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*z-proso Zurich Project on the Social Development of Children*

## Instruments Summary

### Parent Wave 3

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## Data Collection Overview

<b>Interview Languages</b>	<ul style="list-style-type: none"><li>• German / Swiss-German</li><li>• Albanian</li><li>• English</li><li>• Italian</li><li>• Portuguese</li><li>• Serbo-Croatian</li><li>• Spanish</li><li>• Tamil</li><li>• Turkish</li></ul>
<b>Interviewee</b>	In most cases the same person as in the preceding wave, i.e., the target child's primary caregiver.
<b>Interview Setting</b>	Computer-aided personal face-to-face interviews, usually at interviewee's home.
<b>Fieldwork</b>	24.08.2006 – 26.01.2007
<b>Number of Completed Interviews</b>	1181
<b>Interview Duration (Median)</b>	61:00 minutes

**Note** Instruments are listed in the same order as in the questionnaire

## Event History Calendar (EHC) II

<b>Source/Developer</b>	z-proso Project Team
<b>Description</b>	The EHC II aims at collecting relevant life events in the target child's biography for the timeframe 2004 to 2006 in a structured way. It consists of a calendar sheet with several rows representing distinctive phenomena that may have occurred during the time between the first interview (Sept. 2004) and the third interview (Aug. 2006). Each row is subdivided in spells of one trimester. Some types of events are just marked as present/absent in a given trimester while for others more detailed information are collected.
<b>Measured Concepts/ Subdimensions</b>	<p>The following list shows life areas covered by the EHC and lists data that were collected besides mere "presence-absence"-like information.</p> <ol style="list-style-type: none"><li>1. <i>Place of residence</i> Detailed address of each place where the child lived*</li><li>2. <i>Household members</i> Gender and kinship with target child of each household member Reason for moving in (birth vs. move in) or moving out (death vs. move out)*</li><li>3. <i>External child care</i> Type of childcare Intensity (days/week) of childcare</li><li>4. <i>Parent not living in the same household</i> Number of child's visits a month Contact between two parents (conflict atmosphere) Events with absent parent (new partnership, half-siblings, severe illness, etc.)*</li><li>5. <i>Occupation of parents</i> Job description and occupation degree (%) of primary caregivers living in the same household</li><li>6. <i>Hobbies and leisure activities of the child</i> Detailed lists of regularly frequented activities (min. 3 months) (sports clubs, music lessons, etc.)</li><li>7. <i>Relationship between child and close friends</i> List of child's close friends and link (schoolmate, neighbour, sibling) Parent's opinion about the friendship (positive, neutral, negative)</li><li>8. <i>Critical life events for child</i> Serious illness (with hospital stay / repeated consultations)* Accident (with hospital stay / repeated consultations) * Serious illness / accident of female primary caregiver* Serious illness / accident of male primary caregiver* Other negative events (experiences of violence, illness of close person, etc.)* Other positive events (exceptional success, special travels, etc.) *</li><li>9. <i>General Wellbeing (from Wave 3 onwards)</i> Estimation of own wellbeing Estimation of child's wellbeing</li><li>10. <i>Support for child</i> Teacher addresses (what) difficulties Expert advice (who) was sought (because of) Child receives (what kind of) support</li><li>11. <i>Emotional valence for child (from Wave 3 onwards)</i> Child's emotional reaction for *-marked variables</li></ol>
<b>Number of Items</b>	3741 variables
<b>Administration History</b>	Wave 1 (EHC I), update/refinement at Wave 3 (EHC II)

## Family Climate

<b>Source/Developer</b>	Peterborough study (P.O. Wikström)
<b>Description</b>	A short assessment of family conflict
<b>Number of Items</b>	3
<b>Response Categories</b>	5-point Likert scale (from “very much disagree” to “very much agree”)
<b>Item Example</b>	“We are a happy family and like each other a lot.”
<b>Administration History</b>	Wave 1, Wave 2, Wave 3

## Alabama Parenting Questionnaire

<b>Source/Developer</b>	Shelton, K. K., Frick, P. J., & Wootton, J. (1996). “Assessment of parenting practices in families of elementary school-age children”, <i>Journal of Clinical Child Psychology</i> , 25(3), 317-329.
<b>Description</b>	A comprehensive assessment of parenting practices
<b>Measured Concepts/ Subdimensions</b>	Six subscales: <ol style="list-style-type: none"><li>1. <i>Involvement</i></li><li>2. <i>Positive parenting</i></li><li>3. <i>Poor monitoring</i></li><li>4. <i>Inconsistent discipline</i></li><li>5. <i>Corporal punishment</i></li><li>6. <i>“Other discipline”</i></li></ol>
<b>Number of Items</b>	40
<b>Response Categories</b>	5-point Likert scale (from “never” to “always”)
<b>Item Examples</b>	<ul style="list-style-type: none"><li>• “You play games or do other fun things with CHILD.” (Involvement)</li><li>• “You compliment CHILD when he/she does something well.” (Positive parenting)</li><li>• “CHILD is out with friends you don’t know.” (Poor monitoring)</li><li>• “You threaten to punish CHILD and then do not actually punish him/her.” (Inconsistent discipline)</li><li>• “You spank CHILD with your hand when she/he has done something wrong.” (Corporal punishment)</li><li>• “You use time out, that is make him/her sit or stand in a corner as a punishment.” (Other discipline)</li></ul>
<b>Administration History</b>	Wave 1, Wave 2, Wave 3

## Media Inventory

<b>Source/Developer</b>	Kriminologisches Forschungsinstitut Niedersachsen (KFN)
<b>Description</b>	Inventory of media devices (TV-set; game console; DVD-player / video recorder; computer; internet connection) in the household, particularly in the child’s room and when the child received the device.
<b>Number of Items</b>	5
<b>Response Categories</b>	Yes / No; Year
<b>Administration History</b>	Wave 3

## Child and Parent's Media Use

<b>Source/Developer</b>	Kriminologisches Forschungsinstitut Niedersachsen (KFN)
<b>Description</b>	Assessment of child's and parent's average media use.
<b>Number of Items</b>	4
<b>Item Examples</b>	"How long does CHILD/do you watch TV, videos or DVDs on an average school day?"
<b>Response Categories</b>	Hrs [0-24] and min [0-60]
<b>Administration History</b>	Wave 3

## Social Behaviour Questionnaire

<b>Source/Developer</b>	<ul style="list-style-type: none"><li>• Richard E. Tremblay (Université de Montréal)</li><li>• Tremblay, R. E., Loeber, R., Gagnon, C., Charlebois, P., Larivee, S. &amp; LeBlanc, M. (1991). Disruptive boys with stable and unstable high fighting behaviour patterns during junior elementary school. <i>Journal of Abnormal Child Psychology</i>, 19, 285-300.</li></ul>
<b>Description</b>	A comprehensive assessment of the target child's social behaviour. 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 also allows assessing subtypes of aggression, such as indirect, reactive, and instrumental aggression. This measure is also repeatedly administered to teachers (paper-and-pencil) and – in an adapted computer-based multimedia version – to the target children.
<b>Measured Concepts/ Subdimensions</b>	<i>Prosocial Behaviour</i> 1. Prosocial Behaviour (Helping, Empathy) <i>Internalising Problem Behaviour</i> (not measured at Wave 2) 2. Anxiety 3. Depression <i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i> (not measured at Wave 2) 4. Attention Deficit 5. Hyperactivity <i>Non-Aggressive Externalising Problem Behaviour</i> (not measured at Wave 2) 6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising) 7. Opposition/Defiance <i>Aggression</i> 8. Physical Aggression 9. Indirect Aggression 10. Instrumental Aggressions/Dominance 11. Reactive Aggression <i>Psychopathy</i> 12. Cruelty to Animals (as a psychopathy proxy)
<b>Number of Items</b>	55
<b>Response Categories</b>	5-point Likert scale (from "never" to "very often")
<b>Item Examples</b>	<ul style="list-style-type: none"><li>• "CHILD kicks, bites, hits other children." (Physical Aggression)</li><li>• "CHILD listens to others' points of view." (Prosociality)</li></ul>
<b>Administration History</b>	Wave 1, Wave 2 (except scales "Internalising Problem Behaviour", "ADHD" and "Indirect Aggression"), Wave 3

## Interviewee's Childhood Social Demographic

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	Assessment of interviewee's social-demographic conditions during childhood, when s/he was as old as CHILD (between 8 and 10 years).
<b>Measured Concepts/ Subdimensions</b>	Country of residence City of residence and its size Adults living in the same household Siblings living in the same household Room-sharing Financial conditions of household Educational qualifications of male and female primary caregivers
<b>Number of Items</b>	9
<b>Item Example / Response Categories</b>	Open answers / answer categories with open answer option.
<b>Administration History</b>	Wave 3

## Educational Style of Interviewee's Parents

<b>Source/Developer</b>	<i>z-proso</i> Research Team; Partially based on APQ
<b>Description</b>	Assessment of interviewee's parents' education style during childhood, when s/he was as old as CHILD (between 8 and 10 years).
<b>Measured Concepts/ Subdimensions</b>	Authoritarianism Commitment Positive Parenting Corporal Punishment
<b>Number of Items</b>	16 (8 items for each mother and father)
<b>Item Example / Response Categories</b>	5-point Likert scale (from "very true" to "not at all true")
<b>Item Example</b>	"Your mother had a friendly talk with you." "Your father praised you when you did something well."
<b>Administration History</b>	Wave 3

## Decisional Power of Interviewee's Parents

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	Assessment of most important decision-maker between the interviewee's parents.
<b>Number of Items</b>	1
<b>Item Example / Response Categories</b>	5-point Likert scale ("Always the father"; "Mostly the father"; "Both about equally"; "Mostly the mother"; "Always the mother").
<b>Administration History</b>	Wave 3

## Interviewee's Childhood Memories

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	General assessment of interviewee's childhood memories regarding enjoying school, personality and happiness.
<b>Measured Concepts/ Subdimensions</b>	1. School bonding 2. Shyness/Social withdrawal 3. Overall happiness
<b>Number of Items</b>	3
<b>Item Example / Response Categories</b>	4-point Likert scale 1. (from "Very much" to "Not at all"); 2. (from "very shy/withdrawn" to "very open/social"); 3. (from "very happy" to "very unhappy").
<b>Administration History</b>	Wave 3

## Migration History

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	Assessment of general migration conditions. Filter question following Instrument "Interviewee's Childhood Social Demographic" → instrument only used if interviewee indicated to have grown up in a country other than Switzerland.
<b>Measured Concepts/ Subdimensions</b>	Year of emigration Direct emigration to Switzerland Residence in other countries before immigrating to Switzerland Reasons for emigration Reasons for choosing Zurich as city of residence Persons who immigrated with
<b>Number of Items</b>	6
<b>Item Example / Response Categories</b>	Open answers / answer categories with open answer option.
<b>Administration History</b>	Wave 3

## Difficulties in Destination Country

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	Assessment of problems and difficulties caused by living in a foreign country. Interviewees were given a list of 12 possible difficulties (see Item Examples) for which they had to indicate if they considered to be a problem or not.
<b>Number of Items</b>	12
<b>Item Example / Response Categories</b>	4-point Likert scale (from "big problem" to "No problem").
<b>Item Example</b>	"Homesickness" "Contact with immigration authorities" "Loneliness"
<b>Administration History</b>	Wave 3

## Acculturation Scale

<b>Source/Developer</b>	Adapted from: <ul style="list-style-type: none"><li>- Stephenson M. (2000). Development and Validation of the Stephenson Multigroup Acculturation Scale (SMAS), <i>Psychological Assessment</i>, Vol. 12 (1): 77-88;</li><li>- Arends-Tóth, J., Van de Vijver, F. J. R., Poortinga, Y. (2006). The Influence of Methods Factors on the Relation between Attitudes and Self-Reported Behaviours in the Assessment of Acculturation. <i>European Journal of Psychological Assessment</i>, Vol. 22 (1): 4-12.</li></ul>
<b>Description</b>	Assessment of the interviewees degree of acculturation on the basis of routine activities
<b>Number of Items</b>	12
<b>Item Example / Response Categories</b>	4-point Likert scale (from "Very true" to "Not true at all").
<b>Item Example</b>	"I regularly watch Swiss television programmes or read Swiss newspapers." "I bring up my child the way we do in my homeland."
<b>Administration History</b>	Wave 3

## Interviewee's Friendship Network

<b>Source/Developer</b>	z-proso Research Team
<b>Description</b>	Assessment of interviewee's friendship network. In the case of immigration background, it complements the "Acculturation scale"-instrument by measuring the degree of acculturation in the social network.
<b>Measured Concepts/ Subdimensions</b>	Number of friends Number of friends speaking (Swiss-)German Number of friends speaking interviewee's mother tongue
<b>Number of Items</b>	3
<b>Administration History</b>	Wave 3

## Interviewee Assessment Form

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	An assessment, by the interviewer, of the interview situation, some characteristics of the interviewee as well as of the interviewee's home (interior and exterior).
<b>Measured Concepts/ Subdimensions</b>	<i>Interview situation</i> <ol style="list-style-type: none"><li>1. Presence of others/disturbances during the interview</li><li>2. Interview location (home, institute, etc.)</li><li>3. Selected type of incentive</li></ol> <i>Personal characteristics of the interviewee</i> <ol style="list-style-type: none"><li>4. Comprehension</li><li>5. Truthfulness</li><li>6. Affection toward target child</li><li>7. Interest in interview and study</li><li>8. Serenity</li></ol> <i>Interviewee's home (interior and exterior)</i> <ol style="list-style-type: none"><li>9. General appearance of interviewee's home (order, tidiness, safety, noise, etc.)</li><li>10. Presence of child drawings</li><li>11. Type and state of building</li><li>12. Neighbourhood characteristics (noise, child-friendliness, safety, etc.)</li></ol>
<b>Number of Items</b>	17
<b>Response Categories</b>	<i>Personal characteristics &amp; interviewee's home:</i> 4-point Likert scale (from "fully untrue" to "fully true")
<b>Administration History</b>	Wave 1, Wave 2, Wave 3

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