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z-proso Zurich Project on the Social Development of Children

Technical Report

Teacher Wave 4.1

Child-Level: Social Behaviour Questionnaire

OVERVIEW

Instrument Summary	1
1. Anxiety and Depression Subscale	2
2. Hyperactivity and Attention Deficit Subscale	4
3. Non-aggressive Conduct Disorder Subscale	6
4. Opposition / Defiance Subscale	8
5. Opposition and Defiant Behaviour at School Subscale	9
6. Physical Aggression Subscale	11
7. Bullying – Non-Physical Forms of Bullying Subscale	13
8. Prosociality Subscale	14
9. Pro-Active Aggression Subscale	16
10. Reactive Aggression Subscale	17
11. Aggression Subscale	18

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>Prosocial Behaviour</i></p> <ol style="list-style-type: none">1. Prosocial Behaviour (Helping, Empathy) <p><i>Internalising Problem Behaviour</i></p> <ol style="list-style-type: none">2. Anxiety3. Depression <p><i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i></p> <ol style="list-style-type: none">4. Attention Deficit5. Hyperactivity <p><i>Non-Aggressive Externalising Problem Behaviour</i></p> <ol style="list-style-type: none">6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising)7. Opposition/Defiance <p><i>Aggression</i></p> <ol style="list-style-type: none">8. Physical Aggression9. Indirect Aggression10. Instrumental Aggressions/Dominance11. Reactive Aggression <p><i>School-Related Problem Behaviour</i> (from Wave 4.1 onwards)</p>
Number of Items	45 (2 more items for Wave 4.1)
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		
T4.1_SBQ02	Anxiety/depression02	nervös, angespannt/ nervous, highstrung, tense			5 (0.3%)
T4.1_SBQ03	Anxiety/depression03	furchtsam, ängstlich/ fearful, anxious			2 (0.1%)
T4.1_SBQ04	Anxiety/depression04	beunruhigt, besorgt/ worried			2 (0.1%)
T4.1_SBQ05	Anxiety/depression05	traurig, depressiv/ unhappy, sad, depressed			1 (0.1%)
T4.1_SBQ06	Anxiety/depression06	nicht so glücklich/ not as happy as other children			15 (0.9%)
T4.1_SBQ07	Anxiety/depression07	fällt schwer zu freuen/ trouble enjoying himself			8 (0.5%)
T4.1_SBQ08	Anxiety/depression08	elendig, unglücklich/ miserable, distressed, unhappy			1 (0.1%)
Total N = 1269					

Descriptive Statistics	Anxiety& Depression Subscale							
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .901$)
T4.1_SBQ02	Anxiety/depression02	2.22	0.99	0.42	-0.49	.565	.904	
T4.1_SBQ03	Anxiety/depression03	1.90	0.95	0.94	0.35	.607	.898	
T4.1_SBQ04	Anxiety/depression04	2.04	0.94	0.61	-0.31	.781	.878	
T4.1_SBQ05	Anxiety/depression05	1.85	0.92	0.96	0.47	.808	.875	
T4.1_SBQ06	Anxiety/depression06	1.84	0.97	0.99	0.34	.807	.875	
T4.1_SBQ07	Anxiety/depression07	1.76	0.89	1.02	0.36	.681	.890	
T4.1_SBQ08	Anxiety/depression08	1.61	0.82	1.26	1.08	.738	.884	

Comments:

- 1) Different means for each item indicate different degrees of difficulties;
- 2) T4.1_SBQ02 with low item-scale-correlation and increased alpha when removed;
- 3) T4.1_SBQ07 with excessive skewness;
- 4) T4.1_SBQ08 with excessive skewness and high kurtosis.

Sum Index Descriptive Statistics	Anxiety& Depression Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
Full sample	1269	0.89	0.74	0.00	4.00	0.81	0.29				
Gender								1	14.18	.000	
<i>Girls</i>	622	0.81	0.73	0.00	4.00	0.99	0.90				
<i>Boys</i>	647	0.96	0.74	0.00	3.29	0.66	-0.13				
Treatment								3	3.257	.021	
<i>Control</i>	310	0.85	0.70	0.00	3.29	0.86	0.25				
<i>Triple P</i>	311	0.78	0.70	0.00	4.00	0.87	0.72				
<i>PATHS</i>	362	0.93	0.77	0.00	3.57	0.85	0.38				
<i>Combination</i>	286	0.97	0.76	0.00	3.29	0.63	-0.18				

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	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>	.291	***	1269	.289	***	647	.268	***	622
	<i>Prosociality</i>	-.265	***	1269	-.257	***	647	-.235	***	622
	Parent SBQ									
	<i>Aggression</i>	.107	**	1028	.118	**	540	.066	ns	488
	<i>Prosociality</i>	-.067	*	1028	-.095	**	540	.002	ns	488
	Child SBQ									
	<i>Aggression</i>	.062	*	1102	.084	*	568	-.004	ns	534
	<i>Prosociality</i>	-.056	ns	1102	-.045	ns	568	-.029	ns	534
	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 Aggression</i> and <i>Prosociality</i> disappears for Girls 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										
	Variable Name	Label	Wording	Missings (%)							
	T4.1_SBQ10	ADHD10	impulsiv/ impulsive	5 (0.3%)							
	T4.1_SBQ11	ADHD11	fällt schwer zu warten/ has difficulty awaiting turn	4 (0.2%)							
	T4.1_SBQ12	ADHD12	unruhig, überaktiv/ restless, hyperactive	1 (0.1%)							
	T4.1_SBQ13	ADHD13	zappelig/ fidgets	4 (0.2%)							
	T4.1_SBQ14	ADHD14	nicht einer Sache widmen/ cannot settle to anything	1 (0.1%)							
	T4.1_SBQ15	ADHD15	ablenken/ distractible	2 (0.1%)							
	T4.1_SBQ16	ADHD16	nicht konzentrieren/ can't concentrate	0 (0.0%)							
	T4.1_SBQ17	ADHD17	unaufmerksam/ inattentive	2 (0.1%)							
	Total N = 1269										
Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .947$)			
	T4.1_SBQ10	ADHD10	2.15	1.17	0.72	-0.47	.760	.944			
	T4.1_SBQ11	ADHD11	2.04	1.15	0.91	-0.11	.720	.946			
	T4.1_SBQ12	ADHD12	1.90	1.12	1.15	0.42	.823	.939			
	T4.1_SBQ13	ADHD13	1.76	1.05	1.33	0.91	.785	.942			
	T4.1_SBQ14	ADHD14	2.13	1.16	0.79	-0.33	.850	.938			
	T4.1_SBQ15	ADHD15	2.37	1.24	0.57	-0.70	.867	.936			
	T4.1_SBQ16	ADHD16	2.25	1.19	0.65	-0.58	.853	.937			
	T4.1_SBQ17	ADHD17	2.24	1.15	0.65	-0.45	.805	.941			
	<i>Comments:</i>										
	1) High alpha-value and item-scale-correlation;										
	2) Items T4.1_SBQ12 and T4.1_SBQ13 with excessive skewness.										
Sum Index Descriptive Statistics	Hyperactivity & Attention Deficit Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1269	0.89	0.74	0.00	4.00	0.81	0.29			
	Gender								1	119.785	.000
	<i>Girls</i>	622	0.81	0.83	0.00	3.63	1.11	0.76			
	<i>Boys</i>	647	1.39	1.04	0.00	4.00	0.50	-0.66			
	Treatment								3	2.023	.109
	<i>Control</i>	310	1.14	1.04	0.00	3.88	0.72	-0.58			
	<i>Triple P</i>	311	1.16	1.06	0.00	4.00	0.78	-0.30			
	<i>PATHS</i>	362	0.99	0.89	0.00	4.00	0.88	0.27			
	<i>Combination</i>	286	1.14	0.96	0.00	3.88	0.75	-0.13			
	<i>Comments:</i>										
	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> group differences;										
	4) <i>Girls</i> subgroup with excessive skewness.										

Correlations with Subscales & DVs	Hyperactivity & Attention Deficit Subscale									
	Variable	r	p ¹	N	Boys r	p ¹	N	Girls R	p ¹	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.601	***	1269	.607	***	647	.521	***	622
	<i>Prosociality</i>	-.375	***	1269	-.289	***	647	-.347	***	622
Parent SBQ										
	<i>Aggression</i>	.205	***	1028	.217	***	540	.105	*	488
	<i>Prosociality</i>	-.069	*	1028	-.014	ns	540	-.011	ns	488
Child SBQ										
	<i>Aggression</i>	.249	***	1102	.231	***	568	.155	***	534
	<i>Prosociality</i>	-.061	*	1102	.019	ns	568	-.020	ns	534
¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: 1) Significant correlations with <i>Teacher SBQ</i> , significant correlations with <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> .										

3. Non-Aggressive Conduct Disorder Subscale

Variable Wording & Case Summary	Variable Name	Label	Wording		Missings (%)		
	T4.1_SBQ25	Nonaggressive25	stiehlt/ steals			14 (0.8%)	
T4.1_SBQ26	Nonaggressive26	zerstört eigene Sachen/ destroys his own things			0 (0.0%)		
T4.1_SBQ31	Nonaggressive31	Dinge in Schule kaputt/ destroys things belonging to his school			2 (0.1%)		
T4.1_SBQ32	Nonaggressive32	erzählt Lügen/ tells lies, cheats			16 (1.0%)		
Total N = 1269							

Descriptive Statistics	Non-Aggressive Conduct Disorder Subscale							
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .735$)
T4.1_SBQ25	Nonaggressive25	1.07	0.34	6.24	47.31	.553	.698	
T4.1_SBQ26	Nonaggressive26	1.17	0.52	3.46	12.87	.562	.658	
T4.1_SBQ31	Nonaggressive31	1.15	0.46	3.67	15.78	.687	.608	
T4.1_SBQ32	Nonaggressive32	1.45	0.81	1.85	3.00	.523	.761	
Comments:								
1) High alpha-values, high item-scale-correlations;								
2) All Items with excessive skewness and kurtosis;								
3) Item T2.2_SBQ22 with 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	1260	0.21	0.42	0.00	3.50	2.98	11.81				
Gender								1	53.044	.000	
<i>Girls</i>	617	0.12	0.27	0.00	2.00	2.95	10.24				
<i>Boys</i>	643	0.29	0.50	0.00	3.50	2.51	7.95				
Treatment								3	2.345	.071	
<i>Control</i>	309	0.21	0.44	0.00	3.50	3.20	13.86				
<i>Triple P</i>	311	0.24	0.43	0.00	3.00	2.43	7.43				
<i>PATHS</i>	355	0.16	0.36	0.00	3.25	3.92	21.63				
<i>Combination</i>	285	0.23	0.42	0.00	2.50	2.54	7.51				
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 kurtosis.											

Correlations with Subscales & DVs	Non-Aggressive Conduct Disorder Subscale									
	Variable	r	p	N	Boys r	p	N	Girls R	p	N
Subscales										
Teacher SBQ										
<i>Total Aggression</i>	.622	***	1260	.629	***	643	.550	***	617	
<i>Prosociality</i>	-.302	***	1260	-.289	***	643	-.229	***	617	
Parent SBQ										
<i>Aggression</i>	.217	***	1019	.238	***	536	.114	*	483	
<i>Prosociality</i>	-.056	ns	1019	-.019	ns	536	-.020	ns	483	
Child SBQ										
<i>Aggression</i>	.170	***	1093	.177	***	564	.040	ns	529	
<i>Prosociality</i>	-.030	ns	1093	.024	ns	564	-.007	ns	529	
¹ *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments: <ol style="list-style-type: none"> 1) Significant correlations with <i>Teacher SBQ</i>, and <i>Parent SBQ Aggression</i>; 2) Significant correlation with <i>Child SBQ Aggression</i> disappears for Girls subgroup. 										

4. Opposition/ Defiance Subscale

Variable Wording & Case Summary	Opposition Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T4.1_SBQ27	Opposition27	ungehorsam/ disobedient	2 (0.1%)							
	T4.1_SBQ30	Opposition30	ignoriert Sie/ ignores you	2 (0.1%)							
Total N = 1269											
Descriptive Statistics	Opposition Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .872$)			
	T4.1_SBQ27	Opposition27	1.38	0.76	2.14	4.43	.773	-----			
	T4.1_SBQ30	Opposition30	1.39	0.74	2.02	3.92	.773	-----			
Comments: 1) Both items with excessive and high kurtosis.											
Sum Index Descriptive Statistics	Opposition Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1265	0.39	0.71	0.00	4.00	2.10	4.50			
	Gender								1	62.177	.000
	Girls	621	0.23	0.51	0.00	3.50	2.57	7.00			
	Boys	644	0.54	0.82	0.00	4.00	1.67	2.46			
	Treatment								3	3.133	.025
	Control	308	0.35	0.68	0.00	4.00	2.16	4.61			
	Triple P	310	0.49	0.78	0.00	4.00	1.79	2.96			
	PATHS	362	0.34	0.65	0.00	4.00	2.23	5.09			
	Combination	285	0.38	0.70	0.00	4.00	2.30	5.98			
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) All subgroups with excessive skewness and high kurtosis.											
Correlations with Subscales & DVs	Opposition Subscale										
	Variable	r	P	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ										
	Total Aggression	.610	***	1265	.653	***	644	.443	***	621	
	Prosociality	-.344	***	1265	-.336	***	644	-.257	***	621	
	Parent SBQ										
	Aggression	.190	***	1025	.237	***	538	.030	ns	487	
	Prosociality	-.097	**	1025	-.074	ns	538	-.030	ns	487	
	Child SBQ										
	Aggression	.213	***	1099	.233	***	566	.055	ns	533	
	Prosociality	-.097	**	1099	-.046	ns	566	-.057	ns	533	
	1 *** $p < .001$, ** $p < .01$, * $p < .05$, ns $p > .05$										
Comments: 1) Significant correlations with <i>Teacher SBQ</i> ; 2) Significant correlation with <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> disappear for Girls subgroup.											

5. Opposition and Defiant Behaviour at School Subscale

Variable Wording & Case Summary	Opposition and Defiant Behaviour at School Subscale									
	Variable Name	Label	Wording	Missings (%)						
	T4.1_SBQ27	Opposition27	ungehorsam/ disobedient	2 (0.1%)						
	T4.1_SBQ30	Opposition30	ignoriert Sie/ ignores you	2 (0.1%)						
	T4.1_SBQ56	School56	Beschäftigt sich mit anderen Dingen/ Is busy doing other things	0 (0.0%)						
	T4.1_SBQ57	School57	Vernachlässigt Hausaufgaben/ Doesn't do homework	4 (0.2%)						
	T4.1_SBQ58	School58	Benimmt sich unverschämt / Behaves impudently	0 (0.0%)						
	T4.1_SBQ59	School59	Stört absichtlich Unterricht/ Deliberately disrupts lessons	0 (0.0%)						
Total N = 1269										
Comment: New subscale. As it correlates with "Opposition", the values were computed together.										
Descriptive Statistics	Opposition and Defiant Behaviour at School Subscale									
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .858$)		
	T4.1_SBQ27	Opposition27	1.38	0.76	2.14	4.43	.775	.817		
	T4.1_SBQ30	Opposition30	1.39	0.74	2.02	3.92	.743	.823		
	T4.1_SBQ56	School56	2.34	1.15	0.59	-0.43	.666	.837		
	T4.1_SBQ57	School57	2.05	1.22	0.98	-0.08	.551	.869		
	T4.1_SBQ58	School58	1.25	0.61	2.68	7.41	.676	.839		
	T4.1_SBQ59	School59	1.41	0.81	2.15	4.35	.707	.826		
Comments:										
1) All items with excessive skewness;										
2) T4.1_SBQ27, T4.1_SBQ30, T4.1_SBQ58, T4.1_SBQ59 with high kurtosis;										
3) Item T4.2_SBQ57 with low item-scale-correlation and increased alpha when removed.										
Sum Index Descriptive Statistics	Opposition and Defiant Behaviour at School Subscale									
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA	
	Full sample	1261	0.64	0.70	0.00	4.00	1.51	2.21		
	Gender								1	94.318
	Girls	619	0.45	0.53	0.00	3.00	1.69	3.03		
	Boys	642	0.82	0.78	0.00	4.00	1.20	1.06		
	Treatment								3	3.296
	Control	307	0.60	0.67	0.00	4.00	1.65	3.08		
	Triple P	308	0.74	0.75	0.00	3.33	1.22	0.82		
	PATHS	361	0.58	0.66	0.00	3.83	1.67	3.24		
	Combination	285	0.65	0.69	0.00	3.67	1.55	2.42		.020
Comments:										
1) Significant F-value for Gender and Treatment group differences;										
2) All subgroups with excessive skewness and high kurtosis.										

Correlations with Subscales & DVs	Opposition and Defiant Behaviour at School Subscale								
	Variable	r	P	N	Boys			Girls	
				r	p	N	r	p	N
Subscales									
Teacher SBQ									
<i>Total Aggression</i>	.657	***	1261	.683	***	642	.536	***	619
<i>Prosociality</i>	-.420	***	1261	-.383	***	642	-.365	***	619
Parent SBQ									
<i>Aggression</i>	.201	***	1023	.241	***	536	.050	ns	487
<i>Prosociality</i>	-.093	**	1023	-.059	ns	536	-.021	ns	487
Child SBQ									
<i>Aggression</i>	.256	***	1096	-.019	ns	564	.123	**	532
<i>Prosociality</i>	-.089	**	1096	.259	***	564	-.052	ns	532
¹ *** $p < .001$, ** $p < .01$, * $p < .05$, ns $p > .05$ Comments: <ol style="list-style-type: none"> 1) Significant correlation with <i>Teacher SBQ</i>; 2) Significant correlation with <i>Parent SBQ Aggression</i> and <i>Child SBQ Prosociality</i> disappears for Girls subgroup; 3) Significant correlation with <i>Child SBQ Aggression</i> disappears for Boys subgroup. 									

6. Physical Aggression Subscale

Variable Wording & Case Summary	Physical Aggression Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T4.1_SBQ33	Physicalaggression33	Prügeleien/ fights	5 (0.3%)							
	T4.1_SBQ34	Physicalaggression34	greift andere an/ attacks people	4 (0.2%)							
	T4.1_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits	0 (0.0%)							
	T4.1_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, bullies, mean	0 (0.0%)							
Total N = 1269											
Descriptive Statistics	Physical Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .918$)			
	T4.1_SBQ33	Physicalaggression33	1.45	0.83	1.88	2.91	.845	.868			
	T4.1_SBQ34	Physicalaggression34	1.40	0.78	2.09	3.98	.897	.842			
	T4.1_SBQ35	Physicalaggression35	1.32	0.71	2.51	6.30	.856	.862			
	T4.1_SBQ36	Physicalaggression36	1.46	0.81	1.86	3.13	.672	.930			
Comments:											
1) All items include only very few cases for value 5;											
2) High alpha-value, high item-scale-correlation;											
3) Item T4.1_SBQ36 with low item-scale-correlation and increased alpha when removed;											
4) All items with excessive skewness and high kurtosis.											
Sum Index Descriptive Statistics	Physical Aggression Subscale										
	Group	N	Standard		Skew-		Kurtosis	ANOVA			
			Mean	Deviation	ness	Min.		Max.	df	F	p
	Full sample	1268	0.404	0.700	0.00	4.00	2.140	4.645			
	Gender								1	84.342	.000
	<i>Girls</i>	622	0.226	0.489	0.00	3.00	2.819	8.605			
<i>Boys</i>	646	0.576	0.820	0.00	4.00	1.639	2.350				
Treatment								3	1.208	.306	
<i>Control</i>	310	0.410	0.709	0.00	3.50	1.960	3.416				
<i>Triple P</i>	310	0.415	0.688	0.00	4.00	2.271	6.090				
<i>PATHS</i>	362	0.351	0.680	0.00	4.00	2.432	6.004				
<i>Combination</i>	286	0.453	0.726	0.00	4.00	1.928	3.592				
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	Physical Aggression Subscale									
	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
	Subscales									
	Teacher SBQ									
	<i>Total Aggression</i>	.892	***	1268	.907	***	646	.843	***	622
	<i>Prosociality</i>	-.327	***	1268	-.310	***	646	-.226	***	622
	Parent SBQ									
	<i>Aggression</i>	.261	***	1027	.272	***	539	.180	***	488
	<i>Prosociality</i>	-.074	*	1027	-.022	ns	539	-.046	ns	488
	Child SBQ									
	<i>Aggression</i>	.287	***	1101	.287	***	567	.175	***	534
	<i>Prosociality</i>	-.115	***	1101	-.059	ns	567	-.071	ns	534
	1 *** $p < .001$, ** $p < .01$, * $p < .05$, ns $p > .05$									
	Comments:									
	1) Significant correlation with <i>Teacher SBQ</i> , <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> .									

7. Bullying – Non-Physical Forms of Bullying Subscale

Variable Wording & Case Summary	Bullying Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T4.1_SBQ60	Bully60	Schliesst andere Kinder systematisch aus/ Excludes other children systematically	4 (0.2%)							
	T4.1_SBQ61	Bully61	Beleidigt und erniedrigt andere Kinder/ Offends and humiliates other children	10 (0.6%)							
	Total N = 1269										
Descriptive Statistics	Bullying Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .828$)			
	T4.1_SBQ60	Bully60	1.46	0.74	1.59	1.94	.721	-----			
	T4.1_SBQ61	Bully61	1.63	0.91	1.36	1.11	.721	-----			
	Comments: 1) Both items with excessive skewness and high kurtosis.										
Sum Index Descriptive Statistics	Bullying Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1257	0.546	0.766	0.00	4.00	1.426	1.394			
	Gender								1	30.732	.000
	Girls	615	0.425	0.667	0.00	3.00	1.697	2.441			
	Boys	642	0.662	0.834	0.00	4.00	1.184	0.634			
	Treatment								3	1.291	.276
	Control	307	0.533	0.729	0.00	3.00	1.223	0.525			
	Triple P	307	0.590	0.775	0.00	3.00	1.283	0.896			
	PATHS	359	0.489	0.750	0.00	4.00	1.800	3.138			
	Combination	284	0.586	0.812	0.00	3.50	1.343	0.931			
	Comments: 1) Significant F-value for Gender group differences; 2) All subgroups with excessive skewness; 3) Girls and PATHS subgroups with high kurtosis.										
Correlations with Subscales & DVs	Bullying Subscale										
	Variable	r	P	N	Boys			Girls			
				r	p	N	r	p	N		
	Subscales										
	Teacher SBQ										
	Total Aggression	.785	***	1257	.783	***	642	.776	***	615	
	Prosociality	-.340	***	1257	-.308	***	642	-.320	***	615	
	Parent SBQ										
	Aggression	.248	***	1019	.276	***	537	.172	***	482	
	Prosociality	-.085	**	1019	-.048	ns	537	-.081	ns	482	
	Child SBQ										
	Aggression	-.065	*	1091	-.047	ns	564	.144	**	527	
	Prosociality	.237	***	1091	.254	***	564	.003	ns	527	
	1 *** $p < .001$, ** $p < .01$, * $p < .05$, ns $p > .05$										
	Comments: 1) Significant correlation with Teacher SBQ and Parent SBQ Aggression; 2) Significant correlation with Child SBQ Prosociality disappears for Girls subgroup.										

8. Prosociality Subscale

Variable Wording & Case Summary	Prosociality Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T4.1_SBQ41	Prosociality41	hilft bei Durcheinander/ helps clear up a mess	6 (0.4%)							
	T4.1_SBQ42	Prosociality42	Zank beenden/ stops a quarrel	14 (0.8%)							
	T4.1_SBQ43	Prosociality43	hilft verletztem Kind/ helps so who has been hurt	28 (1.7%)							
	T4.1_SBQ44	Prosociality44	mitspielen/ invites to join a game	25 (1.5%)							
	T4.1_SBQ45	Prosociality45	hilft aufzuheben/ helps to pick up dropped objects	22 (1.3%)							
	T4.1_SBQ46	Prosociality46	kümmert sich um Weinende/ comforts a crying child	27 (1.6%)							
	T4.1_SBQ49	Prosociality49	teilt mit anderen/ shares things with others	27 (1.6%)							
Total N = 1269											
Descriptive Statistics	Prosociality Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .911$)			
	T4.1_SBQ41	Prosociality41	2.94	1.11	0.02	-0.61	.701	.902			
	T4.1_SBQ42	Prosociality42	3.01	1.06	-0.05	-0.58	.770	.893			
	T4.1_SBQ43	Prosociality43	3.39	0.99	-0.33	-0.27	.783	.892			
	T4.1_SBQ44	Prosociality44	3.34	0.88	-0.25	-0.05	.590	.911			
	T4.1_SBQ45	Prosociality45	3.07	1.02	-0.01	-0.43	.770	.893			
	T4.1_SBQ46	Prosociality46	3.29	0.96	-0.15	-0.36	.806	.889			
	T4.1_SBQ49	Prosociality49	3.37	0.84	-0.11	-0.15	.709	.900			
Comments:											
1) High alpha value, high item-scale-correlation;											
2) Item T4.1_SBQ44 with low item-scale-correlation.											
Sum Index Descriptive Statistics	Prosociality Subscale										
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
	Full sample	1241	2.20	0.79	0.00	4.00	0.00	-0.25			
	Gender								1	131.163	.000
	<i>Girls</i>	612	2.45	0.76	0.00	4.00	-0.09	-0.19			
	<i>Boys</i>	629	1.96	0.75	0.00	4.00	0.09	-0.13			
	Treatment								3	1.891	.129
	<i>Control</i>	301	2.25	0.79	0.00	4.00	-0.21	0.03			
	<i>Triple P</i>	293	2.12	0.82	0.00	4.00	0.28	-0.24			
	<i>PATHS</i>	362	2.24	0.80	0.00	4.00	-0.14	-0.16			
	<i>Combination</i>	285	2.17	0.77	0.29	4.00	0.13	-0.41			
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> group differences.											

Correlations with Subscales & DVs	Prosociality Subscale									
	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	-.359	***	1241	-.328	***	629	-.306	***	612
	<i>Prosociality</i>	-----	---	-----	-----	---	-----	-----	---	-----
Parent SBQ										
	<i>Aggression</i>	-.145	***	1007	-.113	*	525	-.101	*	482
	<i>Prosociality</i>	.165	***	1007	.117	**	525	.104	*	482
Child SBQ										
	<i>Aggression</i>	-.143	***	1078	-.130	**	552	-.028	ns	526
	<i>Prosociality</i>	.164	***	1078	.132	**	552	.048	ns	526
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlation with <i>Teacher SBQ</i> and <i>Parent SBQ</i> ;										
2) Significant correlations with <i>Child SBQ Aggression and Prosociality</i> disappear for Girls subgroup.										

9. Pro-active Aggression Subscale

Variable Wording & Case Summary	Pro-active Aggression Subscale										
	Variable Name	Label	Wording	Missings (%)							
	T4.1_SBQ37	Proactiveaggression37	bedroht/ threatens people	14 (0.8%)							
	T4.1_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child	14 (0.8%)							
	T4.1_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate	11 (0.7%)							
	T4.1_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children	10 (0.6%)							
Total N = 1269											
Descriptive Statistics	Pro-active Aggression Subscale										
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α if Item Removed ($\alpha = .889$)			
	T4.1_SBQ37	Proactiveaggression37	1.31	0.68	2.36	5.32	.682	.885			
	T4.1_SBQ50	Proactiveaggression50	1.51	0.82	1.72	2.70	.783	.846			
	T4.1_SBQ51	Proactiveaggression51	1.57	0.91	1.64	2.15	.782	.852			
	T4.1_SBQ52	Proactiveaggression52	1.32	0.71	2.57	6.92	.811	.840			
Comments: 1) All items with excessive skewness and kurtosis.											
Sum Index Descriptive Statistics	Pro-active Aggression Subscale										
	Group	N	Mean	Standard Deviation		Skewness	Kurtosis	ANOVA			
				Min.	Max.			df	F	P	
	Full sample	1261	0.428	0.683	0.00	3.50	1.922	3.398			
	Gender								1	19.762	.000
	Girls	620	0.342	0.590	0.00	3.00	2.211	5.025			
	Boys	641	0.511	0.754	0.00	3.50	1.667	2.227			
	Treatment								3	.908	.436
	Control	308	0.399	0.638	0.00	3.00	1.776	2.635			
	Triple P	307	0.472	0.697	0.00	3.50	1.757	2.680			
	PATHS	361	0.400	0.682	0.00	3.50	2.147	4.471			
Combination	285	0.448	0.716	0.00	3.50	1.951	3.540				
Comments: 1) Significant F-value for Gender group differences; 2) Excessive skewness and high kurtosis for all subgroups.											
Correlations with Subscales & DVs	Pro-active Aggression Subscale										
	Variable	r	P	N	Boys			Girls			
					r	p	N	r	p	N	
	Subscales										
	Teacher SBQ										
	Total Aggression	.883	***	1261	.891	***	641	.873	***	620	
	Prosociality	-.310	***	1261	-.300	***	641	-.277	***	620	
	Parent SBQ										
	Aggression	.246	***	1021	.258	***	535	.205	***	486	
	Prosociality	-.046	ns	1021	-.027	ns	535	-.028	ns	486	
	Child SBQ										
	Aggression	.227	***	1095	.240	***	563	.158	***	532	
	Prosociality	-.068	*	1095	-.058	ns	563	-.008	ns	532	
1 *** p<.001, ** p<.01, * p<.05, ns p>.05											
Comments: 1) Significant correlations with Teacher SBQ, with Parent SBQ Aggression and Child SBQ Aggression.											

10. Reactive Aggression Subscale

Variable Wording & Case Summary	Reactive Aggression Subscale									
	Variable Name	Label	Wording					Missings (%)		
	T4.1_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased					6 (0.4%)		
	T4.1_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken					7 (0.4%)		
	T4.1_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted					6 (0.4%)		
Total N = 1269										
Descriptive Statistics	Reactive Aggression Subscale									
	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .935$)		
	T4.1_SBQ53	Reactiveaggression53	1.95	1.13	0.96	-0.06	.872	.903		
	T4.1_SBQ54	Reactiveaggression54	1.94	1.10	0.97	0.02	.882	.894		
	T4.1_SBQ55	Reactiveaggression55	1.68	0.96	1.44	1.49	.857	.918		
Comments :										
1) High alpha-value and item-scale-correlation;										
Sum Index Descriptive Statistics	Reactive Aggression Subscale									
	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA	
	Full sample	1263	0.86	1.00	0.00	4.00	1.10	0.45		
	Gender								1	50.681
	Girls	621	0.66	0.86	0.00	4.00	1.40	1.67		.000
	Boys	642	1.05	1.09	0.00	4.00	0.82	-0.30		
	Treatment								3	1.555
	Control	308	0.86	0.98	0.00	4.00	0.95	-0.01		.199
	Triple P	308	0.88	1.00	0.00	4.00	0.95	-0.01		
	PATHS	362	0.77	0.97	0.00	4.00	1.37	1.29		
	Combination	285	0.94	1.07	0.00	4.00	1.09	0.48		
Comments:										
1) Number of accepted missing items: 1;										
2) Subtraction of 1 from total scale for mean computing;										
3) Significant F-value for Gender group differences.										
Correlations with Subscales & DVs	Reactive Aggression Subscale									
	Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N	
Subscales										
Teacher SBQ										
	Total Aggression	.881	***	1263	.885	***	642	.865	***	621
	Prosociality	-.323	***	1263	-.284	***	642	-.282	***	621
Parent SBQ										
	Aggression	.206	***	1023	.235	***	536	.110	*	487
	Prosociality	-.067	*	1023	-.046	ns	536	-.014	ns	487
Child SBQ										
	Aggression	.205	***	1097	.219	***	564	.097	*	533
	Prosociality	-.068	*	1097	-.041	ns	564	.001	ns	533
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments :										
1. Significant correlation with Teacher SBQ, Parent SBQ Aggression and Child SBQ Aggression.										

11. Aggression Subscale

Variable Wording & Case Summary							
Variable Name	Label	Wording				Missings (%)	
T4.1_SBQ33	Physicalaggression33	Prügeleien/ fights				5 (0.3%)	
T4.1_SBQ34	Physicalaggression34	greift andere an/ attacks people				4 (0.2%)	
T4.1_SBQ35	Physicalaggression35	tritt, beißt, schlägt/ kicks, bites, hits				0 (0.0%)	
T4.1_SBQ36	Physicalaggression36	quält, tyrannisiert/ cruel, mean				0 (0.0%)	
T4.1_SBQ37	Proactiveaggression37	bedroht/ threatens people				1 (0.1%)	
T4.1_SBQ50	Proactiveaggression50	veranlasst zu plagen/ encourages to pick on a particular child				14 (0.8%)	
T4.1_SBQ51	Proactiveaggression51	versucht zu beherrschen/ tries to dominate				11 (0.7%)	
T4.1_SBQ52	Proactiveaggression52	schüchtert ein/ scares other children				10 (0.6%)	
T4.1_SBQ53	Reactiveaggression53	aggressiv wenn geneckt/ aggressive manner when teased				7 (0.4%)	
T4.1_SBQ54	Reactiveaggression54	aggressiv wenn weggenommen/ aggressive manner when something is taken				6 (0.4%)	
T4.1_SBQ55	Reactiveaggression55	aggressiv wenn widersprochen/ aggressive when contradicted				7 (0.4%)	
Total N = 1269							
Descriptive Statistics							
Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .939$)
T4.1_SBQ33	Physicalaggression33	1.45	0.83	1.88	2.91	.754	.932
T4.1_SBQ34	Physicalaggression34	1.40	0.78	2.09	3.98	.791	.931
T4.1_SBQ35	Physicalaggression35	1.32	0.71	2.51	6.30	.744	.933
T4.1_SBQ36	Physicalaggression36	1.46	0.81	1.86	3.13	.732	.933
T4.1_SBQ37	Proactiveaggression37	1.31	0.68	2.36	5.32	.766	.933
T4.1_SBQ50	Proactiveaggression50	1.51	0.82	1.72	2.70	.687	.935
T4.1_SBQ51	Proactiveaggression51	1.57	0.91	1.64	2.15	.698	.935
T4.1_SBQ52	Proactiveaggression52	1.32	0.71	2.57	6.92	.734	.934
T4.1_SBQ53	Reactiveaggression53	1.95	1.13	0.96	-0.06	.781	.932
T4.1_SBQ54	Reactiveaggression54	1.68	0.96	1.44	1.49	.793	.931
T4.1_SBQ55	Reactiveaggression55	1.94	1.10	0.97	0.02	.758	.933
<i>Comments :</i>							
1) All items with excessive skewness and high kurtosis except T4.1_SBQ53 and T4.1_SBQ55;							
2) High alpha-value, and 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	1263	0.54	0.69	0.00	3.73	1.66	2.53			
	Gender								1	62.659	.000
	<i>Girls</i>	621	0.39	0.54	0.00	3.00	1.94	4.09			
	<i>Boys</i>	642	0.69	0.78	0.00	3.73	1.33	1.21			
	Treatment								3	1.404	.240
	<i>Control</i>	309	0.53	0.68	0.00	3.00	1.48	1.66			
	<i>Triple P</i>	307	0.57	0.69	0.00	3.64	1.62	2.81			
	<i>PATHS</i>	362	0.48	0.68	0.00	3.73	2.01	4.04			
	<i>Combination</i>	285	0.59	0.71	0.00	3.45	1.50	1.74			
	<i>Comments:</i>										
	1) Number of accepted missing items: 3;										
	2) Subtraction of 1 from total scale for mean computing;										
	3) Significant F-values for <i>Gender</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 SBQ										
	<i>Total Aggression</i>	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	<i>Prosociality</i>	-.363	***	1263	-.336	***	642	-.307	***	621	
	Parent SBQ										
	<i>Aggression</i>	.271	***	1023	.290	***	536	.188	***	487	
	<i>Prosociality</i>	-.070	*	1023	-.032	ns	536	-.033	ns	487	
	Child SBQ										
	<i>Aggression</i>	.270	***	1097	.277	***	564	.162	***	533	
	<i>Prosociality</i>	-.094	**	1097	-.057	ns	564	-.023	ns	533	
	1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
	<i>Comments:</i>										
	1) Significant correlations with <i>Teacher SBQ</i> , <i>Parent SBQ Aggression</i> and <i>Child SBQ Aggression</i> .										