

PC3 Parent Report

Name: _____ Date: _____

The parent survey asks about nine (9) parenting skills. The next part of this survey asks you to rate a parent, co-parent, and stepparents (if relevant) in nine (9) parenting skills. Each parenting skill is described in detail, and then several examples written from a child's point of view are listed. These examples show various ways a child would experience these parenting skills. Use the following ratings when you consider each parenting skill:

Below average = worse than 80% of parents

Average = similar to most parents

Above average = better than 80% of parents

Note: In the space at the bottom, for any parenting skill you rate as Below average or Above average provide examples to demonstrate the rating. Add additional space for examples as you wish.

1) **SHARED AFFECTION**, defined as: Offering physical and verbal affection; participating in activities with the child

- Give me hugs and kisses
- Says things that make me feel special
- I like giving my parents hugs and kisses
- Helps me enjoy spending time with him/her
- Drives me and my friends places we want to go
- Visits my school and comes to sports activities
- Plays games and sports with me
- Watches TV/movies with me

Overall rating for **SHARED AFFECTION**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

2) **RESPONSIVENESS**, defined as: Sensitivity to the child's feelings and requests; empathetic responding; helping the child identify and express emotions

- Is a good listener when I feel sad
- Understands how I feel about his/her girlfriend/boyfriend
- Comforts me when my feelings are hurt
- Does not embarrass me in front of my friends
- Is kind when I feel sick
- Sets aside time when I need him/her to talk

Overall rating for **RESPONSIVENESS**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

- 3) **PROTECTION**, defined as: Providing physical, emotional, cognitive and interpersonal security; has developmentally-appropriate expectations
- Makes me wear sunscreen and protective sports gear on bicycles, ATV's, rollerblades, etc.
 - Makes me feel safe when I am at home or in the car with him/her
 - Does not say sexual things that make me feel uncomfortable
 - Has nutritious food around the house
 - Does not yell at me
 - Has a savings account for me
 - Understands when something is too difficult for me to do
 - Is good at helping me try new things which frighten me

Overall rating for **PROTECTION**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

4. **COMMUNICATION WITH THE CHILD**, defined as clarity about expectations, rules, and values; minimal use of negative talk such as loud, demanding, threatening or hostile speech
- Has heart to heart talks with me about what is right and wrong
 - Teaches me about how to respond to emergencies like if somebody gets sick or hurt, being locked out of the house, when a stranger tries to talk to me
 - Explains human sexuality to me
 - Listens to what I say carefully when we have an argument
 - Makes it easy to talk to about my problems
 - Makes it easy for me to comfortably talk to about my other parent

Overall rating for **COMMUNICATION WITH THE CHILD**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

5. **MANAGING**, defined as: Structuring and monitoring school progress, social involvement, and exposure to social environments including the media and internet
- Takes me to special learning activities like museums, national parks, ball games, plays, puppet shows, and stuff like that
 - Knows what movies I watch or what computer sites I visit
 - Knows what my teachers are like and what is going on at school
 - Knows if I am getting along good with teachers, coaches and friends
 - Talks to me about what to do or say to bullies and friends who are mean to me

Overall rating for **MANAGING**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

6. **DISCIPLINE**, defined as: Setting developmentally-appropriate limits, boundaries, rules, and expectations; consequences are clear and enforced consistently; use of praise, positive reinforcement, planned ignoring, and timeouts
- Stays calm and does not get angry when I break a rule
 - Talks to me calmly when I get in trouble so I learn to make better choices
 - Does not hit, punch, slap or grab me
 - Gives consequences and punishment that are fair when I break a rule
 - I know he/she means it if they say I have to do something
 - Is nice, not bossy or mean, when telling me to do something

Overall rating for **DISCIPLINE**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

7. **MODELING**, defined as: Stress management, impulse control, rule-compliance, conflict management and time management
- Usually is in a happy mood
 - Calms down quickly when he/she gets upset

- Does not smoke cigarettes or drink too much alcohol
- Is patient
- Can be counted on to do what he/she says they will do
- Apologizes to me when he/she makes a mistake
- Respects my privacy: for example, does not go through my personal journal or phone history
- Does not say mean things about other people, including minority groups such as Blacks, Jews, Hispanics, Arabs, Gays

Overall rating for **MODELING**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

8. **COMMUNICATING WITH THE CO-PARENT**, defined as: The child’s medical needs, school performance, recreational activities, friends, disciplinary incidents, daily routines, etc.

- Keeps my other parent informed about my activities, school grades, friends, school, etc.
- Is friendly at doctor appointments when my other parent is there
- Is friendly to my other parent when they meet at school and when he/she calls on the phone
- Tells me I can take my stuff between houses if I want to

Overall rating for **COMMUNICATING WITH THE CO-PARENT**

	Below	Avg	Above		Below	Avg	Above
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Step-Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations and examples: _____

9. **SUPPORTING THE CHILD’S RELATIONSHIP WITH THE CO-PARENT**, defined as: Refraining from criticism of the co-parent; flexing the parenting time share schedule; acknowledging the co-parent’s resources and benign intentions; supporting relationship with the co-parent’s extended family and social network

- Tells me to telephone or text my other parent
- Does not get angry at my other parent when I am close enough to hear
- Does not ask questions about my other parent’s private life
- Does not make me talk about which home I want to spend most of my time in

