

Parent-Child Communication, Child Report

Grade 10/Year 11

Fast Track Project Technical Report

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SAS Scoring program

Citation

Instrument

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

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, Child 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 (Child)* (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, Child Report* (Fast Track Project Technical Report). Seattle, WA: University of Washington.

Data Sources

Raw: C11QC

Scored: PCC11

I. Scale Description

The Parent-Child Communication Scale, Child Report, adapted from the Revised Parent-Adolescent Communication Form of the Pittsburgh Youth Study (see Loeber, Farrington, Stouthamer, & Van Kammen, 1998; Thornberry, Huizinga, & Loeber, 1995), is a 10-item measure that 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

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 eleventh year of the study. One hundred eighteen students were missing the complete measure. Forty-five students were missing from the control sample (8 from Durham, 12 from Nashville, 14 from Pennsylvania, and 11 from Washington) and 102 students were missing from the normative sample (17 from Durham, 28 from Nashville, 31 from Pennsylvania, and 26 from Washington). These numbers may reflect some overlap between the samples.

III. Scaling

This measure has two subscales, based on exploratory factor analyses from previous technical reports: *Parent Communication* (which includes items 1, 2, 3, 6r, and 10) and *Child Communication* (which includes items 5, 7, and 8). Items 4 and 9 did not load on either scale. Item 6 was reverse-scored to be consistent with the scaling direction of the other items in the *Parent Communication* subscale. Each scale score was calculated by taking the mean of the items comprising the scale if at least 50% of the items were nonmissing. Higher scores indicated more frequent communication on the part of the person named in the scale.

Cronbach's alphas were calculated for each scale and are reported as follows:

	Normative Sample	Control Sample
Parent Communication (PCC11PAC)	.75	.79
Child Communication (PCC11CHC)	.85	.82

Both subscales showed adequate reliability for both the normative and the control samples.

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 no significant differences between the samples for either subscale. The difference between the normative sample and the control sample for the *Parent Communication* subscale approached significance ($p=0.08$) with the normative sample scoring a higher level of communication (indicating more frequent communication from the parent to the youth).

Two items, 4 and 9, were not included in any scale. One item, 9 (your parent does not discuss certain things with you), indicated significant differences between the normative and the control samples, with the control sample students being more likely to indicate that their parents did not discuss certain things with them often.

Parent-Child Communication, Child Report, Subscales, Normative vs. Control

	Normative Sample		Control Sample		DF	t Value	Pr> t
	Mean	SD	Mean	SD			
Parent Communication (PCC11PAC)	3.85	0.75	3.69	0.86	343	-1.76	0.0795
Child Communication (PCC11CHC)	3.48	0.95	3.37	0.99	343	-0.98	0.3258

Parent-Child Communication, Child Report, Items, Normative vs. Control

	Normative Sample		Control Sample		DF	t Value	Pr> t
	Mean	SD	Mean	SD			
You do not discuss things with your parent (C11QC4)	2.92	1.02	2.92	1.16	343	-0.01	0.9937
Your parent does not discuss certain things with you (C11QC9)	1.45	0.86	1.95	1.17	342	4.43	<.0001

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.

Analysts should note that both scales showed a normal distribution for both the normative sample and the high-risk control sample. This measure would be most effective when used in conjunction with the Parent-Child Communication, Parent Report.

VI. Item and Scale Means and SDs

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
C11QC1	Your parent is a good listener	285	4.073	1.006	1.000	5.000
C11QC2	Your parent can tell how you feel	285	3.610	1.087	1.000	5.000
C11QC3	Your parent tries to understand your thoughts	285	3.817	1.025	1.000	5.000
C11QC4	You do not discuss things with your parent	285	2.936	1.056	1.000	5.000
C11QC5	You discuss problems with your parent	285	3.273	1.098	1.000	5.000
C11QC6R	Your parent insults you when angry--reversed	285	4.192	1.132	1.000	5.000
C11QC7	You can tell your parent how you really feel	285	3.487	1.124	1.000	5.000
C11QC8	You can let your parent know what bothers you	285	3.607	1.051	1.000	5.000
C11QC9	There are certain things your parent does not discuss with you	284	1.531	0.937	1.000	5.000
C11QC10	You can have a say even if your parent disagrees with you	285	3.403	1.163	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
C11QC1	Your parent is a good listener	110	3.863	1.137	1.000	5.000
C11QC2	Your parent can tell how you feel	110	3.600	1.093	1.000	5.000
C11QC3	Your parent tries to understand your thoughts	110	3.727	1.164	1.000	5.000
C11QC4	You do not discuss things with your parent	110	2.918	1.158	1.000	5.000
C11QC5	You discuss problems with your parent	110	3.054	1.232	1.000	5.000
C11QC6R	Your parent insults you when angry--reversed	110	4.009	1.145	1.000	5.000
C11QC7	You can tell your parent how you really feel	110	3.427	1.128	1.000	5.000
C11QC8	You can let your parent know what bothers you	110	3.627	1.107	1.000	5.000
C11QC9	There are certain things your parent does not discuss with you	109	1.944	1.169	1.000	5.000
C11QC10	You can have a say even if your parent disagrees with you	110	3.254	1.252	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCC11PAC	PCC Parent Communication - PCC Y11	285	3.820	0.764	1.200	5.000
PCC11CHC	PCC Child Communication - PCC Y11	285	3.456	0.956	1.000	5.000

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

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
PCC11PAC	PCC Parent Communication - PCC Y11	110	3.691	0.859	1.200	5.000
PCC11CHC	PCC Child Communication - PCC Y11	110	3.370	0.995	1.000	5.000

VII. Item and Scale Correlations

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

Pearson Correlation Coefficients Prob > r under H0: Rho=0 Number of Observations										
	C11QC1	C11QC2	C11QC3	C11QC4	C11QC5	C11QC6R	C11QC7	C11QC8	C11QC9	C11QC10
C11QC1 Your parent is a good listener	1.00000 <.0001 345	0.45277 <.0001 345	0.61777 <.0001 345	-0.32468 <.0001 345	0.40112 <.0001 345	0.45330 <.0001 345	0.56198 <.0001 345	0.53697 <.0001 345	-0.10696 0.0474 344	0.35773 <.0001 345
C11QC2 Your parent can tell how you feel	0.45277 <.0001 345	1.00000 <.0001 345	0.47302 <.0001 345	-0.27028 <.0001 345	0.46029 <.0001 345	0.23499 <.0001 345	0.44898 <.0001 345	0.51287 <.0001 345	-0.06168 0.2539 344	0.21108 <.0001 345
C11QC3 Your parent tries to understand your thoughts	0.61777 <.0001 345	0.47302 <.0001 345	1.00000 <.0001 345	-0.28323 <.0001 345	0.40591 <.0001 345	0.39556 <.0001 345	0.53520 <.0001 345	0.56515 <.0001 345	-0.10620 0.0490 344	0.41819 <.0001 345
C11QC4 You do not discuss things with your parent	-0.32468 <.0001 345	-0.27028 <.0001 345	-0.28323 <.0001 345	1.00000 <.0001 345	-0.30224 <.0001 345	-0.16186 0.0026 345	-0.37175 <.0001 345	-0.33613 <.0001 345	0.11790 0.0288 344	-0.17884 0.0008 345
C11QC5 You discuss problems with your parent	0.40112 <.0001 345	0.46029 <.0001 345	0.40591 <.0001 345	-0.30224 <.0001 345	1.00000 <.0001 345	0.18653 0.0005 345	0.57408 <.0001 345	0.57852 <.0001 345	-0.03474 0.5207 344	0.24364 <.0001 345
C11QC6R Your parent insults you when angry--reversed	0.45330 <.0001 345	0.23499 <.0001 345	0.39556 <.0001 345	-0.16186 0.0026 345	0.18653 0.0005 345	1.00000 <.0001 345	0.29322 <.0001 345	0.29685 <.0001 345	-0.18085 0.0008 344	0.33633 <.0001 345
C11QC7 You can tell your parent how you really feel	0.56198 <.0001 345	0.44898 <.0001 345	0.53520 <.0001 345	-0.37175 <.0001 345	0.57408 <.0001 345	0.29322 <.0001 345	1.00000 <.0001 345	0.75144 <.0001 345	-0.12894 0.0167 344	0.39587 <.0001 345
C11QC8 You can let your parent know what bothers you	0.53697 <.0001 345	0.51287 <.0001 345	0.56515 <.0001 345	-0.33613 <.0001 345	0.57852 <.0001 345	0.29685 <.0001 345	0.75144 <.0001 345	1.00000 <.0001 345	-0.15206 0.0047 344	0.35922 <.0001 345
C11QC9 There are certain things your parent does not discuss with you	-0.10696 0.0474 344	-0.06168 0.2539 344	-0.10620 0.0490 344	0.11790 0.0288 344	-0.03474 0.5207 344	-0.18085 0.0008 344	-0.12894 0.0167 344	-0.15206 0.0047 344	1.00000 <.0001 344	-0.13995 0.0094 344
C11QC10 You can have a say even if your parent disagrees with you	0.35773 <.0001 345	0.21108 <.0001 345	0.41819 <.0001 345	-0.17884 0.0008 345	0.24364 <.0001 345	0.33633 <.0001 345	0.39587 <.0001 345	0.35922 <.0001 345	-0.13995 0.0094 344	1.00000 <.0001 345

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

Pearson Correlation Coefficients, N = 345 Prob > r under H0: Rho=0		
	PCC11PAC	PCC11CHC
PCC11PAC PCC Parent Communication - PCC Y11	1.00000	0.65858 <.0001
PCC11CHC PCC Child Communication - PCC Y11	0.65858 <.0001	1.00000