



## Technical Report

# Children Wave 1

### “Travel Game” – Sensation Seeking

**Source/Developer** Françoise Alsaker (University of Bern)

**Adaptations** Game board redesigned by z-proso project team. Three poorly working original items replaced by new items aimed at measuring delay of gratification rather than sensation seeking.

**Description** The “Travel Game” is basically a cardboard game in which the child is told to go on a long trip. When moving a token along a line the child meets a series of situations where he/she is asked to choose between two alternatives. Each alternative represents a sensational vs. a less sensational situation, or, in the case of the three “stops” added by the z-proso project team, a more valuable deferred vs. a less valuable instantaneous gratification.

**Measured Concepts/  
Subdimensions**

- Sensation seeking
- Delay of gratification

**Number of Items** 13

**Response Categories** Choice of one of two alternatives.

**Item Example** “OK, let’s start now. First you have to decide whether you want to travel with a fast motorbike or with a funny steam locomotive” (Item 1 on game board, see below).

**Administration  
History** Wave 1

**Instrument Image**



Variable Wording & Case Summary	Variable Name	Label	Wording	Missings (%)
	K1100_1	TravelGame1		Motorcycle/ Locomotive
K1100_2	TravelGame2		Roundabout/ Switchback	2 (0.1%)
K1100_3	TravelGame3		Haunted house/ Mickey Mouse	0
K1200_2	TravelGame4		Cartoon/ Horrorfilm	2 (0.1%)
K1200_3	TravelGame5		Zoo/ Rock Face	0
K1300_1	TravelGame6		Jungle/ Beach	0
K1400_1	TravelGame7		Dragon/ Goose	0
K1500_1	TravelGame8		Mountain Railway/ Parachute	0
K1500_2	TravelGame9		At home/ Journey round the world	1 (0.1%)
K1200_1	Deferral1		Sweets/ Games& Books	1 (0.1%)
K1300_2	Deferral2		1 Apple/ 3 Apples	2 (0.1%)
K1400_2	Deferral3		Legerdemain/ Playground	1 (0.1%)
Total N = 1361				

Variable Name		Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item removed ( $\alpha = .667$ )
K1100_1r	Risk1		0.62	0.49	-0.49	-1.77	.310	.647
K1100_2	Risk2		0.88	0.33	-2.32	3.39	.315	.648
K1100_3r	Risk3		0.64	0.48	-0.58	-1.67	.391	.629
K1200_2	Risk4		0.51	0.50	-0.06	-2.00	.435	.618
K1200_3	Risk5		0.45	0.50	0.20	-1.96	.328	.644
K1300_1r	Risk6		0.29	0.46	0.91	-1.17	.347	.639
K1400_1r	Risk7		0.52	0.50	-0.08	-2.00	.452	.614
K1500_1	Risk8		0.56	0.50	-0.24	-1.95	.329	.643
K1500_2	Risk9		0.62	0.49	-0.48	-1.77	.191	.673

  

Variable Name		Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item removed ( $\alpha = .171$ )
K1200_1	Deferral1		0.54	0.50	-0.15	-1.98	.010	.086
K1300_2r	Deferral2		0.43	0.50	0.28	-1.93	.008	.121
K1400_2	Deferral3		0.31	0.46	0.83	-1.32	.006	.152

Comments:

- Item K1100\_1, K1100\_3, K1300\_1, K1400\_1 (no risk/ risk) and K1200\_1, K1300\_2 (deferral/ no deferral) need to be reversed;
- Item K1100\_2 with low skewness;
- All items except K1100\_2 with low kurtosis; Item K1100\_2 with high kurtosis;
- Item K1500\_2 with low item-scale-correlation and increased alpha when removed;
- Low item-scale-correlation and alpha value for *Deferral* scale.

Sum Index Descriptive Statistics	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1356	5.09	2.22	0	9	-0.15	-0.77			
	Gender								1	419.52	.000
	Girls	663	3.99	1.97	0	9	0.17	-0.45			
	Boys	693	6.15	1.92	0	9	-0.52	-0.28			
	Treatment								3	0.49	.687
	Control	354	5.10	2.16	0	9	-0.23	-0.62			
	Triple P	339	5.19	2.31	0	9	-0.14	-0.84			
	PATHS	360	5.11	2.31	0	9	-0.12	-0.83			
	Combination	303	5.00	2.10	0	9	-0.13	-0.78			

Comments:

- Significant F-value for *Gender* group differences

Correlations with Subscales & DVs	Variable				Boys			Girls		
		R	p	N	r	p	N	r	p	N
	Subscales									
	Delay of gratification	-.251	***	1355	-.207	***	692	-.156	***	663
	Child SBQ									
	Aggression	.154	***	1354	.190	***	692	.070	ns	662
	Prosociality	-.086	**	1354	.010	ns	692	-.061	ns	662
	ADHD	.111	***	1354	.073	ns	692	.120	***	662
	Teacher SBQ1.1									
	Total Aggression	.182	***	1316	.105	**	671	.099	*	645
	Prosociality	-.155	***	1291	-.010	ns	659	-.034	ns	632
	ADHD	.232	***	1332	.153	***	682	.129	***	650
	Parent SBQ									
	Aggression	.095	**	1201	.070	ns	624	-.046	ns	577
	Prosociality	-.080	**	1186	-.037	ns	613	.064	ns	573
	ADHD	.160	***	1202	.096	*	624	.092	*	578
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05									
	Comments:									
	1) Significant correlations with <i>Child SBQ Prosociality</i> , <i>Teacher SBQ Prosociality</i> and <i>Parent SBQ Aggression</i> and <i>Prosociality</i> get insignificant after division in <b>Boys</b> and <b>Girls</b> subgroups;									
	2) Significant correlation with <i>Child SBQ ADHD</i> disappears for <b>Boys</b> subgroup.									

## Delay of gratification

Sum Index Descriptive Statistics	Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1360	0.54	0.50	0	1	-0.15	-1.98			
	Gender								1	52.69	.000
	<i>Girls</i>	666	0.64	0.48	0	1	-0.56	-1.69			
	<i>Boys</i>	694	0.44	0.50	0	1	0.23	-1.95			
	Treatment								3	2.39	.067
	<i>Control</i>	356	0.49	0.50	0	1	0.03	-2.01			
	<i>Triple P</i>	339	0.59	0.49	0	1	-0.37	-1.88			
	<i>PATHS</i>	360	0.54	0.50	0	1	-0.18	-1.98			
	<i>Combination</i>	305	0.52	0.50	0	1	-0.09	-2.01			

Comments:

- 1) Items are not usable for scale building. Due to good correlations with SBQ items though, item Deferral 1 can be used as a standalone item;
- 2) All subgroups with low kurtosis;
- 3) Significant F-value for *Gender* group differences.

Correlations with Subscales & DVs	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
	Subscales									
	Sensation seeking	-.251	***	1355	-.207	***	692	-.156	***	663
	Child SBQ									
	<i>Aggression</i>	-.130	***	1358	-.140	***	693	-.091	*	665
	<i>Prosociality</i>	.118	***	1358	.087	*	693	.103	**	665
	Teacher SBQ1.1									
	<i>Total Aggression</i>	-.100	***	1320	-.031	ns	672	-.110	**	648
	<i>Prosociality</i>	.128	***	1295	.048	ns	660	.109	**	635
	Parent SBQ									
	<i>Aggression</i>	-.065	*	1205	-.076	ns	625	.017	ns	580
	<i>Prosociality</i>	.059	*	1190	.000	ns	614	.060	ns	576

1\*\*\* p<.001, \*\* p<.01, \* p<.05, ns p>.05

Comments:

- 1) Significant correlations with *Teacher SBQ Total Aggression* and *Prosociality* disappears for **Boys** subgroup;
- 2) Significant correlations with *Parent SBQ Aggression* and *Prosociality* get insignificant after division in **Boys** and **Girls** subgroups.