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

**Instrument Summary**

**Teacher Wave 2.1**

**OVERVIEW**

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## Data Collection Overview

<b>Questionnaire Language</b>	German
<b>Respondents</b>	Teachers in study classes. In classes with two teachers, the teacher with the higher quota is requested to fill in the forms. Teachers are asked to make sure that the respondent remains the same across waves.
<b>Material and Setting</b>	<ul style="list-style-type: none"><li>• Paper questionnaires were handed out to the teachers by our child-interviewers at the beginning of the interviewing week and recollected at the end of the week.</li><li>• Questionnaire material included one assessment form per study child, a class assessment form, and completion instructions.</li><li>• Questionnaire completion was mandatory for teachers in study schools.</li></ul>
<b>Completion Period</b>	29 November 2005 to 10 April 2006 (Median: 4 January 2006)
<b>Number of Completed Questionnaires</b>	<ul style="list-style-type: none"><li>• 1326 child assessments forms</li><li>• 133 class assessment forms</li></ul>
<b>Approx. Completion Time</b>	2-3 minutes per form

<b>Note</b>	Instruments are listed in the same order as in the questionnaire
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## Social Behaviour Questionnaire (*Child-Level Measure*)

<b>Source/Developer</b>	<ul style="list-style-type: none"><li>• Richard E. Tremblay (Université de Montréal)</li><li>• Tremblay, R. E., Loeber, R., Gagnon, C., Charlebois, P., Larivee, S. &amp; LeBlanc, M. (1991). Disruptive boys with stable and unstable high fighting behavior patterns during junior elementary school. <i>Journal of Abnormal Child Psychology</i>, 19, 285-300.</li></ul>
<b>Description</b>	A comprehensive assessment of the target child's social behaviour. Focuses also on prosociality, not only on problem behaviour. As compared to the original scale the more recent version used in the z-proso study also allows assessing subtypes of aggression, such as indirect, reactive, and instrumental aggression. This measure is also repeatedly administered to parents and – in an adapted computer-based multimedia version – to the target children.
<b>Adaptations</b>	In the teacher version items are organised by topics/subdimensions in order to simplify completion. Some item wordings were adapted to fit the teacher's perspective. Twelve items that were not fitting the teachers perspective were skipped
<b>Measured Concepts/ Subdimensions</b>	<i>Prosocial Behaviour</i> 1. Prosocial Behaviour (Helping, Empathy) <i>Internalising Problem Behaviour</i> 2. Anxiety 3. Depression <i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i> 4. Attention Deficit 5. Hyperactivity <i>Non-Aggressive Externalising Problem Behaviour</i> 6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising) 7. Opposition/Defiance <i>Aggression</i> 8. Physical Aggression 9. Indirect Aggression 10. Instrumental Aggressions/Dominance 11. Reactive Aggression <i>Psychopathy</i> 12. Cruelty to Animals (as a psychopathy proxy)
<b>Number of Items</b>	43
<b>Response Categories</b>	5-point Likert scale (from "never" to "very often")
<b>Item Examples</b>	<ul style="list-style-type: none"><li>• "CHILD is worried." (Anxiety)</li><li>• "CHILD fidgets." (Hyperactivity)</li><li>• "CHILD steals at school." (Non-Aggressive CD)</li><li>• "CHILD kicks, bites, hits other children." (Physical Aggression)</li><li>• "CHILD will invite bystanders to join in a game." (Prosociality)</li></ul>
<b>Administration History</b>	Waves 1.1, 1.2, 2.1, 2.2, 3.1, 4.1

### **Change in Social Behaviour** (*Child-Level Measure*)

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	A set of six items aimed at explicitly tracking change in selected types of the target child's social behaviour since the previous wave.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Helping others</li><li>• Fairness and rule abidance</li><li>• Emotion recognition</li><li>• Conflict management</li><li>• Aggression against others</li></ul>
<b>Number of Items</b>	6
<b>Response Categories</b>	5-point Likert scale (from "worse" to "better")
<b>Administration History</b>	Waves 1.1, 1.2, 2.1, 2.2, 3.1

### **Social Roles** (*Child-Level Measure*)

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	A brief assessment of the social roles of the target child in his/her class.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Popularity</li><li>• Bullying victimisation</li><li>• Rejection</li><li>• Domination</li></ul>
<b>Number of Items</b>	4
<b>Response Categories</b>	5-point Likert scale (from "very untrue" to "very true")
<b>Administration History</b>	Waves 1.1, 1.2, 2.1, 3.1, 4.1

### **Class Cohesion** (*Class-Level Measure*)

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	A brief assessment of class cohesion.
<b>Number of Items</b>	5
<b>Response Categories</b>	5-point Likert scale (from “very untrue” to “very true”)
<b>Item Example</b>	“The pupils in my class get well along with each other”
<b>Administration History</b>	Waves 1.1, 1.2, 2.1, 2.2, 3.1, 4.1

### **PATHS ASSESSMENT II** (*Class-Level Measure*)

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	A revised and extended assessment of the teacher’s perception of the <i>PATHS</i> implementation (Programme for Alternative Thinking Strategies) in his/her class, his/her experiences with the teaching material and the quality of the coaching. Measured only in the <i>PATHS</i> -classes.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Perception of <i>PATHS</i></li><li>• Quality of teaching material</li><li>• Quality of coaching</li></ul>
<b>Number of Items</b>	12
<b>Response Categories</b>	5-point Likert scale (from “very untrue” to “very true”)
<b>Item Example</b>	“I think the <i>PATHS</i> coaching is helpful and supportive.” “I think <i>PATHS</i> is superfluous.”
<b>Administration History</b>	Waves 2.1, 2.2, 3.1

### **PATHS ASSESSMENT *time*** (*Class-Level Measure*)

<b>Source/Developer</b>	<i>z-proso</i> Research Team
<b>Description</b>	An assessment of time spent teaching <i>PATHS</i> . Measured only in the <i>PATHS</i> -classes.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Effective time to teach <i>PATHS</i></li></ul>
<b>Number of Items</b>	1
<b>Response Categories</b>	Open question assessing the time spent teaching <i>PATHS</i> .
<b>Administration History</b>	Waves 2.1, 2.2, 3.1

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