

## **Parent-Child Communication, Parent 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, (Parent)*.

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, 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.fasttrackproject.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: P12XC

Scored: PCP12

### **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 twelfth year of the study. One hundred twenty records were missing the complete measure. Forty-six records were missing from the control sample (4 from Durham, 16 from Nashville, 12 from Pennsylvania, and 14 from Washington) and 104 records were missing from the normative sample (13 from Durham, 40 from Nashville, 21 from Pennsylvania, and 30 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 (PCP12PAC)	.70	.75
Parent Restricted Topics (PCP12PRT)	.43	.34
Child Empathy/Listening (PCP12CEL)	.69	.75
Child Emotional Expression (PCP12CEE)	.72	.71

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 composed of only 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 (PCP12PAC)	4.17	0.57	4.02	0.67	341	-2.26	0.0245
Parent Restricted Topics (PCP12PRT)	1.59	0.69	1.62	0.63	341	0.49	0.6219
Child Empathy/Listening (PCP12CEL)	3.92	0.71	3.59	0.85	341	-3.81	0.0002
Child Emotional Expression (PCP12CEE)	3.77	0.74	3.71	0.68	341	-0.76	0.4463

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 (P12XC8)	1.65	1.03	2.13	1.28	341	3.72	0.0002
When your child is upset it is difficult to understand his/her feelings (P12XC14)	2.25	1.20	2.37	1.12	341	0.87	0.3827
Your child admits mistakes without hiding them (P12XC18)	2.96	1.23	2.89	1.08	340	-0.50	0.6198
You allow your child to have a say even if you disagree (P12XC19)	3.94	1.11	4.07	1.08	341	1.01	0.3122

## 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 39% 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*, is made up of 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**

<b>Variable</b>	<b>Label</b>	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
P12XC1	You can discuss your beliefs with your child without embarrassment	283	4.428	0.882	1.000	5.000
P12XC2	Your child is a good listener	283	3.975	0.958	1.000	5.000
P12XC3	Your child can tell how you feel	283	4.117	0.836	1.000	5.000
P12XC4	You are satisfied with how your child talks with you	283	4.120	0.903	1.000	5.000
P12XC5	Your child tries to understand your point of view	283	3.583	1.001	1.000	5.000
P12XC6	You do not discuss certain things with your child	283	1.933	0.982	1.000	5.000
P12XC7	You discuss child-related problems with your child	283	3.799	1.129	1.000	5.000
P12XC8	Your child insults you when angry	283	1.735	1.109	1.000	5.000
P12XC9	You can tell your child how you really feel	283	4.339	0.898	1.000	5.000
P12XC10	Your child tells you about personal problems	283	3.332	1.109	1.000	5.000
P12XC11R	Your child keeps his/her feelings to self--reversed	282	3.422	1.082	1.000	5.000
P12XC12R	Your child hides being angry--reversed	282	4.326	0.987	1.000	5.000
P12XC13	You encourage your child to think and talk about things	283	4.318	0.802	1.000	5.000
P12XC14	When your child is upset it is difficult to understand his/her feelings	283	2.279	1.177	1.000	5.000
P12XC15R	Your child lets things pile up without dealing with them--reversed	283	4.141	1.046	1.000	5.000
P12XC16	Your child lets you know what is bothering him/her	283	3.622	1.012	1.000	5.000
P12XC17	You do not discuss certain topics with your child	283	1.293	0.721	1.000	5.000
P12XC18	Your child admits mistakes without hiding them	282	2.965	1.219	1.000	5.000
P12XC19	You allow your child to have a say even if you disagree	283	3.986	1.101	1.000	5.000
P12XC20	You and your child come to solutions about problems	283	3.915	0.875	1.000	5.000

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

<b>Variable</b>	<b>Label</b>	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
P12XC1	You can discuss your beliefs with your child without embarrassment	109	4.239	1.008	1.000	5.000
P12XC2	Your child is a good listener	109	3.661	1.029	1.000	5.000
P12XC3	Your child can tell how you feel	109	3.826	0.999	1.000	5.000
P12XC4	You are satisfied with how your child talks with you	109	3.835	1.050	1.000	5.000
P12XC5	Your child tries to understand your point of view	109	3.284	1.072	1.000	5.000
P12XC6	You do not discuss certain things with your child	109	2.009	1.014	1.000	5.000
P12XC7	You discuss child-related problems with your child	109	3.642	1.126	1.000	5.000
P12XC8	Your child insults you when angry	109	2.128	1.285	1.000	5.000
P12XC9	You can tell your child how you really feel	109	4.183	0.983	1.000	5.000
P12XC10	Your child tells you about personal problems	109	3.266	1.103	1.000	5.000
P12XC11R	Your child keeps his/her feelings to self--reversed	108	3.361	0.981	1.000	5.000
P12XC12R	Your child hides being angry--reversed	109	4.330	1.001	1.000	5.000
P12XC13	You encourage your child to think and talk about things	109	4.349	0.832	1.000	5.000
P12XC14	When your child is upset it is difficult to understand his/her feelings	109	2.367	1.119	1.000	5.000
P12XC15R	Your child lets things pile up without dealing with them--reversed	109	4.028	0.928	2.000	5.000
P12XC16	Your child lets you know what is bothering him/her	109	3.560	0.966	1.000	5.000
P12XC17	You do not discuss certain topics with your child	109	1.239	0.543	1.000	3.000
P12XC18	Your child admits mistakes without hiding them	108	2.889	1.079	1.000	5.000
P12XC19	You allow your child to have a say even if you disagree	109	4.073	1.078	1.000	5.000
P12XC20	You and your child come to solutions about problems	109	3.844	1.002	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCP12PAC	PCP Parent Communication - PCP Y12	283	4.153	0.583	2.333	5.000
PCP12PRT	PCP Parent Restricted Topics - PCP Y12	283	1.613	0.686	1.000	4.500
PCP12CEL	PCP Child Empathy/Listening - PCP Y12	283	3.892	0.736	1.667	5.000
PCP12CEE	PCP Child Emotional Expression - PCP Y12	283	3.768	0.720	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCP12PAC	PCP Parent Communication - PCP Y12	109	4.015	0.668	2.167	5.000
PCP12PRT	PCP Parent Restricted Topics - PCP Y12	109	1.624	0.632	1.000	3.000
PCP12CEL	PCP Child Empathy/Listening - PCP Y12	109	3.590	0.846	1.667	5.000
PCP12CEE	PCP Child Emotional Expression - PCP Y12	109	3.710	0.677	1.800	5.000

## VII. Item and Scale Correlations

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

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations								
	P12XC1	P12XC2	P12XC3	P12XC4	P12XC5	P12XC6	P12XC7	P12XC8
<b>P12XC1</b> You can discuss your beliefs with your child without embarrassment	1.00000 <.0001 343	0.41773 <.0001 343	0.28994 <.0001 343	0.28826 <.0001 343	0.36211 <.0001 343	-0.26628 <.0001 343	0.30383 <.0001 343	-0.14544 0.0070 343
<b>P12XC2</b> Your child is a good listener	0.41773 <.0001 343	1.00000 <.0001 343	0.34744 <.0001 343	0.57391 <.0001 343	0.63093 <.0001 343	-0.18788 0.0005 343	0.18344 0.0006 343	-0.24940 <.0001 343
<b>P12XC3</b> Your child can tell how you feel	0.28994 <.0001 343	0.34744 <.0001 343	1.00000 <.0001 343	0.43011 <.0001 343	0.39515 <.0001 343	-0.15641 0.0037 343	0.25962 <.0001 343	-0.17126 0.0015 343
<b>P12XC4</b> You are satisfied with how your child talks with you	0.28826 <.0001 343	0.57391 <.0001 343	0.43011 <.0001 343	1.00000 <.0001 343	0.62056 <.0001 343	-0.13594 0.0117 343	0.20672 0.0001 343	-0.29242 <.0001 343
<b>P12XC5</b> Your child tries to understand your point of view	0.36211 <.0001 343	0.63093 <.0001 343	0.39515 <.0001 343	0.62056 <.0001 343	1.00000 <.0001 343	-0.19196 0.0003 343	0.25396 <.0001 343	-0.27571 <.0001 343
<b>P12XC6</b> You do not discuss certain things with your child	-0.26628 <.0001 343	-0.18788 0.0005 343	-0.15641 0.0037 343	-0.13594 0.0117 343	-0.19196 0.0003 343	1.00000 <.0001 343	-0.18319 0.0007 343	0.20494 0.0001 343
<b>P12XC7</b> You discuss child-related problems with your child	0.30383 <.0001 343	0.18344 0.0006 343	0.25962 <.0001 343	0.20672 0.0001 343	0.25396 <.0001 343	-0.18319 0.0007 343	1.00000 <.0001 343	-0.03106 0.5665 343
<b>P12XC8</b> Your child insults you when angry	-0.14544 0.0070 343	-0.24940 <.0001 343	-0.17126 0.0015 343	-0.29242 <.0001 343	-0.27571 <.0001 343	0.20494 0.0001 343	-0.03106 0.5665 343	1.00000 <.0001 343
<b>P12XC9</b> You can tell your child how you really feel	0.38616 <.0001 343	0.34694 <.0001 343	0.40180 <.0001 343	0.39151 <.0001 343	0.38443 <.0001 343	-0.28787 <.0001 343	0.30634 <.0001 343	-0.15265 0.0046 343
<b>P12XC10</b> Your child tells you about personal problems	0.31836 <.0001 343	0.39510 <.0001 343	0.27914 <.0001 343	0.42878 <.0001 343	0.45992 <.0001 343	-0.19983 0.0002 343	0.28488 <.0001 343	-0.16392 0.0023 343
<b>P12XC11R</b> Your child keeps his/her feelings to self--reversed	0.11655 0.0312 342	0.20604 0.0001 342	0.15942 0.0031 342	0.22894 <.0001 342	0.26782 <.0001 342	-0.17308 0.0013 342	0.16747 0.0019 342	-0.15184 0.0049 342
<b>P12XC12R</b> Your child hides being angry--reversed	0.14661 0.0066 342	0.03756 0.4887 342	0.12132 0.0249 342	0.09040 0.0951 342	0.08250 0.1279 342	-0.15327 0.0045 342	0.06221 0.2512 342	0.05686 0.2944 342
<b>P12XC13</b> You encourage your child to think and talk about things	0.17734 0.0010 343	0.21197 <.0001 343	0.19713 0.0002 343	0.24843 <.0001 343	0.27345 <.0001 343	-0.18326 0.0006 343	0.28560 <.0001 343	-0.06078 0.2616 343
<b>P12XC14</b> When your child is upset it is difficult to understand his/her feelings	-0.24273 <.0001 343	-0.21633 <.0001 343	-0.17686 0.0010 343	-0.21377 <.0001 343	-0.17762 0.0010 343	0.24541 <.0001 343	-0.07330 0.1756 343	0.23063 <.0001 343
<b>P12XC15R</b> Your child lets things pile up without dealing with them--reversed	0.29188 <.0001 343	0.22695 <.0001 343	0.14616 0.0067 343	0.33990 <.0001 343	0.20635 0.0001 343	-0.21860 <.0001 343	0.09282 0.0861 343	-0.19118 0.0004 343
<b>P12XC16</b> Your child lets you know what is bothering him/her	0.33461 <.0001 343	0.37918 <.0001 343	0.26089 <.0001 343	0.41262 <.0001 343	0.38303 <.0001 343	-0.22143 <.0001 343	0.26636 <.0001 343	-0.13521 0.0122 343

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations								
	P12XC1	P12XC2	P12XC3	P12XC4	P12XC5	P12XC6	P12XC7	P12XC8
<b>P12XC17</b> You do not discuss certain topics with your child	-0.13387 0.0131 343	0.02814 0.6035 343	-0.01302 0.8101 343	0.00439 0.9354 343	0.00638 0.9062 343	0.27814 <.0001 343	-0.04798 0.3757 343	0.07280 0.1786 343
<b>P12XC18</b> Your child admits mistakes without hiding them	0.14584 0.0069 342	0.27360 <.0001 342	0.15972 0.0031 342	0.23342 <.0001 342	0.31023 <.0001 342	-0.09807 0.0701 342	0.10904 0.0439 342	-0.13099 0.0153 342
<b>P12XC19</b> You allow your child to have a say even if you disagree	0.29889 <.0001 343	0.16380 0.0023 343	0.19560 0.0003 343	0.12714 0.0185 343	0.17423 0.0012 343	-0.24115 <.0001 343	0.18785 0.0005 343	-0.08865 0.1012 343
<b>P12XC20</b> You and your child come to solutions about problems	0.31551 <.0001 343	0.44874 <.0001 343	0.35831 <.0001 343	0.45216 <.0001 343	0.52719 <.0001 343	-0.16679 0.0019 343	0.23571 <.0001 343	-0.27074 <.0001 343

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations							
	P12XC9	P12XC10	P12XC11R	P12XC12R	P12XC13	P12XC14	P12XC15R
<b>P12XC1</b> You can discuss your beliefs with your child without embarrassment	0.38616 <.0001 343	0.31836 <.0001 343	0.11655 0.0312 342	0.14661 0.0066 342	0.17734 0.0010 343	-0.24273 <.0001 343	0.29188 <.0001 343
<b>P12XC2</b> Your child is a good listener	0.34694 <.0001 343	0.39510 <.0001 343	0.20604 0.0001 342	0.03756 0.4887 342	0.21197 <.0001 343	-0.21633 <.0001 343	0.22695 <.0001 343
<b>P12XC3</b> Your child can tell how you feel	0.40180 <.0001 343	0.27914 <.0001 343	0.15942 0.0031 342	0.12132 0.0249 342	0.19713 0.0002 343	-0.17686 0.0010 343	0.14616 0.0067 343
<b>P12XC4</b> You are satisfied with how your child talks with you	0.39151 <.0001 343	0.42878 <.0001 343	0.22894 <.0001 342	0.09040 0.0951 342	0.24843 <.0001 343	-0.21377 <.0001 343	0.33990 <.0001 343
<b>P12XC5</b> Your child tries to understand your point of view	0.38443 <.0001 343	0.45992 <.0001 343	0.26782 <.0001 342	0.08250 0.1279 342	0.27345 <.0001 343	-0.17762 0.0010 343	0.20635 0.0001 343
<b>P12XC6</b> You do not discuss certain things with your child	-0.28787 <.0001 343	-0.19983 0.0002 343	-0.17308 0.0013 342	-0.15327 0.0045 342	-0.18326 0.0006 343	0.24541 <.0001 343	-0.21860 <.0001 343
<b>P12XC7</b> You discuss child-related problems with your child	0.30634 <.0001 343	0.28488 <.0001 343	0.16747 0.0019 342	0.06221 0.2512 342	0.28560 <.0001 343	-0.07330 0.1756 343	0.09282 0.0861 343
<b>P12XC8</b> Your child insults you when angry	-0.15265 0.0046 343	-0.16392 0.0023 343	-0.15184 0.0049 342	0.05686 0.2944 342	-0.06078 0.2616 343	0.23063 <.0001 343	-0.19118 0.0004 343
<b>P12XC9</b> You can tell your child how you really feel	1.00000 343	0.38474 <.0001 343	0.14174 0.0087 342	0.13398 0.0131 342	0.37694 <.0001 343	-0.19234 0.0003 343	0.24223 <.0001 343
<b>P12XC10</b> Your child tells you about personal problems	0.38474 <.0001 343	1.00000 343	0.51478 <.0001 342	0.17282 0.0013 342	0.29917 <.0001 343	-0.29148 <.0001 343	0.27865 <.0001 343
<b>P12XC11R</b> Your child keeps his/her feelings to self--reversed	0.14174 0.0087 342	0.51478 <.0001 342	1.00000 342	0.35618 <.0001 341	0.19561 0.0003 342	-0.29245 <.0001 342	0.27751 <.0001 342

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations							
	P12XC9	P12XC10	P12XC11R	P12XC12R	P12XC13	P12XC14	P12XC15R
<b>P12XC12R</b> Your child hides being angry--reversed	0.13398 0.0131 342	0.17282 0.0013 342	0.35618 <.0001 341	1.00000  342	0.12397 0.0218 342	-0.25385 <.0001 342	0.25553 <.0001 342
<b>P12XC13</b> You encourage your child to think and talk about things	0.37694 <.0001 343	0.29917 <.0001 343	0.19561 0.0003 342	0.12397 0.0218 342	1.00000  343	-0.13409 0.0129 343	0.08306 0.1247 343
<b>P12XC14</b> When your child is upset it is difficult to understand his/her feelings	-0.19234 0.0003 343	-0.29148 <.0001 343	-0.29245 <.0001 342	-0.25385 <.0001 342	-0.13409 0.0129 343	1.00000  343	-0.34521 <.0001 343
<b>P12XC15R</b> Your child lets things pile up without dealing with them--reversed	0.24223 <.0001 343	0.27865 <.0001 343	0.27751 <.0001 342	0.25553 <.0001 342	0.08306 0.1247 343	-0.34521 <.0001 343	1.00000  343
<b>P12XC16</b> Your child lets you know what is bothering him/her	0.32515 <.0001 343	0.57968 <.0001 343	0.43363 <.0001 342	0.19843 0.0002 342	0.25117 <.0001 343	-0.26599 <.0001 343	0.36123 <.0001 343
<b>P12XC17</b> You do not discuss certain topics with your child	-0.14774 0.0061 343	-0.00857 0.8744 343	0.01396 0.7970 342	-0.07211 0.1834 342	-0.02058 0.7041 343	0.04608 0.3950 343	-0.08274 0.1262 343
<b>P12XC18</b> Your child admits mistakes without hiding them	0.20285 0.0002 342	0.27196 <.0001 342	0.12123 0.0252 341	-0.01801 0.7404 341	0.16319 0.0025 342	-0.09269 0.0870 342	0.20425 0.0001 342
<b>P12XC19</b> You allow your child to have a say even if you disagree	0.31680 <.0001 343	0.25523 <.0001 343	0.01819 0.7374 342	0.03465 0.5231 342	0.23306 <.0001 343	-0.08737 0.1062 343	0.18516 0.0006 343
<b>P12XC20</b> You and your child come to solutions about problems	0.35533 <.0001 343	0.43777 <.0001 343	0.24604 <.0001 342	0.08785 0.1049 342	0.33810 <.0001 343	-0.25586 <.0001 343	0.24622 <.0001 343

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations					
	P12XC16	P12XC17	P12XC18	P12XC19	P12XC20
<b>P12XC1</b> You can discuss your beliefs with your child without embarrassment	0.33461 <.0001 343	-0.13387 0.0131 343	0.14584 0.0069 342	0.29889 <.0001 343	0.31551 <.0001 343
<b>P12XC2</b> Your child is a good listener	0.37918 <.0001 343	0.02814 0.6035 343	0.27360 <.0001 342	0.16380 0.0023 343	0.44874 <.0001 343
<b>P12XC3</b> Your child can tell how you feel	0.26089 <.0001 343	-0.01302 0.8101 343	0.15972 0.0031 342	0.19560 0.0003 343	0.35831 <.0001 343
<b>P12XC4</b> You are satisfied with how your child talks with you	0.41262 <.0001 343	0.00439 0.9354 343	0.23342 <.0001 342	0.12714 0.0185 343	0.45216 <.0001 343
<b>P12XC5</b> Your child tries to understand your point of view	0.38303 <.0001 343	0.00638 0.9062 343	0.31023 <.0001 342	0.17423 0.0012 343	0.52719 <.0001 343
<b>P12XC6</b> You do not discuss certain things with your child	-0.22143 <.0001 343	0.27814 <.0001 343	-0.09807 0.0701 342	-0.24115 <.0001 343	-0.16679 0.0019 343

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations					
	P12XC16	P12XC17	P12XC18	P12XC19	P12XC20
<b>P12XC7</b> You discuss child-related problems with your child	0.26636 <.0001 343	-0.04798 0.3757 343	0.10904 0.0439 342	0.18785 0.0005 343	0.23571 <.0001 343
<b>P12XC8</b> Your child insults you when angry	-0.13521 0.0122 343	0.07280 0.1786 343	-0.13099 0.0153 342	-0.08865 0.1012 343	-0.27074 <.0001 343
<b>P12XC9</b> You can tell your child how you really feel	0.32515 <.0001 343	-0.14774 0.0061 343	0.20285 0.0002 342	0.31680 <.0001 343	0.35533 <.0001 343
<b>P12XC10</b> Your child tells you about personal problems	0.57968 <.0001 343	-0.00857 0.8744 343	0.27196 <.0001 342	0.25523 <.0001 343	0.43777 <.0001 343
<b>P12XC11R</b> Your child keeps his/her feelings to self--reversed	0.43363 <.0001 342	0.01396 0.7970 342	0.12123 0.0252 341	0.01819 0.7374 342	0.24604 <.0001 342
<b>P12XC12R</b> Your child hides being angry--reversed	0.19843 0.0002 342	-0.07211 0.1834 342	-0.01801 0.7404 341	0.03465 0.5231 342	0.08785 0.1049 342
<b>P12XC13</b> You encourage your child to think and talk about things	0.25117 <.0001 343	-0.02058 0.7041 343	0.16319 0.0025 342	0.23306 <.0001 343	0.33810 <.0001 343
<b>P12XC14</b> When your child is upset it is difficult to understand his/her feelings	-0.26599 <.0001 343	0.04608 0.3950 343	-0.09269 0.0870 342	-0.08737 0.1062 343	-0.25586 <.0001 343
<b>P12XC15R</b> Your child lets things pile up without dealing with them--reversed	0.36123 <.0001 343	-0.08274 0.1262 343	0.20425 0.0001 342	0.18516 0.0006 343	0.24622 <.0001 343
<b>P12XC16</b> Your child lets you know what is bothering him/her	1.00000 343	-0.01576 0.7711 343	0.22335 <.0001 342	0.21464 <.0001 343	0.40616 <.0001 343
<b>P12XC17</b> You do not discuss certain topics with your child	-0.01576 0.7711 343	1.00000 343	-0.09769 0.0712 342	-0.21565 <.0001 343	-0.08754 0.1056 343
<b>P12XC18</b> Your child admits mistakes without hiding them	0.22335 <.0001 342	-0.09769 0.0712 342	1.00000 342	0.25869 <.0001 342	0.27121 <.0001 342
<b>P12XC19</b> You allow your child to have a say even if you disagree	0.21464 <.0001 343	-0.21565 <.0001 343	0.25869 <.0001 342	1.00000 343	0.26389 <.0001 343
<b>P12XC20</b> You and your child come to solutions about problems	0.40616 <.0001 343	-0.08754 0.1056 343	0.27121 <.0001 342	0.26389 <.0001 343	1.00000 343

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

Pearson Correlation Coefficients, N = 343 Prob >  r  under H0: Rho=0				
	PCP12PAC	PCP12PRT	PCP12CEL	PCP12CEE
<b>PCP12PAC</b> PCP Parent Communication - PCP Y12	1.00000	-0.28292 <.0001	0.69503 <.0001	0.53375 <.0001
<b>PCP12PRT</b> PCP Parent Restricted Topics - PCP Y12	-0.28292 <.0001	1.00000	-0.15804 0.0033	-0.22676 <.0001
<b>PCP12CEL</b> PCP Child Empathy/Listening - PCP Y12	0.69503 <.0001	-0.15804 0.0033	1.00000	0.44281 <.0001
<b>PCP12CEE</b> PCP Child Emotional Expression - PCP Y12	0.53375 <.0001	-0.22676 <.0001	0.44281 <.0001	1.00000