

Parent-Child Communication, Parent Report

Grade 10/Year 11

Fast Track Project Technical Report

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SAS Scoring program

Citation

Instrument

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

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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, Parent 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 (Parent)* (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, Parent Report* (Fast Track Project Technical Report). Seattle, WA: University of Washington.

Data Sources

Raw: P11XC

Scored: PCP11

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."

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 eleventh year of the study. One hundred and nine records were missing the complete measure. Forty records were missing from the control sample (6 from Durham, 12 from Nashville, 13 from Pennsylvania, and 9 from Washington) and 94 records were missing from the normative sample (14 from Durham, 27 from Nashville, 29 from Pennsylvania, and 24 from Washington). These numbers may reflect some overlap between the samples.

III. Scaling

Based on exploratory factor analyses for previous technical reports, there are four scales for this measure: *Parent Communication* (which includes items 1, 4, 7, 9, 13, and 20), *Parent Restricted Topics* (which includes items 6 and 17), *Child Empathy/Listening* (which includes items 2, 3, and 5), and *Child Emotional Expression* (which includes items 10, 11r, 12r, 15r, and 16). Items 11, 12, and 15 were reverse-scored to be consistent with the scaling direction of the other items in the *Child Emotional Expression* scale. Each scale score was calculated by taking the mean of the items comprising the scale if at least 50% of the items were nonmissing.

Four items (Items 8, 14, 18, 19) were not used in the scales due to a conceptual difference between them and the other items. 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 alphas were calculated for each scale and are reported as follows:

	Normative Sample	Control Sample
Parent Communication (PCP11PAC)	.74	.67
Parent Restricted Topics (PCP11PRT)	.37	.51
Child Empathy/Listening (PCP11CEL)	.75	.75
Child Emotional Expression (PCP11CEE)	.79	.76

Three of the subscales—*Parent Communication*, *Child Empathy/Listening*, and *Child Emotional Expression*--showed adequate reliability for both the normative and the control samples. *Parent Restricted Topics*, while showing a low reliability for both the normative sample and the control sample, is only composed of two items.

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 significant differences between the samples for two of the subscales, *Parent Communication* and *Child Empathy/Listening*, with the normative sample scoring higher than the control sample for both of these subscales. Higher scores on these two scales indicated that normative parents felt they had better communication with their child and were more likely to think that their child was empathic.

Four items, 8, 14, 18, and 19, were not included in any scale. One item, 8 (your child insults you when angry), indicated significant differences between the normative and the control samples, with the control sample parents being more likely to indicate that their child often insulted them when angry.

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

	Normative Sample		Control Sample		DF	t Value	Pr> t
	Mean	SD	Mean	SD			
Parent Communication (PCP11PAC)	4.16	0.59	4.01	0.58	352	-2.22	0.0270
Parent Restricted Topics (PCP11PRT)	1.65	0.68	1.69	0.78	352	0.48	0.6350
Child Empathy/Listening (PCP11CEL)	3.87	0.73	3.61	0.81	352	-3.00	0.0029
Child Emotional Expression (PCP11CEE)	3.77	0.77	3.63	0.83	352	-1.62	0.1068

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

	Normative Sample		Control Sample		DF	t Value	Pr> t
	Mean	SD	Mean	SD			
Your child insults you when angry (P11XC8)	1.69	1.05	2.18	1.25	352	3.86	0.0001
When your child is upset it is difficult to understand his/her feelings (P11XC14)	2.29	1.08	2.49	1.07	352	1.62	0.1063
Your child admits mistakes without hiding them (P11XC18)	2.84	1.17	2.94	1.16	352	0.74	0.4598
You allow your child to have a say even if you disagree (P11XC19)	3.72	1.18	3.77	1.20	352	0.44	0.6637

V. Recommendations for Use

Analysts should note that three of the subscales showed a normal distribution for both the normative sample and the high-risk sample. The *Parent Restricted Topics* subscale showed a floor effect for both the normative sample and the control sample, with 38% of the normative sample and 39% of the control sample respondents scoring a 1.0 for the scale. Analysts should also note that the subscale, *Parent Restricted Topics*, has only two items.

Finally, analysts should 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. This measure would be most effective when used in conjunction with the Parent-Child Communication, Child Report.

VI. Item and Scale Means and SDs

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
P11XC1	You can discuss your beliefs with your child without embarrassment	293	4.375	0.861	1.000	5.000
P11XC2	Your child is a good listener	293	3.952	0.939	1.000	5.000
P11XC3	Your child can tell how you feel	293	4.072	0.831	1.000	5.000
P11XC4	You are satisfied with how your child talks with you	293	4.130	0.854	1.000	5.000
P11XC5	Your child tries to understand your point of view	293	3.515	0.981	1.000	5.000
P11XC6	You do not discuss certain things with your child	293	2.010	1.025	1.000	5.000
P11XC7	You discuss child-related problems with your child	293	3.805	1.060	1.000	5.000
P11XC8	Your child insults you when angry	293	1.799	1.121	1.000	5.000
P11XC9	You can tell your child how you really feel	293	4.338	0.797	1.000	5.000
P11XC10	Your child tells you about personal problems	293	3.392	1.047	1.000	5.000
P11XC11R	Your child keeps his/her feelings to self--reversed	293	3.392	1.085	1.000	5.000
P11XC12R	Your child hides being angry--reversed	293	4.157	1.058	1.000	5.000
P11XC13	You encourage your child to think and talk about things	293	4.287	0.819	1.000	5.000
P11XC14	When your child is upset it is difficult to understand his/her feelings	293	2.338	1.062	1.000	5.000
P11XC15R	Your child lets things pile up without dealing with them--reversed	293	4.078	1.131	1.000	5.000
P11XC16	Your child lets you know what is bothering him/her	293	3.662	0.999	1.000	5.000
P11XC17	You do not discuss certain topics with your child	293	1.304	0.754	1.000	5.000
P11XC18	Your child admits mistakes without hiding them	293	2.850	1.170	1.000	5.000
P11XC19	You allow your child to have a say even if you disagree	293	3.737	1.163	1.000	5.000
P11XC20	You and your child come to solutions about problems	293	3.901	0.895	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
P11XC1	You can discuss your beliefs with your child without embarrassment	115	4.348	0.773	2.000	5.000
P11XC2	Your child is a good listener	115	3.678	0.960	1.000	5.000
P11XC3	Your child can tell how you feel	115	3.983	0.964	1.000	5.000
P11XC4	You are satisfied with how your child talks with you	115	3.852	0.957	1.000	5.000
P11XC5	Your child tries to understand your point of view	115	3.174	1.053	1.000	5.000
P11XC6	You do not discuss certain things with your child	115	1.974	1.055	1.000	5.000
P11XC7	You discuss child-related problems with your child	115	3.757	1.048	1.000	5.000
P11XC8	Your child insults you when angry	115	2.183	1.247	1.000	5.000
P11XC9	You can tell your child how you really feel	115	4.209	0.922	1.000	5.000
P11XC10	Your child tells you about personal problems	115	3.304	1.094	1.000	5.000
P11XC11R	Your child keeps his/her feelings to self--reversed	115	3.348	1.132	1.000	5.000
P11XC12R	Your child hides being angry--reversed	115	4.104	1.252	1.000	5.000
P11XC13	You encourage your child to think and talk about things	115	4.200	0.920	1.000	5.000
P11XC14	When your child is upset it is difficult to understand his/her feelings	115	2.487	1.071	1.000	5.000
P11XC15R	Your child lets things pile up without dealing with them--reversed	115	3.861	1.228	1.000	5.000
P11XC16	Your child lets you know what is bothering him/her	115	3.530	1.119	1.000	5.000
P11XC17	You do not discuss certain topics with your child	115	1.400	0.836	1.000	5.000
P11XC18	Your child admits mistakes without hiding them	115	2.939	1.157	1.000	5.000
P11XC19	You allow your child to have a say even if you disagree	115	3.774	1.200	1.000	5.000
P11XC20	You and your child come to solutions about problems	115	3.696	0.975	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCP11PAC	PCP Parent Communication - PCP Y11	293	4.139	0.583	2.333	5.000
PCP11PRT	PCP Parent Restricted Topics - PCP Y11	293	1.657	0.704	1.000	4.500
PCP11CEL	PCP Child Empathy/Listening - PCP Y11	293	3.846	0.750	1.333	5.000
PCP11CEE	PCP Child Emotional Expression - PCP Y11	293	3.737	0.786	1.600	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCP11PAC	PCP Parent Communication - PCP Y11	115	4.010	0.577	2.333	5.000
PCP11PRT	PCP Parent Restricted Topics - PCP Y11	115	1.687	0.779	1.000	4.500
PCP11CEL	PCP Child Empathy/Listening - PCP Y11	115	3.612	0.810	1.333	5.000
PCP11CEE	PCP Child Emotional Expression - PCP Y11	115	3.630	0.829	1.800	5.000

VII. Item and Scale Correlations

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

Pearson Correlation Coefficients, N = 354 Prob > r under H0: Rho=0								
	P11XC1	P11XC2	P11XC3	P11XC4	P11XC5	P11XC6	P11XC7	P11XC8
P11XC1 You can discuss your beliefs with your child without embarrassment	1.00000	0.45972 <.0001	0.29723 <.0001	0.37233 <.0001	0.36734 <.0001	-0.23758 <.0001	0.22744 <.0001	-0.14458 0.0064
P11XC2 Your child is a good listener	0.45972 <.0001	1.00000	0.42118 <.0001	0.60912 <.0001	0.65916 <.0001	-0.08966 0.0921	0.22362 <.0001	-0.29480 <.0001
P11XC3 Your child can tell how you feel	0.29723 <.0001	0.42118 <.0001	1.00000	0.42994 <.0001	0.42440 <.0001	-0.08329 0.1177	0.19767 0.0002	-0.15501 0.0035
P11XC4 You are satisfied with how your child talks with you	0.37233 <.0001	0.60912 <.0001	0.42994 <.0001	1.00000	0.64666 <.0001	-0.11406 0.0319	0.15884 0.0027	-0.33607 <.0001
P11XC5 Your child tries to understand your point of view	0.36734 <.0001	0.65916 <.0001	0.42440 <.0001	0.64666 <.0001	1.00000	-0.05019 0.3464	0.20641 <.0001	-0.36427 <.0001
P11XC6 You do not discuss certain things with your child	-0.23758 <.0001	-0.08966 0.0921	-0.08329 0.1177	-0.11406 0.0319	-0.05019 0.3464	1.00000	-0.08835 0.0970	0.13923 0.0087
P11XC7 You discuss child-related problems with your child	0.22744 <.0001	0.22362 <.0001	0.19767 0.0002	0.15884 0.0027	0.20641 <.0001	-0.08835 0.0970	1.00000	0.02358 0.6584
P11XC8 Your child insults you when angry	-0.14458 0.0064	-0.29480 <.0001	-0.15501 0.0035	-0.33607 <.0001	-0.36427 <.0001	0.13923 0.0087	0.02358 0.6584	1.00000
P11XC9 You can tell your child how you really feel	0.44858 <.0001	0.35166 <.0001	0.36829 <.0001	0.41572 <.0001	0.35642 <.0001	-0.34423 <.0001	0.28640 <.0001	-0.15104 0.0044
P11XC10 Your child tells you about personal problems	0.33662 <.0001	0.37096 <.0001	0.36360 <.0001	0.42388 <.0001	0.44267 <.0001	-0.09552 0.0727	0.21039 <.0001	-0.15692 0.0031
P11XC11R Your child keeps his/her feelings to self--reversed	0.12621 0.0175	0.27721 <.0001	0.20976 <.0001	0.29267 <.0001	0.26890 <.0001	-0.14330 0.0069	0.05250 0.3246	-0.20532 <.0001
P11XC12R Your child hides being angry--reversed	0.15294 0.0039	0.05635 0.2904	0.18512 0.0005	0.12693 0.0169	0.08617 0.1056	-0.18713 0.0004	0.05747 0.2808	-0.01595 0.7649
P11XC13 You encourage your child to think and talk about things	0.19262 0.0003	0.26127 <.0001	0.27247 <.0001	0.29923 <.0001	0.28865 <.0001	-0.08798 0.0984	0.31132 <.0001	-0.06930 0.1933
P11XC14 When your child is upset it is difficult to understand his/her feelings	-0.17673 0.0008	-0.24606 <.0001	-0.23128 <.0001	-0.30988 <.0001	-0.33351 <.0001	0.26743 <.0001	-0.06693 0.2090	0.23812 <.0001
P11XC15R Your child lets things pile up without dealing with them--reversed	0.25598 <.0001	0.28683 <.0001	0.16086 0.0024	0.28844 <.0001	0.30129 <.0001	-0.24616 <.0001	-0.01224 0.8185	-0.24210 <.0001
P11XC16 Your child lets you know what is bothering him/her	0.26221 <.0001	0.36416 <.0001	0.35694 <.0001	0.46071 <.0001	0.48163 <.0001	-0.14346 0.0069	0.20358 0.0001	-0.18781 0.0004
P11XC17 You do not discuss certain topics with your child	-0.14188 0.0075	-0.03209 0.5473	-0.10769 0.0429	-0.10527 0.0478	-0.02945 0.5808	0.25512 <.0001	-0.09467 0.0752	0.10635 0.0456
P11XC18 Your child admits mistakes without hiding them	0.18679 0.0004	0.23970 <.0001	0.27879 <.0001	0.27384 <.0001	0.29381 <.0001	-0.12655 0.0172	0.07269 0.1724	-0.17840 0.0007
P11XC19 You allow your child to have a say even if you disagree	0.25443 <.0001	0.19041 0.0003	0.18723 0.0004	0.16336 0.0020	0.16780 0.0015	-0.18237 0.0006	0.13263 0.0125	0.00040 0.9939
P11XC20 You and your child come to solutions about problems	0.37057 <.0001	0.41218 <.0001	0.39009 <.0001	0.49743 <.0001	0.50003 <.0001	-0.15313 0.0039	0.21140 <.0001	-0.32804 <.0001

Pearson Correlation Coefficients, N = 354 Prob > r under H0: Rho=0							
	P11XC9	P11XC10	P11XC11R	P11XC12R	P11XC13	P11XC14	P11XC15R
P11XC1 You can discuss your beliefs with your child without embarrassment	0.44858 <.0001	0.33662 <.0001	0.12621 0.0175	0.15294 0.0039	0.19262 0.0003	-0.17673 0.0008	0.25598 <.0001
P11XC2 Your child is a good listener	0.35166 <.0001	0.37096 <.0001	0.27721 <.0001	0.05635 0.2904	0.26127 <.0001	-0.24606 <.0001	0.28683 <.0001
P11XC3 Your child can tell how you feel	0.36829 <.0001	0.36360 <.0001	0.20976 <.0001	0.18512 0.0005	0.27247 <.0001	-0.23128 <.0001	0.16086 0.0024
P11XC4 You are satisfied with how your child talks with you	0.41572 <.0001	0.42388 <.0001	0.29267 <.0001	0.12693 0.0169	0.29923 <.0001	-0.30988 <.0001	0.28844 <.0001
P11XC5 Your child tries to understand your point of view	0.35642 <.0001	0.44267 <.0001	0.26890 <.0001	0.08617 0.1056	0.28865 <.0001	-0.33351 <.0001	0.30129 <.0001
P11XC6 You do not discuss certain things with your child	-0.34423 <.0001	-0.09552 0.0727	-0.14330 0.0069	-0.18713 0.0004	-0.08798 0.0984	0.26743 <.0001	-0.24616 <.0001
P11XC7 You discuss child-related problems with your child	0.28640 <.0001	0.21039 <.0001	0.05250 0.3246	0.05747 0.2808	0.31132 <.0001	-0.06693 0.2090	-0.01224 0.8185
P11XC8 Your child insults you when angry	-0.15104 0.0044	-0.15692 0.0031	-0.20532 <.0001	-0.01595 0.7649	-0.06930 0.1933	0.23812 <.0001	-0.24210 <.0001
P11XC9 You can tell your child how you really feel	1.00000	0.28033 <.0001	0.19983 0.0002	0.18146 0.0006	0.34558 <.0001	-0.25957 <.0001	0.24959 <.0001
P11XC10 Your child tells you about personal problems	0.28033 <.0001	1.00000	0.50826 <.0001	0.26190 <.0001	0.18613 0.0004	-0.33738 <.0001	0.34670 <.0001
P11XC11R Your child keeps his/her feelings to self--reversed	0.19983 0.0002	0.50826 <.0001	1.00000	0.40115 <.0001	0.07640 0.1515	-0.40984 <.0001	0.45632 <.0001
P11XC12R Your child hides being angry--reversed	0.18146 0.0006	0.26190 <.0001	0.40115 <.0001	1.00000	0.03989 0.4543	-0.36363 <.0001	0.42837 <.0001
P11XC13 You encourage your child to think and talk about things	0.34558 <.0001	0.18613 0.0004	0.07640 0.1515	0.03989 0.4543	1.00000	-0.11500 0.0305	0.07077 0.1840
P11XC14 When your child is upset it is difficult to understand his/her feelings	-0.25957 <.0001	-0.33738 <.0001	-0.40984 <.0001	-0.36363 <.0001	-0.11500 0.0305	1.00000	-0.43492 <.0001
P11XC15R Your child lets things pile up without dealing with them--reversed	0.24959 <.0001	0.34670 <.0001	0.45632 <.0001	0.42837 <.0001	0.07077 0.1840	-0.43492 <.0001	1.00000
P11XC16 Your child lets you know what is bothering him/her	0.29208 <.0001	0.60615 <.0001	0.47948 <.0001	0.31765 <.0001	0.25693 <.0001	-0.38737 <.0001	0.38366 <.0001
P11XC17 You do not discuss certain topics with your child	-0.19456 0.0002	-0.12826 0.0158	-0.16143 0.0023	-0.35797 <.0001	-0.05871 0.2706	0.22430 <.0001	-0.22231 <.0001
P11XC18 Your child admits mistakes without hiding them	0.18221 0.0006	0.21722 <.0001	0.16187 0.0023	0.03226 0.5452	0.11802 0.0264	-0.12588 0.0178	0.15538 0.0034
P11XC19 You allow your child to have a say even if you disagree	0.25112 <.0001	0.16183 0.0023	0.11870 0.0255	0.10177 0.0557	0.19623 0.0002	-0.04612 0.3870	0.12340 0.0202
P11XC20 You and your child come to solutions about problems	0.37797 <.0001	0.43461 <.0001	0.19573 0.0002	0.14576 0.0060	0.32380 <.0001	-0.17950 0.0007	0.27094 <.0001

Pearson Correlation Coefficients, N = 354 Prob > r under H0: Rho=0					
	P11XC16	P11XC17	P11XC18	P11XC19	P11XC20
P11XC1 You can discuss your beliefs with your child without embarrassment	0.26221 <.0001	-0.14188 0.0075	0.18679 0.0004	0.25443 <.0001	0.37057 <.0001

Pearson Correlation Coefficients, N = 354 Prob > r under H0: Rho=0					
	P11XC16	P11XC17	P11XC18	P11XC19	P11XC20
P11XC2 Your child is a good listener	0.36416 <.0001	-0.03209 0.5473	0.23970 <.0001	0.19041 0.0003	0.41218 <.0001
P11XC3 Your child can tell how you feel	0.35694 <.0001	-0.10769 0.0429	0.27879 <.0001	0.18723 0.0004	0.39009 <.0001
P11XC4 You are satisfied with how your child talks with you	0.46071 <.0001	-0.10527 0.0478	0.27384 <.0001	0.16336 0.0020	0.49743 <.0001
P11XC5 Your child tries to understand your point of view	0.48163 <.0001	-0.02945 0.5808	0.29381 <.0001	0.16780 0.0015	0.50003 <.0001
P11XC6 You do not discuss certain things with your child	-0.14346 0.0069	0.25512 <.0001	-0.12655 0.0172	-0.18237 0.0006	-0.15313 0.0039
P11XC7 You discuss child-related problems with your child	0.20358 0.0001	-0.09467 0.0752	0.07269 0.1724	0.13263 0.0125	0.21140 <.0001
P11XC8 Your child insults you when angry	-0.18781 0.0004	0.10635 0.0456	-0.17840 0.0007	0.00040 0.9939	-0.32804 <.0001
P11XC9 You can tell your child how you really feel	0.29208 <.0001	-0.19456 0.0002	0.18221 0.0006	0.25112 <.0001	0.37797 <.0001
P11XC10 Your child tells you about personal problems	0.60615 <.0001	-0.12826 0.0158	0.21722 <.0001	0.16183 0.0023	0.43461 <.0001
P11XC11R Your child keeps his/her feelings to self--reversed	0.47948 <.0001	-0.16143 0.0023	0.16187 0.0023	0.11870 0.0255	0.19573 0.0002
P11XC12R Your child hides being angry--reversed	0.31765 <.0001	-0.35797 <.0001	0.03226 0.5452	0.10177 0.0557	0.14576 0.0060
P11XC13 You encourage your child to think and talk about things	0.25693 <.0001	-0.05871 0.2706	0.11802 0.0264	0.19623 0.0002	0.32380 <.0001
P11XC14 When your child is upset it is difficult to understand his/her feelings	-0.38737 <.0001	0.22430 <.0001	-0.12588 0.0178	-0.04612 0.3870	-0.17950 0.0007
P11XC15R Your child lets things pile up without dealing with them--reversed	0.38366 <.0001	-0.22231 <.0001	0.15538 0.0034	0.12340 0.0202	0.27094 <.0001
P11XC16 Your child lets you know what is bothering him/her	1.00000	-0.03023 0.5707	0.23620 <.0001	0.26853 <.0001	0.41781 <.0001
P11XC17 You do not discuss certain topics with your child	-0.03023 0.5707	1.00000	0.02279 0.6691	-0.22020 <.0001	-0.08739 0.1007
P11XC18 Your child admits mistakes without hiding them	0.23620 <.0001	0.02279 0.6691	1.00000	0.14175 0.0076	0.31443 <.0001
P11XC19 You allow your child to have a say even if you disagree	0.26853 <.0001	-0.22020 <.0001	0.14175 0.0076	1.00000	0.29353 <.0001
P11XC20 You and your child come to solutions about problems	0.41781 <.0001	-0.08739 0.1007	0.31443 <.0001	0.29353 <.0001	1.00000

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

Pearson Correlation Coefficients, N = 354 Prob > r under H0: Rho=0				
	PCP11PAC	PCP11PRT	PCP11CEL	PCP11CEE
PCP11PAC PCP Parent Communication - PCP Y11	1.00000	-0.27454 <.0001	0.68025 <.0001	0.44515 <.0001
PCP11PRT PCP Parent Restricted Topics - PCP Y11	-0.27454 <.0001	1.00000	-0.10001 0.0601	-0.29326 <.0001
PCP11CEL PCP Child Empathy/Listening - PCP Y11	0.68025 <.0001	-0.10001 0.0601	1.00000	0.46923 <.0001
PCP11CEE PCP Child Emotional Expression - PCP Y11	0.44515 <.0001	-0.29326 <.0001	0.46923 <.0001	1.00000