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

FAST Track Project Technical Report
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Citation

Instrument

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

Report

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

Data Sources

Raw: *c10q*

Scored: *pcc10*

I. Scale Description

The **Parent-Child Communication Scale, Child Report**, adapted from the Revised Parent-Adolescent Communication Form of the Pittsburgh Youth Study (see Thornberry, Huizinga, & Loeber, 1995), is a 10-item measure which assesses children's perceptions of their primary caregiver's openness to communication. The answers are coded on 5-point scales where 1 represents "almost never" and 5 represents "almost always."

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 359, with 297 normative and 121 high-risk control youth.

104 youth (22% of cohort) were missing observations for the entire measure, including 90 normative youth (23%) and 34 high-risk youth (22%). The missing cases included 17 observations from the Durham site, 35 observations from Nashville, 27 observations from Pennsylvania, and 25 observations from Seattle. Data were missing for 42 girls and 62 boys. Ethnic breakdown for missing data was: 1 Asian, 41 Black, 3 Hispanic, 55 White, 4 Other.

III. Scaling

Exploratory factor analyses conducted using Grade 5 data on the normative sample yielded two scales that paralleled the scales created in the original Technical Report (McMahon, Kim, & Jones, 1997): Parent Communication and Child Communication. Items 4 and 9 did not load on either scale. Each scale score was calculated by taking an average of the items comprising the scale if at least 50% of the items were nonmissing.

The resulting scales, associated reliability estimates and descriptive indices for the Normative (Norm) and High-Risk Control (HRC) samples are provided below. Higher scores indicate more frequent communication on the part of the person named in the scale.

Cronbach's Coefficient Alpha

	Normative (n=297)	HRC (n=121)
Parent Communication (Items 1,2,3,6r,10)	.69	.72
Child Communication (Items 5, 7, 8)	.83	.85

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 = 238) and the High-Risk Control sample (including overlapping Normative youth, n = 121). Results indicated that the Low-Risk Control respondents had significantly higher scores on Parent Communication (indicating more frequent communication from the parent to the child) than did the High Risk respondents. There was also a statistical trend for Low-Risk Control youth to score higher on Child Communication (indicating more frequent communication from the child to the parent) compared to High-Risk respondents.

PCC Scale	DF	t Value	Pr > |t|	Low-Risk Mean (n=238)	High-Risk Mean (n=121)
Parent Communication	205	2.20*	0.03	3.86	3.67
Child Communication	357	1.69	0.09	3.47	3.29

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

V. Recommendations for Use

The parent communication scale on this measure reflects the child's perception of the primary caregiver's effort to maintain open communication with him/her. The child communication scale reflects the frequency with which the child communicates his/her feelings and problems with the primary caregiver. Similar constructs, although measured by different combinations of items, can be found on the Parent-Child Communication, Parent Report measure.

VI. Item and Scale Means and SD's

ITEM MEANS-NORMATIVE SAMPLE

Variable	Label	Mean	Std Dev	N
C10QC1	Parent good listener	4.074	0.970	297
C10QC2	Parent can tell how child feels	3.593	1.071	297
C10QC3	Parent tried to understand thoughts	3.741	1.070	297
C10QC4	Some things I do not discuss w/parents	2.865	1.050	297
C10QC5	Discuss problems w/parents	3.212	1.039	297
C10QC6	Parent insults child when angry	1.657	1.008	297
C10QC7	Parent can tell how really feels	3.448	1.141	297
C10QC8	Can let parent know what bothers child	3.599	1.068	297
C10QC9	Some things par do not let me discuss	1.490	0.844	296
C10QC10	Can say what I think if par disagrees	3.290	1.212	297

ITEM MEANS-HIGH RISK CONTROL SAMPLE

Variable	Label	Mean	Std Dev	N
C10QC1	Parent good listener	3.876	1.201	121
C10QC2	Parent can tell how child feels	3.446	1.238	121
C10QC3	Parent tried to understand thoughts	3.603	1.180	121
C10QC4	Some things I do not discuss w/parents	2.752	1.206	121
C10QC5	Discuss problems w/parents	3.091	1.125	121
C10QC6	Parent insults child when angry	1.835	1.098	121
C10QC7	Parent can tell how really feels	3.273	1.225	121
C10QC8	Can let parent know what bothers child	3.496	1.239	121
C10QC9	Some things par do not let me discuss	1.710	1.114	121
C10QC10	Can say what I think if par disagrees	3.256	1.268	121

Scale Means

Scale	Normative Sample (n=303) Mean	SD	High-Risk Control (n= 121) Mean	SD
Parent Communication	3.81	0.71	3.67	0.82
Child Communication	3.42	0.94	3.29	1.05

VII. Scale Correlations

Pearson Correlation Coefficients, Normative Sample (n=297) above diagonal, High-Risk Control (n=121) below diagonal.

	PACOM	**CHCOM**
Parent Communication	1.00	0.60
Child Communication	0.62	1.00