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z-proso Zurich Project on the Social Development of Children

Instrument Summary

Teacher Wave 4.1

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	9 May to 28 November 2008 (Median: 9 June 2008)
Number of Completed Questionnaires	<ul style="list-style-type: none">• 1269 child assessments forms• 263 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, which 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>School-Related Problem Behaviour (only for Wave 4.1)</i> <i>Psychopathy</i> Cruelty to Animals (as a psychopathy proxy)
Number of Items	45 (2 more items for Wave 4.1)
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

Delinquent Behaviour (*Child-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A set of questions assesses what kind of delinquent behaviour teachers observe among their pupils at school.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Truancy• Use of physical and psychological violence• Use of alcohol / drugs
Number of Items	7
Response Categories	Yes / No If yes: Nr. of times a behaviour was observed
Administration History	Wave 4.1

School Achievement (*Child-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A brief assessment of the target child's school achievement as compared to the expected average achievement at his/her age.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Arithmetic• Reading & verbal performance• School Commitment
Number of Items	3
Response Categories	5-point Likert scale (from "worse" to "better than average")
Administration History	Waves 1.1, 1.2, 2.2, 3.1, 4.1

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, 2.2, 3.1, 4.1

Relationship to Child and Parents (*Child-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A brief assessment of the relationship between teacher and child as well as his/her parents.
Number of Items	3
Response Categories	5-point Likert scale (from “very untrue” to “very true”)
Item example	“I am in good terms with this child” “Parents care about developments at school of their child”.
Administration History	Waves 2.2, 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

Juvenile Behaviour (*Class-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A set of questions assesses what kind of juvenile behaviour teachers observe in their classes.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">- Fights- Use of violence- Racism- Attitude towards school- Vulgarities- Use of alcohol or illicit drugs
Number of Items	14
Response Categories	6-point Likert scale (from “never” to “daily”)
Item Example	“Pupils in my class destroy belongings of others” “Pupils in my class smoke cigarettes during break”
Administration History	Wave 4.1

Problem Behaviour in the Schoolhouse (*Class-Level Measure*)

Source/Developer	<i>z-proso</i> Research Team
Description	A brief assessment of the teacher’s perception of levels of problem behaviours among pupils in his/her schoolhouse.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Violation of school rules• Untidiness• Extortion• Verbal violence• Teasing• Physical violence• Vandalism
Number of Items	11 (4 more items for Wave 4.1)
Response Categories	5-point Likert scale (from “not a problem” to “a very serious problem”)
Administration History	Waves 1.1, 2.2, 3.1, 4.1

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