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z-proso Zurich Project on the Social Development of Children

Instruments Summary
Children Wave 3

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Data Collection Overview

Interview Language	German / Swiss-German
Interviewee	Target child: median age 9.1 years
Interview Setting	<ul style="list-style-type: none">• Computer aided personal face-to-face interviews.• No other persons than the interviewer and the target child were present during the interviews.• Interviews were conducted at the child's school in a separate room during regular class hours. Children who moved away from a study school were interviewed at home.
Fieldwork	27.09.2006 – 26.01.2007 (main fieldwork in study schools: 30.10.2006 – 1.12.2006)
Number of Completed Interviews	1322 of (1361 at Wave 1 and 1335 at Wave 2)
Interview Duration (Median)	37:00 minutes

Note	Instruments are listed in the same order as in the questionnaire
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School II

Source/Developer	<i>z-proso</i> Project Team
Description	A brief assessment of the child's attachment to school and its actors.
Measured concepts / Subdimensions	<ul style="list-style-type: none">• School bonding• Relationship to teacher• Relationship to classmates
Number of Items	3
Response Categories	4-point Likert scale (from "very much /well" to "not at all")
Item Example	<ul style="list-style-type: none">• "How do you get along with your teacher?"
Administration History	Wave 3

Friendship Network

Source/Developer	<i>z-proso</i> Project Team
Description	An assessment of the child's closest friends that allows insights into the child's acculturation degree as well as deviant behaviour in the peer group. The interviewed child has to give an estimation of how many friends s/he has, thereafter s/he chooses 2 best friends. The child answers several questions regarding the two chosen friends (ethnic background, deviant behaviour, etc.).
Measured concepts / Subdimensions	<ul style="list-style-type: none">• Friendship network• Best friends (two):<ul style="list-style-type: none">• Personal details• Where they first met• Languages spoken (in the peer group and at home)• School achievements• Deviant behaviour
Number of Items	1+2*9=20
Response Categories	specific for each question
Item Example	<ul style="list-style-type: none">• "What language does your friend mainly speak at home with his parents?"• "Did your friend hit or kick someone at school in the past year?"
Administration History	Wave 3

ACES – Emotion Recognition

- Source/Developer**
- David Schultz (University of Maryland)
 - Schultz, D., C. Izard & G. Bear (2004). „Children’s emotion processing: Relations to emotionality and aggression”, *Development and Psychopathology*, 16, 371-387.

- Adaptations**
- Given the very different ethno-cultural context in Switzerland as compared to the U.S., the picture series used for the facial recognition test was completely newly developed, i.e. new pictures of children living in Switzerland were taken and pictures were selected on the basis of a calibration procedure carried out among primary and secondary school pupils as well as education science students. On that basis 28 test pictures were selected for wave 1. A thorough analysis of the Wave 1 data combined with a reanalysis of the initial calibration picture sample led to a new picture selection at Wave 3. Accordingly, 18 pictures used at Wave 2 were used again and 6 previously unused pictures were newly selected.
 - While the original instrument consists of three elements, namely emotion recognition in faces, in social situations, and in social behaviours, the present version is limited to emotion recognition in faces, and in social situations.
 - For the Wave 3 test, data from Wave 1 were analysed. Based on this analysis a slightly different selection of pictures was used for Wave 3.

Description

Assessing Children’s Emotional Skills (ACES) is designed to assess emotion recognition abilities amongst children. The instrument consists of two parts. The first part is a series of facial photographs of children. For each photograph the interview child is asked to guess what feeling the face shown expresses. The second part follows the same logic but the child is now read verbal stimuli instead of showed photographs. For each statement the child is asked to guess how the child might feel in this situation.

- Measured Concepts/ Subdimensions**
- General emotion recognition skills
 - Anger bias in emotion recognition

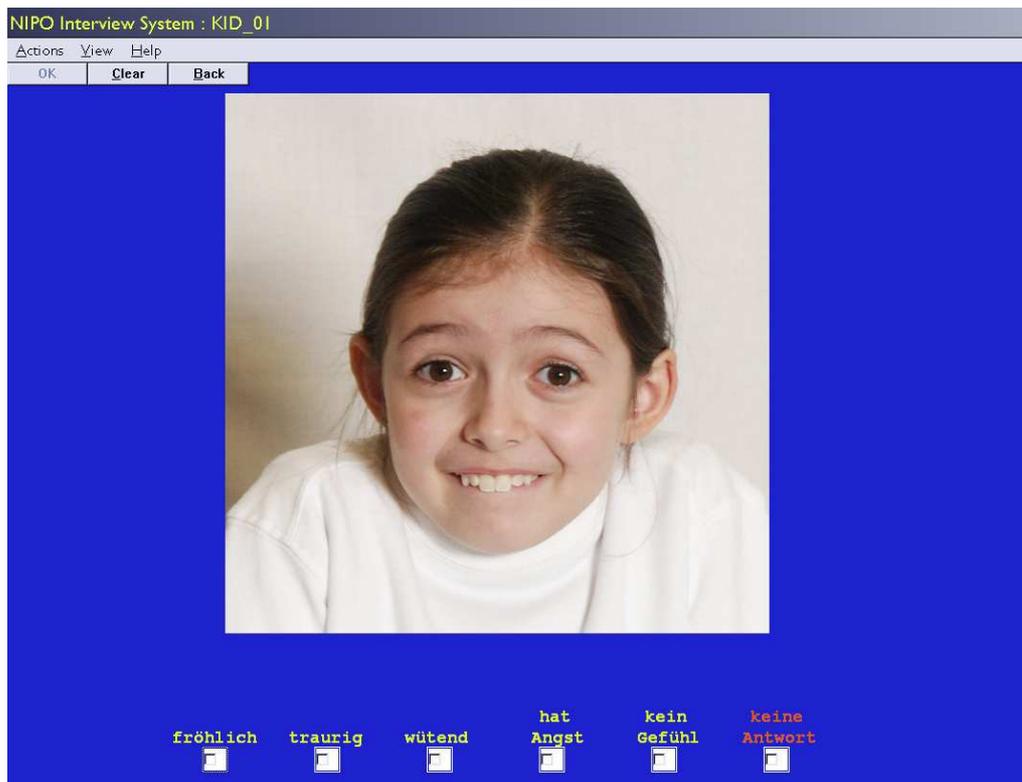
- Number of Items**
- 24 facial photographs (of which 18 had been used at wave 1) (+1 explanatory intro picture)
 - 15 situation vignettes

Response Categories “happy”, “sad”, “angry”, “fear”, “no feeling”, or “no answer”

Item Example “Juan walks down the hall. A big kid walks right at Juan and tells him to get out of the way. How do you think Juan feels now?”

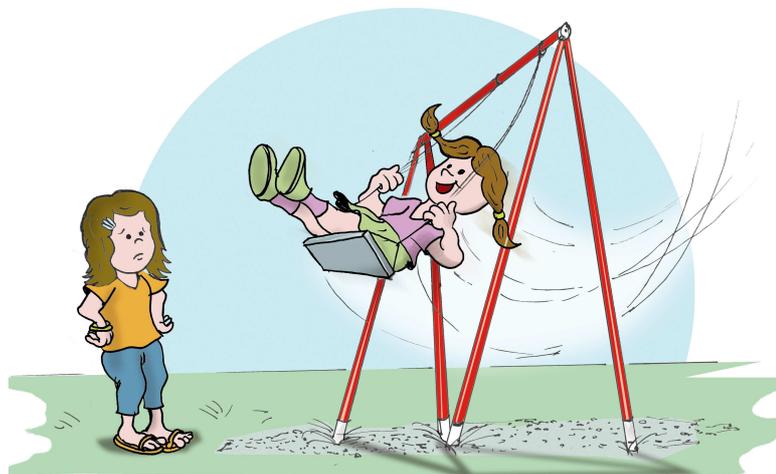
Administration History Wave 1, adapted for Wave 3

Instrument Image



“How would you do it?” – Social Problem Solving

Source/Developer	<ul style="list-style-type: none">• Dodge, K.A. & Coie, D. (1987). “Social-information-processing factors in reactive and proactive aggression in children’s peer groups”, <i>Journal of Personality and Social Psychology</i>, 53, 1146-1158.• Crick, N. R. & Dodge, K.A. (1996). “Social information-processing mechanisms on reactive and proactive aggression”, <i>Child Development</i>, 67, 993-1002.
Adaptations	<ul style="list-style-type: none">• The number of situations was limited to four.• A question measuring hostile attribution tendencies was added at wave 3.• As done in Alsaker’s study (University of Bern), children are first asked on their likely emotional arousal in the presented situation.• Some situational vignettes were adapted from Lösel (University of Erlangen-Nürnberg).• The interviewing technique was adapted from Lösel’s protocol. In particular, children were free to give as many answers as they wanted, i.e. they were not forced to give a specific number of answers. Accordingly, the number of given answers can be used as a predictor variable.• Situation vignettes were completely redrawn for the <i>z-proso</i> study.
Description	“How would you do it?” consists of six potentially conflictive situation vignettes, each supported by a drawing which is adapted for boys and girls. For each story, the child is asked to tell the interviewer how he/she would feel in such a situation and how he/she would try to solve this conflict. The interviewer elicits up to four different solutions. The responses are recorded as full text and simultaneously pre-coded by the interviewer.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Hostile attribution bias (not measured at wave 1)• Likely emotional arousal in potentially conflictive situations• Number and type of accessible behavioural responses in potentially conflictive situations
Number of Items	4 situational vignettes (instead of 6 at wave 1), each including: <ul style="list-style-type: none">• 1 question indicating attribution of other’s intent• 1 question on emotional arousal and• up to 3 repeated questions on accessible behavioural responses (instead of 4 at wave 1)
Response Categories	<ul style="list-style-type: none">• <i>Feelings</i>: Choice of one feeling among “happy”, “sad”, “angry”, “fear”, and “no feeling”.• <i>Hostile Attribution</i>: Open record of other’s intent• <i>Conflict solutions</i>: Open record and instant coding by the interviewer into one of the following six categories: “aggressive”, “socially competent”, “punishment by an authority/adult”, “intervention of an authority/adult”, “passive/inappropriate”, and “irrelevant/other”.
Item Example	Pretend that this is you and that this is another child. The other child has been on the swing for a long, long time and doesn’t seem to want to share the swing with you. You would really like to play on the swing. <ul style="list-style-type: none">• How would you feel if this would happen to you? Would you rather feel happy, scared, angry, or sad?• What could you say or do so that you could play on the swing?
Administration History	Wave 1, Wave 3
Instrument Image	



Parenting / Parental Violence

Source/Developer	<i>z-proso</i> Project Team, Adapted from Alabama Parenting Questionnaire (APQ; Shelton, K. K., Frick, P. J., & Wootton, J., 1996)
Description	This instrument collects information about the adults living with the child and their parenting style.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Adults living in the same household as the child• Parenting style and general family climate• Parental sanctioning style and parental violence
Number of Items	<ul style="list-style-type: none">• 1 item on adults living in the same household (filter question)• 9 items on parenting style• 3 items per parent on parental sanctioning style and parental violence
Response Categories	<ul style="list-style-type: none">• Parenting style: 4-points Likert scale (from “never” to “often/always”)• Sanctioning style: multiple choice followed by 4-points Likert scale (from “never” to “often/always”)
Item Example	<ul style="list-style-type: none">• “How often does it happen that your mum takes you in her arms to hush you?”• “How often does it happen that no one is at home when you come back from school?”• “How often does it happen that mum or dad help you with your homework?” • “What happens if you do something that enrages your dad?”• “How often does it happen that your dad [confirmed behaviour]?”
Administration History	Wave 3

Media Use

Source/Developer	<i>z-proso</i> Project Team; adapted from an instrument developed by the Kriminologische Forschungsstelle Niedersachsen (KFN)
Description	This instrument assesses various media related dimensions.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Inventory of media in the house as well as in the bedroom of the child• Age of the child when s/he received the equipment• Media use in terms of<ul style="list-style-type: none">• Time• Responsibility (age-based)• Preferred contents (computer games & TV)• Language preferences
Number of Items	22
Response Categories	Different response categories: <ul style="list-style-type: none">• Open answers• Likert-scale answers• YES / NO answers• Multiple choice answers
Item Example	<ul style="list-style-type: none">• “Do you have a TV in your room?”• “How many hours a day do you watch TV on a normal school day?”• “Have you ever played adult games (age limit: 18 years)?”
Administration History	Wave 3

Self-Control

Source/Developer	Adapted from Grasmick et al. (1993)
Description	Instrument to learn more about the child's personality and self-control.
Measured Concepts/ Subdimensions	<ul style="list-style-type: none">• Preference for physical activities• Preference for simple tasks• Self-centredness• Risk-seeking• Impulsivity• Short Temper/Low Frustration Tolerance• Boredom
Number of Items	7
Response Categories	4-points Likert scale (from "I am exactly like that" to "I am not at all like that")
Item Example	<ul style="list-style-type: none">• "You prefer to play outdoors rather than sitting at home reading."• "You give up easily in front of a difficult task."• "You are often bored and don't know what to do."
Administration History	Wave 3

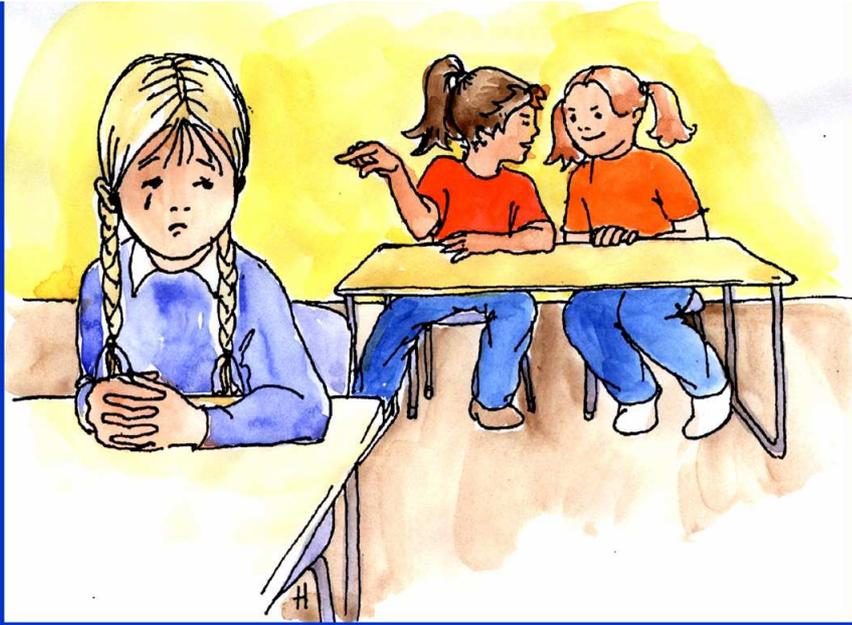
“Tom & Tina” – Adapted Social Behaviour Questionnaire

Source/Developer	Social Behaviour Questionnaire (item wordings): <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. Child-friendly multimedia adaptation: <ul style="list-style-type: none">• <i>z-proso</i> Project Team
Description/ adaptations	“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 & 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 <i>z-proso</i> 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).
Measured Concepts/ Subdimensions	<i>Prosocial Behaviour</i> 1. Prosocial Behaviour (Helping, Empathy) <i>Internalising Problem Behaviour</i> 2. Anxiety 3. Depression <i>Attention-Deficit and Hyperactivity Disorder (ADHD)</i> 4. Attention Deficit 5. Hyperactivity <i>Non-Aggressive Externalising Problem Behaviour</i> 6. Non-Aggressive Conduct Disorder (Stealing, Lying, Vandalising) 7. Opposition/Defiance <i>Aggression</i> 8. Physical Aggression 9. Indirect Aggression 10. Instrumental Aggressions/Dominance 11. Reactive Aggression <i>Psychopathy</i> 12. Cruelty to Animals (as a psychopathy proxy)
Number of Items	54
Response Categories	Yes/No
Item Example	<ul style="list-style-type: none">• “Do you have to cry sometimes, just so like Tom/Tina?” (Anxiety)• “Have you ever stolen something in a store?” (Non-Aggressive CD)• “When you’re mad at someone, do you sometimes say bad things behind the others’ back?” (Indirect Aggression)• “Do you easily recognise whether somebody is happy or sad?” (Prosociality)
Administration History	Wave 1, Wave 2 (except “Internalising Problem Behaviour” and “ADHD”), Wave 3

cont.

Tim & Tina (cont.)

Instrument Image



JA

NEIN

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Deviant Norms

Source/Developer	z-proso Project Team
Description/ adaptations	A short assessment of how serious a child judges socially deviant behaviour and how s/he thinks parents and friends see these behaviours.
Number of Items	2*3
Response Categories	4-points Likert scale (from "not serious at all" to "very serious")
Item Example	<ul style="list-style-type: none">• "How serious is it if a child takes something from a grocery shop without paying for it?"• "What would your friends say: How serious is it if a child takes something from a grocery shop without paying for it?"
Administration History	Wave 3

Child Assessment Form

Source/Developer	z-proso Project Team
Description	An assessment, by the interviewer, of selected characteristics of the assessed child as well as of the interview situation. In order to enhance standardisation interviewers were provided detailed written instructions.
Measured Concepts/ Subdimensions	<i>Characteristics of the setting</i> <ul style="list-style-type: none">• Quality of the interview setting <i>Child characteristics</i> <ul style="list-style-type: none">• Involvement in the assessment• Attention/impulsivity• Aggression• Shyness• General mood• Linguistic skills (active/passive)• Clothing• Physical appearance (weight & size)
Number of Items	14
Response Categories	5-points Likert scale
Administration	Wave 1, Wave 2, Wave 3
History	

NP/DR 2009/03/10