Parent-Child Communication, Child Report
Grade 7/Year 8 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: c8q

Scored: pcc8

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 8, Cohort 1 data, including both high-risk control and normative samples. With missing cases excluded, the total N (including overlap) was 385, with 319 normative and 131 high-risk control youth.

78 youth (17% of cohort) were missing observations for the entire measure, including 68 normative youth (18%) and 24 high-risk youth (15%). The missing cases included 15 observations from the Durham site, 22 observations from Nashville, 17 observations from Pennsylvania, and 24 observations from Seattle. Data were missing for 31 girls and 47 boys. Ethnic breakdown for missing data was: 1 Asian, 36 Black, 5 Hispanic, 33 White, 3 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 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=319)	HRC (n=131)
Parent Communication (Items 1,2,3,6r,10)	.71	.73
Child Communication (Items 5, 7, 8)	.81	.80

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 = 254) and the High-Risk Control sample (including overlapping Normative youth, n = 131). Results indicated that the Low-Risk Control respondents had significantly higher scores on Child Communication (indicating more frequent communication from the child to the parent) and Parent Communication (indicating more frequent communication from the parent to the child) than did the High-Risk respondents.

PCC Scale	DF	t Value	Pr > |t|	Low-Risk Mean (n=254)	High-Risk Mean (n=131)
Parent Communication	210	3.95*	0.0001	3.95	3.62
Child Communication	383	2.92	0.004	3.62	3.33

*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
C8QC1	Parent good listener	4.191	0.927	319
C8QC2	Parent can tell how child feels	3.636	1.127	319
C8QC3	Parent tried to understand thoughts	3.906	1.061	318
C8QC4	Some things I do not discuss w/parents	2.806	1.061	319
C8QC5	Discuss problems w/parents	3.404	1.097	319
C8QC6	Parent insults child when angry	1.759	1.032	319
C8QC7	Parent can tell how really feels	3.527	1.207	319
C8QC8	Can let parent know what bothers child	3.655	1.037	319
C8QC9	Some things par do not let me discuss	1.727	1.036	319
C8QC10	Can say what I think if par disagrees	3.285	1.188	319

ITEM MEANS-HIGH RISK CONTROL SAMPLE

Variable	Label	Mean	Std Dev	N
C8QC1	Parent good listener	3.985	1.081	131
C8QC2	Parent can tell how child feels	3.244	1.241	131
C8QC3	Parent tried to understand thoughts	3.677	1.183	130
C8QC4	Some things I do not discuss w/parents	2.863	1.135	131
C8QC5	Discuss problems w/parents	3.183	1.188	131
C8QC6	Parent insults child when angry	1.916	1.234	131
C8QC7	Parent can tell how really feels	3.275	1.301	131
C8QC8	Can let parent know what bothers child	3.519	1.132	131
C8QC9	Some things par do not let me discuss	2.031	1.271	131
C8QC10	Can say what I think if par disagrees	3.115	1.334	131

Scale Means

Scale	Normative Sample (n=319)		High-Risk Control (n= 131)	
	Mean	SD	Mean	SD
Parent Communication	3.85	0.72	3.62	0.84
Child Communication	3.53	0.95	3.33	1.02

VII. Scale Correlations

Pearson Correlation Coefficients, Normative Sample (n=319) above diagonal, High-Risk Control (n=131) below diagonal.

	PACOM	CHCOM
Parent Communication	1.00	0.68
Child Communication	0.70	1.00