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Technical Report

Teacher Wave 1.1

Child-Level: Social Behaviour Questionnaire

OVERVIEW

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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.
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.
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.
Measured Concepts/ Subdimensions	<p><i>Internalising Problem Behaviour</i></p> <ol style="list-style-type: none">AnxietyDepression <p><i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i></p> <ol style="list-style-type: none">Attention DeficitHyperactivity <p><i>Non-Aggressive Conduct Disorder</i></p> <ol style="list-style-type: none">Non-Aggressive Conduct Disorder (Opposition, Stealing, Lying) <p><i>Prosocial Behaviour</i></p> <ol style="list-style-type: none">Prosocial Behaviour (Helping, Empathy) <p><i>Aggression</i></p> <ol style="list-style-type: none">Physical AggressionIndirect AggressionInstrumental Aggressions/DominanceReactive Aggression
Number of Items	43
Response Categories	5-point Likert scale (from "never" to "very often")
Item Example	<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
Variable Values	<p>1 – never 2 – rarely 3 – partly 4 – often 5 – very often</p> <p>-1 – empty questionnaire (<i>MISSING</i>) 9 – No answer \ Answer refused (<i>MISSING</i>)</p>

1. Anxiety & Depression Subscale

Variable Wording & Case Summary	Anxiety & Depression Subscale				Missings (%)						
	Variable Name	Label	Wording								
	T_SBQ02	Anxiety/depression02	nervös, angespannt/ nervous, highstrung, tense		6 (0.4%)						
	T_SBQ03	Anxiety/depression03	furchtsam, ängstlich/ fearful, anxious		6 (0.4%)						
	T_SBQ04	Anxiety/depression04	beunruhigt, besorgt/ worried		13 (1.0%)						
	T_SBQ05	Anxiety/depression05	traurig, depressiv/ unhappy, sad, depressed		9 (0.7%)						
	T_SBQ06	Anxiety/depression06	nicht so glücklich/ not as happy as other children		16 (1.2%)						
	T_SBQ07	Anxiety/depression07	fällt schwer zu freuen/ trouble enjoying himself		12 (0.9%)						
	T_SBQ08	Anxiety/depression08	elendig, unglücklich/ miserable, distressed, unhappy		6 (0.4%)						
Total N = 1350											
Descriptive Statistics	Anxiety & Depression Subscale							α If Item Removed (α = .893)			
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation				
	T_SBQ02	Anxiety/depression02	2.24	1.11	0.54	-0.57	.538	.898			
	T_SBQ03	Anxiety/depression03	2.02	1.04	0.83	-0.03	.581	.891			
	T_SBQ04	Anxiety/depression04	2.05	0.99	0.66	-0.27	.750	.870			
	T_SBQ05	Anxiety/depression05	1.79	0.93	1.07	0.63	.814	.863			
	T_SBQ06	Anxiety/depression06	1.77	0.99	1.18	0.63	.799	.863			
	T_SBQ07	Anxiety/depression07	1.67	0.87	1.24	1.09	.678	.879			
	T_SBQ08	Anxiety/depression08	1.54	0.86	1.71	2.65	.732	.873			
Comments:											
1) Different means for each item indicate different degrees of difficulty;											
2) All items include only few cases for value 5;											
3) T_SBQ02 with low item-scale-correlation and increased alpha when removed;											
4) Item T_SBQ05 and T_SBQ06 with excessive skewness;											
5) Item T_SBQ07 and T_SBQ08 with excessive skewness and high kurtosis.											
Sum Index Descriptive Statistics	Anxiety & Depression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1346	0.87	0.76	0	4.00	0.98	0.67			
	Gender								1	5.76	.017
	Girls	655	0.82	0.75	0	3.71	1.06	0.86			
	Boys	691	0.92	0.77	0	4.00	0.92	0.55			
	Treatment								3	5.52	.001
	Control	352	0.75	0.67	0	3.29	1.04	1.03			
	Triple P	337	0.88	0.77	0	3.71	0.88	0.31			
	PATHS	357	0.89	0.79	0	4.00	1.09	0.92			
	Combination	300	0.99	0.81	0	3.71	0.88	0.31			
Comments:											
1) Number of accepted missing items: 2;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for Gender and Treatment group differences;											
4) Girls, Control and PATHS subgroups with excessive skewness, Control subgroup with high kurtosis.											

Correlations with Subscales & DVs	Anxiety & Depression Subscale									
	Variable	r	p ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
	Subscales									
	Teacher SBQ									
	<i>Total Aggression</i>	.334	***	1328	.348	***	680	.307	***	648
	<i>Prosociality</i>	-.239	***	1304	-.211	***	668	-.248	***	636
	Parent SBQ									
	<i>Aggression</i>	.001	ns	1200	-.027	ns	626	.014	ns	574
	<i>Prosociality</i>	-.076	**	1186	-.014	ns	616	-.132	**	570
	Child SBQ									
	<i>Aggression</i>	.078	**	1333	.086	*	683	.058	ns	650
	<i>Prosociality</i>	-.063	*	1333	-.046	ns	683	-.068	ns	650
	¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments:									
	1) High correlation with <i>Teacher SBQ</i> ; 2) Significant correlation with <i>Parent SBQ Prosociality</i> disappears for Boys subgroup; 3) Significant correlation with <i>Child SBQ Aggression</i> disappears for Girls subgroup.									

2. Hyperactivity & Attention Deficit Subscale

Variable Wording & Case Summary	Hyperactivity & Attention Deficit Subscale				Missings (%)						
	Variable Name	Label	Wording								
	T_SBQ10	ADHD10	impulsiv/ impulsive		7 (0.5%)						
	T_SBQ11	ADHD11	fällt schwer zu warten/ has difficulty awaiting turn		10 (0.7%)						
	T_SBQ12	ADHD12	unruhig, überaktiv/ restless, hyperactive		3 (0.2%)						
	T_SBQ13	ADHD13	zappelig/ fidgets		10 (0.7%)						
	T_SBQ14	ADHD14	nicht einer Sache widmen/ cannot settle to anything		5 (0.4%)						
	T_SBQ15	ADHD15	ablenken/ distractible		7 (0.5%)						
	T_SBQ16	ADHD16	nicht konzentrieren/ can't concentrate		7 (0.5%)						
	T_SBQ17	ADHD17	unaufmerksam/ inattentive		18 (1.3%)						
Total N = 1350											
Descriptive Statistics	Hyperactivity & Attention Deficit Subscale							α If Item Removed (α = .940)			
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation				
	T_SBQ10	ADHD10	2.24	1.17	0.65	-0.46	.729	.935			
	T_SBQ11	ADHD11	2.28	1.23	0.64	-0.61	.713	.937			
	T_SBQ12	ADHD12	2.12	1.21	0.82	-0.36	.825	.929			
	T_SBQ13	ADHD13	1.99	1.17	1.03	0.09	.780	.932			
	T_SBQ14	ADHD14	2.23	1.14	0.64	-0.49	.815	.929			
	T_SBQ15	ADHD15	2.50	1.24	0.42	-0.83	.820	.929			
	T_SBQ16	ADHD16	2.35	1.17	0.54	-0.61	.836	.928			
	T_SBQ17	ADHD17	2.27	1.11	0.58	-0.43	.766	.933			
Comments:											
1) High alpha-value and high item-scale-correlation;											
2) Item T_SBQ13 with excessive skewness.											
Sum Index Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1348	1.25	0.99	0	4.00	0.59	-0.44			
	Gender								1	75.20	.000
	Girls	657	1.01	0.89	0	4.00	0.82	0.09			
	Boys	691	1.47	1.02	0	4.00	0.37	-0.73			
	Treatment								3	4.99	.002
	Control	352	1.11	0.97	0	4.00	0.72	-0.39			
	Triple P	339	1.23	0.98	0	4.00	0.59	-0.34			
	PATHS	357	1.27	1.02	0	4.00	0.61	-0.53			
	Combination	300	1.41	0.97	0	4.00	0.46	-0.37			
Comments:											
1) Number of accepted missing items: 2;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for Gender and Treatment group differences.											

Correlations with Subscales & DVs	Hyperactivity & Attention Deficit Subscale									
	Variable	r	p ¹	N	Boys			Girls		
					r	p ¹	N	r	p ¹	N
	Subscales									
	Teacher SBQ									
	<i>Total Aggression</i>	.563	***	1330	.545	***	680	.542	***	650
	<i>Prosociality</i>	-.252	***	1305	-.219	***	668	-.174	***	637
	Parent SBQ									
	<i>Aggression</i>	.101	***	1202	.051	ns	626	.094	*	576
	<i>Prosociality</i>	-.038	ns	1188	.012	ns	616	-.010	ns	572
	Child SBQ									
	<i>Aggression</i>	.150	***	1335	.180	***	683	.078	*	652
	<i>Prosociality</i>	-.113	***	1335	-.061	ns	683	-.119	**	652
	¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments:									
	1) Significant correlation with <i>Teacher SBQ</i> and <i>Child SBQ</i> Aggression;									
	2) Significant correlation with <i>Parents SBQ</i> Aggression and <i>Child SBQ</i> Prosociality disappears for Boys subgroup.									

3. Indirect Aggression Subscale

Variable Wording & Case Summary	Indirect Aggression Subscale								Missings (%)	
	Variable Name	Label	Wording							
	T_SBQ19	Ind.aggression19	andere nicht mögen lassen/ get others to dislike					(3.0%)		
	T_SBQ21	Ind.aggression21	Rücken Gemeinheiten/ bad things behind the other's back					(3.4%)		
	T_SBQ22	Ind.aggression22	andere ausschliessen lassen/ lets not be with him					(3.7%)		
Total N = 1350										

Descriptive Statistics	Indirect Aggression Subscale								α If Item Removed (α = .939)	
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation			
	T_SBQ19	Ind.aggression19	1.70	0.95	1.30	1.10	.871	.914		
	T_SBQ21	Ind.aggression21	1.69	0.95	1.34	1.24	.882	.905		
	T_SBQ22	Ind.aggression22	1.58	0.89	1.60	2.19	.870	.915		
Comments:										
1) All three Items include only few cases for value 4 and 5. Ceiling effect;										
2) High alpha-values, high item-scale-correlations;										
3) All Items with excessive skewness and high kurtosis.										

Sum Index Descriptive Statistics	Indirect Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	104	0.66	0.88	0	4.00	1.41	1.57			
	Gender								1	17.81	.000
Girls	639	0.76	0.94	0	4.00	1.26	1.13				
Boys	665	0.56	0.81	0	4.00	1.56	2.00				
Treatment								3	3.48	.016	
Control	345	0.56	0.83	0	4.00	1.54	1.67				
Triple P	322	0.63	0.88	0	4.00	1.54	2.07				
PATHS	357	0.68	0.88	0	4.00	1.46	1.90				
Combination	280	0.78	0.92	0	4.00	1.13	0.78				
Comments:											
1) Number of accepted missing items: 1;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for Gender and Treatment group differences;											
4) All subgroups with excessive skewness and high kurtosis.											

Correlations with Subscales & DVs	Indirect Aggression Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ1.1										
Total Aggression	.704	***	1301	.773	***	663	.753	***	638		
Prosociality	-.193	***	1279	-.211	***	650	-.266	***	629		
Parent SBQ											
Aggression	.102	***	1160	.122	**	601	.131	**	559		
Prosociality	.015	ns	1147	.002	ns	591	-.018	ns	556		
Child SBQ											
Aggression	.080	**	1291	.098	*	657	.084	*	634		
Prosociality	-.004	ns	1291	-.021	ns	657	-.018	ns	634		
1 *** p<.001, ** p<.01, * p<.05, ns p>.05											
Comments :											
1) Significant correlation with Teacher SBQ, with Parent SBQ Aggression as well as Child SBQ Aggression.											

4. Non-Aggressive Conduct Disorder Subscale

Variable Wording & Case Summary	Non-Aggressive Conduct Disorder Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T_SBQ25	Nonaggressive25	stiehlt/ steals					9 (0.7%)			
	T_SBQ26	Nonaggressive26	zerstört eigene Sachen/ destroys his own things					9 (0.7%)			
	T_SBQ31	Nonaggressive31	Dinge in Schule kaputt/ destroys things belonging to his school					11 (0.8%)			
	T_SBQ32	Nonaggressive32	erzählt Lügen/ tells lies, cheats					18 (1.3%)			
Total N = 1350											
Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .680$)			
	T_SBQ25	Nonaggressive25	1.07	0.32	5.42	32.58	.397	.675			
	T_SBQ26	Nonaggressive26	1.17	0.54	3.51	13.06	.557	.554			
	T_SBQ31	Nonaggressive31	1.14	0.48	3.78	15.39	.588	.549			
	T_SBQ32	Nonaggressive32	1.47	0.81	1.83	3.10	.471	.679			
Comments:											
1) Items T_SBQ26 and T_SBQ31 include only few cases for values 2 to 5, most of the cases for value 5;											
2) Item T_SBQ25 includes no cases for value 5;											
3) Item T_SBQ32 includes only few cases for value 4 and 5: Ceiling effect;											
4) All items have excessive skewness and high kurtosis.											
Sum Index Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1344	0.21	0.40	0.00	2.67	2.63	7.81			
	Gender								1	10.23	.001
	<i>Girls</i>	657	0.18	0.36	0.00	2.50	3.03	10.80			
	<i>Boys</i>	687	0.25	0.44	0.00	2.67	2.34	5.95			
	Treatment								3	2.00	.112
	<i>Control</i>	352	0.20	0.37	0.00	2.25	2.45	7.00			
	<i>Triple P</i>	336	0.20	0.45	0.00	2.67	2.88	8.90			
	<i>PATHS</i>	357	0.19	0.38	0.00	2.50	2.85	9.75			
<i>Combination</i>	299	0.26	0.43	0.00	2.25	2.20	4.92				
Comments:											
1) Number of accepted missing items: 1;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Gender</i> group differences;											
4) All subgroups with excessive skewness and high kurtosis.											

Correlations with Subscales & DVs	Non-Aggressive Conduct Disorder Subscale									
	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.601	***	1330	.593	***	679	.613	***	651
	<i>Prosociality</i>	-.231	***	1303	-.204	***	665	-.234	***	638
Parent SBQ										
	<i>Aggression</i>	.045	ns	1200	.050	ns	623	.009	ns	577
	<i>Prosociality</i>	.030	ns	1186	.044	ns	613	.045	ns	573
Child SBQ										
	<i>Aggression</i>	.074	**	1331	.072	ns	679	.060	ns	652
	<i>Prosociality</i>	-.085	**	1331	-.045	ns	679	-.188	**	652
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlation with <i>Teacher SBQ</i> ;										
2) Significant correlation for <i>Child SBQ Prosociality</i> disappears for Boys subgroup;										
3) No significant correlation with <i>Parent SBQ</i> .										

5. Opposition/ Defiance Subscale

Variable Wording & Case Summary	Opposition Subscale										
	Variable Name	Label	Wording			Missings (%)					
	T_SBQ27	Opposition27	ungehorsam/ disobedient			5 (0.4%)					
	T_SBQ30	Opposition30	ignoriert Sie/ ignores you			7 (0.5%)					
Total N = 1350											
Descriptive Statistics	Opposition Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .865$)			
	T_SBQ27	Opposition27	1.54	0.86	1.55	1.74	.762	-----			
	T_SBQ30	Opposition30	1.53	0.88	1.71	2.47	.762	-----			
Comments :											
1) Both items with excessive skewness and high kurtosis.											
Sum Index Descriptive Statistics	Opposition Subscale										
	Group	N	Mean	Standard		Skewness	Kurtosis	ANOVA			
				Deviation	Min.			Max.	df	F	p
	Full sample	1340	.538	0.82	0.00	4.00	1.60	2.02			
	Gender								1	60.70	.000
	Girls	656	.365	0.64	0.00	4.00	1.92	3.68			
	Boys	684	.705	0.93	0.00	4.00	1.26	0.74			
	Treatment								3	5.79	.001
	Control	350	0.48	0.81	0.00	4.00	1.81	2.74			
	Triple P	334	0.49	0.81	0.00	4.00	1.81	2.75			
	PATHS	356	0.50	0.78	0.00	4.00	1.76	2.82			
Combination	300	0.71	0.84	0.00	3.50	1.10	0.55				
Comments:											
1) Number of accepted missing items: 0;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences;											
4) All subgroups with excessive skewness and high kurtosis except <i>Boys</i> and the <i>Combination</i> subgroups.											
Correlations with Subscales & DVs	Opposition Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ1.1										
	<i>Total Aggression</i>	.642	***	1326	.646	***	677	.587	***	649	
	<i>Prosociality</i>	-.355	***	1301	-.348	***	665	-.263	***	636	
	Parent SBQ										
	<i>Aggression</i>	.165	***	1196	.157	***	620	.103	*	576	
	<i>Prosociality</i>	-.062	*	1182	-.031	ns	610	-.019	ns	572	
	Child SBQ										
	<i>Aggression</i>	.126	***	1327	.141	***	676	.068	ns	651	
	<i>Prosociality</i>	-.122	***	1327	-.090	*	676	-.108	**	651	
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:											
1) Significant correlation with <i>Teacher SBQ</i> , with <i>Child SBQ Prosociality</i> and <i>Parent SBQ Aggression</i> ;											
2) Significant correlation with <i>Child SBQ Aggression</i> disappears for Girls subgroup.											

6. Physical Aggression Subscale

Variable Wording & Case Summary	Physical Aggression Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T_SBQ33	Physicalaggression33	Prügeleien/ fights	6 (0.4%)							
	T_SBQ34	Physicalaggression34	greift andere an/ attacks people	11 (0.8%)							
	T_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits	12 (0.9%)							
T_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, bullies, mean	14 (1.0%)								
Total N = 1350											
Descriptive Statistics	Physical Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .916$)			
	T_SBQ33	Physicalaggression33	1.64	0.99	1.49	1.38	.841	.882			
	T_SBQ34	Physicalaggression34	1.55	0.91	1.68	2.19	.906	.854			
	T_SBQ35	Physicalaggression35	1.45	0.83	1.96	3.34	.889	.863			
T_SBQ36	Physicalaggression36	1.33	0.71	2.39	5.87	.628	.946				
Comments:											
<ol style="list-style-type: none"> 1) All items include only few cases for values 4 and 5: Ceiling effect; 2) All Items with excessive skewness and high kurtosis; 3) High alpha-value, high item-scale-correlation; 4) Item T_SBQ36 with low item-scale-correlation and increased alpha when removed; 5) Different means for each item indicate different degrees of difficulty. 											
Sum Index Descriptive Statistics	Physical Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1339	0.49	0.78	0.00	4.00	1.85	3.11			
	Gender								1	135.0	.000
<i>Girls</i>	655	0.25	0.52	0.00	3.33	2.70	8.16				
<i>Boys</i>	684	0.72	0.90	0.00	4.00	1.30	1.06				
Treatment								3	2.65	.048	
<i>Control</i>	352	0.49	0.78	0.00	4.00	1.74	2.48				
<i>Triple P</i>	331	0.47	0.83	0.00	4.00	2.16	4.38				
<i>PATHS</i>	357	0.43	0.68	0.00	3.50	1.83	3.10				
<i>Combination</i>	299	0.60	0.81	0.00	4.00	1.56	2.01				
Comments:											
<ol style="list-style-type: none"> 1) Number of accepted missing items: 1; 2) Subtraction of 1 from total scale for mean computing; 3) Significant F-values for <i>Gender</i> and <i>Treatment</i> group differences; 4) All Items with excessive skewness and high kurtosis. 											

Correlations with Subscales & DVs	Physical Aggression Subscale									
	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
<i>Total Aggression</i> .907 *** 1330 .930 *** 679 .864 *** 651										
<i>Prosociality</i> -.327 *** 1301 -.265 *** 665 -.274 *** 636										
Parent SBQ										
<i>Aggression</i> .184 *** 1195 .147 *** 620 .146 *** 575										
<i>Prosociality</i> -.071 * 1181 -.010 ns 610 -.040 ns 571										
Child SBQ										
<i>Aggression</i> .111 *** 1326 .117 ** 676 .049 ns 650										
<i>Prosociality</i> -.088 ** 1326 -.032 ns 676 -.093 * 650										
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant Correlation with <i>Teacher SBQ</i> and <i>Parent SBQ Aggression</i> ;										
2) Significant correlation with <i>Child SBQ Aggression</i> disappears for Girls subgroup;										
3) Significant correlation with <i>Child SBQ Prosociality</i> disappears for Boys subgroup.										

7. Prosociality Subscale

Variable Wording & Case Summary	Prosociality Subscale				Missings (%)						
	Variable Name	Label	Wording								
	T_SBQ41	Prosociality41	hilft bei Durcheinander/ helps clear up a mess		20 (1.5%)						
	T_SBQ42	Prosociality42	Zank beenden/ stops a quarrel		39 (2.9%)						
	T_SBQ43	Prosociality43	hilft verletztem Kind/ helps so who has been hurt		52 (3.9%)						
	T_SBQ44	Prosociality44	mitspielen/ invites to join a game		35 (2.6%)						
	T_SBQ45	Prosociality45	hilft aufzuheben/ helps to pick up dropped objects		33 (2.4%)						
	T_SBQ46	Prosociality46	kümmert sich um Weinende/ comforts a crying child		34 (2.5%)						
	T_SBQ49	Prosociality47	teilt mit anderen/ shares things with others		37 (2.7%)						
Total N = 1350											
Descriptive Statistics	Prosociality Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .921$)			
	T_SBQ41	Prosociality41	3.04	1.08	-0.09	-0.64	.723	.913			
	T_SBQ42	Prosociality42	2.90	1.03	-0.02	-0.52	.761	.909			
	T_SBQ43	Prosociality43	3.38	0.98	-0.21	-0.24	.812	.904			
	T_SBQ44	Prosociality44	3.30	0.92	-0.26	-0.03	.669	.918			
	T_SBQ45	Prosociality45	3.06	1.10	-0.10	-0.64	.787	.906			
	T_SBQ46	Prosociality46	3.22	1.03	-0.17	-0.52	.826	.902			
	T_SBQ49	Prosociality47	3.31	0.90	-0.11	-0.13	.715	.914			
Comments :											
1) High alpha value and high item-scale-correlation.											
Sum Index Descriptive Statistics	Prosociality Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1307	2.18	0.83	0.00	4.00	-0.07	-0.21			
	Gender								1	118.1	.000
	<i>Girls</i>	639	2.42	0.74	0.57	4.00	-0.01	-0.38			
	<i>Boys</i>	668	1.94	0.84	0.00	4.00	0.07	-0.14			
	Treatment								3	9.39	.000
	<i>Control</i>	353	2.16	0.82	0.00	4.00	0.26	-0.29			
	<i>Triple P</i>	308	2.00	0.86	0.00	4.00	0.02	-0.12			
	<i>PATHS</i>	357	2.34	0.79	0.43	4.00	0.09	-0.23			
	<i>Combination</i>	289	2.18	0.81	0.00	4.00	-0.37	-0.31			
Comments:											
1) Number of accepted missing items: 2;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences.											

Correlations with Subscales & DVs	Prosociality Subscale									
	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	-.304	***	1298	-.261	***	661	-.269	***	637
	<i>Prosociality</i>	-----	---	-----	-----	---	-----	-----	---	-----
Parent SBQ										
	<i>Aggression</i>	-.068	*	1165	-.046	ns	605	.020	ns	560
	<i>Prosociality</i>	.175	***	1152	.155	***	595	.094	*	557
Child SBQ										
	<i>Aggression</i>	-.094	**	1294	-.097	*	660	-.040	ns	634
	<i>Prosociality</i>	.148	***	1294	.140	***	660	.083	*	634
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlations with <i>Teacher SBQ</i> , <i>Parent SBQ Prosociality</i> and <i>Children SBQ Prosociality</i> ;										
2) Significant correlations with <i>Child SBQ Aggression</i> disappears for Girls subgroup.										

8. Pro-active Aggression Subscale

Variable Wording & Case Summary	Pro-active Aggression Subscale										
	Variable Name	Label	Wording					Missings (%)			
	T_SBQ37	Proactiveaggression37	bedroht/ threatens people					16 (1.2%)			
	T_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child					29 (2.1%)			
	T_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate					23 (1.7%)			
	T_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children					28 (2.1%)			
Total N = 1350											
Descriptive Statistics	Pro-active Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .863$)			
	T_SBQ37	Proactiveaggression37	1.32	.664	2.20	4.66	.690	.836			
	T_SBQ50	Proactiveaggression50	1.41	.740	1.87	3.04	.737	.815			
	T_SBQ51	Proactiveaggression51	1.62	.942	1.51	1.62	.716	.839			
	T_SBQ52	Proactiveaggression52	1.29	.663	2.69	7.77	.757	.813			
Comments:											
1) All items with excessive skewness and high kurtosis;											
2) High alpha-value.											
Sum Index Descriptive Statistics	Pro-active Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1324	0.41	0.64	0.00	4.00	2.00	4.14			
	Gender								1	0.80	.370
	<i>Girls</i>	649	0.39	0.61	0.00	3.50	1.99	4.11			
	<i>Boys</i>	675	0.42	0.67	0.00	4.00	1.99	4.05			
	Treatment								3	3.05	.028
	<i>Control</i>	348	0.34	0.60	0.00	3.50	2.18	5.00			
	<i>Triple P</i>	324	0.36	0.63	0.00	3.50	2.20	4.82			
	<i>PATHS</i>	357	0.46	0.65	0.00	3.50	1.61	2.30			
<i>Combination</i>	295	0.46	0.68	0.00	4.00	2.09	4.96				
Comments:											
1) Number of accepted missing items: 1;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Treatment</i> group differences;											
4) All subgroups with excessive skewness and high kurtosis.											

Correlations with Subscales & DVs	Pro-active Aggression Subscale									
	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	<i>Total Aggression</i>	.859	***	1324	.876	***	675	.874	***	649
	<i>Prosociality</i>	-.225	***	1296	-.207	***	659	-.251	***	637
Parent SBQ										
	<i>Aggression</i>	.131	***	1179	.108	**	610	.162	***	569
	<i>Prosociality</i>	-.007	ns	1166	-.013	ns	600	.006	ns	566
Child SBQ										
	<i>Aggression</i>	.106	***	1311	.137	***	667	.065	ns	644
	<i>Prosociality</i>	-.014	ns	1311	-.018	ns	667	-.022	ns	644
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlation with <i>Teacher SBQ</i> , significant correlation with <i>Parent SBQ Aggression</i> ;										
2) Significant correlation with <i>Child SBQ Aggression</i> disappears for Girls subgroup.										

9. Reactive Aggression Subscale

Variable Wording & Case Summary	Reactive Aggression Subscale										
	Variable Name	Label	Wording				Missings (%)				
	T_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased				12 (0.9%)				
	T_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken				18 (1.3%)				
T_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted				18 (1.3%)					
Total N = 1350											
Descriptive Statistics	Reactive Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed (α = .918)			
	T_SBQ53	Reactiveaggression53	2.01	1.08	0.84	-0.10	.841	.877			
	T_SBQ54	Reactiveaggression54	2.07	1.08	0.79	-0.09	.852	.868			
T_SBQ55	Reactiveaggression55	1.72	0.94	1.25	1.02	.819	.898				
Comments :											
1) Item T_SBQ55 with excessive skewness and high kurtosis;											
Sum Index Descriptive Statistics	Reactive Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1337	0.93	0.96	0	4.00	0.95	0.33	df	F	p
	Gender								1	37.9	.000
Girls	653	0.77	0.86	0	4.00	1.03	0.54				
Boys	684	1.09	1.02	0	4.00	0.82	0.00				
Treatment								3	10.16	.000	
Control	352	0.75	0.91	0	4.00	1.28	1.11				
Triple P	332	1.03	1.01	0	4.00	0.76	-0.09				
PATHS	356	0.87	0.95	0	4.00	1.18	0.93				
Combination	297	1.12	0.93	0	4.00	0.64	0.04				
Comments:											
1) Number of accepted missing items: 1;											
2) Subtraction of 1 from total scale for mean computing;											
3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences;											
4) <i>Girls</i> and <i>PATHS</i> subgroups with excessive skewness, <i>Control</i> subgroup with excessive skewness and high kurtosis.											
Correlations with Subscales & DVs	Reactive Aggression Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
Teacher SBQ1.1											
Total Aggression	.865	***	1326	.875	***	676	.842	***	650		
Prosociality	-.246	***	1301	-.237	***	664	-.171	***	573		
Parent SBQ											
Aggression	.134	***	1192	.129	**	619	.091	*	573		
Prosociality	-.032	ns	1179	.013	ns	609	-.035	ns	570		
Child SBQ											
Aggression	.102	***	1324	.107	**	676	.070	ns	648		
Prosociality	-.059	*	1324	-.034	ns	676	-.040	ns	648		
1 *** p<.001, ** p<.01, * p<.05, ns p>.05											
Comments :											
1) Significant correlation with <i>Teacher SBQ</i> and with <i>Parent SBQ Aggression</i> ;											
2) Significant correlation with <i>Child SBQ Aggression</i> disappears for Girls subgroup.											

10. Aggression Subscale

Variable Wording & Case Summary	Aggression Subscale							
	Variable Name	Label	Wording		Missings (%)			
	T_SBQ33	Physicalaggression33	Prügeleien/ fights		6	(0.4%)		
	T_SBQ34	Physicalaggression34	greift andere an/ attacks people		11	(0.8%)		
	T_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits		12	(0.9%)		
	T_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, mean		14	1.0%		
	T_SBQ37	Proactiveaggression37	bedroht/ threatens people		16	(1.2%)		
	T_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child		29	(2.1%)		
	T_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate		23	(1.7%)		
	T_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children		28	(2.1%)		
	T_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased		12	(0.9%)		
	T_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken		18	(1.3%)		
	T_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted		18	(1.3%)		
Total N = 1350								
Descriptive Statistics	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .932$)
	T_SBQ33	Physicalaggression33	1.64	0.99	1.49	1.38	0.754	0.924
	T_SBQ34	Physicalaggression34	1.55	0.91	1.68	2.19	0.797	0.922
	T_SBQ35	Physicalaggression35	1.45	0.83	1.96	3.34	0.787	0.923
	T_SBQ36	Physicalaggression36	1.33	0.71	2.39	5.87	0.738	0.926
	T_SBQ37	Proactiveaggression37	1.32	0.66	2.20	4.66	0.750	0.926
	T_SBQ50	Proactiveaggression50	1.41	0.74	1.87	3.04	0.656	0.928
	T_SBQ51	Proactiveaggression51	1.62	0.94	1.51	1.62	0.619	0.930
	T_SBQ52	Proactiveaggression52	1.29	0.66	2.69	7.77	0.678	0.928
	T_SBQ53	Reactiveaggression53	2.01	1.08	0.84	-0.10	0.757	0.924
	T_SBQ54	Reactiveaggression54	2.07	1.08	0.79	-0.09	0.724	0.926
	T_SBQ55	Reactiveaggression55	1.72	0.94	1.25	1.02	0.751	0.924
<p>Comments :</p> <ol style="list-style-type: none"> 1) All Items except T_SBQ53 and T_SBQ54 with excessive skewness and high kurtosis; 2) High alpha-value, high item-scale-correlation. 								

Sum Index Descriptive Statistics	Aggression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1332	0.58	0.68	0	4.00	1.65	2.78			
	Gender								1	54.1	.000
	<i>Girls</i>	652	0.44	0.55	0	3.60	1.94	4.44			
	<i>Boys</i>	680	0.71	0.76	0	4.00	1.35	1.56			
	Treatment								3	4.21	.006
	<i>Control</i>	350	0.51	0.68	0	3.82	1.73	2.94			
	<i>Triple P</i>	327	0.57	0.68	0	3.60	1.82	3.49			
	<i>PATHS</i>	357	0.56	0.63	0	3.00	1.50	2.00			
	<i>Combination</i>	298	0.69	0.72	0	4.00	1.55	2.59			
	Comments:										
	1) Number of accepted missing items: 3;										
	2) Subtraction of 1 from total scale for mean computing;										
	3) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences;										
	4) All subgroups with excessive skewness and high kurtosis.										
Correlations with Subscales & DVs	Aggression Subscale										
	Variable	r	p	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ1.1										
	<i>Total Aggression</i>	-----	---	-----	-----	---	-----	-----	---	-----	
	<i>Prosociality</i>	-.304	***	1298	-.261	***	661	-.269	***	637	
	Parent SBQ										
	<i>Aggression</i>	.178	***	1187	.155	***	615	.148	***	572	
	<i>Prosociality</i>	-.047	ns	1174	-.009	ns	605	-.027	ns	569	
	Child SBQ										
	<i>Aggression</i>	.121	***	1319	.133	**	672	.073	ns	647	
	<i>Prosociality</i>	-.066	*	1319	-.036	ns	672	-.050	ns	647	
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
	Comments:										
	1) Significant correlations with <i>Teacher SBQ</i> and <i>Parents SBQ Aggression</i> ;										
	2) Significant correlation with <i>Child SBQ Aggression</i> disappears for Girls subgroup.										