



Universität Zürich
Pädagogisches Institut

University of Cambridge
Institute of Criminology



z-proso Zurich Project on the Social Development of Children

Instrument Summary

Teacher Wave 2.2

OVERVIEW

DATA COLLECTION OVERVIEW.....	1
SOCIAL BEHAVIOUR QUESTIONNAIRE (<i>CHILD-LEVEL MEASURE</i>)	2
CHANGE IN SOCIAL BEHAVIOUR (<i>CHILD-LEVEL MEASURE</i>)	3
SCHOOL ACHIEVEMENT (<i>CHILD-LEVEL MEASURE</i>)	3
RELATIONSHIP TO CHILD AND PARENTS (<i>CHILD-LEVEL MEASURE</i>).....	3
CLASS COHESION (<i>CLASS-LEVEL MEASURE</i>)	4
PROBLEM BEHAVIOUR IN THE SCHOOLHOUSE (<i>CLASS-LEVEL MEASURE</i>).....	4
COOPERATION AMONG TEACHERS (<i>CLASS-LEVEL MEASURE</i>).....	4
INSTRUMENTS OF VIOLENCE PREVENTION (<i>CLASS-LEVEL MEASURE</i>).....	5
INSTITUTIONS / EXPERT ADVICE IN CASES OF VIOLENCE IN THE CLASS (<i>CLASS-LEVEL MEASURE</i>)	5
<i>PATHS</i> ASSESSMENT II (<i>CLASS-LEVEL MEASURE</i>)	5
<i>PATHS</i> ASSESSMENT TIME (<i>CLASS-LEVEL MEASURE</i>)	6

Data Collection Overview

Questionnaire Language	German
Respondents	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.
Material and Setting	<ul style="list-style-type: none">• 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.• Questionnaire material included one assessment form per study child, a class assessment form, and completion instructions.• Questionnaire completion was mandatory for teachers in study schools.
Completion Period	15 May 2006 to 12 July 2006 (Median: 3 June 2006)
Number of Completed Questionnaires	<ul style="list-style-type: none">• 1261 child assessments forms• 130 class assessment forms
Approx. Completion Time	2 - 3 minutes per form

Note	Instruments are listed in the same order as in the questionnaire
-------------	--

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.
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.
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
Measured Concepts/ Subdimensions	<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)
Number of Items	43
Response Categories	5-point Likert scale (from "never" to "very often")
Item Examples	<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

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

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

School Achievement (*Child-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A brief assessment of the target child's school achievement as compared to the expected average achievement at his/her age.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Arithmetic• Reading & verbal performance• School Commitment
Number of Items	3
Response Categories	5-point Likert scale (from "worse" to "better than average")
Administration History	Waves 1.1, 2.2, 3.1, 4.1

Relationship to Child and Parents (*Child-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A brief assessment of the relationship between teacher and child as well as his/her parents.
Number of Items	3
Response Categories	5-point Likert scale (from "very untrue" to "very true")
Item example	"I am in good terms with this child" "Parents care about developments at school of their child".
Administration History	Wave 2.2, 3.1, 4.1

Class Cohesion (*Class-Level Measure*)

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

Problem Behaviour in the Schoolhouse (*Class-Level Measure*)

Source/Developer	z-proso Research Team
Description	A brief assessment of the teacher’s perception of levels of problem behaviours among pupils in his/her schoolhouse.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Violation of school rules• Untidiness• Extortion• Verbal violence• Teasing• Physical violence• Vandalism
Number of Items	7
Response Categories	5-point Likert scale (from “not a problem” to “a very serious problem”)
Administration History	Waves 1.1, 2.2, 3.1, 4.1

Cooperation among Teachers (*Class-Level Measure*)

Source/Developer	z-proso Research Team
Description	A brief assessment of the teacher’s perception of levels of cooperation among teachers in his/her school.
Number of Items	4
Response Categories	5-point Likert scale (from “not a problem” to “a very serious problem”)
Item Example	“There is a high degree of cohesion among teachers in this school.”
Administration History	Waves 1.1, 2.2, 3.1

Instruments of Violence Prevention (*Class-Level Measure*)

Source/Developer	z-proso Research Team
Description	A set of questions assessing how well teachers know instruments of violence prevention other than <i>PATHS</i> available in Zurich, how accessible these instruments are in schools and how often they are being implemented.
Number of Items	12
Response Categories	List of 10 instruments → Instrument unknown / unavailable I've never/occasionally/often used this instrument Empty space for further (not listed) instruments
Administration History	Wave 2.2

Institutions / Expert Advice in Cases of Violence in the Class (*Class-Level Measure*)

Source/Developer	z-proso Research Team
Description	A set of questions assessing whether there have been cases of violence in the school classes and how teachers have reacted, i.e. if they sought for advice or support and where. This instrument assesses the degree of knowledge about existing counselling services and if teachers make use of them. Further it assesses if received support has been helpful or not.
Number of Items	18
Response Categories	List of 17 institutions / experts → Institution / expert unknown / unavailable I've never/occasionally/often contacted institution/expert for cases of violence in my class The support has been / has not been helpful Empty space for further (not listed) institutions / experts
Administration History	Wave 2.2.

PATHS ASSESSMENT II (*Class-Level Measure*)

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

PATHS ASSESSMENT *time* (Class-Level Measure)

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

NP/DR 2009/03/17