



Technical Report

Parent Wave 1

Leisure Activities

Source/Developer	z-proso Project Team
Description	Inventory of target child's routine activities outside school. Designed to tap important aspects of child leisure activities which are related to the problem behaviour in children. Measured on a weekly basis except media use which is measured on a daily basis.
Measured Concepts/ Subdimensions	<ol style="list-style-type: none"> 1. Social activities 2. Cognitive stimulation and skills development 3. Helping at home 4. Media consumption 5. Nutrition routines
Number of Items	19
Response Categories	<ul style="list-style-type: none"> • <i>Activities in- and outside the home:</i> 8-point Likert scale (from "never (0 days)" to "daily (on 7 days)") • <i>Media use:</i> 6-point Likert scale (from "(almost) never" to "more than 3 hours")
Item Examples	<p>"CHILD takes part in organised sport activities outside school (e.g., football, tennis, swimming)." (Social Activities)</p> <p>"CHILD practices a music instrument." (Cognitive Stimulation and Skills Development)</p> <p>"CHILD helps with cooking." (Helping at Home)</p> <p>"CHILD plays video games or other electronic games." (Media Consumption)</p> <p>"CHILD eats lots of sweets or chocolate." (Nutrition Routines)</p>
Administration History	Wave 1
Notes	<ul style="list-style-type: none"> • The subscales are based on a previous analysis where first the averages of leisure time activities have been computed by neighbourhood and then an exploratory factor analysis was run. • V5325 (<CHILD> takes part in organised learning activities outside school (e.g., logopedia, language classes, private lessons, IT-training courses), V5330 (<CHILD> goes to religious education lessons or to church), V5350 (<CHILD> is bored and does not know what to do), and V5375 (<CHILD> is alone at home for more than 30 Minutes without an adult) are excluded from the subscales.

Leisure Activities – Subscale “Social Activities ”

Variable Values

- 8-point Likert scale
- 0- never (0 days)
- 1- on 1 day
- 2- on 2 days
- 3- on 3 days
- 4- on 4 days
- 5- on 5 days
- 6- on 6 days
- 7- always (on 7 days)

- 97- Does not apply (*MISSING*)
- 98- Don't know/ Can't remember (*MISSING*)
- 99- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V5310	Social activities 1	<CHILDNAME> takes part in organised sport activities outside school (e.g. football, tennis, swimming)	2 (0.2%)
V5320	Social activities 2	<CHILDNAME> takes part in other organised leisure activities outside school (e.g. scouts, play groups)	5 (0.4%)
V5355	Social activities 3	<CHILDNAME> plays with his/her friends at your home	7 (0.6%)

Total N = 1235

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .137$)
V5610_1	Social activities 1	.620	.914	0	6	1.69	3.23	.100	.048
V5610_2	Social activities 2	.180	.517	0	5	4.60	30.85	.079	.122
V5610_3	Social activities 3	2.36	1.77	0	7	.927	.453	.089	.140

Sum Index Descriptive Statistics

Social Activities Subscale (Leisure_social)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1233	1.05	.722	.000	5.00	.871	1.23			
Gender								1	5.25	.022
Girls	593	1.00	.696	.000	5.00	1.10	2.31			
Boys	640	1.10	.743	.000	5.00	.684	5.23			
Treatment								3	3.25	.021
Control	322	1.11	.729	.000	4.67	.837	1.24			
Triple P	288	1.05	.667	.000	3.50	.632	.201			
PATHS	347	1.09	.772	.000	5.00	.995	2.03			
Combination	276	.937	.696	.000	3.00	.895	.441			
Language								8	8.46	.000
German	809	1.13	.680	.000	4.33	.699	.537			
Albanian	74	.694	.752	.000	3.00	1.20	.651			
Bos./Cro./ Serb.	90	1.20	.847	.000	5.00	1.32	3.68			
English	24	1.11	1.06	.000	4.67	1.71	4.37			
Italian	18	.982	.779	.000	3.00	1.16	1.53			
Portuguese	77	.952	.709	.000	3.00	1.04	.311			
Spanish	51	.935	.663	.000	3.00	.789	.682			
Tamil	48	.521	.637	.000	2.33	1.50	1.78			
Turkish	42	.810	.603	.000	2.67	1.39	1.80			

Comments:

- 1) The scale has been constructed by taking the average of the three variables. The maximum number of accepted missing variables was 1.
- 2) The results of the ANOVA are highly significant for the language groups ($F(8,1224)=8.46, p<.001$) and moderately significant for the gender ($F(1,1231)=5.25, p<.05$) and the treatment groups ($F(3,1229)=3.25, p<.05$).

Correlations with Subscales & DVs

Social Activities Subscale (Leisure_social)

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales									
<i>Cognitive Stimulation and Skills Development</i>	-.034	ns	1232	-.028	ns	593	-.013	ns	639
<i>Helping at Home</i>	.074	**	1230	.092	*	592	.063	ns	638
<i>Media Consumption</i>	-.075	**	1229	-.101	*	592	-.078	ns	637
<i>Nutrition Routines</i>	.057	*	1230	.045	ns	592	.070	ns	638
Parent SBQ									
<i>Aggression</i>	.094	***	1228	.104	*	589	.072	ns	639
<i>Prosociality</i>	.121	***	1213	.122	**	585	.146	***	628
Teacher SBQ									
<i>Aggression</i>	.052	ns	1191	.005	ns	576	.065	ns	615
<i>Prosociality</i>	.031	ns	1169	.083	ns	564	.031	ns	605
Child SBQ									
<i>Aggression</i>	.029	ns	1209	.027	ns	583	.022	ns	626
<i>Prosociality</i>	.032	ns	1209	.032	ns	583	.050	ns	626

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: The social activities subscale is positively correlated with the two positive subscales (helping at home and nutrition routines) and negatively correlated with the negative media consumption subscale. This subscale is also negatively correlated with the positive subscale –cognitive stimulation and skills development- but it is insignificant. The social activities subscale is not correlated with the child aggression or prosociality when the informant is either the teacher or the child. The correlations with the parent-reported aggression and prosociality are overall significant but the direction of the correlation is unexpectedly positive for child aggression. Overall, the scale yields very low predictive validity.

Leisure Activities – Subscale “Cognitive Stimulation and Skills Development ”

- Variable Values**
- 8-point Likert scale
 - 0- never (0 days)
 - 1- on 1 day
 - 2- on 2 days
 - 3- on 3 days
 - 4- on 4 days
 - 5- on 5 days
 - 6- on 6 days
 - 7- always (on 7 days)
- 97- Does not apply (*MISSING*)
 98- Don't know/ Can't remember (*MISSING*)
 99- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V5315	Cognitive stimulation and skills development 1	<CHILDNAME> goes to a music, dance or drama lesson outside school.	4 (0.3%)
V5335	Cognitive stimulation and skills development 2	<CHILDNAME> practices a music instrument	2 (0.2%)
V5360	Cognitive stimulation and skills development 3	<CHILDNAME> is on his own and quietly plays with his/her toys in his/her room	3 (0.2%)
V5365	Cognitive stimulation and skills development 4	<CHILDNAME> paints or does some crafts	4 (0.3%)
V5370	Cognitive stimulation and skills development 5	<CHILDNAME> is occupied with a book (reading or looking at it)	4 (0.3%)

Total N = 1235

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .450$)
V5315	Cognitive stimulation and skills development 1	.800	.689	0	7	1.16	5.97	.149	.455
V5335	Cognitive stimulation and skills development 2	.360	1.22	0	7	4.15	17.44	.178	.434
V5360	Cognitive stimulation and skills development 3	3.62	2.53	0	7	.164	-1.43	.288	.358
V5365	Cognitive stimulation and skills development 4	4.22	2.30	0	7	-.126	-1.32	.313	.332
V5370	Cognitive stimulation and skills development 5	4.40	2.30	0	7	-.244	-1.28	.295	.348

Sum Index Descriptive Statistics

Cognitive Stimulation and Skills Development Subscale (Leisure_active)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1233	2.68	1.09	.000	6.20	.182	-.270			
Gender								1	69.10	.000
Girls	593	2.94	1.10	.400	6.20	.192	-.253			
Boys	640	2.44	1.03	.000	6.00	.108	-.480			
Treatment								3	1.20	.308
Control	322	2.74	1.14	.200	6.20	.117	-.365			
Triple P	288	2.74	1.09	.000	5.80	.063	-.457			
PATHS	347	2.62	1.07	.200	6.20	.379	.245			
Combination	276	2.62	1.07	.400	5.40	.130	-.483			

Language								8	3.74	.000
German	808	2.75	1.11	.000	6.20	.152	-.298			
Albanian	75	2.71	.926	.400	4.80	-.275	-.130			
Bos./Cro./ Serb.	90	2.68	1.07	.600	5.20	.257	-.545			
English	24	2.84	1.28	1.20	6.20	1.05	.680			
Italian	18	2.12	1.22	.200	4.20	.463	-.765			
Portuguese	77	2.54	1.01	.000	5.20	-.115	-.221			
Spanish	51	2.55	1.08	.200	5.20	-.001	-.165			
Tamil	48	2.04	.825	.500	4.20	.208	-.182			
Turkish	42	2.46	1.08	.600	4.40	.312	-.853			

Comments:

- 1) The scale has been constructed by taking the average of all the variables. The maximum number of accepted missing variables was 1.
- 2) The results of the ANOVA are highly significant for the gender ($F(1,1231)=69.10, p<.001$) and the language groups ($F(8,1224)=3.74, p<.001$). ANOVA yielded no significant result for the treatment groups ($F(3,1229)=.308, p>.05$).

Correlations with Subscales & DVs *Cognitive Stimulation and Skills Development Subscale* (Leisure_active)

Variable	Full Sample			Girls			Boys		
	r	p ¹	N	r	p ¹	N	r	p ¹	N
Subscales									
Social activities	-.034	ns	1232	-.028	ns	593	-.013	ns	639
Helping at home	.204	***	1231	.226	***	592	.175	***	639
Media consumption	-.213	***	1229	-.201	***	592	-.165	***	637
Nutrition routines	.162	***	1231	.151	***	592	.171	***	639
Parent SBQ									
Aggression	-.140	***	1228	-.088	*	589	-.125	**	639
Prosociality	.180	***	1213	.172	***	585	.124	**	628
Teacher SBQ									
Aggression	-.107	***	1191	-.064	ns	576	-.075	ns	615
Prosociality	.072	*	1169	-.023	ns	564	.029	ns	605
Child SBQ									
Aggression	-.016	ns	1208	.035	ns	583	-.028	ns	625
Prosociality	.092	**	1208	.080	ns	583	.044	ns	625

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: The cognitive stimulation and skills development subscale is positively correlated with the two other positive subscales (helping at home and nutrition routines) and negatively correlated with the negative media consumption subscale. For these subscales, the correlations are low and significant, pointing to good divergent validity. However, this subscale is also negatively correlated with the positive social activities subscale, though the correlations are not significant. The correlations between this subscale and child aggression/prosociality are all in the expected direction, but generally low and significant only for parent and teacher measures. Overall, the scale yields very low predictive validity.

Leisure Activities – Subscale “Helping at Home ”

- Variable Values**
- 8-point Likert scale
 - 0- never (0 days)
 - 1- on 1 day
 - 2- on 2 days
 - 3- on 3 days
 - 4- on 4 days
 - 5- on 5 days
 - 6- on 6 days
 - 7- always (on 7 days)

- 97- Does not apply (*MISSING*)
- 98- Don't know/ Can't remember (*MISSING*)
- 99- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V5380	Helping at home 1	<CHILDNAME> helps with cooking	4 (0.3%)
V5385	Helping at home 2	<CHILDNAME> helps otherwise in the household (tidying up, cleaning etc)	2 (0.2%)

Total N = 1235

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .309$)
V5380	Helping at home 1	1.29	1.39	0	7	1.59	3.36	.209	negative
V5385	Helping at home 2	2.92	2.36	0	7	.673	-.899	.209	negative

Sum Index Descriptive Statistics

Helping at Home Subscale (Leisure_home)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1231	2.10	1.49	.000	7.00	.662	-.099			
Gender								1	1.74	.187
Girls	592	2.16	1.50	.000	7.00	.774	.188			
Boys	639	2.05	1.47	.000	7.00	.550	-.425			
Treatment								3	2.48	.060
Control	321	2.22	1.52	.000	7.00	.542	-.287			
Triple P	287	1.95	1.46	.000	7.00	.937	.679			
PATHS	347	2.20	1.51	.000	7.00	.466	-.643			
Combination	276	2.01	1.45	.000	7.00	.805	.408			
Language								8	8.53	.000
German	807	2.33	1.42	.000	7.00	.381	-.566			
Albanian	74	1.63	1.87	.000	7.00	1.70	2.26			
Bos./Cro./ Serb.	90	1.72	1.57	.000	7.00	1.14	.996			
English	24	2.06	1.48	.500	5.50	.894	-.176			
Italian	18	2.11	1.45	.000	5.00	.695	-.100			
Portuguese	77	1.38	1.30	.000	5.00	1.01	.208			
Spanish	51	1.78	1.66	.000	7.00	1.34	1.17			
Tamil	48	1.89	1.05	.500	5.00	.823	.723			
Turkish	42	1.35	1.38	.000	7.00	2.15	6.25			

Comments:

1) The scale has been constructed by taking the average of all the variables. No missing variable was allowed.

2) The results of the ANOVA are highly significant for the language groups ($F(8,1222)=8.53, p<.001$). ANOVA yielded no significant result for the gender ($F(1,1229)=1.74, p>.05$) and the treatment groups ($F(3,1227)=2.48, p>.05$).

Correlations with Subscales & DVs *Helping at Home Subscale* (Leisure_home)

Variable	Full Sample			Girls			Boys		
	r	p ¹	N	r	p ¹	N	r	p ¹	N
Subscales									
<i>Social activities</i>	.074	**	1230	.092	*	592	.063	ns	638
<i>Cognitive stimulation and Skills development</i>	.204	***	1231	.226	***	592	.175	***	639
<i>Media consumption</i>	-.194	***	1227	-.155	***	591	-.222	***	636
<i>Nutrition routines</i>	.155	***	1229	.124	**	591	.183	***	638
Parent SBQ									
<i>Aggression</i>	.017	ns	1226	.074	ns	588	-.016	ns	638
<i>Prosociality</i>	.175	***	1211	.151	***	584	.188	***	627
Teacher SBQ									
<i>Aggression</i>	-.075	**	1189	-.042	ns	575	-.090	*	614
<i>Prosociality</i>	.069	*	1167	.097	*	563	.030	ns	604
Child SBQ									
<i>Aggression</i>	.028	ns	1206	.002	ns	582	.057	ns	624
<i>Prosociality</i>	.045	ns	1206	.051	ns	582	.031	ns	624

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: Helping at home subscale is positively correlated with all the other positive leisure activities scales and negatively correlated with the negative media consumption scale. The correlations are low and significant, pointing to good divergent validity of the construct. Helping at home subscale is also significantly and negatively correlated with child aggression –though very weakly- only when the informant is the teacher. Correlations between helping at home and child prosociality are positive for both girls and boys but relatively stronger when the informant is the parent. Child assessments yield no significant correlations between helping at home subscale and child aggression/prosociality. Overall, the scale yields low predictive validity.

Leisure Activities – Subscale “Media Consumption ”

- Variable Values**
- 6-point Likert scale
 - 1- (almost) never
 - 2- Less than half an hour
 - 3- ½ to 1 hour
 - 4- 1 to 2 hours
 - 5- 2 to 3 hours
 - 6- more than 3 hours

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V5410	Media consumption 1	How much time <CHILDNAME> spends on an average day with watching TV, DVDs or videos	4 (0.3%)
V5420	Media consumption 2	How much time <CHILDNAME> spends on an average day with playing video games or other electronic games	2 (0.2%)

Total N = 1235

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .482$)
V5410	Media consumption 1	2.97	1.12	1	6	.232	-.201	.322	negative
V5420	Media consumption 2	1.80	.947	1	6	1.03	.385	.322	negative

Sum Index Descriptive Statistics

Media Consumption Subscale (Leisure_media)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1230	1.39	.841	.000	5.00	.563	.244			
Gender								1	35.47	.000
Girls	592	1.24	.769	.000	5.00	.666	.859			
Boys	638	1.52	.882	.000	4.50	.424	-.129			
Treatment								3	2.68	.046
Control	320	1.36	.831	.000	4.50	.575	.464			
Triple P	289	1.44	.841	.000	4.50	.436	.129			
PATHS	346	1.30	.853	.000	5.00	.751	.733			
Combination	275	1.47	.830	.000	4.00	.483	-.287			
Language								8	32.14	.000
German	807	1.15	.763	.000	5.00	.798	1.23			
Albanian	73	1.90	.725	.500	4.00	.542	.088			
Bos./Cro./ Serb.	90	1.79	.771	.500	3.50	.327	-.656			
English	24	1.42	.776	.000	3.00	.531	-.015			
Italian	18	1.61	.719	.000	2.50	-.303	-.279			
Portuguese	77	1.83	.759	.500	4.50	.828	.909			
Spanish	51	1.62	.778	.000	3.00	.153	-.895			
Tamil	48	2.06	.842	.500	4.00	.437	-.126			
Turkish	42	2.32	.697	1.00	4.00	.173	-.618			

Comments:

1) The scale has been constructed by taking the average of all the variables. No missing variable was allowed. For the purpose of rescaling, 1 has been subtracted from the scale.

2) The results of the ANOVA are highly significant for the gender ($F(1,1228)=35.47, p<.001$) and the language groups ($F(8,1221)=32.14, p<.001$) and moderately significant for the treatment groups ($F(3,1226)=2.68, p<.05$).

Correlations with Subscales & DVs *Media Consumption Subscale* (Leisure_media)

Variable	Full Sample			Girls			Boys		
	r	p ¹	N	r	p ¹	N	r	p ¹	N
Subscales									
<i>Social activities</i>	-.075	**	1229	-.101	*	592	-.078	ns	637
<i>Cognitive stimulation and Skills development</i>	-.213	***	1229	-.201	***	592	-.165	***	637
<i>Helping at home</i>	-.194	***	1227	-.155	***	591	-.222	***	636
<i>Nutrition routines</i>	-.254	***	1227	-.268	***	591	-.242	***	636
Parent SBQ									
<i>Aggression</i>	-.142	***	1225	-.162	***	588	-.182	***	637
<i>Prosociality</i>	-.033	ns	1210	-.056	ns	584	.033	ns	626
Teacher SBQ									
<i>Aggression</i>	.118	***	1188	.036	ns	575	.123	**	613
<i>Prosociality</i>	-.052	ns	1166	-.019	ns	563	.006	ns	603
Child SBQ									
<i>Aggression</i>	-.072	*	1205	-.095	*	582	-.080	*	623
<i>Prosociality</i>	-.078	**	1205	-.077	ns	582	-.040	ns	623

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: Media consumption subscale is significantly and negatively correlated with all the other positive leisure activities subscales. The correlations between media consumption and child aggression are generally low but significant across all informants, and the correlations are unexpectedly negative when the informant is either the parent or the child. Child's media consumption shows no significant correlations with child's prosociality for either boys or girls. Overall, the subscale yields low predictive validity.

Leisure Activities – Subscale “Nutrition Routines ”

- Variable Values**
- 8-point Likert scale
 - 0- never (0 days)
 - 1- on 1 day
 - 2- on 2 days
 - 3- on 3 days
 - 4- on 4 days
 - 5- on 5 days
 - 6- on 6 days
 - 7- always (on 7 days)

- 97- Does not apply (*MISSING*)
- 98- Don't know/ Can't remember (*MISSING*)
- 99- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V5340	Nutrition routines 1	<CHILDNAME> eats a lot of sweets or chocolate	3 (0.2%)
V5345	Nutrition routines 2	<CHILDNAME> eats an apple or other fruits or vegetables in between meals	2 (0.2%)

Total N = 1235

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .052$)
V5340_r	Nutrition routines 1	5.60	2.04	0	7	-1.61	1.69	.027	negative
V5345	Nutrition routines 2	5.63	1.98	0	7	-1.21	.275	.027	negative

Comments: The variable V5340 has been reverse-scored.

Sum Index Descriptive Statistics

Nutrition Routines Subscale (Leisure_food)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1231	5.61	1.44	.000	7.00	-.975	.384			
Gender								1	.702	.402
Girls	592	5.65	1.44	.000	7.00	-.973	.356			
Boys	639	5.58	1.44	.000	7.00	-.980	.423			
Treatment								3	.273	.845
Control	322	5.64	1.33	.000	7.00	-.860	.347			
Triple P	288	5.55	1.53	.000	7.00	-1.01	.564			
PATHS	346	5.62	1.44	.500	7.00	-.959	.288			
Combination	275	5.65	1.48	1.00	7.00	-1.03	.188			
Language								8	17.14	.000
German	806	5.84	1.32	.000	7.00	-1.18	1.11			
Albanian	75	4.67	1.49	1.50	7.00	-.305	-.898			
Bos./Cro./ Serb.	90	5.93	1.47	1.00	7.00	-1.55	2.11			
English	24	6.10	1.04	3.50	7.00	-1.02	.110			
Italian	18	4.31	1.59	1.50	7.00	.228	-.695			
Portuguese	77	5.17	1.48	2.00	7.00	-.432	-1.00			
Spanish	51	5.38	1.46	1.00	7.00	-.703	.092			
Tamil	48	4.94	1.15	2.00	7.00	-.441	-.377			
Turkish	42	4.38	1.79	.500	7.00	-.459	-.459			

Comments:

1) The scale has been constructed by taking the average of all the variables. No missing variable was allowed.

2) The results of the ANOVA are highly significant for the language groups ($F(8,1222)=17.14, p<.001$). ANOVA yielded no significant result for the gender ($F(1,1229)=.702, p>.05$) and the treatment groups ($F(3,1227)=.273, p>.05$).

Correlations with Subscales & DVs	<i>Nutrition Routines Subscale</i> (Leisure_food)									
	Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales										
	<i>Social activities</i>	.057	ns	1230	.045	ns	592	.070	ns	638
	<i>Cognitive stimulation and Skills development</i>	.162	***	1231	.151	***	592	.171	***	639
	<i>Helping at home</i>	.155	***	1229	.124	**	591	.183	***	638
	<i>Media consumption</i>	-.254	***	1227	-.268	***	591	-.242	***	636
Parent SBQ										
	<i>Aggression</i>	-.006	ns	1226	.008	ns	588	-.009	ns	638
	<i>Prosociality</i>	.117	***	1211	.075	ns	584	.148	***	627
Teacher SBQ										
	<i>Aggression</i>	-.087	**	1189	-.089	*	575	-.081	*	614
	<i>Prosociality</i>	.059	*	1167	.122	**	563	.003	ns	604
Child SBQ										
	<i>Aggression</i>	.041	ns	1206	.102	*	582	-.009	ns	624
	<i>Prosociality</i>	.101	***	1206	.077	ns	582	.116	**	624

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: The nutrition routines subscale is negatively correlated with the negative media consumption scale and positively correlated with the other positive leisure activities subscales. The correlations are low and significant, except for the social activities subscale. The correlations between nutrition routines and child aggression are negative and significant only when the informant is the teacher, though the correlations are almost nil. Nutrition routines subscale is also positively correlated with the child prosociality across all the informants. However, low correlations point to the low predictive validity of the construct.