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z-proso Zurich Project on the Social Development of Children

Instrument Summary

Teacher Wave 1.2

OVERVIEW

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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	1 st June 2005 to 23 August 2005 (Median: 30 June 2005)
Number of Completed Questionnaires	<ul style="list-style-type: none">• 1171 child assessments forms• 96 class assessment forms
Approx. Completion Time	2-3 minutes per form

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

Social Roles (*Child-Level Measure*)

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

Class Cohesion (*Class-Level Measure*)

Source/Developer	<i>z-proso</i> 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

PATHS ASSESSMENT I (*Class-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A brief assessment of the teacher’s perception of the <i>PATHS</i> implementation (Programme for Alternative Thinking Strategies) after the training – before the teacher had started giving <i>PATHS</i> -lessons. Measured only in <i>PATHS</i> classes.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Liking of <i>PATHS</i> training• Feeling about teaching <i>PATHS</i>• Perception of <i>PATHS</i>
Number of Items	6
Response Categories	5-point Likert scale (from “very untrue” to “very true”)
Item Example	“I found the <i>PATHS</i> training to be informative and helpful.” “I think <i>PATHS</i> is superfluous.”
Administration History	Wave 1.2

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