



Technical Report

Parent Wave 4

Alabama Parenting Questionnaire	
Source/Developer	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.
Description	A comprehensive assessment of different aspects of parenting practices which are related to disruptive problem behaviour in elementary school children: parental involvement, positive parenting, monitoring, the use of inconsistent discipline techniques and corporal punishment. The purpose of this scale is to differentiate families with children who display disruptive problem behaviour from families with less problematic children.
Measured Concepts/ Subdimensions	Six subscales: <ol style="list-style-type: none"> 1. <i>Involvement</i> 2. <i>Positive parenting</i> 3. <i>Poor monitoring</i> 4. <i>Inconsistent discipline</i> 5. <i>Corporal punishment</i> 6. <i>"Other discipline"</i>
Number of Items	40
Response Categories	5-point Likert scale (from "never" to "always")
Item Examples	<ul style="list-style-type: none"> • "You play games or do other fun things with CHILD." (Involvement) • "You compliment CHILD when he/she does something well." (Positive parenting) • "CHILD is out with friends you don't know." (Poor monitoring) • "You threaten to punish CHILD and then do not actually punish him/her." (Inconsistent discipline) • "You spank CHILD with your hand when she/he has done something wrong." (Corporal punishment) • "You use time out, that is, make him/her sit or stand in a corner, as a punishment." (Other discipline)
Administration History	Wave 1, Wave 2, Wave 3, Wave 4

Alabama Parenting Questionnaire – Subscale “Involvement”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P4_8010_1	Involvement 1	You have a friendly talk with <CHILDNAME>	3 (0.3%)
P4_8010_2	Involvement 2	You volunteer to help with special activities that <CHILDNAME> is involved in	34 (3.2%)
P4_8010_3	Involvement 3	You play games or do other fun things with <CHILDNAME>	4 (0.4%)
P4_8010_4	Involvement 4	You ask <CHILDNAME> about his/her day at school	3 (0.3%)
P4_8010_5	Involvement 5	You help <CHILDNAME> with his/her homework or when he/she has to prepare something for school	14 (1.3%)
P4_8010_6	Involvement 6	You ask <CHILDNAME> what his/her plans are for the coming day	3 (0.3%)
P4_8010_7	Involvement 7	You talk with <CHILDNAME> about his/her friends	3 (0.3%)
P4_8010_8	Involvement 8	<CHILDNAME> helps plan a family activity	4 (0.4%)
P4_8010_9	Involvement 9	You attend a PTA meeting, parent-teacher conference, or some other meeting at <CHILDNAME>'s school	5 (0.5%)
P4_8010_13	Involvement 10	You drive <CHILDNAME> to a special activity	42 (3.9%)

Total N = 1075

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .717$)
P4_8010_1	Involvement 1	4.30	0.61	1	5	-0.454	0.401	.421	.692
P4_8010_2	Involvement 2	4.26	0.85	1	5	-1.221	1.685	.354	.699
P4_8010_3	Involvement 3	3.58	0.72	1	5	-0.366	0.540	.454	.684
P4_8010_4	Involvement 4	4.50	0.63	2	5	-0.956	0.275	.455	.687
P4_8010_5	Involvement 5	3.61	1.04	1	5	-0.398	-0.359	.366	.700
P4_8010_6	Involvement 6	3.81	0.85	1	5	-0.604	0.715	.405	.690
P4_8010_7	Involvement 7	4.06	0.73	1	5	-0.483	0.350	.451	.685
P4_8010_8	Involvement 8	3.82	0.85	1	5	-0.606	0.679	.345	.700
P4_8010_9	Involvement 9	4.67	0.65	1	5	-2.350	6.320	.238	.714
P4_8010_13	Involvement 13	3.53	1.06	1	5	-0.392	-0.332	.368	.701

Sum Index Descriptive Statistics

Involvement Subscale (P4_involv)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1072	3.017	.437	1	4	-0.177	0.160			
Gender								1	2.160	.142
Girls	516	3.04	.423	1.60	4.00	-0.045	-0.149			
Boys	556	3.00	.448	1.20	4.00	-0.266	0.342			
Treatment								3	1.597	.189
Control	290	3.00	.430	1.60	4.00	-0.140	-0.084			
Triple P	255	3.06	.448	1.80	4.00	0.060	-0.536			
PATHS	306	2.99	.424	1.20	4.00	-0.325	0.793			
Combination	221	3.04	.448	1.60	4.00	-0.369	0.499			

Language								8	19.845	.000
German	736	2.98	.380	1.80	4.00	-0.034	-0.141			
Albanian	50	2.73	.465	1.60	3.70	-0.137	-0.012			
Bos./Cro./ Serb.	71	3.43	.421	2.30	4.00	-0.560	-0.501			
English	18	2.78	.520	1.60	3.70	-0.020	0.438			
Italian	16	2.96	.549	1.80	4.00	-0.111	0.219			
Portuguese	58	3.08	.512	1.60	4.00	-0.671	0.760			
Spanish	39	2.95	.538	1.20	3.80	-1.409	2.194			
Tamil	48	3.40	.363	2.60	4.00	-0.561	-0.336			
Turkish	36	2.87	.461	2.00	3.80	0.287	-0.587			

Comments:

1) The scale has been constructed by taking the average of all the variables. The maximum number of missing values allowed was 3. For the purpose of rescaling, 1 has been subtracted from the total scale.

2) The results of the ANOVA are highly significant for the language groups ($F = 19.845, p < .001$). ANOVA yielded no significant results for either the gender groups or the the treatment groups.

Correlations with Subscales & DVs *Involvement Subscale* (P4_involv)

Variable	Full Sample		Girls		Boys	
	r	P4 N	r	P4 N	r	P4 N
Subscales						
Positive Parenting						
Poor Monitoring						
Inconsistent Discipline						
Corporal Punishment						
Parent SBQ						
Aggression						
Prosociality						
Teacher SBQ						
Aggression						
Prosociality						
Child SBQ						
Aggression						
Prosociality						

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

Comments :

Alabama Parenting Questionnaire – Subscale “Positive Parenting”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P4_8010_10	Positive Parenting 1	You let <CHILDNAME> know when he/she is doing a good job with something	3 (0.3%)
P4_8010_11	Positive Parenting 2	You reward or give something to <CHILDNAME> for obeying you or behaving well	5 (0.5%)
P4_8010_12	Positive Parenting 3	You compliment <CHILDNAME> when he/she does something well	3 (0.3%)
P4_8010_14	Positive Parenting 4	You hug or kiss <CHILDNAME> when he/she has done something well	3 (0.3%)
P4_8010_15	Positive Parenting 5	You tell <CHILDNAME> that you like it when he/she helps around the house	18 (1.7%)

Total N = 1075

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .680$)
P4_8010_10	Positive Parenting 1	4.33	0.737	1	5	-1.290	2.833	.552	.587
P4_8010_11	Positive Parenting 2	3.34	1.136	1	5	-0.487	-0.487	.294	.725
P4_8010_12	Positive Parenting 3	4.42	0.718	1	5	2.089	2.089	.545	.592
P4_8010_14	Positive Parenting 4	4.25	0.778	1	5	0.835	0.835	.502	.604
P4_8010_15	Positive Parenting 5	4.09	0.872	1	5	0.962	0.962	.394	.648

Sum Index Descriptive Statistics

Positive Parenting Subscale (P4_pospar)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample										
Gender								1	.003	.954
Girls	516	3.09	.583	1	4	-0.317	-0.378			
Boys	556	3.09	.567	0.8	4	-0.298	-0.128			
Treatment								3	.797	.496
Control	290	3.08	.530	1.60	4.00	-0.108	-0.581			
Triple P	255	3.09	.589	1.00	4.00	-0.239	-0.280			
PATHS	306	3.06	.578	0.80	4.00	-0.400	-0.024			
Combination	221	3.13	.608	1.40	4.00	-0.475	-0.267			
Language								8	18.066	.000
German	736	2.98	.541	1.60	4.00	-0.114	-0.424			
Albanian	50	3.08	.653	1.00	4.00	-0.998	1.267			
Bos./Cro./ Serb.	71	3.46	.498	2.00	4.00	-0.882	0.250			
English	18	3.03	.441	2.40	4.00	0.283	-0.143			
Italian	16	3.43	.653	1.80	4.00	-1.074	0.829			
Portuguese	58	3.30	.490	2.00	4.00	-0.629	0.040			
Spanish	39	3.11	.697	0.80	4.00	-1.245	2.272			
Tamil	48	3.74	.391	2.00	4.00	-2.464	7.768			
Turkish	36	3.07	.488	2.20	4.00	0.089	-0.586			

Comments:

- 1) The scale has been constructed by taking the average of all the variables. The maximum number of missing values allowed was 1. For the purpose of rescaling 1 has been subtracted from the total scale.
- 2) The results of the ANOVA are highly significant for the language groups ($F = 18.066, p < .001$). ANOVA yielded no significant results for

either the gender groups or the treatment groups.

**Correlations
with
Subscales &
DVs**

Positive Parenting Subscale (P4_pospar)

Variable	r	Full Sample P4	N	r	Girls P4	N	r	Boys P4	N
Subscales									
<i>Involvement</i>									
<i>Poor Monitoring</i>									
<i>Inconsistent Discipline</i>									
<i>Corporal Punishment</i>									
Parent SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Teacher SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Child SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									

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

Comments:

Alabama Parenting Questionnaire – Subscale “Poor Monitoring”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

11,12,13,14,15 Erroneous coding of the interviewer 722 (P2_7010_17)

11,12,15 Erroneous coding of the interviewer 722 (P2_7010_25)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P4_8010_16	Poor Monitoring 1	<CHILDNAME> fails to leave a note or to let you know where he/she is going	4 (0.4%)
P4_8010_17	Poor Monitoring 2	<CHILDNAME> stays out in the evening past the time he/she is supposed to be home	7 (0.7%)
P4_8010_18	Poor Monitoring 3	<CHILDNAME> is out with friends you don't know	5 (0.5%)
P4_8010_19	Poor Monitoring 4	<CHILDNAME> goes out without a set time to be home	7 (0.7%)
P4_8010_20	Poor Monitoring 5	<CHILDNAME> was out after dark without an adult with him/her	5 (0.5%)
P4_8010_21	Poor Monitoring 6	You are so busy that you forget where <CHILDNAME> is and what he/she is doing	4 (0.4%)
P4_8010_22	Poor Monitoring 7	You check whether <CHILDNAME> comes home at the time he/she is supposed to	11 (1.0%)
P4_8010_23	Poor Monitoring 8	You leave your house without telling <CHILDNAME> where you are going	4 (0.4%)
P4_8010_24	Poor Monitoring 9	<CHILDNAME> comes home from school more than an hour past the time you expected him/her	7 (0.7%)
P4_8010_25	Poor Monitoring 10	You don't know where <CHILDNAME> is out	3 (0.3%)

Total N = 1075

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .732$)
P4_8010_16	Poor Monitoring 1	1.33	.623	1	5	1.94	3.63	.528	.695
P4_8010_17	Poor Monitoring 2	1.68	.948	1	5	1.72	3.03	.491	.693
P4_8010_18	Poor Monitoring 3	1.77	.866	1	5	0.86	0.02	.323	.722
P4_8010_19	Poor Monitoring 4	1.50	.771	1	5	1.66	2.80	.517	.691
P4_8010_20	Poor Monitoring 5	1.54	.788	1	4	1.21	0.32	.356	.716
P4_8010_21	Poor Monitoring 6	1.30	.582	1	5	2.21	5.70	.456	.705
P4_8010_22r	Poor Monitoring 7	1.51	.891	1	5	2.16	4.73	.185	.746
P4_8010_23	Poor Monitoring 8	1.22	.594	1	5	3.70	16.75	.209	.733
P4_8010_24	Poor Monitoring 9	1.27	.602	1	5	2.57	7.58	.409	.710
P4_8010_25	Poor Monitoring 10	1.67	.987	1	5	1.85	3.37	.537	.683

Comments: The variable P4_8010_22 has been reverse-scored (P4_8010_22r).

Sum Index Descriptive Statistics

Poor Monitoring Subscale (P4_ctrl)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1071	0.478	.421	0.00	2.10	0.952	0.615			
Gender								1	22.161	.000
Girls	515	0.416	.387	0.00	2.10	1.071	1.105			
Boys	556	0.536	.443	0.00	2.00	0.825	0.247			
Treatment								3	2.765	.041
Control	290	0.463	.396	0.00	1.90	0.768	0.121			
Triple P	255	0.483	.424	0.00	1.90	0.861	0.305			

<i>PATHS</i>	306	0.528	.454	0.00	2.10	0.944	0.448			
<i>Combination</i>	220	0.425	.398	0.00	2.00	1.229	1.804			
Language								8	9.253	.000
<i>German</i>	735	0.537	.423	0.00	2.10	0.874	0.533			
<i>Albanian</i>	50	0.342	.403	0.00	1.70	1.679	2.995			
<i>Bos./Cro./ Serb.</i>	71	0.505	.422	0.00	1.40	0.242	-1.167			
<i>English</i>	18	0.294	.386	0.00	1.60	2.400	7.634			
<i>Italian</i>	16	0.400	.559	0.00	1.90	1.611	2.392			
<i>Portuguese</i>	58	0.288	.373	0.00	1.70	1.779	3.134			
<i>Spanish</i>	39	0.462	.364	0.00	1.50	0.852	0.512			
<i>Tamil</i>	48	0.163	.269	0.00	1.10	2.219	4.865			
<i>Turkish</i>	36	0.292	.261	0.00	0.80	0.463	-1.258			

Comments:

1) The variable P4_8010_22 has been reverse-scored (P4_8010_22 r) and then the scale has been constructed by taking the average of all the variables. The maximum number of missing values allowed was 3. For the purpose of rescaling, 1 has been subtracted from the total scale.

2) The results of the ANOVA are highly significant for the gender groups and the language groups. ANOVA yielded no significant results for the treatment group.

Correlations with Subscales & DVs *Poor Monitoring Subscale (P4_ctrl)*

Variable	r	Full Sample		r	Girls		r	Boys	
		P4	N		P4	N		P4	N
Subscales									
<i>Involvement</i>									
<i>Positive Parenting</i>									
<i>Inconsistent Discipline</i>									
<i>Corporal Punishment</i>									
Parent SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Teacher SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Child SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									

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

Comments:

Alabama Parenting Questionnaire – Subscale “Inconsistent Discipline”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P4_8010_26	Inconsistent Discipline 1	You threaten to punish <CHILDNAME> and then don't actually punish him/her	16 (1.5%)
P4_8010_27	Inconsistent Discipline 2	<CHILDNAME> talks to you out of being punished after he/she has done something wrong	27 (2.5%)
P4_8010_28	Inconsistent Discipline 3	You feel that getting <CHILDNAME> to obey you is more trouble than it's worth	5 (0.5%)
P4_8010_29	Inconsistent Discipline 4	You let <CHILDNAME> out of a punishment early, like you lift restrictions earlier than you originally said (E.g., he/she is allowed to watch TV again earlier than originally said)	51 (4.7%)
P4_8010_30	Inconsistent Discipline 5	You don't punish <CHILDNAME> when he/she does something wrong	31 (2.9%)
P4_8010_31	Inconsistent Discipline 6	You give <CHILDNAME> a more severe punishment than usual because you are in a bad mood	13 (1.2%)

Total N = 1075

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .557$)
P4_8010_26	Inconsistent Discipline 1	2.25	.959	1	5	0.335	-0.362	.503	.413
P4_8010_27	Inconsistent Discipline 2	2.41	1.023	1	5	0.232	-0.539	.375	.474
P4_8010_28	Inconsistent Discipline 3	1.92	.926	1	5	0.720	-0.230	.311	.506
P4_8010_29	Inconsistent Discipline 4	2.45	.975	1	5	0.032	-0.525	.432	.447
P4_8010_30	Inconsistent Discipline 5	2.57	1.082	1	5	0.314	-0.383	.031	.635
P4_8010_31	Inconsistent Discipline 6	1.90	.845	1	4	0.360	-1.072	.196	.553

Sum Index Descriptive Statistics

Inconsistent Discipline Subscale (P4_erratic)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1055	1.25	.542	0.00	3.17	-0.008	-0.013			
Gender								1	15.550	.000
Girls	505	1.18	.541	0.00	3.00	0.008	-0.083			
Boys	550	1.31	.535	0.00	3.17	-0.017	0.076			
Treatment								3	0.338	.798
Control	287	1.27	.530	0.00	2.50	-0.223	-0.313			
Triple P	252	1.25	.537	0.00	3.00	0.035	0.124			
PATHS	301	1.22	.520	0.00	2.67	-0.084	-0.253			
Combination	215	1.24	.591	0.00	3.17	0.230	0.330			
Language								8	2.644	.007
German	727	1.22	.514	0.00	3.00	-0.082	-0.242			
Albanian	50	1.33	.541	0.33	3.00	0.303	0.818			
Bos./Cro./ Serb.	71	1.17	.640	0.00	2.50	-0.181	-0.781			
English	18	1.41	.650	0.00	2.67	-0.023	-0.471			
Italian	16	1.61	.425	1.00	2.50	0.427	-0.531			
Portuguese	57	1.39	.669	0.00	3.17	0.575	0.349			
Spanish	39	1.39	.570	0.00	2.50	-0.259	-0.012			

Tamil	46	1.23	.473	0.00	2.33	-0.076	0.019
Turkish	31	1.17	.592	0.00	2.00	-0.565	-0.720

Comments:

1) the scale has been constructed by taking the average of all the variables. The maximum number of missing values allowed was 2. For the purpose of rescaling, 1 has been subtracted from the total scale.

2) The results of the ANOVA are highly significant for the gender groups and moderately significant for the language groups. ANOVA yielded no significant results for the treatment groups. (Unterschiede zur 2. Welle!)

Correlations with Subscales & DVs *Inconsistent Discipline Subscale* (P4_erratic)

Variable	r	Full Sample		r	Girls		r	Boys	
		P4	N		P4	N		P4	N
Subscales									
<i>Involvement</i>									
<i>Positive Parenting</i>									
<i>Poor Monitoring</i>									
<i>Corporal Punishment</i>									
Parent SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Teacher SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Child SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									

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

Comments:

Alabama Parenting Questionnaire – Subscale “Corporal Punishment”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P4_8010_32	Corporal Punishment 1	You spank <CHILDNAME> with your hand when he/she has done something wrong	3 (0.3%)
P4_8010_33	Corporal Punishment 2	You slap <CHILDNAME> when he/she has done something wrong	4 (0.3%)
P4_8010_34	Corporal Punishment 3	Hit <CHILDNAME> with a belt, switch, or other object when he/she has done something wrong	5 (0.5%)

Total N = 1075

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .620$)
P4_8010_32	Corporal Punishment 1	1.40	.718	1	5	1.727	2.256	.472	.497
P4_8010_33	Corporal Punishment 2	1.26	.561	1	4	2.217	4.529	.481	.446
P4_8010_34	Corporal Punishment 3	1.09	.405	1	5	4.854	25.815	.402	.589

Sum Index Descriptive Statistics

Corporal Punishment Subscale (P4_corporal)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1075									
Gender								1	2.896	.089
Girls	515	0.230	0.431	0.00	2.00	2.24	4.83			
Boys	556	0.275	0.435	0.00	2.33	1.92	3.71			
Treatment								3	1.139	.332
Control	290	0.259	.431	0.00	2.00	2.08	4.34			
Triple P	254	0.272	.430	0.00	2.00	1.83	3.27			
PATHS	306	0.216	.440	0.00	2.33	2.49	6.11			
Combination	221	0.276	.433	0.00	2.00	1.78	2.91			
Language								8	15.941	.000
German	736	0.173	.343	0.00	2.33	2.61	8.06			
Albanian	50	0.367	.560	0.00	2.00	1.58	1.66			
Bos./Cro./ Serb.	71	0.310	.476	0.00	2.00	1.67	2.46			
English	18	0.481	.446	0.00	1.33	0.55	-0.53			
Italian	16	0.375	.453	0.00	1.33	1.20	0.65			
Portuguese	58	0.460	.558	0.00	2.00	1.37	1.18			
Spanish	39	0.479	.620	0.00	2.00	1.26	0.68			
Tamil	48	0.719	.617	0.00	2.00	0.56	-0.85			
Turkish	35	0.248	.399	0.00	1.33	1.62	1.70			

Comments:

- 1) The scale has been constructed by taking the average of all the variables. The maximum number of missing values allowed was 1. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) The results for the ANOVA are highly significant for the language groups. ANOVA yielded no significant results for the treatments groups.

Correlations *Corporal Punishment Subscale* (P4_corporal)

with Subscales & DVs	Variable	Full Sample		Girls		Boys	
		r	P4 N	r	P4 N	r	P4 N
	Subscales						
	<i>Involvement</i>						
	<i>Positive Parenting</i>						
	<i>Poor Monitoring</i>						
	<i>Inconsistent Discipline</i>						
	Parent SBQ						
	<i>Aggression</i>						
	<i>Prosociality</i>						
	Teacher SBQ						
	<i>Aggression</i>						
	<i>Prosociality</i>						
	Child SBQ						
	<i>Aggression</i>						
	<i>Prosociality</i>						

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

Comments:

Alabama Parenting Questionnaire – Subscale “Other Discipline”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
P4_8010_35	Other Discipline 1	You take away privileges or money from <CHILDNAME> as a punishment	9 (0.8%)
P4_8010_36	Other Discipline 2	You send <CHILDNAME> to his/her room as a punishment	8 (0.7%)
P4_8010_37	Other Discipline 3	You yell or scream at <CHILDNAME> when he/she had done something wrong	4 (0.4%)
P4_8010_38	Other Discipline 4	Calmly explain to <CHILDNAME> why his/her behaviour was wrong when he/she misbehaves	5 (0.5%)
P4_8010_39	Other Discipline 5	Use time out, that is make him/her sit or stand in a corner, as a punishment	10 (0.9%)
P4_8010_40	Other Discipline 6	You give extra <CHILDNAME> extra chores as a punishment	12 (1.1%)

Total N = 1075

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis
P4_8010_35	Other Discipline 1	2.61	1.058	1	5	-0.009	-0.550
P4_8010_36	Other Discipline 2	2.36	1.017	1	5	0.212	-0.550
P4_8010_37	Other Discipline 3	2.68	.907	1	5	0.145	0.116
P4_8010_38	Other Discipline 4	3.88	.808	1	5	-0.609	0.923
P4_8010_39	Other Discipline 5	1.28	.669	1	5	2.502	5.898
P4_8010_40	Other Discipline 6	1.91	1.022	1	5	0.753	-0.470

Sum Index Descriptive Statistics

Other Discipline: (P4_8010_35)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1066	2.61	1.06	1	5	-0.009	-0.550			
Gender								1	14.505	.000
<i>Girls</i>	514	2.49	1.08	1	5	0.129	-0.663			
<i>Boys</i>	552	2.73	1.03	1	5	-0.122	-0.335			
Treatment								3	2.125	.095
<i>Control</i>	289	2.73	1.03	1	5	-0.174	-0.499			
<i>Triple P</i>	255	2.55	1.07	1	5	0.126	-0.516			
<i>PATHS</i>	302	2.54	1.06	1	5	0.049	-0.560			
<i>Combination</i>	220	2.64	1.08	1	5	-0.027	-0.481			
Language								8	4.003	.000
<i>German</i>	734	2.56	1.00	1	5	-0.448	-0.036			
<i>Albanian</i>	50	2.48	1.15	1	5	-0.772	0.135			
<i>Bos./Cro./ Serb.</i>	71	2.62	1.15	1	5	-0.946	-0.244			
<i>English</i>	18	2.06	1.16	1	4	-1.072	0.640			
<i>Italian</i>	16	2.75	1.24	1	5	-0.708	-0.181			
<i>Portuguese</i>	58	2.84	1.28	1	5	-1.140	0.093			
<i>Spanish</i>	39	3.28	1.12	1	5	0.121	-0.243			
<i>Tamil</i>	46	2.96	0.97	1	5	0.008	-0.531			
<i>Turkish</i>	34	2.50	1.16	1	5	-0.492	0.123			

Comments: The results of the ANOVA are highly significant for the gender groups and the language groups and moderately significant for the treatment groups.

Correlations with Subscales & DVs

Other Discipline: (P4_8010_35)

Variable	Full Sample			Girls			Boys		
	r	P4	N	r	P4	N	r	P4	N
Subscales									
<i>Involvement</i>									
<i>Positive Parenting</i>									
<i>Poor Monitoring</i>									
<i>Inconsistent Discipline</i>									
<i>Corporal Punishment</i>									
Parent SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Teacher SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Child SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									

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

Comments:

Sum Index Descriptive Statistics

Other Discipline: (P4_8010_36)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1067	2.36	1.02	1	5	0.212	-0.550			
Gender								1	2.897	.089
<i>Girls</i>	555	2.41	1.00	1	5	0.123	-0.537			
<i>Boys</i>	512	2.31	1.03	1	5	0.312	-0.523			
Treatment								3	.636	.592
<i>Control</i>	289	2.37	1.00	1	5	0.089	-0.738			
<i>Triple P</i>	253	2.38	0.96	1	5	0.114	-0.583			
<i>PATHS</i>	305	2.30	1.01	1	5	0.302	-0.459			
<i>Combination</i>	220	2.42	1.11	1	5	0.290	-0.512			
Language								8	4.730	.000
<i>German</i>	736	2.33	0.93	1	5	0.099	-0.528			
<i>Albanian</i>	50	2.76	1.08	1	5	-0.307	-0.771			
<i>Bos./Cro./ Serb.</i>	71	2.73	1.21	1	5	0.135	-0.606			
<i>English</i>	18	2.39	0.98	1	4	-0.498	-1.164			
<i>Italian</i>	16	2.38	1.02	1	4	-0.040	-1.067			
<i>Portuguese</i>	58	2.38	1.15	1	5	0.342	-0.798			
<i>Spanish</i>	39	2.41	1.39	1	5	0.505	-1.004			
<i>Tamil</i>	47	1.72	1.12	1	5	1.264	0.425			
<i>Turkish</i>	32	2.47	1.05	1	5	-0.002	-0.353			

Comments:

The results of the ANOVA are highly significant for the language groups and moderately significant for the gender groups. ANOVA yielded no significant results for the treatment groups.

Correlations with Subscales & DVs

Other Discipline: (P4_8010_36)

Variable	Full Sample			Girls			Boys		
	r	P4	N	r	P4	N	r	P4	N
Subscales									
<i>Involvement</i>									
<i>Positive Parenting</i>									

Poor Monitoring
 Inconsistent Discipline
 Corporal Punishment
 Parent SBQ
 Aggression
 Prosociality
 Teacher SBQ
 Aggression
 Prosociality
 Child SBQ
 Aggression
 Prosociality

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

Comments:

**Sum Index
 Descriptive
 Statistics**

Other Discipline: (P4_8010_37)

Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
								df	F	p
Full sample	1071	2.68	0.91	1	5	0.145	0.116			
Gender								1	9.190	.002
Girls	516	2.59	0.89	1	5	0.044	-0.050			
Boys	555	2.76	0.91	1	5	0.224	0.204			
Treatment								3	.285	.836
Control	290	2.68	0.94	1	5	0.268	0.096			
Triple P	255	2.64	0.88	1	5	-0.157	0.137			
PATHS	306	2.69	0.86	1	5	0.224	0.322			
Combination	220	2.71	0.95	1	5	0.167	-0.144			
Language								8	15.829	.000
German	736	2.57	0.79	1	5	0.061	0.231			
Albanian	50	3.42	1.05	1	5	-0.274	0.076			
Bos./Cro./ Serb.	71	2.54	1.01	1	5	-0.141	-0.336			
English	18	2.89	0.83	1	4	-1.153	1.742			
Italian	16	2.69	1.25	1	5	-0.021	-0.834			
Portuguese	58	2.83	1.08	1	5	0.095	-0.387			
Spanish	39	2.74	1.12	1	4	-0.415	-1.161			
Tamil	48	3.71	0.80	2	5	0.322	-0.876			
Turkish	35	2.43	0.88	1	5	0.365	0.892			

Comments:

The results of the ANOVA are highly significant for the language groups and the gender groups. ANOVA yielded no significant results for the treatment groups. (Unterschiede zur 2. Welle!)

**Correlations
 with
 Subscales &
 DVs**

Other Discipline: (P4_8010_37)

Variable	r	Full Sample		r	Girls		r	Boys	
		P4	N		P4	N		P4	N
Subscales									
Involvement									
Positive Parenting									
Poor Monitoring									
Inconsistent Discipline									
Corporal Punishment									
Parent SBQ									
Aggression									
Prosociality									
Teacher SBQ									
Aggression									
Prosociality									
Child SBQ									
Aggression									

Prosociality

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

Comments:

Sum Index Descriptive Statistics

Other Discipline: (P4_8010_38)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1070	3.88	0.81	1	5	-0.609	0.923			
Gender								1	1.960	.162
Girls	514	3.92	0.83	1	5	-0.589	0.695			
Boys	556	3.85	0.79	1	5	-0.648	1.194			
Treatment								3	.386	.763
Control	289	3.87	0.78	1	5	-0.486	0.767			
Triple P	255	3.86	0.78	1	5	-0.597	1.049			
PATHS	306	3.87	0.85	1	5	-0.791	1.373			
Combination	220	3.93	0.83	1	5	-0.506	0.299			
Language								8	11.910	.000
German	735	3.75	0.77	1	5	-0.747	1.629			
Albanian	50	3.86	0.73	3	5	0.223	-1.050			
Bos./Cro./ Serb.	71	4.14	0.85	1	5	-0.995	1.437			
English	18	3.94	0.80	3	5	0.106	-1.392			
Italian	16	4.50	0.63	3	5	-0.904	0.027			
Portuguese	58	4.45	0.71	3	5	-0.899	-0.439			
Spanish	39	4.05	0.79	2	5	-0.427	-0.353			
Tamil	47	4.43	0.83	1	5	-1.917	5.127			
Turkish	36	3.94	0.92	2	5	-0.115	-1.379			

Comments:

The results of the ANOVA are highly significant for the language groups. ANOVA yielded no significant results for the gender or the treatments groups.

Correlations with Subscales & DVs

Other Discipline: (P4_8010_38)

Variable	r	Full Sample P4		r	Girls P4		r	Boys P4	
		N			N			N	
Subscales									
<i>Involvement</i>									
<i>Positive Parenting</i>									
<i>Poor Monitoring</i>									
<i>Inconsistent Discipline</i>									
<i>Corporal Punishment</i>									
Parent SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Teacher SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Child SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									

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

Comments:

Sum Index Descriptive Statistics

Other Discipline: (P4_8010_39)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1065	1.28	0.67	1	5	2.502	5.898			
Gender								1	5.174	.023
Girls	510	1.23	0.61	1	5	2.838	8.001			

Boys	555	1.32	0.72	1	5	2.257	4.561			
Treatment								3	.551	.647
Control	289	1.30	0.68	1	5	2.373	5.315			
Triple P	252	1.23	0.60	1	4	2.489	4.976			
PATHS	304	1.30	0.69	1	4	2.270	4.116			
Combination	220	1.27	0.69	1	5	2.983	9.755			
Language								8	2.104	.033
German	733	1.30	0.68	1	5	2.297	4.569			
Albanian	50	1.46	0.81	1	4	1.556	1.187			
Bos./Cro./ Serb.	71	1.17	0.63	1	5	4.392	21.248			
English	18	1.28	0.75	1	4	3.208	10.955			
Italian	16	1.63	1.15	1	5	2.071	4.258			
Portuguese	58	1.14	0.48	1	3	3.463	10.996			
Spanish	39	1.13	0.41	1	3	3.433	12.176			
Tamil	48	1.25	0.60	1	3	2.296	3.994			
Turkish	32	1.13	0.49	1	3	3.795	13.227			

Comments:

The results of ANOVA are moderately significant for the gender groups and the language groups. ANOVA yielded no significant results for the treatment group.

Correlations with Subscales & DVs

Other Discipline: (P4_8010_39)

Variable	r	Full Sample P4	N	r	Girls P4	N	r	Boys P4	N
Subscales									
Involvement									
Positive Parenting									
Poor Monitoring									
Inconsistent Discipline									
Corporal Punishment									
Parent SBQ									
Aggression									
Prosociality									
Teacher SBQ									
Aggression									
Prosociality									
Child SBQ									
Aggression									
Prosociality									

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

Comments:

Sum Index Descriptive Statistics

Other Discipline: (P4_8010_40)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1063	1.91	1.02	1	5	0.753	-0.470			
Gender								1	12.611	.000
Girls	512	1.79	1.03	1	5	1.052	0.159			
Boys	551	2.01	1.01	1	5	0.499	-0.859			
Treatment								3	.457	.713
Control	286	1.96	1.05	1	5	0.662	-0.745			
Triple P	255	1.88	0.99	1	5	0.822	-0.181			
PATHS	303	1.91	0.98	1	5	0.565	-0.908			
Combination	219	1.86	1.08	1	5	1.005	0.069			
Language								8	2.601	.008
German	733	1.91	0.97	1	5	0.660	-0.605			
Albanian	50	2.14	1.07	1	4	0.336	-1.224			
Bos./Cro./ Serb.	71	2.08	1.17	1	5	0.441	-1.195			
English	18	1.67	0.97	1	4	1.208	0.299			
Italian	16	2.31	1.20	1	4	0.108	-1.598			
Portuguese	58	1.95	1.16	1	5	0.939	-0.113			

Spanish	39	1.90	1.27	1	5	1.250	0.552
Tamil	44	1.59	1.02	1	5	1.746	2.386
Turkish	34	1.41	0.82	1	4	1.872	2.426

Comments:

The results of ANOVA are significant for the language groups and the gender groups. ANOVA yielded no significant results for the treatment group.

Correlations with Subscales & DVs

Other Discipline: (P4_8010_40)

Variable	r	Full Sample		r	Girls		r	Boys	
		P4	N		P4	N		P4	N
Subscales									
<i>Involvement</i>									
<i>Positive Parenting</i>									
<i>Poor Monitoring</i>									
<i>Inconsistent Discipline</i>									
<i>Corporal Punishment</i>									
Parent SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Teacher SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									
Child SBQ									
<i>Aggression</i>									
<i>Prosociality</i>									

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

Comments: "