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

Technical Report

Teacher Wave 3.1

## Child-Level: Social Behaviour Questionnaire

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## Social Behaviour Questionnaire (*Child-Level Measure*)

<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 behavior patterns during junior elementary school. <i>Journal of Abnormal Child Psychology</i>, 19, 285-300.</li></ul>
<b>Adaptations</b>	In the teacher version items are organised by topics/subdimensions in order to simplify completion. Some item wordings were adapted to fit the teacher's perspective. Twelve items that were not fitting the teachers perspective were skipped.
<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 parents and – in an adapted computer-based multimedia version – to the target children.
<b>Measured Concepts/ Subdimensions</b>	<p><i>Internalising Problem Behaviour</i></p> <ol style="list-style-type: none"><li>Anxiety</li><li>Depression</li></ol> <p><i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i></p> <ol style="list-style-type: none"><li>Attention Deficit</li><li>Hyperactivity</li></ol> <p><i>Non-Aggressive Conduct Disorder</i></p> <ol style="list-style-type: none"><li>Non-Aggressive Conduct Disorder (Opposition, Stealing, Lying)</li></ol> <p><i>Prosocial Behaviour</i></p> <ol style="list-style-type: none"><li>Prosocial Behaviour (Helping, Empathy)</li></ol> <p><i>Aggression</i></p> <ol style="list-style-type: none"><li>Physical Aggression</li><li>Indirect Aggression</li><li>Instrumental Aggressions/Dominance</li><li>Reactive Aggression</li></ol>
<b>Number of Items</b>	43
<b>Response Categories</b>	5-point Likert scale (from "never" to "very often")
<b>Item Example</b>	<ul style="list-style-type: none"><li>"CHILD is worried." (Anxiety)</li><li>"CHILD fidgets." (Hyperactivity)</li><li>"CHILD steals at school." (Non-Aggressive CD)</li><li>"CHILD kicks, bites, hits other children." (Physical Aggression)</li><li>"CHILD will invite bystanders to join in a game." (Prosociality)</li></ul>
<b>Administration History</b>	Waves 1.1, 1.2, 2.1, 2.2, 3.1, 4.1
<b>Variable Values</b>	<p>1 – never 2 – rarely 3 – partly 4 – often 5 – very often</p> <p>-1 – empty questionnaire (<i>MISSING</i>) 9 – No answer \ Answer refused (<i>MISSING</i>)</p>

# 1. Anxiety& Depression Subscale

Variable Wording & Case Summary	Anxiety& Depression Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T3.1_SBQ02	Anxiety/depression02	nervös, angespannt/ nervous, highstrung, tense	2 (0.1%)							
	T3.1_SBQ03	Anxiety/depression03	furchtsam, ängstlich/ fearful, anxious	2 (0.1%)							
	T3.1_SBQ04	Anxiety/depression04	beunruhigt, besorgt/ worried	2 (0.1%)							
	T3.1_SBQ05	Anxiety/depression05	traurig, depressiv/ unhappy, sad, depressed	2 (0.1%)							
	T3.1_SBQ06	Anxiety/depression06	nicht so glücklich/ not as happy as other children	5 (0.3%)							
	T3.1_SBQ07	Anxiety/depression07	fällt schwer zu freuen/ trouble enjoying himself	4 (0.2%)							
	T3.1_SBQ08	Anxiety/depression08	elendig, unglücklich/ miserable, distressed, unhappy	4 (0.2%)							
Total N = 1294											
Descriptive Statistics	Anxiety& Depression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .914$ )			
	T3.1_SBQ02	Anxiety/depression02	2.19	1.01	0.50	-0.38	.618	.915			
	T3.1_SBQ03	Anxiety/depression03	1.92	0.94	0.83	0.13	.669	.908			
	T3.1_SBQ04	Anxiety/depression04	2.02	0.94	0.65	-0.11	.789	.895			
	T3.1_SBQ05	Anxiety/depression05	1.79	0.90	1.06	0.70	.832	.890			
	T3.1_SBQ06	Anxiety/depression06	1.77	0.93	1.11	0.66	.825	.891			
	T3.1_SBQ07	Anxiety/depression07	1.63	0.83	1.17	0.79	.695	.905			
	T3.1_SBQ08	Anxiety/depression08	1.56	0.81	1.49	1.98	.758	.899			
Comments:											
<ol style="list-style-type: none"> <li>1) Different means for each item indicate different degrees of difficulties;</li> <li>2) T3.1_SBQ02 with low item-scale-correlation and increased alpha when removed;</li> <li>3) T3.1_SBQ05, T3.1_SBQ06 and T3.1_SBQ07 with excessive skewness;</li> <li>4) T3.1_SBQ08 with excessive skewness and high kurtosis;</li> </ol>											
Sum Index Descriptive Statistics	Anxiety& Depression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1292	0.84	0.74	0.00	4.00	0.86	0.43			
	Gender								1	.267	.606
	<i>Girls</i>	634	0.83	0.72	0.00	3.71	0.81	0.33			
	<i>Boys</i>	1292	0.84	0.74	0.00	4.00	0.86	0.43			
	Treatment								3	11.23	.000
	<i>Control</i>	335	0.67	0.73	0.00	3.57	1.26	1.29			
	<i>Triple P</i>	311	0.83	0.68	0.00	3.00	0.58	-0.24			
	<i>PATHS</i>	355	0.88	0.75	0.00	3.71	0.86	0.31			
	<i>Combination</i>	291	1.00	0.76	0.00	4.00	0.73	0.58			
Comments:											
<ol style="list-style-type: none"> <li>1) Number of accepted missing items: 2;</li> <li>2) Subtraction of 1 from total scale for mean computing;</li> <li>3) Significant F-value for <i>Treatment</i> group differences;</li> <li>4) <i>Control</i> subgroup with excessive skewness and high kurtosis.</li> </ol>											

Correlations with Subscales & DVs	Anxiety & Depression Subscale									
	Variable	r	p <sup>1</sup>	N	Boys			Girls		
					r	p <sup>1</sup>	N	r	p <sup>1</sup>	N
	Subscales									
	Teacher SBQ									
	<i>Total Aggression</i>	.404	***	1292	.390	***	658	.435	***	634
	<i>Prosociality</i>	-.257	***	1292	-.263	***	658	-.270	***	634
	Parent SBQ									
	<i>Aggression</i>	.025	ns	1134	.004	ns	595	.048	ns	539
	<i>Prosociality</i>	-.039	ns	1134	-.040	ns	595	-.037	ns	539
	Child SBQ									
	<i>Aggression</i>	.096	**	1282	.115	**	653	.068	ns	629
	<i>Prosociality</i>	-.054	ns	1282	-.070	ns	653	-.026	ns	629
	<sup>1</sup> *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: 1) High correlation with <i>Teacher SBQ</i> ; 2) Significant correlation with <i>Child SBQ Aggression</i> disappears for <b>Girls</b> subgroup.									

## 2. Hyperactivity & Attention Deficit Subscale

Variable Wording & Case Summary	Hyperactivity & Attention Deficit Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T3.1_SBQ10	ADHD10	impulsiv/ impulsive	2 (0.1%)							
	T3.1_SBQ11	ADHD11	fällt schwer zu warten/ has difficulty awaiting turn	2 (0.1%)							
	T3.1_SBQ12	ADHD12	unruhig, überaktiv/ restless, hyperactive	1 (0.1%)							
	T3.1_SBQ13	ADHD13	zappelig/ fidgets	3 (0.2%)							
	T3.1_SBQ14	ADHD14	nicht einer Sache widmen/ cannot settle to anything	1 (0.1%)							
	T3.1_SBQ15	ADHD15	ablenken/ distractible	1 (0.1%)							
	T3.1_SBQ16	ADHD16	nicht konzentrieren/ can't concentrate	0 (0.0%)							
	T3.1_SBQ17	ADHD17	unaufmerksam/ inattentive	2 (0.1%)							
	Total N = 1294										
Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .945$ )			
	T3.1_SBQ10	ADHD10	2.07	1.11	0.86	0.02	.747	.747			
	T3.1_SBQ11	ADHD11	2.05	1.15	0.92	-0.03	.703	.703			
	T3.1_SBQ12	ADHD12	1.92	1.11	1.14	0.48	.829	.829			
	T3.1_SBQ13	ADHD13	1.83	1.11	1.28	0.77	.798	.798			
	T3.1_SBQ14	ADHD14	2.05	1.07	0.82	-0.08	.848	.848			
	T3.1_SBQ15	ADHD15	2.28	1.17	0.60	-0.55	.847	.847			
	T3.1_SBQ16	ADHD16	2.18	1.14	0.76	-0.23	.833	.833			
	T3.1_SBQ17	ADHD17	2.16	1.10	0.73	-0.16	.801	.801			
	<i>Comments:</i>										
	1) High alpha-value and item-scale-correlation;										
	2) Items T3.1_SBQ12 and T3.1_SBQ13 with excessive skewness.										
Sum Index Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1294	1.07	0.95	0.00	4.00	0.84	0.12			
	Gender								1	57.973	.000
	<i>Girls</i>	634	0.87	0.87	0.00	1.00	1.11	0.93			
	<i>Boys</i>	660	1.26	0.99	0.00	4.00	0.62	-0.29			
	Treatment								3	8.169	.000
	<i>Control</i>	335	0.87	0.94	0.00	3.75	1.14	0.62			
	<i>Triple P</i>	311	1.08	0.94	0.00	4.00	0.86	0.26			
	<i>PATHS</i>	355	1.13	1.01	0.00	4.00	0.85	0.13			
	<i>Combination</i>	293	1.22	0.87	0.00	4.00	0.57	-0.24			
	<i>Comments:</i>										
	1) Number of accepted missing items: 2;										
	2) Subtraction of 1 from total scale for mean computing;										
	3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences;										
	4) <i>Girls</i> and <i>Control</i> subgroups with excessive skewness.										

Correlations with Subscales & DVs	Hyperactivity & Attention Deficit Subscale									
	Variable	r	p <sup>1</sup>	N	Boys r	p <sup>1</sup>	N	Girls R	p <sup>1</sup>	N
Subscales										
Teacher SBQ										
<i>Total Aggression</i>	.615	***	1294	.610	***	660	.587	***	634	
<i>Prosociality</i>	-.316	***	1294	-.309	***	660	-.214	***	634	
Parent SBQ										
<i>Aggression</i>	.103	***	1136	.086	*	597	.072	ns	539	
<i>Prosociality</i>	-.034	ns	1136	-.025	ns	597	.046	ns	539	
Child SBQ										
<i>Aggression</i>	.212	***	1284	.210	***	655	.145	***	629	
<i>Prosociality</i>	-.068	*	1284	-.049	ns	655	-.006	ns	629	
<sup>1</sup> *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments:										
1) Significant correlations with <i>Teacher SBQ</i> , significant correlations with <i>Child SBQ Aggression</i> ; 2) Significant correlation with <i>Parent SBQ Aggression</i> disappears for <b>Girls</b> subscale.										

### 3. Indirect Aggression Subscale

Variable Wording & Case Summary	Indirect Aggression Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T3.1_SBQ19	Ind.aggression19	andere nicht mögen lassen/ get others to dislike					18 (1.1%)			
	T3.1_SBQ21	Ind.aggression21	Rücken Gemeinheiten/ bad things behind the other's back					24 (1.4%)			
	T3.1_SBQ22	Ind.aggression22	andere ausschliessen lassen/ lets not be with him					15 (0.9%)			
Total N = 1294											
Descriptive Statistics	Indirect Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .951$ )			
	T3.1_SBQ19	Ind.aggression19	1.73	0.94	1.22	0.95	.899	.928			
	T3.1_SBQ21	Ind.aggression21	1.76	0.96	1.17	0.76	.911	.919			
	T3.1_SBQ22	Ind.aggression22	1.68	0.91	1.30	1.11	.884	.939			
Comments: 1) High alpha-values, high item-scale-correlations; 2) All Items with excessive skewness; 3) Item T3.1_SBQ22 with high kurtosis.											
Sum Index Descriptive Statistics	Indirect Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1276	0.72	0.90	0.00	4.00	1.25	1.12			
	Gender								1	20.396	.000
	Girls	625	0.84	0.98	0.00	4.00	1.07	0.51			
	Boys	651	0.61	0.80	0.00	4.00	1.41	1.77			
	Treatment								3	10.201	.000
	Control	333	0.51	0.78	0.00	4.00	1.73	2.90			
	Triple P	309	0.71	0.88	0.00	4.00	1.21	0.97			
	PATHS	355	0.85	0.99	0.00	4.00	1.14	0.70			
Combination	279	0.83	0.87	0.00	4.00	0.97	0.50				
Comments: 1) Number of accepted missing items: 1; 2) Subtraction of 1 from total scale for mean computing; 3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences; 4) All subgroups with excessive skewness; 5) <i>Boys</i> and <i>Control</i> subgroups with high kurtosis.											
Correlations with Subscales & DVs	Indirect Aggression Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	P	N	
	Subscales										
	Teacher SBQ										
	Total Aggression	.723	***	1276	.770	***	651	.790	***	625	
	Prosociality	-.217	***	1276	-.269	***	651	-.286	***	625	
	Parent SBQ										
	Aggression	.070	*	1122	.081	ns	588	.095	*	534	
	Prosociality	.031	ns	1122	-.038	ns	588	.049	ns	534	
	Child SBQ										
	Aggression	.181	***	1266	.262	***	646	.161	***	620	
	Prosociality	.007	ns	1266	-.056	ns	646	.031	ns	620	
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
	Comments : 1) Significant correlations with <i>Teacher SBQ</i> and <i>Child SBQ Aggression</i> .										

#### 4. Non-Aggressive Conduct Disorder Subscale

Variable Wording & Case Summary	Non-Aggressive Conduct Disorder Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T3.1_SBQ25	Nonaggressive25	stiehlt/ steals	4 (0.2%)							
	T3.1_SBQ26	Nonaggressive26	zerstört eigene Sachen/ destroys his own things	6 (0.4%)							
	T3.1_SBQ31	Nonaggressive31	Dinge in Schule kaputt/ destroys things belonging to his school	1 (0.1%)							
	T3.1_SBQ32	Nonaggressive32	erzählt Lügen/ tells lies, cheats	2 (0.1%)							
Total N = 1294											
Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .777$ )			
	T3.1_SBQ25	Nonaggressive25	1.09	0.38	5.07	29.73	.612	.740			
	T3.1_SBQ26	Nonaggressive26	1.21	0.57	3.16	11.05	.666	.680			
	T3.1_SBQ31	Nonaggressive31	1.17	0.51	3.61	15.323	.707	.673			
	T3.1_SBQ32	Nonaggressive32	1.51	0.83	1.78	3.077	.528	.819			
Comments:											
1) All items with excessive skewness and high kurtosis;											
2) Item T3.1_SBQ32 with low item-scale-correlation and increased alpha when removed.											
Sum Index Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1292	0.25	0.46	0.00	3.50	2.94	10.83			
	Gender								1	16.097	.000
	Girls	634	0.19	0.38	0.00	2.50	2.86	9.71			
	Boys	658	0.30	0.53	0.00	3.50	2.76	9.27			
	Treatment								3	5.022	.002
	Control	335	0.17	0.39	0.00	3.00	3.68	17.40			
	Triple P	310	0.27	0.49	0.00	3.25	2.56	7.99			
	PATHS	355	0.24	0.44	0.00	2.75	2.69	8.80			
	Combination	292	0.31	0.53	0.00	3.50	2.88	10.29			
Comments:											
1) Number of accepted missing items: 1;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences;											
4) All subgroups with excessive skewness and high kurtosis.											



Correlations with Subscales & DVs	Non-Aggressive Conduct Disorder Subscale									
	Variable	r	p	N	Boys r	p	N	Girls r	p	N
Subscales										
Teacher SBQ										
<i>Total Aggression</i>	.621	***	1292	.614	***	658	.619	***	634	
<i>Prosociality</i>	-.278	***	1292	-.263	***	658	-.253	***	634	
Parent SBQ										
<i>Aggression</i>	.078	**	1134	.062	ns	595	.071	ns	539	
<i>Prosociality</i>	.017	ns	1134	-.001	ns	595	.100	*	539	
Child SBQ										
<i>Aggression</i>	.176	***	1282	.192	***	653	.104	**	629	
<i>Prosociality</i>	-.086	**	1282	-.098	*	653	-.007	ns	629	
<sup>1</sup> *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: <ol style="list-style-type: none"> <li>1) Significant correlations with <i>Teacher SBQ</i> and <i>Child SBQ Aggression</i>;</li> <li>2) Significant correlation with <i>Child SBQ Prosociality</i> disappears for <b>Girls</b> subgroup.</li> </ol>										

## 5. Opposition / Defiance Subscale

Variable Wording & Case Summary	Opposition Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T3.1_SBQ27	Opposition27	ungehorsam/ disobedient	2 (0.1%)							
	T3.1_SBQ30	Opposition30	ignoriert Sie/ ignores you	3 (0.2%)							
Total N = 1294											
Descriptive Statistics	Opposition Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .878$ )			
	T3.1_SBQ27	Opposition27	1.51	0.83	1.74	2.76	.783	-----			
	T3.1_SBQ30	Opposition30	1.50	0.84	1.78	2.89	.783	-----			
Comments: 1) Both items with excessive skewness and high kurtosis.											
Sum Index Descriptive Statistics	Opposition Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1289	0.51	0.79	0.00	4.00	1.82	3.14			
	Gender								1	67.553	.000
	<i>Girls</i>	633	0.33	0.62	0.00	4.00	2.38	6.59			
	<i>Boys</i>	656	0.68	0.89	0.00	4.00	1.41	1.47			
	Treatment								3	7.158	.000
	<i>Control</i>	332	0.36	0.65	0.00	3.00	2.03	3.71			
	<i>Triple P</i>	310	0.62	0.89	0.00	4.00	1.62	2.21			
	<i>PATHS</i>	354	0.48	0.76	0.00	4.00	1.87	3.24			
	<i>Combination</i>	293	0.59	0.84	0.00	4.00	1.67	2.87			
	Comments: 1) Number of accepted missing items: 0; 2) Subtraction of 1 from total scale for mean computing; 3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences; 4) All subgroups with excessive skewness and high kurtosis.										
Correlations with Subscales & DVs	Opposition Subscale										
	Variable	r	P	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ										
	<i>Total Aggression</i>	.633	***	1289	.621	***	656	.618	***	633	
	<i>Prosociality</i>	-.313	***	1289	-.290	***	656	-.218	***	633	
	Parent SBQ										
	<i>Aggression</i>	.119	***	1131	.103	*	593	.083	ns	538	
	<i>Prosociality</i>	.068	*	1131	-.041	ns	593	-.005	ns	538	
	Child SBQ										
	<i>Aggression</i>	.219	***	1279	.227	***	651	.114	**	628	
<i>Prosociality</i>	-.102	***	1279	-.118	**	651	.049	ns	628		
1 *** $p < .001$ , ** $p < .01$ , * $p < .05$ , ns $p > .05$											
Comments: 1) Significant correlation with <i>Teacher SBQ</i> and <i>Child SBQ Aggression</i> ; 2) Significant correlation with <i>Parent SBQ Aggression</i> and <i>Child SBQ Prosociality</i> disappears for <b>Girls</b> subgroup.											

## 6. Physical Aggression Subscale

Variable Wording & Case Summary	Physical Aggression Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T3.1_SBQ33	Physicalaggression33	Prügeleien/ fights	6 (0.4%)							
	T3.1_SBQ34	Physicalaggression34	greift andere an/ attacks people	3 (0.2%)							
	T3.1_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits	8 (0.5%)							
	T3.1_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, bullies, mean	1 (0.1%)							
	Total N = 1294										
Descriptive Statistics	Physical Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .906$ )			
	T3.1_SBQ33	Physicalaggression33	1.58	0.87	1.50	1.64	.827	.868			
	T3.1_SBQ34	Physicalaggression34	1.50	0.80	1.66	2.42	.886	.842			
	T3.1_SBQ35	Physicalaggression35	1.35	0.72	2.25	5.040	.843	.862			
	T3.1_SBQ36	Physicalaggression36	1.33	0.67	2.32	5.67	.627	.930			
	<i>Comments:</i>										
	1) All items include only very few cases for value 5;										
	2) High alpha-value, high item-scale-correlation;										
	3) Item T3.1_SBQ36 with low item-scale-correlation and increased alpha when removed;										
	4) All items with excessive skewness and high kurtosis.										
Sum Index Descriptive Statistics	Physical Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1293	0.44	0.68	0.00	4.00	1.86	3.38			
	Gender								1	115.668	.000
	<i>Girls</i>	633	0.24	0.48	0.00	3.00	2.70	8.69			
	<i>Boys</i>	660	0.63	0.78	0.00	4.00	1.36	1.47			
	Treatment								3	4.209	.006
	<i>Control</i>	335	0.33	0.64	0.00	3.33	2.45	6.12			
	<i>Triple P</i>	311	0.50	0.68	0.00	2.75	1.39	1.30			
	<i>PATHS</i>	355	0.47	0.72	0.00	4.00	2.01	4.33			
	<i>Combination</i>	292	0.46	0.66	0.00	3.25	1.63	2.16			
	<i>Comments:</i>										
	1) Number of accepted missing items:1;										
	2) Subtraction of 1 from total scale for mean computing;										
	3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences;										
	4) All subgroups with excessive skewness and high kurtosis.										

Correlations with Subscales & DVs	Physical Aggression Subscale									
	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
	Subscales									
	Teacher SBQ									
	<i>Total Aggression</i>	.892	***	1293	.917	***	660	.861	***	633
	<i>Prosociality</i>	-.335	***	1293	-.284	***	660	-.246	***	633
	Parent SBQ									
	<i>Aggression</i>	.153	***	1135	.147	***	597	.086	*	538
	<i>Prosociality</i>	-.040	ns	1135	.000	ns	597	.042	ns	538
	Child SBQ									
	<i>Aggression</i>	.260	***	1283	.281	***	655	.100	*	628
	<i>Prosociality</i>	-.081	**	1283	-.066	ns	655	.049	ns	628
	1 *** $p < .001$ , ** $p < .01$ , * $p < .05$ , ns $p > .05$									
	Comments:									
	1) Significant correlation with <i>Teacher SBQ</i> , <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> .									

## 7. Prosociality Subscale

Variable Wording & Case Summary	Prosociality Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T3.1_SBQ41	Prosociality41	hilft bei Durcheinander/ helps clear up a mess	6 (0.4%)							
	T3.1_SBQ42	Prosociality42	Zank beenden/ stops a quarrel	2 (0.1%)							
	T3.1_SBQ43	Prosociality43	hilft verletztem Kind/ helps so who has been hurt	17 (1.0%)							
	T3.1_SBQ44	Prosociality44	mitspielen/ invites to join a game	12 (0.8%)							
	T3.1_SBQ45	Prosociality45	hilft aufzuheben/ helps to pick up dropped objects	14 (0.9%)							
	T3.1_SBQ46	Prosociality46	kümmert sich um Weinende/ comforts a crying child	14 (0.9%)							
	T3.1_SBQ49	Prosociality49	teilt mit anderen/ shares things with others	24 (1.5%)							
Total N = 1294											
Descriptive Statistics	Prosociality Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .917$ )			
	T3.1_SBQ41	Prosociality41	3.20	1.13	-0.11	-0.65	.743	.905			
	T3.1_SBQ42	Prosociality42	3.19	1.06	-0.11	-0.49	.736	.906			
	T3.1_SBQ43	Prosociality43	3.59	1.01	-0.36	-0.37	.808	.898			
	T3.1_SBQ44	Prosociality44	3.56	0.86	-0.27	-0.12	.610	.917			
	T3.1_SBQ45	Prosociality45	3.26	1.08	-0.11	-0.62	.790	.900			
	T3.1_SBQ46	Prosociality46	3.47	1.01	-0.21	-0.49	.836	.895			
	T3.1_SBQ49	Prosociality49	3.57	0.90	-0.15	-0.29	.701	.909			
Comments:											
1) High alpha value, high item-scale-correlation;											
2) Item T3.1_SBQ44 with low item-scale-correlation.											
Sum Index Descriptive Statistics	Prosociality Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1282	2.41	0.83	0.00	4.00	0.01	-0.33			
	Gender								1	145.776	.000
	<i>Girls</i>	631	2.67	0.74	0.00	4.00	0.04	-0.46			
	<i>Boys</i>	651	2.15	0.82	0.00	4.00	0.19	-0.17			
	Treatment								3	7.917	.000
	<i>Control</i>	332	2.44	0.91	0.14	4.00	0.06	-0.71			
	<i>Triple P</i>	309	2.24	0.73	0.57	4.00	0.25	-0.14			
	<i>PATHS</i>	354	2.55	0.77	0.14	4.00	-0.16	-0.06			
	<i>Combination</i>	287	2.37	0.85	0.00	4.00	-0.13	-0.13			
Comments:											
1) Number of accepted missing items: 2;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences.											

Correlations with Subscales & DVs	Prosociality Subscale									
	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	-.341	***	1282	-.317	***	651	-.268	***	631
	<i>Prosociality</i>	-----	----	-----	-----	---	-----	-----	-----	-----
Parent SBQ										
	<i>Aggression</i>	-.083	***	1126	-.045	ns	589	-.047	ns	537
	<i>Prosociality</i>	.113	***	1126	.118	**	589	.027	ns	537
Child SBQ										
	<i>Aggression</i>	-.145	***	1272	-.133	***	646	-.045	ns	626
	<i>Prosociality</i>	.163	***	1272	.134	***	646	.082	ns	626
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlation with <i>Teacher SBQ</i> ;										
2) Significant correlations with <i>Parent SBQ Prosociality</i> and <i>Child SBQ Aggression</i> and <i>Prosociality</i> disappear for <b>Girls</b> subgroup.										

## 8. Pro-active Aggression Subscale

Variable Wording & Case Summary	Pro-active Aggression Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T3.1_SBQ37	Proactiveaggression37	bedroht/ threatens people					3 (0.2%)			
	T3.1_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child					12 (0.8%)			
	T3.1_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate					10 (0.6%)			
	T3.1_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children					10 (0.6%)			
Total N = 1294											
Descriptive Statistics	Pro-active Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ if Item Removed ( $\alpha =$ )			
	T3.1_SBQ37	Proactiveaggression37	1.28	0.62	2.48	6.52	.688	.856			
	T3.1_SBQ50	Proactiveaggression50	1.47	0.77	1.87	3.78	.746	.828			
	T3.1_SBQ51	Proactiveaggression51	1.62	0.92	1.51	1.78	.745	.841			
	T3.1_SBQ52	Proactiveaggression52	1.34	0.69	2.35	5.94	.778	.819			
<i>Comments:</i> 1) All items with excessive skewness and kurtosis.											
Sum Index Descriptive Statistics	Pro-active Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1286	0.428	0.643	0.00	3.75	1.931	3.939			
	Gender								1	.088	.766
	<i>Girls</i>	633	0.423	0.637	0.00	3.75	2.130	5.241			
	<i>Boys</i>	653	0.433	0.650	0.00	3.50	1.753	2.821			
	Treatment								3	6.93	.000
	<i>Control</i>	332	0.300	0.535	0.00	3.00	2.238	5.117			
	<i>Triple P</i>	308	0.435	0.631	0.00	3.33	1.755	3.037			
	<i>PATHS</i>	355	0.516	0.736	0.00	3.75	1.815	3.190			
	<i>Combination</i>	291	0.460	0.628	0.00	3.50	1.825	3.949			
<i>Comments:</i> 1) Significant F-value for <i>Treatment</i> group differences; 2) Excessive skewness and high kurtosis for all subgroups.											
Correlations with Subscales & DVs	Pro-active Aggression Subscale										
	Variable	r	P	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ										
	<i>Total Aggression</i>	.865	***	1286	.869	***	653	.898	***	633	
	<i>Prosociality</i>	-.247	***	1286	-.250	***	653	-.268	***	633	
	Parent SBQ										
	<i>Aggression</i>	.093	**	1130	.091	*	592	.097	*	538	
	<i>Prosociality</i>	.000	ns	1130	-.021	ns	592	.024	ns	538	
	Child SBQ										
	<i>Aggression</i>	.184	***	1276	.249	***	648	.102	*	628	
	<i>Prosociality</i>	-.009	ns	1276	-.047	ns	648	.050	ns	628	
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
<i>Comments:</i> 1) Significant correlations with <i>Teacher SBQ</i> , with <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> .											

## 9. Reactive Aggression Subscale

Variable Wording & Case Summary	Reactive Aggression Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T3.1_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased					7 (0.5%)			
	T3.1_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken					10 (0.6%)			
T3.1_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted					12 (0.8%)				
Total N = 1294											
Descriptive Statistics	Reactive Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .929$ )			
	T3.1_SBQ53	Reactiveaggression53	2.05	1.05	0.73	-0.26	.866	.889			
	T3.1_SBQ54	Reactiveaggression54	1.77	0.92	1.08	0.53	.820	.926			
T3.1_SBQ55	Reactiveaggression55	2.04	1.02	0.71	-0.251	.885	.871				
Comments :											
1) High alpha-value and item-scale-correlation;											
Sum Index Descriptive Statistics	Reactive Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1285	0.95	0.94	0.00	4.00	0.79	-0.06			
	Gender								1	40.010	.000
	<i>Girls</i>	632	0.79	0.87	0.00	4.00	0.95	0.29			
	<i>Boys</i>	653	1.11	0.97	0.00	4.00	0.63	-0.29			
	Treatment								3	5.054	.002
	<i>Control</i>	331	0.80	0.96	0.00	3.67	0.93	-0.36			
	<i>Triple P</i>	310	0.99	0.94	0.00	4.00	0.69	-0.11			
	<i>PATHS</i>	354	0.96	0.95	0.00	4.00	0.99	0.57			
<i>Combination</i>	290	1.08	0.85	0.00	4.00	0.54	-0.12				
Comments:											
1) Number of accepted missing items: 1;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences.											
Correlations with Subscales & DVs	Reactive Aggression Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ										
	<i>Total Aggression</i>	.870	***	1285	.870	***	653	.864	***	632	
	<i>Prosociality</i>	-.311	***	1285	-.305	***	653	-.231	***	632	
	Parent SBQ										
	<i>Aggression</i>	.141	***	1128	.153	***	591	.081	ns	537	
	<i>Prosociality</i>	-.042	ns	1128	-.042	ns	591	.033	ns	537	
Child SBQ											
<i>Aggression</i>	.230	***	1275	.266	***	648	.118	**	627		
<i>Prosociality</i>	-.005	ns	1275	.021	ns	648	.036	ns	627		
1 *** p<.001, ** p<.01, * p<.05, ns p>.05											
Comments :											
1. Significant correlation with <i>Teacher SBQ</i> and <i>Child SBQ Aggression</i> ;											
2. Significant correlation with <i>Parent SBQ Aggression</i> disappears for <b>Girls</b> subgroup.											



## 10. Aggression Subscale

Variable Wording & Case Summary	Aggression Subscale							
	Variable Name	Label	Wording	Missings (%)				
	T3.1_SBQ33	Physicalaggression33	Prügeleien/ fights	6 (0.4%)				
	T3.1_SBQ34	Physicalaggression34	greift andere an/ attacks people	3 (0.2%)				
	T3.1_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits	8 (0.5%)				
	T3.1_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, mean	1 (0.1%)				
	T3.1_SBQ37	Proactiveaggression37	bedroht/ threatens people	3 (0.2%)				
	T3.1_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child	12 (0.8%)				
	T3.1_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate	10 (0.6%)				
	T3.1_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children	10 (0.6%)				
	T3.1_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased	7 (0.5%)				
	T3.1_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken	10 (0.6%)				
	T3.1_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted	12 (0.8%)				
Total N = 1294								
Descriptive Statistics	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .932$ )
	T3.1_SBQ33	Physicalaggression33	1.58	0.87	1.50	1.64	.744	.925
	T3.1_SBQ34	Physicalaggression34	1.50	0.80	1.66	2.42	.775	.924
	T3.1_SBQ35	Physicalaggression35	1.35	0.72	2.25	5.04	.725	.926
	T3.1_SBQ36	Physicalaggression36	1.33	0.67	2.32	5.67	.732	.926
	T3.1_SBQ37	Proactiveaggression37	1.28	0.62	2.48	6.52	.766	.926
	T3.1_SBQ50	Proactiveaggression50	1.47	0.77	1.87	3.78	.633	.929
	T3.1_SBQ51	Proactiveaggression51	1.62	0.92	1.51	1.78	.665	.929
	T3.1_SBQ52	Proactiveaggression52	1.34	0.69	2.35	5.94	.708	.927
	T3.1_SBQ53	Reactiveaggression53	2.05	1.05	0.73	-0.26	.759	.925
	T3.1_SBQ54	Reactiveaggression54	1.77	0.92	1.08	0.53	.754	.924
	T3.1_SBQ55	Reactiveaggression55	2.04	1.02	0.71	-0.25	.759	.925
<i>Comments :</i>								
1) All items include only few cases for value 5;								
2) All items with excessive skewness and high kurtosis except T2.2_SBQ53 and T2.2SBQ54;								
3) High alpha-value, high item-scale-correlation.								

Sum Index Descriptive Statistics	Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1287	0.58	0.65	0.00	3.55	1.51	2.34			
	Gender								1	44.038	.000
	<i>Girls</i>	632	0.46	0.57	0.00	3.45	1.89	4.44			
	<i>Boys</i>	655	0.69	0.70	0.00	3.55	1.24	1.25			
	Treatment								3	6.061	.000
	<i>Control</i>	332	0.45	0.61	0.00	2.82	1.76	2.94			
	<i>Triple P</i>	310	0.61	0.64	0.00	3.30	1.30	1.58			
	<i>PATHS</i>	355	0.62	0.70	0.00	3.55	1.60	2.73			
	<i>Combination</i>	290	0.63	0.61	0.00	3.00	1.39	2.03			
	<i>Comments:</i>										
	1) Number of accepted missing items: 3;										
	2) Subtraction of 1 from total scale for mean computing;										
	3) Significant F-values for <i>Gender</i> and <i>Treatment</i> group differences;										
	4) All subgroups with excessive skewness and high kurtosis.										
Correlations with Subscales & DVs	Aggression Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
Subscales											
Teacher SBQ											
	<i>Total Aggression</i>	-----	----	-----	-----	-----	-----	-----	-----	-----	-----
	<i>Prosociality</i>	-.342	***	1287	-.319	***	655	-.284	***	632	
Parent SBQ											
	<i>Aggression</i>	.147	***	1130	.148	***	593	.100	*	537	
	<i>Prosociality</i>	-.031	ns	1130	-.023	ns	593	.039	ns	537	
Child SBQ											
	<i>Aggression</i>	.258	***	1277	.302	***	650	.122	**	627	
	<i>Prosociality</i>	-.035	ns	1277	-.033	ns	650	.051	ns	627	
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
	<i>Comments:</i>										
	1) Significant correlations with <i>Teacher SBQ</i> , <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> .										