



Universität Zürich
 Pädagogisches Institut
z-proso Zurich Project on the Social Development of Children

University of Cambridge
 Institute of Criminology



Technical Report

Teacher Wave 2.1

Child-Level: Social Behaviour Questionnaire

OVERVIEW

1. Anxiety & Depression Subscale	2
2. Hyperactivity & Attention Deficit Subscale	4
3. Indirect Aggression Subscale	6
4. Non-Aggressive Conduct Disorder Subscale	8
5. Opposition/ Defiance Subscale	10
6. Physical Aggression Subscale	11
7. Prosociality Subscale	13
8. Pro-active Aggression Subscale	15
9. Reactive Aggression Subscale	17
10. Aggression Subscale	18

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								
	T2.1_SBQ02	Anxiety/depression02	nervös, angespannt/ nervous, highstrung, tense					23 (1.7%)			
	T2.1_SBQ03	Anxiety/depression03	furchtsam, ängstlich/ fearful, anxious					22 (1.6%)			
	T2.1_SBQ04	Anxiety/depression04	beunruhigt, besorgt/ worried					22 (1.6%)			
	T2.1_SBQ05	Anxiety/depression05	traurig, depressiv/ unhappy, sad, depressed					24 (1.8%)			
	T2.1_SBQ06	Anxiety/depression06	nicht so glücklich/ not as happy as other children					26 (1.9%)			
	T2.1_SBQ07	Anxiety/depression07	fällt schwer zu freuen/ trouble enjoying himself					27 2.0%			
	T2.1_SBQ08	Anxiety/depression08	elendig, unglücklich/ miserable, distressed, unhappy					23 (1.7%)			
Total N = 1345											
Descriptive Statistics	Anxiety& Depression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed (α = .908)			
	T2.1_SBQ02	Anxiety/depression02	2.17	1.06	0.62	-0.32	.577	.913			
	T2.1_SBQ03	Anxiety/depression03	1.83	0.93	0.93	0.29	.647	.902			
	T2.1_SBQ04	Anxiety/depression04	1.93	0.94	0.82	0.22	.798	.885			
	T2.1_SBQ05	Anxiety/depression05	1.74	0.89	1.10	0.69	.825	.883			
	T2.1_SBQ06	Anxiety/depression06	1.71	0.93	1.18	0.72	.825	.882			
	T2.1_SBQ07	Anxiety/depression07	1.62	0.84	1.27	1.01	.684	.898			
	T2.1_SBQ08	Anxiety/depression08	1.48	0.78	1.80	3.33	.754	.892			
Comments:											
1) Different means for each item indicate different degrees of difficulty;											
2) All items include only few cases for value 5;											
3) T2.1_SBQ02 with low item-scale-correlation and increased alpha when removed;											
4) Item T2.1_SBQ05 and T2.1_SBQ06 with excessive skewness;											
5) Item T2.1_SBQ07 and T2.1_SBQ08 with excessive skewness and high kurtosis.											
Sum Index Descriptive Statistics	Anxiety& Depression Subscale								ANOVA		
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	df	F	p
Full sample		1312	0.79	0.73	0	4.00	1.03	0.98			
Gender								1	2.82	.093	
<i>Girls</i>		646	0.75	0.71	0	4.00	1.01	0.93			
<i>Boys</i>		666	0.82	0.76	0	3.86	1.04	0.98			
Treatment								3	18.74	.000	
<i>Control</i>		340	0.59	0.69	0	2.83	1.58	2.78			
<i>Triple P</i>		321	0.75	0.69	0	3.33	0.77	0.07			
<i>PATHS</i>		361	0.81	0.69	0	4.00	1.11	1.73			
<i>Combination</i>		302	1.00	0.81	0	3.86	0.73	0.23			
Comments:											
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, Boys, Control</i> and <i>PATHS</i> subgroups with excessive skewness, <i>Control</i> and <i>PATHS</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 SBQ									
	<i>Total Aggression</i>	.373	***	1317	.362	***	663	.391	***	642
	<i>Prosociality</i>	-.214	***	1317	-.183	***	663	-.249	***	642
	Parent SBQ									
	<i>Aggression</i>	-.033	ns	1163	-.068	ns	604	-.006	ns	553
	<i>Prosociality</i>	-.056	ns	1161	-.005	ns	605	-.104	ns	550
	Child SBQ									
	<i>Aggression</i>	.017	ns	1311	.036	ns	665	-.023	ns	646
	<i>Prosociality</i>	.015	ns	1311	.010	ns	665	.041	ns	646
	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								
	T2.1_SBQ10	ADHD10	impulsiv/ impulsive		22 (1.6%)						
	T2.1_SBQ11	ADHD11	fällt schwer zu warten/ has difficulty awaiting turn		26 (1.9%)						
	T2.1_SBQ12	ADHD12	unruhig, überaktiv/ restless, hyperactive		21 (1.6%)						
	T2.1_SBQ13	ADHD13	zappelig/ fidgets		26 (1.9%)						
	T2.1_SBQ14	ADHD14	nicht einer Sache widmen/ cannot settle to anything		23 (1.7%)						
	T2.1_SBQ15	ADHD15	ablenken/ distractable		23 (1.7%)						
	T2.1_SBQ16	ADHD16	nicht konzentrieren/ can't concentrate		21 (1.6%)						
	T2.1_SBQ17	ADHD17	unaufmerksam/ inattentive		38 (2.8%)						
Total N = 1345											
Descriptive Statistics	Hyperactivity & Attention Deficit Subscale							α If Item Removed (α = .946)			
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation				
	T2.1_SBQ10	ADHD10	2.11	1.15	0.79	-0.28	.744	.943			
	T2.1_SBQ11	ADHD11	2.11	1.15	0.83	-0.17	.709	.945			
	T2.1_SBQ12	ADHD12	1.95	1.16	1.07	0.15	.842	.936			
	T2.1_SBQ13	ADHD13	1.86	1.13	1.19	0.44	.807	.939			
	T2.1_SBQ14	ADHD14	2.08	1.12	0.80	-0.22	.846	.936			
	T2.1_SBQ15	ADHD15	2.32	1.22	0.58	-0.64	.849	.936			
	T2.1_SBQ16	ADHD16	2.20	1.16	0.69	-0.46	.833	.937			
	T2.1_SBQ17	ADHD17	2.17	1.11	0.70	-0.29	.797	.939			
Comments:											
1) High alpha-value and high item-scale-correlation;											
2) Items T2.1_SBQ12 and T2.1_SBQ13 with excessive skewness.											
Sum Index Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1312	1.10	0.97	0	4.00	0.78	-0.16			
	Gender								1	48.75	.000
	Girls	646	0.91	1.02	0	4.00	1.08	0.69			
	Boys	666	1.28	0.89	0	4.00	0.52	-0.59			
	Treatment								3	15.98	.000
	Control	340	0.85	0.94	0	4.00	1.16	0.62			
	Triple P	320	1.06	0.98	0	4.00	0.86	0.00			
	PATHS	362	1.15	1.00	0	4.00	0.71	-0.33			
	Combination	302	1.37	0.93	0	4.00	0.55	-0.27			
Comments:											
1) Number of accepted missing items: 2;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for Gender and Treatment group differences;											
4) Girls and Control subgroups with excessive skewness.											

Correlations with Subscales & DVs	Hyperactivity& Attention Deficit Subscale									
	Variable	r	p ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
	Subscales									
	Teacher SBQ									
	<i>Total Aggression</i>	.584	***	1317	.559	***	663	.590	***	642
	<i>Prosociality</i>	-.223	***	1317	-.203	***	663	-.154	***	642
	Parent SBQ									
	<i>Aggression</i>	.115	***	1163	.088	*	604	.089	*	553
	<i>Prosociality</i>	-.031	ns	1161	.021	ns	605	-.022	ns	550
	Child SBQ									
	<i>Aggression</i>	.194	***	1311	.192	***	665	.141	***	646
	<i>Prosociality</i>	-.017	ns	1311	-.004	ns	665	.037	ns	646
	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> .									

3. Indirect Aggression Subscale

Variable Wording & Case Summary	Indirect Aggression Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T2.1_SBQ19	Ind.aggression19	andere nicht mögen lassen/ get others to dislike					34 (2.5%)			
	T2.1_SBQ21	Ind.aggression21	Rücken Gemeinheiten/ bad things behind the other's back					38 (2.8%)			
	T2.1_SBQ22	Ind.aggression22	andere ausschliessen lassen/ lets not be with him					40 (3.0%)			
Total N = 1345											
Descriptive Statistics	Indirect Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .941$)			
	T2.1_SBQ19	Ind.aggression19	1.71	0.92	1.17	0.79	.883	.910			
	T2.1_SBQ21	Ind.aggression21	1.66	0.89	1.26	0.96	.884	.910			
	T2.1_SBQ22	Ind.aggression22	1.60	0.86	1.38	1.34	.867	.923			
<p>Comments:</p> <ol style="list-style-type: none"> 1) All three Items include only few cases for value 5; 2) High alpha-values, high item-scale-correlations; 3) All Items with excessive skewness; 4) Item T2.1_SBQ22 with high kurtosis. 											
Sum Index Descriptive Statistics	Indirect Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1295	0.66	0.84	0.00	4.00	1.28	1.20			
	Gender								1	32.07	.000
	<i>Girls</i>	637	0.79	0.93	0.00	4.00	1.07	0.52			
	<i>Boys</i>	658	0.73	0.73	0.00	4.00	1.45	1.83			
	Treatment								3	8.43	.000
	<i>Control</i>	338	0.49	0.70	0.00	3.00	1.31	0.68			
	<i>Triple P</i>	316	0.64	0.92	0.00	4.00	1.56	2.03			
	<i>PATHS</i>	362	0.72	0.85	0.00	4.00	1.21	1.17			
<i>Combination</i>	291	0.80	0.86	0.00	3.67	0.97	0.04				
<p>Comments:</p> <ol style="list-style-type: none"> 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>, <i>Triple P</i> and <i>PATHS</i> subgroups with high kurtosis. 											

Correlations with Subscales & DVs	Indirect Aggression Subscale									
	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.707	***	1301	.773	***	655	.757	***	634
	<i>Prosociality</i>	-.211	***	1302	-.246	***	656	-.304	***	634
Parent SBQ										
	<i>Aggression</i>	.116	***	1148	.136	***	596	.135	**	546
	<i>Prosociality</i>	-.050	ns	1294	-.071	ns	597	-.085	*	543
Child SBQ										
	<i>Aggression</i>	.134	***	1294	.174	***	657	.155	***	637
	<i>Prosociality</i>	.027	ns	1294	-.005	ns	657	.013	ns	637
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments :										
1) Significant correlation with <i>Teacher SBQ</i> , with <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> ;										
2) Significant correlation between Girls subgroup and <i>Parent SBQ Prosociality</i> .										

4. Non-Aggressive Conduct Disorder Subscale

Variable Wording & Case Summary	Non-Aggressive Conduct Disorder Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T2.1_SBQ25	Nonaggressive25	stiehlt/ steals					30 (2.2%)			
	T2.1_SBQ26	Nonaggressive26	zerstört eigene Sachen/ destroys his own things					25 (1.9%)			
	T2.1_SBQ31	Nonaggressive31	Dinge in Schule kaputt/ destroys things belonging to his school					28 (2.1%)			
	T2.1_SBQ32	Nonaggressive32	erzählt Lügen/ tells lies, cheats					25 (1.9%)			
Total N = 1345											
Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .759$)			
	T2.1_SBQ25	Nonaggressive25	1.10	0.38	4.13	18.62	.584	.714			
	T2.1_SBQ26	Nonaggressive26	1.18	0.52	3.39	12.76	.613	.674			
	T2.1_SBQ31	Nonaggressive31	1.15	0.47	3.45	12.22	.693	.644			
	T2.1_SBQ32	Nonaggressive32	1.45	0.77	1.80	2.95	.503	.797			
Comments:											
1) Item T2.1_SBQ25 and T2.1_SBQ31 include no cases for value 5;											
2) All Items have excessive skewness and high kurtosis;											
3) Item TC2.1_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	1307	0.22	0.42	0.00	2.75	2.65	7.78			
	Gender								1	8.19	.004
	<i>Girls</i>	644	0.19	0.39	0.00	2.50	2.94	9.75			
	<i>Boys</i>	663	0.25	0.44	0.00	2.75	2.42	6.45			
	Treatment								3	10.48	.000
	<i>Control</i>	336	0.13	0.28	0.00	2.00	3.33	14.36			
	<i>Triple P</i>	319	0.25	0.45	0.00	2.50	2.23	5.04			
	<i>PATHS</i>	362	0.20	0.38	0.00	2.00	2.33	5.76			
	<i>Combination</i>	302	0.31	0.53	0.00	2.75	2.36	5.36			
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			Girls		
					r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.613	***	1313	.573	***	660	.674	***	641
	<i>Prosociality</i>	-.180	***	1312	-.136	***	660	-.208	***	640
Parent SBQ										
	<i>Aggression</i>	.046	ns	1158	.068	ns	601	-.012	ns	551
	<i>Prosociality</i>	-.018	ns	1156	.016	ns	602	-.032	ns	548
Child SBQ										
	<i>Aggression</i>	.088	**	1306	.120	***	662	.017	ns	644
	<i>Prosociality</i>	.012	ns	1306	.015	ns	662	.040	ns	644
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlation with <i>Teacher SBQ</i> ;										
2) Significant correlation for <i>Child SBQ Aggression</i> disappears for Girls subgroup;										
3) No significant correlation with <i>Parent SBQ</i> .										

5. Opposition / Defiance Subscale

Variable Wording & Case Summary	Opposition Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T2.1_SQ27	Opposition27	ungehorsam/ disobedient	22 (1.6%)							
	T2.1_SBQ30	Opposition30	ignoriert Sie/ ignores you	25 (1.9%)							
Total N = 1345											
Descriptive Statistics	Opposition Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .860$)			
	T2.1_SBQ27	Opposition27	1.49	0.81	1.75	2.88	.754	-----			
	T2.1_SBQ30	Opposition30	1.48	0.81	1.71	2.46	.754	-----			
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		
									df	F	p
	Full sample	1307	0.48	0.75	0.00	4.00	1.69	2.46			
	Gender								1	41.01	.000
	Girls	644	0.35	0.65	0.00	4.00	2.26	5.35			
	Boys	663	0.61	0.81	0.00	4.00	1.31	1.10			
	Treatment								3	7.83	.000
	Control	338	0.38	0.70	0.00	4.00	2.16	4.82			
	Triple P	319	0.41	0.70	0.00	4.00	1.90	3.53			
	PATHS	360	0.51	0.76	0.00	4.00	1.75	3.04			
Combination	302	0.64	0.83	0.00	3.50	1.21	0.63				
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 except <i>Combination</i> subgroup.											
Correlations with Subscales & DVs	Opposition Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ										
	Total Aggression	.617	***	1313	.591	***	660	.591	***	660	
	Prosociality	-.260	***	1312	-.232	***	660	-.232	***	660	
	Parent SBQ										
	Aggression	.149	***	1159	.160	***	602	.160	***	602	
	Prosociality	-.086	**	1157	-.033	ns	603	-.033	ns	603	
	Child SBQ										
	Aggression	.152	***	1306	.174	***	662	.174	***	662	
	Prosociality	-.031	ns	1306	-.026	ns	662	-.026	ns	662	
1 *** p<.001, ** p<.01, * p<.05, ns p>.05											
Comments:											
1) Significant correlation with <i>Teacher SBQ</i> , significant correlation with <i>Child SBQ Aggression</i> and <i>Parent SBQ Aggression</i> .											

6. Physical Aggression Subscale

Variable Wording & Case Summary	Variable Name	Label	Wording		Missings (%)						
	T2.1_SBQ33	Physicalaggression33	Prügeleien/ fights	22 (1.6%)							
T2.1_SBQ34	Physicalaggression34	greift andere an/ attacks people	22 (1.6%)								
T2.1_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits	24 (1.8%)								
T2.1_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, bullies, mean	23 (1.7%)								
Total N = 1345											
Descriptive Statistics	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .907$)			
	T2.1_SBQ33	Physicalaggression33	1.58	0.88	1.47	1.43	.839	.866			
T2.1_SBQ34	Physicalaggression34	1.49	0.81	1.68	2.24	.899	.838				
T2.1_SBQ35	Physicalaggression35	1.36	0.72	2.12	4.34	.854	.859				
T2.1_SBQ36	Physicalaggression36	1.30	0.64	2.40	5.87	.606	.937				
Comments:											
<ol style="list-style-type: none"> 1) Different means for each item indicate different degrees of difficulty; 2) All items include only few cases for value 5; 3) All Items with excessive skewness and high kurtosis; 4) High alpha-value and high item-scale-correlation; 5) Item T2.1_SBQ36 with low item-scale-correlation and increased alpha when removed. 											
Sum Index Descriptive Statistics	Physical Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
Full sample	1312	0.43	0.68	0.00	4.00	1.85	3.30				
Gender								1	103.11		.000
<i>Girls</i>	645	0.25	0.50	0.00	3.00	2.66	7.90				
<i>Boys</i>	667	0.61	0.78	0.00	4.00	1.36	1.44				
Treatment								3	3.13		.025
<i>Control</i>	340	0.37	0.61	0.00	3.25	1.87	3.49				
<i>Triple P</i>	320	0.45	0.71	0.00	3.25	1.72	2.43				
<i>PATHS</i>	362	0.43	0.65	0.00	4.00	2.07	4.73				
<i>Combination</i>	302	0.53	0.75	0.00	3.50	1.67	2.35				
Comments:											
<ol style="list-style-type: none"> 1) Number of accepted missing items: 1; 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 Items with excessive skewness and high kurtosis. 											

Correlations with Subscales & DVs	Physical Aggression Subscale									
	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ										
<i>Total Aggression</i> .885 *** 1318 .914 *** 664 .850 *** 642										
<i>Prosociality</i> -.304 *** 1317 -.244 *** 664 -.266 *** 641										
Parent SBQ										
<i>Aggression</i> .157 *** 1163 .141 ** 605 .095 * 552										
<i>Prosociality</i> -.084 ** 1161 -.037 ns 606 -.048 ns 549										
Child SBQ										
<i>Aggression</i> .238 *** 1311 .245 *** 666 .137 *** 645										
<i>Prosociality</i> -.052 ns 1311 -.032 ns 666 .033 ns 645										
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				Missings (%)							
	Variable Name	Label	Wording									
	T2.1_SBQ41	Prosociality41	hilft bei Durcheinander/ helps clear up a mess		28 (2.1%)							
	T2.1_SBQ42	Prosociality42	Zank beenden/ stops a quarrel		30 (2.2%)							
	T2.1_SBQ43	Prosociality43	hilft verletztem Kind/ helps so who has been hurt		33 (2.5%)							
	T2.1_SBQ44	Prosociality44	mitspielen/ invites to join a game		31 (2.3%)							
	T2.1_SBQ45	Prosociality45	hilft aufzuheben/ helps to pick up dropped objects		25 (1.9%)							
	T2.1_SBQ46	Prosociality46	kümmert sich um Weinende/ comforts a crying child		28 (2.1%)							
	T2.1_SBQ49	Prosociality49	teilt mit anderen/ shares things with others		36 (2.7%)							
	Total N = 1345											
Descriptive Statistics	Prosociality Subscale											
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .923$)				
	T2.1_SBQ41	Prosociality41	3.12	1.07	0.02	-0.57	.727	.914				
	T2.1_SBQ42	Prosociality42	3.05	1.03	0.03	-0.45	.755	.911				
	T2.1_SBQ43	Prosociality43	3.46	0.97	-0.16	-0.38	.822	.905				
	T2.1_SBQ44	Prosociality44	3.42	0.91	-0.17	-0.21	.687	.918				
	T2.1_SBQ45	Prosociality45	3.13	1.07	0.06	-0.63	.782	.909				
	T2.1_SBQ46	Prosociality46	3.33	1.01	-0.10	-0.48	.829	.903				
T2.1_SBQ49	Prosociality49	3.40	0.89	0.00	-0.21	.713	.915					
Comments :												
1) High alpha value and high item-scale-correlation.												
Sum Index Descriptive Statistics	Prosociality Subscale											
	Group	N	Mean	Standard Deviation		Min.	Max.	Skewness	Kurtosis	ANOVA		
				Deviation	Min.					Max.	df	F
	Full sample	1307	2.27	0.82	0.00	4.00	0.09	-0.31				
	Gender								1	123.71	.000	
	<i>Girls</i>	643	2.52	0.78	0.14	4.00	0.04	-0.36				
	<i>Boys</i>	664	2.04	0.79	0.00	4.00	0.21	-0.15				
	Treatment								3	10.11	.000	
	<i>Control</i>	339	2.14	0.88	0.00	4.00	0.13	-0.38				
	<i>Triple P</i>	318	2.17	0.79	0.14	4.00	0.03	-0.10				
	<i>PATHS</i>	363	2.43	0.76	0.43	4.00	0.17	-0.45				
<i>Combination</i>	299	2.34	0.82	0.14	4.00	0.17	-0.47					
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				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	-.304	***	1315	-.268	***	668	-.292	***	640
	<i>Prosociality</i>	-----	---	-----	-----	---	-----	-----	---	-----
Parent SBQ										
	<i>Aggression</i>	-.081	**	1158	-.049	ns	602	-.039	ns	550
	<i>Prosociality</i>	.137	***	1156	.066	ns	603	.122	**	547
Child SBQ										
	<i>Aggression</i>	-.119	***	1306	-.081	*	663	-.081	*	643
	<i>Prosociality</i>	.141	***	1306	.163	***	663	.019	ns	643
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 Prosociality</i> disappears for Boys subgroup;										
3) Significant correlation with <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 (%)			
	T2.1_SBQ37	Proactiveaggression37	bedroht/ threatens people					26 (1.9%)			
	T2.1_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child					33 (2.5%)			
	T2.1_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate					26 (1.9%)			
	T2.1_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children					28 (2.1%)			
Total N = 1345											
Descriptive Statistics	Pro-active Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α if Item Removed ($\alpha = .881$)			
	T2.1_SBQ37	Proactiveaggression37	1.31	0.64	2.18	4.60	.676	.873			
	T2.1_SBQ50	Proactiveaggression50	1.44	0.73	1.64	2.09	.761	.840			
	T2.1_SBQ51	Proactiveaggression51	1.58	0.88	1.46	1.38	.757	.852			
	T2.1_SBQ52	Proactiveaggression52	1.32	0.68	2.42	6.38	.814	.823			
Comments:											
<ol style="list-style-type: none"> 1) All items include only few cases for value 5; 2) All items with excessive skewness and high kurtosis; 3) High alpha-value, high item-scale-correlation. 											
Sum Index Descriptive Statistics	Pro-active Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1307	0.42	0.638	0.00	3.50	1.87	3.53			
	Gender								1	0.16	.691
	<i>Girls</i>	664	0.42	0.65	0.00	3.50	1.91	3.85			
	<i>Boys</i>	663	0.41	0.63	0.00	3.25	1.84	3.22			
	Treatment								3	7.37	.000
	<i>Control</i>	338	0.28	0.49	0.00	3.00	2.05	4.39			
	<i>Triple P</i>	318	0.43	0.71	0.00	3.50	1.99	3.80			
	<i>PATHS</i>	363	0.47	0.64	0.00	3.50	1.65	2.82			
	<i>Combination</i>	300	0.49	0.67	0.00	3.00	1.62	2.16			
	Comments:										
<ol style="list-style-type: none"> 1) Number of accepted missing items: 1; 2) Subtraction of 1 from total scale for mean computing; 3) Significant F-value for <i>Treatment</i> group differences; 4) Excessive skewness and high kurtosis for all subgroups. 											

Correlations with Subscales & DVs	Pro-active Aggression Subscale									
	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ										
<i>Total Aggression</i> .865 *** 1316 .870 *** 663 .897 *** 641										
<i>Prosociality</i> -.251 *** 1316 -.224 *** 662 -.316 *** 642										
Parent SBQ										
<i>Aggression</i> .159 *** 1158 .164 *** 601 .151 *** 551										
<i>Prosociality</i> -.039 ns 1156 -.036 ns 602 -.044 ns 548										
Child SBQ										
<i>Aggression</i> .157 *** 1306 .192 *** 662 .123 ** 644										
<i>Prosociality</i> .032 ns 1306 .008 ns 662 .063 ns 644										
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlation 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				Missings (%)					
	Variable Name	Label	Wording							
	T2.1_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased		31 (2.3%)					
	T2.1_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken		39 (2.9%)					
	T2.1_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted		30 (2.2%)					
Total N = 1345										
Descriptive Statistics	Reactive Aggression Subscale									
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .938$)		
	T2.1_SBQ53	Reactiveaggression53	1.96	1.01	0.76	-0.23	.872	.910		
	T2.1_SBQ54	Reactiveaggression54	1.97	1.02	0.74	-0.33	.889	.896		
	T2.1_SBQ55	Reactiveaggression55	1.73	0.93	1.19	0.82	.858	.922		
Comments :										
1) Item T2.1_SBQ55 with excessive skewness;										
Sum Index Descriptive Statistics	Reactive Aggression Subscale									
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA	
	Full sample	1303	0.89	0.93	0	4.00	0.91	0.19		
	Gender								1	21.78
	<i>Girls</i>	642	0.76	0.87	0	4.00	0.96	0.32		
	<i>Boys</i>	661	1.00	0.97	0	4.00	0.83	-0.01		
	Treatment								3	13.92
	<i>Control</i>	339	0.64	0.86	0	3.67	1.27	0.75		
	<i>Triple P</i>	316	0.96	1.00	0	4.00	0.88	0.10		
	<i>PATHS</i>	363	0.88	0.89	0	4.00	0.86	0.11		
	<i>Combination</i>	297	1.09	0.90	0	4.00	0.69	0.15		
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	N	Boys			Girls		
					r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.870	***	1313	.876	***	661	.857	***	640
	<i>Prosociality</i>	-.241	***	1313	-.245	***	661	-.185	***	640
Parent SBQ										
	<i>Aggression</i>	.146	***	1154	.148	***	599	.103	*	549
	<i>Prosociality</i>	-.085	**	1152	-.035	ns	600	-.098	*	546
Child SBQ										
	<i>Aggression</i>	.197	***	1302	.219	***	660	.130	**	642
	<i>Prosociality</i>	-.030	ns	1302	-.034	ns	660	.024	ns	642
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments :										
1) Significant correlation with <i>Teacher SBQ</i> , with <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> ;										
2) Significant correlation with <i>Parent SBQ Prosociality</i> disappears for Boys subgroup.										

10. Aggression Subscale

Variable Wording & Case Summary	Aggression Subscale				Missings (%)			
	Variable Name	Label	Wording					
	T2.1_SBQ33	Physicalaggression33	Prügeleien/ fights		22 (1.6%)			
	T2.1_SBQ34	Physicalaggression34	greift andere an/ attacks people		22 (1.6%)			
	T2.1_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits		24 (1.8%)			
	T2.1_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, mean		23 (1.7%)			
	T2.1_SBQ37	Proactiveaggression37	bedroht/ threatens people		26 (1.9%)			
	T2.1_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child		33 (2.5%)			
	T2.1_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate		26 (1.9%)			
	T2.1_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children		28 (2.1%)			
	T2.1_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased		31 (2.3%)			
	T2.1_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken		39 (2.9%)			
	T2.1_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted		30 (2.2%)			
Total N = 1345								
Descriptive Statistics	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .934$)
	T2.1_SBQ33	Physicalaggression33	1.58	0.88	1.47	1.43	.712	.928
T2.1_SBQ34	Physicalaggression34	1.49	0.81	1.68	2.24	.778	.925	
T2.1_SBQ35	Physicalaggression35	1.36	0.72	2.12	4.34	.747	.927	
T2.1_SBQ36	Physicalaggression36	1.30	0.64	2.40	5.87	.726	.929	
T2.1_SBQ37	Proactiveaggression37	1.31	0.64	2.18	4.60	.761	.927	
T2.1_SBQ50	Proactiveaggression50	1.44	0.73	1.64	2.09	.660	.930	
T2.1_SBQ51	Proactiveaggression51	1.58	0.88	1.46	1.38	.651	.931	
T2.1_SBQ52	Proactiveaggression52	1.32	0.68	2.42	6.38	.718	.929	
T2.1_SBQ53	Reactiveaggression53	1.96	1.01	0.76	-0.23	.766	.926	
T2.1_SBQ54	Reactiveaggression54	1.97	1.02	0.74	-0.34	.769	.926	
T2.1_SBQ55	Reactiveaggression55	1.73	0.93	1.19	0.82	.778	.925	
Comments : 1) All Items include only few cases for value 5; 2) All Items except T2.1_SBQ53 and T2.1_SBQ54 with excessive skewness and high kurtosis; 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	1306	0.55	0.64	0	3.45	1.50	2.12			
	Gender								1	30.62	.000
	<i>Girls</i>	642	0.45	0.57	0	3.45	1.82	4.07			
	<i>Boys</i>	664	0.64	0.69	0	3.27	1.25	1.02			
	Treatment								3	8.57	.000
	<i>Control</i>	339	0.41	0.56	0	3.18	1.64	2.70			
	<i>Triple P</i>	317	0.58	0.69	0	3.45	1.56	2.26			
	<i>PATHS</i>	362	0.56	0.61	0	3.45	1.42	2.09			
	<i>Combination</i>	300	0.66	0.68	0	3.27	1.32	1.14			
	Comments:										
	1) Number of accepted missing items: 3;										
	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	Aggression Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ										
	<i>Total Aggression</i>	-----	---	-----	-----	---	-----	-----	---	-----	
	<i>Prosociality</i>	-.304	***	1315	-.268	***	663	-.292	***	640	
	Parent SBQ										
	<i>Aggression</i>	.176	***	1157	.170	***	602	.136	**	549	
	<i>Prosociality</i>	-.080	**	1155	-.040	ns	603	-.074	ns	546	
	Child SBQ										
	<i>Aggression</i>	.228	***	1305	.249	***	603	.149	***	642	
	<i>Prosociality</i>	-.021	ns	1305	-.023	ns	663	.045	ns	642	
	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> .										