

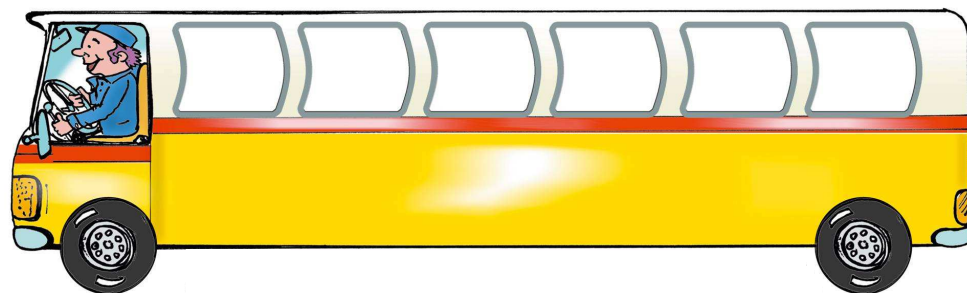


Technical Report

Children Wave 2

The “Coach Game” – Peer Nomination/Class Sociometrics

Source/Developer	Françoise Alsaker (University of Bern)
Adaptations	The game board was redesigned for the <i>z-proso</i> study.
Description	The “Coach Game” is used as a basic sociometric instrument aimed at measuring a child’s degree of popularity in the class. Each child is asked to nominate up to six classmates to join him/her on a nice trip with a traditional black and yellow public-transport coach (positive nominations). Each child is represented by a drawn comic-like face that can be placed in one of the coach’s windows. In order to also allow computing explicit rejection scores, from wave 2 on, children were further asked whether there are children in the class they would never take with on such a trip.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Peer Popularity• Peer Rejection• Class Sociometrics
Number of Items	Up to 6 positive and 6 negative nominations
Administration History	Wave 1 (positive nominations only), Wave 2
Instrument Image	



Positive Nominations

Case Summary & Descriptive Statistics "positive nominations"

Variable Name	Missings (%)	Mean	Standard Deviation	Skewness	Kurtosis
ZK2_posnom	5 (0.4%)	0.00	0.96	0.22	-0.56

N= 1307

Sum Index Descriptive Statistics

"positive nominations"

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1302	0	0.96	-2.04	2.82	0.22	-0.56			
Gender								1	7.86	.005
<i>Girls</i>	643	-0.08	0.93	-1.98	2.82	0.31	-0.36			
<i>Boys</i>	659	0.07	0.98	-2.04	2.72	0.13	-0.69			
Treatment								3	0.04	.988
<i>Control</i>	326	0.01	0.96	-1.89	2.72	0.14	-0.56			
<i>Triple P</i>	311	-0.01	0.96	-1.98	2.66	0.19	-0.66			
<i>PATHS</i>	365	0.00	0.96	-2.04	2.82	0.29	-0.39			
<i>Combination</i>	300	-0.01	0.96	-1.92	2.53	0.25	-0.61			

Comments:

- 1) Significant F-value for gender group differences

Correlations with Subscales & DVs

Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N
Subscales									
<i>Negative nominations W2</i>	-.317	***	1272	-.344	***	639	-.313	***	633
<i>Social impact W2</i>	.789	***	1302	.774	***	659	.804	***	643
<i>Positive nominations W1</i>	.545	***	1235	.581	***	619	.501	***	616
Child SBQ									
<i>Aggression W1</i>	-.013	ns	1302	-.029	ns	659	-.020	ns	643
<i>Prosociality W2</i>	.089	**	1302	.101	**	659	.109	**	643
<i>Aggression W1</i>	-.013	ns	1290	-.044	ns	653	.009	ns	637
<i>Prosociality W1</i>	.063	*	1290	.068	ns	653	.082	*	637
Teacher SBQ2.1									
<i>Total Aggression</i>	-.080	**	1278	-.072	ns	648	-.120	**	630
<i>Prosociality</i>	.076	**	1280	.115	**	648	.092	*	632
Parent SBQ									
<i>Aggression</i>	.066	*	1144	.099	*	598	.008	ns	546
<i>Prosociality</i>	-.016	ns	1142	-.004	ns	599	-.005	ns	543

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

Comments:

- 1) Significant correlations with Child SBQ Prosociality W1 and Teacher SBQ2.1 Total aggression disappear for boys subgroup
- 2) Significant correlation with Parent SBQ Aggression disappears for girls subgroup

Negative Nominations

Case Summary & Descriptive Statistics “negative nominations”

Variable Name	Missings (%)	Mean	Standard Deviation	Skewness	Kurtosis
ZK2_negnom	31 (2.4%)	0	0.96	0.87	0.29

N= 1307

Sum Index Descriptive Statistics

“negative nominations”

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1276	0.00	0.96	-2.12	3.45	0.87	0.29			
Gender								1	20.01	.000
Girls	634	-0.12	0.90	-2.12	3.44	0.97	0.70			
Boys	642	0.12	1.01	-1.71	3.45	0.76	-0.04			
Treatment								3	0.02	.996
Control	313	-0.01	0.96	-1.71	3.45	1.10	0.97			
Triple P	307	0.01	0.96	-1.70	3.09	0.83	0.03			
PATHS	365	-0.01	0.96	-1.71	3.45	1.10	0.97			
Combination	291	0.01	0.96	-2.04	3.40	0.71	-0.10			

Comments:

- 1) Significant F-value for gender group differences
- 2) Control and PATHS subgroups with excessive skewness

Correlations with Subscales & DVs

Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N
Subscales									
Positive nominations W2	-.317	***	1272	-.344	***	639	-.313	***	633
Social impact W2	.282	***	1276	.279	***	642	.257	***	634
Positive nominations W1	-.209	***	1214	-.220	***	606	-.211	***	608
Child SBQ									
Aggression W2	.092	**	1276	.103	**	642	.034	ns	634
Prosociality W2	-.070	*	1276	-.076	ns	642	-.013	ns	634
Aggression W1	.037	ns	1265	.066	ns	637	-.018	ns	628
Prosociality W1	-.058	*	1265	-.058	ns	637	-.023	ns	628
Teacher SBQ2.1									
Total Aggression	.265	***	1252	.270	***	631	.227	***	621
Prosociality	-.122	***	1254	-.074	ns	631	-.110	***	623
Parent SBQ									
Aggression	.096	**	1121	.128	**	581	.015	ns	540
Prosociality	.000	ns	1120	.056	ns	582	-.021	ns	538

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

Comments:

- 1) Significant correlations with Child SBQ Aggression W2 and Parent SBQ Aggression disappear for girls subgroup
- 2) Significant correlation with Teacher SBQ 2.1 Prosociality disappears for boys subgroup
- 3) Significant correlation with Child SBQ Prosociality W2 gets insignificant after division in boys and girls subgroups

Social impact

Case Summary & Descriptive Statistics "social impact"

Variable Name	Missings (%)	Mean	Standard Deviation	Skewness	Kurtosis
ZK2_socialimpact	1 (0.1%)	0	0.96	0.06	-0.54

N= 1307

Sum Index Descriptive Statistics

"social impact"

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1306	0.00	0.96	-2.52	2.92	0.06	-0.54			
Gender								1	26.92	.000
Girls	644	-0.14	0.93	-2.52	2.92	0.19	-0.38			
Boys	662	0.13	0.97	-2.34	2.65	-0.09	0.56			
Treatment								3	0.02	.995
Control	326	0.01	0.96	-2.52	2.65	0.03	-0.42			
Triple P	313	-0.01	0.96	-2.18	2.04	-0.11	-0.80			
PATHS	365	0.00	0.96	-2.23	2.92	0.21	-0.39			
Combination	302	0.00	0.95	-2.34	2.58	0.06	-0.54			

Comments:

- 1) Significant F-value for gender group differences

Correlations with Subscales & DVs

Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N
Subscales									
Positive nominations W2	.789	***	1302	.774	***	659	.804	***	643
Negative nominations W2	.282	***	1276	.279	***	642	.257	***	634
Positive nominations W1	.412	***	1237	.441	***	620	.375	***	617
Child SBQ									
Aggression W1	.041	ns	1306	.033	ns	662	.003	ns	644
Prosociality W2	.037	ns	1306	.042	ns	662	.092	*	644
Aggression W1	.008	ns	1294	-.001	ns	656	-.005	ns	638
Prosociality W1	.025	ns	1294	.039	ns	656	.053	ns	638
Teacher SBQ2.1									
Total Aggression	.102	***	1282	.122	**	651	.031	ns	631
Prosociality	-.012	ns	1284	.052	ns	651	.009	ns	633
Parent SBQ									
Aggression	.121	***	1147	.181	***	600	.013	ns	547
Prosociality	-.020	ns	1145	.020	ns	601	-.018	ns	544

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

Comments:

- 1) Significant correlations with Teacher SBQ 2.1 Total Aggression and Parent SBQ Aggression disappear for girls subgroup