

Issues Checklist (Abridged)

ADMINISTRATION AND SCORING

Ideally, both parents and the adolescent should complete this questionnaire independently; at a minimum, at least one parent and the adolescent should complete the questionnaire. Respondents are asked to circle “yes” for topics they have discussed with their parents/son or daughter during the last 4 weeks and “no” for topics that have not come up. For each issue marked “yes,” the respondent uses the rating scale to indicate how “hot” discussion of the issue is.

SCORING

1. Quantity of issues: Count the number of issues marked “yes.”
2. Intensity of issues: For issues marked “yes,” add intensity ratings and divide by the number of issues marked “yes” to obtain mean intensity rating.

INTERPRETATION

The Issues Checklist is meant primarily as a clinical tool for discussion. However, it has successfully discriminated between distressed families (i.e., those referred for treatment) and nondistressed families (i.e., those with no history of treatment and/or self-reports of satisfactory relationships) (see Robin and Foster, 1989). For rapid screening purposes, primary care health professionals should conduct further assessment when parents circle 15 or more items “yes” and/or have a mean intensity rating of 2 or higher, and/or when adolescents circle 13 or more items “yes” and/or have a mean intensity rating of 1.7 or higher. In addition to calculating the number of circled “yes” items and the mean intensity rating for each respondent, it can be helpful to compare areas where adolescent and parent ratings do not agree.

This instrument is based on one originally designed by Arthur L. Robin (1975) and further developed by Ronald Prinz. The unabridged version is published in Robin and Foster (1989).

REFERENCES

- Robin AL. 1975. *Communication Training: A Problem-Solving Approach to Parent-Adolescent Conflict*. Unpublished doctoral dissertation. State University of New York, Stony Brook.
- Robin AL, Foster SL. 1989. *Negotiating Parent-Adolescent Conflict: A Behavioral-Family Systems Approach*. New York, NY: Guilford Press.

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DIRECTIONS

Circle “yes” for topics you have discussed with your parents/son or daughter during the last 4 weeks, and “no” for topics that have not come up. For each issue answered “yes,” circle a number between 1 (calm) and 5 (angry) to answer the question, “How did you feel when you discussed this topic?”

Have You Discussed?	How Did You Feel When You Discussed This Topic?						
			Calm	A little angry			Angry
1. Telephone calls	yes	no	1	2	3	4	5
2. Bedtime	yes	no	1	2	3	4	5
3. Cleaning bedroom	yes	no	1	2	3	4	5
4. Doing homework	yes	no	1	2	3	4	5
5. Putting away clothes	yes	no	1	2	3	4	5
6. Using the television	yes	no	1	2	3	4	5
7. Cleanliness (washing, showers, brushing teeth)	yes	no	1	2	3	4	5
8. Which clothes to wear	yes	no	1	2	3	4	5
9. How neat clothes look	yes	no	1	2	3	4	5
10. Making too much noise at home	yes	no	1	2	3	4	5
11. Table manners	yes	no	1	2	3	4	5
12. Fighting with brothers and sisters	yes	no	1	2	3	4	5
13. Cursing	yes	no	1	2	3	4	5
14. How money is spent	yes	no	1	2	3	4	5
15. Picking books or movies	yes	no	1	2	3	4	5
16. Allowance	yes	no	1	2	3	4	5
17. Going places without parents (shopping, movies, etc.)	yes	no	1	2	3	4	5
18. Playing stereo or radio too loudly	yes	no	1	2	3	4	5
19. Turning off lights in house	yes	no	1	2	3	4	5
20. Using drugs	yes	no	1	2	3	4	5

(continued on next page)

Issues Checklist (Abridged) (continued)

Have You Discussed?			How Did You Feel When You Discussed This Topic?				
	yes	no	Calm	A little angry			Angry
21. Taking care of records, games, bikes, pets, and other things	yes	no	1	2	3	4	5
22. Drinking beer or other alcoholic beverages	yes	no	1	2	3	4	5
23. Buying records, games, toys, and other things	yes	no	1	2	3	4	5
24. Going on dates	yes	no	1	2	3	4	5
25. Who friends should be	yes	no	1	2	3	4	5
26. Selecting new clothes	yes	no	1	2	3	4	5
27. Sex	yes	no	1	2	3	4	5
28. Coming home on time	yes	no	1	2	3	4	5
29. Getting to school on time	yes	no	1	2	3	4	5
30. Getting low grades in school	yes	no	1	2	3	4	5
31. Getting in trouble at school	yes	no	1	2	3	4	5
32. Lying	yes	no	1	2	3	4	5
33. Helping out around the house	yes	no	1	2	3	4	5
34. Talking back to parents	yes	no	1	2	3	4	5
35. Getting up in the morning	yes	no	1	2	3	4	5
36. Bothering parents when they want to be left alone	yes	no	1	2	3	4	5
37. Bothering adolescent when he/she wants to be left alone	yes	no	1	2	3	4	5
38. Putting feet on furniture	yes	no	1	2	3	4	5
39. Messing up the house	yes	no	1	2	3	4	5
40. What time to have meals	yes	no	1	2	3	4	5
41. How to spend free time	yes	no	1	2	3	4	5
42. Smoking/spit tobacco	yes	no	1	2	3	4	5
43. Earning money away from the house	yes	no	1	2	3	4	5
44. What adolescent eats	yes	no	1	2	3	4	5

Source: Adapted, with permission, from Robin AL, Foster SL. 1989. *Negotiating Parent-Adolescent Conflict: A Behavioral-Family Systems Approach*. New York, NY: Guilford Press.