



Universität Zürich
Pädagogisches Institut

z-proso Zurich Project on the Social Development of Children

University of Cambridge
Institute of Criminology



Technical Report

Children Wave 2

PATHS

Source/Developer	<i>z-proso</i> Project Team
Description	An instrument aimed at assessing to what extent PATHS-curriculum lessons are perceived and appreciated by the children. As such a measure of implementation quality and programme fidelity.
Number of Items	10
Item Example	"What is the current <i>Child-of-the-Week's</i> name?"
Administration	Wave 2
History	

Ever heard of PATHS?

Item Example "Have you ever heard of PATHS?"

Variable Values

- 1 – yes (spontaneously)
- 2 – yes (after additional comment)
- 3 – no

- 7 – does not apply, no PATHS class (*MISSING*)
- 9 – no answer, answer refused (*MISSING*)

Frequencies "ever heard of PATHS"

Categories	N (%)
1 yes (spontaneously)	400 (60.4%)
2 yes (after additional comment)	189 (28.5%)
3 no	73 (11.0%)
7 does not apply, no PATHS class	3
9 no answer, answer refused	1

What do you think about PATHS?

Item Example "What do you think about PATHS: fantastic/cool or not fantastic/not cool?"

Variable Values

- 1 – very fantastic
- 2 – fantastic
- 3 – not very fantastic
- 4 – not fantastic at all

- 7 – does not apply (*MISSING*)
- 8 – doesn't know, can't remember (*MISSING*)
- 9 – no answer, answer refused (*MISSING*)

Frequencies "what do you think about PATHS?"

Categories	N (%)
1 very fantastic	241 (41.0%)
2 fantastic	261 (44.4%)
3 not very fantastic	74 (12.6%)
4 not fantastic at all	12 (2.0%)
7 does not apply	1
8 doesn't know, can't remeber	1

Case Summary & Descriptive Statistics "what do you think about PATHS?"

Variable Name	Missings (%)	Mean	Standard Deviation	Skewness	Kurtosis
K2_3020	747 (56%)	1.76	0.75	0.72	0.07

N= 1335

Sum Index Descriptive Statistics

"what do you think about PATHS?"

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	588	1.76	0.75	1	4	0.72	0.07			
Gender								1	1.00	.319
<i>Girls</i>	300	1.73	0.76	1	4	0.73	-0.14			
<i>Boys</i>	288	1.79	0.74	1	4	0.73	0.35			
Class								53	3.20	.000

Comments:

- 1) Significant F-value for class differences

Correlations with Subscales & DVs

Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N
Subscales									
<i>Riddle Compliment</i>	.047	ns	580	.046	ns	284	.054	ns	296
<i>Riddle blue card</i>	.077	ns	580	.097	ns	237	.058	ns	259
Child SBQ									
<i>Aggression W2</i>	.187	***	588	.087	ns	288	.301	***	300
<i>Prosociality W2</i>	-.147	***	588	-.157	**	288	-.129	*	300
<i>Aggression W1</i>	.084	*	574	-.001	ns	282	.156	**	294
<i>Prosociality W1</i>	-.083	*	576	-.106	ns	282	-.052	ns	294
Teacher SBQ2.1									
<i>Total Aggression</i>	-.052	ns	579	-.075	ns	285	-.043	ns	294
<i>Prosociality</i>	-.084	*	579	-.006	ns	284	-.146	*	295
Parent SBQ									
<i>Aggression</i>	.054	ns	516	.030	ns	257	.060	ns	259
<i>Prosociality</i>	-.092	*	514	-.105	ns	257	-.060	ns	257

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

Comments:

- 1) Significant correlations with Child SBQ AggressionW2, AggressionW1 and Teacher SBQ2.1 Prosociality disappear for boys subgroup
- 2) Significant correlations with Child SBQ ProsocialityW1 and Parent SBQ Prosociality get insignificant after division in boys and girls subgroup

Have you ever asked your parents or another adult about rules?

Item Example

"Have you ever asked your parents or another adult about rules? If yes, who?"

Variable Values

- 1 – yes, mother
- 2 – yes, father
- 3 – yes, other adult
- 4 – yes, can't indicate
- 5 – no

- 7 – does not apply (*MISSING*)
- 8 – doesn't know, can't remember (*MISSING*)
- 9 – no answer, answer refused (*MISSING*)

Frequencies "ever asked parents about rules"

Categories	N (%)
1 yes, mother	180 (28.3%)
2 yes, father	49 (7.7%)
3 yes, other adult	18 (2.8%)
4 yes, can't indicate	9 (1.4%)
5 no	379 (59.7%)
7 does not apply	-
8 doesn't know, can't remember	28
9 no answer, answer refused	-

Letter about rules, feelings or the child of the day to your parents?

Item Example "Have you ever brought a letter about rules, feelings or the child of the day to your parents?"

Variable Values

- 1 – yes, surely
- 2 – yes, probably
- 3 – no

- 7 – does not apply (*MISSING*)
- 8 – doesn't know, can't remember (*MISSING*)
- 9 – no answer, answer refused (*MISSING*)

Frequencies "Letter about rules"

Categories	N (%)
1 yes, surely	293 (45.9%)
2 yes, probably	35 (5.5%)
3 no	311 (48.7%)
7 does not apply	-
8 doesn't know, can't remember	24
9 no answer, answer refused	-

Child of the day/of the week in your class?

Item Example "Is there a child of the day/of the week in your class?"

Variable Values

- 1 – yes, every week one or two new
- 2 – yes, from time to time
- 3 – no, never

- 7 – does not apply (*MISSING*)
- 8 – doesn't know, can't remember (*MISSING*)
- 9 – no answer, answer refused (*MISSING*)

Frequencies "Child of the day/week"

Categories	N (%)
1 yes, every week one or two	538 (84.7%)
2 yes, from time to time	47 (7.4%)
3 no, never	50 (7.9%)
7 does not apply	-
8 doesn't know, can't remember	28
9 no answer, answer refused	-

Name of the last child of the day/of the week?**Item Example** "What's the name of the last child of the day/of the week?"**Variable Values**
1 – can name the name of one child
2 – doesn't remember the name of the last child of the day/week

7 – does not apply (*MISSING*)
9 – no answer, answer refused (*MISSING*)**Frequencies "name of the last child"**

Categories	N (%)
1 can name the name of one	489 (83.6%)
2 doesn't remember the name of	96 (16.4%)
7 does not apply	-
9 no answer, answer refused	-

Riddle: Which one is a compliment?

Item Example PATHS: "Now I tell you a small riddle: I'm going to read out three sentences and you have to guess, which one is a compliment."

Variable Values

1 – You look tired today
 2 – You look pretty today
 3 – How are you?

7 – does not apply (*MISSING*)
 8 – doesn't know, can't remember (*MISSING*)
 9 – no answer, answer refused (*MISSING*)

Frequencies "which one is a compliment?"

Categories	N (%)
1 you look tired today	22 (3.4%)
2 you look pretty today	569 (87.1%)
3 how are you	62 (9.5%)
8 doesn't know, can't remember	10

Note

Right answer is coded as "1", wrong answers are coded as "0"

Case Summary & Descriptive Statistics "Which one is a compliment?" -Right answer

Variable Name	Missings (%)	Mean	Standard Deviation	Skewness	Kurtosis
Riddle1_Compliment	682 (51.1%)	0.87	0.34	-2.22	2.95

N= 1335

Comments:

- 1) Riddle1_Compliment with low skewness and high kurtosis

Sum Index Descriptive Statistics

"Which one is a compliment?"

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	653	0.87	0.34	0	1.00	-2.22	2.95			
Gender								1	4.16	.042
Girls	332	0.90	0.30	0	1.00	-2.64	4.97			
Boys	321	0.84	0.36	0	1.00	-1.91	1.65			
Class								55	2.25	.000

Comments:

- 1) Girls and boys subgroups with low skewness and high kurtosis
- 2) Significant F-value for gender group and class differences

Correlations with Subscales & DVs

Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N
Subscales									
think about PATHS	.047	ns	580	.046	ns	284	.054	ns	296
Riddle blue card	.054	ns	530	.090	ns	254	.021	ns	276
Child SBQ									
Aggression W2	.000	ns	653	.006	ns	321	.020	ns	332
Prosociality W2	.038	ns	653	.032	ns	321	.017	ns	332
Aggression W1	-.056	ns	641	-.055	ns	315	-.048	ns	326
Prosociality W1	.155	***	641	.168	**	315	.125	*	326
Teacher SBQ1.1									
Total Aggression	-.156	***	644	-.154	**	318	-.134	*	326
Prosociality	.065	ns	644	.015	ns	317	.083	ns	327
Parent SBQ									
Aggression	.056	ns	570	.071	ns	288	.072	ns	282
Prosociality	.050	ns	567	.069	ns	288	-.013	ns	279

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

Cards about feelings?

Item Example "Have you ever heard about cards about feelings?"

Variable Values

- 1 – yes
- 2 – no
- 7 – does not apply (*MISSING*)
- 8 – doesn't know, can't remember (*MISSING*)
- 9 – no answer, answer refused (*MISSING*)

Frequencies "cards about feelings"

Categories	N (%)
1 yes	537 (81.5%)
2 no	122 (18.5%)
7 does not apply	-
8 doesn't know, can't remember	4
9 no answer, answer refused	-

Feelings on the blue card

Item Example "Another riddle: Which feelings are on the blue card?"

Variable Values

- 1 – unpleasant feelings
- 2 – pleasant feelings
- 3 – wrong feelings
- 4 – correct feelings
- 5 – doesn't know, can't remember
- 7 – does not apply (*MISSING*)
- 9 – no answer, answer refused (*MISSING*)

Frequencies "feelings on the blue card"

Categories	N (%)
1 unpleasant feelings	256 (47.9%)
2 pleasant feelings	29 (5.4%)
3 wrong feelings	191 (35.8%)
4 correct feelings	20 (3.7%)
5 doesn't know, can't remember	38 (7.1%)
7 does not apply	2
9 no answer, answer refused	1

Note Right answer is coded as "1", wrong answers are coded as "0"

Case Summary & Descriptive Statistics
“feelings on the blue card?”

Variable Name	Missings (%)	Mean	Standard Deviation	Skewness	Kurtosis
Riddle2_bluecard	801 (60%)	0.48	0.50	0.08	-2.00

N= 1335

Comments:

- 1) Riddle2_bluecard with low kurtosis

Sum Index Descriptive Statistics

“Which feelings are on the blue card?”

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	534	0.48	0.50	0	1	0.08	-2.00			
Gender								1	1.18	.278
Girls	78	0.46	0.50	0	1	0.17	-1.98			
Boys	256	0.50	0.50	0	1	-0.02	-2.02			
Class								53	3.20	.000

Comments:

- 1) Girls and boys subgroup with low kurtosis
- 2) Significant F-value for class differences

Correlations with Subscales & DVs

Variable	r	p	N	Boys			Girls		
				r	p	N	r	p	N
Subscales									
<i>think about PATHS</i>	.077	ns	496	.097	ns	237	.058	ns	259
<i>Riddle compliment</i>	.054	ns	530	.090	ns	254	.021	ns	276
Child SBQ									
<i>Aggression W2</i>	.058	ns	534	.082	ns	256	.016	ns	278
<i>Prosociality W2</i>	-.088	*	534	-.083	ns	256	-.084	ns	278
<i>Aggression W1</i>	.037	ns	524	.052	ns	251	.018	ns	273
<i>Prosociality W1</i>	-.003	ns	524	-.009	ns	251	.015	ns	273
Teacher SBQ2.1									
<i>Total Aggression</i>	-.018	ns	526	.012	ns	253	-.074	ns	273
<i>Prosociality</i>	.016	ns	526	.044	ns	252	.022	ns	274
Parent SBQ									
<i>Aggression</i>	.072	ns	473	.091	ns	233	.037	ns	240
<i>Prosociality</i>	-.038	ns	470	-.041	ns	233	-.011	ns	237

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

Comments:

- 1) Significant correlation with Child SBQ ProsocialityW2 gets insignificant after division in boys and girls subgroup