

**Parent-Child Communication, Parent Report**  
*Grade 9/Year 10*

**FAST Track Project Technical Report**  
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**Citation**

*Instrument*

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

*Report*

McCarty, C.A. & Doyle, S.R. (2001). Parent-Child Communication, (Parent) (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

**Data Sources**

*Raw:* p10x

*Scored:* pcp10

**I. Scale Description**

The **Parent-Child Communication Scale, Parent Report**, adapted from the Revised Parent-Adolescent Communication Form of the Pittsburgh Youth Study (see Loeber, Farrington, Stouthamer-Loeber, & Van Kammen, 1998; Thornberry, Huizinga, & Loeber, 1995), is a 20-item measure which assesses primary caregivers' perceptions of their openness to communication and their children's communication skills. The answers are coded on 5-point scales where 1 represents "almost never" and 5 represents "almost always." Scale scores were derived using Exploratory Factor Analysis, as detailed in the appendix.

Note: The scaling for this measure has changed since the original Fast Track Technical Report was written by McMahon, Jones, and Kim (1997).

**II. Report Sample**

This technical report is based upon Year 10, Cohort 1 data, including both high-risk control and normative samples. With missing cases excluded, the total N (including overlap) was 368, with 303 normative and 125 high-risk control youth.

95 parents (21% of cohort) were missing observations for the entire measure, including parents of 84 normative youth (22%) and 30 high-risk youth (19%). The missing cases included 15 observations from

the Durham site, 30 observations from Nashville, 27 observations from Pennsylvania, and 23 observations from Seattle. Data were missing for parents of 37 girls and 58 boys. Ethnic breakdown for missing data was: 1 Asian, 36 Black, 3 Hispanic, 51 White, 4 Other.

### III. Scaling

Each scale score was calculated by taking an average of the items comprising the scale, if at least 50% of the items were non-missing. The scaling procedure was derived from exploratory factor analyses on the Normative and High-Risk Control (HRC) samples, conducted separately for the Parent and Child Communication items at Year 5.

The resulting scales, associated reliability estimates and descriptive indices for the Normative and HRC samples are provided below. Four items (Items 8, 14, 18, 19) were not used in the scales due to a conceptual difference between them and the other items, as well as lowered internal consistency when these items were retained. Higher scores indicate better communication (Parent Communication), more restriction of certain topics of communication (Parent Restricted Topics), more empathy (Child Empathy/Listening) and more appropriate emotional expression (Child Emotional Expression).

#### Cronbach's Coefficient Alpha

|  | <u>Normative (n=303)</u> | <u>HRC (n =125)</u> |
|--|--------------------------|---------------------|
| Parent Communication (Items 1, 4, 7, 9, 13, 20)          | .72                      | .71                 |
| Parent Restricted Topics (Items 6, 17)                   | .55                      | .33                 |
| Child Empathy/Listening (Items 2, 3, 5)                  | .72                      | .68                 |
| Child Emotional Expression (Items 10, 11r, 12r, 15r, 16) | .76                      | .78                 |

### IV. Differences Between Groups

A series of independent t-tests were conducted to assess differences between the Low-Risk respondents (Normative sample excluding the overlapping High-Risk Subjects, n = 243) and the High-Risk Control sample (including overlapping Normative youth, n = 125). Results indicated that Low-Risk parents rated higher scores on Parent Communication, Child Empathy/Listening, and Child Emotional Expression, indicating better communication between Low-Risk youth and their parents, compared to High-Risk controls. No significant differences emerged on the Parent Restricted Topics scale.

| <u>PCC-P Scale</u>          | <u>DF</u> | <u>t Value</u> | <u>Pr &gt;  t </u> | <u>Low-Risk Mean (n=243)</u> | <u>High-Risk Mean (n=125)</u> |
|-----------------------------|-----------|----------------|--------------------|------------------------------|-------------------------------|
| Parent Communication        | 366       | 3.73           | .0002              | 4.28                         | 4.05                          |
| Parent Restricted Topics    | 366       | -0.50          | .616               | 1.67                         | 1.71                          |
| Child Empathy/Listening     |           | 216            | 3.83*              | 4.00                         | 3.69                          |
| Child Emotional Expression* | 366       | 2.04           | .042               | 3.87                         | 3.71                          |

T-test with Satterthwaite correction for degrees of freedom (df) used given statistical inequalities of variances.

### V. Recommendations for Use

Note that this scaling should supercede that used in the original Technical Report written by McMahon, Jones, and Kim (1997). Related constructs, although measured by different combinations of items and

informed by child-report, can be found on the Parent-Child Communication, Child Report measure.

## VI. Item and Scale Means and SD's

### ITEM MEANS- NORMATIVE SAMPLE

| Variable | Label                                     | Mean  | Std Dev | N   |
|----------|---|-------|---------|-----|
| P10XC1   | Can Discuss Beliefs Without Embarrassment | 4.515 | 0.750   | 303 |
| P10XC2   | Child is Good Listener                    | 4.155 | 0.880   | 303 |
| P10XC3   | Child is Empathic                         | 4.089 | 0.874   | 303 |
| P10XC4   | Parent Satisfied with Communication       | 4.195 | 0.879   | 303 |
| P10XC5   | Child Tries to Understand Parents View    | 3.614 | 0.935   | 303 |
| P10XC6   | Child Avoids Discussing Things            | 2.000 | 1.010   | 303 |
| P10XC7   | Discuss Childs Problems with Child        | 3.822 | 1.137   | 303 |
| P10XC8   | Child Insults Parent When Angry           | 1.597 | 0.968   | 303 |
| P10XC9   | Can Tell Child How Parent Really Feels    | 4.505 | 0.723   | 303 |
| P10XC10  | Child Talks about Personal Problems       | 3.541 | 1.057   | 303 |
| P10XC11  | Child Keeps Feelings to Self              | 2.578 | 1.086   | 303 |
| P10XC12  | Child Hides Anger                         | 1.812 | 1.017   | 303 |
| P10XC13  | Encourage Child to Form Own Opinion       | 4.368 | 0.765   | 302 |
| P10XC14  | Difficult to Tell if Child is Upset       | 2.288 | 1.041   | 302 |
| P10XC15  | Child Piles Up Probs Till Overwhelming    | 1.748 | 1.048   | 302 |
| P10XC16  | Child Tells Parent What Bothers Child     | 3.755 | 0.998   | 302 |
| P10XC17  | Certain Topics Not Allowed to Discuss     | 1.384 | 0.884   | 302 |
| P10XC18  | Child Admits Mistakes                     | 3.169 | 1.237   | 302 |
| P10XC19  | Child Can Disagree with Parent            | 4.033 | 1.135   | 302 |
| P10XC20  | Achieve Solutions in Problem Discussions  | 4.013 | 0.874   | 302 |

### ITEM MEANS-HIGH-RISK CONTROLS

| Variable | Label                                     | Mean  | Std Dev | N   |
|----------|---|-------|---------|-----|
| P10XC1   | Can Discuss Beliefs Without Embarrassment | 4.400 | 0.813   | 125 |
| P10XC2   | Child is Good Listener                    | 3.808 | 1.014   | 125 |
| P10XC3   | Child is Empathic                         | 3.928 | 0.952   | 125 |
| P10XC4   | Parent Satisfied with Communication       | 3.928 | 0.943   | 125 |
| P10XC5   | Child Tries to Understand Parents View    | 3.320 | 1.029   | 125 |
| P10XC6   | Child Avoids Discussing Things            | 2.008 | 1.012   | 125 |
| P10XC7   | Discuss Childs Problems with Child        | 3.704 | 1.136   | 125 |
| P10XC8   | Child Insults Parent When Angry           | 2.080 | 1.202   | 125 |
| P10XC9   | Can Tell Child How Parent Really Feels    | 4.288 | 0.821   | 125 |
| P10XC10  | Child Talks about Personal Problems       | 3.384 | 1.076   | 125 |
| P10XC11  | Child Keeps Feelings to Self              | 2.600 | 1.107   | 125 |
| P10XC12  | Child Hides Anger                         | 1.840 | 1.081   | 125 |
| P10XC13  | Encourage Child to Form Own Opinion       | 4.240 | 0.846   | 125 |
| P10XC14  | Difficult to Tell if Child is Upset       | 2.440 | 0.987   | 125 |
| P10XC15  | Child Piles Up Probs Till Overwhelming    | 2.072 | 1.064   | 125 |
| P10XC16  | Child Tells Parent What Bothers Child     | 3.664 | 0.967   | 125 |
| P10XC17  | Certain Topics Not Allowed to Discuss     | 1.416 | 0.872   | 125 |
| P10XC18  | Child Admits Mistakes                     | 2.976 | 1.125   | 125 |
| P10XC19  | Child Can Disagree with Parent            | 3.896 | 1.204   | 125 |
| P10XC20  | Achieve Solutions in Problem Discussions  | 3.768 | 0.853   | 125 |

Scale Means

| Scale                      | Normative Sample (n=303) |      | High-Risk Control (n=125) |      |
|----------------------------|--------------------------|------|---------------------------|------|
|                            | Mean                     | SD   | Mean                      | SD   |
| Parent Communication       | 4.24                     | 0.54 | 4.05                      | 0.57 |
| Parent Restricted Topics   | 1.69                     | 0.74 | 1.71                      | 0.73 |
| Child Empathy/Listening    | 3.95                     | 0.69 | 3.69                      | 0.78 |
| Child Emotional Expression | 3.83                     | 0.74 | 3.71                      | 0.77 |

**VII. Scale Correlations**

Pearson Correlation Coefficients, Normative Sample above Diagonal (n=303), High-Risk Controls below diagonal (n=125).

|                                   | PCOMM | PRT   | CEL   | CEE   |
|-----------------------------------|-------|-------|-------|-------|
| <b>Parent Communication</b>       | 1.00  | -0.33 | 0.65  | 0.47  |
| <b>Parent Restricted Topics</b>   | -0.37 | 1.00  | -0.20 | -0.32 |
| <b>Child Empathy/Listening</b>    | 0.64  | -0.03 | 1.00  | 0.39  |
| <b>Child Emotional Expression</b> | 0.55  | -0.44 | 0.34  | 1.00  |

**VIII. References**

- 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 Associates.
- McMahon, R., Jones, K., & Kim, H. (1997). Parent-Child Communication Scale, Parent Report (Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>
- 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. Howell, B. Krisberg, D. Hawkins, & J.D. Wilson (Eds.), Sourcebook on serious, violent and chronic juvenile offenders (pp. 213-327). Thousand Oaks, CA: Sage.