



Instruments Summary

Children Wave 4

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Data Collection Overview

Interview Language	German / Swiss-German
Interviewee	Target child: median age 11 years and 3 months
Interview Setting	<ul style="list-style-type: none"> • Paper-and-pencil survey • 2-3 interviewers visited the children in their school classes (depending on the class-size, usually one interviewer per 5 children). • The children received a printed handout (21 pages) to be filled out anonymously. • Interviews were conducted in the classroom. Teachers were usually present but not allowed to walk through the classroom. • The first questions as well as the most difficult parts of the questionnaires were introduced by the interviewers using a data projector. Otherwise the children filled out the questionnaires independently. For problems or questions they could ask the interviewer individually. • One instrument was accompanied by pictures projected on the wall ("Tom & Tina"-SBQ). The decision-making instrument was also introduced by a short stories projected on the wall.
Fieldwork	12.01.-06.03.2009 (fieldwork in schools) 12.01.-08.04.2009 (fieldwork at children's home address)
Number of Completed Interviews	1148 of (1361 at Wave 1; 1335 at Wave 2; and 1322 at Wave 3)
Interview Duration (Median)	2 45-minutes school lessons with a 5 minutes break between the lessons.

Note	Where possible instruments are listed in the same order as during the interview. As a matter of simplicity though the "Social Behaviour Questionnaire", the "Decision Making Assessment" and the "Leisure Activities" are presented here as one instrument – during the interview they were split into several parts (according to the handout: see overview below).
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Overview: Handout for Children	Page	Instrument
	1	Social Behaviour Questionnaire – First Part: Tom & Tina
	2	Decision Making Assessment – First Story "Get out of my way!"
	3	Decision Making Assessment – First Story "Get out of my way!"
	4	Demographic and Socio-Economic Details
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Social Behaviour Questionnaire

Source/Developer

- 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 behaviour patterns during junior elementary school". *Journal of Abnormal Child Psychology*, 19, 285-300.
- z-proso Project Team, child-friendly multimedia adaptation:

Description / adaptations

The *Social Behaviour Questionnaire* is an instrument designed to measure self-reported problem behaviour amongst primary-school children. In previous years we used the adapted computer-based multimedia version of this instrument that fitted the needs of an anonymous assessment of pro- and anti-social behaviours among primary school children.

The instrument 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 z-proso 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 survey) and to the target child's primary caregiver.

For the children interview in Wave 4 the *Social Behaviour Questionnaire* was split into two partly overlapping parts. The Tom & Tina instrument known to the children was kept in combination with a new instrument – to measure the compatibility of the results collected to the three previous interactive interviews and this (and future) paper-and-pencil survey(s). The instrument was further completed with several new items". These aim at adapting the instrument to specific juvenile behaviour (such as defiance, opposition, aggression against parents, delinquency) – as the kids slowly enter adolescence. The two components of the "*Social Behaviour Questionnaire*" are presented here separately.

Measured concepts / Subdimensions

Prosocial Behaviour

1. Prosocial Behaviour (Helping, Empathy)

Internalising Problem Behaviour

2. Anxiety
3. Depression

Attention-Deficit and Hyperactivity Disorder (ADHD)

4. Attention Deficit
5. Hyperactivity

Non-Aggressive Externalising Problem Behaviour

6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising)
7. Opposition/Defiance

Aggression

8. Physical Aggression
9. Indirect Aggression
10. Instrumental Aggressions/Dominance
11. Reactive Aggression

Psychopathy

12. Cruelty to Animals (as a psychopathy proxy)

Administration History

Wave 1, Wave 2 (except "Internalising Problem Behaviour" and "ADHD"), Wave 3, adapted for Wave 4

First Part: Tom & Tina

Description / adaptations	For the first part of this interview the drawings of “Tom & Tina” – known to the children from previous interviews – were maintained. The drawings display a specific behaviour of a child. While the drawings were beamed on the wall the interviewers read out the questions. The children were able to cross their “Yes”/“No”-answers on their handouts.
Measured concepts / Subdimensions	<i>Prosocial Behaviour</i> <ol style="list-style-type: none">1. Prosocial Behaviour (Helping, Empathy) <i>Aggression</i> <ol style="list-style-type: none">2. Physical Aggression3. Indirect Aggression4. Instrumental Aggressions/Dominance5. Reactive Aggression
Number of Items	28
Response Categories	Yes/No
Item Example	<ul style="list-style-type: none">• “Do you easily recognise whether somebody is happy or sad?” (Prosociality)• “Do you sometimes have real fights with other children, just like Tom / Tina?” (Physical Aggression)• “When you’re mad at someone, do you sometimes say bad things behind the others’ back?” (Indirect Aggression)• “Do you sometimes try to boss other children around?” (Instrumental Aggression)• “It sometimes enrages you, if another child wants something from you?” (Reactive Aggression)

Second Part: Child’s Social Behaviour

Description	An assessment of the child’s social and prosocial behaviour. An adapted version of what was asked in “Tom & Tina” in previous interviews. Three new items were introduced to measure opposition and defiance against parents.
Measured concepts / Subdimensions	<i>Prosocial Behaviour</i> <ol style="list-style-type: none">1. Prosocial Behaviour (Helping, Empathy) <i>Non-Aggressive Externalising Problem Behaviour</i> <ol style="list-style-type: none">2. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising)3. Opposition/Defiance <i>Aggression</i> <ol style="list-style-type: none">4. Physical Aggression5. Indirect Aggression6. Instrumental Aggressions/Dominance7. Reactive Aggression <i>Aggression against parents (new)</i> <ol style="list-style-type: none">8. Opposition9. Defiance
Number of Items	24
Response Categories	5-points Likert scale (from “never” to “very often”)
Item Example	<ul style="list-style-type: none">• “When you happened to find a mess somewhere, you have voluntarily helped tidying up.”• “When someone has teased you or gotten on your nerves, you were enraged.”• “You threatened others to receive something from them.”• “You threw things at your parents because you were angry at them.”

Third Part: Child's Internalising Problem Behaviour

Description	An assessment of the child's internalising problem behaviour, with focus on anxiety and depression. An adapted version of what was asked in "Tom & Tina" in previous interviews. Questions explicitly relate to the month previous to the interview.
Measured concepts / Subdimensions	<i>Internalising Problem Behaviour</i> <ul style="list-style-type: none">• Anxiety• Depression
Number of Items	8
Response Categories	5-points Likert scale (from "never" to "very often")
Item Example	<ul style="list-style-type: none">• "I have cried."• "I was full of fear."• "I felt lonely."

Decision Making Assessment

Source/Developer	Developed by the z-proso Project Team on the basis of D. Huizinga's Denver Youth Survey.
Description / adaptations	This instrument aims at assessing the decision making processes in relation to different forms of violent actions and delinquency, in particular it measures decisional criteria in cases of reactive violence, instrumental violence and theft. The questions of this instrument were introduced by three situational vignettes. The child is asked to think, the described story would happen to her/him. The three stories are presented below: <ol style="list-style-type: none">1) First Story: "Get out of the way!"2) Second Story: "Give me your mobile phone or else...!"3) Third Story: "Cravings for a chewing gum"
Administration History	Wave 4

First Story: "Get out of the way!"

Description / adaptations	The vignette tells of a school pupil shouting loudly at the child "Get out of my way, you idiot!" The child hits back causing the pupil to fall on the floor with ripped trouser and a bleeding nose. The instrument aims at measuring the determinants, which decide proactive problem behaviour. The questions explicitly ask to relate to one month previous to the interview.
Measured concepts / Subdimensions	According to the concepts measured in the <i>Social Behaviour Questionnaire</i> , this instrument aims in the first place at measuring reactive violence . Other concepts are being measured, such as: Thoughts of violence / Crime as an option Moral emotion attribution Perceived likelihood of retaliation / revenge Moral connotations of retaliation / revenge Expected consequences in relation to the opinion of peers / best friends / parents Expected probability of being caught by the police / of having to count with legal consequences
Number of Items	17
Response Categories	Several 4-point Likert scales
Item Example	<ul style="list-style-type: none">• "If you think back of the past month how many times have you thought of hitting someone who has been mean to you?" (from "never" to "daily")• "Imagine you had hit the pupil like the child in the story. Would you feel good about it?" (from "not at all" to "very")• "How serious would it be for you, if the child would seek revenge later on?" (from "not at all" to "very")• "How likely is it, that your parents would hear about this or find out" (from "most unlikely" to "most likely")

Second Story: “Give me your mobile phone or else...!”

Description / adaptations	<p>The vignette tells of a school pupil, who has the latest model of the favourite mobile phone. After school the child waits for the pupil to be on his own and then threatens him with violence “Give me your mobile phone or I’ll beat you up!”</p> <p>The instrument aims at measuring the determinants, which decide proactive problem behaviour. The questions explicitly ask to relate to one month previous to the interview.</p>
Measured concepts / Subdimensions	<p>According to the concepts measured in the <i>Social Behaviour Questionnaire</i>, this instrument aims in the first place at measuring instrumental / proactive violence.</p> <p>Other concepts are being measured, such as:</p> <ul style="list-style-type: none">Thoughts of violence / Crime as an optionMoral emotion attributionPerceived likelihood of retaliation / revengeMoral connotations of retaliation / revengeExpected consequences in relation to the opinion of peers / best friends / parentsExpected probability of being caught by the police / of having to count with legal consequences
Number of Items	17
Response Categories	Several 4-point Likert scales
Item Example	<ul style="list-style-type: none">• “If you think back of the past month how many times did you think of taking something from someone with use of violence?” (from “never” to “daily”)• “Imagine you had threatened a pupil like the child in the story. Would you think to have done something wrong?” (from “not at all” to “very”)• “If you were to do something similar how likely is it that your best friends would learn about it?” (from “not at all” to “very”)• “Would your best friends think of it as being an evil act?” (from “not at all” to “very”)

Third Story “Cravings for a chewing gum”

Description / adaptations	<p>This block of questions was introduced by a short role story. The child is asked to think, the story would happen to her/him. The story tells of a child who has cravings for a chewing gum. After school the child goes to the grocery store and as the saleswoman is distracted grabs a pack of gums. The child leaves the shop without paying for them.</p> <p>The instrument aims at measuring the determinants, which decide proactive problem behaviour. The questions explicitly ask to relate to one month previous to the interview.</p>
Measured concepts / Subdimensions	<p>According to the concepts measured in the <i>Social Behaviour Questionnaire</i>, this instrument aims in the first place at measuring shop lifting / theft.</p> <p>Other concepts are being measured, such as:</p> <ul style="list-style-type: none">Moral emotion attributionPerceived likelihood of being caughtMoral connotations with the fact of being caughtExpected consequences in relation to the of opinion of peers / best friends
Number of Items	8
Response Categories	Several 4-point Likert scales
Item Example	<ul style="list-style-type: none">• “If you think back of the past month how many times did you think of stealing something from a shop?” (from “never” to “daily”)• “Imagine you really had grabbed a pack of chewing gums without paying for it. Would you feel good about it?” (from “not at all” to “very”)• “Had you done something similar, would your best friends admire you and think that you are cool?” (from “not at all” to “very”)

Demographic and Socio-Economic Details

Source/Developer	<i>z-proso</i> Project Team
Description	The wording and the structure of this instrument are comparable to the instrument "Socio-economic, Ethno-Cultural and Demographic Details" used in the Parent Wave 1. With this instrument addressing children it is possible to collect similar information about those families, whose primary care-giver did not accept in participating in the interviews (applies to ca. 120 children).
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Date of birth• Gender• Place of birth of child and parents• Marital status of parents• Family members living in the same household• Relation to primary care givers• Employment status of primary care givers• Language spoken with primary care givers
Number of Items	15
Response Categories	Open response categories / given response categories
Item Example	<ul style="list-style-type: none">• "Where were you born?" (Switzerland / other country: which country)• "How many younger siblings (or other children) live in your same household?" (Number for female and male younger siblings)• "Does your father (or male primary care giver) work?" (Houseman / unemployed / employed: job description)
Administration History	Wave 4

Parenting / Physical Punishment

Source/Developer	Mainly based on the <i>Alabama Parenting Questionnaire</i> (Shelton, K. K., Frick, P. J., & Wootton, J., 1996) and the Parenting Scale from the Kriminologisches Forschungsinstitut Niedersachsen (KFN), adapted by the <i>z-proso</i> Project Team.
Description	An assessment of parenting style, parental engagement, supervision, disciplinary strategies as well as physical punishment. Adapted and extended version of the instrument used in Children Wave 3.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Parental involvement• Supervision• Positive parenting• Authoritarianism• Disciplinary strategies• Physical punishment• Inconsequent parenting
Number of Items	26
Response Categories	4-points Likert scale (from "never" to "often/always")
Item Example	<ul style="list-style-type: none">• "Your parents talk with you about your friends and school mates."• "You leave the house without telling your parents where you are going."• "Your parents praise you, when you've done something good."• "Your parents give you orders and won't let you complain."• "Your parents give you a slap in the face."• "Your parents threaten you with a sanction that they won't implement later on."
Administration History	Wave 3, adapted and extended version Wave 4

Moral Disengagement & Justification / Neutralisation Techniques

Source/Developer	<p>z-proso Project Team adapted from:</p> <ul style="list-style-type: none"> - Sykes, G. & Matza, D. (1957). Techniques of neutralization: A theory of delinquency. <i>American Sociological Review</i>. 22 (6), 664-670. - Bandura, A. et al. (1996). Mechanisms of moral disengagement in the exercise of moral agency. <i>Journal of Personality and Social Psychology</i>. 71 (2), 364-374. - Barriga, A. Q. & Gibbs J. C. (1996). Measuring cognitive distortion in antisocial youth: Development and preliminary validation of the "How I Think" Questionnaire. <i>Aggressive Behaviour</i>, Vol. 22, 333-343. - Pelton, J. et al. (2003). The moral disengagement scale: Extension with an American minority sample. <i>Journal of Psychopathology and Behavioural Assessment</i>. Vol. 26 (1), 31-39. - Hymel, S. et al. (2005). Moral disengagement: A framework for understanding bullying among adolescents. <i>Journal of Social Sciences, Special Issue Nr. 8</i>, 1-11.
Description	<p>This instrument aims at measuring how adolescents justify their criminal acts. It combines criminological theories (Sykes & Matza) with socio-psychological theories (A. Bandura). While conceiving the instrument it became clear, that the concepts addressed by the different theories are very similar and that they show no differences when operationalised and factor analysed.</p>
Measured concepts / Subdimensions	<p>Measured concept: moral disengagement</p> <p>Subdimensions:</p> <p>Cognitive Restructuring (Hymel, 2005) including:</p> <ul style="list-style-type: none"> - Moral Justification (Bandura) & Appeal to higher loyalties (Huizinga) - Minimising / Mislabeled - Violence legitimating norms of masculinity (KFN) <p>Disregarding / Distorting negative impact (Hymel)</p> <p>Denial of responsibility (Huizinga)</p> <p>Blaming / Dehumanising the victim (Hymel; Huizinga)</p>
Number of Items	19
Response Categories	4-points Likert scale (from "not true at all" to "true")
Item Example	<ul style="list-style-type: none"> • "It is normal to beat up a person, who does not respect your friends." (Moral Justification / Appeal to higher loyalties) • "A man has to hit back if he has been insulted." (Violence legitimating norms of masculinity) • "Violence solves a lot of problems." (Disregarding / Distorting negative impact) • "When children are being bullied it is mostly their own fault." (Blaming / Dehumanising the victim)
Administration History	Wave 4

Serious Victimization

Source/Developer	Adapted by the z-proso Project Team on the basis of the KFN Pupils' Survey.
Measured concepts / Subdimensions	This instrument measures the incidence and prevalence of serious victimisation of children.
Number of Items	3 items x 2 (incidence and prevalence)
Response Categories	3 items: Yes/No answer category, if yes-answer: how many times?
Item Example	<ul style="list-style-type: none"> • "Someone snatched something away from you or threatened you with violence in order to get something from you, like for instance your bag, your bike, your money."
Administration History	Wave 4

Bullying: Victimization and Authorship

Source/Developer	Initially developed by Dan Olweus (University of Bergen) Adapted by the z-proso Project Team on the basis of Françoise Alsaker (University of Bern) "Pathways to Victimization in Kindergarten".
Description	This instrument measures four types of bullying: teasing, stealing/damaging belongings, threatening, and exclusion. It measures the prevalence and incidence of both perspectives: offender and victim. The reference period is a year previous to the interview.
Measured concepts / Subdimensions	Cases of experienced bullying as a victim (4 items) Cases of inflicted bullying as an offender (4 items)
Number of Items	8
Response Categories	6-points Likert scale (from "never" to "nearly daily")
Item Example	<ul style="list-style-type: none">• "How many times in the past year did it occur to you that other children deliberately ignored or excluded you?"• "How many times in the past year did it occur to you that you beat, kicked a child or pulled at a child's hair?"
Administration History	Wave 2, adapted for Wave 4

Delinquency and Substance Use

Source/Developer	z-proso Project Team
Description	This instrument measures experiences of delinquency and use of substance among children. The structure and wording of the instrument accords the parents' and teachers' interviews (Wave 4) and thus allows drawing parallels among the given answers. The instrument measures incidence and prevalence of given cases. The reference period is a year previous to the interview. The instrument contains a filter question for those children, who affirm to have injured someone in the past year. The other children can carry on with the question regarding contact with the police.
Measured concepts / Subdimensions	Truancy Use of (illicit) substances (cigarettes, cannabis, alcohol) Stealing (at home / at school / shoplifting) Fare dodging Vandalism Violence
Number of Items	12
Response Categories	Yes/No answer category If Yes-answer: how many times in the past year
Item Example	<ul style="list-style-type: none">• "Did it occur to you in the past year to have smoked a cigarette?"• "Did it occur to you in the past year to have stolen something at home?"• "Did it occur to you in the past year to have fare dodged on a bus, tram or train?"
Administration History	Wave 4

Last Violent Offending

Source/Developer	<i>z-proso</i> Project Team
Description	In case a child affirmed to have injured someone in the past year in the previous instrument, s/he proceeds the interview with this set of questions. The instrument measures the context, conditions and factors that have lead to an act of violence.
Measured concepts / Subdimensions	Timeframe (month and daytime) Place Number of offenders Details of the victim (male/female; age; degree of relation) Motives Use of weapons
Number of Items	11
Response Categories	Open answer categories
Item Example	The child is asked to recall the last act of violence, in which s/he has beaten, kicked or cut and thus wounded someone in the past year. <ul style="list-style-type: none">• “At what time of the day did it happen?” (Morning; Noon; Afternoon; Evening/Night)• “Where did it happen?” (In my home; At someone else’s home; At school; On the way to school; On the playground; etc.)• “Who is the person to you?” (A friend; A pupil from my class; A pupil from school; A child from my neighbourhood; A sibling; A parent; An unknown child; Someone else: who?)
Administration History	Wave 4

Contact with the Police

Source/Developer	<i>z-proso</i> Project Team
Description	This instrument is a continuation of the “Delinquency and Substance Use” instrument. The structure and wording of the instrument accords the parents’ and teachers’ interviews (Wave 4) and thus allows drawing parallels among the given answers. The instrument measures prevalence of contact with the police among children and reason for it (Violence; Stealing; Vandalism; Substance Use; Fare Dodging; Others). The reference period is a year previous to the interview.
Measured concepts / Subdimensions	Contact with the police Reasons for it
Number of Items	2
Response Categories	Yes/No answer category, if yes-answer, 5 answer categories and one open answer
Item Example	<ul style="list-style-type: none">• “When children do wrongs it can happen, that they are confronted with the police. Have you ever had contact with the police?”
Administration History	Wave 4

Self-control / Social Desirability

Source/Developer	“Self-Control” scale by Grasmick et al. (1993), and “Social Desirability” scale by the <i>z-proso</i> Project Team
Description	Instrument to learn more about the child’s personality, self-control and responsiveness to social desirability.
Measured concepts / Subdimensions	Self-Control: <ul style="list-style-type: none">• Impulsivity• Self-centredness• Risk-seeking• Preference for physical activities• Short Temper/Low Frustration Tolerance Social desirability
Number of Items	10 items for “Self-control” 3 items for “Social desirability”
Response Categories	4-point Likert scale (from “doesn’t apply at all” to “fully applies”)
Item Example	<ul style="list-style-type: none">• “I act spontaneously without thinking.”• “I always do what I feel like doing, without thinking whether this could have consequences.”• “I like risky activities, just because it is a lot of fun.”• “If I can, I’d rather do something with my own hands than with my head.”• “I easily loose my temper.” • “I am always kind to everyone”.
Administration History	Wave 3, adapted for Wave 4 (“Self-control”) Wave 2, adapted for Wave 4 (“Social desirability”)

Conflict Coping Strategies

Source/Developer	Scale from the Kriminologisches Forschungsinstitut Niedersachsen (KFN), adapted by <i>z-proso</i> Project Team
Description	A minimised version of this instrument was used for Wave 4. The child is given a list of reactions in a conflict situation and asked to say how often s/he would react in a given situation. Contrary to previous interview waves no vignettes were used this time. Also children were only asked about social compatible and aggressive problem solving.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Social competent strategies• Aggressive strategies
Number of Items	8
Response Categories	5-point Likert scale (from “never” to “very often”)
Item Example	<ul style="list-style-type: none">• “I listen very carefully, to avoid misunderstandings.”• “I threaten with bashes.”
Administration History	Wave 1, Wave 3, (minimised version) Wave 4

School II

Source/Developer	<i>z-proso</i> Project Team
Description	A brief assessment of the child's attachment to school and its actors.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• School bonding• Relationship to teacher• Relationship to classmates
Number of Items	9
Response Categories	4-point Likert scale (from "totally wrong" to "totally correct")
Item Example	<ul style="list-style-type: none">• "I enjoy going to school."• "My teacher treats me fairly."• "I get along well with my class mates."
Administration History	Wave 3, Wave 4 (same subdimensions, more items)

Media Use

Source/Developer	<i>z-proso</i> Project Team; adapted from an instrument developed by the Kriminologische Forschungsstelle Niedersachsen (KFN)
Description	This instrument assesses the media equipment available to the child and its relation to adult media (action and horror movies for persons above the age of 18). It measures the average time spent with media (PC, videogames, internet, TV, movies) on a normal week day and on weekends and further collects information on preferred media content.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Media equipment of the child (3 items)• Use of adult media (for persons above 18 years of age) (3 items)• Time spent with media use on a normal week day (3 items)• Time spent with media use on a week end (3 items)• Preferred media content (2 items)
Number of Items	14
Response Categories	Yes/No answer categories (6 items) 5-point Likert scale (from "never" to "more than 3 hours/day") (6 items) Open answer categories (2 items)
Item Example	<ul style="list-style-type: none">• "Do you have your own mobile phone?"• "Have you ever watched an action movie for adults only?"• "How many hours do you spend playing video games on a normal school day?"• "How many hours do you spend chatting and surfing on the internet on a Saturday?"• "Which are your two favourite computer- / video games?"
Administration History	Wave 3, adapted for Wave 4

Leisure Activities / Indoors and Outdoors

Source/Developer	<i>z-proso</i> Project Team, adapted from an instrument developed by the Kriminologisches Forschungsinstitut Niedersachsen (KFN).
Description	This instrument assesses leisure activities of children and the time spent with each. The instrument entails both indoors and outdoors activities. It specifies outdoors activities that typically occur at night or on weekends. During the interview the instrument was split in two parts. It also aims at measuring how much time children spend with creative leisure and what they undertake together with their parents.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Frequency of indoors activities• Frequency of outdoors activities• Frequency of outdoors activities at night and on weekends• Frequency of outdoors activities with/without parents
Number of Items	33
Response Categories	5-points Likert scale (from "never" to "nearly daily") (indoors) 6-points Likert scale (from "never" to "nearly daily") (outdoors)
Item Example	<ul style="list-style-type: none">• "How often do you read a book or a magazine?"• "How often do you do your homework?"• "How often do you play a game with your parents?"• "How often do you train in a sports club?"• "How often do you spend time with your friends shopping?"• "How often do you hang around at night in a park, at the station or in a shopping mall?"
Administration History	Wave 4

Bed time

Source/Developer	<i>z-proso</i> Project Team, adapted from an instrument developed by the Kriminologisches Forschungsinstitut Niedersachsen (KFN).
Description	This instrument assesses the average bed time of a child on a normal school day and on weekends.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Average bed time on a school day and on weekends.
Number of Items	2
Response Categories	Open answer category
Item Example	<ul style="list-style-type: none">• "On a normal school day I normally go to bed at ____:____."
Administration History	Wave 4

Pocket Money

Source/Developer	<i>z-proso</i> Project Team, adapted from an instrument developed by the Kriminologisches Forschungsinstitut Niedersachsen (KFN).
Description	This instrument assesses the average pocket money the children get a month.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Average pocket money of a child per month
Number of Items	1
Response Categories	Open answer category
Item Example	<ul style="list-style-type: none">• “I receive CHF _____ per month.”
Administration History	Wave 4

Best Friends

Source/Developer	<i>z-proso</i> Project Team, based on KFN
Description	An assessment of the child’s closest friends that allows insights into the child’s peer group. The interviewed child chooses two best friends and answers several questions regarding the two (background, deviant behaviour, etc.). Questions refer explicitly to the year previous to the interview.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Best friends (two):<ul style="list-style-type: none">• Personal details• Length of friendship• Deviant behaviour (violence, shoplifting, truancy, substance use)
Number of Items	8
Response Categories	Different response categories
Item Example	<ul style="list-style-type: none">• “Since when do you know your friend?”• “Did your friend ever deliberately beat or kick another child in the past year?”• “Did your friend ever take drugs in the past year?”
Administration History	Wave 3, adapted for Wave 4

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