Parenting and disruptive behavior: The role of parental involvement

By

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Parenting practices have great influence over a child’s behavior. Specifically, parental involvement may protect children from developing problem behaviors during their development. A strong parent-child relationship may act as a preventative measure towards development of disruptive behavior into emerging adulthood (i.e., 18 to 25 years). The current study aimed to examine the effects of parenting practices and parental involvement on emerging adult outcomes. Results indicated that parental involvement and parenting styles were negatively correlated with disruptive behavior, parenting styles and parental involvement were positively correlated with one another, and females tended to perceive higher levels of involvement from mothers. In addition, it was found that parenting styles and disruptive behavior were accounted for through parental involvement. Child disclosure also was associated with lower levels of disruptive behavior, whereas parental solicitation was found to be associated with higher levels disruptive behavior.
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TABLE OF CONTENTS

ACKNOWLEDGEMENTS ................................................................................................................................. ii

LIST OF TABLES ............................................................................................................................................v

LIST OF FIGURES ........................................................................................................................................ vi

CHAPTER

I. INTRODUCTION ...................................................................................................................................... 1
   Parenting and Child Outcomes ................................................................................................................3
   Parental Involvement ...............................................................................................................................4
   Parental Involvement and Gender ............................................................................................................7
   Current Study ........................................................................................................................................9

II. METHOD ........................................................................................................................................... 13
   Participants ...........................................................................................................................................13
   Materials ..............................................................................................................................................13
       Demographic Questionnaire ...............................................................................................................13
       Parental Authority Questionnaire ....................................................................................................14
       Parental Environment Questionnaire ..............................................................................................14
       Perceptions of Parents Scale .............................................................................................................15
       Mother and Father Involvement Scale .............................................................................................15
       Child Disclosure Questionnaire ........................................................................................................16
       Parental Solicitation Questionnaire ................................................................................................16
       Adult Self-Report ...............................................................................................................................16
   Procedure ............................................................................................................................................17

III. RESULTS .......................................................................................................................................... 18

IV. DISCUSSION .................................................................................................................................. 25
   Implications of Research and Practice .................................................................................................28
   Limitations .........................................................................................................................................30
   Summary .............................................................................................................................................31
REFERENCES .................................................................................................33

APPENDIX

A. DEMOGRAPHIC QUESTIONNAIRE ...............................................................39
B. PARENTAL AUTHORITY QUESTIONNAIRE ...............................................42
C. PARENTAL ENVIRONMENT QUESTIONNAIRE ...........................................47
D. PERCEPTIONS OF PARENTS SCALE ..........................................................52
E. MOTHER AND FATHER INVOLVEMENT SCALE .......................................55
F. CHILD DISCLOSURE QUESTIONNAIRE ...................................................59
G. PARENTAL SOLICITATION QUESTIONNAIRE .........................................61
H. ADULT SELF-REPORT ..............................................................................63
I. CONSENT STATEMENT ..............................................................................74
J. DEBRIEFING STATEMENT ........................................................................77
K. IRB APPROVAL LETTER ...........................................................................79
LIST OF TABLES

1 Means and Standard Deviations of Mother and Father Scores ..................19
2 Results for Regression Predicting Disruptive Behavior ..................................23
LIST OF FIGURES

1 Interaction effect between parental involvement and emerging adult gender .........................................................................................................................21
CHAPTER I
INTRODUCTION

Examining factors that may impact children’s behavior, especially factors that can be altered within the home, is of great importance. One such factor is parenting practices, which may affect children’s outcomes in many areas of life including academic performance (Stormshak, Bierman, & Lengua, 2000), peer relationships (Semke, Garbacz, Kwon, Sheridan, & Woods, 2010), and substance use (Fletcher, Steinberg, & Williams-Wheeler, 2004; Wong, 2008). Additionally, parenting practices influence disruptive behavior in early childhood, which is one of the strongest predictors of negative mental health outcomes later in life (Stormshak et al., 2000). Disruptive behavior, which includes symptoms consistent with oppositional defiant disorder, conduct disorder, and attention-deficit/hyperactivity disorder, may be reduced through adequate parental involvement and monitoring (De Kemp, Overbeek, De Wied, Engels, & Scholte, 2007; Fletcher et al., 2004; Pettit, Laird, Dodge, Bates, & Criss, 2001).

In particular, adolescence is an important time for parents to be involved with their children. This time in children’s lives is when they have an increased strive for autonomy and normal development requires that adolescents receive a sufficient amount of space to declare their independence while still maintaining a connection with their parents (Pettit et al., 2001). Similarly, young adulthood is another developmental time period that benefits from continued parental involvement. At this time, children
frequently are transitioning outside of the home, typically to attend college, and remain at least somewhat under the continued influence of their parents (McKinney & Renk, 2008). In fact, Arnett (2000) describes this developmental time period as emerging adulthood (i.e., ages 18 to 25 years) and states that these individuals continue to develop a sense of independence while simultaneously remaining somewhat dependent on parental relationships.

Disruptive behavior increases most drastically during early adolescence and tends to stabilize across the high school years into emerging adulthood (Fletcher et al., 2004). Also, research has found that children tend to follow a developmental progression of disruptive behavior, typically beginning with oppositional behaviors and then sometimes leading to more elevated forms of outbursts such as aggression and conduct problems (Stormshak et al., 2000). Parental support and involvement may help protect children from developing these types of problem behaviors during their development (De Kemp et al., 2007). Parental involvement and supervision also have been identified as a mediator in relationships between neighborhood disadvantages and externalizing problems in children (Fowler, Toro, Tompsett, & Baltes, 2009). Along with the importance of parental support and involvement, child disclosure is a strong predictor of disruptive behavior (Laird, Marrero, & Sentse, 2010). Child disclosure refers to a child’s willingness to provide honest information to their parents (Stattin & Kerr, 2000). Laird et al. (2010) also found that younger adolescents that typically kept their parents well informed about their activities were those that were well-behaved; therefore, parental monitoring and involvement appear to be effective strategies for preventing misbehavior among troubled adolescents. Given the importance of parental involvement and
monitoring on earlier developmental time periods as demonstrated by De Kemp et al. (2007) and Laird et al. (2010), the current study investigates how these characteristics remain important in emerging adulthood.

**Parenting and Child Outcomes**

The literature on parenting and its effect on child outcomes is quite extensive. Parenting encompasses a wide range of tasks, all of which affect the outcome of children’s behavior. Baumrind (1991) defined parenting across two dimensions including responsiveness and demandingness. From these two dimensions, four styles are derived including authoritative, authoritarian, permissive, and neglecting. Children raised in authoritative households (i.e., high responsiveness and demandingness) tend to have more positive outcomes including higher self-esteem, less externalizing and internalizing problems, and more psychosocial competence compared to children raised in authoritarian (i.e., low responsiveness and high demandingness), permissive (i.e., high responsiveness and low demandingness), or neglecting (i.e., low responsiveness and demandingness) households (Baumrind, 1991; McKinney, Milone, & Renk, 2011). Further, children also are more likely to follow rules set by parents using an authoritative style as these parents are more likely to use lower levels of punitive and inconsistent discipline (McKinney et al., 2011), whereas parents using other styles are more likely to use harsh and/or inconsistent discipline, which is associated with externalizing problems in children (Storrmsahk et al., 2000). Low levels of authoritative parenting are associated with higher levels of peer influence among adolescents (Kiesner et al., 2010). Adolescents with disruptive behavior also have been found to experience lower levels of caring, trust, support, and communication from their parents (Stattin & Kerr, 2000).
In addition to influencing child outcomes, parenting styles are related to specific parenting behaviors. The way a parent interacts and how involved they are with their children may have an effect on how comfortable a child feels disclosing information. Indicating clear expectations and rules was found to be associated with low levels of antisocial behavior in children (Kiesner, Dishion, Poulin, & Pastore, 2009). Kerr, Stattin, and Burk (2010) and Stattin et al. (2000) found that parental solicitation was linked with an increase in adolescent problem behavior. The more disruptive children are, the less information they disclose to their parents, which may lead to higher rates of parental solicitation about their children’s activities causing children to act out in more disruptive ways (Kerr et al., 2010). Therefore, these forms of parental solicitation and parental monitoring do not do well in informing parents about their children’s whereabouts and behaviors. Instead, what parents know is more a function of what children disclose (Kerr et al., 2010). However, child disclosure may not play a direct role in disruptive behavior. Rather, lack of disclosure may be a marker for engagement with negative groups of peers and that peer socialization in those groups plays a causal role in the development of disruptive behavior (Kerr et al., 2010).

**Parental Involvement**

Parental involvement and parental monitoring are important aspects of parenting that have many implications on adolescent’s disruptive behavior. Wong (2008) defines parental involvement as the extent to which parents are interested in, knowledgeable about, and willing to take a role in their children’s lives and activities. Parental monitoring is closely related to the definition of parental involvement. Munoz, Pakalnikiene, and Frick (2011) define parental monitoring as the actions taken by a
parent to gain knowledge about their children. Throughout this study, these related constructs are referred to as parental involvement.

Parental involvement is associated significantly with earlier parenting practices that are marked by a preventative orientation towards dealing with children’s problematic behavior and reflects parents’ planning for having structured rules set in place early in children’s development (Pettit et al., 2001). Several studies have found that an increase in parental involvement decreases children’s engagement in disruptive behavior (Fletcher et al., 2004; Laird et al., 2010; Pettit et al., 2001; Stormshak et al., 2000), but child involvement in disruptive behavior has been linked with a decrease in parental involvement over time (Laird et al., 2003). Early deficits in parental involvement are crucial to the development and maintenance of oppositional behavior problems (Stormshak et al., 2000). Children’s behavioral problems may cause problems in many areas of their lives. Family involvement may improve not only their behavior but also the effects of engaging in disruptive behaviors. Parental and family involvement in children’s learning and upbringing is related to more positive social and behavioral outcomes, even in children with disruptive behavior (Semke et al., 2010). However, children’s antisocial behavior may reduce the quality of the parent-child relationship, and therefore reduce the quality and effectiveness of parental involvement (Laird, Pettit, Dodge, & Bates, 2003; Kiesner et al., 2009). Parents also may engage in less parental involvement with adolescents who participate in risky behavior to avoid conflict or uncomfortable conversations (Hamza & Willoughby, 2011). Parental involvement does have an important influence on risk taking behaviors in children (Veal & Ross, 2006). However, parents in disadvantaged communities tend to have lower parental involvement
with their children, which may in turn lead to an increase in disruptive behavior (Fowler et al., 2009). Parental involvement is an essential component for effective behavior regulation, especially in childhood and adolescence (Pettit et al., 2001). Parents who are absent in their children’s lives may increase the risk of negative outcomes for their children through the lack of parental involvement.

Munoz et al. (2011) found that higher parental control predicted an increase in parental knowledge. Parents who are more knowledgeable about their children tend to have higher rates of parental involvement, which may make a difference in what children choose to engage outside of the parent’s supervision. It has been found that child involvement in problem behavior was lower when parents were highly knowledgeable about their activities (Fletcher et al., 2004). Parents who are more knowledgeable of their children’s activities and amount of time they spend with peers may recognize changes in behavior early on and provide guidance when needed (Hamza et al., 2011). Research also has shown that inadequate parental involvement may lead to an increased risk of disruptive behavior because it allows children to engage with disruptive peers (Kiesner, Poulin, & Dishion, 2010). Guerrero et al. (2011) found that children with absent parents tended to have lower self-esteem, which was correlated with disruptive behavior in children. Therefore, a family support system was shown to be protective against disruptive behavior and other problems (Guerrero et al., 2011). Also, parental involvement and controlling where youth spend recreational time may continue to provide protective effects even late in the developmental process (Kiesner et al., 2010). Both internalizing and externalizing problems were more common among children when parents were not informed of their whereabouts and did not know their children’s friends
Frojd, Kaltiala-Heino, & Rimpela, 2006). The strength of a parent-child relationship also may be an explanation for disclosure. Pettit et al. (2001) stated that Patterson’s (1982) coercion theory suggests that when parents view their children as being difficult, demanding, and aggressive, they are more likely to develop a hostile attitude towards their children.

Munoz et al. (2011) found that problem behaviors in children have been weakly correlated to parenting when they co-occur with callous-unemotional traits (i.e., lack of guilt, low empathy). Therefore, children who exhibit these traits have higher levels of conduct problems, despite parental involvement (Munoz et al., 2011). Children who are experiencing psychological symptoms, specifically depression, also have higher rates of engaging in risky behavior compared to non-depressed youth, suggesting that the presence of depression is a potential risk factor for perceiving lower levels of parental involvement (Yu et al., 2006). A study done by Pettit et al. (2001) found that mothers who reported their children having high externalizing problems engaged in proactive parenting that was associated with later parental involvement.

**Parental Involvement and Gender**

Parental involvement results in different effects based on the gender of parents and children. It has been shown that fathers and mothers parent children differently in the majority of American culture. Although the presence of a father or mother may not be a direct indicator of parental involvement, that absence of a parent may be associated with less overall involvement (Kiesner et al., 2010). This relationship can be recognized as the fact that mothers are seen as more involved in their children’s lives compared to how fathers are viewed in the upbringing process (Finley, Mira, & Schwartz, 2008).
Mothers also tend to be more of the authoritative figure in parenting than fathers (McKinney & Renk, 2008). Research has shown that correlations between parents and children’s reports of parenting practices were fairly low. Specifically, fathers reported higher parental involvement than was perceived by their children (Veal et al., 2006). It also has been found that fathers who engage in shared activities with their children may improve the quality of the father-adolescent relationship, which is an important component to parental involvement (Goncy & van Dulmen, 2010). Finley et al. (2008) found that fathers were more likely to engage in instrumental (i.e., discipline, protection, providing income) rather than expressive (i.e., companionship, care giving, shared activities) domains.

Differences can be found between how male and female children are treated by their parents. These differences could be related, in part, to a lack of previous research on females with behavioral problems because it was thought to be rare that females engaged in disruptive behavior (Smith & Loeber, 2005). However, Smith and Loeber (2005) found that females do participate in the same types of antisocial behavior as males, although the prevalence of involvement is lower than males. Sons and daughters perceive their parents’ parenting styles differently based on the gender of the parent. Sons tend to see mothers as being warmer but more overprotective and intrusive and fathers as more open to communication and leisure time, whereas daughters tend to see mothers as a supportive relationship and fathers as an authority figure with whom they spend little time (McKinney et al., 2008). This pattern can have effects for problem behavior; sons that perceive mothers as lacking warmth tend to have poorer adjustment and greater risk for externalizing behavior, and daughters that perceive mothers as
lacking control tend to have poorer adjustment and greater risk for internalizing behavior (McKinney et al., 2008).

Research has found that it may take a particularly negative family environment to impact disruptive behavior risk factors among adolescent girls (Smith et al., 2005), as well as lack of parental support (De Kemp et al., 2007). Boys who are involved in more chronic disruptive behaviors also are more likely to come from families characterized by disruption, lack of parental involvement, and conflict (De Kemp et al., 2007). Boys also are more likely to be influenced by disruptive peers when their parents decrease family management practices (Kiesner et al., 2010). This effect may be related to Pettit et al.’s (2001) finding that girls tend to be monitored more closely than boys. Mothers may be more aware of girls’ behavioral problems and modify their monitoring and supervision strategies accordingly (Pettit et al., 2001) and girls freely disclose more information to their parents than boys (Stattin et al., 2000; Hamza et al., 2011). Comparatively, boys’ disruptive behavior is considered more normative and mothers may engage in less monitoring of their behavior (Pettit et al., 2001). However, Kerr et al. (2010) found that disruptive behavior predicted a decrease for parental control in girls, but not for boys.

**Current Study**

The current study examined the relationship between parenting practices and emerging adult disruptive behavior. Positive parenting practices are important to the development of children. Children raised in homes with involved and supportive parents may have a better chance of becoming a behaviorally adaptive adolescent and adult. Many facets of an individual’s life may be influenced by parental involvement, such as academics, relationships, and recreational behavior. Disruptive behavior in children also
is influenced by parenting practices, which is a predictor of negative mental health issues later in life (Stormshak et al., 2000). Parental involvement continues to be an important part of children’s lives, even into young adulthood. Emerging adults continue to remain at least somewhat under the influence of their parents (McKinney & Renk, 2008) and dependent on parental relationships for guidance and support (Arnett, 2000). Strong parent-child relationships may act as a preventative or protective measure towards disruptive behavior in adolescence and emerging adulthood. Much of the current research focuses on the importance of parental involvement during early adolescence (De Kemp et al., 2007; Kiesner et al., 2009; Pettit et al., 2001; Stormshak et al., 2000). Thus, this study focused on the effects in emerging adulthood. This study specifically aimed to use emerging adult self-report data to determine the effects of parenting practices and parental involvement on emerging adult disruptive behavior.

Hypothesis 1a stated that perceived positive parenting styles will be correlated positively with perceived parental involvement. Hypothesis 1b stated that perceived positive parenting styles will be correlated negatively with disruptive behavior. Research has shown that children raised in environments with positive parenting styles tend to have more positive outcomes in life (Baumrind, 1991; McKinney & Renk, 2011), which may result in stronger parent-child relationships and higher rates of communication between parents and adolescents. The strength of the parent-child relationship may result in higher rates of children’s disclosure of their whereabouts to their parents, which may have more positive effects on the effectiveness of parental involvement (Laird et al., 2003; Kiesner et al., 2009) leading to a decrease in disruptive behavior.
Hypothesis 2 stated that perceived parental involvement will be correlated negatively with disruptive behavior. Several studies support the finding that greater parental involvement leads to less disruptive behavior (Fletcher et al., 2004; Laird et al., 2010; Pettit et al., 2001; Stormshak et al., 2000). The more involved a parent is in a child’s life, the more the parent knows about the child’s whereabouts and activities. Parents who are more well-informed of their children may recognize changes in behavior early on and provide support and direction to reduce the likelihood of disruptive behavior (Hamza et al., 2011).

Hypothesis 3 stated that females will perceive higher levels of parental involvement than males from mothers and fathers, which will lead to different rates of disruptive behavior between genders. Previous research has found that boys who perceive a lack of warmth from mothers engage in more externalizing behavior and girls who perceive a lack of control from mothers engage in more internalizing behavior (McKinney et al., 2008).

Hypothesis 4 stated that perceived parental involvement will mediate the relationship between perceived positive parenting styles and disruptive behavior. It is expected that the relationship between perceived positive parenting styles and disruptive behavior will be accounted for through perceived parental involvement.

Given that Wong’s (2008) study provided evidence that high parental involvement with disruptive adolescents is associated with more disruptive behavior, the current study examined this idea in further detail. Specifically, hypothesis 5 stated that perceived parenting styles will moderate the relationship between parental involvement
and outcomes. That is, parental involvement will lead to positive outcomes when parenting styles are positive and negative outcomes when parenting styles are negative.
CHAPTER II

METHOD

Participants

The sample for this study consisted of 469 emerging adults (107 males and 362 females) and who were enrolled in a southeastern university. Participants were part of a psychology research pool who were seeking credit in their psychology courses. Participants ranged in age from 18- to 25-years (M = 18.72, SD =1.16). The sample consisted of Caucasian (77.2%), African American (17.9%), Hispanic (0.9%), Asian (1.3%), and other (2.1%) ethnicities. A range of parental education was found within the sample with 30% of mother figures being reported as having a high school degree or less, 55.2% of mother figures having an associate's or bachelor’s degree, and 21.8% of mother figures having a graduate degree; 30.9% of father figures were reported as having a high school degree or less, 42.8% of father figures had an associates or bachelor’s degree, and 24.5% of father figures had a graduate degree. Participants predominately reported living in a two-parent household (80.8%).

Materials

Demographic Questionnaire

A demographics questionnaire was used to obtain background information. Information included age, gender, ethnicity, and parental education. Questions within the
demographics questionnaire also asked about the level of involvement from the primary mother figure and the primary father figure.

**Parental Authority Questionnaire**

The Parental Authority Questionnaire (PAQ; Buri, 1991) contains 30 questions, 10 of which are devoted to each of the three following subscales: permissive, authoritarian, and authoritative. Participants were instructed to rate each statement according to a 5-point Likert scale ranging from *strongly disagree* to *strongly agree*. Test-retest reliabilities have ranged from .77 to .92, and internal consistency reliabilities have ranged from .74 to .87 on the subscales, demonstrating good reliability (Buri, 1991). The scale also has good discriminate validity. Authoritarianism has been related inversely to permissiveness and authoritativeness, whereas permissiveness has not been related to authoritativeness (Buri, 1991). Criterion-related validity has been established with parental warmth as well as authoritativeness being related positively, authoritarianism being related negatively, and permissiveness being unrelated to parental nurturance (Buri, 1991). In this study, this measure was used to indicate perceived parenting styles.

**Parental Environment Questionnaire**

The Parental Environment Questionnaire (PEQ; Elkins, McGue, & Iacono, 1997) consists of 42 questions and is designed to measure the parent-child relationship. The PEQ measures the relationships the child has with the mother and father separately with subscales including parent-child conflict, involvement, regard, and structure. Responses were rated on a four point scale with answers ranging from *definitely true* to *definitely*
false. The scale has been determined to have good internal consistency reliability and construct validity (Elkins et al., 1997). This measure was used to indicate perceived parental involvement in this study.

**Perceptions of Parents Scale**

The Perceptions of Parents Scale (POPS; Grolnick et al., 1991) consists of 22 questions (11 each for mother and father) that assess children’s perception of whether their parents are involved in their lives and support their choices and decisions. For each item, four choices are available. Participants were asked to pick statements that best describe their mother and father. The POPS has been frequently used in studies related to parental involvement (Wong, 2008). Internal consistency for maternal involvement has been found to be .63 for maternal involvement, .55 for maternal support, .78 for paternal involvement, and .56 for paternal support (Grolnick et al., 1991). This measure was used as an indicator of perceived parental involvement.

**Mother and Father Involvement Scale**

The Mother and Father Involvement Scale (MFIS) was used in a study by Finley and Schwartz (2004) where adult children reported on maternal and paternal involvement using the Father Involvement Scale, and using a mother version in which father was replaced with mother. The measure consists of 20 domains of parental involvement. Participants were asked to indicate how involved on a scale of 0 (not at all involved) to 4 (very involved) their parents are in their lives and how involved they wanted their parents to be on a scale of 0 (much less involved) to 4 (much more involved). This measure was used to indicate perceived parental involvement.
Child Disclosure Questionnaire

The Child Disclosure Questionnaire (CDQ; Stattin & Kerr, 2000) is comprised of five questions that measure a child’s level of disclosure to his/her parents. Respondents answered the questionnaire statements as 0 (almost never), 1 (rarely), 2 (sometimes), 3 (often), and 4 (very often). The alpha reliabilities have ranged from .60 to .85 (Kiesner et al., 2009; Stattin & Kerr, 2000) and test-retest reliability has been found to be .87 (Stattin & Kerr, 2000) with 14-year-old adolescents. This measure was used to indicate perceived child disclosure.

Parental Solicitation Questionnaire

The Parental Solicitation Questionnaire (PSQ; Stattin & Kerr, 2000) is comprised of five questions that measure the parent’s level of solicitation about their child’s free time. Respondents answered the questionnaire statements as 0 (almost never), 1 (rarely), 2 (sometimes), 3 (often), and 4 (very often). The alpha reliability has been found to be .77 and test-retest correlation has been found to be .82 (Stattin & Kerr, 2000) with 14-year-old adolescents. This measure was used to indicate perceived parental solicitation.

Adult Self-Report

The Adult Self-Report (ASR; Achenbach & Rescorla, 2003) is a 123-item self-administered instrument used to measure adaptive functioning, problem behavior, and externalizing and internalizing psychopathology. The ASR is used to obtain information about the reporter. Respondents answered the ASR statements as 0 (not true), 1 (somewhat or sometimes true), and 2 (very true or often true). The 123 items about problem behaviors constitute eight empirically-based syndrome scales derived by factor
analysis. Loading on the internalizing problems scale are the withdrawn, somatic complaints, and anxious/depressed syndrome scales. Loading on the externalizing problems scale are the rule-breaking behavior, aggressive behavior, and intrusive syndrome scales. Other syndrome scales include thought problems and attention problems and do not load onto a higher-order scale. A total problems score can be calculated by summing the individual item scores. Internal consistency alpha has ranged from .87 to .93 (Achenbach & Rescorla, 2003). Participants completed the ASR with regard to themselves. The externalizing problems scale was used to indicate disruptive behavior.

**Procedure**

An online survey system allowed college students from the university access to the study. The study was voluntary and the participants were allowed to withdraw at any time without being penalized. The participant was briefed on the topic of the study and agreed to an electronic consent form before beginning the survey. The survey included scales assessing perceived parenting, parental involvement, child disclosure, parental solicitation, and disruptive behavior as described above. The scales were presented in a random order to the participant. Participants were instructed to complete the survey with regards to their current perceptions. The participants were given an electronic debriefing form upon completing the survey.
CHAPTER III
RESULTS

All statistical analyses were conducted using SPSS 20.0. An alpha level of .05 was used unless otherwise specified. To conduct a more parsimonious set of analyses, subscales of the measures used in the current study were combined into a single indicator of the constructs in the study. Specifically, the subscales of the PAQ were standardized and summed to indicate parenting styles. A higher score on this standardized variable indicated a more authoritative style (i.e., positive), whereas a lower score indicated a more authoritarian or permissive style (i.e., negative). Similarly, the involvement subscale of the PEQ, the POPS, and the MFIS were standardized and summed. A higher score on this standardized variable indicated higher parental involvement, whereas a lower score indicated lower parental involvement. Please refer to Table 1 for means and standard deviations.
Table 1

*Means and Standard Deviations of Mother and Father Scores*

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mothers</th>
<th></th>
<th>Fathers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>ASR Externalizing Problems</td>
<td>10.01</td>
<td>7.83</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>PEQ Involvement</td>
<td>29.72</td>
<td>7.43</td>
<td>25.95</td>
<td>9.58</td>
</tr>
<tr>
<td>PAQ Authoritative</td>
<td>26.51</td>
<td>7.02</td>
<td>25.30</td>
<td>8.00</td>
</tr>
<tr>
<td>PAQ Authoritarian</td>
<td>22.81</td>
<td>7.25</td>
<td>22.65</td>
<td>7.74</td>
</tr>
<tr>
<td>PAQ Permissive</td>
<td>15.80</td>
<td>5.90</td>
<td>15.92</td>
<td>5.94</td>
</tr>
<tr>
<td>MFIS Involvement</td>
<td>59.32</td>
<td>15.94</td>
<td>50.40</td>
<td>19.36</td>
</tr>
<tr>
<td>POPS Total</td>
<td>51.94</td>
<td>11.36</td>
<td>48.68</td>
<td>13.31</td>
</tr>
<tr>
<td>CDQ</td>
<td>13.00</td>
<td>4.37</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>PSQ</td>
<td>14.98</td>
<td>4.28</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*Note.* -- indicates that a variable has a global mean instead of father/mother specific means.

To test hypotheses 1a, 1b, and 2 regarding parenting practices, parental involvement, and disruptive behavior, Pearson correlations were used. The hypothesis that higher levels of perceived positive parenting styles would be associated with higher levels of perceived parental involvement when examining maternal characteristics, \( r(442) = .50, p < .001 \), and paternal characteristics, \( r(417) = .56, p < .001 \), was supported. The hypothesis that higher levels of perceived parenting styles would be associated with lower levels of disruptive behavior when examining maternal characteristics, \( r(440) = - .18, p < .001 \), and paternal characteristics, \( r(428) = -.18, p < .001 \) was supported. The hypothesis that higher levels of perceived parental involvement would be associated with lower levels of disruptive behavior when examining maternal characteristics, \( r(427) = - .
.30, \( p < .001 \), and paternal characteristics, \( r(406) = -.31, p < .001 \), was supported.

Overall, hypothesis 1a, 1b, and 2 were fully supported.

To test hypothesis 3, a 2 (mother versus father) x 2 (male versus female emerging adult) mixed model analysis of variance was used to test the hypothesis that females would perceive higher levels of parental involvement than males and would report lower levels of disruptive behavior than males. Results indicated a significant effect for mother and father differences as rated by the emerging adults, \( \text{Wilks’ Lambda} = 0.989, F (1, 413) = 4.77, p = .03, \eta^2 = .011 \). These findings partially support the hypothesis. Females (\( M = .08, SD = 1.0 \)) perceived higher levels of involvement from mothers than males (\( M = -.18, SD = .94 \)) but there was no significant difference found between perceived levels of involvement from fathers in females and males. However, based on an independent samples t-test, it was found that females (\( M = .06, SD = 1.01 \)) engaged in lower levels of disruptive behavior than males (\( M = -.19, SD = .93 \)) based on maternal involvement, \( t(442) = -2.19, p = .029 \). Paternal involvement did not have an effect on male and female disruptive behavior.
To test hypothesis 4, that perceived parental involvement would mediate the relationship between perceived positive parenting styles and disruptive behavior, a hierarchical regression was conducted. The correlations conducted above establish the premises to test for mediation. Specifically, the correlations indicated that perceived parenting styles and perceived parental involvement both were related to disruptive behavior and that perceived positive parenting styles and perceived parental involvement also were related to each other. All variables used in the regression were standardized. In step 1, maternal and paternal perceived parenting styles were entered to predict disruptive behavior. In step 2, maternal and paternal perceived parental involvement were entered. For parenting styles in step 1, the model provided a good fit, adjusted $R^2 = .04$, and the overall relationship was significant, $F(2, 397) = 8.19, p < .001$, with maternal
parenting practices and paternal parenting practices both being significant predictors. In step 2, the model provided a good fit, adjusted $R^2 = .12$, and the improvement over step 1 was significant, $F\Delta(2, 395) = 18.96, p < .001$, with maternal involvement and paternal involvement being significant predictors and maternal and paternal perceived parenting styles no longer being significant. Thus, parental involvement fully mediated parenting style. Please refer to Table 2 for regression statistics.
Table 2

*Results for Regression Predicting Disruptive Behavior*

<table>
<thead>
<tr>
<th>Model Predictors</th>
<th>b</th>
<th>SE</th>
<th>t</th>
<th>p</th>
<th>sr</th>
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<tr>
<td><strong>Step 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Father Parent Style</td>
<td>-.11</td>
<td>.06</td>
<td>-1.84</td>
<td>.03</td>
<td>-.09</td>
</tr>
<tr>
<td>Positive Mother Parent Style</td>
<td>-.12</td>
<td>.06</td>
<td>-2.09</td>
<td>.02</td>
<td>-.10</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Father Parent Style</td>
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<td>.07</td>
<td>.57</td>
<td>ns</td>
<td>.03</td>
</tr>
<tr>
<td>Positive Mother Parent Style</td>
<td>-.07</td>
<td>.07</td>
<td>-1.07</td>
<td>ns</td>
<td>-.05</td>
</tr>
<tr>
<td>Positive Father Involvement</td>
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<td>.07</td>
<td>-3.80</td>
<td>&lt;.001</td>
<td>-.18</td>
</tr>
<tr>
<td>Positive Mother Involvement</td>
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<td>.07</td>
<td>-2.16</td>
<td>.02</td>
<td>-.10</td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Father Parent Style</td>
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<td>.07</td>
<td>.58</td>
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<tr>
<td>Positive Mother Parent Style</td>
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<tr>
<td>Positive Father Involvement</td>
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<tr>
<td>Positive Mother Involvement</td>
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<td>.07</td>
<td>-1.95</td>
<td>.03</td>
<td>-.09</td>
</tr>
<tr>
<td>CDQ</td>
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<td>.06</td>
<td>-3.18</td>
<td>&lt;.001</td>
<td>-.15</td>
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<tr>
<td>PSQ</td>
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<td>.07</td>
<td>2.22</td>
<td>.01</td>
<td>.10</td>
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</tbody>
</table>
To test hypothesis 5, that perceived parenting style would moderate the relationship between perceived parental involvement and disruptive behavior, maternal and paternal interaction terms were created using the standardized parenting style and involvement variables. These interaction terms were entered into step 3 of the regression above. Contrary to the hypothesis, neither interaction term was significant. In fact, adding these interaction terms decreased overall model fit. Thus, this step was deleted from the analyses described next.

In addition to testing the above hypotheses, the effects of child disclosure and parental solicitation were examined. These two variables were entered into step 3 of the regression above. In step 3, the model provided a good fit, adjusted $R^2 = .14$, and the improvement over step 2 was significant, $F_{\Delta} (2, 393) = 6.01, p = .003$. Maternal and paternal involvement remained significant from step 2 to step 3, and the CDQ and PSQ also were significant predictors of disruptive behavior. Most notably, it was found that child disclosure shared a negative relationship with disruptive behavior and parental solicitation shared a positive relationship with disruptive behavior.
CHAPTER IV

DISCUSSION

This study examined the relationships among parenting styles, parental involvement, and emerging adulthood disruptive behavior as reported by emerging adults. Consistent with previous research (Baumrind, 1991; Laird et al., 2003; Kiesner et al., 2009; McKinney & Renk, 2011), the results suggested that positive parenting styles and positive parental involvement were associated with lower levels of disruptive behavior. Further, as expected, parenting styles and parental involvement were related positively. These findings suggest that children reporting positive parenting (e.g., more authoritative and higher parental involvement) also report more positive adjustment in emerging adulthood.

Also, it was found that females, compared to males, tended to perceive higher levels of involvement from their mothers. This finding may suggest that mothers tend to be more aware of girl’s behavior and monitor them more closely, as previous research has indicated (Pettit et al., 2001). Further, mothers tended to be seen as more involved in their children’s lives and upbringing process compared to fathers (Finley et al., 2008). The finding also may be related to a special relationship between mothers and daughters. Daughters tend to view their mother as a supportive relationship (McKinney et al., 2008) and someone with whom they can openly communicate and spend time. Stattin et al.
(2001) also suggested that girls freely disclose more information to their parents than boys.

Disruptive behavior in emerging adults was found to be fully mediated by parental involvement when examining maternal and paternal positive parenting styles. Other research has indicated that parental involvement is associated with early parenting practices that are marked as a preventative measure towards dealing with disruptive behavior in children (Pettit et al., 2001). Similarly, the current study found that a positive parenting style (e.g., authoritative parenting) was related to less disruptive behavior in emerging adults, and parental involvement played a mediating role. Authoritative parenting characterizes the way in which parents discipline and engage with their child. An authoritative parent chooses to be demanding of their child and simultaneously supportive of their child. This style requires the parent to be actively involved with their child, and this involvement is related directly to the child’s disruptive behavior.

During emerging adulthood, individuals typically are transitioning outside of their parent’s home. During this time, a more independent relationship is formed between parent and child (McKinney & Milone, 2012). Emerging adults are no longer necessarily under the direct care of their parents. Parents may not provide strong disciplinarian actions or direct care of their children anymore but instead they may strive to remain involved in their child’s life. Thus, parental involvement appears to remain an essential characteristic for behavior regulation in emerging adults, and emerging adults who report that their parents are not involved in their lives may experience negative outcomes.

The current study found no interaction effect between parenting style and parental involvement in the prediction of disruptive behavior. Given that no interaction effect was
found, it appears that parental involvement is associated with lower disruptive behavior regardless of parenting style. That is, having an authoritarian parent with high parental involvement did not result in an unusually negative outcome, and having an authoritative parent with high parental involvement did not result in an unusually positive outcome. It was believed that an authoritarian parent who is highly involved would have more opportunities to demonstrate a harsh parenting style, thus leading to more negative outcomes. This effect was not found in the current study. However, emerging adults may no longer be under the direct supervision of their parents or living within the home but parental involvement remains a significant factor in behavioral outcomes.

Instead, a distinction between child disclosure and parental solicitation was found. Consistent with previous research (Kerr et al., 2010), the current study found that higher rates of child disclosure were associated with lower levels of disruptive behavior. However, parental solicitation was associated negatively with disruptive behaviors when examined in isolation as a correlation but was found to be related positively when examined in the regression alongside the other variables. Although both methods lead to parents having increased information about their child, the nature of the parent-child relationship may change depending on which method is used, or the choice in method may be a function of the parent-child relationship. For example, the act of parental involvement reflects a parent’s planning for having structured rules in place for their child’s development (Pettit et al., 2001), which is associated with lower levels of disruptive behavior (Kiesner et al., 2009). Also, the way a parent interacts with their child has an effect on how comfortable the child feels disclosing information. The more parents know about their children’s whereabouts and activities, the more involved parents
tend to be in their child’s life. Therefore, parents are able to provide guidance when needed and may recognize changes in their child’s behavior early on (Hamza et al., 2011). Conversely, parents may engage in high rates of parental solicitation and parental control, which may increase parental knowledge (Munoz et al., 2011), but it also is associated with increased rates of disruptive behavior, unlike child disclosure. As previous research has suggested (Kerr et al., 2010; Stattin et al., 2000), parental solicitation may be linked with an increase in disruptive behavior because individuals engaging in disruptive behavior are less likely to openly disclose information to their parents, and parents are more likely to question their child who is disruptive. Therefore, parents tend to solicit more information from disruptive children who do not freely disclose.

**Implications of Research and Practice**

The results presented in this study hold implications for researchers. Future research may examine the relationships studied here in context of other variables and the interaction of these variables. Specifically, given the reversal found when examining parental solicitation (i.e., negative relationship with disruptive behavior when examined in isolation compared to positive relationship when examined in the context of other relevant variables), the current study demonstrates the importance of examining simultaneous processes when investigating parenting. Additionally, research should further examine the effects of parenting styles and parental involvement in relation to internalizing and externalizing behaviors in emerging adulthood. The literature is extensive in regards to children and adolescents but not as much research has examined this population. Although less research has been conducted, it has been found that
emerging adults are still under the influence of their parents to some extent and rely on the support of their parents (McKinney et al., 2011; McKinney & Renk, 2008), indicating the need to further examine the parent-child relationship into this stage of a child’s life. Finally, researchers are encouraged to examine the differences related to gender in the context of parent-child relationships. The current study provides evidence that gender differences in parent-child relationships exist but does not examine these differences in great detail. Thus, it is important to understand the significance across gender in relation to behavioral adjustment, particularly given past research that suggests males and females experience disruptive behavior differently at various points across the life span (De Kemp et al., 2007; Kiesner et al., 2010; McKinney et al., 2008).

Individuals interacting with emerging adults (e.g., mental health professionals, teachers, parents) also may find the results of this study to be informative. Mental health professionals may find the results of this study useful when examining variables that may be targeted to improve emerging adults’ outcomes. For example, mental health professionals may be able to emphasize the importance of parental involvement in not only childhood and adolescence but also into emerging adulthood to promote healthy development throughout the life span. Helping parents to understand the importance of their role as a supportive parental figure may lead to improvements in both parenting practices and their child’s adjustment. Further, it is important for mental health professionals to be aware of how their interventions are working and how they can provide the most effective treatment for the individual’s specific situation. Finally, working with parents to promote effective parenting practices may lead to well-adjusted emerging adults. Parents may be able to understand their children in light of the
information presented in this study and learn how they as parents contribute to the adjustment of their children. For example, working with parents may be effective in increasing their knowledge on the importance of positive parenting practices (e.g., parental involvement, support), which may lead to positive effects on emerging adult’s psychological adjustment. The improvement in parenting practices may allow for a positive change to occur within the family dynamic and the cycle of positive parenting may affect generations to come. In particular, developing strategies to increase child disclosure as opposed to increasing parental solicitation may be important for child and family functioning. Also, teachers may benefit from the findings in this study in that they may have a better understanding about the influences on a child’s behavior. The current study suggests and extends the research that influential individuals in a child’s life may continue to affect behavior into emerging adulthood.

**Limitations**

The findings in the study must be viewed in the context of its limitations. One limitation may be the generalizability of the findings. The sample consisted primarily of traditional-aged college students who were predominately Caucasian and reported predominately coming from a two-parent, southern household. Thus, it is recommended that future studies explore various ethnic and socioeconomic backgrounds under more rigorous methodological conditions. Conversely, this could be a strength of the study in that it accurately reflects the emerging adult college student experience in relation to parenting. Another limitation of this study was that it relied on self-report of emerging adults. Reports made by emerging adults may differ from what their mother and father may report if asked, all of which may differ from what actually transpires. Although self-
report may be subject to bias, studies have found that individuals who are familiar with the person they are rating are able to provide reliable and valid perceptions (Achenbach & Rescorla, 2003). In fact, emerging adult perceptions may be considered to be more accurate than younger children’s perceptions because emerging adults are able to speak their mind freely without feeling as controlled or influenced by their parents (Finley et al., 2008). Another limitation may be this study’s design. The study is correlation in nature and is unable to determine causation. For example, it is unknown if parental solicitation causes more disruptive behavior (e.g., a child who becomes angry at how invasive their parent is acting) or if disruptive behavior causes more solicitation (e.g., a parent is forced to solicit information from a misbehaving child who is trying to keep that information private). Finally, other factors not examined in this study may be influential in emerging adult outcomes. Just as the nature of the relationship between parental solicitation and disruptive behavior changed based on how it was examined, other processes not examined by the current study likely are occurring.

**Summary**

Although parenting styles and parental involvement have been studied extensively, less research has examined parenting effects in the context of emerging adulthood on disruptive behavior. Consistent with past research, positive parenting styles and positive parental involvement were related to lower levels of disruptive behavior. Adding to the extant research, positive parental involvement acted as a mediator between parenting styles and emerging adult disruptive behavior. Further, it was found that females perceived higher levels of involvement from their mothers than males. Given this information, it is important to explore parenting effects on child outcomes in the
context of gender. Finally, when parental solicitation was examined in isolation, it was found to have a negative relationship with disruptive behavior, but when it was examined simultaneously in a regression it was found to have a positive relationship with disruptive behavior. This shift suggests that parents who solicit more information tend to have children who engage in higher rates of disruptive behavior. However, it is unknown if parental solicitation leads to increases in child disruptive behavior, if increases in child disruptive behavior leads to increases in parental solicitation, or both. Given the difference of examining parental solicitation in isolation and simultaneously with other variables, the importance of exploring the effects of parenting on child outcomes in combination with other factors is demonstrated. That is, uncovering the processes behind how parenting practices lead to child outcomes is paramount.
REFERENCES


APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE
For some of these questions, please think of who you most consider to be your primary mother figure and primary father figure. For example, these individuals may be your biological parents or another caregiver who you view as your primary caregiver, such as a step parent or adoptive parent.

1. What is your age in years?

2. What is your Gender?
   Male          Female

3. What is your Race?
   White      Black     Latino        Asian            Other: ____

4. What is your father’s highest level of education completed?
   Doctoral Degree            Master’s Degree            Bachelor’s Degree
   Associate’s Degree    High School Diploma/GED    None of the above

5. What is your mother’s highest level of education completed?
   Doctoral Degree          Master’s Degree            Bachelor’s Degree
   Associate’s Degree       High School Diploma/GED            None of the above

6. Please select the one choice that best describes who lives with you in your home or who lives in your home before you came to college.
   1. Both Biological Parents
   2. Biological Mother and Stepfather
   3. Biological Father and Stepmother
   4. Biological Mother Only
   5. Biological Father Only
   6. Foster parent(s)
   7. Grandparent(s)
   8. Aunt(s) and/or Uncle(s)
   9. Other

7. Please select the choice that best describes the structure of the household where you live or lived before to college.
   1. Single-Parent household
   2. Two-Parent household (includes step-parents)

8. How many hours per week on average do you have contact with your primary mother figure (e.g., text, phone call, skype, email, etc.).
   1. No contact
   2. 0 to 2 hours
   3. 3 to 5 hours
   4. 6 to 9 hours
   5. 10 or more hours
9. How many hours per week on average do you have contact with your primary father figure (e.g., text, phone call, skype, email, etc.).
   1. No contact
   2. 0 to 2 hours
   3. 3 to 5 hours
   4. 6 to 9 hours
   5. 10 or more hours
APPENDIX B

PARENTAL AUTHORITY QUESTIONNAIRE
Below are questions about your mother and father. Please rate the people you most consider to be your mother and father using the following scale to indicate your agreement with the statements:

1 = Strongly disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

1. While I was growing up my parent felt that in a well-run home the children should have their way in the family as often as parents do.
   Mother: _____    Father: _____

2. Even if her/his children didn’t agree with her/him, my parent felt that it was for our own good if we were forced to conform to what she/he thought was right.
   Mother: _____    Father: _____

3. Whenever my parent told me to do something as I was growing up, she/he expected me to do it immediately without asking any questions.
   Mother: _____    Father: _____

4. As I was growing up, once family policy had been established, my parent discussed the reasoning behind the policy with the children in the family.
   Mother: _____    Father: _____

5. My parent has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.
   Mother: _____    Father: _____

6. My parent has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.
   Mother: _____    Father: _____

7. As I was growing up my parent did not allow me to question any decision she/he had made.
   Mother: _____    Father: _____
8. As I was growing up my parent directed the activities and decisions of the children in the family through reasoning and discipline.
   Mother: _____   Father: _____

9. My parent has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.
   Mother: _____   Father: _____

10. As I was growing up my parent did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.
    Mother: _____   Father: _____

11. As I was growing up I knew what my parent expected of me in my family, but I also felt free to discuss those expectations with my parent when I felt that they were unreasonable.
    Mother: _____   Father: _____

12. My parent felt that wise parents should teach their children early just who is boss in the family.
    Mother: _____   Father: _____

13. As I was growing up, my parent seldom gave me expectations and guidelines for my behavior.
    Mother: _____   Father: _____

14. Most of the time as I was growing up my parent did what the children in the family wanted when making family decisions.
    Mother: _____   Father: _____

15. As the children in my family were growing up, my parent consistently gave us direction and guidance in rational and objective ways.
    Mother: _____   Father: _____

16. As I was growing up my parent would get very upset if I tried to disagree with her/him.
    Mother: _____   Father: _____

17. My parent feels that most problems in society would be solved if parents would not restrict their children’s activities, decisions, and desires as they are growing up.
    Mother: _____   Father: _____
18. As I was growing up my parent let me know what behavior she/he expected of me, and if I didn’t meet those expectations, she/he punished me.
   Mother: _______   Father: _______

19. As I was growing up my parent allowed me to decide most things for myself without a lot of direction from her/him.
   Mother: _______   Father: _______

20. As I was growing up my parent took the children’s opinions into consideration when making family decisions, but she/he would not decide for something simply because the children wanted it.
   Mother: _______   Father: _______

21. My parent did not view herself/himself as responsible for directing and guiding my behavior as I was growing up.
   Mother: _______   Father: _______

22. My parent had clear standards of behavior for the children in our home as I was growing up, but she/he was willing to adjust those standards to the needs of each of the individual children in the family.
   Mother: _______   Father: _______

23. My parent gave me direction for my behavior and activities as I was growing up and she/he expected me to follow her/his direction, but she/he was always willing to listen to my concerns and to discuss that direction with me.
   Mother: _______   Father: _______

24. As I was growing up my parent often told me exactly what she/he wanted me to do and how she/he expected me to do it.
   Mother: _______   Father: _______

25. My parent has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don’t do what they are supposed to as they are growing up.
   Mother: _______   Father: _______

26. As I was growing up my parent gave me clear direction for my behaviors and activities, but she/he also was understanding when I disagreed with her/him.
   Mother: _______   Father: _______
28. As I was growing up my parent did not direct the behaviors, activities, and desires of the children in the family.
   Mother: _____       Father: _____

29. As I was growing up I knew what my parent expected of me in the family and she/he insisted that I conform to those expectations simply out of respect for her/his authority.
   Mother: _____       Father: _____

30. As I was growing up, if my parent made a decision in the family that hurt me, she/he was willing to discuss that decision with me and to admit it if she/he had made a mistake.
   Mother: _____       Father: _____
APPENDIX C

PARENTAL ENVIRONMENT QUESTIONNAIRE
Below are questions about your mother and father. Please rate the people you most consider to be your mother and father using the following scale to indicate your agreement with the statements:

1 = Definitely false

2 = Sometimes false

3 = Sometimes true

4 = Definitely true

1. My parent often criticizes me.
   Mother: _____   Father: _____

2. Before I finish saying something, my parent often interrupts me.
   Mother: _____   Father: _____

3. My parent often irritates me.
   Mother: _____   Father: _____

4. Often there are misunderstandings between my parent and myself.
   Mother: _____   Father: _____

5. I treat others with more respect than I treat my parent.
   Mother: _____   Father: _____

6. My parent often hurts my feelings.
   Mother: _____   Father: _____

7. My parent does not trust me to make my own decisions.
   Mother: _____   Father: _____

8. My parent and I often get into arguments.
   Mother: _____   Father: _____

9. I often seem to anger or annoy my parent.
   Mother: _____   Father: _____

10. My parent often loses her/his temper with me.
    Mother: _____   Father: _____

11. My parent sometimes hits me in anger.
    Mother: _____   Father: _____
12. Once in a while I have been really scared of my parent.
   Mother: _______   Father: _______

13. My parent doesn’t know how I do in school.
   Mother: _______   Father: _______

14. My parent doesn’t know about my hobbies.
   Mother: _______   Father: _______

15. My parent doesn’t have much to talk about with me.
   Mother: _______   Father: _______

16. My parent doesn’t know how I spend my spare time.
   Mother: _______   Father: _______

17. My parent comforts me when I’m discouraged.
   Mother: _______   Father: _______

18. I share my concerns with my parent.
   Mother: _______   Father: _______

19. My parent tries to keep up with my performance.
   Mother: _______   Father: _______

20. I don’t feel close to my parent.
    Mother: _______   Father: _______

21. My parent praises me when I do well.
    Mother: _______   Father: _______

22. I don’t want my friends to meet my parent.
    Mother: _______   Father: _______

23. I don’t talk about my problems with my parent.
    Mother: _______   Father: _______

24. My parent doesn’t do much together with me.
    Mother: _______   Father: _______

25. I am proud of my parent.
    Mother: _______   Father: _______

26. I want to be like my parent in many ways.
    Mother: _______   Father: _______
27. I respect my parent.
   Mother: _____  Father: _____

28. My parent gives me good advice.
   Mother: _____  Father: _____

29. I can learn a lot from my parent.
   Mother: _____  Father: _____

30. I really like my parent.
   Mother: _____  Father: _____

31. My parent has taught me useful things.
   Mother: _____  Father: _____

32. My parent makes a good impression on my friends.
   Mother: _____  Father: _____

33. My parent is proud of me.
   Mother: _____  Father: _____

34. My parent doesn’t think highly of me.
   Mother: _____  Father: _____

35. My parent likes others in the family better than me.
   Mother: _____  Father: _____

36. My parent loves me no matter what I do.
   Mother: _____  Father: _____

37. I know my parent loves me.
   Mother: _____  Father: _____

38. My parent wants me to do what’s right.
   Mother: _____  Father: _____

39. My parent thinks that it’s important I obey the law.
   Mother: _____  Father: _____

40. My parent makes it clear what he/she wants me to do or not do.
   Mother: _____  Father: _____

41. My parent expects me to finish a job by myself.
   Mother: _____  Father: _____
42. My parent wants me to have a fixed curfew.
   Mother: ______  Father: ______
APPENDIX D

PERCEPTIONS OF PARENTS SCALE
Below are questions about your mother and father. Please rate the people you most consider to be your mother and father using the following scale to indicate your agreement with the statements:

1  2  3  4  5  6  7
Not at all true  Somewhat true  Very true

First, questions about your mother:

1. My mother seems to know how I feel about things. ___
2. My mother tries to tell me how to run my life. ___
3. My mother finds time to talk with me. ___
4. My mother accepts me and likes me as I am. ___
5. My mother, whenever possible, allows me to choose what to do. ___
6. My mother doesn’t seem to think of me often. ___
7. My mother clearly conveys her love for me. ___
8. My mother listens to my opinion or perspective when I’ve got a problem. ___
9. My mother spends a lot of time with me. ___
10. My mother makes me feel very special. ___
11. My mother allows me to decide things for myself. ___
12. My mother often seems too busy to attend to me. ___
13. My mother is often disapproving and unaccepting of me. ___
14. My mother insists upon my doing things her way. ___
15. My mother is not very involved with my concerns. ___
16. My mother is typically happy to see me. ___
17. My mother is usually willing to consider things from my point of view. ___
18. My mother puts time and energy into helping me. ___
19. My mother helps me to choose my own direction. ___
20. My mother seems to be disappointed in me a lot. ___
21. My mother isn’t very sensitive to many of my needs. ___

Now questions about your father.

22. My father seems to know how I feel about things. ___
23. My father tries to tell me how to run my life. ___
24. My father finds time to talk with me. ___
25. My father accepts me and likes me as I am. ___
26. My father, whenever possible, allows me to choose what to do. ___
27. My father doesn’t seem to think of me often. ___
28. My father clearly conveys her love for me. ___
29. My father listens to my opinion or perspective when I’ve got a problem. ___
30. My father spends a lot of time with me. ___
31. My father makes me feel very special. ___
32. My father allows me to decide things for myself. ___
33. My father often seems too busy to attend to me. ___
34. My father is often disapproving and unaccepting of me. ___
35. My father insists upon my doing things her way. ___
36. My father is not very involved with my concerns. ___
37. My father is typically happy to see me. ___
38. My father is usually willing to consider things from my point of view. ___
39. My father puts time and energy into helping me. ___
40. My father helps me to choose my own direction. ___
41. My father seems to be disappointed in me a lot. ___
42. My father isn’t very sensitive to many of my needs. ___
APPENDIX E

MOTHER AND FATHER INVOLVEMENT SCALE
Below are questions about your mother and father. Please rate the level of involvement and the desired level of involvement expressed by the people you most consider to be your mother and father using the following scale to indicate your agreement with the statements:

<table>
<thead>
<tr>
<th>Level of involvement</th>
<th>Desired level of involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Always involved</td>
<td>5. Always involved</td>
</tr>
<tr>
<td>4. Often involved</td>
<td>4. Often involved</td>
</tr>
<tr>
<td>3. Sometimes involved</td>
<td>3. Sometimes involved</td>
</tr>
<tr>
<td>2. Rarely involved</td>
<td>2. Rarely involved</td>
</tr>
<tr>
<td>1. Never involved</td>
<td>1. Never involved</td>
</tr>
</tbody>
</table>

**Mother Involvement**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Intellectual development</td>
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<tr>
<td>Emotional development</td>
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<tr>
<td>Social development</td>
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<td>Ethical/moral development</td>
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<td>Spiritual development</td>
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<tr>
<td>Physical development</td>
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<tr>
<td>Career development</td>
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<tr>
<td>Developing responsibility</td>
<td></td>
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<tr>
<td>Developing independence</td>
<td></td>
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<tr>
<td>Developing competence</td>
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<tr>
<td>Leisure, fun, play</td>
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<tr>
<td>Providing income</td>
<td></td>
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<tr>
<td>Sharing activities/interests</td>
<td></td>
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<tr>
<td>Mentoring/teaching</td>
<td></td>
</tr>
<tr>
<td>Caregiving</td>
<td></td>
</tr>
<tr>
<td>Being protective</td>
<td></td>
</tr>
</tbody>
</table>
Father Involvement

- Intellectual development
- Emotional development
- Social development
- Ethical/moral development
- Spiritual development
- Physical development
- Career development
- Developing responsibility
- Developing independence
- Developing competence
- Leisure, fun, play
- Providing income
- Sharing activities/interests
- Mentoring/teaching
- Caregiving
- Being protective
- Advising
Discipline

School/homework

Companionship
APPENDIX F

CHILD DISCLOSURE QUESTIONNAIRE
Below are questions about how much information you disclose to your mother and father. Please rate the people you most consider to be your mother and father using the following scale to indicate your agreement with the statements:

1 = Almost never

2 = Rarely

3 = Sometimes

4 = Often

5 = Very often

1. How often do you tell your parents how you are doing in school?

2. How often do you keep secrets from your parents about what you do during your free time?

3. How often do you hide a lot from your parents about what you do during nights and weekends?

4. How often do you spontaneously tell your parents what you do when you go out during the evening?

5. How often do you spontaneously tell your parents about your friends and what you do together?
APPENDIX G

PARENTAL SOLICITATION QUESTIONNAIRE
Below are questions about how much information your mother and father ask about regarding your life. Please rate the people you most consider to be your mother and father using the following scale to indicate your agreement with the statements:

0 = Almost never
1 = Rarely
2 = Sometimes
3 = Often
4 = Very often

1. How often do your parents talk with your friends when they come over to your house?

2. How often do your parents ask you about what happened during your free time?

3. During the past month, how often have your parents initiated a conversation with you about your free time?

4. When did your parents last have extra time to listen to you when you talked about what happened during your free time?

5. How often do your parents ask you to tell them what happened at school on a regular school day?
APPENDIX H

ADULT SELF-REPORT
Below is a list of items that describe people. As you read each item, please decide whether it has been true of your SELF and the people you believe most to be your MOTHER and FATHER over the past 6 months. Then select 0, 1, or 2 to describe the person. Please answer all items as well as you can, even if some do not seem to apply.

0 = Not True

1 = Somewhat or Sometimes True

2 = Very True or Often True

1. Is too forgetful
   Self: ________  Mother: __________  Father: __________

2. Makes good use of his/her opportunities
   Self: ________  Mother: __________  Father: __________

3. Argues a lot
   Self: ________  Mother: __________  Father: __________

4. Works up to ability
   Self: ________  Mother: __________  Father: __________

5. Blames others for own problems
   Self: ________  Mother: __________  Father: __________

6. Uses drugs (other than alcohol or nicotine) for nonmedical purposes
   Self: ________  Mother: __________  Father: __________

7. Bragging, boasting
   Self: ________  Mother: __________  Father: __________

8. Can’t concentrate, can’t pay attention for long
   Self: ________  Mother: __________  Father: __________

9. Can’t get mind off certain thoughts; obsessions
   Self: ________  Mother: __________  Father: __________

10. Can’t sit still, restless, or hyperactive
    Self: ________  Mother: __________  Father: __________

11. Too dependent on others
    Self: ________  Mother: __________  Father: __________
12. Complains of loneliness
   Self: _______   Mother: _________   Father: _________

13. Confused or seems to be in a fog
   Self: _______   Mother: _________   Father: _________

14. Cries a lot
   Self: _______   Mother: _________   Father: _________

15. Is pretty honest
   Self: _______   Mother: _________   Father: _________

16. Cruelty, bullying, or meanness to others
   Self: _______   Mother: _________   Father: _________

17. Daydreams or gets lost in his/her thoughts
   Self: _______   Mother: _________   Father: _________

18. Deliberately harms self or attempts suicide
   Self: _______   Mother: _________   Father: _________

19. Demands a lot of attention
   Self: _______   Mother: _________   Father: _________

20. DAMAGES or destroys his/her own things
   Self: _______   Mother: _________   Father: _________

21. Damages or destroys things belonging to others
   Self: _______   Mother: _________   Father: _________

22. Worries about his/her future
   Self: _______   Mother: _________   Father: _________

23. Breaks rules at work or elsewhere
   Self: _______   Mother: _________   Father: _________

24. Doesn’t eat well
   Self: _______   Mother: _________   Father: _________

25. Doesn’t get along with other people
   Self: _______   Mother: _________   Father: _________

26. Doesn’t seem to feel guilty after misbehaving
   Self: _______   Mother: _________   Father: _________
27. Easily jealous
   Self: _______ Mother: _________ Father: _________

28. Gets along badly with family
   Self: _______ Mother: _________ Father: _________

29. Fears certain animals, situations, or places
   Self: _______ Mother: _________ Father: _________

30. Poor relations with opposite sex
   Self: _______ Mother: _________ Father: _________

31. Fears he/she might think or do something bad
   Self: _______ Mother: _________ Father: _________

32. Feels he/she has to be perfect
   Self: _______ Mother: _________ Father: _________

33. Feels or complains that no one loves him/her
   Self: _______ Mother: _________ Father: _________

34. Feels others are out to get him/her
   Self: _______ Mother: _________ Father: _________

35. Feels worthless or inferior
   Self: _______ Mother: _________ Father: _________

36. Gets hurt a lot, accident-prone
   Self: _______ Mother: _________ Father: _________

37. Gets in many fights
   Self: _______ Mother: _________ Father: _________

38. His/her relations with neighbors are poor
   Self: _______ Mother: _________ Father: _________

39. Hangs around people who get in trouble
   Self: _______ Mother: _________ Father: _________

40. Hears sounds or voices that aren’t there
    Self: _______ Mother: _________ Father: _________

41. Impulsive or acts without thinking
    Self: _______ Mother: _________ Father: _________

66
42. Would rather be alone than with others
   Self: _______    Mother: _________    Father: _________

43. Lying or cheating
   Self: _______    Mother: _________    Father: _________

44. Feels overwhelmed by responsibilities
   Self: _______    Mother: _________    Father: _________

45. Nervous, highstrung, or tense
   Self: _______    Mother: _________    Father: _________

46. Nervous movements or twitching
   Self: _______    Mother: _________    Father: _________

47. Lacks self-confidence
   Self: _______    Mother: _________    Father: _________

48. Not liked by others
   Self: _______    Mother: _________    Father: _________

49. Can do certain things better than other people
   Self: _______    Mother: _________    Father: _________

50. Too fearful or anxious
   Self: _______    Mother: _________    Father: _________

51. Feels dizzy or lightheaded
   Self: _______    Mother: _________    Father: _________

52. Feels too guilty
   Self: _______    Mother: _________    Father: _________

53. Has trouble planning for the future
   Self: _______    Mother: _________    Father: _________

54. Feels tired without good reason
   Self: _______    Mother: _________    Father: _________

55. Moods swing between elation and depression
   Self: _______    Mother: _________    Father: _________
56. **Physical problems without known medical cause:**
   a. Aches or pains (not stomach or headaches)
      Self:    Mother:    Father:
   b. Headaches
      Self:    Mother:    Father:
   c. Nausea, feels sick
      Self:    Mother:    Father:
   d. Problems with eyes (not if corrected by glasses)
      Self:    Mother:    Father:
   e. Rashes or other skin problems
      Self:    Mother:    Father:
   f. Stomachaches
      Self:    Mother:    Father:
   g. Vomiting, throwing up
      Self:    Mother:    Father:
   h. Heart pounding or racing
      Self:
   i. Numbness or tingling in body parts
      Self:

57. Physically attacks people
    Self:    Mother:    Father:

58. Picks skin or other parts of his/her body
    Self:    Mother:    Father:

59. Fails to finish things he/she should do
    Self:    Mother:    Father:

60. There is very little that he/she enjoys
    Self:    Mother:    Father:

61. Poor work performance
    Self:    Mother:    Father:

62. Poorly coordinated or clumsy
    Self:    Mother:    Father:
63. Would rather be with older people than with people of own age
   Self: ___________  Mother: ___________  Father: ___________

64. Has trouble setting priorities
   Self: ___________  Mother: ___________  Father: ___________

65. Refuses to talk
   Self: ___________  Mother: ___________  Father: ___________

66. Repeats certain acts over and over; compulsions
   Self: ___________  Mother: ___________  Father: ___________

67. Has trouble making or keeping friends
   Self: ___________  Mother: ___________  Father: ___________

68. Screams or yells a lot
   Self: ___________  Mother: ___________  Father: ___________

69. Secretive, keeps things to self
   Self: ___________  Mother: ___________  Father: ___________

70. Sees things that aren’t there
   Self: ___________  Mother: ___________  Father: ___________

71. Self-conscious or easily embarrassed
   Self: ___________  Mother: ___________  Father: ___________

72. Worries about his/her family
   Self: ___________  Mother: ___________  Father: ___________

73. Meets responsibilities to his/her family
   Self: ___________  Mother: ___________  Father: ___________

74. Showing off or clowning
   Self: ___________  Mother: ___________  Father: ___________

75. Too shy or timid
   Self: ___________  Mother: ___________  Father: ___________

76. Irresponsible behavior
   Self: ___________  Mother: ___________  Father: ___________

77. Sleeps more than most other people during day and/or night
   Self: ___________  Mother: ___________  Father: ___________
78. Has trouble making decisions  
   Self: _______  Mother: _______  Father: _______

79. Speech problem  
   Self: _______  Mother: _______  Father: _______

80a. Stares blankly  
   Mother: _______  Father: _______

80b. Stands up for own rights  
   Self: _______

81. Very changeable behavior  
   Self: _______  Mother: _______  Father: _______

82. Steals  
   Self: _______  Mother: _______  Father: _______

83. Is easily bored  
   Self: _______  Mother: _______  Father: _______

84. Strange behavior  
   Self: _______  Mother: _______  Father: _______

85. Strange ideas  
   Self: _______  Mother: _______  Father: _______

86. Stubborn, sullen, or irritable  
   Self: _______  Mother: _______  Father: _______

87. Sudden changes in mood or feelings  
   Self: _______  Mother: _______  Father: _______

88. Enjoys being with people  
   Self: _______  Mother: _______  Father: _______

89. Rushes into things without considering the risks  
   Self: _______  Mother: _______  Father: _______

90. Drinks too much alcohol or gets drunk  
   Self: _______  Mother: _______  Father: _______

91. Talks about killing self  
   Self: _______  Mother: _______  Father: _______
92. Does things that may cause trouble with the law
   Self: _______     Mother: _________     Father: _________

93. Talks too much
   Self: _______     Mother: _________     Father: _________

94. Teases a lot
   Self: _______     Mother: _________     Father: _________

95. Temper tantrums or hot temper
   Self: _______     Mother: _________     Father: _________

96a. Passive or lacks initiative
   Mother: _________     Father: _________

96b. Thinks about sex too much
   Self: _______

97. Threatens to hurt people
   Self: _______     Mother: _________     Father: _________

98. Likes to help others
   Self: _______     Mother: _________     Father: _________

99. Dislikes staying in one place for very long
   Self: _______     Mother: _________     Father: _________

100. Has trouble sleeping
   Self: _______     Mother: _________     Father: _________

101. Stays away from job even when not sick and not on vacation
   Self: _______     Mother: _________     Father: _________

102. Underactive, slow moving, or lacks energy
   Self: _______     Mother: _________     Father: _________

103. Unhappy, sad, or depressed
   Self: _______     Mother: _________     Father: _________

104. Is unusually loud
   Self: _______     Mother: _________     Father: _________

105. Is disorganized
   Self: _______     Mother: _________     Father: _________
106. Tries to be fair to others
   Self: _______  Mother: _________  Father: _________

107. Feels he/she can’t succeed
   Self: _______  Mother: _________  Father: _________

108. Tends to lose things
   Self: _______  Mother: _________  Father: _________

109. Likes to try new things
   Self: _______  Mother: _________  Father: _________

110a. Makes good decisions
   Mother: _________  Father: _________

110b. Wishes he/she was of the opposite sex
   Self: _______

111. Withdrawn, doesn’t get involved with others
   Self: _______  Mother: _________  Father: _________

112. Worries
   Self: _______  Mother: _________  Father: _________

113a. Sulks a lot
   Mother: _________  Father: _________

113b. Worries about his/her relations with the opposite sex
   Self: _______

114. Fails to pay his/her debts or meet other financial responsibilities
   Self: _______  Mother: _________  Father: _________

115. Is restless or fidgety
   Self: _______  Mother: _________  Father: _________

116. Gets upset too easily
   Self: _______  Mother: _________  Father: _________

117. Has trouble managing money or credit cards
   Self: _______  Mother: _________  Father: _________

118. Is too impatient
   Self: _______  Mother: _________  Father: _________
119. He/she is not good at details
Self: _______   Mother: _________   Father: _________

120. Drives too fast
Self: _______   Mother: _________   Father: _________

121. Tends to be late for appointments
Self: _______   Mother: _________   Father: _________

122. Has trouble keeping a job
Self: _______   Mother: _________   Father: _________

123. He/she is a happy person
Self: _______   Mother: _________   Father: _________

124. In the past 6 months, about how many times per day did he/she use tobacco (including smokeless tobacco)?
Self: _______ times per day
Mother: ___________ times per day
Father: ___________ times per day

125. In the past 6 months, on how many days was he/she drunk?
Self: _______ days
Mother: ___________ days
Father: ___________ days

126. In the past 6 months, on how many days did he/she use drugs for nonmedical purposes (including marijuana, cocaine, and other drugs, except alcohol and nicotine)?
Self: _______ days
Mother: ___________ days
Father: ___________ days
APPENDIX I

CONSENT STATEMENT
Mississippi State University
Informed Consent Form for Participation in Research

Title of Research Study: Parenting and Disruptive Behavior: The Role of Parental Involvement

Study Site: Mississippi State University
Department of Psychology
Magruder Hall
Mississippi State, MS 39762

Researcher: Jessie Billups and Dr. Cliff McKinney, Mississippi State University, Department of Psychology

Purpose
The purpose of this research is to determine the effects of parenting practices and parental involvement on emerging adult outcomes (i.e. 18 to 25 years).

Procedures
If you choose to participate, you will be asked to complete questionnaires about your parents, the parenting you received, and symptoms of internalizing and externalizing behaviors you show. Your answers should be based on your current perceptions.

Risks or Discomforts
There are no foreseeable risks or discomforts that might come about due to the study. Some questions may cause you to feel uncomfortable, this risk is believed to be minimal, but you should consider this possible risk before agreeing to participate. You should feel free to skip any question(s) that you do not wish to answer. There will be no penalty for choosing to not answer questions. If you do feel discomfort after completing the study, contact MSU Counseling Services at 662-325-2091.

Benefits
Data from this experiment will help us to understand whether parental involvement is important in the development and maintenance of disruptive behavior in emerging adults.

Incentive to participate
Participation will take approximately 60 minutes. You will receive 1.0 credits for participating in the study. When you submit your questionnaire, you will automatically receive credit in the Psychology Research Program.

Confidentiality
Your name and identifying information will not be connected in any way to your responses in the study. The online system will automatically grant your credit when you submit the responses, but your responses are sent separately from your identity so that

MSU IRB
Approved: 5/10/12
Expires: Date

Page 1 of 2
Version: 03/27/2012
the system knows you have submitted the survey. Even the experimenter will not be able to connect your identity with your responses.

Please note that these records will be held by a state entity and therefore are subject to disclosure if required by law. Research information may be shared with the MSU Institutional Review Board (IRB) and the Office for Human Research Protections (OHRP).

The sponsor of this study Dr. Cliff McKinney may also have access to the records of the research, but will not know the identity of the respondent.

Questions
If you have any questions about this research project, please feel free to contact Jessie Billups at 304-546-0500 or Dr. Cliff McKinney at 662-325-3782.

For questions regarding your rights as a research participant, or to express concerns or complaints, please feel free to contact the MSU Regulatory Compliance Office by phone at 662-325-3994, by e-mail at rtb@research.msstate.edu, or on the web at http://orc.msstate.edu/participant/.

Voluntary Participation
Please understand that your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue your participation at any time without penalty or loss of benefits.

You are encouraged to print a copy of this form for your records, or you may request one at a later time from Jessie Billups at jb1271@msstate.edu. If you agree to participate, please begin the survey. By beginning the survey, you are acknowledging that you have read this informed consent, understand it, and agree to participate.

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you decide to participate, your completion of the research procedures indicates your consent. Please keep this form for your records.
APPENDIX J

DEBRIEFING STATEMENT
Debriefing Statement

The survey is now complete and all responses have been saved. Please read the following information, print it for your records, and then use the link at the bottom of this page to continue using the site.

Thank you for your participation! The purpose of this study is to examine possible connections between parental involvement and certain parenting styles as they relate to disruptive behaviors. By better understanding these factors, we hope to discover the relationship these factors play in the development of disruptive behaviors. If you have any questions about this study, please contact Dr. McKinney at 662-325-3782. If you feel upset, uncomfortable, depressed, or anxious as a result of completing this study, you are encouraged to contact the MSU Counseling Center at (662) 325-2091. If you call this number after hours, you will hear a recording that instructs you about how to contact a counselor directly.

Participants interested in learning more may use the following references:

http://www.apa.org

http://www.aacap.org/cs/forFamilies
APPENDIX K

IRB APPROVAL LETTER
May 10, 2012

Jessie Billups
Department of Psychology
Mississippi State, MS 39762

RE: IRB Study #12-131: Parenting and Disruptive Behavior: The Role of Parental Involvement

Dear Ms. Billups:

This email serves as official documentation that the above referenced project was reviewed and approved via administrative review on 5/10/2012 in accordance with 45 CFR 46.101(b)(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please note that the MSU IRB is in the process of seeking accreditation for our human subjects protection program. As a result of these efforts, you will likely notice many changes in the IRB’s policies and procedures in the coming months. These changes will be posted online at http://www.orc.msstate.edu/human/aahrpp.php. The first of these changes is the implementation of an approval stamp for consent forms. The approval stamp will assist in ensuring the IRB approved version of the consent form is used in the actual conduct of research. Your stamped consent form will be attached in a separate email.

Please refer to your IRB number (#12-131) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at nmorse@research.msstate.edu or call 662-325-3994. In addition, we would greatly appreciate your feedback on the IRB approval process. Please take a few minutes to complete our survey at http://www.surveymonkey.com/s/YZC7QQD.

Sincerely,

Nicole Morse
Assistant Compliance Administrator

cc: Cliff McKinney (Advisor)