Universität Zürich	University of Cambridge
Pädagogisches Institut	Institute of Criminology

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

Instruments Summary

Parent Wave 4

OVERVIEW

Data Collection Overview

Interview Languages	• German / Swiss-German • Albanian • English • Italian • Portuguese • Serbo-Croatian • Spanish • Tamil • Turkish
Interviewee	In most cases the same person as in the preceding wave, i.e., the target child's primary caregiver.
Interview Setting	Computer-aided personal face-to-face interviews, usually at interviewee's home.
Fieldwork	28.08.2008 – 08.04.2009
Number of Completed Interviews	1074
Interview Duration (Median)	54:41

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

Event History Calendar (EHC) II (adapted)

Source/Developer	*z-proso* Project Team
Description	The EHC II aims at collecting relevant life events in the target child's biography for the timeframe 2006 to 2008 in a structured way. It consists of a calendar sheet with several rows representing distinctive phenomena that may have occurred during the time between the third interview (Aug. 2006) and the forth (Aug. 2008). Each row is subdivided in spells of one trimester. Some types of events are just marked as present/absent in a given trimester while for others more detailed information are collected.
Measured Concepts/ Subdimensions	The following list shows life areas covered by the EHC and lists data that were collected besides mere "presence-absence"-like information.

1. *Place of residence*
   Detailed address of each place where the child lived*
2. *Household members*
   Gender and kinship with target child of each household member
   Reason for moving in (birth vs. move in) or moving out (death vs. move out)*
3. *External child care*
   Type of childcare
   Intensity (days/week) of childcare
4. *Parent not living in the same household*
   Number of child's visits a month
   Contact between two parents (conflict atmosphere)
   Events with absent parent (new partnership, half-siblings, severe illness, etc.)*
5. *Occupation of parents*
   Job description and occupation degree (%) of primary caregivers living in the same household
6. *(new) Financial Situation*
   Periods of financial strain, raising of credit
7. *Hobbies and leisure activities of the child*
   Detailed lists of regularly frequented activities (min. 3 months) (sports clubs, music lessons, etc.)
8. *Critical life events for child*
   Serious illness (with hospital stay / repeated consultations)*
   Accident (with hospital stay / repeated consultations) *
   Experiences of violence and bullying*
   (*new*) Conflicts between child and other family members*
   (*new*) Conflicts between primary care givers*
9. *General Wellbeing*
   Estimation of own wellbeing
   Estimation of child's wellbeing
10. *Support for child*
    Teacher addresses difficulties → what kind of difficulties (learning difficulties, language problems, child disturbs classes, etc.)
    Seeking of expert advice → Advice for what kind of problems (learning difficulties, bullying, social withdrawal)
    Child receives support → What kind of support (logopaedic support, psychotherapy, transfer to other class)
11. *Emotional valence for child (from Wave 3 onwards)*
    Child's emotional reaction for *-marked variables

Number of Items	3232 variables
Administration History	Wave 1 (EHC I), update/refinement at Wave 3 (EHC II), adapted version of EHCII at Wave 4

Family Climate

Source/Developer	Peterborough study (P.O. Wikström)
Description	A short assessment of family conflict
Number of Items	3
Response Categories	5-point Likert scale (from "very much disagree" to "very much agree")
Item Example	"We are a happy family and like each other a lot."
Administration History	Wave 1, Wave 2, Wave 3, Wave 4

Alabama Parenting Questionnaire

Source/Developer	Shelton, K. K., Frick, P. J., & Wootton, J. (1996). "Assessment of parenting practices in families of elementary school-age children", Journal of Clinical Child Psychology, 25(3), 317-329.
Description	A comprehensive assessment of parenting practices.
Measured Concepts/ Subdimensions	Six subscales: 1. *Involvement* 2. *Positive parenting* 3. *Poor monitoring* 4. *Inconsistent discipline* 5. *Corporal punishment* 6. *"Other discipline"*
Number of Items	40
Response Categories	5-point Likert scale (from "never" to "always")
Item Examples	• "You play games or do other fun things with CHILD." (Involvement) • "You compliment CHILD when he/she does something well." (Positive parenting) • "CHILD is out with friends you don't know." (Poor monitoring) • "You threaten to punish CHILD and then do not actually punish him/her." (Inconsistent discipline) • "You spank CHILD with your hand when she/he has done something wrong." (Corporal punishment) • "You use time out, that is make him/her sit or stand in a corner as a punishment." (Other discipline)
Administration History	Wave 1, Wave 2, Wave 3, Wave 4

Interviewee's Moral Values & Sense of Justice	
Source/Developer	*z-proso* Project Team
Description	Assessment of the interviewee's moral values and their sense of justice regarding adolescent delinquent behaviour. The interviewee is asked to indicate how serious s/he considers a given crime when committed by an adolescent. Examples for different kinds of breechings are given.
Measured Concepts/ Subdimensions	Following dimensions are being asked for: truancy, defiance, violence, bullying, stealing, vandalism and substance use.
Number of Items	14
Response Categories	The interviewee is asked to indicate on a scale from 0 to 10, how serious s/he considers the described item to be. Starting from the middle (= 5) the interviewee has to say if it is "not at all serious" (= 0) or "extremely serious" (= 10).
Item Examples	"How serious is it if a kid is truant?" "How serious is it if a kid excludes other children, s/he doesn't like?" "How serious is it if a kid steals something that is worth less than 5 Francs?" "How serious is it if a kid occasionally drinks alcohol?"
Administration History	Wave 4

Social Behaviour Questionnaire

Source/Developer	• 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 behaviour patterns during junior elementary school. Journal of Abnormal Child Psychology, 19, 285-300.
Description	A comprehensive assessment of the target child's social behaviour, focussing on prosociality and 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.
Measured Concepts/ Subdimensions	*Prosocial Behaviour* 1. Prosocial Behaviour (Helping, Empathy) *Internalising Problem Behaviour* (not measured at Wave 2) 2. Anxiety 3. Depression *Attention-Deficit and Hyperactivity Disorder (ADHD)* (not measured at Wave 2) 4. Attention Deficit 5. Hyperactivity *Non-Aggressive Externalising Problem Behaviour* (not measured at Wave 2) 6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising) 7. Opposition/Defiance *Aggression* 8. Physical Aggression 9. Indirect Aggression 10. Instrumental Aggressions/Dominance 11. Reactive Aggression *Psychopathy* 12. Cruelty to Animals (as a psychopathy proxy)
Number of Items	55
Response Categories	5-point Likert scale (from "never" to "very often")
Item Examples	• "CHILD listens to others' points of view." (Prosocial Behaviour) • "CHILD kicks, bites, hits other children." (Physical Aggression)
Administration History	Wave 1, Wave 2 (except scales "Internalising Problem Behaviour", "ADHD" and "Indirect Aggression"), Wave 3, Wave 4

Child's Delinquency

Source/Developer	*z-proso* Project Team adapted from an instrument developed by the Kriminologisches Forschungsinstitut Niedersachsen (KFN)
Description	This assessment leans on the above described instrument "Interviewee's Moral Values & Sense of Justice" yet measures if the child actually has committed any of the described breaches during the 12 months previous to the interview. The aim is to measure whether parents show consistency in judging juvenile delinquency in general and delinquent acts committed by their own child. The instrument contains one filter question assessing the degree of police contact and the average age at which adolescence start to be confronted with the police (by reason of crime).
Measured Concepts/ Subdimensions	The following dimensions were asked for: truancy, violence, stealing and substance use. The questions were shuffled by the computer programme to avoid a sequence effect. The last questions assess contact with the police and reasons.
Number of Items	10 + 1
Response Categories	Yes / No response category. The interviewee is asked to indicate the reasons for police contact in case of a positive answer. The response categories in this case are: violence, stealing, vandalism, substance use, traffic crime, or others (to indicate).
Item Examples	The interviewer starts this section with the sentence "All juveniles do forbidden things. How is it with CHILD? Think of the past 12 months: Did s/he to your knowledge…?" "… skip school on purpose?" "… smoke a joint?" "… hit and thereby injured someone at school or on the street?" "… steal something in a grocery shop?" "… have to be confronted by the police?"
Administration History	Wave 4

School Experiences

Source/Developer	*z-proso* Project Team
Description	A brief assessment of the target child's experiences at school.
Measured Concepts/ Subdimensions	- Liking of school - Liking of homework - School achievement - Relationship to teacher
Number of Items	4
Response Categories	• 10-point Likert scale (from "doesn't like it" to "likes it extraordinarily" / from "not very well" to "extraordinarily well")
Item Examples	"How much did CHILD like to go to school in the past year?" "How well did CHILD get along with his/her teacher?"
Administration History	Wave 2, Wave 4

Parental Attitudes towards School & Perception of School

Source/Developer	*z-proso* Project Team
Description	Measures several relevant dimensions of parent's attitudes toward school as well as their perception thereof.
Measured Concepts/ Subdimensions	- Overall satisfaction with school - Involvement in school - Trust in teacher - Perceived self-efficacy as to school issues - Educational aspirations - Perception of CHILD's classmates
Number of Items	16
Response Categories	10-point Likert scale (from "fully true" to "fully untrue")
Item Example	"I am fully satisfied with the CHILD's school." "I support the school through active involvement and voluntary work." "I fully trust that my child's teacher is doing a good job." "I know what to do in order for CHILD to get through school without problems." "It is important for me that CHILD will get into high school later on". "Among CHILD's classmates there are some kids who are nasty to others".
Administration History	Wave 2, Wave 4

Interviewee Assessment Form

Source/Developer	*z-proso* Project Team
Description	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).

Measured Concepts/ Subdimensions	*Interview situation*
	   1. Presence of others/disturbances during the interview
	   2. Interview location (home, institute, etc.)
	   3. Selected type of incentive
	Personal characteristics of the interviewee
	   4. Comprehension
	   5. Truthfulness
	   6. Affection toward target child
	   7. Interest in interview and study
	   8. Serenity
	Interviewee's home (interior and exterior)
	   9. General appearance of interviewee's home (order, tidiness, safety, noise, etc.)
	  10. Presence of child drawings
	  11. Type and state of building
	  12. Neighbourhood characteristics (noise, child-friendliness, safety, etc.)

Number of Items	17
Response Categories	*Personal characteristics & interviewee's home:* 4-point Likert scale (from "fully untrue" to "fully true")
Administration History	Wave 1, Wave 2, Wave 3, Wave 4