



Universität Zürich  
Pädagogisches Institut

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

University of Cambridge  
Institute of Criminology



## Instruments Summary

### Parent Wave 1

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## Data Collection Overview

<b>Interview Languages</b>	<ul style="list-style-type: none"><li>• German / Swiss-German</li><li>• Albanian</li><li>• Croatian</li><li>• English</li><li>• Italian</li><li>• Portuguese</li><li>• Serbian / Bosnian</li><li>• Spanish</li><li>• Tamil</li><li>• Turkish</li></ul>
<b>Interviewee</b>	Primary caregiver of the target child, usually the mother. In some cases (e.g. because of language difficulties) fathers or other relatives were interviewed.
<b>Interview Setting</b>	Computer aided personal face-to-face interviews, usually at interviewee's home.
<b>Fieldwork</b>	06.09.2004 – 18.02.2005
<b>Number of Completed Interviews</b>	1235
<b>Interview Duration (Median)</b>	65:28 minutes

<b>Note</b>	Instruments are listed in the same order as in the questionnaire
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## Household Screen

<b>Source/Developer</b>	z-proso Project Team
<b>Description</b>	Overview on the household composition and on kinships among its members. Basic demographic characteristics.
<b>Measured Concepts / Subdimensions</b>	<p><i>Target child characteristics:</i> Gender, Date of birth, Kinship with caregiver/interviewee, Country of birth, Nationality, Language spoken with caregiver/interviewee</p> <p><i>Other children in household (up to 6):</i> First name, Gender, Year of birth, Kinship with target child, Kinship with caregiver/interviewee</p> <p><i>Siblings of target child outside the household:</i> Gender, Year of birth, Kinship with target child</p> <p><i>Female and male primary caregiver:</i> First name, Gender, Year of birth, Kinship with target child, Kinship with caregiver/interviewee (if applicable)</p> <p><i>Other adults in household (up to 5):</i> First name, Gender, Year of birth, Kinship with target child, Kinship with caregiver/interviewee</p>
<b>Administration History</b>	Wave 1

## Neighbourhood Characteristics Scale

<b>Source/Developer</b>	Sampson RJ, Raudenbush SW & Earls F (1997), "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy", <i>Science</i> , 277(5328), 918 - 924.
<b>Adaptations</b>	z-proso uses the adapted version from the Peterborough study directed by P.O. Wikström. The "Social Network" subscale has been added by D. Oberwittler.
<b>Description</b>	The purpose of this scale is to measure neighbourhood characteristics believed to be associated with low cohesion among residents and low social capital
<b>Measured Concepts/ Subdimensions</b>	<p>Four subscales:</p> <ol style="list-style-type: none"> <li><i>Collective efficacy</i> Measures the what extent neighbours would intervene in case of problems</li> <li><i>Social cohesion</i> Measures to what extent people in a neighbourhood have a feeling of belonging together</li> <li><i>Intergenerational closure</i> Measures to what extent parents in the neighbourhood are believed to be looking after each others children</li> <li><i>Social networks subscale</i> Measures the level of everyday interaction among neighbours</li> </ol>
<b>Number of Items</b>	18
<b>Response Categories</b>	<ul style="list-style-type: none"> <li><i>Collective efficacy, social cohesion &amp; intergenerational closure scales:</i> 5-point Likert scale (from "very unlikely/very much disagree" to "very likely/very much agree")</li> <li><i>Social networks scale:</i> 4-point Likert scale (from "never" to "often")</li> </ul>
<b>Item Examples</b>	<ul style="list-style-type: none"> <li>"If some children were spray-painting graffiti on a local building, how likely is it that your neighbours would do something about it?" (Collective efficacy)</li> <li>"Parents in this neighbourhood generally know each other." (Intergenerational closure)</li> <li>"People in this neighbourhood can be trusted." (Social cohesion)</li> <li>"(Have you ...) talked to neighbours about personal things." (Social networks)</li> </ul>
<b>Administration History</b>	Wave 1

## Parenting Values

<b>Source/Developer</b>	<ul style="list-style-type: none"><li>• z-proso Project Team</li><li>• Partially adapted from the World Values Survey (R. Inglehart, University of Michigan)</li></ul>
<b>Description</b>	A measure of the values underlying the caregivers parenting goals.
<b>Measured Concepts/ Subdimensions</b>	Explorative factor analyses suggest three orthogonal factors <ol style="list-style-type: none"><li>1. <i>Traditionalism/Materialism</i></li><li>2. <i>Individualism/Postmaterialism</i></li><li>3. <i>Altruism</i></li></ol>
<b>Number of Items</b>	15
<b>Response Categories</b>	4-point Likert scale (from “not important at all” to “very important”)
<b>Item Examples</b>	<ul style="list-style-type: none"><li>• “To be thrifty, saving money and things” (Traditionalism)</li><li>• “To have imagination” (Individualism)</li><li>• “To be unselfish” (Altruism)</li></ul>
<b>Administration History</b>	Wave 1

## Family Climate

<b>Source/Developer</b>	Peterborough study (P.O. Wikström)
<b>Description</b>	A short assessment of family conflict
<b>Number of Items</b>	3
<b>Response Categories</b>	5-point Likert scale (from “very much disagree” to “very much agree”)
<b>Item Example</b>	“We are a happy family and like each other a lot.”
<b>Administration History</b>	Wave 1, Wave2, Wave 3

## Alabama Parenting Questionnaire

<b>Source/Developer</b>	Shelton, K. K., Frick, P. J., & Wootton, J. (1996). "Assessment of parenting practices in families of elementary school-age children", <i>Journal of Clinical Child Psychology</i> , 25(3), 317-329.
<b>Description</b>	A comprehensive assessment of parenting practices
<b>Measured Concepts/ Subdimensions</b>	Six subscales: <ol style="list-style-type: none"><li>1. <i>Involvement</i></li><li>2. <i>Positive parenting</i></li><li>3. <i>Poor monitoring</i></li><li>4. <i>Inconsistent discipline</i></li><li>5. <i>Corporal punishment</i></li><li>6. <i>"Other discipline"</i></li></ol>
<b>Number of Items</b>	40
<b>Response Categories</b>	5-point Likert scale (from "never" to "always")
<b>Item Examples</b>	<ul style="list-style-type: none"><li>• "You play games or do other fun things with CHILD." (Involvement)</li><li>• "You compliment CHILD when he/she does something well." (Positive parenting)</li><li>• "CHILD is out with friends you don't know." (Poor monitoring)</li><li>• "You threaten to punish CHILD and then do not actually punish him/her." (Inconsistent discipline)</li><li>• "You spank CHILD with your hand when she/he has done something wrong." (Corporal punishment)</li><li>• "You use time out, that is make him/her sit or stand in a corner, as a punishment." (Other discipline)</li></ul>
<b>Administration History</b>	Wave 1, Wave 2, Wave 3

## Child Disabilities & Impairments

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	A brief inventory of target child's major disabilities and impairments.
<b>Measured Concepts/ Subdimensions</b>	Vision or Hearing Impairment Severe Chronic Illness Other Physical Disability Intellectual Disability Physical Developmental Delay Intellectual Developmental Delay
<b>Response Categories</b>	Yes/No followed by an open description
<b>Administration History</b>	Wave 1

## Pre- & Perinatal Circumstances

<b>Source/Developer</b>	z-proso Project Team
<b>Description</b>	Assessment of relevant perinatal circumstances.
<b>Measured Concepts/ Subdimensions</b>	Prenatal substance use (tobacco, alcohol, cannabis) Birth Complications Postnatal Depression Planned Child
<b>Response Categories</b>	<ul style="list-style-type: none"><li>• Yes/No</li><li>• <i>Substance use frequency</i>: 5-point Likert scales</li></ul>
<b>Administration History</b>	Wave 1

## Injuries & Accidents

<b>Source/Developer</b>	z-proso Project Team
<b>Description</b>	Live-time and last year incidence of target child's serious injuries.
<b>Measured Concepts/ Subdimensions</b>	Number of injuries; Behavioural assessment of self-control.
<b>Administration History</b>	Wave 1

## Leisure Activities

<b>Source/Developer</b>	z-proso Project Team
<b>Description</b>	Inventory of target child's (routine) activities outside school. Measured on a weekly basis except media use which is measured on a daily basis.
<b>Measured Concepts/ Subdimensions</b>	<ol style="list-style-type: none"><li>1. Activities outside the home (extracurricular learning, sports, arts, religion, etc.)</li><li>2. Activities inside the home (playing, reading, drawing, chores, etc.)</li><li>3. Media use (TV, computer games)</li></ol>
<b>Number of Items</b>	19
<b>Response Categories</b>	<ul style="list-style-type: none"><li>• <i>Activities in- and outside the home</i>: 8-point Likert scale (from "never" to "daily (on seven days)")</li><li>• <i>Media use</i>: 6-point Likert scale (from "(almost) never" to "more than 3 hours")</li></ul>
<b>Administration History</b>	Wave 1

## Social Behaviour Questionnaire

<b>Source/Developer</b>	<ul style="list-style-type: none"><li>• Richard E. Tremblay (Université de Montréal)</li><li>• Tremblay, R. E., Loeber, R., Gagnon, C., Charlebois, P., Larivee, S. &amp; 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.</li></ul>
<b>Description</b>	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 <i>z-proso</i> 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.
<b>Measured Concepts/ Subdimensions</b>	<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)
<b>Number of Items</b>	55
<b>Response Categories</b>	5-point Likert scale (from “never” to “very often”)
<b>Item Examples</b>	<ul style="list-style-type: none"><li>• “CHILD cries a lot.” (Anxiety)</li><li>• “CHILD fidgets.” (Hyperactivity)</li><li>• “CHILD steals outside the home.” (Non-Aggressive CD)</li><li>• “CHILD kicks, bites, hits other children.” (Physical Aggression)</li><li>• “CHILD listens to others’ points of view.” (Prosociality)</li></ul>
<b>Administration History</b>	Wave 1, Wave 2 (except scales “Internalising Problem Behaviour”, “ADHD” and “Indirect Aggression”), Wave 3

## Socio-Economic, Ethno-Cultural & Demographic Details

<b>Source/Developer</b>	z-proso Project Team
<b>Description</b>	Comprehensive information on caregivers' and – if not living with the child – on biological parents' socio-economic, ethno-cultural, and demographic background
<b>Measured Concepts/ Subdimensions</b>	<p><i>Female Primary Caregiver:</i> Marital status, Religious affiliation, Country of birth, Year of immigration (if applicable), Nationality, Residential permit/status, Mother tongue, Fluency in (Swiss-)German, Level of education, Occupational status, Profession, Contribution to household chores</p> <p><i>Male Primary Caregiver:</i> Marital status, Religious affiliation, Country of birth, Year of immigration (if applicable), Nationality, Residential permit/status, Mother tongue, Fluency in (Swiss-)German, Level of education, Occupational status, Profession</p> <p><i>Financial Situation (Household):</i> Yearly net income, Financial help (welfare contributions etc.), Financial problems (arrears in payments of bills).</p> <p><i>Biological Mother (if not Female Primary Caregiver):</i> Place/country of residence, Kinship with interviewee, Country of birth, Nationality, Number of encounters with interviewee last year, Number of encounters with target child last year, Financial support to primary caregiver, Level of education, Occupational status, Profession</p> <p><i>Biological Father (if not Male Primary Caregiver):</i> Place/country of residence, Kinship with interviewee, Country of birth, Nationality, Number of encounters with interviewee last year, Number of encounters with target child last year, Financial support to primary caregiver, Level of education, Occupational status, Profession</p>
<b>Administration History</b>	Wave 1



## Event History Calendar (EHC) I

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	The EHC aims at collecting relevant life events in the target child's biography since birth in a structured way. It consists of a calendar sheet with several rows representing distinctive phenomena that may have occurred during the life course. 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.
<b>Measured Concepts/ Subdimensions</b>	<p>The following list shows life areas covered by the EHC and lists data that were collected besides mere "presence-absence"-like information.</p> <ol style="list-style-type: none"><li>1. <i>Place of residence</i> Detailed address of each place where the child lived</li><li>2. <i>Household members</i> 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)</li><li>3. <i>External child care</i> Type of childcare Intensity (days/week) of childcare</li><li>4. <i>Critical life events</i> Family (actors) Siblings' problem behaviour Serious illnesses and accidents among members of the family Spells of maternal depression Death of relatives outside household Spells of financial problems Spells of unemployment (who) Police- and criminal-justice contacts (who; type of offence) Spells of imprisonment (who) Stays in mental institutions (who) Other important live events (what/who)</li><li>5. <i>Earlier problem behaviour of target child and related treatments</i> Spells of internalising problem behaviour; Related professional help and treatments Spells of ADHD; Related professional help and treatments Spells of aggressive behaviour; Related professional help and treatments</li></ol>
<b>Number of Items</b>	1873 variables
<b>Administration History</b>	Wave 1 (EHC I), update/refinement at Wave 3 (EHC II)

## Interviewee Assessment Form

<b>Source/Developer</b>	<i>z-proso</i> Project Team
<b>Description</b>	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).
<b>Measured Concepts/ Subdimensions</b>	<i>Interview situation</i> <ol style="list-style-type: none"><li>1. Presence of others/disturbances during the interview</li><li>2. Interview location (home, institute, etc.)</li><li>3. Selected type of incentive</li></ol> <i>Personal characteristics of the interviewee</i> <ol style="list-style-type: none"><li>4. Comprehension</li><li>5. Truthfulness</li><li>6. Affection toward target child</li><li>7. Interest in interview and study</li><li>8. Serenity</li></ol> <i>Interviewee's home (interior and exterior)</i> <ol style="list-style-type: none"><li>9. General appearance of interviewee's home (order, tidiness, safety, noise, etc.)</li><li>10. Presence of child drawings</li><li>11. Type and state of building</li><li>12. Neighbourhood characteristics (noise, child-friendliness, safety, etc.)</li></ol>
<b>Number of Items</b>	17
<b>Response Categories</b>	<i>Personal characteristics &amp; interviewee's home:</i> 4-point Likert scale (from "fully untrue" to "fully true")
<b>Administration History</b>	Wave 1, Wave 2, Wave 3

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