

**Parent-Child Communication, Parent Report**  
*Grade 5/Year 6*

**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:* p6x

*Scored:* pcp6

**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 McMahan, Jones, & Kim (1997).

**II. Report Sample**

This technical report is based upon Year 6, Cohort 1 data, including both high-risk control and normative samples. With missing cases excluded, the total N (including overlap) was 407, with 337 normative and 141 high-risk control youth.

56 parents (% of cohort) were missing observations for the entire measure, including parents of 50 normative youth (13%) and 14 high-risk youth (9%). The missing cases included 7 observations from the

Durham site, 13 observations from Nashville, 16 observations from Pennsylvania, and 20 observations from Seattle. Data were missing for parents of 24 girls and 32 boys. Ethnic breakdown for missing data was: 1 Asian, 18 Black, 1 Hispanic, 31 White, 5 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. A more detailed discussion of the Confirmatory Factor Analysis of this scaling can be found in the addendum. 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=337)</u>	<u>HRC (n =141)</u>
Parent Communication (Items 1, 4, 7, 9, 13, 20)	.74	.71
Parent Restricted Topics (Items 6, 17)	.40	.52
Child Empathy/Listening (Items 2, 3, 5)	.71	.75
Child Emotional Expression (Items 10, 11r, 12r, 15r, 16)	.65	.68

### 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 = 266) and the High Risk Control sample (including overlapping Normative youth, n = 141). 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=266)</u>	<u>High-Risk Mean (n=141)</u>
Parent Communication	405	3.76	.0002	4.05	3.83
Parent Restricted Topics	405	-1.24	.216	1.85	1.95
Child Empathy/Listening		405	4.29	3.85	3.53
Child Emotional Expression*	252*	3.86	.0001	3.94	3.66

\*T-test with Satterthwaite correction for degrees of freedom (df) given statistical inequality of variances.

### V. Recommendations for Use

Although items 10 and 16 loaded on both the Child Empathy factor as well as Child Emotional Expressiveness in the initial exploratory factor analysis, a decision was made to retain these items in the Child Emotional expressiveness scale based on the following reasons: 1) in the grade 5 samples, CFA

showed improved fit with inclusion of both items on this factor, 2) item content seemed to fit better with the item content of other items in this scale, and 3) inclusion of these two items improved the alpha coefficient of internal consistency for Child Emotional Expressiveness.

Note that this scaling should supercede that used in the original Technical Report written by McMahon, Jones, & 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
P6XC1	Can Discuss Beliefs Without Embarassment	4.098	1.060	337
P6XC2	Child is Good Listener	3.991	0.895	337
P6XC3	Child is Empathic	3.887	0.912	337
P6XC4	Parent Satisfied with Communication	4.089	0.826	337
P6XC5	Child Tries to Understand Parents View	3.525	0.900	337
P6XC6	Child Avoids Discussing Things	2.226	1.025	337
P6XC7	Discuss Childs Problems with Child	3.777	0.923	337
P6XC8	Child Insults Parent When Angry	1.757	1.080	337
P6XC9	Can Tell Child How Parent Really Feels	4.163	0.863	337
P6XC10	Child Talks about Personal Problems	3.715	1.030	337
P6XC11	Child Keeps Feelings to Self	2.412	1.101	337
P6XC12	Child Hides Anger	1.845	1.015	335
P6XC13	Encourage Chld to Form Own Opinion	4.142	0.766	337
P6XC14	Difficult to Tell if Child is Upset	2.348	1.167	336
P6XC15	Child Piles Up Probs Till Overwhelming	1.860	1.011	336
P6XC16	Child Tells Parent What Bothers Child	3.795	0.965	337
P6XC17	Does Not Allow Discn of Certain Topics	1.546	1.017	337
P6XC18	Child Admits Mistakes	2.902	1.102	337
P6XC19	Child Can Disagree with Parent	3.685	1.156	337
P6XC20	Achieve Solutions in Problem Discussions	3.869	0.890	337

### ITEM MEANS-HIGH-RISK CONTROLS

Variable	Label	Mean	Std Dev	N
P6XC1	Can Discuss Beliefs Without Embarassment	4.014	1.021	141
P6XC2	Child is Good Listener	3.652	0.949	141
P6XC3	Child is Empathic	3.652	0.941	141
P6XC4	Parent Satisfied with Communication	3.709	0.858	141
P6XC5	Child Tries to Understand Parents View	3.291	0.922	141
P6XC6	Child Avoids Discussing Things	2.348	1.049	141
P6XC7	Discuss Childs Problems with Child	3.624	0.968	141
P6XC8	Child Insults Parent When Angry	2.106	1.280	141
P6XC9	Can Tell Child How Parent Really Feels	3.901	0.981	141
P6XC10	Child Talks about Personal Problems	3.440	1.010	141
P6XC11	Child Keeps Feelings to Self	2.631	1.155	141
P6XC12	Child Hides Anger	1.886	1.100	140
P6XC13	Encourage Chld to Form Own Opinion	4.035	0.788	141
P6XC14	Difficult to Tell if Child is Upset	2.586	1.205	140
P6XC15	Child Piles Up Probs Till Overwhelming	2.199	1.191	141

P6XC16	Child Tells Parent What Bothers Child	3.589	1.029	141
P6XC17	Does Not Allow Discn of Certain Topics	1.560	0.988	141
P6XC18	Child Admits Mistakes	2.794	1.011	141
P6XC19	Child Can Disagree with Parent	3.716	1.148	141
P6XC20	Achieve Solutions in Problem Discussions	3.681	0.913	141

#### Scale Means

Scale	Normative Sample (n=337)		High Risk Control (n=141)	
	Mean	SD	Mean	SD
Parent Communication	4.02	0.57	3.83	0.59
Parent Restricted Topics	1.89	0.81	1.95	0.84
Child Empathy/Listening		3.80		0.72
Child Emotional Expression	3.88	0.66	3.66	0.73

#### VII. Scale Correlations

Pearson Correlation Coefficients, Normative Sample above Diagonal (n=337), High Risk Controls below diagonal (n=141).

	PCOMM	PRT	CEL	CEE
<b>Parent Communication</b>	1.00	-0.21	0.61	0.48
<b>Parent Restricted Topics</b>	-0.13	1.00	0.01	-0.28
<b>Child Empathy/Listening</b>	0.52	0.20	1.00	0.29
<b>Child Emotional Expression</b>	0.40	-0.31	0.22	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.

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