



Parent Practices Interview (2019 version)

Classification of PPI Items

The Parent Practice Interview was adapted from the Oregon Social Learning Center (OSLC) discipline questionnaire and revised for use with parents of young children in the early 2000's. In 2003, A factor analysis of 73 PPI items was carried out using a sample of 657 mothers of children in Head Start, Kindergarten, and first grade. This analysis generally supported the original classification of PPI items and further differentiated both positive and negative discipline styles. The seven revised summary scales and their component items are shown in Table 1 in our 2003 Scoring guide, available here: <http://www.incredibleyears.com/download/research/PPI-Summary-Scores.pdf>. Also shown is the internal reliability of each scale based on a sample of 657 mothers of children in Head Start, Kindergarten, and first grade for that sample.

The 2019 version of the PPI consists of 75 items. The 2019 version preserves most original items from the 2003 scales (tables below have been updated below to reflect renumbered items). One scale (Positive Verbal Discipline) has reworded items, so the original scale scoring and factor analysis do not apply to this scale. New items have been added and are noted below. If you are using this form for research purposes, we recommend that you conduct your own factor analysis to confirm scales.

Scoring XLS Spreadsheet

If you would like assistance scoring this measures, you can enter parent responses into the *Parenting Practices Interview XLS Data Entry Form* using these steps:

Data Entry

1. Open XLS file: Parenting Practices Interview XLS Data Entry Form.
2. Top half of file with green shading is data entry section.
3. Enter each parent's data in one column (Parent 1, Parent 2, etc...). You can enter up to 50 parents. Please contact us if you need to enter more and don't know how to modify spreadsheet.
4. All items start with a value of 1 in the leftmost bubble and go up to 7 in most cases, as you move to the right (a few items have a maximum of 5 or 8).
4. If a parent skipped an item, leave that cell blank.
5. Do not type anything into column AZ and beyond. These are recoding and summary columns that are tabulating your results.

Summary Scores

1. Scroll down page to yellow boxes
2. Orange shaded boxes show summary scores
3. Blue Shaded boxes show the average parent response for each individual item.
4. Range is 1-7 on all summary scores except Monitoring
5. It may be useful to look at the summary scores to see overall parent skills and then to notice whether individual items of interest are unusually low or high. Note that some new items that represent important skills are not captured in the summary scores.

Computing PPI Summary Scale Scores

If you would like to score your questionnaires yourself, please reverse score the following items.

Scales were reversed for items 5A, 11A, 11B, 11E, 14, 15, 17B, and 17C: (1=7)(2=6)(3=5)(4=4)(5=3)(6=2)(7=1). Items with reversed scales are indicated with (R) in Table 1.

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

scales except Monitoring. That scale ranges from 1 to 6.6

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

PPI Summary Scales and Component Items		Standardized Alpha Coefficient
Appropriate Discipline		.82
04B	actually discipline	
01C	misbehave: get child to correct problem	
03C	refuse: get child to correct problem	
01E	misbehave: brief time out	
02E	hit: brief time out	
03E	refuse: brief time out	
01F	misbehave: take away privileges	
02F	hit: take away privileges	
03F	refuse: take away privileges	
13B	when child does not complete chores how likely to punish	
13C	when child fights how likely to punish	
17B	parents who check-up are too anxious (R)	

PPI Summary Scales and Component Items		Standardized Alpha Coefficient
Harsh and Inconsistent Discipline		.80
01B	misbehave: raise your voice	
02B	hit: raise your voice	
03B	refuse: raise your voice	
01D	misbehave: threaten but do not punish	
02D	hit: threaten but do not punish	
03D	refuse: threaten but do not punish	
04E	show anger when disciplining	
04F	say things you do not mean to	
04A	give up	
04C	child gets away with things	
04D	change your mind	
04G	child gets around rules	
04H	punishment depends on your mood	
01A	misbehave: ignore it	
03A	refuse: ignore it	
*Positive Verbal Discipline—Wording on items have changed since original factor analysis. Changes noted below		.75
02C	hit: get child to correct problem	
01J	misbehave: problem-solve with child (original wording: “discuss problem with child”)	
02J	hit: discuss problem-solve with child (original wording: “discuss problem with child”)	
03J	refuse: problem-solve with child (original wording: “discuss problem with child”)	
13A	when child completes chores how likely to praise	
06B	praise for good job this item was removed from 2019 version	
07	praise/compliment last 2 days	
11D	important to praise	
11E	hard to find behaviors to praise (R)	
Monitoring		.54
14	child home w/o supervision last 24 hours (R)	
16A	% time know where your child is	
16B	% time know what your child is doing	
17C	give children lots of unsupervised time (R)	
15	activities outside home w/0 supervision last 2 days (R)	
Physical Punishment		.76
01G	misbehave: spanking	
02G	hit: spanking	
03G	refuse: spanking	
01H	misbehave: slap or hit child	
02H	hit: slap or hit child	
03H	refuse: slap or hit child	

PPI Summary Scales and Component Items		Standardized Alpha Coefficient
Praise and Incentives		.67
05B	praise or compliment	
05C	give hug, kiss, etc	
05D	buy something for child	
05E	give an extra privilege	
05F	give points or stars on chart	
08B	small gift/privilege last 2 days (S) item removed from 2019 version	
11A	rewards are bribery (R)	
11B	should not have to reward (R)	
11C	believe in rewards	
11G	important to set up rewards or privileges	
11D	when child goes to bed how likely praise	
Clear Expectations		.66
01I	misbehave: extra work chores	
02I	hit: extra work chores	
03I	refuse: extra work chores	
12A	clear rules about	
12B	clear rules about not fighting	
12C	clear rules about going to bed and getting up	

Note: The following items from 2003 scale are not in any

summary scale score:

02A. hit: ignore it

06A. notice but not do anything

09F. praise or rewards increase demands for things

14C. % of child's friends do you know well (S)

15A. important to know where child is

15D. unsupervised children more likely to develop behavior problems

New items added in 2019 (not included in a scale):

1J. misbehave: problem-solve

2J. hit: problem-solve

3J. refuse: problem-solve

04H. punishment depend on mood

06. past week how often play

08. how often books or puppets

09. how often problem solve real-life problems

10. how often read with child

11H. when child eats health food, praise

12D. engage in play or special time

12E. set limits on screen time

Descriptive Statistics for PPI Summary Scale Scores for 2003 Sample

The descriptive statistics for the revised PPI summary scales presented in Table 2 are based on a sample of 657 mothers of children in Head Start, Kindergarten, and first grade. With one exception, items from original scales were preserved in 2019 version.

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

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

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

*Questions in 2019 version changed slightly for the Appropriate Discipline scale.