

Parent-Child Communication, Child Report

Grade 11/Year 12

Fast Track Project Technical Report

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SAS Scoring program

Citation

Instrument

Conduct Problems Prevention Research Group (CPPRG). (1994). *Parent-Child Communication, (Child)*.

Loeber, R., Farrington, D. P., Stouthamer-Loeber, M., & Van Kammen, W. B. (1998). *Antisocial behavior and mental health problems: Explanatory factors in childhood and adolescence*. Mahwah, NJ: Lawrence Erlbaum.

Thornberry, T., Huizinga, D., & Loeber, R. (1995). The prevention of serious delinquency and violence: Implications from the program of research on the causes and correlates of delinquency. In J.C. Howell, B. Krisberg, J. D. Hawkins, & J. J. Wilson (Eds.). *Sourcebook on serious, violent and chronic juvenile offenders* (pp. 213-237). Thousand Oaks, CA: Sage.

Reports

Rains, C. (2004). *Parent-Child Communication, Child Report* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fastrackproject.org>

McCarty, C.M., & Doyle, S.R. (2001). *Parent-Child Communication (Child)* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fastrackproject.org>

McMahon, R., Kim, H., & Jones, K. (1997). *Parent-Child Communication, Child Report* (Fast Track Project Technical Report). Seattle, WA: University of Washington.

Data Sources

Raw: C12QC

Scored: PCC12

I. Scale Description

The Parent-Child Communication Scale, Child Report, adapted from the Revised Parent-Adolescent Communication Form of the Pittsburgh Youth Study (see see Loeber, Farrington, Stouthamer, & Van Kammen, 1998; Thornberry, Huizinga, & Loeber, 1995), is a 10-item measure that assesses children's perceptions of their primary caregiver's openness to communication. The answers are coded on 5-point scales where 1 represents "almost never" and 5 represents "almost always."

II. Report Sample

These analyses were conducted on the first cohort of the high-risk control sample (n=155) and the normative sample (n=387, N=463 with overlap) from the twelfth year of the study. One hundred twenty-one students were missing the complete measure. Forty-four students were missing from the control sample (5 from Durham, 17 from Nashville, 10 from Pennsylvania, and 12 from Washington) and 107 students were missing from the normative sample (14 from Durham, 41 from Nashville, 23 from Pennsylvania, and 29 from Washington). These numbers may reflect some overlap between the samples.

III. Scaling

This measure has two subscales, based on exploratory factor analyses from previous technical reports: *Parent Communication* (which includes items 1, 2, 3, 6r, and 10) and *Child Communication* (which includes items 5, 7, and 8). Items 4 and 9 did not load on either scale. Item 6 was reverse-scored to be consistent with the scaling direction of the other items in the *Parent Communication* subscale. Each scale score was calculated by taking the mean of the items comprising the scale if at least 50% of the items were nonmissing. Higher scores indicated more frequent communication on the part of the person named in the scale.

Cronbach's alphas were calculated for each scale and are reported as follows:

	Normative Sample	Control Sample
Parent Communication (PCC12PAC)	.70	.72
Child Communication (PCC12CHC)	.85	.86

Both subscales showed adequate reliability for both the normative and the control samples.

IV. Differences between Groups

A series of independent t-tests were conducted to assess differences between the normative sample and the high-risk control sample. Results indicated that there were no significant differences between the samples for either subscale.

Two items, 4 and 9, were not included in any scale. Results of independent t-tests for the normative and control samples indicated that there were no significant differences between the samples for either of these items.

Parent-Child Communication, Child Report, Subscales, Normative vs. Control

	Normative Sample		Control Sample		DF	t Value	Pr> t
	Mean	SD	Mean	SD			
Parent Communication (PCC12PAC)	3.82	0.69	3.70	0.75	340	-1.40	0.1628
Child Communication (PCC12CHC)	3.46	0.94	3.51	1.00	340	0.42	0.6716

Parent-Child Communication, Child Report, Items, Normative vs. Control

	Normative Sample		Control Sample		DF	t Value	Pr> t
	Mean	SD	Mean	SD			
You do not discuss things with your parent (C12QC4)	2.85	1.02	2.92	1.05	340	0.59	0.5527
Your parent does not discuss certain things with you (C12QC9)	1.55	0.96	1.71	1.05	340	1.38	0.1694

V. Recommendations for Use

The *Parent Communication* scale on this measure reflects the child's perception of the primary caregiver's effort to maintain open communication with him/her. The *Child Communication* scale reflects the frequency with which the child communicates his/her feelings and problems with the primary caregiver. Similar constructs, although measured by different combinations of items, can be found on the Parent-Child Communication, Parent Report measure.

Analysts should note that both scales showed a normal distribution for both the normative sample and the high-risk control sample. This measure would be most effective when used in conjunction with the Parent-Child Communication, Parent Report.

VI. Item and Scale Means and SDs

Parent-Child Communication, Child Report, Items, Normative Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
C12QC1	Your parent is a good listener	280	4.054	0.936	1.000	5.000
C12QC2	Your parent can tell how you feel	280	3.621	1.023	1.000	5.000
C12QC3	Your parent tries to understand your thoughts	280	3.704	0.995	1.000	5.000
C12QC4	You do not discuss things with your parent	280	2.857	0.999	1.000	5.000
C12QC5	You discuss problems with your parent	280	3.257	1.033	1.000	5.000
C12QC6R	Your parent insults you when angry--reversed	280	4.289	1.008	1.000	5.000
C12QC7	You can tell your parent how you really feel	280	3.532	1.107	1.000	5.000
C12QC8	You can let your parent know what bothers you	280	3.671	1.077	1.000	5.000
C12QC9	There are certain things your parent does not discuss with you	280	1.611	0.999	1.000	5.000
C12QC10	You can have a say even if your parent disagrees with you	280	3.357	1.158	1.000	5.000

Parent-Child Communication, Child Report, Items, Control Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
C12QC1	Your parent is a good listener	111	3.955	0.994	1.000	5.000
C12QC2	Your parent can tell how you feel	111	3.622	1.054	1.000	5.000
C12QC3	Your parent tries to understand your thoughts	111	3.550	1.077	1.000	5.000
C12QC4	You do not discuss things with your parent	111	2.919	1.046	1.000	5.000
C12QC5	You discuss problems with your parent	111	3.216	1.030	1.000	5.000
C12QC6R	Your parent insults you when angry--reversed	111	4.126	1.096	1.000	5.000
C12QC7	You can tell your parent how you really feel	111	3.622	1.191	1.000	5.000
C12QC8	You can let your parent know what bothers you	111	3.685	1.183	1.000	5.000
C12QC9	There are certain things your parent does not discuss with you	111	1.712	1.048	1.000	5.000
C12QC10	You can have a say even if your parent disagrees with you	111	3.261	1.248	1.000	5.000

Parent-Child Communication, Child Report, Subscales, Normative Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCC12PAC	PCC Parent Communication - PCC Y12	280	3.805	0.690	1.200	5.000
PCC12CHC	PCC Child Communication - PCC Y12	280	3.487	0.941	1.000	5.000

Parent-Child Communication, Child Report, Subscales, Control Sample

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCC12PAC	PCC Parent Communication - PCC Y12	111	3.703	0.753	1.400	5.000
PCC12CHC	PCC Child Communication - PCC Y12	111	3.508	1.005	1.000	5.000

VII. Item and Scale Correlations

Parent-Child Communication, Child Report, Items, Report Sample

Pearson Correlation Coefficients, N = 342 Prob > r under H0: Rho=0										
	C12QC1	C12QC2	C12QC3	C12QC4	C12QC5	C12QC6R	C12QC7	C12QC8	C12QC9	C12QC10
C12QC1 Your parent is a good listener	1.00000	0.48471 <.0001	0.59615 <.0001	-0.21003 <.0001	0.44728 <.0001	0.33574 <.0001	0.46457 <.0001	0.52704 <.0001	-0.02859 0.5982	0.31905 <.0001
C12QC2 Your parent can tell how you feel	0.48471 <.0001	1.00000	0.40441 <.0001	-0.17363 0.0013	0.50894 <.0001	0.12293 0.0230	0.46160 <.0001	0.48093 <.0001	-0.02064 0.7038	0.18840 0.0005
C12QC3 Your parent tries to understand your thoughts	0.59615 <.0001	0.40441 <.0001	1.00000	-0.22677 <.0001	0.41506 <.0001	0.32922 <.0001	0.50605 <.0001	0.44590 <.0001	-0.08015 0.1391	0.32419 <.0001
C12QC4 You do not discuss things with your parent	-0.21003 <.0001	-0.17363 0.0013	-0.22677 <.0001	1.00000	-0.33551 <.0001	-0.31823 <.0001	-0.28608 <.0001	-0.25475 <.0001	0.12580 0.0200	-0.21756 <.0001
C12QC5 You discuss problems with your parent	0.44728 <.0001	0.50894 <.0001	0.41506 <.0001	-0.33551 <.0001	1.00000	0.20528 0.0001	0.59607 <.0001	0.65716 <.0001	-0.02944 0.5875	0.31277 <.0001
C12qc6r Your parent insults you when angry--reversed	0.33574 <.0001	0.12293 0.0230	0.32922 <.0001	-0.31823 <.0001	0.20528 0.0001	1.00000	0.26288 <.0001	0.23341 <.0001	-0.24375 <.0001	0.20432 0.0001
C12QC7 You can tell your parent how you really feel	0.46457 <.0001	0.46160 <.0001	0.50605 <.0001	-0.28608 <.0001	0.59607 <.0001	0.26288 <.0001	1.00000	0.72131 <.0001	-0.06521 0.2291	0.32145 <.0001
C12QC8 You can let your parent know what bothers you	0.52704 <.0001	0.48093 <.0001	0.44590 <.0001	-0.25475 <.0001	0.65716 <.0001	0.23341 <.0001	0.72131 <.0001	1.00000	-0.05615 0.3005	0.30180 <.0001
C12QC9 There are certain things your parent does not discuss with you	-0.02859 0.5982	-0.02064 0.7038	-0.08015 0.1391	0.12580 0.0200	-0.02944 0.5875	-0.24375 <.0001	-0.06521 0.2291	-0.05615 0.3005	1.00000	-0.11741 0.0299
C12QC10 You can have a say even if your parent disagrees with you	0.31905 <.0001	0.18840 0.0005	0.32419 <.0001	-0.21756 <.0001	0.31277 <.0001	0.20432 0.0001	0.32145 <.0001	0.30180 <.0001	-0.11741 0.0299	1.00000

Parent-Child Communication, Child Report, Subscales, Report Sample

Pearson Correlation Coefficients, N = 342 Prob > r under H0: Rho=0		
	PCC12PAC	PCC12CHC
PCC12PAC PCC Parent Communication - PCC Y12	1.00000	0.65357 <.0001
PCC12CHC PCC Child Communication - PCC Y12	0.65357 <.0001	1.00000