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**Instruments Summary**  
**Parent Wave 2**

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## Data Collection Overview

<b>Interview Languages</b>	<ul style="list-style-type: none"><li>• German / Swiss-German</li><li>• Albanian</li><li>• English</li><li>• Italian</li><li>• Portuguese</li><li>• Serbian / Bosnian / Croatian (new: only one Serbo-Croatian Version)</li><li>• Spanish</li><li>• Tamil</li><li>• Turkish</li></ul>
<b>Interviewee</b>	In most cases the same person as in the preceding wave, i.e., the target child's primary caregiver.
<b>Interview Setting</b>	Computer-aided personal face-to-face interviews, usually at interviewee's home.
<b>Fieldwork</b>	25.08.2005 – 21.02.2006
<b>Number of Completed Interviews</b>	1192
<b>Interview Duration (Median)</b>	49:12 minutes

<b>Note</b>	Instruments are listed in the same order as in the questionnaire
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## First School Experiences

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	A brief assessment of the target child's experiences at school.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>- Liking of school/homework</li><li>- Problems experienced</li><li>- School achievement</li><li>- Relationship to teacher</li></ul>
<b>Number of Items</b>	5
<b>Response Categories</b>	<ul style="list-style-type: none"><li>• 10-point Likert scale (from "fully true" to "fully untrue")</li><li>• Multiple answer options for experienced problems</li></ul>
<b>Administration History</b>	Wave 2

## Parental Involvement in School

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	Measures type and frequency of parents' contacts to school and teacher
<b>Number of Items</b>	5
<b>Administration History</b>	Wave 2

## Parental Attitudes toward School & Perception of School

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	Measures several relevant dimensions of parent's attitudes toward school as well as their perception thereof.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>- Overall satisfaction with school</li><li>- Involvement in school</li><li>- Trust in teacher</li><li>- Perceived self-efficacy as to school issues</li><li>- Educational aspirations</li><li>- Perception of (target child's relationship to) classmates</li></ul>
<b>Number of Items</b>	16
<b>Response Categories</b>	10-point Likert scale (from "fully true" to "fully untrue")
<b>Item Example</b>	"I fully trust that my child's teacher is doing a good job."
<b>Administration History</b>	Wave 2

## Parent Training

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	<ul style="list-style-type: none"><li>• A comprehensive inventory of parent-training courses attended since the target child's birth. For each course respondents are asked when they attended it, how many times they attended it (dosage), whether they liked it, and whether they think it was useful. If a parent attended a "Triple P" course they are also asked of what standard elements of the programme they make use at home.</li><li>• Parents who were offered to participate in one of <i>z-ok</i>'s free "Triple P" courses, and who actually did not, are asked for the reasons of their non participation.</li><li>• The introductory question assesses from whom parenting has been learned.</li></ul>
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Sources of parenting knowledge</li><li>• 5 domains of parent training courses:<ul style="list-style-type: none"><li>• Pregnancy and infancy</li><li>• Parenting</li><li>• Family life</li><li>• Being a mother/a father</li><li>• Special courses for immigrant mothers</li></ul></li><li>• Reasons for non-participation in Triple P</li></ul>
<b>Number of Items</b>	1 intro question Up to 34 types of courses, each followed by 4 follow-up questions 2 questions related to <i>Triple P</i> non-participation
<b>Administration History</b>	Wave 2

## Family Climate

<b>Source/Developer</b>	Peterborough study (P.O. Wikström)
<b>Description</b>	A short assessment of family conflict
<b>Number of Items</b>	3
<b>Response Categories</b>	5-point Likert scale (from "very much disagree" to "very much agree")
<b>Item Example</b>	"We are a happy family and like each other a lot."
<b>Administration History</b>	Wave 1, Wave2, Wave 3

## Dyadic Adjustment Scale (DAS-7)

<b>Source/Developer</b>	<ul style="list-style-type: none"><li>• G. B. Spanier</li><li>• Spanier, G. B. (1976). "Measuring Dyadic Adjustment: New Scales for Assessing the Quality of Marriage and Similar Dyads", <i>Journal of Marriage and the Family</i>, 38 (1), 15-28.</li><li>• Sharpley, C. F. &amp; Rogers, H. J. (1984). Preliminary validation of the abbreviated Spanier dyadic adjustment scale: Some psychometric data regarding a screening test of marital adjustment", <i>Educational and Psychological Measurement</i>, 44, 1045-1049.</li></ul>
<b>Description</b>	A short assessment of harmony between the parents of the target child.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Dyadic Consensus</li><li>• Dyadic Cohesion</li><li>• Dyadic Satisfaction</li></ul>
<b>Response Categories</b>	<ul style="list-style-type: none"><li>• <i>Consensus &amp; cohesion</i>: 6-point Likert scale (from "never" to "always"/"more than once a day")</li><li>• <i>Satisfaction</i>: 7-point Likert scale (from "extremely unhappy" to "perfect")</li></ul>
<b>Number of Items</b>	7
<b>Item Example</b>	"How often would you say the following events occurred during the last year between you and your mate?: Calmly discuss something together" (Cohesion)
<b>Administration History</b>	Wave 2

## Parent Problem Checklist

<b>Source/Developer</b>	The Parent Problem Checklist (Dadds & Powell, 1991).
<b>Description</b>	This scale is designed to measure the extent of conflict between parents related to childrearing issues as well as the parents' ability to cooperate and work together in family management.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Disagreement over rules and discipline for child misbehaviour</li><li>• Degree of open conflict over child-rearing issues</li><li>• Extent to which parents undermine each other's relationship with their children</li></ul>
<b>Response Categories</b>	5-point Likert scale (from "not a problem" to "a very big problem")
<b>Number of Items</b>	16
<b>Item Example</b>	"Please tell me to what extent this issue has been a problem for you and your partner over the past four weeks: Disagreement over what is naughty behaviour."
<b>Administration History</b>	Wave 2

## Alabama Parenting Questionnaire

<b>Source/Developer</b>	Shelton, K. K., Frick, P. J., & Wootton, J. (1996). "Assessment of parenting practices in families of elementary school-age children", <i>Journal of Clinical Child Psychology</i> , 25(3), 317-329.
<b>Description</b>	A comprehensive assessment of parenting practices
<b>Measured Concepts/ Subdimensions</b>	Six subscales: <ol style="list-style-type: none"><li>1. <i>Involvement</i></li><li>2. <i>Positive parenting</i></li><li>3. <i>Poor monitoring</i></li><li>4. <i>Inconsistent discipline</i></li><li>5. <i>Corporal punishment</i></li><li>6. <i>Other discipline</i></li></ol>
<b>Number of Items</b>	40
<b>Response Categories</b>	5-point Likert scale (from "never" to "always")
<b>Item Examples</b>	<ul style="list-style-type: none"><li>• "You play games or do other fun things with CHILD." (Involvement)</li><li>• "You compliment CHILD when he/she does something well." (Positive parenting)</li><li>• "CHILD is out with friends you don't know." (Poor monitoring)</li><li>• "You threaten to punish CHILD and then do not actually punish him/her." (Inconsistent discipline)</li><li>• "You spank CHILD with your hand when she/he has done something wrong." (Corporal punishment)</li><li>• "You use time out, that is make him/her sit or stand in a corner, as a punishment." (Other discipline)</li></ul>
<b>Administration History</b>	Wave 1, Wave 2, Wave 3

## General Health Questionnaire (GHQ-12)

<b>Source/Developer</b>	Goldberg, D. P. (1978). The 12-item General Health Questionnaire (GHQ-12). Windsor: NFER-Nelson Goldberg, D. P., Hillier, V.F. (1979). A scaled version of the General Health Questionnaire. <i>Psychological Medicine</i> , 9 (1), 139-45 Vieweg, B. W., & Hedlund, J.L. (1983). The General Health Questionnaire (GHQ): A comprehensive review. <i>Journal of Operational Psychiatry</i> , 14 (2), 74-81 Goldberg, D. P., Oldehinkel, T., Ormel, J. (1998). Why GHQ threshold varies from one place to another. <i>Psychological Medicine</i> 28(4), 915-921.
<b>Adaptations</b>	<ul style="list-style-type: none"><li>• Since the GHQ-12 uses two different answer scales and because interviewee's are handed answer cards, for the ease of administration the original item sequence was changed in such a way that the first six items can be answered with the first scale and the next six with the second scale.</li><li>• Although the GHQ already exists in several of <i>z-proso's</i> target languages, it has been retranslated for the purpose of the study. Accordingly, there may be some discrepancies between our and the original translation.</li></ul>
<b>Description</b>	A brief assessment of maternal depression.
<b>Number of Items</b>	12
<b>Response Categories</b>	4-point Likert scale (from "better than usual"/"not at all" to "much less than usual"/"much more than usual")
<b>Item Example</b>	"Have you recently felt that you are playing a useful part in things?"
<b>Administration History</b>	Wave 2

## Parental Self-Control

<b>Source/Developer</b>	Grasmick, H. G., Tittle, C. R., Bursik, R. J. J. & Arneklev, B. J. (1993). "Testing the Core Empirical Implications of Gottfredson and Hirschi's General Theory of Crime", <i>Journal of Research in Crime and Delinquency</i> , 30 (1), 5-29.
<b>Adaptations</b>	The original Grasmick scale has been modified in several ways: <ul style="list-style-type: none"><li>• Subscales "Simple Tasks" and "Physical Activities" were skipped</li><li>• The remaining four subscales are limited to three (instead of four) items each</li><li>• Three items from Wikström's (Peterborough study) subscale "Guilt/Shame" have been added</li></ul>
<b>Description</b>	A comprehensive assessment of the respondent's self-control as conceptualised by Gottfredson and Hirschi in their "General Theory of Crime" (1990). Scales that were found to be only loosely related to overall self-control in previous research were eliminated and the dimension of "Guilt & Shame" added.
<b>Measured Concepts/ Subdimensions</b>	<ul style="list-style-type: none"><li>• Impulsivity/Lack of Gratification Deferral</li><li>• Risk Seeking</li><li>• Short Temper / Low Frustration Tolerance</li><li>• Self-Centeredness</li><li>• Guilt/Shame</li></ul>
<b>Number of Items</b>	15
<b>Response Categories</b>	5-point Likert scale (from "strongly disagree" to "strongly agree")
<b>Item Example</b>	"Excitement and adventure are more important to him/her than security." (Risk seeking)
<b>Administration History</b>	Wave 2

## Generalised Trust

<b>Source/Developer</b>	Rosenberg, Morris (1956) Misanthropy and Political Ideology. <i>American Sociological Review</i> , Vol. 21, No. 6, 690-695.
<b>Description</b>	A short assessment of the interviewee's general trust beliefs
<b>Number of Items</b>	3
<b>Item Example</b>	"Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?"
<b>Response Categories</b>	Either of two answer-alternatives.
<b>Administration History</b>	Wave 2

## Social Behaviour Questionnaire

<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 teachers (paper-and-pencil) and – in an adapted computer-based multimedia version – to the target children.
<b>Measured Concepts/ Subdimensions</b>	<p><i>Prosocial Behaviour</i></p> <ol style="list-style-type: none"> <li>Prosocial Behaviour (Helping, Empathy)</li> </ol> <p><i>Internalising Problem Behaviour</i> (not measured at Wave 2)</p> <ol style="list-style-type: none"> <li>Anxiety</li> <li>Depression</li> </ol> <p><i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i> (not measured at Wave 2)</p> <ol style="list-style-type: none"> <li>Attention Deficit</li> <li>Hyperactivity</li> </ol> <p><i>Non-Aggressive Externalising Problem Behaviour</i> (not measured at Wave 2)</p> <ol style="list-style-type: none"> <li>Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising)</li> <li>Opposition/Defiance</li> </ol> <p><i>Aggression</i></p> <ol style="list-style-type: none"> <li>Physical Aggression</li> <li>Indirect Aggression</li> <li>Instrumental Aggressions/Dominance</li> <li>Reactive Aggression</li> </ol> <p><i>Psychopathy</i></p> <ol style="list-style-type: none"> <li>Cruelty to Animals (as a psychopathy proxy)</li> </ol>
<b>Number of Items</b>	32 (of 55)
<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 kicks, bites, hits other children.” (Physical Aggression)</li> <li>“CHILD listens to others’ points of view.” (Prosociality)</li> </ul>
<b>Administration History</b>	Wave 1, Wave 2 (except scales “Internalising Problem Behaviour”, “ADHD” and “Indirect Aggression”), Wave 3

## Social Desirability Scale

<b>Source/Developer</b>	z-proso Project Team
<b>Description</b>	An exploratory scale aimed at detecting tendencies toward socially desired answers. Given the focus of the interview on parenting issues and on child problem behaviour it consists in a series of statements related to these domains that need to be answered with yes or no. Items are worded in such a way that the socially desirable answer option is most unlikely.
<b>Measured Concepts/ Subdimensions</b>	Preliminary EFA and tests of convergent validity suggest that 4 out of the 8 substantial items work as measures of social desirability.
<b>Number of Items</b>	12 (8 substantial + 4 filler items)
<b>Response Categories</b>	Yes/No
<b>Item Example</b>	“When your child was about 3 to 5 years old, he/she always obeyed you.”
<b>Administration History</b>	Wave 2

## Relationship to Sibling & Sibling's Aggression

<b>Source/Developer</b>	<i>z-proso</i> Project Team / R. Tremblay
<b>Description</b>	A brief assessment of each sibling's <ul style="list-style-type: none"><li>• quality of relationship with the target child</li><li>• physical aggressiveness (Physical-Aggression subscale of the Social Behaviour Questionnaire)</li></ul>
<b>Number of Items</b>	7 per sibling
<b>Response Categories</b>	5-point Likert scale (from "never" to "very often")
<b>Item Example</b>	"TARGET CHILD and SIBLING play with each other."
<b>Administration History</b>	Wave 2

## Interviewee Assessment Form

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	An assessment, by the interviewer, of the interview situation, some characteristics of the interviewee as well as of the interviewee's home (interior and exterior).
<b>Adaptations</b>	In wave 2 a slightly abbreviated version was used. However, the same domains are covered.
<b>Measured Concepts/ Subdimensions</b>	<i>Interview situation</i> <ol style="list-style-type: none"><li>1. Presence of others/disturbances during the interview</li><li>2. Interview location (home, institute, etc.)</li><li>3. Selected type of incentive</li></ol> <i>Personal characteristics of the interviewee</i> <ol style="list-style-type: none"><li>4. Comprehension</li><li>5. Truthfulness</li><li>6. Affection toward target child</li><li>7. Interest in interview and study</li><li>8. Serenity</li></ol> <i>Interviewee's home (interior and exterior)</i> <ol style="list-style-type: none"><li>9. General appearance of interviewee's home (order, tidiness, safety, noise, etc.)</li><li>10. Presence of child drawings</li><li>11. Type and state of building</li><li>12. Neighbourhood characteristics (noise, child-friendliness, safety, etc.)</li></ol>
<b>Number of Items</b>	14 (of 17)
<b>Response Categories</b>	<i>Personal characteristics &amp; interviewee's home:</i> 4-point Likert scale (from "fully untrue" to "fully true")
<b>Administration History</b>	Wave 1, Wave 2 , Wave 3

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