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Technical Report
Teacher Wave 2.2

Child-Level: Social Behaviour Questionnaire

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Social Behaviour Questionnaire (*Child-Level Measure*)

Source/Developer	<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.
Adaptations	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
Description	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.
Measured Concepts/ Subdimensions	<p><i>Internalising Problem Behaviour</i></p> <ol style="list-style-type: none">AnxietyDepression <p><i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i></p> <ol style="list-style-type: none">Attention DeficitHyperactivity <p><i>Non-Aggressive Conduct Disorder</i></p> <ol style="list-style-type: none">Non-Aggressive Conduct Disorder (Opposition, Stealing, Lying) <p><i>Prosocial Behaviour</i></p> <ol style="list-style-type: none">Prosocial Behaviour (Helping, Empathy) <p><i>Aggression</i></p> <ol style="list-style-type: none">Physical AggressionIndirect AggressionInstrumental Aggressions/DominanceReactive Aggression
Number of Items	43
Response Categories	5-point Likert scale (from "never" to "very often")
Item Example	<ul style="list-style-type: none">"CHILD is worried." (Anxiety)"CHILD fidgets." (Hyperactivity)"CHILD steals at school." (Non-Aggressive CD)"CHILD kicks, bites, hits other children." (Physical Aggression)"CHILD will invite bystanders to join in a game." (Prosociality)
Administration History	Waves 1.1, 1.2, 2.1, 2.2, 3.1, 4.1
Variable Values	<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				Missings (%)						
	Variable Name	Label	Wording								
	T2.2_SBQ02	Anxiety/depression02	nervös, angespannt/ nervous, highstrung, tense		40 (3.1%)						
	T2.2_SBQ03	Anxiety/depression03	furchtsam, ängstlich/ fearful, anxious		40 (3.1%)						
	T2.2_SBQ04	Anxiety/depression04	beunruhigt, besorgt/ worried		42 (3.2%)						
	T2.2_SBQ05	Anxiety/depression05	traurig, depressiv/ unhappy, sad, depressed		42 (3.2%)						
	T2.2_SBQ06	Anxiety/depression06	nicht so glücklich/ not as happy as other children		41 (3.2%)						
	T2.2_SBQ07	Anxiety/depression07	fällt schwer zu freuen/ trouble enjoying himself		40 (3.1%)						
	T2.2_SBQ08	Anxiety/depression08	elendig, unglücklich/ miserable, distressed, unhappy		41 (3.2%)						
Total N = 1298											
Descriptive Statistics	Anxiety& Depression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .920$)			
	T2.2_SBQ02	Anxiety/depression02	2.19	1.05	0.55	-0.39	.617	.923			
	T2.2_SBQ03	Anxiety/depression03	1.90	0.95	0.88	0.23	.663	.917			
	T2.2_SBQ04	Anxiety/depression04	2.00	0.98	0.76	0.02	.819	.900			
	T2.2_SBQ05	Anxiety/depression05	1.77	0.94	1.13	0.70	.851	.897			
	T2.2_SBQ06	Anxiety/depression06	1.71	0.92	1.20	0.83	.844	.898			
	T2.2_SBQ07	Anxiety/depression07	1.64	0.86	1.27	1.14	.742	.909			
	T2.2_SBQ08	Anxiety/depression08	1.53	0.84	1.72	2.89	.758	.908			
Comments:											
<ol style="list-style-type: none"> 1) Different means for each item indicate differents degrees of difficulties; 2) Item T2.2_SBQ02 with weak item-scale-correlation and increased alpha when removed; 3) Items T2.2_SBQ05 and T2.2SBQ06 with excessive skewness; 4) Items T2.2SBQ07 and T2.2_SBQ08 with excessive skewness and high kurtosis. 											
Sum Index Descriptive Statistics	Anxiety& Depression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skew-ness	Kurtosis	ANOVA		
	Full sample	1247	0.82	0.77	0	4.00	1.03	0.97			
	Gender								1	2.45	.118
	<i>Girls</i>	616	0.79	0.75	0	4.00	1.03	1.18			
	<i>Boys</i>	631	0.86	0.78	0	4.00	1.03	0.79			
	Treatment								3	17.33	.000
	<i>Control</i>	333	0.61	0.74	0	4.00	1.52	2.31			
	<i>Triple P</i>	298	0.76	0.73	0	4.00	1.15	2.01			
	<i>PATHS</i>	343	0.93	0.74	0	4.00	0.82	0.46			
	<i>Combination</i>	286	1.00	0.80	0	3.57	0.84	0.45			
Comments:											
<ol style="list-style-type: none"> 1) Number of accepted missing items: 2; 2) Subtraction of 1 from total scale for mean computing; 3) Significant F-value for <i>Treatment</i> group differences; 4) <i>Girls</i>, <i>Boys</i>, <i>Control</i> and <i>Triple P</i> subgroups with excessive skewness, <i>Girls</i>, <i>Control</i> and <i>Triple P</i> subgroups with high kurtosis. 											

Correlations with Subscales & DVs	Anxiety & Depression Subscale									
	Variable	r	p ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
	Subscales									
	Teacher SBQ2.2									
	<i>Total Aggression</i>	.373	***	1249	.360	***	624	.391	***	613
	<i>Prosociality</i>	-.254	***	1247	-.216	***	622	-.297	***	613
	Parent SBQ									
	<i>Aggression</i>	.007	ns	1102	-.018	ns	572	.024	ns	525
	<i>Prosociality</i>	.008	ns	1102	-.019	ns	572	.027	ns	525
	Child SBQ									
	<i>Aggression</i>	.044	ns	1246	.060	ns	630	.009	ns	616
	<i>Prosociality</i>	.020	ns	1246	.023	ns	630	.035	ns	616
	¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: 1) High correlation with <i>Teacher SBQ</i> ; 2) No significant correlation with <i>Parent SBQ</i> and <i>Child SBQ</i> .									

2. Hyperactivity & Attention Deficit Subscale

Variable Wording & Case Summary	Hyperactivity & Attention Deficit Subscale				Missings (%)						
	Variable Name	Label	Wording								
	T2.2_SBQ10	ADHD10	impulsiv/ impulsive		41 (3.2%)						
	T2.2_SBQ11	ADHD11	fällt schwer zu warten/ has difficulty awaiting turn		43 (3.3%)						
	T2.2_SBQ12	ADHD12	unruhig, überaktiv/ restless, hyperactive		40 (3.1%)						
	T2.2_SBQ13	ADHD13	zappelig/ fidgets		40 (3.1%)						
	T2.2_SBQ14	ADHD14	nicht einer Sache widmen/ cannot settle to anything		43 (3.3%)						
	T2.2_SBQ15	ADHD15	ablenken/ distractible		41 (3.2%)						
	T2.2_SBQ16	ADHD16	nicht konzentrieren/ can't concentrate		40 (3.1%)						
	T2.2_SBQ17	ADHD17	unaufmerksam/ inattentive		42 (3.2%)						
Total N = 1298											
Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .942$)			
	T2.2_SBQ10	ADHD10	2.04	1.11	0.87	-0.08	.715	.940			
	T2.2_SBQ11	ADHD11	2.05	1.12	0.87	-0.02	.706	.941			
	T2.2_SBQ12	ADHD12	1.89	1.08	1.12	0.46	.817	.933			
	T2.2_SBQ13	ADHD13	1.81	1.07	1.29	0.89	.783	.935			
	T2.2_SBQ14	ADHD14	2.04	1.13	0.90	-0.01	.845	.931			
	T2.2_SBQ15	ADHD15	2.25	1.20	0.69	-0.42	.839	.931			
	T2.2_SBQ16	ADHD16	2.16	1.16	0.82	-0.13	.837	.932			
	T2.2_SBQ17	ADHD17	2.16	1.13	0.72	-0.28	.801	.934			
Comments:											
1) High alpha-value and item-scale-correlation;											
2) Items T2.2_SBQ12 and T2.2_SBQ13 with excessive skewness.											
Sum Index Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1245	1.05	0.95	0	4.00	0.85	0.16			
	Gender								1	53.01	.000
	<i>Girls</i>	614	0.86	0.85	0	4.00	1.08	0.86			
	<i>Boys</i>	631	1.24	1.00	0	4.00	0.64	-0.26			
	Treatment								3	9.54	.000
	<i>Control</i>	333	0.82	0.92	0	4.00	1.16	0.77			
	<i>Triple P</i>	296	1.07	0.97	0	4.00	0.86	0.24			
	<i>PATHS</i>	343	1.10	0.96	0	4.00	0.77	-0.16			
	<i>Combination</i>	286	1.23	0.89	0	4.00	0.79	0.35			
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;											
4) <i>Girls</i> and <i>Control</i> subgroups with excessive skewness.											

Correlations with Subscales & DVs Hyperactivity & Attention Deficit	Hyperactivity & Attention Deficit Subscale									
	Variable	r	p ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
	Subscales									
	Teacher SBQ2.2									
	<i>Total Aggression</i>	.609	***	1247	.595	***	624	.600	***	611
	<i>Prosociality</i>	-.244	***	1245	-.186	***	622	-.205	***	611
	Parent SBQ									
	<i>Aggression</i>	.105	***	1100	.082	ns	572	.071	ns	523
	<i>Prosociality</i>	.106	***	1100	.080	ns	572	.074	ns	523
	Child SBQ									
	<i>Aggression</i>	.187	***	1244	.179	***	630	.140	**	614
	<i>Prosociality</i>	-.017	ns	1244	.025	ns	630	.002	ns	614
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05									
	Comments:									
	1) Significant correlations with <i>Teacher SBQ</i> and with <i>Child SBQ Aggression</i> .									

3. Indirect Aggression Subscale

Variable Wording & Case Summary	Indirect Aggression Subscale							Missings (%)			
	Variable Name	Label	Wording								
	T2.2_SBQ19	Ind.aggression19	andere nicht mögen lassen/ get others to dislike				44 (3.4%)				
	T2.2_SBQ21	Ind.aggression21	Rücken Gemeinheiten/ bad things behind the other's back				52 (4.0%)				
T2.2_SBQ22	Ind.aggression22	andere ausschliessen lassen/ lets not be with him				53 (4.1%)					
Total N = 1298											
Descriptive Statistics	Indirect Aggression Subscale							α If Item Removed (α = .948)			
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation				
	T2.2_SBQ19	Ind.aggression19	1.73	0.96	1.26	0.99	.891	.924			
	T2.2_SBQ21	Ind.aggression21	1.73	0.96	1.23	0.94	.899	.919			
T2.2_SBQ22	Ind.aggression22	1.65	0.93	1.42	1.51	.884	.930				
Comments:											
1) High alpha-values, high item-scale-correlations;											
2) All Items with excessive skewness;											
1) Item T2.2_SBQ22 with high kurtosis.											
Sum Index Descriptive Statistics	Indirect Aggression Subscale							ANOVA			
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	df	F	p
	Full sample	1239	0.71	0.90	0.00	4.00	1.31	1.21			
	Gender								1	22.22	.000
<i>Girls</i>	614	0.83	0.97	0.00	4.00	1.13	0.71				
<i>Boys</i>	625	0.59	0.81	0.00	4.00	1.47	1.71				
Treatment								3	12.62	.000	
<i>Control</i>	329	0.50	0.82	0.00	4.00	1.66	2.11				
<i>Triple P</i>	298	0.61	0.88	0.00	4.00	1.51	1.72				
<i>PATHS</i>	343	0.86	0.98	0.00	4.00	1.23	1.08				
<i>Combination</i>	281	0.85	0.87	0.00	4.00	0.89	0.31				
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, Control, Triple P</i> and <i>PATHS</i> subgroups with high kurtosis.											
Correlations with Subscales & DVs	Indirect Aggression Subscale										
	Variable	r	p ¹	N	Boys		N	Girls		N	
					r	p ¹		r	p ¹		
	Subscales										
Teacher SBQ											
<i>Total Aggression</i>	.716	***	1241	.761	***	618	.761	***	618		
<i>Prosociality</i>	-.217	***	1240	-.253	***	617	-.253	***	617		
Parent SBQ											
<i>Aggression</i>	.119	***	1094	.162	***	566	.162	***	566		
<i>Prosociality</i>	.118	***	1094	.163	***	566	-.006	ns	567		
Child SBQ											
<i>Aggression</i>	.162	***	1238	.212	***	624	.212	***	624		
<i>Prosociality</i>	.001	ns	1238	-.028	ns	624	-.028	ns	624		
1 *** p<.001, ** p<.01, * p<.05, ns p>.05											
Comments:											
1) Significant correlations with <i>Teacher SBQ, Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> ;											
2) Significant correlation with <i>Parent SBQ Prosociality</i> disappears for Girls subgroup.											

4. Non-Aggressive Conduct Disorder Subscale

Variable Wording & Case Summary	Non-Aggressive Conduct Disorder Subscale						Missings (%)				
	Variable Name	Label	Wording								
	T2.2_SBQ25	Nonaggressive25	stiehlt/ steals				41 (3.2%)				
	T2.2_SBQ26	Nonaggressive26	zerstört eigene Sachen/ destroys his own things				38 (2.9%)				
	T2.2_SBQ31	Nonaggressive31	Dinge in Schule kaputt/ destroys things belonging to his school				38 (2.9%)				
	T2.2_SBQ32	Nonaggressive32	erzählt Lügen/ tells lies, cheats				44 (3.4%)				
Total N = 1298											
Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .775$)			
	T2.2_SBQ25	Nonaggressive25	1.10	0.39	4.99	30.52	.608	.730			
	T2.2_SBQ26	Nonaggressive26	1.18	0.53	3.38	12.59	.658	.683			
	T2.2_SBQ31	Nonaggressive31	1.15	0.47	3.90	18.19	.689	.681			
	T2.2_SBQ32	Nonaggressive32	1.46	0.80	1.90	3.60	.538	.812			
Comments:											
1) All items include only few cases for value 4 and 5;											
2) All items with excessive skewness and high kurtosis;											
Sum Index Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1248	0.22	0.44	0.00	3.25	3.11	12.25			
	Gender								1	7.50	.006
	Girls	616	0.19	0.39	0.00	3.25	3.39	15.29			
	Boys	632	0.26	0.48	0.00	3.25	2.86	10.01			
	Treatment								3	6.20	.000
	Control	333	0.16	0.36	0.00	2.25	2.96	9.58			
	Triple P	293	0.22	0.45	0.00	2.75	2.88	9.60			
	PATHS	343	0.22	0.40	0.00	3.25	3.32	15.11			
	Combination	286	0.31	0.54	0.00	3.25	2.86	9.98			
Comments:											
1) Number of accepted missing items: 1;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for Gender and Treatment group differences;											
4) All subgroups with excessive skewness and high kurtosis.											

Correlations with Subscales & DVs	Non-Aggressive Conduct Disorder Subscale									
	Variable	r	p ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
	Subscales									
	Teacher SBQ2.2									
	<i>Total Aggression</i>	.616	***	1250	.586	***	625	.653	***	613
	<i>Prosociality</i>	-.227	***	1248	-.167	***	623	-.283	***	613
	Parent SBQ									
	<i>Aggression</i>	.081	**	1103	.092	*	573	.037	ns	525
	<i>Prosociality</i>	.033	ns	1101	.080	ns	574	.000	ns	522
	Child SBQ									
	<i>Aggression</i>	.105	***	1247	.144	***	631	.018	ns	616
	<i>Prosociality</i>	.012	ns	1247	.018	ns	631	.037	ns	616
	¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: 1) Significant correlations with <i>Teacher SBQ</i> ; 2) Significant correlation with <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> disappear for Girls subgroup.									

5. Opposition / Defiance Subscale

Variable Wording & Case Summary	Opposition Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T2.2_SBQ27	Opposition27	ungehorsam/ disobedient	41 (3.2%)							
	T2.2_SBQ30	Opposition30	ignoriert Sie/ ignores you	39 (3.0%)							
Total N = 1298											
Descriptive Statistics	Opposition Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .843$)			
	T2.2_SBQ27	Opposition27	1.44	0.77	1.80	2.88	.532	-----			
	T2.2_SBQ30	Opposition30	1.46	0.78	1.68	2.20	.532	-----			
Comments: 1) T2.2_SBQ27 and T2.2_SBQ30 include only few cases for value 4 and 5; 2) Both items with excessive skewness and high kurtosis.											
Sum Index Descriptive Statistics	Opposition Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1242	0.45	0.72	0.00	4.00	1.71	2.62			
Gender								1	35.85	.000	
Girls	613	0.33	0.62	0.00	4.00	2.23	5.54				
Boys	629	0.57	0.79	0.00	4.00	1.35	1.19				
Treatment								3	9.88	.000	
Control	332	0.34	0.65	0.00	3.50	2.10	4.11				
Triple P	297	0.42	0.69	0.00	4.00	2.05	4.62				
PATHS	342	0.43	0.69	0.00	3.00	1.57	1.57				
Combination	284	0.64	0.81	0.00	4.00	1.26	1.21				
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 ¹	N	Boys			Girls			
					r	p ¹	N	r	p ¹	N	
	Subscales										
Teacher SBQ2.2											
<i>Total Aggression</i>	.619	***	1244	.625	***	622	.587	***	610		
<i>Prosociality</i>	-.303	***	1242	-.250	***	620	-.298	***	610		
Parent SBQ											
<i>Aggression</i>	.128	***	1098	.157	***	571	.029	ns	522		
<i>Prosociality</i>	-.060	*	1096	-.029	ns	572	-.034	ns	519		
Child SBQ											
<i>Aggression</i>	.163	***	1241	.202	***	628	0.45	ns	613		
<i>Prosociality</i>	-.029	ns	1241	-.031	ns	628	0.05	ns	613		
¹ *** p<.001, ** p<.01, * p<.05, ns p>.05											
Comments: 1) Significant correlations with <i>Teacher SBQ</i> ; 2) Significant correlations with <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> disappear for Girls subgroup.											

6. Physical Aggression Subscale

Variable Wording & Case Summary	Physical Aggression Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T2.2_SBQ33	Physicalaggression33	Prügeleien/ fights					42 (3.2%)			
	T2.2_SBQ34	Physicalaggression34	greift andere an/ attacks people					39 (3.0%)			
	T2.2_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits					39 (3.0%)			
	T2.2_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, bullies, mean					39 (3.0%)			
Total N = 1298											
Descriptive Statistics	Physical Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α if Item Removed ($\alpha = .915$)			
	T2.2_SBQ33	Physicalaggression33	1.52	0.85	1.66	2.26	.842	.881			
	T2.2_SBQ34	Physicalaggression34	1.47	0.80	1.79	2.83	.890	.860			
	T2.2_SBQ35	Physicalaggression35	1.34	0.71	2.27	5.09	.860	.873			
	T2.2_SBQ36	Physicalaggression36	1.29	0.63	2.43	5.98	.664	.935			
Comments: 1) All items include only very few cases for value 5; 2) High alpha-value, high item-scale-correlation; 3) Item T2.2_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	1247	0.40	0.67	0.00	4.00	2.02	4.23			
	Gender								1	81.07	.000
	<i>Girls</i>	616	0.24	0.50	0.00	4.00	2.89	10.35			
	<i>Boys</i>	631	0.57	0.76	0.00	4.00	1.51	1.99			
	Treatment								3	4.45	.004
	<i>Control</i>	332	0.32	0.57	0.00	3.50	2.34	6.41			
	<i>Triple P</i>	299	0.40	0.70	0.00	4.00	2.21	5.58			
	<i>PATHS</i>	343	0.40	0.64	0.00	3.00	1.75	2.49			
	<i>Combination</i>	286	0.52	0.76	0.00	3.75	1.71	2.55			
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	Physical Aggression Subscale									
	Variable	r	p ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.881	***	1250	.911	***	625	.911	***	625
	<i>Prosociality</i>	-.335	***	1247	-.257	***	622	-.257	***	622
Parent SBQ										
	<i>Aggression</i>	.156	***	1102	.141	**	572	.141	**	572
	<i>Prosociality</i>	-.037	ns	1100	.011	ns	573	.011	ns	573
Child SBQ										
	<i>Aggression</i>	.248	***	1246	.295	***	630	.295	***	630
	<i>Prosociality</i>	-.061	*	1246	-.048	ns	630	-.048	ns	630
¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: 1) Significant correlations 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							Missings (%)			
	Variable Name	Label	Wording								
	T2.2_SBQ41	Prosociality41	hilft bei Durcheinander/ helps clear up a mess				49 (3.8%)				
	T2.2_SBQ42	Prosociality42	Zank beenden/ stops a quarrel				51 (3.9%)				
	T2.2_SBQ43	Prosociality43	hilft verletztem Kind/ helps so who has been hurt				46 (3.5%)				
	T2.2_SBQ44	Prosociality44	mitspielen/ invites to join a game				51 (3.9%)				
	T2.2_SBQ45	Prosociality45	hilft aufzuheben/ helps to pick up dropped objects				53 (4.1%)				
	T2.2_SBQ46	Prosociality46	kümmert sich um Weinende/ comforts a crying child				53 (4.1%)				
	T2.2_SBQ49	Prosociality47	teilt mit anderen/ shares things with others				57 (4.4%)				
Total N = 1298											
Descriptive Statistics	Prosociality Subscale							α If Item Removed ($\alpha = .917$)			
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation				
	T2.2_SBQ41	Prosociality41	3.07	1.12	0.44	-0.69	.732	.907			
	T2.2_SBQ42	Prosociality42	3.06	1.06	0.01	-0.58	.760	.903			
	T2.2_SBQ43	Prosociality43	3.50	1.00	-0.21	-0.41	.808	.898			
	T2.2_SBQ44	Prosociality44	3.48	0.86	-0.30	0.04	.615	.917			
	T2.2_SBQ45	Prosociality45	3.17	1.00	0.00	-0.57	.777	.901			
	T2.2_SBQ46	Prosociality46	3.40	0.96	-0.10	-0.40	.836	.895			
	T2.2_SBQ49	Prosociality47	3.47	0.88	-0.11	-0.21	.694	.909			
Comments:											
1) High alpha value, high item-scale-correlation;											
2) Item T2.2_SBQ44 with low item-scale-correlation.											
Sum Index Descriptive Statistics	Prosociality Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1236	2.31	0.81	0.00	4.00	0.14	-0.43			
	Gender								1	152.90	.000
	<i>Girls</i>	613	2.58	0.76	0.00	4.00	-0.08	-0.29			
	<i>Boys</i>	623	2.04	0.77	0.14	4.00	0.42	-0.03			
	Treatment								3	8.87	.000
	<i>Control</i>	328	2.24	0.88	0.14	4.00	0.17	-0.58			
	<i>Triple P</i>	295	2.15	0.75	0.00	4.00	0.30	0.02			
	<i>PATHS</i>	342	2.45	0.75	0.43	4.00	0.00	-0.43			
	<i>Combination</i>	283	2.38	0.81	0.14	4.00	0.17	-0.50			
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 ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
	Subscales									
	Teacher SBQ									
	<i>Total Aggression</i>	-.322	***	1245	-.255	***	621	-.347	***	612
	<i>Prosociality</i>	-----	---	-----	-----	---	-----	-----	---	-----
	Parent SBQ									
	<i>Aggression</i>	-.058	ns	1091	-.024	ns	565	-.005	ns	522
	<i>Prosociality</i>	.148	***	1089	.114	**	566	.079	ns	519
	Child SBQ									
	<i>Aggression</i>	-.094	**	1235	-.049	ns	622	-.056	ns	613
	<i>Prosociality</i>	-.118	***	1235	.117	**	622	.007	ns	613
	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 Prosociality</i> disappears for Girls subgroup.									

8. Pro-active Aggression Subscale

Variable Wording & Case Summary	Pro-active Aggression Subscale							
	Variable Name	Label	Wording					Missings (%)
	T2.2_SBQ37	Proactiveaggression37	bedroht/ threatens people					41 (3.2%)
	T2.2_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child					53 (4.1%)
	T2.2_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate					53 (4.1%)
T2.2_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children					53 (4.1%)	

Descriptive Statistics	Pro-active Aggression Subscale							
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .867$)
	T2.2_SBQ37	Proactiveaggression37	1.26	0.60	2.59	7.29	.677	.852
	T2.2_SBQ50	Proactiveaggression50	1.45	0.77	1.84	3.38	.717	.831
	T2.2_SBQ51	Proactiveaggression51	1.59	0.90	1.50	1.64	.728	.838
T2.2_SBQ52	Proactiveaggression52	1.34	0.69	2.30	5.54	.805	.799	

Comments:

- 1) All items include only few cases for value 5;
- 2) All items with excessive skewness and high kurtosis;

Sum Index Descriptive Statistics	Pro-active Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1236	0.41	0.63	0.00	4.00	1.92	4.02			
	Gender								1	0.41	.520
	Girls	614	0.43	0.62	0.00	4.00	1.90	4.14			
	Boys	622	0.40	0.64	0.00	3.75	1.95	3.97			
	Treatment								3	7.20	.000
	Control	324	0.29	0.53	0.00	3.00	2.19	5.00			
	Triple P	297	0.40	0.66	0.00	4.00	2.26	6.24			
PATHS	343	0.50	0.69	0.00	3.25	1.64	2.32				
Combination	284	0.47	0.62	0.00	3.25	1.63	2.80				

Comments:

- 1) Number of accepted missing items: 1;
- 2) Subtraction of 1 from total scale for mean computing;
- 3) Significant F-value for *Treatment* group differences;
- 4) Excessive skewness and high kurtosis for all subgroups.

Correlations with Subscales & DVs	Pro-active Aggression Subscale									
	Variable				Boys			Girls		
		r	p ¹	N	r	p ¹	N	r	p ¹	N
Subscales										
Teacher SBQ										
<i>Total Aggression</i>										
	.876	***	1247	.881	***	622	.904	***	613	
<i>Prosociality</i>										
	-.249	***	1243	-.214	***	618	-.330	***	613	
Parent SBQ										
<i>Aggression</i>										
	.140	***	1091	.148	***	564	.134	**	523	
<i>Prosociality</i>										
	-.010	ns	1089	.034	ns	565	-.067	ns	520	
Child SBQ										
<i>Aggression</i>										
	.185	***	1235	.233	***	621	.135	**	614	
<i>Prosociality</i>										
	.030	ns	1235	.010	ns	621	.052	ns	614	
¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: 1) Significant correlations with Teacher SBQ, with Parent SBQ Aggression and Child SBQ Aggression.										

9. Reactive Aggression Subscale

Variable Wording & Case Summary	Reactive Aggression Subscale							Missings (%)			
	Variable Name	Label	Wording								
	T2.2_SBQ53	Reactiveaggression53	Aggressive wenn geneckt/ aggressive manner when teased					49 (3.8%)			
	T2.2_SBQ54	Reactiveaggression54	Aggressive wenn weggenommen/ aggressive manner when something is taken					49 (3.8%)			
T2.2_SBQ55	Reactiveaggression55	Aggressive wenn widersprochen/ aggressive when contradicted					48 (3.7%)				
Total N = 1298											
Descriptive Statistics	Reactive Aggression Subscale							α If Item Removed (α = .933)			
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation				
	T2.2_SBQ53	Reactiveaggression53	1.95	1.01	0.75	-0.34	.871	.896			
	T2.2_SBQ54	Reactiveaggression54	1.98	0.98	0.67	-0.39	.882	.887			
T2.2_SBQ55	Reactiveaggression55	1.75	0.92	1.09	0.48	.836	.923				
Comments:											
1) All items include only few cases for value 5;											
2) High alpha-value and item-scale-correlation;											
Sum Index Descriptive Statistics	Reactive Aggression Subscale							ANOVA			
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	df	F	p
	Full sample	1239	0.89	0.91	0	4.00	0.83	0.04			
	Gender								1	25.53	.000
<i>Girls</i>	613	0.76	0.84	0	4.00	0.87	0.04				
<i>Boys</i>	626	1.02	0.96	0	4.00	0.75	-0.12				
Treatment								3	9.37	.000	
<i>Control</i>	328	0.67	0.89	0	3.33	1.16	0.28				
<i>Triple P</i>	296	0.95	0.99	0	4.00	0.87	0.12				
<i>PATHS</i>	343	0.94	0.86	0	3.67	0.66	-0.29				
<i>Combination</i>	284	1.03	0.86	0	4.00	0.69	0.30				
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) <i>Control</i> subgroup with excessive skewness.											
Correlations with Subscales & DVs	Reactive Aggression Subscale										
	Variable	r	p ¹	N	Boys		Girls				
					r	p ¹	N	r	p ¹	N	
	Subscales										
Teacher SBQ2.2											
<i>Total Aggression</i>	.853	***	1249	.856	***	624	.845	***	661		
<i>Prosociality</i>	-.259	***	1246	-.205	***	622	-.253	***	612		
Parent SBQ											
<i>Aggression</i>	.115	***	1094	.128	**	568	.046	ns	522		
<i>Prosociality</i>	-.030	ns	1092	.033	ns	569	-.052	ns	519		
Child SBQ											
<i>Aggression</i>	.199	***	1238	.250	***	625	.086	*	613		
<i>Prosociality</i>	-.054	ns	1238	-.048	ns	625	-.008	ns	613		
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 Girls subgroup.											

10. Aggression Subscale

Variable Wording & Case Summary	Aggression Subscale				Missings (%)			
	Variable Name	Label	Wording					
	T2.2_SBQ33	Physicalaggression33	Prügeleien/ fights		42 (3.2%)			
	T2.2_SBQ34	Physicalaggression34	greift andere an/ attacks people		39 (3.0%)			
	T2.2_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits		39 (3.0%)			
	T2.2_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, mean		39 (3.0%)			
	T2.2_SBQ37	Proactiveaggression37	bedroht/ threatens people		41 (3.2%)			
	T2.2_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child		53 (4.1%)			
	T2.2_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate		53 (4.1%)			
	T2.2_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children		53 (4.1%)			
	T2.2_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased		49 (3.8%)			
	T2.2_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken		49 (3.8%)			
	T2.2_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted		48 (3.7%)			
Total N = 1298								
Descriptive Statistics	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α if Item Removed ($\alpha = .932$)
	T2.2_SBQ33	Physicalaggression33	1.52	0.85	1.66	2.26	.740	.925
T2.2_SBQ34	Physicalaggression34	1.47	0.80	1.79	2.83	.769	.924	
T2.2_SBQ35	Physicalaggression35	1.34	0.71	2.27	5.09	.742	.926	
T2.2_SBQ36	Physicalaggression36	1.29	0.63	2.43	5.98	.738	.926	
T2.2_SBQ37	Proactiveaggression37	1.26	0.60	2.59	7.29	.771	.926	
T2.2_SBQ50	Proactiveaggression50	1.45	0.77	1.84	3.38	.638	.929	
T2.2_SBQ51	Proactiveaggression51	1.59	0.90	1.50	1.64	.668	.929	
T2.2_SBQ52	Proactiveaggression52	1.34	0.69	2.30	5.54	.734	.926	
T2.2_SBQ53	Reactiveaggression53	1.95	1.01	0.75	-0.34	.755	.925	
T2.2_SBQ54	Reactiveaggression54	1.98	0.98	0.67	-0.39	.747	.925	
T2.2_SBQ55	Reactiveaggression55	1.75	0.92	1.09	0.48	.729	.926	
<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	1238	0.54	0.63	0	4.00	1.59	2.86			
	Gender								1	26.65	.000
	<i>Girls</i>	613	0.45	0.55	0	4.00	1.79	4.41			
	<i>Boys</i>	625	0.63	0.68	0	3.91	1.38	1.83			
	Treatment								3	8.22	.000
	<i>Control</i>	327	0.40	0.56	0	3.00	1.87	3.79			
	<i>Triple P</i>	296	0.55	0.67	0	4.00	1.85	4.50			
	<i>PATHS</i>	343	0.58	0.62	0	2.82	1.32	1.49			
	<i>Combination</i>	284	0.64	0.64	0	3.45	1.33	1.66			
	<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 ¹	N	Boys			Girls			
					r	p ¹	N	r	p ¹	N	
	Subscales										
	Teacher SBQ2.2										
	<i>Total Aggression</i>	-----	---	-----	-----	---	-----	-----	---	-----	
	<i>Prosociality</i>	-.322	***	1245	-.255	***	621	-.347	***	612	
	Parent SBQ										
	<i>Aggression</i>	.156	***	1093	.156	***	567	.108	*	522	
	<i>Prosociality</i>	-.028	ns	1091	.031	ns	568	-.051	ns	519	
	Child SBQ										
	<i>Aggression</i>	.244	***	1237	.299	***	624	.119	**	613	
	<i>Prosociality</i>	-.036	ns	1237	-.039	ns	624	.030	ns	613	
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
	<i>Comments:</i>										
	1) Significant correlations with <i>Teacher SBQ Prosociality</i> , <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> .										