

Parent-Child Communication, Child Report

Grade 4/Year 5

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

Pek, J. C. X. (2006). *Parent-Child Communication, Child Report* (Fast Track Project Technical Report). Available from the Fast Track Project website: <http://www.fastrackproject.org>

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.fasttrackproject.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: C5Q_PCC

Scored: PCC5

I. Scale Description

The Parent-Child Communication Scale, Child Report, adapted from the Revised Parent-Adolescent Communication Form of the Pittsburgh Youth Study (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 Likert 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 fifth year of the study. Fifty-five students were missing the complete measure. Nineteen students were missing from the control sample (7 from Durham, 1 from Nashville, 7 from Pennsylvania, and 4 from Washington) and 46 students were missing from the normative sample (11 from Durham, 10 from Nashville, 15 from Pennsylvania, and 10 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 non-missing. 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	High-Risk Control Sample
Parent Communication (PCC5PAC)	.56	.56
Child Communication (PCC5CHC)	.75	.75

Parent Communication had slightly lower reliability for both the normative and control samples while *Child Communication* 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 both subscales.

Two items, 4 and 9, were not included in any scale. Results of independent t-tests for the normative and control samples indicated no significant difference between the samples for Item 4 (You do not discuss things with your parents). However, there was a significant difference between the samples for Item 9 (Your parent does not discuss certain things with you). Higher

scores in the control sample indicated that they were more likely to report that their parent did not discuss certain things with them compared to the normative sample.

Parent-Child Communication, Child Report, Subscales, Normative vs. Control								
Variable	Label	Normative		Control		DF	t Value	Pr > t
		Mean	Std Dev	Mean	Std Dev			
PCC5PAC	PCC Parent Communication	3.87960	0.64813	3.78971	0.75122	406	-1.25	0.2116
PCC5CHC	PCC Child Communication	3.72181	0.99888	3.55270	1.09257	406	-1.56	0.1191

Parent-Child Communication, Child Report, Stand-alone Items, Normative vs. Control								
Variable	Label	Normative		Control		DF	t Value	Pr > t
		Mean	Std Dev	Mean	Std Dev			
C5QC4	You do not discuss things with your parents	2.58303	1.23810	2.55882	1.29823	405	-0.18	0.8549
C5QC9	Your parent does not discuss certain things with you	1.85662	1.16753	2.28148	1.34748	405	3.28	0.0011

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
C5QC1	Parent good listener	341	4.282	0.975	1.000	5.000
C5QC2	Parent can tell how child feels	341	3.698	1.195	1.000	5.000
C5QC3	Parent tried to understand thoughts	341	3.801	1.159	1.000	5.000
C5QC4	Some things I do not discuss w/parents	340	2.600	1.285	1.000	5.000
C5QC5	Discuss problems w/parents	341	3.607	1.273	1.000	5.000
C5QC6R	Reversed-Parent insults child when angry	340	4.365	1.029	1.000	5.000
C5QC7	Parent can tell how really feels	340	3.632	1.252	1.000	5.000
C5QC8	Can let parent know what bothers child	341	3.801	1.254	1.000	5.000
C5QC9	Some things par do not let me discuss	340	1.953	1.233	1.000	5.000
C5QC10	Can say what I think if par disagrees	341	3.138	1.385	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
C5QC1	Parent good listener	136	4.272	1.029	1.000	5.000
C5QC2	Parent can tell how child feels	136	3.728	1.297	1.000	5.000
C5QC3	Parent tried to understand thoughts	136	3.787	1.267	1.000	5.000
C5QC4	Some things I do not discuss w/parents	136	2.559	1.298	1.000	5.000
C5QC5	Discuss problems w/parents	136	3.471	1.299	1.000	5.000
C5QC6R	Reversed-Parent insults child when angry	136	4.228	1.192	1.000	5.000
C5QC7	Parent can tell how really feels	135	3.489	1.392	1.000	5.000
C5QC8	Can let parent know what bothers child	136	3.699	1.352	1.000	5.000
C5QC9	Some things par do not let me discuss	135	2.281	1.347	1.000	5.000
C5QC10	Can say what I think if par disagrees	136	2.934	1.410	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCC5PAC	PCC Parent Communication	341	3.856	0.695	1.200	5.000
PCC5CHC	PCC Child Communication	341	3.680	1.027	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCC5PAC	PCC Parent Communication	136	3.790	0.751	1.200	5.000
PCC5CHC	PCC Child Communication	136	3.553	1.093	1.000	5.000

VII. Item and Scale Correlations

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

Pearson Correlation Coefficients Prob > r under H0: Rho=0 Number of Observations										
	C5QC1	C5QC2	C5QC3	C5QC4	C5QC5	c5qc6r	C5QC7	C5QC8	C5QC9	C5QC10
C5QC1 Your parent is a good listener	1.00000 408	0.28183 <.0001 408	0.39807 <.0001 408	-0.11453 0.0208 407	0.31765 <.0001 408	0.08474 0.0877 407	0.34173 <.0001 407	0.32289 <.0001 408	-0.03058 0.5385 407	0.12301 0.0129 408
C5QC2 Your parent can tell how you feel	0.28183 <.0001 408	1.00000 408	0.44646 <.0001 408	0.04004 0.4205 407	0.29782 <.0001 408	0.05401 0.2770 407	0.41365 <.0001 407	0.39649 <.0001 408	0.07521 0.1298 407	0.15958 0.0012 408
C5QC3 Your parent tries to understand your thoughts	0.39807 <.0001 408	0.44646 <.0001 408	1.00000 408	-0.03332 0.5026 407	0.41701 <.0001 408	0.12620 0.0108 407	0.49296 <.0001 407	0.41440 <.0001 408	-0.01749 0.7249 407	0.18737 0.0001 408
C5QC4 You do not discuss things with your parent	-0.11453 0.0208 407	0.04004 0.4205 407	-0.03332 0.5026 407	1.00000 407	-0.03773 0.4478 407	-0.24414 <.0001 406	0.00685 0.8905 406	-0.09893 0.0461 407	0.34730 <.0001 406	-0.06211 0.2112 407
C5QC5 You discuss problems with your parent	0.31765 <.0001 408	0.29782 <.0001 408	0.41701 <.0001 408	-0.03773 0.4478 407	1.00000 408	0.17501 0.0004 407	0.52992 <.0001 407	0.45490 <.0001 408	-0.01001 0.8405 407	0.23341 <.0001 408
C5QC6R Your parent insults you when angry -- reversed	0.08474 0.0877 407	0.05401 0.2770 407	0.12620 0.0108 407	-0.24414 <.0001 406	0.17501 0.0004 407	1.00000 407	0.12240 0.0136 406	0.19678 <.0001 407	-0.16947 0.0006 406	0.04277 0.3895 407
C5QC7 You can tell your parent how you really feel	0.34173 <.0001 407	0.41365 <.0001 407	0.49296 <.0001 407	0.00685 0.8905 406	0.52992 <.0001 407	0.12240 0.0136 406	1.00000 407	0.52727 <.0001 407	0.00655 0.8952 406	0.22233 <.0001 407
C5QC8 You can let your parent know what bothers you	0.32289 <.0001 408	0.39649 <.0001 408	0.41440 <.0001 408	-0.09893 0.0461 407	0.45490 <.0001 408	0.19678 <.0001 407	0.52727 <.0001 407	1.00000 408	-0.10180 0.0401 407	0.15061 0.0023 408
C5QC9 There are certain things your parent does not discuss with you	-0.03058 0.5385 407	0.07521 0.1298 407	-0.01749 0.7249 407	0.34730 <.0001 406	-0.01001 0.8405 407	-0.16947 0.0006 406	0.00655 0.8952 406	-0.10180 0.0401 407	1.00000 407	-0.01979 0.6906 407
C5QC10 You can have a say even if your parent disagrees with you	0.12301 0.0129 408	0.15958 0.0012 408	0.18737 0.0001 408	-0.06211 0.2112 407	0.23341 <.0001 408	0.04277 0.3895 407	0.22233 <.0001 407	0.15061 0.0023 408	-0.01979 0.6906 407	1.00000 408

Parent-Child Communication, Child Report, Subscales and Stand-alone Items, Report Sample

Pearson Correlation Coefficients Prob > r under H0: Rho=0 Number of Observations				
	pcc5pac	pcc5chc	C5QC4	C5QC9
pcc5pac pcc parent communication	1.00000 408	0.61474 <.0001 408	-0.12935 0.0090 407	-0.04826 0.3315 407
pcc5chc pcc child communication	0.61474 <.0001 408	1.00000 408	-0.05232 0.2923 407	-0.04244 0.3931 407
C5QC4 Some things I do not discuss w/parents	-0.12935 0.0090 407	-0.05232 0.2923 407	1.00000 407	0.34730 <.0001 406
C5QC9 Some things par do not let me discuss	-0.04826 0.3315 407	-0.04244 0.3931 407	0.34730 <.0001 406	1.00000 407