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z-proso Zurich Project on the Social Development of Children

Instruments Summary
Children Wave 1

OVERVIEW

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Data Collection Overview

Interview Language	German / Swiss-German In a few cases (<20) newly immigrated children were interviewed by a simultaneously translating interpreter.
Interviewee	Target child: median age 89 months (7.4 years)
Interview Setting	<ul style="list-style-type: none">• Computer aided personal face-to-face interviews.• No other persons than the interviewer and the target child were present during the interviews.• Interviews were conducted at the child's school in a separate room during regular class hours.
Fieldwork	28.02.2005 – 25.05.2005
Number of Completed Interviews	1361
Interview Duration (Median)	38:36 minutes

Note	Instruments are listed in the same order as in the questionnaire
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“What do you like to do?” – Preferred Routine Activities

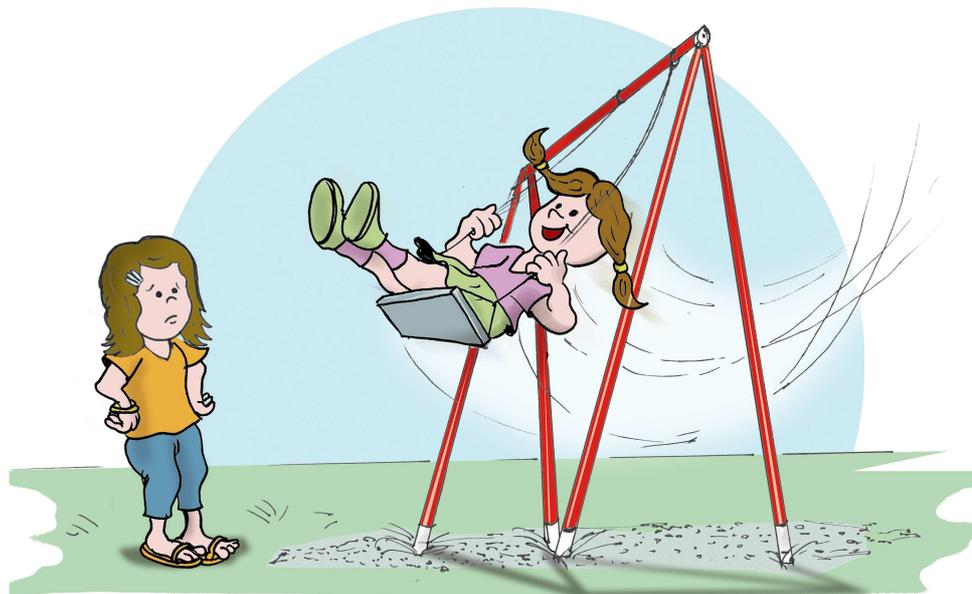
Source/Developer	Françoise Alsaker (University of Bern)
Description	A brief assessment of the target child’s preferred routine activities at home, at school and when outside. Used as an introduction to the interview.
Item Example	“What do you like to do when you’re at home?”
Response Categories	Open
Number of Items	6
Administration History	Wave 1

“Travel Game” – Sensation Seeking

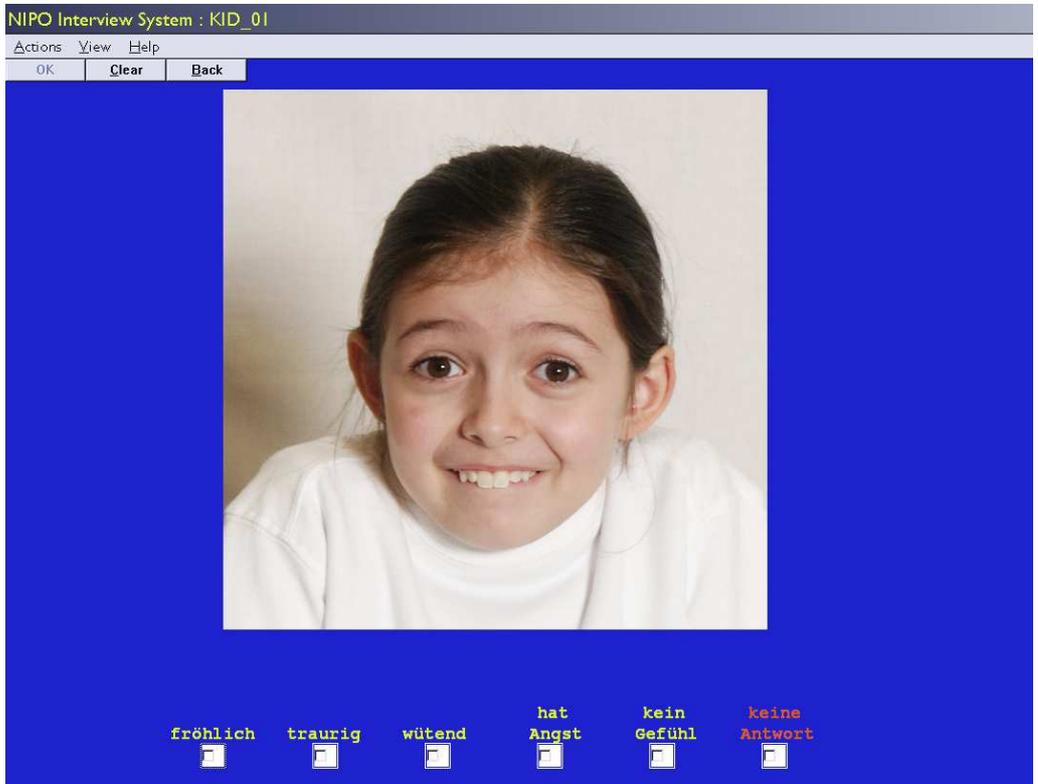
Source/Developer	Françoise Alsaker (University of Bern)
Adaptations	Game board redesigned by z-proso project team. Three poorly working original items replaced by new items aimed at measuring delay of gratification rather than sensation seeking.
Description	The “Travel Game” is basically a cardboard game in which the child is told to go on a long trip. When moving a token along a line the child meets a series of situations where he/she is asked to choose between two alternatives. Each alternative represents a sensational vs. a less sensational situation, or, in the case of the three “stops” added by the z-proso project team, a more valuable deferred vs. a less valuable instantaneous gratification.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Sensation seeking• Delay of gratification
Number of Items	13
Response Categories	Choice of one of two alternatives.
Item Example	“OK, let’s start now. First you have to decide whether you want to travel with a fast motorbike or with a funny steam locomotive” (Item 1 on game board, see below).
Administration History	Wave 1
Instrument Image	

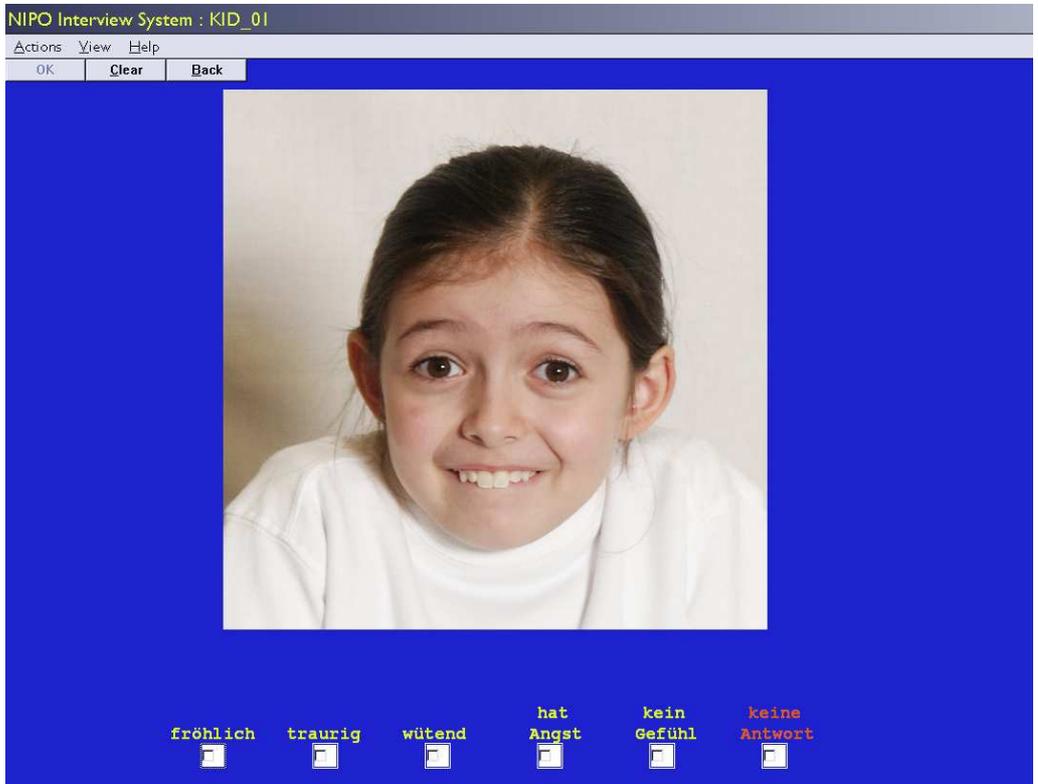
“How would you do it?” – Social Problem Solving

Source/Developer	<ul style="list-style-type: none">• Dodge, K.A. & Coie, D. (1987). “Social-information-processing factors in reactive and proactive aggression in children’s peer groups”, <i>Journal of Personality and Social Psychology</i>, 53, 1146-1158.• Crick, N. R. & Dodge, K.A. (1996). “Social information-processing mechanisms on reactive and proactive aggression”, <i>Child Development</i>, 67, 993-1002.
Adaptations	<ul style="list-style-type: none">• The number of situations was limited to six.• As done in Alsaker’s study (University of Bern), children are first asked on their likely emotional arousal in the presented situation.• Some situational vignettes were adapted from Lösel (University of Erlangen-Nürnberg).• The interviewing technique was adapted from Lösel’s protocol. In particular, children were free to give as many answers as they wanted, i.e. they were not forced to give a specific number of answers. Accordingly, the number of given answers can be used as a predictor variable.• Situation vignettes were completely redrawn for the <i>z-proso</i> study.
Description	“How would you do it?” consists of six potentially conflictive situation vignettes, each supported by a drawing which is adapted for boys and girls. For each story, the child is asked to tell the interviewer how he/she would feel in such a situation and how he/she would try to solve this conflict. The interviewer elicits up to four different solutions. The responses are recorded as full text and simultaneously pre-coded by the interviewer.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Likely emotional arousal in potentially conflictive situations• Number and type of accessible behavioural responses in potentially conflictive situations
Number of Items	6 situational vignettes, each including: <ul style="list-style-type: none">• 1 question on emotional arousal and• up to 4 repeated questions on accessible behavioural responses
Response Categories	<ul style="list-style-type: none">• <i>Feelings</i>: Choice of one feeling among “happy”, “sad”, “angry”, “fear”, and “no feeling”.• <i>Conflict solutions</i>: Open record and instant coding by the interviewer into one of the following six categories: “aggressive”, “socially competent”, “punishment by an authority/adult”, “intervention of an authority/adult”, “passive/inappropriate”, and “irrelevant/other”.
Item Example	Pretend that this is you and that this is another child. The other child has been on the swing for a long, long time and doesn’t seem to want to share the swing with you. You would really like to play on the swing. <ul style="list-style-type: none">• How would you feel if this would happen to you? Would you rather feel happy, scared, angry, or sad?• What could you say or do so that you could play on the swing?
Administration History	Wave 1, Wave 3
Instrument Image	



ACES – Emotion Recognition

Source/Developer	<ul style="list-style-type: none">• David Schultz (University of Maryland)• Schultz, D., C. Izard & G. Bear (2004). „Children’s emotion processing: Relations to emotionality and aggression”, Development and Psychopathology, 16, 371-387.
Adaptations	<ul style="list-style-type: none">• Given the very different ethno-cultural context in Switzerland as compared to the U.S., the picture series used for the facial recognition test was completely newly developed, i.e. new pictures of children living in Switzerland were taken and 29 pictures were selected on the basis of calibration procedure carried out among primary and secondary school pupils as well as education science students.• While the original instrument consists of three elements, namely emotion recognition in faces, in social situations, and in social behaviours, the present version is limited to emotion recognition in faces, and in social situations.
Description	<p>Assessing Children’s Emotional Skills (ACES) is designed to assess emotion recognition abilities amongst children. The instrument consists of two parts. The first part is a series of facial photographs of children. For each photograph the interview child is asked to guess what feeling the face shown expresses.</p> <p>The second part follows the same logic but the child is now read verbal stimuli instead of showed photographs. For each statement the child is asked to guess how the child might feel in this situation.</p>
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• General emotion recognition skills• Anger bias in emotion recognition
Number of Items	<ul style="list-style-type: none">• 29 facial photographs• 15 situation vignettes
Response Categories	“happy”, “sad”, “angry”, “fear”, “no feeling”, or “no answer”
Item Example	“Juan walks down the hall. A big kid walks right at Juan and tells him to get out of the way. How do you think Juan feels now?”
Administration History	Wave 1, adapted for Wave 3
Instrument Image	



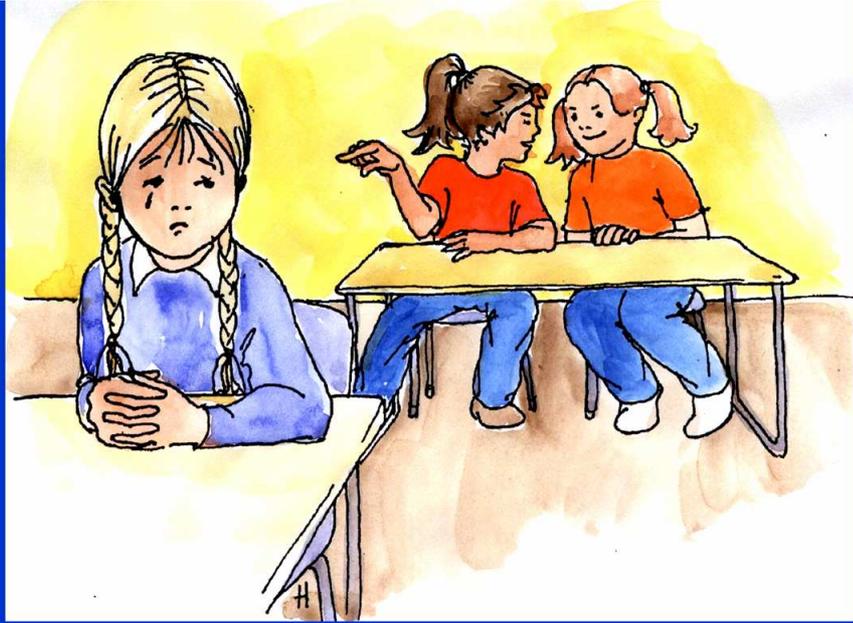
“Tom & Tina” – Adapted Social Behaviour Questionnaire

Source/Developer	<p>Social Behaviour Questionnaire (item wordings):</p> <ul style="list-style-type: none"> Richard E. Tremblay (Université de Montréal) Tremblay, R. E., Loeber, R., Gagnon, C., Charlebois, P., Larivee, S. & LeBlanc, M. (1991). Disruptive boys with stable and unstable high fighting behavior patterns during junior elementary school. <i>Journal of Abnormal Child Psychology</i>, 19, 285-300. <p>Child-friendly multimedia adaptation:</p> <ul style="list-style-type: none"> <i>z-proso</i> Project Team
Description/ adaptations	<p>“Tom and Tina” is a new instrument designed to measure self-reported problem behaviour amongst primary-school children. It is an adapted computer-based multimedia version of Tremblay’s Social Behaviour Questionnaire that fits the needs of an anonymous assessment of pro- and anti-social behaviours among primary school children. Basically, the instrument consists of a series of drawings that display specific behaviours of a child called “Tom” or “Tina” depending on the child’s gender. For each drawing the child is asked by a voice recorded on the computer whether he/she happens to do what is shown on the drawing. It is then asked the specific question pertaining to the drawing. There are “Yes” and “No” buttons at the bottom of each screen and the child is instructed how to use them.</p> <p>“Tom & Tina” comprehensively assesses the target child’s social behaviour and focuses also on prosociality, not only on problem behaviour. As compared to the original scale the more recent version used in the <i>z-proso</i> study further allows assessing subtypes of aggression, such as indirect, reactive, and instrumental aggression. The Social Behaviour Questionnaire is also repeatedly administered to teachers (paper-and-pencil) and to the target child’s primary caregiver (CAPI).</p>
Measured Concepts/ Subdimensions	<p><i>Prosocial Behaviour</i></p> <ol style="list-style-type: none"> Prosocial Behaviour (Helping, Empathy) <p><i>Internalising Problem Behaviour</i></p> <ol style="list-style-type: none"> Anxiety Depression <p><i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i></p> <ol style="list-style-type: none"> Attention Deficit Hyperactivity <p><i>Non-Aggressive Externalising Problem Behaviour</i></p> <ol style="list-style-type: none"> Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising) Opposition/Defiance <p><i>Aggression</i></p> <ol style="list-style-type: none"> Physical Aggression Indirect Aggression Instrumental Aggressions/Dominance Reactive Aggression <p><i>Psychopathy</i></p> <ol style="list-style-type: none"> Cruelty to Animals (as a psychopathy proxy)
Number of Items	54
Response Categories	Yes/No
Item Example	<ul style="list-style-type: none"> “Do you have to cry sometimes, just so like Tom/Tina?” (Anxiety) “Have you ever stolen something in a store?.” (Non-Aggressive CD) “When you’re mad at someone, do you sometimes say bad things behind the others’ back?” (Indirect Aggression) “Do you easily recognise whether somebody is happy or sad?” (Prosociality)
Administration History	Wave 1, Wave 2 (except scales “Internalising Problem Behaviour” and “ADHD”), Wave 3

cont.

Tom & Tina (cont.)

Instrument Image



JA

NEIN

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The “Coach Game” – Peer Nomination/Class Sociometrics

Source/Developer Françoise Alsaker (University of Bern)

Adaptations The game board was redesigned for the *z-proso* study.

Description The “Coach Game” is used as a basic sociometric instrument aimed at measuring a child’s degree of popularity in the class. Each child is asked to nominate up to six classmates to join him/her on a nice trip with a traditional black and yellow public-transport coach (positive nominations). Each child is represented by a drawn comic-like face that can be placed in one of the coach’s windows. In order to also allow computing explicit rejection scores, from wave 2 on, children were further asked whether there are children in the class they would never ever take with on such a trip.

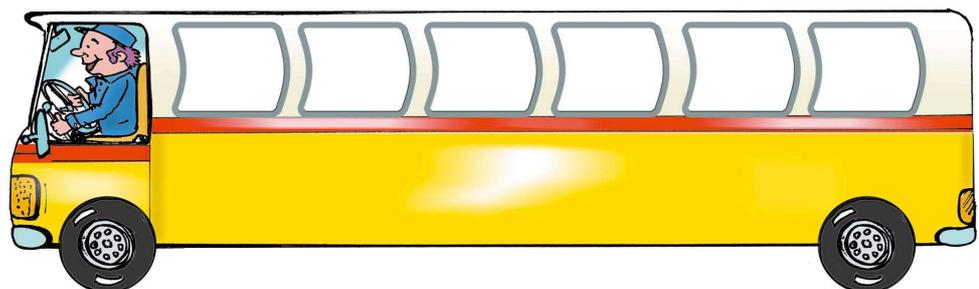
Measured Concepts/ Subdimensions

- Peer Popularity
- Peer Rejection
- Class Sociometrics

Number of Items Up to 6 positive and 6 negative nominations

Administration History Wave 1 (positive nominations only), Wave 2

Instrument Image



Child Assessment Form

Source/Developer	z-proso Project Team
Description	An assessment, by the interviewer, of selected characteristics of the assessed child as well as of the interview situation. In order to enhance standardisation interviewers were provided detailed written instructions.
Adaptations	In wave 2 an additional measure on potentially stigmatising characteristics (race, salient physical characteristics, etc.) was added.
Measured Concepts/ Subdimensions	<i>Characteristics of the setting</i> <ul style="list-style-type: none">• Quality of the interview setting <i>Child characteristics</i> <ul style="list-style-type: none">• Involvement in the assessment• Attention/impulsivity• Aggression• Need for confirmation (<i>only measured at Wave 1</i>)• Shyness• General mood• Linguistic skills (active/passive)• Clothing• Physical appearance (weight & size)• Potentially stigmatising characteristics (<i>not measured at Wave 1</i>)<ul style="list-style-type: none">• Race/ethnicity• Conspicuous clothing• Language difficulties• Salient physical and motor characteristics
Number of Items	14
Response Categories	5-point Likert scales
Administration History	Wave 1, Wave 2, Wave 3

NP/DR 2009/03/10