acceptance and perceived knowledge, 57
acculturation styles, Indian children, 93
adolescent-driven monitoring, 57
adolescents: age, effects on monitoring knowledge, 182, 184–85; behavior when unsupervised, 208; birth order, effects on monitoring knowledge, 183; cooperation, influence on monitoring, 221–22; daily activities, parental knowledge of, 8; gender, effects on monitoring knowledge, 182; response to monitoring, 208; self disclosure (see youth disclosure); views of monitoring, future research directions, 239
African American families, HIV prevention. See ImPACT; Protect Your Child from AIDS (video)
after-school monitoring. See impediments to monitoring in after-school hours
agency (autonomy and heteronomy), cross-cultural analysis, 92
alcohol misuse, correlation with parental knowledge, 40
alcohol misuse among college students: alcohol availability, 126; alcohol expectancies, 126; alternative activities, availability of, 126; background, 125–28; Distal Mediators, 128–29; ethnicity, role of, 126; etiology of, 126; external factors, 126; family history, role of, 126; gender, role of, 126; health risks, 126; high-risk drinking, 232; internal factors, 126; motives for, 126; new independence, role of, 126; offers of alcohol, 126; parental attributes, 128; parental modeling, 127; perceived norms, 126; personality, role of, 126; prevalence of, 125–26; price of alcohol, 126;
alcohol misuse among college (cont.)
Proximal Mediators, 128–29; risk analysis, 126; social modeling, 126; targeted prevention, 128; theoretical approach, 128–30
—interventions: designing, 236–37; environmental, 127; group-based, 127; indicated preventive, 126; individual level, 127; optimal dosage, 138–39; parent-based, 127–28; policy-based, 127; selective, 126, 128; universal, 126, 128
—monitoring: direct influence, 129; effects of, 129–30; indirect influence, 129; inverse influence, 232; limitations of, 139
alcohol misuse among college students, study design: motivating parents, 138; overview, 130–31; participant demographics, 131
—an analytic approach: limitations, 138–39; measures used, 132–33; mediation processes, 134–36; moderation processes, 136–37; parental monitoring, effects of, 134; summary, 137–39
antisocial behaviors, measuring, 6
antisocial peers. See deviant peer association
autonomous relatedness, cross-cultural analysis, 92
autonomy, cross-cultural analysis, 92
avoidance-oriented stress management, 48
Bahamian families, HIV prevention, 153–54
behavioral expectations. See parents, behavioral expectations
behavioral problems: measuring, 51
—effects on: monitoring processes, 54–55; parental knowledge variability, 50; perceived knowledge, 58; relationship qualities, 54–56
Belle, Deborah, on: compliance to rules, 225–26; the definition of monitoring, 206–207; designing interventions, 234; factors influencing monitoring, 219–20; future research directions, 238–39; measuring monitoring, 212–13, 217, 219; monitoring vs. control, 207
booster intervention sessions, 261–62
BRFTP (Baton Rouge Families and Teens Project), 50–51
Canadian families. See cross-cultural analysis
Caribbean families, HIV prevention, 153–54
causation: changes over time, 25–28; locus of, 30–31; vs. correlation (see correlation vs. causation)
CDC (Center for Disease Control) dissemination processes: DEBI (Diffusion of Effective Behavioral Interventions), 157; PRS (Prevention Research Synthesis), 154, 157; REP (Replicating Effective Programs), 157
children. See youth
chronological age of the child, and parental knowledge variability, 46
CImPACT (Caribbean Informed Parents and Youth Together), 153–54
cognitive maturation, and parental knowledge variability, 46
collectivism vs. individualism, cross-cultural analysis, 91–93
communication: effects on perceived knowledge, 57; influence on monitoring, 223; parent-teen, 180–181
community involvement, cross-cultural analysis, 116
compliance to rules: measuring, 9.
See also rules; rules, enforcement and inducement
—expert opinion: Belle, Deborah, 225–26; Dishion, Thomas, 226–27; Laird, Robert, 227–28; Stanton, Bonita, 228; Turrisi, Rob, 228–29
conceptualization vs. measures, 4. See also measuring; operational specifications
condom demonstration, 164, 168
consequences for noncompliance to rules, 227–28
construct formation, cross-cultural analysis, 104–105
construct validity of measures, 8
contextual factors, and parental knowledge variability, 49
control: effects on youth disclosure, 18–19; measuring, 14, 52–53; perceived legitimacy, effects on monitoring knowledge, 183; vs. adult leadership, 208; vs. monitoring (see monitoring vs. control)
correlation vs. causation, 4, 25–28
cross-cultural analysis: African American families, HIV prevention (see ImPACT); agency (autonomy and heteronomy), 92; autonomous relatedness, 92; extended families, 92; independence vs. interdependence, 91–93; Indian children, acculturation styles, 93; individualism vs. collectivism, 91–93; Pakistani women, role of the mother, 93; parenting in different countries, 91–93; role of the mother, 93; substance use, 110–112
—monitoring: definition, 93–95; deviancy training, 97; deviant peer association, 94–95, 97; empirical model for, 96–97; measuring, 95–96; Native American youth, 97; parental mismanagement, 96–97; predicting problem behavior, 94, 97; substance use, 94, 97
cross-cultural analysis (study): data analysis, 105–106; demographics, 98–99; multiple regression analysis, 106–107; overview, 98; participants, 98–99; procedure, 99–100; replication, 106–108, 110
—analytic strategy: construct formation, 104–105; deviant peer association construct, 104–105; monitoring construct, 104–105; problem behavior construct, 105
—discussion topics: community involvement, 116; cross-cultural measurement, 113–14; cultural issues, 115–17; Eastern cultures vs. Western, 115–17; future cultures vs. Western, 117–18; loss of linguistic equivalence, 114; nuclear families vs. extended, 115–16; overview, 112–13; shame and pride, 116; thresholds for problem behavior, 116–17

Downloaded from cupola.columbia.edu
—measures: constructs and items, 100–103; monitoring, 100, 104; substance use, 104; youth reports, 100

cross-cultural analysis (study), results:
—bivariate correlations: monitoring and deviant peer association, 106–107, 109; monitoring and problem behaviors, 107–108, 109, 110; overview, 106
—mean level comparisons: deviant peer association, 110; monitoring, 110; problem behavior, 110; substance use, 110–12

DEBI (Diffusion of Effective Behavioral Interventions), 157
delinquency: consequences of, 56; correlation with parental knowledge, 40; effects on perceived knowledge, 58; measuring, 51; parental reactions to, 28; and perceived knowledge, 58; and solicitation, 57; study results, 54
—monitoring: effects of, 27–28, 184; moderating factors, 184
depressed mood: effects on disclosure, 54; effects on perceived knowledge, 58; measuring, 51; study results, 54
deviancy training, cross-cultural analysis, 97
deviant peer association, and parental knowledge variability, 47
deviant peer association, cross-cultural analysis: construct variations, 104–105; links to monitoring, 94–95; links to problem behavior, 97; mean level comparisons, 110; monitoring, 110; predictive model, 109; problem behavior, 110; substance use, 110–12
—study results: bivariate correlations, 106–107; mean level comparisons, 110–12

Diffusion of Effective Behavioral Interventions (DEBI), 157
direct observation, source of monitoring knowledge, 182
disclosure, youth to parents. See youth disclosure
discrepancies between reports of parents and children, 212–13, 215–16, 217

Dishion, Thomas, on: compliance to rules, 226–27; the definition of monitoring, 207–208; designing interventions, 234–35; factors influencing monitoring, 220–21; future research directions, 239–40; measuring monitoring, 213–14, 218–19; monitoring vs. control, 207–208

Distal Mediators, 128–29
drinking. See alcohol misuse
drug use, correlation with parental knowledge, 40

Eastern cultures vs. Western. See cross-cultural analysis
emotion-oriented stress management, and parental knowledge variability, 48
employment histories, effects on monitoring knowledge, 183
environmental interventions, 127
ethnic group differences, and parental knowledge variability, 49
ethnicity, role in alcohol misuse among college students, 126
extended families: cross-cultural analysis, 92; vs. nuclear, cross-cultural analysis, 115–16

face-to-face intervention sessions, 257

face-to-face meetings, 150

family: contexts, monitoring in after-school hours, 74–76; dynamics, cross-cultural differences (see cross-cultural analysis); history, role in alcohol misuse among college students, 126; income, predictor of risky sexual behaviors, 178; process variables, predictor of risky sexual behaviors, 178–79; processes, linked to problem behaviors, 32; structural variables, predictor of risky sexual behaviors, 178–79; structures, measuring monitoring, 214–15; transitions, effects on monitoring knowledge, 183

fathers vs. mothers, and parental knowledge variability, 49

five-phase monitoring model, 208

Focus on Kids: core elements, 157–59; effectiveness evaluation, 152–53, 155–56, 157. See also ImPACT (Informed Parents and Children Together)

French Canadian families. See cross-cultural analysis

future directions: cross-cultural analysis, 117–18; interactional monitoring model, 59–61; risky sexual behaviors, 196; three-process monitoring system, 196

future directions, research: adolescent views of monitoring, 239; parental philosophies of monitoring, 239; parenting in general, 239–40; promoting youth disclosure, 238–39

—expert opinion: Belle, Deborah, 238–39; Dishion, Thomas, 239–40; Laird, Robert, 240; Stanton, Bonita, 240; Stattin, Håkan, 240; Turrisi, Rob, 240–42

—monitoring: adjusting the dosage of, 241; in daily family life, 240; in general, 239–40; as a protective factor, 240; reexamining current views, 240; tailoring for specific adolescents, 241; teaching to parents, 240; during transition to college, 240–41

gathering information. See solicitation

gender: monitoring in after-school hours, 69, 81; mothers vs. fathers, and parental knowledge variability, 49; parents, effects on monitoring knowledge, 182; role in alcohol misuse among college students, 126; sons vs. daughters, and parental knowledge variability, 49

—adolescents, effects on: monitoring knowledge, 182; parental knowledge variability, 49; risky sexual behaviors, 184

gender-role attitudes, effects on monitoring knowledge, 182–83

group-based interventions, 127

growth curve modeling, 44–45

growth curve trajectories, 43

growth mixture modeling, 44–45

growth rates, individual, 43–45

guided role-plays, 167

health risks: alcohol misuse among college students, 126; sexually extended families: cross-cultural analysis, 92; vs. nuclear, cross-cultural analysis, 115–16

face-to-face intervention sessions, 257

face-to-face meetings, 150

family: contexts, monitoring in after-school hours, 74–76; dynamics, cross-cultural differences (see cross-cultural analysis); history, role in alcohol misuse among college students, 126; income, predictor of risky sexual behaviors, 178; process variables, predictor of risky sexual behaviors, 178–79; processes, linked to problem behaviors, 32; structural variables, predictor of risky sexual behaviors, 178–79; structures, measuring monitoring, 214–15; transitions, effects on monitoring knowledge, 183

fathers vs. mothers, and parental knowledge variability, 49

five-phase monitoring model, 208

Focus on Kids: core elements, 157–59; effectiveness evaluation, 152–53, 155–56, 157. See also ImPACT (Informed Parents and Children Together)

French Canadian families. See cross-cultural analysis

future directions: cross-cultural analysis, 117–18; interactional monitoring model, 59–61; risky sexual behaviors, 196; three-process monitoring system, 196

future directions, research: adolescent views of monitoring, 239; parental philosophies of monitoring, 239; parenting in general, 239–40; promoting youth disclosure, 238–39

—expert opinion: Belle, Deborah, 238–39; Dishion, Thomas, 239–40; Laird, Robert, 240; Stanton, Bonita, 240; Stattin, Håkan, 240; Turrisi, Rob, 240–42

—monitoring: adjusting the dosage of, 241; in daily family life, 240; in general, 239–40; as a protective factor, 240; reexamining current views, 240; tailoring for specific adolescents, 241; teaching to parents, 240; during transition to college, 240–41

gathering information. See solicitation

gender: monitoring in after-school hours, 69, 81; mothers vs. fathers, and parental knowledge variability, 49; parents, effects on monitoring knowledge, 182; role in alcohol misuse among college students, 126; sons vs. daughters, and parental knowledge variability, 49

—adolescents, effects on: monitoring knowledge, 182; parental knowledge variability, 49; risky sexual behaviors, 184

gender-role attitudes, effects on monitoring knowledge, 182–83

group-based interventions, 127

growth curve modeling, 44–45

growth curve trajectories, 43

growth mixture modeling, 44–45

growth rates, individual, 43–45

guided role-plays, 167

health risks: alcohol misuse among college students, 126; sexually extended families: cross-cultural analysis, 92; vs. nuclear, cross-cultural analysis, 115–16

face-to-face intervention sessions, 257

face-to-face meetings, 150

family: contexts, monitoring in after-school hours, 74–76; dynamics, cross-cultural differences (see cross-cultural analysis); history, role in alcohol misuse among college students, 126; income, predictor of risky sexual behaviors, 178; process variables, predictor of risky sexual behaviors, 178–79; processes, linked to problem behaviors, 32; structural variables, predictor of risky sexual behaviors, 178–79; structures, measuring monitoring, 214–15; transitions, effects on monitoring knowledge, 183

fathers vs. mothers, and parental knowledge variability, 49

five-phase monitoring model, 208

Focus on Kids: core elements, 157–59; effectiveness evaluation, 152–53, 155–56, 157. See also ImPACT (Informed Parents and Children Together)

French Canadian families. See cross-cultural analysis

future directions: cross-cultural analysis, 117–18; interactional monitoring model, 59–61; risky sexual behaviors, 196; three-process monitoring system, 196

future directions, research: adolescent views of monitoring, 239; parental philosophies of monitoring, 239; parenting in general, 239–40; promoting youth disclosure, 238–39

—expert opinion: Belle, Deborah, 238–39; Dishion, Thomas, 239–40; Laird, Robert, 240; Stanton, Bonita, 240; Stattin, Håkan, 240; Turrisi, Rob, 240–42

—monitoring: adjusting the dosage of, 241; in daily family life, 240; in general, 239–40; as a protective factor, 240; reexamining current views, 240; tailoring for specific adolescents, 241; teaching to parents, 240; during transition to college, 240–41

gathering information. See solicitation

gender: monitoring in after-school hours, 69, 81; mothers vs. fathers, and parental knowledge variability, 49; parents, effects on monitoring knowledge, 182; role in alcohol misuse among college students, 126; sons vs. daughters, and parental knowledge variability, 49

—adolescents, effects on: monitoring knowledge, 182; parental knowledge variability, 49; risky sexual behaviors, 184

gender-role attitudes, effects on monitoring knowledge, 182–83

group-based interventions, 127

growth curve modeling, 44–45

growth curve trajectories, 43

growth mixture modeling, 44–45

growth rates, individual, 43–45

guided role-plays, 167

health risks: alcohol misuse among college students, 126; sexually
Index

health risks (cont.)
transmitted infections, 178; HIV prevention (see ImPACT [Informed Parents and Children Together]; Protect Your Child from AIDS [video]); sexually transmitted infections, 178

heteronomy, cross-cultural analysis, 92
HIV prevention. See ImPACT (Informed Parents and Children Together); Protect Your Child from AIDS (video)

ImPACT (Informed Parents and Children Together): access to parents, 149–50; for African American families, 148–53; for Bahamian families, 153–54; for Caribbean families, 153–54; ClmPACT, 153–54; communication skills, practicing, 167; concrete suggestions, 167; description, 149; discussion topics, 170–71; face-to-face meetings, 150; guided role-plays, 167; in-home meetings, 150; intervention development, 148–49; interview guides, 149; lessons learned, 169–70; monitoring skills, practicing, 167; summary, 170–71; video documentary (see Protect Your Child from AIDS). See also Focus on Kids
—evaluation: ClmPACT, 155–56; effects on drug use, 152; ImPACT alone, 151–52; ImPACT plus Focus on Kids, 152–53, 157 (see also Focus on Kids); summary of, 155–56
—national dissemination, CDC (Center for Disease Control) processes: DEBI (Diffusion of Effective Behavioral Interventions), 157; PRS (Prevention Research Synthesis), 154, 157; REP (Replicating Effective Programs), 157
impediments to monitoring in after-school hours (study): discussion topics, 84–86; gender issues, 69; informed consent, 71; language issues, 69–70; limitations, 73; methods, 70–73; overview, 70; past studies, critique of, 67–70; reliance on relatives, 75; research interviews, 71–73; sample selection, 73
—results: family contexts, 74–76; gender issues, 81; misdirected monitoring, 82–84; monitoring, 77; parental anxiety, 82; rule-breaking, 76–77; self-monitoring, 78–79; structuring time, 76; voluntary youth disclosure, 79–81
in-home meetings, 150
income. See family income
independence: role in alcohol misuse among college students, 126; vs. interdependence, cross-cultural analysis, 91–93
Indian children, acculturation styles, 93
Indian families. See cross-cultural analysis
indicated preventive interventions, 126
individual interventions, 127

Downloaded from cupola.columbia.edu
individualism vs. collectivism, cross-cultural analysis, 91–93 information gathering. See solicitation informed consent, monitoring in after-school hours, 71 Informed Parents and Children Together (ImPACT). See ImPACT (Informed Parents and Children Together) interactional monitoring model, study design: analysis, 53–54; description, 45; flowchart, 46; future research, 59–61; heuristic model, 49–50; participants, 50–51; procedures, 50–51 —measures: behavioral problems, 51; control, 52–53; delinquent behavior, 51; depressed mood, 51; monitoring processes, 52–53; parent-adolescent conflict, 51–52; parent-adolescent relationship qualities, 51–52; parent communication, 52; parent trust, 52; parental acceptance, 52; parental solicitation, 52; perceived knowledge, 53; youth disclosure, 52 —results: acceptance and perceived knowledge, 57; adolescent-driven monitoring, 57; behavior problems, 54; behavioral problems and monitoring processes, 54–55; behavioral problems and perceived knowledge, 58; behavioral problems and relationship qualities, 54–56; communication and perceived knowledge, 57; delinquent behavior, consequences of, 56; delinquent behavior and perceived knowledge, 58; delinquent behavior and solicitation, 54, 57; depressed mood and perceived knowledge, 54, 58; direct effects, 54–56; double mediation, 58; mediated effects, 56–58; monitoring processes and perceived knowledge, 56; parent-driven monitoring, 57; relationship qualities and monitoring processes, 56; relationship qualities and perceived knowledge, 57; trust and perceived knowledge, 57 intervention development, 148–49. See also interventions, designing interventions: booster sessions, 261–62; EBIs (evidence-based interventions) (see ImPACT); face-to-face sessions, 257; HIV prevention (see ImPACT); parent-child relationship, tips for improving, 258–60; power sharing, 260–61; reasoned discipline, 260–61; sustainability, 253–54. See also Linking Lives Health Education Program —alcohol misuse among college students: environmental, 127; group-based, 127; indicated preventive, 126; individual level, 127; optimal dosage, 138–39; parent-based, 127–28; policy-based, 127; selective, 126, 128; universal, 126, 128 —parental participation: barriers to, 255; maximizing, 254–56 interventions, designing: alcohol misuse by college students, 236–37; contexts of risky behavior, 249–50; focus on parent-child relationship, 235–36; parenting styles vs. parenting behaviors, 250–51; real-life limitations, 234, 247–50; theoretical base, importance of, 246–47; tools for effective
components, designing (cont.) responses, 235. See also intervention development; Linking Lives Health Education Program
—expert opinions: Belle, Deborah, 234; Dishion, Thomas, 234–35; Laird, Robert, 235–36; Stanton, Bonita, 236; Turrisi, Rob, 236–37
interview guides, 149
Italian families. See cross-cultural analysis

knowledge and disclosure (study):
factor analysis, 16; overview, 12; participants, 12–13; results, 15–17. See also parental knowledge
—measures: control, 14; overview, 14; parental solicitation, 14; youth disclosure, 15

Laird, Robert, on: compliance to rules, 227–28; the definition of monitoring, 208–209; designing interventions, 235–36; factors influencing monitoring, 221–22; future research directions, 240; measuring monitoring, 214–16, 218; monitoring vs. control, 208–209
language issues, monitoring in after-school hours, 69–70
linguistic equivalence, cross-cultural analysis, 114
linked to specific monitoring processes, and parental knowledge variability, 47–48
Linking Lives Health Education Program: application component, 256; description, 251; participation component, 256; primary components, 255–56; program structure, 252–53; recruitment component, 255; sustainability, 253–54. See also interventions
—parental participation: barriers to, 255; maximizing, 254–56
—sessions: active learning vs. passive, 257–58; boosters, 261–62; face-to-face, 257; parent-child relationship, tips for improving, 258–60; power sharing, 260–61; reasoned discipline, 260–61; structure and content, 256–61
longitudinal designs, 26–28
marital quality, effects on monitoring knowledge, 183
maternal: attitudes about adolescent sexuality, predictor of risky sexual behaviors, 178; marital status, predictor of risky sexual behaviors, 178; monitoring, predictor of risky sexual behaviors, 178. See also mothers
—work hours: effects on monitoring knowledge, 183, 184; predictor of risky sexual behaviors, 184
measuring: alcohol misuse among college students, study design, 132–33; antisocial behavior, 6; behavioral problems, 51; construct validity of, 8; control, 9, 14, 52–53; delinquent behavior, 51; depressed mood, 51; history of, 5–8; information sources, multiple, 9; matching conceptualization to, 4; monitoring (see monitoring, measuring); monitoring effectiveness, 24–25; monitoring effects on disclosure (see...
Index

monitoring, effects on youth disclosure [study]; parent-adolescent conflict, 51–52; parent-adolescent relationship qualities, 51–52; parent communication, 52; parent trust, 52; parental acceptance, 52; parental knowledge, 7–8, 15 (see also knowledge and disclosure [study]); parental solicitation, 52; perceived knowledge, 53; rule compliance, tracking, 9; rule setting, 9; solicitation, 9; youth disclosure, 52.
See also knowledge and disclosure (study); monitoring, effects on youth disclosure (study)
—cross-cultural analysis: constructs and items, 100–103; monitoring, 95–96, 100, 104; potential issues, 113–14; substance use, 104; youth reports, 100
—knowledge and disclosure (study): control, 14; overview, 14; parental knowledge, 15; parental solicitation, 14; youth disclosure, 15
mediation processes, alcohol misuse among college students, 134–36
misdirected monitoring, monitoring in after-school hours, 82–84
mismatched autonomy expectations, and parental knowledge variability, 46–47
moderation processes, alcohol misuse among college students, 156–37
monitoring: adolescent behavior when unsupervised, 208; adolescent response to monitoring, 208; during after-school hours (see impediments to monitoring in after-school hours [study]); alcohol misuse among college students (see alcohol misuse among college students); college students (see alcohol misuse among college students); conception vs. operational specification, 40–42; cross-cultural differences (see cross-cultural analysis); current conceptions, 40–42; effectiveness of, 24–25, 27–28; effects on delinquency, 27–28; family communication, effects of, 41–42; five-phase model, 208; gathering information (see solicitation); mechanisms, validating (study), 24–25; operational specification, 5, 6–7; parent-child relationships, effects of, 41–42; parent response to monitoring, 208; parental knowledge resulting from, 8–12, 17; post-free time monitoring, 208; pre-free time monitoring, 208; reactions to delinquency, 28; reconceptualizing, 29–34; risky behaviors (see risky behaviors); scientific definition (see operational specifications, monitoring); setting and tracking rules (see rules); vs. obtaining information, 29–30. See also interactional monitoring model; parental knowledge
—cross-cultural analysis: construct variations, 104–105; deviant peer association, 106–107, 109; problem behaviors, 107–108, 109, 110
—effects on youth disclosure (study): conclusions, 23; control, 18–19; discussion topics, 21–23; factor analysis, 19–20; monitoring efforts, 18–19; overview, 17–18; parents’
—effects on youth disclosure (cont.)
ratings of youth warmth and openness, 22; participants, 18;
responses to social cues, 22; results, 20–21; secretive, defiant youth behavior, 22; solicitation, 18–19;
trying to know, 19

—future research directions: adjusting the dosage of, 241; in daily family life, 240; in general, 239–40; as a protective factor, 240; reexamining current views, 240; tailoring for specific adolescents, 241; teaching to parents, 240; during transition to college, 240–41

—past research (see also monitoring knowledge, past research):
definition, 179; measuring, 179; monitoring behaviors, 180; parent-teen communication, 180–81; parental expectations, perceived vs. actual, 181–82; parental knowledge, perceived vs. actual, 180–81

—processes (see also three-process monitoring system): adolescent behavior when unsupervised, 208; adolescent response, 208; behavior problems, effects of, 54–55; effects on perceived knowledge, 56; five-phase model, 208; measuring, 52–53; parent response, 208; and perceived knowledge, 56; post-free time monitoring, 208; pre-free time monitoring, 208; relationship qualities, effects of, 56
monitoring, definition: common usage, 4, 31; scientific usage (see operational specifications)
—expert opinions: Belle, Deborah, 206–207; Dishion, Thomas, 207–208; Laird, Robert, 208–209; Stanton, Bonita, 209–210; Stattin, Håkan, 210; Turrisi, Rob, 210–11

monitoring, factors influencing:
adolescents’ cooperation, 221–22; awareness of communication channels, 223; high-risk behaviors of youth, 221; parent-adolescent relationship quality, 221–22; parental leadership, 220–21; parental self-efficacy, 223; parental work responsibilities, 219–20; parents’ beliefs and expectations, 221–22; parents’ informal social ties, 221; perception of importance, 222–23

—expert opinions: Belle, Deborah, 219–20; Dishion, Thomas, 220–21; Laird, Robert, 221–22; Stanton, Bonita, 222; Turrisi, Rob, 222–24

monitoring, measuring: discrepancies between reports of parents and children, 212–13, 215–16, 217; family structures, 214–15; monitoring activities, 216–17; motivation toward high-risk behaviors, 217; by parent and youth reports, 214; parental activities, 214–16; parental knowledge, 215–17; past research, 179; processes, 52–53; by telephone interviews, 214; by videotaping, 213–14; youth disclosure, 216–17

—expert opinions: Belle, Deborah, 212–13, 217, 219; Dishion, Thomas, 213–14, 218–19; Laird, Robert, 214–16, 218; Stanton, Bonita, 216; Stattin, Håkan, 216, 218; Turrisi, Rob, 216, 218

monitoring activities, measuring, 216–17
monitoring behaviors, 180
monitoring knowledge: definition, 29, 186; parental solicitation, effects of, 48; stability over time, 184–85; three-process monitoring system, 186
monitoring knowledge, past research: as adolescents age, 184–85; correlates of, 182–84; definition, 179–80; rules facilitating, 182; stability over time, 184–85
—correlates: birth order of children, 183; child gender and age, 182; employment histories, 183; family transitions, 183; gender-role attitudes, 182–83; legitimacy of parental control, 183; marital quality, 183; maternal work hours, 183, 184; parent gender, 182; parental education, 183; paternal work demands, 183; poverty, 183; quality of parent-child relationship, 182; single-parent households vs. two-parent, 183
—sources of: direct observation, 182; observation by others, 182; parental solicitation, 182; reports from spouses, 30, 182; youth disclosure, 18
monitoring-relevant knowledge, 29
monitoring vs. control, expert opinions: Belle, Deborah, 207; Dishion, Thomas, 207–208; Laird, Robert, 208–209; Stanton, Bonita, 209–210; Statin, Håkan, 210; Turrisi, Rob, 210–11
mothers: adolescent communication, predictor of risky sexual behaviors, 178; role among Pakistani women, 93; vs. fathers, and parental knowledge variability, 49. See also maternal
National Youth Anti-Drug Media Campaign, 41
Native American youth, cross-cultural analysis, 97
nuclear families vs. extended, cross-cultural analysis, 115–16
observation by others, source of monitoring knowledge, 182
older children, and parental knowledge variability, 48
online resources, National Youth Anti-Drug Media Campaign, 41
operational specifications: lack of precision, 4, 29–34; monitoring, 5, 6–7; parental knowledge, 7–8; specification vs. conception, 40–42.
See also conceptualization
Pakistani women, role of the mother, 93
parent-based interventions, 127–28
parent-child relationship: compliance to rules, 225–28; designing interventions for, 235–36; influence on monitoring, 221–22; quality of, effects on monitoring knowledge, 182; relationship process, and parental knowledge variability, 47; relationship qualities, measuring, 51–52; tips for improving, 258–60. See also relationship qualities
—conflicts: measuring, 51–52; and parental knowledge variability, 46
parent-driven monitoring, 57
parental: behavioral monitoring, 186; communication styles, 192; disapproval of sex-related activities, 188–89; disapproval of sexual intercourse, 187–88
—behavioral expectations: definition, 185; examples, 187–89; mediators of sexual activity, 189–91; monitoring, 191; studying, 189–91; vs. adolescent perceptions of expectations, 189–91
—enforcement and inducement: description, 186; discipline strategies, 193–94; implementation intentions, 195; inducement, 194–95; induction, 193–94; love withdrawal, 193; power assertion, 193
parental-implicit theories of sexual activity, 192–93;
parental knowledge: daily activities, 7–8; effects of youth disclosure, 10 (see also knowledge and disclosure [study]); measuring, 7–8, 15; measuring monitoring, 215–17; operational specification, 7–8; perceived vs. actual, 180–81
—correlation with: alcohol misuse, 40; delinquency, 40; drug use, 40; risky sexual behaviors, 40; school performance, 40; violence, 40
—sources of: monitoring, 8–12, 17; spousal communications, 30; youth disclosure, 10–11, 17
parental knowledge, variability: accounting for, 45–49; among individuals, 43–45; change over time, 42–45; growth curve modeling, 44–45; growth curve trajectories, 43; growth mixture modeling, 44–45; growth rates, individual, 43–45; impetus for change, 46; during transition from childhood to adolescents, 42–45
—catalysts for: antisocial peers, 47; avoidance-oriented stress management, 48; behavioral problems, 50; chronological age of the child, 46; cognitive maturation, 46; contextual factors, 49; emotion-oriented stress management, 48; ethnic group differences, 49; linked to specific monitoring processes, 47–48; mismatched autonomy expectations, 46–47; mothers vs. fathers, 49; older children, 48; parent-adolescent conflict, 46; parent-adolescent relationship process, 47; parental attributes, 48–49; parental solicitation, 48; parental state of mind, 48; pubertal maturation, 46; sons vs. daughters, 49; task-oriented stress management, 48; two-parent vs. single-parent homes, 49
parental monitoring. See monitoring parenting: in different countries, 91–93 (see also cross-cultural analysis); future research directions, 239–40; styles vs. behaviors, 250–51
parents: anxiety, monitoring in after-school hours, 82; behavioral monitoring, 186; beliefs and expectations, influence on monitoring, 221–22; communication, measuring, 52; communication styles, 192; control over adolescents (see control); expectations, perceived vs. actual, 181–82; gender, effects on monitoring knowledge, 182; informal social ties, influence on monitoring, 221; leadership, influence on monitoring, 220–21; mismanagement, 96–97; modeling, effects on alcohol misuse among
college students, 127; monitoring activities, measuring, 214–16; monitoring literature, limitations, 23; philosophies of monitoring, future directions, 239; response to monitoring, 208; self-efficacy, influence on monitoring, 223; solicitation (see solicitation); state of mind, and parental knowledge variability, 48; trust, measuring, 52
—acceptance: effects on perceived knowledge, 57; measuring, 52
—attributes, effects on: alcohol misuse among college students, 128; parental knowledge variability, 48–49
—behavioral expectations: definition, 185; examples, 187–89; mediators of sexual activity, 189–91; monitoring, 191; studying, 189–91; vs. adolescent perceptions of expectations, 189–91
—disapproval: as predictor of risky sexual behaviors, 181; of sex-related activities, 188–89; of sexual intercourse, 187–88; youths’ perception of, 181
—education: effects on monitoring knowledge, 183; predictor of risky sexual behaviors, 178
—participation in interventions: barriers to, 255; maximizing, 254–56
—rule compliance, enforcement and inducement: description, 186; discipline strategies, 193–94; implementation intentions, 195; inducement, 194–95; induction, 193–94; love withdrawal, 193; power assertion, 193
—work demands: effects on monitoring, 219–20; effects on monitoring knowledge, 183
peers. See deviant peer association perceived knowledge: behavioral problems, effects of, 58; communication, effects of, 57; delinquent behavior, effects of, 57; depressed mood, effects of, 58; measuring, 53; monitoring processes, effects of, 56; parental acceptance, effects of, 57; relationship qualities, effects of, 57; trust, effects of, 57
personality, role in alcohol misuse among college students, 126
policy-based interventions, 127
post-free time monitoring, 208
poverty, effects on monitoring knowledge, 183
power sharing in interventions, 260–61
pre-free time monitoring, 208
pregnancies, unwanted, 178
pride, cross-cultural analysis, 116
problem behaviors: correlated with parental knowledge, 40–41; family processes linked to, 32; linkage to deviant peer associations, 97. See also specific behaviors
—cross-cultural analysis: bivariate correlations, 107; construct variations, 105; mean level comparisons, 110; predicting, 94, 97; predictive model, 110; predictive modeling, 108–109, 109, 110; thresholds for, 116–17
Protect Your Child from AIDS (video): creating, 150–51; delivery method problems, 169; discussion topics, 170–71; intervention format
Index

Protect Your Child from AIDS (cont.)
problems, 169–70; summary, 170–71; target audience problems, 169. See also ImPACT (Informed Parents and Children Together)
—remaking: adding narration, 163; condom demonstration, 164; core elements, 160–64; with credible professionals, 163; emphasizing key messages, 161–62; increasing entertainment value, 162–63; with real people (not actors), 160
Proximal Mediators, 128–29
PRS (Prevention Research Synthesis), 154, 157
pubertal maturation, and parental knowledge variability, 46
punishing the parent, noncompliance to rules, 227
Quebec, Canada families. See cross-cultural analysis
reasoned discipline in interventions, 260–61
relationship qualities: behavior problems, effects of, 54–56; effects on perceived knowledge, 57; and monitoring processes, 56; and perceived knowledge, 57. See also parent-child relationship
REP (Replicating Effective Programs), 157
reports: from spouses, source of monitoring knowledge, 30, 182. See also youth disclosure
—by parents and youth: cross-cultural analysis, 100; discrepancies between, 212–13, 215–16, 217; measuring monitoring, 214
research. See studies risk analysis, alcohol misuse among college students, 126
risky behaviors: drug use, correlation with parental knowledge, 40; influence on monitoring, 221; motivation toward, monitoring, 217. See also specific behaviors
risky behaviors, influence of monitoring: high-risk drinking, 232; measurement issues, 231–32; moderators, 232; parent-child relationship, 231; as a protective factor, 231–32
—expert opinions: Belle, Deborah, 230–31; Dishion, Thomas, 231; Laird, Robert, 231–32; Stanton, Bonita, 232; Stattin, Håkan, 232; Turrisi, Rob, 232
risky behaviors, sexual: correlation with parental knowledge, 40; future research needs, 196; from middle school to high school, 177–78; sexually transmitted infections, 178; unwanted pregnancies, 178
—monitoring: adolescent gender differences, 184; effects of, 178–79; moderators of, 184; process for (see three-process monitoring system)
—predictors of: family income, 178; family process variables, 178–79; family structural variables, 178–79; initial level of problem activity, 184; maternal attitudes about adolescent sexuality, 178; maternal marital status, 178; maternal monitoring, 178; maternal work status, 184; mother-adolescent communication, 178; parental education, 178; perception of parental disapproval, 181

Downloaded from cupola.columbia.edu
spouses, as source of parental knowledge, 30, 182

Stanton, Bonita, on: compliance to rules, 228; the definition of monitoring, 209–210; designing interventions, 236; factors influencing monitoring, 222; future research directions, 240; measuring monitoring, 216; monitoring vs. control, 209–210

Stattin, Håkan, on: the definition of monitoring, 210; future research directions, 240; measuring monitoring, 216, 218; monitoring vs. control, 210

structuring time in after-school hours, 76

studies: designing (see interactional monitoring model); future directions (see future directions); longitudinal designs, 26–28

—conceptual and methodological problems: causation, changes over time, 25–28; conceptualization vs. measures, 4 (see also measuring); correlation vs. causation, 4, 25–28; lack of precision, 4, 29–34; mechanisms of monitoring, validating, 4, 24–25

subordinate behavioral expectations, 185, 188–89

substance use: alcohol (see alcohol misuse among college students); drug use, correlation with parental knowledge, 40

—cross-cultural analysis: mean level comparisons, 110–12; measures, 104; monitoring, 94, 97; study results, 110–12

superordinate behavioral expectations, 185, 187–88
supervision. See five-phase monitoring model; monitoring; three-process monitoring system
surveillance techniques. See five-phase monitoring model; monitoring; three-process monitoring system
sustainability of interventions, 253–54

targeted prevention, alcohol misuse among college students, 128
task-oriented stress management, and parental knowledge variability, 48
telephone interviews, measuring monitoring, 214
three-process monitoring system: behavior-specific vs. global, 186–87; core processes, 185–86; future needs, 196; monitoring knowledge, 186; parental behavioral monitoring, 186; parental communication styles, 192; parental disapproval of sex-related activities, 188–89; parental disapproval of sexual intercourse, 187–88; parental-implicit theories of sexual activity, 192–93; youth disclosure, factors encouraging, 192
—parental behavioral expectations: definition, 185; examples, 187–89; mediators of sexual activity, 189–91; monitoring, 191; studying, 189–91; vs. adolescent perceptions of expectations, 189–91
—parental enforcement and inducement: description, 186; discipline strategies, 193–94; implementation intentions, 195; inducement, 194–95; induction, 193–94; love withdrawal, 193; power assertion, 193
—subordinate behavioral expectations: definition, 185; example, 188–89
—superordinate behavioral expectations: definition, 185; example, 187–88
tracking rules compliance, 9. See also rules, enforcement and inducement
transition from childhood to adolescence, effects on parental knowledge, 42–45
trust: effects on perceived knowledge, 57; parental, measuring, 52
Turrisi, Rob, on: compliance to rules, 228–29; the definition of monitoring, 210–11; designing interventions, 236–37; factors influencing monitoring, 222–24; future research directions, 240–42; measuring monitoring, 216, 218; monitoring vs. control, 210–11
two-parent homes vs. single-parent: effects on monitoring knowledge, 183; and parental knowledge variability, 49
universal interventions, 126, 128
unwanted pregnancies, 178
validity: construct, 8; of measures, 8; mechanisms of monitoring, 4, 24–25
video. See Protect Your Child from AIDS videotaping, measuring monitoring, 213–14
violence, correlation with parental knowledge, 40
Western cultures vs. Eastern. See cross-cultural analysis
youth disclosure: effects on parental knowledge, 10; factors encouraging,
287
Index

parental solicitation, effects of, 10; willingness, measuring, 7–8, 10

youth disclosure, effects of monitoring (study): control, 18–19: monitoring efforts, 18–19; parents’ ratings of youth warmth and openness, 22; responses to social cues, 22; secretive, defiant youth behavior, 22; solicitation, 18–19; trying to know, 19. See also knowledge and disclosure (study)

—study design: conclusions, 23; discussion topics, 21–23; factor analysis, 19–20; overview, 17–18; participants, 18; results, 20–21