question 18.

GET ALONG WITH FEMALE CARETAKER (COMBINED REPORT):

Child's Relationship with Caretaker Scale, question 29.
Parent-Child Relationship Scale, question 18 if the primary caretaker is female; question 19 if the primary caretaker is male.

GET ALONG WITH MALE CARETAKER (COMBINED REPORT):

Child's Relationship with Caretaker Scale, question 30.
Parent-Child Relationship Scale, question 19 if the primary caretaker is female; question 18 if the primary caretaker is male.

COMMUNICATION WITH FEMALE CARETAKER (YOUTH REPORT):

Revised Parent/Adolescent Communication Scale youth version, questions 1, 3, 5, 11, 13, 15, 17, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 47, 49, 53, 55, 59, 61, 63, 67, 69, and 71; questions 1, 5, 11, 13, 15, 17, 25, 27, 31, 33, 41, 47, 49, 53, 55, 63, 67, and 69 are reverse-scored.

COMMUNICATION WITH MALE CARETAKER (YOUTH REPORT):

Revised Parent/Adolescent Communication Scale youth version, questions 2, 4, 6, 12, 14, 16, 18, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 48, 50, 54, 56, 60, 62, 64, 68, 70, and 72; questions 2, 6, 12, 14, 16, 18, 26, 28, 32, 34, 42, 48, 50, 54, 56, 64, 68, and 70 are reverse-scored.

COMMUNICATION WITH CARETAKER (CARETAKER REPORT):

Revised Parent/Adolescent Communication Scale caretaker version, questions 1-3, 5-9, 12-17, 19-22, 24-29, 31, and 33-37; questions 1, 3, 6-9, 13, 14, 16, 17, 20, 21, 25, 28, 31, and 33-37 are reverse-scored.

FEMALE CARETAKER POSITIVE PARENTING (YOUTH REPORT):

Positive Parenting Scale youth version, questions 3, 5, 7, 9, 11, 13, and 15.

The response "nothing" means "My parents do nothing when I have done something they like" and is recoded to the same value as "almost never".

MALE CARETAKER POSITIVE PARENTING (YOUTH REPORT):

Positive Parenting Scale youth version, questions 4, 6, 8, 10, 12, 14, and 16.

The response "nothing" means "My parents do nothing when I have done something they like" and is recoded to the same value as "almost never".

CARETAKER POSITIVE PARENTING (CARETAKER REPORT):

Positive Parenting Scale caretaker version, questions 1-8; questions 2-8 are reverse-scored.

FEMALE CARETAKER PERSISTENCE OF DISCIPLINE (YOUTH REPORT):

Discipline Scale youth version, questions 3, 5, 7, and 9; question 3 is reverse-scored.

MALE CARETAKER PERSISTENCE OF DISCIPLINE (YOUTH REPORT):

Discipline Scale youth version, questions 4, 6, 8, and 10; question 4 is reverse-scored.

PERSISTENCE OF DISCIPLINE (CARETAKER REPORT):

Discipline Scale caretaker version, questions 2, 3, 4, and 7; question 2 is reverse-scored.

PARENTS DISAGREE ON DISCIPLINE (COMBINED REPORT):

Discipline Scale youth version, question 15.

Discipline Scale caretaker version, questions 8 and 9; question 8 is reverse-scored.

PHYSICAL PUNISHMENT BY PRIMARY CARETAKER (COMBINED REPORT):

Discipline Scale youth version, question 29 if the primary caretaker is female, question 30 if the primary caretaker is male.

Discipline Scale caretaker version, question 14F.

MALE CARETAKER COMMUNICATION ABOUT CHILD'S ACTIVITIES (YOUTH REPORT):

Supervision/Involvement Scale youth version, questions 1, 3, 5, 7, and 9.

MALE CARETAKER COMMUNICATION ABOUT CHILD'S ACTIVITIES (CARETAKER REPORT):

Supervision/Involvement Scale youth version, questions 2, 4, 6, 8, and 10.

CARETAKER COMMUNICATION ABOUT CHILD'S ACTIVITIES (CARETAKER REPORT):

Supervision/Involvement Scale caretaker version, questions 1-4.

CARETAKER SUPERVISION (COMBINED REPORT):

Supervision/Involvement Scale youth version, questions 16-19.

Supervision/Involvement Scale caretaker version, questions 10-13.

MOTHER'S TIME WITH BOY (YOUTH REPORT):

Supervision/Involvement Scale youth version, questions 25, 27, 29, 31, 33, and 37.

FATHER'S TIME WITH BOY (YOUTH REPORT):

Supervision/Involvement Scale youth version, questions 26, 28, 30, 32, 34, and 38.

CARETAKER'S TIME WITH BOY (CARETAKER REPORT):

Supervision/Involvement Scale caretaker version, questions 30-33.

FAMILY INVOLVEMENT (YOUTH REPORT):

Supervision/Involvement Scale youth version, questions 40-43.

FAMILY INVOLVEMENT (CARETAKER REPORT):

Supervision/Involvement Scale caretaker version, questions 20, 21, 24, and 29.

JOINT ACTIVITY (CARETAKER REPORT):

Supervision/Involvement Scale caretaker version, questions 22, 23, 26, 27, and 29.

COUNTER CONTROL:

Your Child & You, questions 1-11.

COUNTER CONTROL BY CHILD:

Your Child & You, questions 1, 2, 7, and 11.

recode ppr1 To ppr4(5, 8=sysmiss).

exe.
recode rppr5 ppr7 To ppr12 ppr16 To ppr53 ppr64 To ppr74(8=sysmiss).

exe.
1 recode ppr6 (98=sysmiss).

exe.
recode ppr13 To ppr15 (7, 8=sysmiss).

exe.
recode ppr54 To ppr63 (8, 9=sysmiss).

exe.
recode ppr63a (98, 99=sysmiss).

exe.

VALUE LABELS

ppr1 ppr3

1 'More than 1 month ago' 2 'within last month' 3 'within last week' 4 'yesterday/today'.

exe .

VALUE LABELS

ppr2 ppr4

1 'Less than 1 month ago' 2 'At least once a month' 3 'At least once a week' 4 'Almost everyday'.

exe .

VALUE LABELS

ppr5

1 'He/she is not allowed out' 2 'Before 8:00pm' 3 '8:00-8:59pm' 4 '9:00-9:59pm' 5 '10:00-10:59pm' 6 '11:00pm or later' 7 'As late as he/she wants'.

exe.

VALUE LABELS

ppr6

1 'He/she is not allowed out' 2 'Before 9:00pm' 3 '9:00-9:59pm' 4 '10:00-10:59pm' 5 '11:00-11:59pm' 6 '12:00-12:59am' 7 '1:00-1:59am' 8 'After 2:00am' 9 'As late as he/she wants'.

exe.

VALUE LABELS

ppr7

1 'No' 2 'Probably' 3 'Certainly'.

exe.

VALUE LABELS

ppr8 To ppr11 ppr54 To ppr62

1 'Almost never' 2 'Sometimes' 3 'Almost always'.

exe.

VALUE LABELS

ppr16

0 'None' 1 'Some' 2 'Most' 3 'All'.

exe.

VALUE LABELS

ppr17 To ppr27

1 'Hardly ever' 2 'Sometimes' 3 'Often'.

exe.

VALUE LABELS

ppr28 To ppr31

1 'Less than 30 minutes' 2 '30 minutes to 1 hour' 3 'More than 1 hour' less than 3 hours' 4 '3 to 6 hours' 5 'More than 6 hours'.

exe .

VALUE LABELS

ppr32

1 'Not really enjoyable' 2 'Sometimes enjoyable' 3 'Almost always enjoyable'.

exe .

VALUE LABELS

ppr33 To ppr41 ppr43 To ppr53 ppr67 To ppr73

1 'Almost never' 2 'Sometimes' 3 'Often'.

exe.

VALUE LABELS

ppr63

1 'Your partner only' 2 'Mostly your partner' 3 'Yourself and your partner about equally' 4 'Mostly yourself' 5 'Yourself only' 6 'Yourself, your partner and your child about equally' 7 'Mostly your child'.

exe.

VALUE LABELS

ppr63a

Mostly yourself' 7 'Mostly your child' 10 'You and your child about equally'.

exe.

VALUE LABELS

ppr64

1 'No difference' 2 'Some difference' 3 'Big Difference'.

exe.

VALUE LABELS

ppr65

1 'Not really' 2 'Half of the time' 3 'Usually'.

exe.

VALUE LABELS

ppr66

0 'Never' 1 'In some situations' 2 'Half of the time' 3 'In most situations' 4 'In all situations'.

exe.

VALUE LABELS

ppr42 ppr74

1 'Yes' 0 'No'.

exe.

RECODE

ppr1 ppr2

(1=4) (2=3) (3=2) (4=1)

INTO rppr1 rppr2.

exe .

RECODE

ppr5

(1=7) (2=6) (3=5) (4=4) (5=3) (6=2) (7=1)

INTO rppr5.

exe .

RECODE

ppr6

(1=9) (2=8) (3=7) (4=6) (5=5) (6=4) (7=3) (8=2) (9=1)

INTO rppr6.

exe .

RECODE

ppr9 ppr12 ppr34 To ppr40 ppr55

(1=3) (2=2) (3=1)

INTO rppr9 rppr12 rppr34 To rppr40 rppr55.

exe .

compute relat=MEAN.11(rppr1, rppr2, ppr3, ppr4, rppr5, rppr6, rppr7, ppr8, rppr9, ppr10, ppr11, rppr12,

ppr13, rppr14)* 14.

compute miss1 = nmiss(rppr1, rppr2, ppr3, ppr4, rppr5, ppr6, rppr7, ppr8, rppr9, ppr10, ppr11, rppr12,

ppr13, rppr14).

if (miss1 gt 3) relat = -99.

missing values relat (-99).

exe.

compute pospar=MEAN.7(ppr33, rppr34, rppr35, rppr36, rppr37, rppr38, rppr39, rppr40)* 8.

compute miss2 = nmiss(ppr33, rppr34, rppr35, rppr36, rppr37, rppr38, rppr39, rppr40).

if (miss2 gt 1) pospar = -99.

missing values pospar = (-99).

exe.

compute discip=MEAN.4(rppr55, ppr56, ppr57, ppr60)* 4.

miss3 = nmiss(rppr55, ppr56, ppr57, ppr60).

if (miss3 gt 0) discip = -99.

missing values discip = (-99).

exe.

compute comact=MEAN.4(ppr1, ppr2, ppr3, ppr4)* 4.

compute miss4 = nmiss(ppr1, ppr2, ppr3, ppr4).

if (miss4 gt 0) comact = -99.

missing values comact = (-99).

exe.

compute timeboy=MEAN.4(ppr30, ppr31, ppr32, ppr33)* 4.

compute miss5 = nmiss(ppr30, ppr31, ppr32, ppr33).

if (miss5 gt 0) timeboy = -99.

missing values timeboy = (-99).

```
compute faminvp=MEAN.4(ppr18, ppr19, ppr22, ppr23)* 4.
compute miss6 = nmiss(ppr18, ppr19, ppr22, ppr23).
if (miss6 gt 0) faminvp = -99.
missing values faminvp = (-99).
exe.
compute jointact=MEAN.4(ppr20, ppr21, ppr24, ppr25, ppr27)* 5.
compute miss7 = nmiss(ppr20, ppr21, ppr24, ppr25, ppr27).
if (miss7 gt 1) jointact = -99.
missing values jointact = (-99).
exe.
compute ccont= MEAN.8(ppr43, ppr44, ppr45, ppr46, ppr47, ppr48, ppr49, ppr50, ppr51, ppr52,
ppr53)* 11.
compute miss8 = nmiss(ppr43, ppr44, ppr45, ppr46, ppr47, ppr48, ppr49, ppr50, ppr51, ppr52,
ppr53).
if (miss8 gt 3) ccont = -99.
missing values ccont = (-99).
exe.
```

VARIABLE LABELS

```
relat 'Relationship with Primary Caretaker'/
pospar 'Positive parenting- caretaker's report '/
discip 'Persistence of Discipline-Caretaker's report'/
comact 'Communication about child's activities'/
timeboy 'Caretaker's time with boy'/
faminvp 'Family involvement-Caretaker's report'/
jointact 'Joint activity- Caretaker's report'/
CCont 'Counter control'.
exe.
```


1 'My father (male caretaker) only' 2 'Mostly my father' 3 'My father and mother equally' 4
'Mostly my mother (female caretaker)' 5 'My mother(female caretaker) only' 6 'All three of us'
7 'I decide what I should do'.

exe.

VALUE LABELS

par106a

7 'I decide what I should do' 10 'My parent' 11 'My parent and I'.

exe .

VALUE LABELS

par107 par108

0 'No difference' 2 'Some difference' 3 'Big Difference'.

exe.

RECODE

par61 To par86 par93 par94

(1=3) (2=2) (3=1)

INTO rpar61 To rpar86 rpar93 rpar94.

exe .

compute relatcm=MEAN.11(rpar61, par63, rpar65, par67, par69, rpar71, rpar73, par75, par77,
rpar79, rpar81, rpar83, rpar85)* 13.

compute miss1 = nmiss(rpar61, par63, rpar65, par67, par69, rpar71, rpar73, par75, par77,
rpar79, rpar81, rpar83, rpar85).

if (miss1 gt 2) relatcm = -99.

missing values relatcm (-99).

exe.

compute relatcf=MEAN.11(rpar62, par64, rpar66, par68, par70, rpar72, rpar74, par76, par78,
rpar80, rpar82, rpar84, rpar86)* 13.

compute miss2 = nmiss(rpar62, par64, rpar66, par68, par70, rpar72, rpar74, par76, par78,
rpar80, rpar82, rpar84, rpar86).

if (miss2 gt 2) relatcf = -99.

missing values relatcf = (-99).

exe.

compute timem=MEAN.4(par23, par25, par27, par29, par30, par35)* 6.

compute miss3 (par23, par25, par27, par29, par30, par35).

if (miss3 gt 2) timem = -99.

missing values timem = (-99).

exe.

compute timef=MEAN.4(par24, par26, par28, par31, par32, par36)* 6.

compute miss4 (par24, par26, par28, par31, par32, par36).

if (miss4 gt 2) timef = -99.

missing values timef = (-99).

exe.

compute ppcm=MEAN.5(par44, par46, par48, par50, par52, par54, par56)* 7.

compute miss5 (par44, par46, par48, par50, par52, par54, par56).

if (miss5 gt 2) ppcm = -99.

missing values ppcm = (-99).

exe.

compute ppcf= MEAN.5(par45, par47, par49, par51, par53, par55, par57)* 7.

compute miss6 (par45, par47, par49, par51, par53, par55, par57).

if (miss6 gt 2) ppcf = -99.

missing values ppcf = (-99).

exe.

compute discm=MEAN.4(rpar93, par95, par97, par99)* 4.

compute miss7 (rpar93, par95, par97, par99).

if (miss7 gt 0) discm = -99.

missing values discm = (-99).

exe.

compute discf=MEAN.4(rpar94, par96, par98, par100)* 4.

compute miss8 (rpar94, par96, par98, par100).

if (miss8 gt 0) discf = -99.

missing values discf = (-99).

exe.

compute comactcm=MEAN.4(par1, par3, par5, par7, par9)* 5.

compute miss9 (par1, par3, par5, par7, par9).

if (miss9 gt 1) comactcm = -99.

missing values comactcm = (-99).

exe.

```
compute comactcf=MEAN.4(par2, par4, par6, par8, par 10)* 5.  
compute miss10 (par2, par4, par6, par8, par 10).  
if (miss10 gt 1) comactcf = -99.  
missing values comactcf = (-99).  
exe.
```

```
compute faminv=MEAN.4(par38, par39, par40, par41)* 4.  
compute miss11 (par38, par39, par40, par41).  
if (miss11 gt 0) faminv = -99.  
missing values faminv = (-99).  
exe.
```

variable labels

```
relatcf = 'Child's relationship with mother caretaker scale'/  
relatcm = 'Child's relationship with father caretaker scale'/  
timef = 'Mother's time with child'/  
timem = 'Father's time with child'/  
ppcf = 'Mother's Positive Parenting'/  
ppcm = 'Father Positive Parenting'/  
discf = 'Mother's persistence or discipline'/  
discm = 'Father's persistence or discipline'/  
comactcf = 'Mother's communication about child's activities'/  
comactcm = 'Father's communication about child's activities'/  
faminv = 'Family Involment-youth reported'.  
exe.
```

**Merge scored adolescent and parent versions **

```
compute cdiscip=MEAN.3(par105, rppr61, ppr62)* 3.
compute miss1 = nmiss(par105, rppr61, ppr62).
if (miss1 gt 0) cdiscip = -99.
missing values cdiscip (-99).
exe.
```

```
compute cmphys=MEAN.2(par119, ppr72)* 2.
compute miss2 nmiss(par119, ppr72).
if (miss2 gt 0) cmphys = -99.
missing values cmphys (-99).
exe.
```

```
compute cfphys=MEAN.2(par120, ppr72)* 2.
compute miss3 = nmiss(par120, ppr72).
if (miss3 gt 0) cfphys = -99.
missing values cfphys (-99).
exe.
```

```
compute csupinv=MEAN.7(par14, par15, par16, par17, ppr8, ppr9, ppr10, ppr11)* 8.
compute miss4 = nmiss(par14, par15, par16, par17, ppr8, ppr9, ppr10, ppr11).
if (miss4 gt 1) csupinv = -99.
missing values csupinv (-99).
exe.
```

Variable labels

```
cdiscip = 'Parent disagreement on discipline'/
cmphys = 'Physical punishment by mother'/
cfphys = 'Physical punishment by father'/
csupinv = 'Parental supervision and involvement'/
```

*****PARENTING PRACTICES-Youth Reported*****

****"Nothing" is recoded to the same value as "almost never"*****
recode par42 To par59 par109 To par122 (0=1).
exe.

recode par1 par2 par5 par6 (5, 8=sysmiss).
exe.

recode par3 par4 par7 To par10 par14 To par17 par23 To par41 par61 To par86 rpar61 To rpar86(4,
5, 8=sysmiss).
exe.

recode par12(98=sysmiss).
exe.

recode par106a (98, 99=sysmiss).
exe.

recode par21 par22(4, 8=sysmiss).
exe.

recode par42 To par59 par91 To par106 rpar93 rpar94 par109 To par122(8, 9=sysmiss).
exe.

recode par89 par90 (9, 98=sysmiss).
exe.

recode par11 par13 par60 par87 par88 par107 par108 par123 (8=sysmiss).
exe.

VALUE LABELS

par1 par2 par5 par6

1 'More than 1 month ago' 2 'within last month' 3 'within last week' 4 'yesterday/today'.
exe.

VALUE LABELS

par3 par4 par7 To par10 par23 To par59 par61 To par86

1 'Almost never' 2 'Sometimes' 3 'Often'.
exe.

VALUE LABELS

r11

1 'I am not allowed out' 2 'Before 8:00pm' 3 '8:00-8:59pm' 4 '9:00-9:59pm' 5 '10:00-10:59pm' 6
'11:00pm or later' 7 'As late as I wants'.
exe.

VALUE LABELS

par12

1 'I am not allowed out' 2 'Before 9:00pm' 3 '9:00-9:59pm' 4 '10:00-10:59pm' 5 '11:00-11:59pm'
6 '12:00-12:59am' 7 '1:00-1:59am' 8 'After 2:00am' 9 'As late as I wants'.
exe.

VALUE LABELS

par13

0 'No' 1 'Maybe' 2 'Certainly'.
exe.

VALUE LABELS

ppr14 To ppr17 ppr54 To ppr62 par91

To par105 par109 To par122

1 'Almost never' 2 'Sometimes' 3 'Almost always'.
exe.

VALUE LABELS

par21 par22

1 'none of my friends' 2 'some of my friends' 3 'most of my friends' 4 'all of my friends'.
exe.

VALUE LABELS

par60 par123

1 'Yes' 0 'No'.
exe.

VALUE LABELS

par87 par88

0 'Nothing' 1 'A few things' 2 'A lot of things'.
exe.

VALUE LABELS

par89 par90

1 'Not so well' 2 'Okay' 3 'Well'.
exe.

VALUE LABELS

par106