

## Parent Practices Interview\*

### *Classification of PPI Items*

The Parent Practices Interview was adapted from the Oregon Social Learning Center’s (OSCL) discipline questionnaire and revised for use with parents of young children. The latest revision includes 73 items rated by the parent. A factor analysis of the revised PPI items was carried out using a sample of 657 mothers of children in Head Start, Kindergarten, and first grade. This analysis generally supported the original classification of PPI items and further differentiated both positive and negative discipline styles. The seven revised summary scales and their component items are shown in Table 1. Also shown is the internal reliability of each scale based on a sample of 657 mothers of children in Head Start, Kindergarten, and first grade.

### *Computing PPI Summary Scale Scores*

Before computing summary scale scores, scale values for several items were re-scaled or reversed.

Items that were not rated on 7-point scales were converted to 7-point scales:

Items 08A and 08B: (1,8=1)(2=2)(3=3)(4=4)(5=5)(6=6)(7=7);

Items 12 and 13: (1=1) (2=2)(3=3)(4=4)(5=5)(6=6)(7,8=7);

Items 14A, 14B, and 14C: (1=1)(2=2.5)(3=4)(4=5.5)(5=7).

Items that were re-scaled are indicated with (S) in Table 1.

Scales were reversed for items 6A, 9A, 9B, 9E, 12, 13, 15 B, and 15C: (1=7)(2=6)(3=5)(4=4)(5=3) (6=2)(7=1). Items with reversed scales are indicated with (R) in Table 1. Note that items 12 and 13 were first re-scaled and then reversed.

Items in each of the seven summary scales are shown in Table 1. Summary scale scores were computed as the average of the component items. The range of values for the summary scale scores is 1 to 7.

**Table 1. PPI Summary Scales, Component Items and Internal Reliability**

PPI Summary Scales and Component Items		Standardized Alpha Coefficient
<b>Appropriate Discipline</b>		.82
05B	actually discipline	
01C	misbehave: get child to correct problem	
03C	refuse: get child to correct problem	
01E	misbehave: brief time out	
02E	hit: brief time out	
03E	refuse: brief time out	
01G	misbehave: take away privileges	
02G	hit: take away privileges	
03G	refuse: take away privileges	
11B	when child does not complete chores how likely to punish	
11C	when child fights how likely to punish	
15B	parents who check up are too anxious (R)	

<b>PPI Summary Scales and Component Items</b>		<b>Standardized Alpha Coefficient</b>
<b>Harsh and Inconsistent Discipline</b>		<b>.80</b>
01B	misbehave: raise your voice	
02B	hit: raise your voice	
03B	refuse: raise your voice	
01D	misbehave: threaten but do not punish	
02D	hit: threaten but do not punish	
03D	refuse: threaten but do not punish	
05E	show anger when disciplining	
05F	say things you do not mean to	
05A	give up	
05C	child gets away with things	
05D	change your mind	
05G	child gets around rules	
05H	punishment depends on your mood	
01A	misbehave: ignore it	
03A	refuse: ignore it	
<b>Positive Verbal Discipline</b>		<b>.75</b>
02C	hit: get child to correct problem	
01K	misbehave: discuss the problem with child	
02K	hit: discuss the problem with child	
03K	refuse: discuss the problem with child	
11A	when child completes chores how likely to praise	
07	praise for good job	
08A	praise/compliment last 2 days (S)	
09D	important to praise	
09E	hard to find behaviors to praise (R)	
<b>Monitoring</b>		<b>.54</b>
12	child home w/o supervision last 24 hours (S)(R)	
14A	% time know where your child is (S)	
14B	% time know what your child is doing (S)	
15C	give children lots of unsupervised time (R)	
13	activities outside home w/0 supervision last 2 days (S)(R)	
<b>Physical Punishment</b>		<b>.76</b>
01H	misbehave: spanking	
02H	hit: spanking	
03H	refuse: spanking	
01I	misbehave: slap or hit child	
02I	hit: slap or hit child	
03I	refuse: slap or hit child	

PPI Summary Scales and Component Items		Standardized Alpha Coefficient
<b>Praise and Incentives</b>		.67
06B	praise or compliment	
06C	give hug, kiss, etc	
06D	buy something for child	
06E	give an extra privilege	
06F	give points or stars on chart	
08B	small gift/privilege last 2 days (S)	
09A	rewards are bribery (R)	
09B	should not have to reward (R)	
09C	believe in rewards	
09G	important to set up rewards or privileges	
11D	when child goes to bed how likely praise	
<b>Clear Expectations</b>		.66
01J	misbehave: extra work chores	
02J	hit: extra work chores	
03J	refuse: extra work chores	
10A	clear rules about chores	
10B	clear rules about not fighting	
10C	clear rules about going to bed and getting up	

**Note:** The following items are not in any summary scale score:

- 01F. misbehave: time out for at least 60 minutes
- 02F. hit: time out for at least 60 minutes
- 03F. refuse: time out for at least 60 minutes
- 02A. hit: ignore it
- 06A. notice but not do anything
- 09F. praise or rewards increase demands for things
- 14C. % of child's friends do you know well (S)
- 15A. important to know where child is
- 15D. unsupervised children more likely to develop behavior problems

\* The same for this analysis is children who are identified by teachers or parents as having behavioral concerns.

***Descriptive Statistics for PPI Summary Scale Scores***

The descriptive statistics for the revised PPI summary scales presented in Table 2 are based on a sample of 657 mothers of children in Head Start, Kindergarten, and first grade.

**Table 2. Descriptive Statistics for PPI (Mother) Summary Scales by Grade in School**

PPI Summary Scales	Head Start N=230		Kindergarten N=346		First Grade N=81		Total Sample N=657	
	M	SD	M	SD	M	SD	M	SD
Appropriate Discipline	3.99	1.11	4.45	1.01	4.46	1.15	4.29	1.09
Harsh and Inconsistent Discipline	2.73	.80	2.92	.74	2.86	.73	2.84	.76
Positive Verbal Discipline	5.23	.96	5.41	.83	5.38	.87	5.34	.88
Monitoring	6.26	.81	6.29	.73	6.21	.72	6.27	.75
Physical Punishment	1.62	.63	1.58	.67	1.56	.62	1.59	.65
Praise and Incentives	4.43	.87	4.20	.79	4.25	.78	4.29	.82
Clear Expectations	3.80	.88	3.87	.90	4.13	.99	3.88	.91

<sup>1</sup>Scheffe range tests showed that Appropriate Discipline was higher for mothers of children in First Grade and Kindergarten than those in Head Start ( $p < .001$ ); Clear Expectations was higher for mothers of children in First Grade than those in Head Start ( $p < .01$ ); and Praise and Incentives was higher for mothers of children in Head Start than those in Kindergarten ( $p < .05$ ).