



Universität Zürich  
Pädagogisches Institut

University of Cambridge  
Institute of Criminology



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

Technical Report

# Children Wave 1

## Tom and Tina – Adapted Social Behaviour Questionnaire

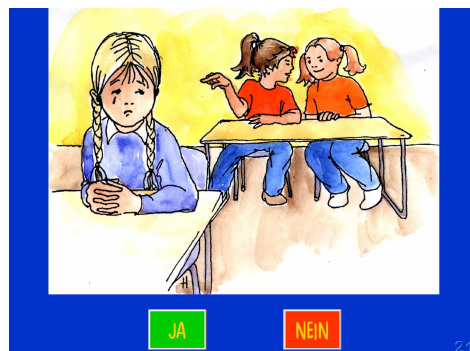
### OVERVIEW

ANXIETY & DEPRESSION SUBSCALE .....	3
HYPERACTIVITY & ATTENTION DEFICIT SUBSCALE .....	5
INDIRECT AGGRESSION SUBSCALE.....	7
NON-AGGRESSIVE CONDUCT DISORDER SUBSCALE .....	9
OPPOSITION / DEFIANCE SUBSCALE .....	11
PHYSICAL AGGRESSION SUBSCALE .....	13
PROSOCIALITY SUBSCALE.....	15
PRO-ACTIVE AGGRESSION SUBSCALE .....	17
REACTIVE AGGRESSION SUBSCALE .....	18
AGGRESSION SUBSCALE.....	19

## Tom and Tina – Adapted 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>Child-friendly adaptation</b>	<ul style="list-style-type: none"> <li>▪ z-proso Project Team</li> </ul>
<b>Description/Adaptation</b>	<p>“Tom and Tina” is a new instrument designed to measure self-reported problem behaviour amongst primary-school children. It is an adapted computer-based multimedia version of Tremblay’s Social Behaviour Questionnaire that fits the needs of an anonymous assessment of pro- and anti-social behaviours among primary school children. Basically, the instrument consists of a series of drawings that display specific behaviours of a child called “Tom” or “Tina” depending on the child’s gender. For each drawing the child is asked by a voice recorded on the computer whether he/she happens to do what is shown on the drawing. It is then asked the specific question pertaining to the drawing. There are “Yes” and “No” buttons at the bottom of each screen and the child is instructed how to use them. “Tom &amp; Tina” comprehensively assesses the target child’s social behaviour and 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 further allows assessing subtypes of aggression, such as indirect, reactive, and instrumental aggression. The Social Behaviour Questionnaire is also repeatedly administered to teachers (paper-and-pencil) and to the target child’s primary caregiver (CAPI).</p>
<b>Measured Concepts/ Subdimensions</b>	<p><i>Prosocial Behaviour</i></p> <p>1. Prosocial Behaviour (Helping, Empathy)</p> <p><i>Internalising Problem Behaviour</i></p> <p>2. Anxiety</p> <p>3. Depression</p> <p><i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i></p> <p>4. Attention Deficit</p> <p>5. Hyperactivity</p> <p><i>Non-Aggressive Externalising Problem Behaviour</i></p> <p>6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising)</p> <p>7. Opposition/Defiance</p> <p><i>Aggression</i></p> <p>8. Physical Aggression</p> <p>9. Indirect Aggression</p> <p>10. Instrumental Aggressions/Dominance</p> <p>11. Reactive Aggression</p> <p><i>Psychopathy</i></p> <p>12. Cruelty to Animals (as a psychopathy proxy)</p>
<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 listens to others’ points of view.” (Prosociality)</li> </ul>
<b>Administration History</b>	Wave 1, Wave 2 (adapted), Wave 3, Wave 4 (adapted)

**Instrument Image**



# 1. Anxiety & Depression Subscale

## Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
K10002	Anxiety/depression02	Einfach so weine	2 (0.1%)
K10009	Anxiety/depression09	Auf den Fingernägeln herumbeissen und angespannt sein	2 (0.1%)
K10016	Anxiety/depression16	Angst wenn Eltern weggehen	2 (0.1%)
K10023	Anxiety/depression23	Schlechte Träume, die Angst machen	2 (0.1%)
K10030	Anxiety/depression30	Traurig sein, ohne z wissen warum	3 (0.2%)
K10037	Anxiety/depression37	Ohne Grund traurig sein, während andere Kinder lachen und spielen	3 (0.2%)
K10042	Anxiety/depression42	Schwierig finden, mit anderen Kindern etwas Lustiges machen	3 (0.2%)
K10047	Anxiety/depression47	Den ganzen Tag traurig und elend fühlen	3 (0.2%)
K10051	Anxiety/depression51	Ins Leere hinaus schauen	3 (0.2%)

Total N = 1361

## Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .624$ )
K10002	Anxiety/depression02	0.33	0.47	0.72	-1.48	.266	.605
K10009	Anxiety/depression09	0.31	0.46	0.81	-1.34	.272	.604
K10016	Anxiety/depression16	0.28	0.45	0.98	-1.05	.249	.609
K10023	Anxiety/depression23	0.71	0.45	-0.95	-1.11	.245	.610
K10030	Anxiety/depression30	0.43	0.50	0.29	-1.92	.441	.559
K10037	Anxiety/depression37	0.43	0.50	0.30	-1.91	.363	.580
K10042	Anxiety/depression42	0.33	0.47	0.71	-1.50	.229	.614
K10047	Anxiety/depression47	0.30	0.46	0.88	-1.22	.383	.577
K10051	Anxiety/depression51	0.58	0.49	-0.32	-1.90	.294	.599

Comments:

- 1) Low alpha-value, low item-scale-correlation;
- 2) All items with low kurtosis;
- 3) Different means for each item indicate different degrees of difficulty.

## Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1359	0.41	0.24	0	1.00	0.28	-0.55			
Gender								1	42.61	.000
Girls	665	0.45	0.24	0	1.00	0.16	-0.63			
Boys	694	0.37	0.23	0	1.00	0.38	-0.40			
Treatment								3	1.30	.272
Control	356	0.41	0.23	0	1.00	0.28	-0.38			
Triple P	339	0.40	0.24	0	1.00	0.34	-0.60			
PATHS	359	0.43	0.23	0	1.00	0.23	-0.56			
Combination	305	0.40	0.23	0	1.00	0.30	-0.63			

Comments:

- 1) Significant F-value for Gender group differences.

Correlations with Subscales & DVs	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	<i>Total Aggression</i>	.006	ns	1319	.066	ns	672	.012	ns	647
	<i>Prosociality</i>	.058	*	1294	.000	ns	660	.014	ns	634
Parent SBQ										
	<i>Aggression</i>	-.018	ns	1204	.031	ns	625	-.005	ns	579
	<i>Prosociality</i>	.093	**	1189	.015	ns	614	.110	**	575
Child SBQ										
	<i>Aggression</i>	.355	***	1359	.409	***	694	.345	***	665
	<i>Prosociality</i>	.220	***	1359	.168	***	694	.242	***	665
<sup>1</sup> *** p<.001, ** p<.01, * p<.05, ns p>.05 Comments:										
1) Hardly significance with <i>Teacher SBQ</i> and <i>Parent SBQ</i> ; 2) Significant correlation with <i>Child SBQ Aggression</i> and <i>Prosociality</i> .										

## 2. Hyperactivity& Attention Deficit Subscale

### Variable Wording & Case Summary Subscale

Variable Name	Label	Wording	Missings (%)
K10004	ADHD04	Gefährliche Dinge machen ohne nachzudenken	2 (0.1%)
K10011	ADHD11	Schwierig zu warten, bis man im Spiel an der Reihe ist	2 (0.1%)
K10018	ADHD18	Im Klassenzimmer herumgehen oder –krabbeln, während andere ruhig dasitzen	2 (0.1%)
K10025	ADHD25	Auf dem Stuhl herumschaukeln	2 (0.1%)
K10032	ADHD32	Viele Sachen anfangen und nicht zu Ende machen	3 (0.2%)
K10044	ADHD44	Etwas anderes machen und nicht zuhören, während Lehrerin etwas erklärt und die anderen aufpassen	3 (0.2%)
K10049	ADHD49	Aus dem Fenster hinausschauen oder sonst etwas machen anstatt aufzupassen und der Lehrerin zuzuhören	3 (0.2%)
K10053	ADHD53	Bei einer schwierigen Aufgaben schnell aufgeben	3 (0.2%)

Total N = 1361

### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .582$ )
K10004	ADHD04	0.27	0.45	1.02	-0.96	.237	.570
K10011	ADHD11	0.29	0.45	0.92	-1.15	.297	.548
K10018	ADHD18	0.06	0.25	3.57	10.73	.259	.560
K10025	ADHD25	0.12	0.32	2.38	3.65	.285	.550
K10032	ADHD32	0.28	0.45	1.00	-1.00	.351	.526
K10044	ADHD44	0.12	0.32	2.35	3.54	.326	.538
K10049	ADHD49	0.09	0.29	2.82	5.99	.352	.535
K10053	ADHD53	0.15	0.36	1.93	1.72	.243	.562

#### Comments:

- 1) Low alpha-value, low item-scale-correlation;
- 2) Item K10004 with excessive skewness;
- 3) Item K10011 with low kurtosis;
- 4) Items K10018, K10025, K10044, K10049 and K10053 with excessive skewness and high kurtosis;
- 5) Different means for each item indicate different degrees of difficulty

### Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1359	0.17	0.19	0	1.00	1.33	2.08			
Gender								1	4.39	.036
Girls	665	0.16	0.18	0	1.00	1.53	3.11			
Boys	694	0.18	0.19	0	1.00	1.15	1.27			
Treatment								3	1.56	.197
Control	356	0.17	0.17	0	0.88	1.20	1.53			
Triple P	339	0.16	0.16	0	1.00	1.70	3.59			
PATHS	359	0.19	0.19	0	1.00	1.11	1.21			
Combination	305	0.16	0.18	0	1.00	1.30	2.05			

#### Comments:

- 1) Significant F-Value for Gender group differences;
- 2) All sub-groups with excessive skewness and high kurtosis.

Correlations with Subscales & DVs	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.160	***	1319	.171	***	672	.128	**	647
	<i>Prosociality</i>	-.099	***	1294	-.101	**	660	-.068	ns	634
Parent SBQ										
	<i>Aggression</i>	.100	**	1204	.107	**	625	.074	ns	579
	<i>Prosociality</i>	-.044	ns	1189	-.046	ns	614	-.023	ns	575
Child SBQ										
	<i>Aggression</i>	.573	***	1359	.580	***	694	.561	***	665
	<i>Prosociality</i>	-.050	ns	1359	-.046	ns	694	-.039	ns	665
<sup>1</sup> *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) High correlation with <i>Teacher SBQ</i> and <i>Child SBQ Total Aggression</i> ;										
2) Significant correlations for <i>Teacher SBQ Prosociality</i> and <i>Parent SBQ Aggression</i> disappear for <b>Girls</b> subgroup.										

### 3. Indirect Aggression Subscale

#### Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
K10007	Ind.aggression07	Anderen sagen, dass sie nicht nett sein sollen zu einem Kind, welches man nicht mag oder auf welches man wütend ist	2 (0.1%)
K10014	Ind.aggression14	Sich absichtlich mit anderen Kindern zusammenschliessen welche man sonst nicht mag, da man auf ein anderes Kind wütend ist	2 (0.1%)
K10021	Ind.aggression21	Gemeinheiten über ein Kind in der Schule erzählen, auf welches man wütend ist	2 (0.1%)
K10028	Ind.aggression28	Zu den anderem sagen, dass sie nicht mehr mit dem Kind spielen sollen, auf welches man wütend ist	3 (0.2%)
K10035	Ind.aggression35	Anderen Kindern Geheimnisse des Kindes weitererzählen, auf welches man wütend ist	3 (0.2%)

Total N = 1361

#### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .506$ )
K10007	Ind.aggression07	0.19	0.39	1.59	0.53	.291	.442
K10014	Ind.aggression14	0.40	0.49	0.43	-1.82	.195	.539
K10021	Ind.aggression21	0.09	0.28	2.95	6.74	.265	.463
K10028	Ind.aggression28	0.14	0.34	2.11	2.47	.347	.409
K10035	Ind.aggression35	0.10	0.30	2.67	5.12	.365	.409

#### Comments:

- 1) Low alpha-value, low item-scale-correlation;
- 2) Item K10007 with excessive skewness;
- 3) Items K10021, K10028, K10035 with excessive skewness and high kurtosis;
- 4) Item K10014 with low kurtosis;
- 5) Different means for each item indicate different degrees of difficulty.

#### Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation		Skewness	Kurtosis	ANOVA			
			Min.	Max.			df	F	p	
Full sample	1359	0.18	0.21	0	1.00	1.38	1.93			
Gender								1	5.57	.018
<i>Girls</i>	665	0.17	0.21	0	1.00	1.51	2.64			
<i>Boys</i>	694	0.20	0.22	0	1.00	1.27	1.42			
Treatment								3	1.37	.251
<i>Control</i>	356	0.18	0.21	0	1.00	1.35	1.75			
<i>Triple P</i>	339	0.17	0.21	0	1.00	1.41	1.82			
<i>PATHS</i>	359	0.20	0.23	0	1.00	1.43	2.16			
<i>Combination</i>	305	0.18	0.21	0	1.00	1.31	1.85			

#### Comments:

- 1) Significant F-value for *Gender* group differences;
- 2) All items with excessive skewness and high kurtosis

Correlations with Subscales & DVs	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	<i>Total Aggression</i>	.143	***	1319	.145	***	672	.116	**	647
	<i>Prosociality</i>	-.090	**	1294	-.103	**	660	-.036	ns	634
Parent SBQ										
	<i>Aggression</i>	.098	**	1204	.135	**	625	.021	ns	579
	<i>Prosociality</i>	-.050	ns	1189	-.072	ns	614	.007	ns	575
Child SBQ										
	<i>Aggression</i>	.440	***	1359	.431	***	694	.445	***	665
	<i>Prosociality</i>	-.150	***	1359	-.157	***	694	-.126	**	665
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
	1)	High significance with <i>Teacher SBQ</i> ;								
	2)	Significant correlations with <i>Teacher SBQ Prosociality</i> and <i>Parent SBQ Aggression</i> disappear for <b>Girls</b> subgroup.								



## 4. Non-Aggressive Conduct Disorder Subscale

### Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
K10003	Nonaggressive03	Zu Hause unerlaubt Geld genommen	2 (0.1%)
K10010	Nonaggressive10	Etwas in einem Laden gestohlen	2 (0.1%)
K10017	Nonaggressive17	So wütend sein, dass man eigene Sachen kaputt macht	2 (0.1%)
K10048	Nonaggressive48	Absichtlich Sachen von Personen aus der Familie kaputt machen	3 (0.2%)
K10052	Nonaggressive52	Eltern anlügen, wenn man etwas angestellt hat	3 (0.2%)

Total N = 1361

### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .335$ )
K10003	Nonaggressive03	0.10	0.30	2.64	4.98	.234	.232
K10010	Nonaggressive10	0.05	0.22	4.03	14.25	.215	.268
K10017	Nonaggressive17	0.15	0.36	1.98	1.91	.213	.240
K10048	Nonaggressive48	0.04	0.20	4.53	18.53	.149	.308
K10052	Nonaggressive52	0.57	0.50	-0.28	-1.92	.100	.411

Comments:

- 1) Low alpha-value, low item-scale-correlation;
- 2) Item K10003, K10010, K10017 and 10048 with excessive skewness and high kurtosis;
- 3) Item K10052 with low kurtosis;
- 4) Item K10052 with low item-scale-correlation and increased alpha when removed.

### Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1359	0.19	0.17	0	1.00	1.21	2.36			
Gender								1	507.3	.000
<i>Girls</i>	665	0.09	0.16	0	1.00	2.25	6.37			
<i>Boys</i>	694	0.27	0.14	0	1.00	2.15	4.96			
Treatment								3	0.75	.520
<i>Control</i>	356	0.19	0.17	0	0.80	1.01	1.43			
<i>Triple P</i>	339	0.18	0.18	0	1.00	1.40	3.00			
<i>PATHS</i>	359	0.18	0.18	0	1.00	1.28	2.63			
<i>Combination</i>	305	0.17	0.16	0	1.00	1.08	2.23			

Comments:

- 1) Significant F-value for *Gender* group differences;
- 2) All subgroups with excessive skewness and high kurtosis.

Correlations with Subscales & DVs	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ										
	<i>Total Aggression</i>	.172	***	1319	.121	**	672	.038	ns	647
	<i>Prosociality</i>	-.188	***	1294	-.019	**	660	-.075	ns	634
Parent SBQ										
	<i>Aggression</i>	.156	***	1204	.129	**	625	.033	ns	579
	<i>Prosociality</i>	-.079	**	1189	-.008	ns	614	.047	ns	575
Child SBQ										
	<i>Aggression</i>	.451	***	1359	.436	***	694	.524	***	665
	<i>Prosociality</i>	-.111	***	1359	-.044	ns	694	-.051	ns	665
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) High correlation with <i>Child SBQ Aggression</i> ;										
2) Significant correlation for <i>Teacher SBQ Total Aggression</i> and <i>Prosociality</i> , and <i>Parent SBQ Aggression</i> disappear for <b>Girls</b> subgroup.										

## 5. Opposition/Defiance Subscale

### Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
K10024	Opposition24	Nicht das machen, was die Lehrerin sagt	2 (0.1%)
K10031	Opposition31	Nicht das machen, was Mutter verlangt	3 (0.2%)
K10038	Opposition38	Nicht das machen, was Vater verlangt	3 (0.2%)
K10043	Opposition43	Mutter nicht zuhören, wenn sie etwas sagt	3 (0.2%)

Total N = 1361

### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .619$ )
K10024	Opposition24	0.17	0.38	1.73	1.00	.344	.587
K10031	Opposition31	0.30	0.46	0.85	-1.28	.413	.539
K10038	Opposition38	0.25	0.43	1.15	-0.69	.487	.482
K10043	Opposition43	0.29	0.45	0.93	-1.13	.359	.580

Comments :

- 1) Low alpha-value, low item-scale-correlation;
- 2) Item K10024 with excessive kurtosis and high skewness;
- 3) Items K10031 and K10043 with low kurtosis;
- 4) Item K10038 with excessive skewness.

### Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1359	0.25	0.30	0	1.00	0.99	0.00			
Gender								1	8.33	.004
<i>Girls</i>	665	0.23	0.28	0	1.00	1.12	0.41			
<i>Boys</i>	694	0.28	0.31	0	1.00	0.87	-0.32			
Treatment								3	0.68	.564
<i>Control</i>	356	0.25	0.29	0	1.00	0.99	0.16			
<i>Triple P</i>	339	0.24	0.29	0	1.00	1.04	0.09			
<i>PATHS</i>	359	0.27	0.31	0	1.00	0.95	-0.18			
<i>Combination</i>	305	0.25	0.30	0	1.00	0.99	-0.28			

Comments:

- 1) Significant F-value for *Gender* group differences;
- 2) *Girls*, *Control* and *Triple P* subgroup with excessive skewness.

Correlations with Subscales & DVs	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	<i>Total Aggression</i>	.080	**	1319	.105	**	672	.008	ns	647
	<i>Prosociality</i>	-.087	**	1294	-.091	*	660	-.036	ns	634
Parent SBQ										
	<i>Aggression</i>	.058	*	1204	.065	ns	625	.014	ns	579
	<i>Prosociality</i>	-.021	ns	1189	-.015	ns	614	.009	ns	575
Child SBQ										
	<i>Aggression</i>	.417	***	1359	.391	***	694	.440	***	665
	<i>Prosociality</i>	-.134	***	1359	-.132	***	694	-.115	**	665

<sup>1</sup> \*\*\* p<.001, \*\* p<.01, \* p<.05, ns p>.05

Comments:

- 1) High correlations with *Child SBQ Aggression* and *Prosociality*;
- 2) Significant correlations for *Teacher SBQ Total Aggression* and *Prosociality* disappear for **Girls** subgroup.

## 6. Physical Aggression Subscale

### Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
K10006	Physicalaggression06	Streit mit anderen Kindern haben	2 (0.1%)
K10013	Physicalaggression13	Auf andere Kinder losgehen um sie zu hauen	2 (0.1%)
K10020	Physicalaggression20	Andere Kinder treten oder schlagen	2 (0.1%)
K10027	Physicalaggression27	Gemein sein zu anderen Kindern	2 (0.1%)
K10045	Physicalaggression45	Mutter hauen oder treten, wenn wütend	3 (0.2%)

Total N = 1361

### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .571$ )
K10006	Physicalaggression06	0.44	0.50	0.25	-1.94	.273	.613
K10013	Physicalaggression13	0.09	0.28	2.94	6.64	.448	.462
K10020	Physicalaggression20	0.11	0.31	2.53	4.39	.444	.454
K10027	Physicalaggression27	0.06	0.24	3.64	11.29	.369	.510
K10045	Physicalaggression45	0.08	0.27	3.09	7.58	.252	.555

Comments:

- 1) Low alpha-value, low item-scale-correlation;
- 2) Item K10013, K10020, K10027, K10045 with excessive skewness and high kurtosis;
- 3) Item K10006 with low item-scale-correlation and increased Alpha when removed.

### Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1359	0.16	0.20	0	1.00	1.68	3.16			
Gender								1	5.20	.023
Girls	665	0.14	0.20	0	1.00	1.91	4.23			
Boys	694	0.17	0.20	0	1.00	1.48	2.33			
Treatment								3	5.12	.002
Control	356	0.16	0.21	0	1.00	1.68	3.23			
Triple P	339	0.14	0.19	0	1.00	1.48	2.06			
PATHS	359	0.18	0.22	0	1.00	1.48	2.06			
Combination	305	0.13	0.18	0	1.00	1.78	4.18			

Comments:

- 1) Significant F-value for *Gender* and *Treatment* group differences;
- 2) All subgroups with excessive skewness and high kurtosis.

Correlations with Subscales & DVs	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	<i>Total Aggression</i>	.119	***	1319	.136	***	672	.076	ns	647
	<i>Prosociality</i>	-.043	ns	1294	-.056	ns	660	.011	ns	634
Parent SBQ										
	<i>Aggression</i>	.147	***	1204	.175	***	625	.100	*	579
	<i>Prosociality</i>	-.049	ns	1189	-.083	*	614	.006	ns	575
Child SBQ										
	<i>Aggression</i>	.842	***	1359	.827	***	694	.858	***	665
	<i>Prosociality</i>	-.053	ns	1359	-.084	*	694	.003	ns	665
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) High correlation with <i>Child SBQ Aggression</i> and <i>Parent SBQ Aggression</i> ;										
2) Significant correlation for <i>Teacher SBQ Total Aggression</i> disappears for <b>Girls</b> subgroup.										

## 7. Prosociality Subscale

### Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
K10001	Prosociality01	Mitleid haben mit einem Kind, welches etwas angestellt hat	2 (0.1%)
K10008	Prosociality08	Unordnung aufräumen, die jemand anders gemacht hat	2 (0.1%)
K10015	Prosociality15	Frieden stiften wenn andere Kinder Streit haben	2 (0.1%)
K10022	Prosociality22	Helfen, wenn sich ein Kind verletzt hat	2 (0.1%)
K10029	Prosociality29	Kind einladen um mit anderen zu spielen	3 (0.2%)
K10036	Prosociality36	Dinge aufheben, welche anderen Kinder runtergefallen sind	3 (0.2%)
K10041	Prosociality41	Trauriges oder weinendes Kind trösten	3 (0.2%)
K10046	Prosociality46	Trotzdem zuhören, wenn ein Kind etwas erzählt, mit dem man nicht einverstanden ist	3 (0.2%)
K10050	Prosociality50	Schnell merken, ob jemand traurig oder fröhlich ist	3 (0.2%)
K10054	Prosociality50	Sachen teilen	1 (0.1%)

Total N = 1361

### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ if Item Removed ( $\alpha = .594$ )
K10001	Prosociality01	0.63	0.48	-0.55	-1.70	.101	.623
K10008	Prosociality08	0.69	0.46	-0.81	-1.35	.282	.566
K10015	Prosociality15	0.83	0.37	-1.79	1.20	.313	.557
K10022	Prosociality22	0.94	0.24	-3.59	10.91	.279	.571
K10029	Prosociality29	0.89	0.31	-2.58	4.64	.347	.553
K10036	Prosociality36	0.80	0.40	-1.51	0.28	.252	.572
K10041	Prosociality41	0.85	0.36	-1.99	1.97	.360	.547
K10046	Prosociality46	0.79	0.41	-1.45	0.10	.255	.572
K10050	Prosociality50	0.83	0.37	-1.79	1.22	.333	.552
K10054	Prosociality54	0.91	0.28	-2.94	6.63	.307	.563

Comments:

- 1) Low alpha-value, low item-scale-correlation;
- 2) Item K10001 with low item-scale-correlation and increased alpha when removed;
- 3) Items K10015, K10022, K10029, K10036, K10041, K10046 and K10050 with low skewness;
- 4) Items K10001 and K1008 with low kurtosis;
- 5) Items K10015, K10022, K100029, K10041 and K10050 with high kurtosis.

### Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1359	0.82	0.17	0	1.00	-1.40	2.36			
Gender								1	25.85	.000
<i>Girls</i>	665	0.84	0.16	.10	1.00	-1.33	1.94			
<i>Boys</i>	694	0.79	0.19	0	1.00	-1.37	2.20			
Treatment								3	1.47	.221
<i>Control</i>	356	0.81	0.19	0	1.00	-1.46	2.63			
<i>Triple P</i>	339	0.83	0.16	0.10	1.00	-1.33	2.04			
<i>PATHS</i>	359	0.82	0.18	0.10	1.00	-1.49	2.53			
<i>Combination</i>	305	0.81	0.17	0.10	1.00	-1.14	1.41			

Comments:

- 1) Significant F-value for *Gender* group differences;
- 2) Low skewness and high kurtosis for all groups.

Correlations with Subscales & DVs	Variable				Boys			Girls		
		r	p	N	r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	<i>Total Aggression</i>	-.066	*	1319	-.036	ns	672	-.050	ns	647
	<i>Prosociality</i>	.148	***	1294	.140	***	660	.083	*	634
Parent SBQ										
	<i>Aggression</i>	-.066	*	1204	-.051	ns	625	-.030	ns	579
	<i>Prosociality</i>	.173	***	1189	.185	***	614	.101	*	575
Child SBQ										
	<i>Aggression</i>	-.079	**	1359	-.085	*	694	-.048	ns	665
	<i>Prosociality</i>	-	-	-	-	-	-	-	-	-
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) High correlations with <i>Teacher SBQ Prosociality</i> and <i>Parent SBQ Prosociality</i> ;										
2) Significant correlation for <i>Child SBQ Aggression</i> disappears for <b>Girls</b> subgroup.										



## 8. Pro-active Aggression Subscale

### Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
K10005	Proactiveaggression05	Anderen Kindern sagen ein anderes Kind auszulachen	2 (0.1%)
K10012	Proactiveaggression12	Versuchen, andere Kinder zu kommandieren	2 (0.1%)
K10019	Proactiveaggression19	Anderen Kinder Angst machen, um etwas zu erhalten oder sie dazu zu bringen zu tun, was man möchte	2 (0.1%)
K10034	Proactiveaggression34	Anderen Kindern absichtlich Angst machen	3 (0.2%)

Total N = 1361

### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .535$ )
K10005	Proactiveaggression05	0.06	0.23	3.84	12.76	.327	.464
K10012	Proactiveaggression12	0.12	0.32	2.39	3.70	.280	.517
K10019	Proactiveaggression19	0.05	0.22	4.06	14.53	.401	.414
K10034	Proactiveaggression34	0.09	0.29	2.82	5.99	.321	.465

Comments:

- 1) All Items with high kurtosis and extreme skewness;
- 2) Low alpha-value, low item-scale-correlation.

### Sum Index Descriptive Statistics

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1359	0.08	0.17	0	1.00	2.67	7.92			
Gender								1	2.67	.103
Girls	665	0.07	0.17	0	1.00	3.08	10.75			
Boys	694	0.09	0.18	0	1.00	2.31	5.63			
Treatment								3	2.40	.066
Control	356	0.07	0.16	0	0.75	2.64	7.21			
Triple P	339	0.07	0.16	0	1.00	2.58	7.51			
PATHS	359	0.10	0.21	0	1.00	2.53	6.39			
Combination	305	0.07	0.15	0	1.00	2.35	6.55			

Comments:

### Correlations with Subscales & DVs

Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N
Subscales									
Teacher SBQ1.1									
Total Aggression	.125	***	1319	.131	**	672	.104	**	647
Prosociality	-.104	***	1294	-.077	*	660	-.117	**	634
Parent SBQ									
Aggression	.064	*	1204	.060	ns	625	.049	ns	579
Prosociality	-.034	ns	1189	-.052	ns	614	.007	ns	575
Child SBQ									
Aggression	.699	***	1359	.695	***	694	.702	***	665
Prosociality	-.135	***	1359	-.124	**	694	-.139	***	665

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

Comments:

- 1) Hardly significant correlations with *Parents SBQ*;
- 2) High correlations with *Teacher SBQ* and *Child SBQ Aggression and Prosociality*.

## 9. Reactive Aggression Subscale

Variable Wording & Case Summary	Variable Name	Label	Wording	Missings (%)
	K10026	Reactiveaggression26	Schnell wütend werden und schlagen, wenn von anderen geneckt	2 (0.1%)
	K10033	Reactiveaggression33	Böse werden, wenn ein Kind etwas von einem haben will	3 (0.2%)
	K10039	Reactiveaggression39	Böse werden, wenn man nicht bekommt, was man will	3 (0.2%)
Total N = 1361				

Descriptive Statistics	Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .491$ )
	K10026	Reactiveaggression26	0.23	0.42	1.27	-0.39	.310	.392
	K10033	Reactiveaggression33	0.33	0.47	0.71	-1.49	.312	.385
	K10039	Reactiveaggression39	0.42	0.49	0.34	-1.89	.307	.396

Comments:

- 1) Low alpha-value, low item-scale-correlation;
- 2) Item K10026 with excessive skewness;
- 3) Items K10033 and K10039 with low kurtosis.

Sum Index Descriptive Statistics	Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1359	0.33	0.33	0	1.00	0.62	-0.73			
	Gender								1	9.12	.003
	Girls	665	0.30	0.31	0	1.00	0.69	-0.53			
	Boys	694	0.35	0.34	0	1.00	0.53	-0.91			
	Treatment								3	2.10	.099
	Control	356	0.33	0.33	0	1.00	0.62	-0.81			
	Triple P	339	0.32	0.32	0	1.00	0.61	-0.71			
	PATHS	359	0.35	0.32	0	1.00	0.52	-0.74			
	Combination	305	0.29	0.32	0	1.00	0.74	-0.57			

Comments:

- 1) Significant F-value for Gender group differences

Correlations with Subscales & DVs	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	Total Aggression	.047	ns	1319	.051	ns	672	.000	ns	647
	Prosociality	-.081	**	1294	-.091	*	660	-.013	ns	634
Parent SBQ										
	Aggression	.154	**	1204	.166	***	625	.113	**	579
	Prosociality	-.077	**	1189	-.059	ns	614	-.073	ns	575
Child SBQ										
	Aggression	.761	***	1359	.771	***	694	.745	***	665
	Prosociality	-.017	ns	1359	-.007	ns	694	-.006	ns	665

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

Comments :

- 1) High correlations with Parent SBQ Aggression and Child SBQ Aggression;
- 2) Significant correlation with Teacher SBQ Prosociality disappears for Girls subgroup.

## 10. Aggression Subscale

### Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
---------------	-------	---------	--------------

Total N = 1361

### Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Skewness	Kurtosis	Item-Scale Correlation	$\alpha$ If Item Removed ( $\alpha = .716$ )
K10006	Physicalaggression33	0.44	0.50	0.25	-1.94	.351	.703
K10013	Physicalaggression34	0.09	0.28	2.94	6.64	.469	.686
K10020	Physicalaggression35	0.11	0.31	2.53	4.39	.460	.685
K10027	Physicalaggression36	0.06	0.24	3.64	11.29	.434	.693
K10045	Physicalaggression45	0.08	0.27	3.09	7.58	.293	.705
K10005	Proactiveaggression05	0.06	0.23	3.84	12.76	.278	.708
K10012	Proactiveaggression12	0.12	0.32	2.39	3.70	.331	.701
K10019	Proactiveaggression19	0.05	0.22	4.06	14.53	.392	.698
K10034	Proactiveaggression34	0.09	0.29	2.82	5.99	.377	.696
K10026	Reactiveaggression26	0.23	0.42	1.27	-0.39	.413	.688
K10033	Reactiveaggression33	0.33	0.47	0.71	-1.49	.301	.710
K10039	Reactiveaggression39	0.42	0.49	0.34	-1.89	.338	.705

#### Comments:

- 1) Items K10013, K10020, K10027, K10045, K10005, K10012, K10019, K10034 with high kurtosis and excessive skewness;
- 2) Items K1006, K10033 and K10039 with low kurtosis;
- 3) Item K10026 with excessive skewness.

Sum Index Descriptive Statistics	Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
									df	F	p
	Full sample	1359	0.17	0.17	0	1.00	1.57	3.27			
	Gender								1	9.48	.002
	<i>Girls</i>	665	0.16	0.17	0	1.00	1.86	4.90			
	<i>Boys</i>	694	0.19	0.18	0	1.00	1.33	2.13			
	Treatment								3	4.75	.003
	<i>Control</i>	356	0.17	0.17	0	0.92	1.37	2.24			
	<i>Triple P</i>	339	0.16	0.17	0	1.00	1.56	3.60			
	<i>PATHS</i>	359	0.20	0.19	0	1.00	1.63	3.02			
	<i>Combination</i>	305	0.15	0.16	0	1.00	1.57	4.03			
Comments:											
1) Significant F-value for <i>Gender</i> and <i>Treatment</i> group differences;											
2) All subgroups with excessive skewness and high kurtosis.											

Correlations with Subscales & DVs	Variable	r	p	N	Boys			Girls		
					r	p	N	r	p	N
Subscales										
Teacher SBQ1.1										
	<i>Total Aggression</i>	.121	***	1319	.133	**	672	.073	ns	647
	<i>Prosociality</i>	-.094	**	1294	-.097	*	660	-.040	ns	634
Parent SBQ										
	<i>Aggression</i>	.165	***	1204	.182	***	625	.118	**	579
	<i>Prosociality</i>	-.071	*	1189	-.085	*	614	-.028	ns	575
Child SBQ										
	<i>Aggression</i>	-	-	-	-	-	-	-	-	-
	<i>Prosociality</i>	-.079	**	1359	-.085	*	694	-.048	ns	665
1 *** p<.001, ** p<.01, * p<.05, ns p>.05										
Comments:										
1) Significant correlation with <i>Teacher SBQ Total Aggression</i> and <i>Prosociality</i> and <i>Child SBQ Prosociality</i> disappear for <b>Girls</b> subgroup.										