

Parent-Child Communication, Parent Report

Grade 4/Year 5

Fast Track Project Technical Report

Jolynn C. X. Pek

July 31, 2006

Table of Contents

- I. Scale Description
- II. Report Sample
- III. Scaling
- IV. Differences between Groups
- V. Recommendations for Use
- VI. Item and Scale Means and SDs
- VII. Item and Scale Correlations

Appendix

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

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

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: P5X_C

Scored: PCP5

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 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 twelfth year of the study. Forty-three records were missing the complete measure. Fourteen records were missing from the control sample (3 from Durham, 1 from Nashville, 6 from Pennsylvania, and 4 from Washington) and 37 records were missing from the normative sample (6 from Durham, 10 from Nashville, 12 from Pennsylvania, and 9 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 non-missing.

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	High-risk Control Sample
Parent Communication (PCP5PAC)	.73	.67
Parent Restricted Topics (PCP5PRT)	.55	.55
Child Empathy/Listening (PCP5CEL)	.65	.65
Child Emotional Expression (PCP5CEE)	.71	.66

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 lower 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 all the subscales. The normative sample scored higher than the control sample for *Parent Communication*, *Child Empathy/Listening* and *Child Emotional Expression*. Higher scores on these three scales indicated that normative parents felt they had better communication with their child, were more likely to think that their child was empathic and were more likely to think that their child was more emotionally expressive. For *Parent Restricted Topics*, the normative sample scored lower than the control sample. Higher scores on this scale indicated that control parents were more likely to restrict discussing certain topics with their child.

Four items, 8, 14, 18, and 19, were not included in any scale. 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. Item 14 (when your child is upset it is difficult to understand his/her feelings) indicated significant differences between the normative and control samples, with the control sample parents being more likely to find it difficult to understand their child when the latter is upset. Mean differences for Item 18 (your child admits mistakes without hiding them) approached significance ($p = .06$), with the normative sample parents being more likely to report their child admitting mistakes without hiding them.

Parent-Child Communication, Parent Report, Subscales, Normative vs. Control								
Variable	Label	Normative		Control		DF	t Value	Pr > t
		Mean	Std Dev	Mean	Std Dev			
PCP5PAC	PCP Parent Communication	4.09642	0.59149	3.86288	0.59505	418	-3.81	0.0002
PCP5PRT	PCP Parent Restricted Topics	1.84409	0.75619	2.04255	0.86909	418	2.41	0.0162
PCP5CEL	PCP Child Empathy/Listening	3.84707	0.68886	3.62648	0.69861	418	-3.08	0.0022
PCP5CEE	PCP Child Emotional Expression	4.03728	0.66919	3.83652	0.67641	418	-2.89	0.0040

Parent-Child Communication, Parent Report, Stand-alone Items, Normative vs. Control								
Variable	Label	Normative		Control		DF	t Value	Pr > t
		Mean	Std Dev	Mean	Std Dev			
P5XC8	Your child insults you when angry	1.63799	0.94534	2.26950	1.22986	418	5.82	<.0001
P5XC14	When your child is upset it is difficult to understand his/her feelings	2.25806	1.12752	2.57857	1.19993	417	2.69	0.0075
P5XC18	Your child admits mistakes without hiding them	2.97849	1.13459	2.75887	1.06167	418	-1.91	0.0563
P5XC19	You allow your child to have a say even if you disagree	3.44444	1.33153	3.51773	1.22243	418	0.55	0.5845

V. Recommendations for Use

Analysts should note that three of the subscales, *Parent Communication*, *Child Empathy/Listening* and *Child Emotional Expression*, showed a normal distribution for both the normative sample and the high-risk sample. The *Parent Restricted Topics* subscale had a normal distribution for the control sample, but was positively skewed for the normative sample. 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 supersede 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
P5XC1	You can discuss your beliefs with your child without embarrassment	350	4.206	1.003	1.000	5.000
P5XC2	Your child is a good listener	350	3.880	0.913	1.000	5.000
P5XC3	Your child can tell how you feel	350	3.963	0.890	1.000	5.000
P5XC4	You are satisfied with how your child talks with you	350	4.257	0.781	2.000	5.000
P5XC5	Your child tries to understand your point of view	350	3.586	0.919	1.000	5.000
P5XC6	You do not discuss certain things with your child	350	2.291	1.027	1.000	5.000
P5XC7	You discuss child-related problems with your child	350	3.654	1.064	1.000	5.000
P5XC8	Your child insults you when angry	350	1.771	1.057	1.000	5.000
P5XC9	You can tell your child how you really feel	349	4.080	0.916	2.000	5.000
P5XC10	Your child tells you about personal problems	350	3.809	1.019	1.000	5.000
P5XC11R	Your child keeps his/her feelings to self--reversed	350	3.626	1.068	1.000	5.000
P5XC12R	Your child hides being angry--reversed	349	4.307	0.992	1.000	5.000
P5XC13	You encourage your child to think and talk about things	350	4.094	0.870	1.000	5.000
P5XC14	When your child is upset it is difficult to understand his/her feelings	350	2.337	1.175	1.000	5.000
P5XC15R	Your child lets things pile up without dealing with them--reversed	350	4.283	0.980	1.000	5.000
P5XC16	Your child lets you know what is bothering him/her	350	3.954	0.986	1.000	5.000
P5XC17	You do not discuss certain topics with your child	350	1.514	0.939	1.000	5.000
P5XC18	Your child admits mistakes without hiding them	350	2.897	1.141	1.000	5.000
P5XC19	You allow your child to have a say even if you disagree	350	3.429	1.315	1.000	5.000
P5XC20	You and your child come to solutions about problems	350	4.009	0.858	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
P5XC1	You can discuss your beliefs with your child without embarrassment	141	4.028	1.069	1.000	5.000
P5XC2	Your child is a good listener	141	3.660	0.917	1.000	5.000
P5XC3	Your child can tell how you feel	141	3.887	0.879	2.000	5.000
P5XC4	You are satisfied with how your child talks with you	141	3.908	0.886	1.000	5.000
P5XC5	Your child tries to understand your point of view	141	3.333	0.931	1.000	5.000
P5XC6	You do not discuss certain things with your child	141	2.369	1.045	1.000	5.000
P5XC7	You discuss child-related problems with your child	141	3.504	1.144	1.000	5.000
P5XC8	Your child insults you when angry	141	2.270	1.230	1.000	5.000
P5XC9	You can tell your child how you really feel	141	3.950	0.973	2.000	5.000
P5XC10	Your child tells you about personal problems	141	3.589	0.934	1.000	5.000
P5XC11R	Your child keeps his/her feelings to self--reversed	141	3.390	1.113	1.000	5.000
P5XC12R	Your child hides being angry--reversed	140	4.314	1.060	1.000	5.000
P5XC13	You encourage your child to think and talk about things	141	4.000	0.854	1.000	5.000
P5XC14	When your child is upset it is difficult to understand his/her feelings	140	2.579	1.200	1.000	5.000
P5XC15R	Your child lets things pile up without dealing with them--reversed	141	4.099	1.097	1.000	5.000
P5XC16	Your child lets you know what is bothering him/her	141	3.794	0.975	1.000	5.000
P5XC17	You do not discuss certain topics with your child	141	1.716	1.051	1.000	5.000
P5XC18	Your child admits mistakes without hiding them	141	2.759	1.062	1.000	5.000
P5XC19	You allow your child to have a say even if you disagree	141	3.518	1.222	1.000	5.000
P5XC20	You and your child come to solutions about problems	141	3.787	0.852	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCP5PAC	PCP Parent Communication - PCP Y5	350	4.050	0.601	2.333	5.000
PCP5PRT	PCP Parent Restricted Topics - PCP Y5	350	1.903	0.818	1.000	5.000
PCP5CEL	PCP Child Empathy/Listening - PCP Y5	350	3.810	0.696	1.333	5.000
PCP5CEE	PCP Child Emotional Expression - PCP Y5	350	3.995	0.684	2.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCP5PAC	PCP Parent Communication - PCP Y5	141	3.863	0.595	2.333	5.000
PCP5PRT	PCP Parent Restricted Topics - PCP Y5	141	2.043	0.869	1.000	5.000
PCP5CEL	PCP Child Empathy/Listening - PCP Y5	141	3.626	0.699	2.000	5.000
PCP5CEE	PCP Child Emotional Expression - PCP Y5	141	3.837	0.676	2.000	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										
	P5XC1	P5XC2	P5XC3	P5XC4	P5XC5	P5XC6	P5XC7	P5XC8	P5XC9	P5XC10
P5XC1 You can discuss your beliefs with your child without embarrassment	1.00000 420	0.25305 <.0001 420	0.30348 <.0001 420	0.27911 <.0001 420	0.20762 <.0001 420	-0.21646 <.0001 420	0.21736 <.0001 420	-0.00533 0.9133 420	0.44722 <.0001 419	0.22858 <.0001 420
P5XC2 Your child is a good listener	0.25305 <.0001 420	1.00000 420	0.34996 <.0001 420	0.41064 <.0001 420	0.47769 <.0001 420	0.00990 0.8396 420	0.25430 <.0001 420	-0.19400 <.0001 420	0.30463 <.0001 419	0.25952 <.0001 420
P5XC3 Your child can tell how you feel	0.30348 <.0001 420	0.34996 <.0001 420	1.00000 420	0.35618 <.0001 420	0.38654 <.0001 420	-0.05603 0.2519 420	0.24272 <.0001 420	-0.12514 0.0103 420	0.40143 <.0001 419	0.26655 <.0001 420
P5XC4 You are satisfied with how your child talks with you	0.27911 <.0001 420	0.41064 <.0001 420	0.35618 <.0001 420	1.00000 420	0.49178 <.0001 420	-0.02736 0.5760 420	0.32437 <.0001 420	-0.25114 <.0001 420	0.35426 <.0001 419	0.31385 <.0001 420
P5XC5 Your child tries to understand your point of view	0.20762 <.0001 420	0.47769 <.0001 420	0.38654 <.0001 420	0.49178 <.0001 420	1.00000 420	0.00860 0.8605 420	0.25674 <.0001 420	-0.28601 <.0001 420	0.31050 <.0001 419	0.35170 <.0001 420
P5XC6 You do not discuss certain things with your child	-0.21646 <.0001 420	0.00990 0.8396 420	-0.05603 0.2519 420	-0.02736 0.5760 420	0.00860 0.8605 420	1.00000 420	-0.04071 0.4053 420	0.11976 0.0141 420	-0.21940 <.0001 419	-0.08325 0.0884 420
P5XC7 You discuss child-related problems with your child	0.21736 <.0001 420	0.25430 <.0001 420	0.24272 <.0001 420	0.32437 <.0001 420	0.25674 <.0001 420	-0.04071 0.4053 420	1.00000 420	-0.14492 0.0029 420	0.28638 <.0001 419	0.29217 <.0001 420
P5XC8 Your child insults you when angry	-0.00533 0.9133 420	-0.19400 <.0001 420	-0.12514 0.0103 420	-0.25114 <.0001 420	-0.28601 <.0001 420	0.11976 0.0141 420	-0.14492 0.0029 420	1.00000 420	-0.06172 0.2073 419	-0.13172 0.0069 420
P5XC9 You can tell your child how you really feel	0.44722 <.0001 419	0.30463 <.0001 419	0.40143 <.0001 419	0.35426 <.0001 419	0.31050 <.0001 419	-0.21940 <.0001 419	0.28638 <.0001 419	-0.06172 0.2073 419	1.00000 419	0.39591 <.0001 419
P5XC10 Your child tells you about personal problems	0.22858 <.0001 420	0.25952 <.0001 420	0.26655 <.0001 420	0.31385 <.0001 420	0.35170 <.0001 420	-0.08325 0.0884 420	0.29217 <.0001 420	-0.13172 0.0069 420	0.39591 <.0001 419	1.00000 420
P5XC11R Your child keeps his/her feelings to self--reversed	0.15094 0.0019 420	0.14306 0.0033 420	0.07379 0.1311 420	0.19867 <.0001 420	0.17106 0.0004 420	-0.13482 0.0057 420	-0.03720 0.4471 420	-0.09464 0.0526 420	0.16312 0.0008 419	0.35366 <.0001 420
P5XC12R Your child hides being angry--reversed	0.23578 <.0001 419	0.07619 0.1194 419	0.14612 0.0027 419	0.06325 0.1963 419	0.03895 0.4265 419	-0.23055 <.0001 419	0.01337 0.7850 419	-0.05977 0.2222 419	0.12702 0.0093 418	0.14723 0.0025 419
P5XC13 You encourage your child to think and talk about things	0.28440 <.0001 420	0.25618 <.0001 420	0.30747 <.0001 420	0.27580 <.0001 420	0.28204 <.0001 420	-0.12264 0.0119 420	0.29831 <.0001 420	-0.06395 0.1909 420	0.33101 <.0001 419	0.32743 <.0001 420
P5XC14 When your child is upset it is difficult to understand his/her feelings	-0.15703 0.0013 419	-0.16156 0.0009 419	-0.13305 0.0064 419	-0.08805 0.0718 419	-0.09888 0.0431 419	0.18577 0.0001 419	-0.00007 0.9989 419	0.21295 <.0001 419	-0.18326 0.0002 418	-0.20982 <.0001 419
P5XC15R Your child lets things pile up without dealing with them--reversed	0.14145 0.0037 420	0.14124 0.0037 420	0.02220 0.6501 420	0.14683 0.0026 420	0.10959 0.0247 420	-0.14839 0.0023 420	-0.01270 0.7952 420	-0.24907 <.0001 420	0.09654 0.0483 419	0.19973 <.0001 420

Pearson Correlation Coefficients										
Prob > r under H0: Rho=0										
Number of Observations										
	P5XC1	P5XC2	P5XC3	P5XC4	P5XC5	P5XC6	P5XC7	P5XC8	P5XC9	P5XC10
P5XC16 Your child lets you know what is bothering him/her	0.19803 <.0001 420	0.24872 <.0001 420	0.24064 <.0001 420	0.20965 <.0001 420	0.25713 <.0001 420	-0.04886 0.3178 420	0.19567 <.0001 420	-0.03096 0.5269 420	0.28385 <.0001 419	0.48183 <.0001 420
P5XC17 You do not discuss certain topics with your child	-0.20748 <.0001 420	-0.06819 0.1631 420	-0.11598 0.0174 420	-0.06945 0.1554 420	-0.01941 0.6917 420	0.35125 <.0001 420	0.03676 0.4525 420	0.14154 0.0037 420	-0.16964 0.0005 419	-0.12684 0.0093 420
P5XC18 Your child admits mistakes without hiding them	0.10919 0.0252 420	0.25758 <.0001 420	0.16619 0.0006 420	0.19631 <.0001 420	0.32962 <.0001 420	-0.06434 0.1881 420	0.20702 <.0001 420	-0.06487 0.1846 420	0.14052 0.0040 419	0.15015 0.0020 420
P5XC19 You allow your child to have a say even if you disagree	0.18464 0.0001 420	-0.01052 0.8298 420	0.09210 0.0593 420	0.07043 0.1496 420	0.03406 0.4864 420	-0.19723 <.0001 420	0.09100 0.0624 420	0.12101 0.0131 420	0.21438 <.0001 419	0.08611 0.0780 420
P5XC20 You and your child come to solutions about problems	0.32242 <.0001 420	0.33766 <.0001 420	0.26148 <.0001 420	0.40313 <.0001 420	0.43910 <.0001 420	-0.09268 0.0577 420	0.23602 <.0001 420	-0.27914 <.0001 420	0.34612 <.0001 419	0.31308 <.0001 420

Pearson Correlation Coefficients										
Prob > r under H0: Rho=0										
Number of Observations										
	P5XC11R	P5XC12R	P5XC13	P5XC14	P5XC15R	P5XC16	P5XC17	P5XC18	P5XC19	P5XC20
P5XC1 You can discuss your beliefs with your child without embarrassment	0.15094 0.0019 420	0.23578 <.0001 419	0.28440 <.0001 420	-0.15703 0.0013 419	0.14145 0.0037 420	0.19803 <.0001 420	-0.20748 <.0001 420	0.10919 0.0252 420	0.18464 0.0001 420	0.32242 <.0001 420
P5XC2 Your child is a good listener	0.14306 0.0033 420	0.07619 0.1194 419	0.25618 <.0001 420	-0.16156 0.0009 419	0.14124 0.0037 420	0.24872 <.0001 420	-0.06819 0.1631 420	0.25758 <.0001 420	-0.01052 0.8298 420	0.33766 <.0001 420
P5XC3 Your child can tell how you feel	0.07379 0.1311 420	0.14612 0.0027 419	0.30747 <.0001 420	-0.13305 0.0064 419	0.02220 0.6501 420	0.24064 <.0001 420	-0.11598 0.0174 420	0.16619 0.0006 420	0.09210 0.0593 420	0.26148 <.0001 420
P5XC4 You are satisfied with how your child talks with you	0.19867 <.0001 420	0.06325 0.1963 419	0.27580 <.0001 420	-0.08805 0.0718 419	0.14683 0.0026 420	0.20965 <.0001 420	-0.06945 0.1554 420	0.19631 <.0001 420	0.07043 0.1496 420	0.40313 <.0001 420
P5XC5 Your child tries to understand your point of view	0.17106 0.0004 420	0.03895 0.4265 419	0.28204 <.0001 420	-0.09888 0.0431 419	0.10959 0.0247 420	0.25713 <.0001 420	-0.01941 0.6917 420	0.32962 <.0001 420	0.03406 0.4864 420	0.43910 <.0001 420
P5XC6 You do not discuss certain things with your child	-0.13482 0.0057 420	-0.23055 <.0001 419	-0.12264 0.0119 420	0.18577 0.0001 419	-0.14839 0.0023 420	-0.04886 0.3178 420	0.35125 <.0001 420	-0.06434 0.1881 420	-0.19723 <.0001 420	-0.09268 0.0577 420
P5XC7 You discuss child-related problems with your child	-0.03720 0.4471 420	0.01337 0.7850 419	0.29831 <.0001 420	-0.00007 0.9989 419	-0.01270 0.7952 420	0.19567 <.0001 420	0.03676 0.4525 420	0.20702 <.0001 420	0.09100 0.0624 420	0.23602 <.0001 420
P5XC8 Your child insults you when angry	-0.09464 0.0526 420	-0.05977 0.2222 419	-0.06395 0.1909 420	0.21295 <.0001 419	-0.24907 <.0001 420	-0.03096 0.5269 420	0.14154 0.0037 420	-0.06487 0.1846 420	0.12101 0.0131 420	-0.27914 <.0001 420
P5XC9 You can tell your child how you really feel	0.16312 0.0008 419	0.12702 0.0093 418	0.33101 <.0001 419	-0.18326 0.0002 418	0.09654 0.0483 419	0.28385 <.0001 419	-0.16964 0.0005 419	0.14052 0.0040 419	0.21438 <.0001 419	0.34612 <.0001 419
P5XC10 Your child tells you about personal problems	0.35366 <.0001 420	0.14723 0.0025 419	0.32743 <.0001 420	-0.20982 <.0001 419	0.19973 <.0001 420	0.48183 <.0001 420	-0.12684 0.0093 420	0.15015 0.0020 420	0.08611 0.0780 420	0.31308 <.0001 420

Pearson Correlation Coefficients Prob > r under H0: Rho=0 Number of Observations										
	P5XC11R	P5XC12R	P5XC13	P5XC14	P5XC15R	P5XC16	P5XC17	P5XC18	P5XC19	P5XC20
P5XC11R Your child keeps his/her feelings to self--reversed	1.00000 420	0.37479 <.0001 419	0.09835 0.0440 420	-0.39276 <.0001 419	0.47630 <.0001 420	0.36546 <.0001 420	-0.24271 <.0001 420	0.01717 0.7257 420	0.10598 0.0299 420	0.17239 0.0004 420
P5XC12R Your child hides being angry--reversed	0.37479 <.0001 419	1.00000 419	0.10594 0.0301 419	-0.28281 <.0001 418	0.33315 <.0001 419	0.17643 0.0003 419	-0.29581 <.0001 419	-0.00171 0.9722 419	0.21269 <.0001 419	0.06874 0.1602 419
P5XC13 You encourage your child to think and talk about things	0.09835 0.0440 420	0.10594 0.0301 419	1.00000 420	-0.08411 0.0855 419	0.02388 0.6256 420	0.27205 <.0001 420	-0.06995 0.1524 420	0.18012 0.0002 420	0.15150 0.0018 420	0.31646 <.0001 420
P5XC14 When your child is upset it is difficult to understand his/her feelings	-0.39276 <.0001 419	-0.28281 <.0001 418	-0.08411 0.0855 419	1.00000 419	-0.41761 <.0001 419	-0.28609 <.0001 419	0.29629 <.0001 419	-0.09680 0.0477 419	-0.07836 0.1092 419	-0.10273 0.0355 419
P5XC15R Your child lets things pile up without dealing with them--reversed	0.47630 <.0001 420	0.33315 <.0001 419	0.02388 0.6256 420	-0.41761 <.0001 419	1.00000 420	0.27402 <.0001 420	-0.32757 <.0001 420	-0.01666 0.7335 420	-0.02909 0.5521 420	0.10561 0.0305 420
P5XC16 Your child lets you know what is bothering him/her	0.36546 <.0001 420	0.17643 0.0003 419	0.27205 <.0001 420	-0.28609 <.0001 419	0.27402 <.0001 420	1.00000 420	-0.05956 0.2232 420	0.18865 0.0001 420	0.15181 0.0018 420	0.31787 <.0001 420
P5XC17 You do not discuss certain topics with your child	-0.24271 <.0001 420	-0.29581 <.0001 419	-0.06995 0.1524 420	0.29629 <.0001 419	-0.32757 <.0001 420	-0.05956 0.2232 420	1.00000 420	0.04863 0.3201 420	-0.12728 0.0090 420	-0.02468 0.6141 420
P5XC18 Your child admits mistakes without hiding them	0.01717 0.7257 420	-0.00171 0.9722 419	0.18012 0.0002 420	-0.09680 0.0477 419	-0.01666 0.7335 420	0.18865 0.0001 420	0.04863 0.3201 420	1.00000 420	0.07900 0.1059 420	0.27752 <.0001 420
P5XC19 You allow your child to have a say even if you disagree	0.10598 0.0299 420	0.21269 <.0001 419	0.15150 0.0018 420	-0.07836 0.1092 419	-0.02909 0.5521 420	0.15181 0.0018 420	-0.12728 0.0090 420	0.07900 0.1059 420	1.00000 420	0.16959 0.0005 420
P5XC20 You and your child come to solutions about problems	0.17239 0.0004 420	0.06874 0.1602 419	0.31646 <.0001 420	-0.10273 0.0355 419	0.10561 0.0305 420	0.31787 <.0001 420	-0.02468 0.6141 420	0.27752 <.0001 420	0.16959 0.0005 420	1.00000 420

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

Pearson Correlation Coefficients Prob > r under H0: Rho=0 Number of Observations								
	PCP5PAC	PCP5PRT	PCP5CEL	PCP5CEE	P5XC8	P5XC14	P5XC18	P5XC19
PCP5PAC PCP Parent Communication - PCP Y5	1.00000 <.0001 420	-0.19225 <.0001 420	0.61177 <.0001 420	0.38487 <.0001 420	-0.19797 <.0001 420	-0.15386 0.0016 419	0.28001 <.0001 420	0.22460 <.0001 420
PCP5PRT PCP Parent Restricted Topics - PCP Y5	-0.19225 <.0001 420	1.00000	-0.06047 0.2162 420	-0.30361 <.0001 420	0.15837 0.0011 420	0.29067 <.0001 419	-0.01223 0.8026 420	-0.19899 <.0001 420
PCP5CEL PCP Child Empathy/Listening - PCP Y5	0.61177 <.0001 420	-0.06047 0.2162 420	1.00000	0.32195 <.0001 420	-0.26095 <.0001 420	-0.16842 0.0005 419	0.32451 <.0001 420	0.04934 0.3131 420
PCP5CEE PCP Child Emotional Expression - PCP Y5	0.38487 <.0001 420	-0.30361 <.0001 420	0.32195 <.0001 420	1.00000	-0.16761 0.0006 420	-0.47154 <.0001 419	0.09784 0.0451 420	0.15515 0.0014 420
P5XC8 Your child insults you when angry	-0.19797 <.0001 420	0.15837 0.0011 420	-0.26095 <.0001 420	-0.16761 0.0006 420	1.00000	0.21295 <.0001 419	-0.06487 0.1846 420	0.12101 0.0131 420
P5XC14 When your child is upset it is difficult to understand his/her feelings	-0.15386 0.0016 419	0.29067 <.0001 419	-0.16842 0.0005 419	-0.47154 <.0001 419	0.21295 <.0001 419	1.00000	-0.09680 0.0477 419	-0.07836 0.1092 419
P5XC18 Your child admits mistakes without hiding them	0.28001 <.0001 420	-0.01223 0.8026 420	0.32451 <.0001 420	0.09784 0.0451 420	-0.06487 0.1846 420	-0.09680 0.0477 419	1.00000	0.07900 0.1059 420
P5XC19 You allow your child to have a say even if you disagree	0.22460 <.0001 420	-0.19899 <.0001 420	0.04934 0.3131 420	0.15515 0.0014 420	0.12101 0.0131 420	-0.07836 0.1092 419	0.07900 0.1059 420	1.00000 420