Appendices

Appendix A.1 Self-Report Measures Used to Measure Parenting Behaviour

Table A.1.1 Self-report measures used to measure the parenting behaviour of parents of preschool children

	Age	Length	Content/Scales	Instrument Format	Response Format	Reliability	Validity
Questionnaires							
Child-Rearing Practices Report (CRPR) (Block, 1981)	3-10yo	91 items	Roberts & Strayer, 1987 a) Strictness b) Warmth c) Encouragement of emotional expression Denham et al, 2000 d) Restrictiveness e) Nurturance	Q-sort	Sort into 7 piles from most descriptive to least descriptive	Internal consistency Roberts & Strayer, 1987 α=.64-.78 ave=.72 Denham et al, 2000 Restrictiveness α=.54 Nurturance α=.77	Roberts & Strayer, 1987 Convergent and divergent validity established between self-reported warmth and observed and self-reported encourage of emotional expression and parental control in the order of r=.40 for emotional expression and -.36 to -.71 for parental control
Parent Practices Scale (PPS) & Parenting Questionnaire (PQ) (Strayhorn & Weidman, 1988)	3-11yo	PPS 34 items PQ 27 items adapted from PPS	Practices frequently targeted in parent training programs PQ a) Warmth/positive parenting b) Consistency c) Punitive Discipline	Single sentence items rated for frequency	5-point scale	Strayhorn & Weidman, 1988 Internal consistency (N=201) α=.78 Test-retest reliability (6 months) r=.79 Brannigan et al, 2002 Warmth α=.80 Consistency α=.60 Punitive α=.70	PPS related to concurrent global ratings of observed parenting behaviour (general parenting r=.33) (N=86), and parent-rated child behaviour (r=-.26 to -.43), observed hostile child behaviour r=-.23, and to child behavioural outcomes after parent training r=-.26 to -.51
Parenting Scale (PS) (Arnold, O'Leary, Wolff & Acker, 1993)	1-12yo	30 items	Assesses tendency to use discipline "mistakes" a) Laxness b) Overreactivity c) Verbosity	Strategies anchored at either end of a 7-point scale	7-point tendency scale	Internal consistency (N=168) Laxness α=.83 Overreactivity α=.82 Verbosity α=.63 Total α=.84 Test-retest reliability (2-week) (N=22) Laxness r=.83 Overreactivity r=.82 Verbosity r=.79 Total r=.84	Relationships with observed parenting behaviour (N=15) Laxness r=.61 Overreactivity r=.65 Verbosity r=.53 Total r=.73 Laxness & overreactivity consistently demonstrated relationships with observed and parent-reported children's behaviour

Parent Behavior Checklist (PBC) (Fox, 1994)	1-4yo	100 items	a) Expectations b) Discipline c) Nurturing	Single sentence items rated for frequency	4-point frequency scales	Internal consistency (N=1140) Expectations α=.97 Discipline α=.91 Nurturing α=.82 Test-retest (1wk) Expectations r=.98 Discipline r=.87 Nurturing r=.81	Developmentally sensitive, discriminates between parents of children of different ages. Discipline Scale correlated with children's behaviour problems (r=.44)
Child-Rearing Practices Q'aire (CRPQ) (Sanson, 1996)	2-6yo	30 items	a) Warmth b) Punitiveness (punishment) c) Inductive Reasoning/Power Assertion (Explanation) d) Obedience (in adapted version)	Single sentence items rated for frequency	5-point frequency scales	Internal consistency N=74 Warmth α=.81 Punishment α=.84 Explanation α=.60 Obedience α=.69	Predictive validity: parental warmth at 2yrs predicts social skills at 4yo. For inflexible, inhibited or reactive children, punitiveness, reasoning or warmth at 2yo predicted externalising behaviour problems at 4yo.
Alabama Parenting Questionnaire (APQ) (Shelton, Frick & Wooton, 1996)	6-13yo	42 items	a) Parental involvement b) Positive parenting c) Poor monitoring/ supervision d) Inconsistent discipline e) Corporal Punishment	Single sentence items (in the second person) rated for frequency (telephone interview format also)	5-point frequency scales	Internal consistency N=160 Involvement α=.80 Positive parenting α=.80 Poor monitoring α=.67 Inconsistency α=.67 Corporal P/ment α=.46	Scores on all scales differentiate children with and without disruptive behaviour disorders. Modest convergent validity with parental interviews & child reports on involvement & positive parenting scales Negative correlation between self-reports on Corporal P/ment Scale and obsns of responsiveness, r=-.51 (N=136). No significant relationships between self-reports on other scales and observed responsiveness.

Family Risk Factor Checklist-Parent (FRFC-P) (Dwyer, Nicholson & Battistutta, 2003)	4-8yo	48 item - 8 items for Parent Practices	Parenting practices including warm relationship, involvement, praise, agreement over discipline, set and enforce rules, yell/speak harshly, physical punishment and severe physical punishment.	Single sentence items rated for frequency	Variable Likert scales (between 3 and 5 points) for the Parenting Practices subscale	Internal consistency (N=1022) for the Parenting Practices subscale α=.52 Test-retest reliability (N=212): agreement on each item ranged from 79-99% over 9-wks & kappas from .24 to .57	Parenting Practices subscale correlated r=.64, p<.01 with a composite score on the Alabama Parenting Questionnaire Significant associations with persistent children's mental health problems
Interviews							
Parental Account of Child's Symptoms (PACS) (Quinton, Rutter & Liddle, 1984)	3-13yo	Variable, depends on number of prompts used	a) Coping efficiency b) Disciplinary aggression c) Sensitivity d) Interparental consistency e) Parent-child communication	Semi-structured: open-ended responses to behavioural prompts	Ratings at end of each section and global ratings. Scale varies according to domain. Coping (8pt) Aggression (6pt) Sensitivity (5pt) Consistency (4pt) Communication (5pt)	Inter-coder reliability range from r=.60-r=.97	All scales have been shown to differentiate the parents of hyperactive from the parents of control children
Disciplinary Style Interview (DSI) (Hart, DeWolf, Wozniak & Burts, 1992)	3-5yo	Seven prompts	Inductive versus power assertive disciplinary strategies	Response to hypothetical parenting situations	Open-ended, parents mention all strategies they would use for each situation. Hierarchical coding, 6 categories along dimension of induction-power assertiveness	Internal consistency Mothers α=.73 Fathers α=.78 Inter-coder reliability κ=.85	Maternal discipline style associated with children's prosocial behaviour and rough play
Child Management Problem Solving Skills Interview (CMPSSI) (Johnston & Behrenz, 1993)	4yo	Nine prompts	Positive/preventive and control/negative parenting strategies	Response to vignettes	Open-ended, coded for 7 positive and 6 negative strategies according to protocol	Inter-coder reliability (7% of interviews), overall κ=.92-.94, and for 13 specific behaviour codes κ=.64-.1.00	Construct validity. Different strategies reported for different hypothetical situations

NS = not stated

Appendix A.2 Studies Using Observational Measures to Measure Parenting Behaviour

Table A.2.1 Observational studies measuring the parenting behaviour of parents of preschool children

Study	Age	N, B:G and Sample Type	Setting	Video-taped	Parenting Behaviour Examined	Degree of Structure	Coding	Inter-observer reliability
Sears, 1965	4-5yo	N=40 Community sample B:G=1.1:1	Lab	No	Punishment of aggression	a) Questionnaire completion (15min) b) Parent demonstrate telephone (15min) c) Problem solving (15min) d) Fishing game (15min)	Global ratings (4-point scale)	N=10 (25%) Agreement = 94%
Lytton, 1973	2yo	N=NS Sample type not stated (all boys)	Home	No	a) Compliance b) Non-compliance c) Reasoning d) Commands/prohibitions e) Verbal punishment f) Warmth g) Play h) Verbal interaction	Unstructured (1hr)	Parent Child Interaction Code (PACIC) 50-60 hrs training Event recording	N=NS Compliance =74% Non-compliance =84% Reasoning =33% Commands =51% Verbal punishment =73% Warmth =72% Play =67% Verbal interaction =64%
Robinson & Eyberg, 1981	2-10yo	N=42 B:G=1.6:1 Conduct problem N=20 Control N=22	Clinic	No	a) Praise b) Deviant c) Commands d) Command ratio e) No opportunity ratio	a) Child Directed Interaction (CDI) (5min) b) Parent Directed Interaction (PDI) (5min)	Dyadic Parent-Child Interaction System (DPCIS) Event recording	N=37(87%) r=.67-1.00 average r=.91
Baum & Forehand, 1981 AND Forehand, Lautenschlager, Faust & Graziano 1986	1981 4-12yo 1986 2-8yo	Clinic-referred children 1981 N=34 B:G=1.8:1 1986 N=55 B:G=2.1:1	Home	No	1981 a) Attends/rewards b) Beta commands c) Contingent attention d) Time out 1986 Beta commands	4x40 minute unstructured observations	1981 Interval sampling (30sec interval) 15 hr training 1986 Interval sampling (1min interval) 20hr training	1981 N=9(26%) Attends/rewards r=.97 Beta commands r=.94 Contingent attn r=.95 1986 N=12 (22%) Beta commands =89% agreement

Study	Age	Sample	Setting	Clinical	Behaviours Coded	Observation	Recording Method	Reliability
Mrazek, Dowdney, Rutter & Quinton, 1982 AND Dowdney, Mrazek, Quinton & Rutter, 1984, 1985	2-3.5yo	N=44 Community sample B:G=NS	Home	No	a) Responsivity b) Control c) Response to distress d) Initiations	Two 2hr observations 1.Unstructured then novel toy presented after 1.5 hours 2.Unstructured then gift given near the end of observation	Sequential recording, interval sampling (10sec interval), global ratings (scale size not stated), narrative report	N=NS Sequence length r=.99, 84% Responsivity = 88% Control = 81% Response to distress = 92%
Russo & Owens, 1982	4-5yo	N=8 Retarded children B:G=NS	Clinic	Yes	a) Reinforcement b) Nonverbal cues c) Conversation d) Verbal Cues e) Child Register	Free-play (5min)	Ratings every minute (10 point scale)	N=8(100%) Agreement 75-78% Average =77% r=.72
Tarver-Behring, Barkley & Karlsson, 1985	4-12yo	N=32 (all boys) Hyperactive N=16 Siblings N=16	Lab	No	a) Command b) Command-question c) Question d) Praise e) Negative f) Interaction g) No response	Separate observations with two offspring a) Free-play (20min) b) Mother to get child to accomplish five tasks (20min)	Response Class Matrix Interval sampling (10sec observe, 5sec record) Sequential analysis	N=NS Agreement 75%-100%
Campbell, Ewing, Breaux & Szumowski, 1986	6yo	N=60 B:G=1.6:1 Externalising Problem N=33 Control N=27	Lab	Yes	a) Structuring b) Praise c) Negative feedback d) Reprimand/disapproval e) Impulse control suggestion Negative/controlling behaviour (negative feedback, reprimand & impulse control)	Lego construction (10min)	Event recording	N=39(72%) Average agreement = 84%
Campbell, Breaux Ewing & Szumowski, 1986	2-3yo	N=68 B:G=1.5:1 Externalising Problem N=46 Control N=22	Lab	No	Mother-Child Interaction: a) Negative feedback b) Reprimand c) Impulse control statements Negative/directive behaviour (sum of these three behaviours)	Free-play with mother	Event recording	NS
Roberts & Strayer, 1987	3-5yo	N=30 Community sample B:G=0.6:1	Home	No	Activities, social interactions and social responses, agonistic exchanges, affective categories and responses to upset Retrospective Ratings: a) Firm b) Directive c) Warm d) Responsive e) Encourages expression of negative affect	Unstructured (3 hours)	Sequential recording Baumrind (46 Rating scales - 5 point scales)	N=NS (300min) Event recording agreement = 79%; K=.72 Global ratings r=.50-1.00 average r=.88

Dadds, Schwartz & Sanders, 1987	4yo	N=24 B:G=NS Marital discord N=12 No marital discord N=12	Home	No	Parent Attending: a) Praise b) Contact c) Aversive d) Questions e) Aversive questions f) Instructions g) Aversive instruction h) Social attention i) Aversive social attention Program Implementation	Unstructured (25min) 12 observations per family	Interval sampling Family Observation System (FOS) (25sec observe, 15sec record) 6-10hrs training	N=5(20%) Agreement 82-96%
Kavanagh, Youngblade, Reid & Fagot, 1988	3-11yo	N=45 B:G=NS Court-referred abusive N=22 Non-abusive N=23	Lab	Yes	a) Positive Parenting (comment favourably, instruct, verbal interaction, associative and cooperative play) b) Non-attending or Onlooker (ignoring child, look at child)	a) Free-play (12min) b) Clean up (12 min)	Interactive Behaviour Code (Fagot) Sequential recording	N=15 (33%) Positive parenting = 94% Non-attending=91%
Strayhorn & Weidman, 1988	3-4yo	N=125 Head Start B:G=1.1:1	NS	Yes	Global domain of parent behaviour (includes friendly, cooperative interaction)	Free-play (25min)	Global rating (points on scale not stated)	N=125(100%) r=.94
Gardner, 1989	3-5yo	N=39 B:G=1.4:1 Conduct N=20 Normal N=19	Home	No	a) Episodes of angry conflict b) Inconsistency	Unstructured (1 hour per week)	Sequential recording	N=NS Agreement = 50-100%, median =90%. K=.77
Gottman & Katz, 1989	4-5yo	N=56 Community sample B:G=.6:1	Lab	NS	a) Warmth/coldness b) Presence/lack of structure/limit setting c) Back down when child noncompliant d) Parental anger/ displeasure e) Happiness f) Unresponsiveness g) Makes maturity demands Parent = lack of structure + unresponsiveness x coldness	a) Parent elicit information about story from child b) Parent teach child how to play Atari game (10min)	Event recording	N=NS For composite "Parent" variable r=.48
Crnic, Greenberg 1990	5yo	N=74 B:G=NS Premature N=37 Full term N=37	Lab	Yes	a) Gratification from interaction b) Affect c) Sensitivity/responsiveness d) Control e) Involvement f) Activity g) Behavioural organisation	a) Free-play (10min) b) Problem solving task	Global ratings (5-point scale)	N=NS Agreement = 77%
Dumas & Gibson,	1-13yo	N=47	Home	No	Family Interactions:	Unstructured (1 hour)	INTERACT	NS

1990		Conduct disordered children B:G=NS			a) Instruction b) Compliance c) Noncompliance d) Positiveness e) Aversiveness	Average of 5 per family	Event recorded	
Campbell, March, Pierce, Ewing & Szumowksi, 1991 AND Campbell, 1994	2-4yo	N=114 (all boys) Teacher-report probs N=43 Parent-report probs N=28 Controls N=43	Lab	Yes	Negative Control: a) Control b) Affective tone Negative/Irritated	a) Free-play (15min) b) Toy Clean up (Max 15 min)	Control/affective tone global ratings (5-point scale) Negative/irritated interval sampled (10sec interval)	N=30(26%) Negative control r=.76 Negative/irritated r=.89
Dadds & McHugh, 1992	4-5yo	N=22 B:G=2.1:1 Behaviour Management Training N=11 Management + Adjunct N=11	Home	No	a) Correct program implementation b) Parental aversiveness	Unstructured (20 min coded)	FOS Interval sampled (blocks of 40sec, 25sec observe, 15sec record) 6-10 hrs training	N=5 (25%) Parent behaviour agreement = 86%; K=.83
Youngblade & Belsky, 1992	3yo	N=67 Community sample B:G=NS	Lab	Yes	Parental Warmth/Affection: a) Positive affect b) Positive feedback c) Negative affect d) Negative feedback Parental Control: a) Facilitation b) Intrusiveness c) Undercontrolling d) Demands for self-reliance	a) Parent-child free-play (10min) b) Child with examiner (20min) c) Child alone (3min) d) Reunion (3min) e) Parent-child clean-up (6min) f) Parent-child teaching task (10min)	Belsky Coding System Parent-Child Interaction Ratings every 1min (5 point scales)	N=NS K=.62-1.00 Average K=.80
Bank, Forgatch, Patterson & Fetrow, 1993	5-9yo	N=85 All boys	Lab and Home	No	a) Nattering b) Explosive discipline c) Observer impressions (inconsistency/lack of moderation in discipline)	3 observations around dinner time	Family Process Coding System Ratings	NS
Arnold, O'Leary, Wolff, Acker 1993	1.5-4yo	N=15 B:G=NS Hard to manage children N=7 Control N=8	Home	Yes	Discipline: a) Laxness b) Overreactivity c) Verbosity d) General dysfunctional discipline	a) Block sorting task (10min) b) Clean up novel toys (max 10min) c) Telephone call (10min)	Global ratings (7-point scale)	N=15(100%) Laxness rho=.82 Overreactivity rho=.85 Verbosity rho=.88 General discipline rho=.88
Gomez & Sanson, 1994	6-12yo	N=60 (all boys) Hyperactive/ Conduct N=20 Hyperactive N=20 Control N=20	Lab	Yes	a) No. commands b) No. direct commands c) No. episodes of nonrewarded compliance d) No. negative responses	Parent instructed child in 14 tasks	Event-recording	N=15(25%) Agreement 75-95%

Study	Age	Sample	Setting		Measures	Tasks	Coding	Reliability
Whipple, Fitzgerald & Zucker, 1995	3-6yo	N=40 (all boys) Alcoholic parents N=17 Non-alcoholic parents N=23	Lab	Yes	a) Warmth/affection b) Control c) Effort to engage child d) Extent of synchrony	a) Child Directed Interaction (CDI) b) Parent Directed Interaction (PDI) c) Clean up	Belsky Coding System Parent-Child Interaction Ratings every 1min (15secs during clean up) Global ratings 45hrs training	N=NS Min ratings Agreet = 56-100%, ave=82%; K=.78 Global ratings Agreement = 50-100%, average = 73%; K=.66
Harvey-Arnold & O'Leary, 1995, 1997	1.5-3yo	Hard to manage children 1995 N=39 B:G=1.8:1 1997 N=19 B:G=1.1:1	Lab	Yes	Discipline: a) Overreactivity b) Laxness	a) Clean-up task b) Phone call simulation c) Quiet-time situation	Global Ratings (7-point scale)	1995 N=39(100%) Overreactivity r=.92-.98 Laxness r=.61-.77 1997 N=19(100%) Overreactivity r=.86-.91 Laxness r=.89-.90
Frankel & Harmon, 1996	3yo	N=62 Depressed N=30 Non-depressed N=32	Lab	Yes	Maternal Emotional Availability (11 codes) Maternal Negative Affect/Behaviour (9 codes)	a) Free play b) Eating a snack c) Problem-solving d) Strange Situation	Early Relational Assessment Scales Ratings on 5-point Likert scale	N=23 (37%) Average agreement within 1 scale point = 98% (93-100%)
Acker & O'Leary, 1996	1.5-2yo	N=50 Community sample B:G=1:1	Lab	Yes	a) Reprimands b) Attends c) Reprimand-attend d) Attend-reprimand	a) Free-play (5min) b) Phone call (12min)	Interval sampling (10sec interval)	N=20(40%) Reprimand K=.96 Attend K=.91 Rep-attend K=.88 Attend-rep K=.88
McFadyen-Ketchum, Bates, Dodge & Pettit, 1996 AND Bates, Pettit, Dodge & Ridge, 1998	5yo	N=165 Community sample B:G=1:1	Home	No	Social Events: a) Control events b) Teaching events c) Social contact events d) Reflective listening events Mother-child coercion Mother-child affection	Unstructured (2x2 hours)	Narrative accounts coded for frequencies Global Ratings (5-point scale)	N=30(18%) Type of event K=.64 Event initiator K=.78 Circumstances involved with initiation K=.63 *Type control K=.50* N=26(16%) Global r=.52-.76 Affection r=.72
Belsky, Domitrovich & Crnic, 1997 AND Belsky, Hsieh & Crnic, 1998	2-3yo	Community sample 1997 N=110 1998 N=125 (all boys)	Home	No	Positive Parenting: a) Positive affect b) Sensitivity c) Cognitive stimulation d) Detachment (reversed) Negative Parenting: a) Negative affect b) Intrusiveness	Unstructured (2 x 90min home visit - total observation time 120min)	Rated every 15 min (5-point scales) Training 4-6 months	N=NS r = .57-.96 K = .88-.97
Stormshak,	4-5yo	N=78	Clinic	Yes	Quality of Parent-Child	During interview (10min)	Global ratings (5-	N=17(22%)

Study	Age	Sample	Setting		Parenting measures	Tasks	Coding system	Reliability
Speltz, DeKlyen & Greenberg, 1997		(all boys) Clinic N=44 Control N=34			Relationship: a) Attitude b) Affect c) Insight d) Relationship with child		point scale)	Attitude r=.93 Affect r=.96 Insight r=.98 Relationship with child r=.97
Kalpidou, Rothbaum & Rosen, 1998	2-4yo	N=44 Community sample B:G=1:1	Lab	Yes	a) Aversive Behaviour (negative command, cry, disapproval, dependency, destructiveness, humiliate, ignore) b) Reinforcing behaviour	a) Uninvolved Play (5m) b) Free-play (5min) c) Clean Up (3min) d) Storybook (5min) e) Delay of gratification (1min) f) Compliance (3.5min)	Family Interaction Coding System (FICS) 30hrs training Event recording	N=3(7%) K=.72-1.00
Shaw, Winslow, Owens, Vondra, Cohn & Bell, 1998 AND Shaw, Owens, Giovanelli & Winslow, 2001	2yo	Low income samples 1998 N=125 B:G=1.1:1 2001 N=310 all boys	Lab	Yes	Rejecting Parenting: a) Approval b) Critical statement c) Hostility d) Warmth e) Punitiveness	Structured clean-up (5min)	Early Parenting Coding System Frequencies of approval & critical statements. Global ratings (3-point) of hostility, warmth & punitiveness	N=25(20%) Approval K=.87 Critical statement K=.79 Hostility K=.94 Warmth K=.83 Punitiveness K=.94
Gardner, Sonuga-Barke, Sayal 1999	3yo	N=52 B:G=1.7:1 Externalising problem N=34 Control N=18	Home	No	Positive Parental Strategies: a) Reasoning b) Bargain c) Compromise d) Imaginative strategy Timing of Parental Strategies: a) Pre-emptive b) Reactive	Tidy up task	Sequential recording	N=22(42%) Reasoning =87% Bargain =82% Compromise =64% Timing of parental strategies =73%
Meyers, 1999	5-7yo	N=73 Community sample B:G=0.6:1	Home	Yes	a) Maternal warmth b) Maternal control Authoritativeness (combined warmth and control)	a) Free-play (15min) b) Parent direct child (15min) c) Pack-up d) Take off shoes, socks, put them on again e) Jigsaw puzzle	Parent-Child Interaction Play Assessment (P-CIPA) Global ratings (5-point scale)	N=73(100%) Authoritativeness r=.79
Bates, Pettit, Dodge & Ridge, 1998 AND Olson, Bates, Sandy & Lanthier, 2000 AND Olson, Bates, Sandy & Schilling, 2002	2yo	N=120 Community sample B:G=NS	Home	No	a) Verbal stimulation b) Negative control c) Affection d) Warm interaction e) Non-punitive discipline	Unstructured (2 x 3 hours)	Event recording of verbal stimulation, negative control and affection Ratings on Post Observation Q'aire warm interaction and use of non-punitive discipline	N=32(27%) Verbal stimulation r=.82 Negative control r=.75 Affection r=.77 Warm interaction r=.81 Non-punitive discipline r=.92

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Study	Age	Sample	Setting	Yes/No	Measures	Task	Rating	Reliability
Kleberg, Westrup & Stjernqvist, 2000	3yo	N=42 B:G=1.8:1 Newborn intervention N=21 Control N=21	Lab	Yes	a) Tone of voice b) Affect c) Characteristic mood d) Expressed attitude to child e) Affective/behavioural involvement f) Style g) Affective quality of interaction h) Mutuality i) Quality/amount of physical contact j) Amount of visual contact	Free-play (5min)	Parent Child Early Relational Assessment Scale (ERA) 65 items rated on 5-point scale	NS
Denham, Workman, Cole, Weissbrod, Kendziora & Zahn-Waxler, 2000	4-5yo	N=69 Community sample B:G=1.2:1	Lab	No	a) Supportive presence b) Limit setting c) Allowance of autonomy d) Negative affect e) Quality of instructions f) Confidence g) Anger h) Happiness Support (supportive presence, autonomy and nonhostility) Task orientation (limit setting, quality of instruction & confid)	Mother, father and child: a) Tower building-10min b) Dice game (20min) c) Snack/free time (10min) Mother and child a) Mouse puzzles (10min) b) Story in wordless picture book (10min) c) Emotion Reminiscence (15min)	Global ratings on 7-point scale	N=21 (30%) Finn's r=.68-.99 Support K=.92-.94 Task orientation K=.91-.92 N=18 (26%) Happiness K=.81 Anger K=.66-.71
Jackson, Brooks-Gunn, Huang & Glassman, 2000	3-5yo	N=93	Home	No	Degree of emotional support and warmth provided to the child	1.5 hour home interview	Interviewer ratings on the Home Observation for Measurement of the Environment (HOME)	NS
Hemphill & Sanson, 2001	2yo	N=112 Community sample B:G=1.1:1	Lab	Yes	a) Comforts b) Encourages c) Controls d) Plays	a) Entrance of clown b) Unusual/noisy toys c) Brief separation from parent d) Interaction with another child present	Interval sampled (interval length not stated)	NS
Frosch, Cox & Goldman, 2001	2yo	N=131 Community sample B:G=.9:1	Lab	No	Warmth/Supportiveness a) Sensitivity b) Positive regard for child Hostile/Intrusive Parenting: a) Intrusiveness b) Negative regard for child Detached Parenting: a) Detachment b) Flatness of affect Stimulation of Cognitive	Storybook Interaction	Ratings (7 point scales)	N=46(35%) r=.87-.90

					Development			
Johnson, 2001	Kinder-garten age	N=82 B:G=1.4:1	Lab	Yes	a) Negative affect (anger, coldness, displeasure) b) Warmth/responsiveness (warmth, responsiveness, pleasure) c) Structure and Limit Setting (structure, clear communication, setting limits, maturity demands) d) Engagement (interactive, confident in parenting role)	a) Mother and child b) Father and child c) Family together In a) and b) asked to: i) obtain information from child about story ii) maze puzzle iii) have child tell story iv) teaching task In c) asked to: i) tower building ii) difficult puzzle iii) model building iv) ball game	Ratings on 5 pt scales	N=82 (100%) Average r=.73 in dyads (.64-.81) Average r=.71 in whole family (.56-.86)
Keown & Woodward, 2002	4-5yo	N=67 (all boys) Hyperactive N=33 Control N=34	Home	Yes	a) Interactional synchrony b) Directiveness	Free-play (10 min)	Ratings every 30secs on 5-point scales	N=13(20%) Synchrony K=.66 Directiveness K=.68
Cunningham & Boyle, 2002	4yo	N=129 B:G=.9:1 ADHD N=24 ODD N=18 ADHD/ODD N=52 Control N=35	Home	No	a) Attends b) Praise c) Controls	a) Leaving free-play (5min) b) Copying figures (5min) c) Putting on shoes and socks (5min) d) Parent receives phone call (5min) e) Pick-up lego (5min) f) Pack lego (5min)	Interval sampling (10sec observe, 5sec record)	N=38(29%) K=.86-1.00
Bor, Sanders & Markie-Dadds, 2002	3-4yo	N=87 B:G=2.2:1 Enhanced behavioural intervention N=26 Standard intervention N=29 Wait list control N=32	Home	Yes	Negative parent behaviour (negative physical contact, aversive question or instruction, aversive attention or interruption)	a) Cooperative activity book task (10min) b) Separate activities in same room (10min) c) Parent direct child with 10 standardised instructions (10min)	Revised Family Observation Schedule (FOS-RIII) Interval sampled (10sec interval) 36 hours training	N=17(20%) K=.73
Kaplow, Curran, Dodge & The Conduct Problems Prevention Research Group,	6yo	N=295 Community sample B:G=1:1	Home	No	Physical punishment	Parent-Child Interaction Task (PCIT) (18min): a) Free-play b) Build toy structure c) Clean up	Interaction Rating Scales Global rating (5-point scale)	NS

2002								
Brophy & Dunn, 2002	Time 1 4yo Time 2 5-6yo	Time 1 N=56 B:G=1.9:1 Hard to manage N=30 Control N=26 Time 2 N=58 B:G=1.9:1 Hard to manage N=29 Control N=29	Home	Time 1 No Time 2 Yes	Time 1 a) Positive control b) Negative control c) General remarks d) Connected communication Time 2 a) Positive control b) Negative control	Time 1 Unstructured (20min) Time 2 a) Cooperative drawing task b) Drawing game c) Skittles game d) Pack up after free-play	Time 1 Event recording Time 2 Ratings (5-point scales) for each task Parent Child Interaction System	Time 1 N=14(25%) Pos control κ=.91 Neg control κ=.80 Connected κ=.99 Remarks κ=.83 Time 2 N=15(25%) Pos κ=.65 Neg κ=.75
Conger, Neppl, Kim & Scaramella, 2003	18mo+	N=75 Rural sample B:G=1.7:1	Home	Yes	Angry, aggressive parenting: a) hostility b) angry c) coercion d) antisocial behaviour	a) Puzzle task (5 min) b) Clean-up (5 or 10 min depending on age of child)	Iowa Family Interaction Rating Scales 9-point scales	N=19 (25%) Average r=.83
Hops, Davis, Leve, Sheeber 2003	2-8yo	N=39 B:G=0.2:1	NS	Yes	Duration of aggressive behaviour (all statements that disapproving or argumentative and all content codes with aversive affect)	a) Child directed play b) Combined parent-directed play and clean up	Living in Familial Environments Coding System (LIFE) Event recording	N=8 (20%) Average κ=.70

NS = not stated; B:G is the ratio of boys to girls in the study sample

Appendix B.1 Letter to Preschool Directors

Date

Dear Director's Name

Re: Study of Preschool Behaviour Problems

Severe childhood behaviour problems are a very important public health issue in South Australia. The prevalence of these problems in young children is high and they can have a significant adverse impact on children, parents and families. A better understanding of the factors which influence the onset and persistence of behaviour problems will help the development of new intervention programs for children most at risk for these problems.

We have been awarded funding from the Australian Rotary Health Research Fund to undertake a study which will examine factors which influence the early onset and persistence of childhood externalising behaviour problems (externalising behaviours include things such as fighting, temper tantrums and persistent disobedience). A total of 35 preschools in Adelaide have been selected at random to participate in the study. As Name of Preschool has been selected as a potential participant, we are writing to seek your permission to conduct the study at your preschool. We have enclosed an Information Sheet which provides more details about the study.

The study has received the approval of the Research Ethics Committee at the Women's and Children's Hospital, and permission to conduct the survey in government preschools has been obtained from the Department of Education, Training and Employment. Any information which can identify participating children or preschools will be kept strictly confidential. No information will be presented in reports in a manner which would enable the identification of participating preschools or children. All identifying information will be destroyed at the completion of the project.

We will telephone you in the next few days to arrange a visit to your preschool to answer questions you may have about the study. If you have any queries, please also feel free to contact us directly at the Women's and Children's Hospital (Ms Fiona Arney, Dr Peter Baghurst, or Associate Professor Michael Sawyer, Tel: 8204 7207).

Thank you for your consideration.

Yours sincerely,

Dr. P. A. Baghurst   Associate Professor M. G. Sawyer
Head, Public Health Research Unit   Head, Research and Evaluation Unit
Women's and Children's Hospital   Women's and Children's Hospital

Appendix B.2 Notice For Preschool Newsletter

Name of Preschool is taking part in an important study looking at children's behaviour problems. The study is being conducted by the Women's and Children's Hospital and will provide new information about how behaviour problems develop in young children. It will also provide information about the impact of behaviour problems on children and their families in the longer term. This information will be used to provide more effective help for children with problems and for their parents.

In the first stage of the study, <u>all</u> parents with a four year old child at Name of Preschool, regardless of whether their child has any problems, will be invited to complete a brief questionnaire describing their child's behaviour. In a second stage, some parents will be asked to participate in an interview in which more detailed information will be collected about children's problems. In this second stage, teachers will also be asked to provide information about children's behaviour at preschool.

All information provided will be treated in the strictest confidence. We would be very grateful if you would agree to take part in the study. However, if you do not wish to be contacted about the study would you please let your child's preschool teacher know.

Appendix B.3 Letter to Parents: Stage One

Dear Parent/ Guardian,

There has been a great deal of concern about the impact of behaviour problems on young children and their families. However, little is known about the immediate or longer-term effect of such problems on children's development and on their families. The Women's and Children's Hospital is conducting an important study which aims to find out more about the things which influence children's behaviour. This will help us to provide more help for children with behaviour problems and for their parents.

We are writing to the parents of all children at Name of Preschool, inviting them to take part in this study by completing a brief questionnaire about their child's behaviour. The questionnaire should only take a few minutes to complete. In order that the results will truly represent behaviour problems in all preschool children it is important that everyone completes their questionnaire, *regardless of whether their child has behaviour problems or not.* If you are willing to take part in the study please return the completed questionnaire for your child in the enclosed envelope to your child's preschool.

Please be assured that the information you provide will be treated in the <u>strictest confidence</u>. The results of your individual questionnaire will not be released to anyone without your permission. If you do not wish to take part in the study, please indicate this on the back of the enclosed envelope and return the questionnaire in the envelope to your child's teacher.

Some parents will be invited to take part in a second stage of the study. If you are selected to take part in this second stage you will be contacted by Ms Fiona Arney from the Women's and Children's Hospital who will arrange a convenient time to visit you to collect more detailed information about your child and family. At this time we will also seek parental permission to allow teachers to complete a brief questionnaire describing children's behaviour at preschool. A final visit will be arranged when these children are 6 years old to help us to find out more about the impact of behaviour problems on children's longer-term development.

An Information Sheet is included which provides some more details about the study. If you have any further questions please feel free to contact Ms Fiona Arney, Dr. Peter Baghurst or Associate Professor Michael Sawyer at the Women's and Children's Hospital (8204-7207).

Thank you for helping us to learn better ways of helping children with behaviour problems.

Yours sincerely,

Dr. P. A. Baghurst   Associate Professor M. G. Sawyer
Head, Public Health Research Unit   Head, Research and Evaluation Unit
Women's and Children's Hospital   Women's and Children's Hospital

Appendix B.4 Information Sheet: Stage One

Preschool Behaviour Study– Information Sheet

There has been a great deal of concern in our community about the impact of behaviour problems on young children and their families. However, little is known about either the immediate effect of such problems or their longer term impact on children's later development and on their families. It is very important that we learn more about these issues so that better ways of helping children with behavioural difficulties can be developed.

This study is being undertaken by staff at the Women's and Children's Hospital to find out more about the factors which influence the behaviour of young children in the longer term. In the first stage of the study the parents of all children attending Name of Preschool are being invited to take part. Parents will be invited to complete a brief questionnaire describing their child's behaviour. In order that the results will truly represent all pre-school children it is important that each questionnaire be completed and returned, *regardless of whether your child has behaviour problems or not.*

Some families will be invited to take part in the second stage of the study. This second stage is designed to learn more about child and family factors that can influence behaviour problems in children in the longer term. Parents of children both with and without behaviour problems will be asked to take part in this later stage. Specifically, we will be investigating children's temperament, parenting styles, and aspects of parent and family functioning that may affect a child's behaviour. If you are selected for the second stage of the study we would like to interview your child's primary caregiver at a time suitable to you, at your home or at another convenient location. The interview involves completing a questionnaire and should only take about 30 minutes. At this time, we will also be asking permission to approach teachers of participating children to complete a brief questionnaire describing the children's behaviour at preschool. Obtaining reports from teachers is important because parents and teachers can have different views about children's behaviour.

An important aspect of the study is to see how children develop over time. We are also interested in seeing how children manage school entry. In order to learn about these issues when the children are six years old, we will reassess all children and families who have participated in the second stage of the study.

We would like to stress that any information you provide in the study will be treated in the strictest confidence. If there is any further information which you would like about the study, please contact Ms Fiona Arney, Associate Professor Michael Sawyer, or Dr. Peter Baghurst (Tel. 8204 7207).

Preschool
Behaviour Booklet

Instructions

The parents of all of the children at your child's preschool are being asked to complete this booklet. It is important that you complete the questionnaire even if your child does not have any behaviour problems. This will enable us to learn how many children in our community do and do not have behaviour problems.

Please answer ALL questions and be sure to answer both sides of each page. Please follow the instructions given at the beginning of each section.

The information that you provide will be treated in the <u>strictest confidence</u>. The results of your individual questionnaire will not be released to anyone without your permission.

If you would like any assistance completing this questionnaire, or have any questions, please contact Ms Fiona Arney, Dr Peter Baghurst or Associate Professor Michael Sawyer at the Women's and Children's Hospital (Tel: 8204 7207).

Thank you very much for your support of this project

Section 1. Your Child's Behaviour

Below is a list of items that describe children. For each item that describes your child *now or within the past 6 months*, please circle the *2* if the item is *very true or often true* of your child. Circle the *1* if the item is *somewhat or sometimes true* of your child. If the item is not true of your child, please circle the *0*. Please answer all items as well as you can, even if some do not seem to apply to your child.

---

0 = Not True (as far as you know)   1 = Somewhat or Sometimes True
2 = Very True or Often True

Please circle one number next to each item below.

0	**1**	**2**	Can't concentrate, can't pay attention for long
0	**1**	**2**	Chews on things that aren't edible
0	**1**	**2**	Cruel to animals
0	**1**	**2**	Defiant
0	**1**	**2**	Demands must be met immediately
0	**1**	**2**	Destroys his/her own things
0	**1**	**2**	Destroys things belonging to his/her family or other children
0	**1**	**2**	Disobedient
0	**1**	**2**	Easily frustrated
0	**1**	**2**	Easily jealous
0	**1**	**2**	Eats or drinks things that are not food-*don't* include sweets (describe):

_____

_____

0	**1**	**2**	Gets in many fights
0	**1**	**2**	Gets into everything
0	**1**	**2**	Hits others
0	**1**	**2**	Hurts animals or people without meaning to
0	**1**	**2**	Angry moods
0	**1**	**2**	Punishment doesn't change his/her behaviour
0	**1**	**2**	Quickly shifts from one activity to another
0	**1**	**2**	Repeatedly rocks head or body
0	**1**	**2**	Screams a lot
0	**1**	**2**	Selfish or won't share
0	**1**	**2**	Smears or plays with bowel movements
0	**1**	**2**	Sudden changes in mood or feelings
0	**1**	**2**	Temper tantrums or hot temper
0	**1**	**2**	Unusually loud
0	**1**	**2**	Whining

Section 2. Parenting

Parents have to regularly manage their children's behaviour. For example, at one time or another, all children misbehave or do things that could be harmful, that are "wrong", or that parents don't like. Examples include fighting with siblings, whining, or having a tantrum. Parents have different ways of managing these problems.

This section of the booklet asks about the ways you manage your child's behaviour. In many areas there are no right or wrong ways, we simply want to know what you would normally do in the situation described in each question.

INSTRUCTIONS

For each item below there is a description of two different ways of managing children's behaviour. Some parents might _always_ use only one way of managing their child's behaviour, some _almost always_ use only one way, others _mostly_ use only one way, while others use both ways _equally_. For each question, please tick the box which best describes what you usually do in the situation described.
PLEASE TICK ONLY ONE BOX FOR EACH ITEM.

An example item is shown below. In the example, if you mostly used the way shown on the right side of the page (i.e. I decide how much my child eats), you would tick the box shown.

SAMPLE ITEM	Always this way	Almost always this way	Mostly this way	Both ways equally	Mostly this way	Almost always this way	Always this way	
At mealtime *I let my child decide how much to eat*	Y	Y	Y	Y	Ⱥ	Y	Y	At mealtime *I decide how much my child eats*

	Always this way	Almost always this way	Mostly this way	Both ways equally	Mostly this way	Almost always this way	Always this way	
When my child misbehaves *I do something right away*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I do something about it later*
Before I do something about a problem *I give my child several reminders or warnings*	Y	Y	Y	Y	Y	Y	Y	Before I do something about a problem *I use only one reminder or warning*
When I'm upset or under stress *I am picky and on my child's back*	Y	Y	Y	Y	Y	Y	Y	When I'm upset or under stress *I am no more picky than usual*
When I tell my child not to do something *I say very little*	Y	Y	Y	Y	Y	Y	Y	When I tell my child not to do something *I say a lot*
When my child pesters me *I can ignore the pestering*	Y	Y	Y	Y	Y	Y	Y	When my child pesters me *I can't ignore the pestering*
When my child misbehaves *I usually get into a long argument with my child*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I don't get into an argument*

	Always this way	Almost always this way	Mostly this way	Both ways equally	Mostly this way	Almost always this way	Always this way	
I threaten to do things that *I am sure I can carry out*	Y	Y	Y	Y	Y	Y	Y	I threaten to do things that *I know I won't actually do*
I am the kind of parent that *sets limits on what my child is allowed to do*	Y	Y	Y	Y	Y	Y	Y	I am the kind of parent that *lets my child do whatever he or she wants*
When my child misbehaves *I give my child a long lecture*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I keep my talks short and to the point*
When my child misbehaves *I raise my voice or yell*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I speak to my child calmly*
If saying no doesn't work right away *I take some other kind of action*	Y	Y	Y	Y	Y	Y	Y	If saying no doesn't work right away *I keep talking and trying to get through to my child*
When I want my child to stop doing something *I firmly tell my child to stop*	Y	Y	Y	Y	Y	Y	Y	When I want my child to stop doing something *I coax or beg my child to stop*
When my child is out of my sight *I often don't know what my child is doing*	Y	Y	Y	Y	Y	Y	Y	When my child is out of my sight *I always have a good idea of what my child is doing*
After there's been a problem with my child *I often hold a grudge*	Y	Y	Y	Y	Y	Y	Y	After there's been a problem with my child *things get back to normal quickly*
When we're not at home *I handle my child the way I do at home*	Y	Y	Y	Y	Y	Y	Y	When we're not at home *I let my child get away with a lot more*
When my child does something I don't like *I do something about it everytime it happens*	Y	Y	Y	Y	Y	Y	Y	When my child does something I don't like *I often let it go*
When there's a problem with my child *things build up and I do things I don't mean to do*	Y	Y	Y	Y	Y	Y	Y	When there's a problem with my child *things don't get out of hand*
When my child misbehaves, I spank, slap, grab, or hit my child *never or rarely*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves, I spank, slap, grab, or hit my child *most of the time*

	Always this way	Almost always this way	Mostly this way	Both ways equally	Mostly this way	Almost always this way	Always this way	
When my child doesn't do what I ask *I often let it go or end up doing it myself*	Y	Y	Y	Y	Y	Y	Y	When my child doesn't do what I ask *I take some other action*
When I give a fair threat or warning *I often don't carry it out*	Y	Y	Y	Y	Y	Y	Y	When I give a fair threat or warning *I always do what I said*
If saying no doesn't work *I take some other kind of action*	Y	Y	Y	Y	Y	Y	Y	If saying no doesn't work *I offer my child something nice so he/she will behave*
When my child misbehaves *I handle it without getting upset*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I get so frustrated or angry that my child can see I'm upset*
When my child misbehaves *I make my child tell me why he/she did it*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I say "No" or take some other action*
If my child misbehaves and then acts sorry *I handle the problem like I usually would*	Y	Y	Y	Y	Y	Y	Y	If my child misbehaves and then acts sorry *I let it go that time*
When my child misbehaves *I rarely use bad language or curse*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I almost always use bad language*
When I say my child can't do something *I let my child do it anyway*	Y	Y	Y	Y	Y	Y	Y	When I say my child can't do something *I stick to what I said*
When I have to handle a problem *I tell my child I am sorry about it*	Y	Y	Y	Y	Y	Y	Y	When I have to handle a problem *I don't say I'm sorry*
When my child does something I don't like, I insult my child, say mean things, or call my child names *never or rarely*	Y	Y	Y	Y	Y	Y	Y	When my child does something I don't like, I insult my child, say mean things, or call my child names *most of the time*
If my child talks back or complains when I handle a problem *I ignore the complaining and stick to what I said*	Y	Y	Y	Y	Y	Y	Y	If my child talks back or complains when I handle a problem *I give my child a talk about not complaining*
If my child gets upset when I say "No" *I back down and give in to my child*	Y	Y	Y	Y	Y	Y	Y	If my child gets upset when I say "No" *I stick to what I said*

Section 3. Background Information

1.   What is the sex of the child in this study?

               Male   Y
               Female   Y

2.   What is the age of the child in this study?

               _____ years

3.   What are the ages of <u>all other</u> dependent children (18 years or younger) in your home?

               ____ ____ ____ ____ ____

5.   Which of the following best describes your relationship to the child in this study?

               Natural mother   Y
               Natural Father   Y
               Stepmother   Y
               Stepfather   Y
               Other (please describe): _____

6.   Which of the following best describes the parents living in the child's household?
               Two natural parents   Y
               Mother and stepfather/defacto   Y
               Father and stepmother/defacto   Y
               Mother alone   Y
               Father alone   Y
               Other (please describe):
               _____

7. What is the usual occupation of the mother (or parental mother figure) in the child's household?

_____
                             (Please describe)

8. Is the <u>mother</u> in the child's household currently in paid employment?

               No   Y
               Yes   Y

9. What is the mother's (or parental mother figure's) highest completed level of schooling?

Primary school	Y
Some years of high school	Y
Year 12, Matric or equivalent	Y
Technical, trade or TAFE certificate	Y
Tertiary qualifications	Y

10. What is the usual occupation of the father (or parental father figure) in the child's household?

_____

(Please describe)

11. Is the <u>father</u> in the child's household currently in paid employment?

No	Y
Yes	Y

12. What is the father's (or parental father figure's) highest <u>completed</u> level of schooling?

Primary school	Y
Some years of high school	Y
Year 12, Matric or equivalent	Y
Technical, trade or TAFE certificate	Y
Tertiary qualifications	Y

13. Does your family receive any pension or benefit?

No	Y
Yes	Y

If yes, please describe _____

Section 4. Further Participation

We will be asking a small number of families to participate in a later stage of the study. If you would like to participate in this later stage could you please print your name, address and telephone number below:

Your name: ....

Your child's name: ....

Address: ....

....

Telephone number: ....

Please note that your details will be treated in the strictest confidence. **The information that you provide in this section will be removed so that your name and your child's name will not appear on the questionnaire.**
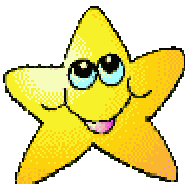
Thank you for completing this questionnaire

Appendix C.1 Letter to Parents: Stage Two

Dear Parent First Name

As you may recall, some weeks ago you participated in a study investigating the behaviour of preschool children. The study was conducted by the Women's and Children's Hospital through preschools in Adelaide.   You completed a parent questionnaire which was sent home from Child First Name's preschool.

We are very grateful for your participation in the first stage of this study and would now like to welcome you to the second stage. The aim of the second stage of the study is to obtain more detailed information from parents about factors which influence parenting and children's behaviour.   This information will be used to develop new programs which are directed specifically at preventing behaviour problems in young children. Parents of children ***both with and without*** behaviour problems are being included in this second stage of the study.

In the second stage of the study we will ask you to complete a more detailed questionnaire about you and your family. In addition to this questionnaire, we also want to learn how families work in real life. To do this, we would like to observe the parent who primarily cares for Child First Name whilst playing with your child. The observations will take 40 minutes of your time and will be video-taped with your permission. Over the next month our research assistant will contact you by telephone to confirm your participation and to arrange to visit you in your home at a time which is convenient for you.

The participation of every family is important for the success of this study. Therefore, we would be most grateful if you would notify us of any change of your home address by completing and sending us the "change of address" slip that is enclosed with this letter. Please be assured that all information you provide will be treated in the strictest confidence.

If you require any further information or if you have any questions please feel free to contact Ms Fiona Arney, Dr Peter Baghurst, or Associate Professor Michael Sawyer (Tel: 8204 7207) at the Women's and Children's Hospital.

Yours sincerely,

Dr. P A. Baghurst   Associate Professor M. G. Sawyer
Head, Public Health Research Unit   Head, Research & Evaluation Unit
Women's and Children's Hospital   Women's and Children's Hospital

Appendix C.2 Information Sheet: Stage Two

Preschool Behaviour Study– Information Sheet

There has been a great deal of concern in our community about the impact of behaviour problems on young children and their families. However, little is known about either the immediate effect of such problems or their longer term impact on children's later development and on their families. It is very important that we learn more about these issues so that better ways of helping children with behavioural difficulties can be developed.

This study is being undertaken by staff at the Women's and Children's Hospital to find out more about the factors which influence the behaviour of young children in the longer term. In the first stage of the study the parents of all children attending Name of Preschool were surveyed. Parents completed a brief questionnaire describing their child's behaviour.

Some families have been invited to take part in the second stage of the study. This second stage is designed to learn more about child and family factors that can influence behaviour problems in children in the longer term. Parents of children ***both with and without*** behaviour problems are being asked to take part in this later stage. Specifically, we will be investigating children's temperament, parenting styles, and aspects of parent and family functioning that may affect children's behaviour. We would like to interview the parent who primarily cares for your child at a time suitable to you, at your home or at another convenient location. The interview involves completing a questionnaire and should only take about 30 minutes. At this time, we will also be asking permission to approach your child's teacher to complete a brief questionnaire describing the children's behaviour at preschool. Obtaining reports from teachers is important because parents and teachers can have different views about children's behaviour.

In addition to collecting information in the form of pencil and paper measures or questionnaires, we are inviting a small number of families to allow us to observe how families work in real life. A staff member from the Women's and Children's Hospital will organise for the observations to take place on the same day as the interview described above. We will be asking for the child's primary care-giver to be observed whilst interacting with your child during play activities. The observations will take 40 minutes of your time and will be video-taped with your permission.

An important aspect of the study is to see how children develop over time. We are also interested in seeing how children manage school entry. In order to learn about these issues when the children are six years old, we will reassess all children and families who have participated in the second stage of the study.

We would like to stress that any information you provide in the study will be treated in the strictest confidence. If there is any further information which you would like about the study, please contact Ms Fiona Arney, Dr. Peter Baghurst, or Associate Professor Michael Sawyer (Tel. 8204 7207).

Appendix C.3 Telephone Protocol

1. Introduce myself and ask "Are you happy to participate in this phase of the study?"

2. I'll tell you what it will involve and then we can make a time to come out and visit

3. First I'll ask you to complete a questionnaire (which will take about 30 minutes) which asks questions about you and your child and things which might affect the presence and absence of behaviour problems in children.

4. Then I'll ask you to do some activities with [Child's Name]. I'm asking all of the families who are agreeing to these observations to do the same tasks. They're very simple (eg playing with some toys - which I will supply, drawing a picture together, packing up toys, and playing quietly), and I'll give you full instructions when I see you. You don't have to worry about having anything prepared – I just need a fairly large empty space inside the house (eg lounge/play room), with a power supply. I would like to videotape you while you do these activities, this is just so we can have a better look at what regularly happens in families.

5. We're not looking for perfect parents – we want to know what really happens in families – we understand parenting is a difficult task, and children at the best of times are very unpredictable! I will send you out a copy of the video later in the year, for you to keep.

6. If I could make a time to come and visit you and Child First Name when it best suits you and when it is likely to be the least number of distractions. I would like to have just you and Child First Name at home because it is too hard to record the behaviour if other people are there. If you could also make sure that you are unlikely to have interruptions from visitors and phone calls – this would greatly help.

7. Do you have any questions?

8. Thank you so much for your time – this is a very important aspect of the study, and you are playing a very valuable part towards this research.

9. Reconfirm time and date.

NB Steps 3 and 4 get rotated depending on which order they are to be presented

Appendix C.4 Parent Consent Form

Preschool Behaviour Problems Study: Consent Form

1. The nature and purpose of the research project described on the Information Sheet has been explained to me.   I understand it, and agree to taking part.

2. I understand that I or my child may not directly benefit by taking part in this study.

3. I understand that while information gained in the study may be published, I and my child will not be identified and information will be confidential.

4. I understand that I can withdraw from the study at any stage and that this will not affect medical care or any other aspects of my child's relationship with this hospital.

5. I understand that there will be no payment to me or my child for taking part in this study unless specified in the Information Sheet.

6. I have had the opportunity to discuss taking part in this research project with a family member or friend.

7. I am aware that I should retain a copy of the Consent Form, when completed, and the Information Sheet.

8. I understand that any video-taping in which I and/or my child are participants will be used solely for the purposes of the study outlined in the Information Sheet, and for no other purpose, unless I am consulted and give my full written consent.

9. I understand that all video-tapes will be kept in a secure location and will be viewed only by research personnel involved in this study.

Signed: ....

Full name: …………………………………………

Relationship to child: ....

Full name of child: ....

Dated:............................

I certify that I have explained the study to the parent and consider that he/she understands what is involved.

Signed: .... Title: ....

Dated: ....

Appendix C.5 Consent Form for Teacher Participation

In order to learn more about children's behaviour problems at preschool, we would like to ask teachers to complete a brief questionnaire to complement the questionnaires filled out by parents. If you agree to us contacting your child's teacher for this purpose, could you please complete the following information.

THANK YOU FOR YOUR CO-OPERATION

Child's Name: _____

Date of Birth: _____

Child's Preschool: _____

Signed: _____
                                          (Parent or Guardian)

<u>Appendix C.6 Reference Sheet for Parents</u>

Helpful Organisations

This is a guide to some resources that might help you deal with child behaviour problems or worries about parenting you may have. These South Australian organisations have internet websites that will also provide you with access to further related websites. Telephone numbers for the organisations have also been provided.

If you don't have internet access at home, free access is available from your local lending library.

Parenting SA (http://www.parenting.sa.gov.au/)
Phone: 8226 7022
Parenting SA provides parenting resources and support aimed at "helping parents be their best"

Website Features
Parenting SA State Directory: A helpful tool which helps you search for agencies which can help with parenting problems.

Discussion Forum: Parenting problems can be discussed with other parents who are experiencing, or have experienced, similar problems.

Parent easy guides: Practical easy to follow tips on a comprehensive range of parenting issues and childhood behaviour problems eg single parenting, child safety, bedwetting etc. In addition, there is also a range of Aboriginal Parent Easy Guides.

Links: From here a range of links with other helpful organisations is available.

Child and Youth Health (http://www.cyh.sa.gov.au/)
Head Office Phone: 8303 1500 (See the Telstra White Pages for Regional Offices)
Parenting and Child Health Pages. Provides the latest information and news on parenting and child health for parents/caregivers and professionals

Website Features
Question of the week: A parent's question of the week is answered and you can look at the answers to previously questions of the week. In addition to this, there are over 300 topics on child health and behaviour to be investigated.

News flash: This feature gives details of new developments that may be of interest to parents

What's New: Details recent research and developments in parenting and child care research

Tip of the week: Short tips about parenting and child health and behaviour

Search for a health centre near you: Provides you with details of approximately 150 centres around SA.

Links: From here a range of links with other helpful organisations is available.

24 Hour Parenting Help Line 1300 364 100 which provides telephone information, counselling and support about health, behaviour and relationships for parents.

Activity 1

Spend some time playing with your child with the toys provided. Please don't tidy up the toys when I ask you to move to the next activity.

Activity 2

Draw a picture with your child on the paper provided. Make the picture about something you both enjoy doing together.

Activity 3

Together with your child, please pack up the toys you were playing with earlier.

Activity 4

Please ask your child to sit quietly and play with the building blocks provided while you complete a short questionnaire.

Appendix E.1 Parenting Scale

Parents have to regularly manage their children's behaviour. For example, at one time or another, all children misbehave or do things that could be harmful, that are "wrong", or that parents don't like. Examples include fighting with siblings, whining, or having a tantrum. Parents have different ways of managing these problems.

This section of the booklet asks about the ways you manage your child's behaviour. In many areas there are no right or wrong ways, we simply want to know what you would normally do in the situation described in each question.

INSTRUCTIONS

For each item below there is a description of two different ways of managing children's behaviour. Some parents might _always_ use only one way of managing their child's behaviour, some _almost always_ use only one way, others _mostly_ use only one way, while others use both ways _equally_. For each question, please tick the box which best describes what you usually do in the situation described. PLEASE TICK ONLY ONE BOX FOR EACH ITEM.

An example item is shown below. In the example, if you mostly used the way shown on the right side of the page (i.e. I decide how much my child eats), you would tick the box shown.

SAMPLE ITEM	Always this way	Almost always this way	Mostly this way	Both ways equally	Mostly this way	Almost always this way	Always this way	
At mealtime *I let my child decide how much to eat*	Y	Y	Y	Y	Y✓	Y	Y	At mealtime *I decide how much my child eats*

	Always this way	Almost always this way	Mostly this way	Both ways equally	Mostly this way	Almost always this way	Always this way	
When my child misbehaves *I do something right away*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I do something about it later*
Before I do something about a problem *I give my child several reminders or warnings*	Y	Y	Y	Y	Y	Y	Y	Before I do something about a problem *I use only one reminder or warning*
When I'm upset or under stress *I am picky and on my child's back*	Y	Y	Y	Y	Y	Y	Y	When I'm upset or under stress *I am no more picky than usual*
When I tell my child not to do something *I say very little*	Y	Y	Y	Y	Y	Y	Y	When I tell my child not to do something *I say a lot*
When my child pesters me *I can ignore the pestering*	Y	Y	Y	Y	Y	Y	Y	When my child pesters me *I can't ignore the pestering*
When my child misbehaves *I usually get into a long argument with my child*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I don't get into an argument*

	Always this	Almost always	Mostly this	Both ways	Mostly this	Almost always	Always this

	way	this way	way	equally	way	this way	way	
I threaten to do things that *I am sure I can carry out*	Y	Y	Y	Y	Y	Y	Y	I threaten to do things that *I know I won't actually do*
I am the kind of parent that *sets limits on what my child is allowed to do*	Y	Y	Y	Y	Y	Y	Y	I am the kind of parent that *lets my child do whatever he or she wants*
When my child misbehaves *I give my child a long lecture*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I keep my talks short and to the point*
When my child misbehaves *I raise my voice or yell*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I speak to my child calmly*
If saying no doesn't work right away *I take some other kind of action*	Y	Y	Y	Y	Y	Y	Y	If saying no doesn't work right away *I keep talking and trying to get through to my child*
When I want my child to stop doing something *I firmly tell my child to stop*	Y	Y	Y	Y	Y	Y	Y	When I want my child to stop doing something *I coax or beg my child to stop*
When my child is out of my sight *I often don't know what my child is doing*	Y	Y	Y	Y	Y	Y	Y	When my child is out of my sight *I always have a good idea of what my child is doing*
After there's been a problem with my child *I often hold a grudge*	Y	Y	Y	Y	Y	Y	Y	After there's been a problem with my child *things get back to normal quickly*
When we're not at home *I handle my child the way I do at home*	Y	Y	Y	Y	Y	Y	Y	When we're not at home *I let my child get away with a lot more*
When my child does something I don't like *I do something about it everytime it happens*	Y	Y	Y	Y	Y	Y	Y	When my child does something I don't like *I often let it go*
When there's a problem with my child *things build up and I do things I don't mean to do*	Y	Y	Y	Y	Y	Y	Y	When there's a problem with my child *things don't get out of hand*
When my child misbehaves, I spank, slap, grab, or hit my child *never or rarely*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves, I spank, slap, grab, or hit my child *most of the time*

	Always this way	Almost always this way	Mostly this way	Both ways equally	Mostly this way	Almost always this way	Always this way	
When my child doesn't do what I ask *I often let it go or end up doing it myself*	Y	Y	Y	Y	Y	Y	Y	When my child doesn't do what I ask *I take some other action*
When I give a fair threat or warning *I often don't carry it out*	Y	Y	Y	Y	Y	Y	Y	When I give a fair threat or warning *I always do what I said*
If saying no doesn't work *I take some other kindof action*	Y	Y	Y	Y	Y	Y	Y	If saying no doesn't work *I offer my child something nice so he/she will behave*
When my child misbehaves *I handle it without getting upset*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I get so frustrated or angry that my child can see I'm upset*
When my child misbehaves *I make my child tell me why he/she did it*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I say "No" or take some other action*
If my child misbehaves and then acts sorry *I handle the problem like I usually would*	Y	Y	Y	Y	Y	Y	Y	If my child misbehaves and then acts sorry *I let it go that time*
When my child misbehaves *I rarely use bad language or curse*	Y	Y	Y	Y	Y	Y	Y	When my child misbehaves *I almost always use bad language*
When I say my child can't do something *I let my child do it anyway*	Y	Y	Y	Y	Y	Y	Y	When I say my child can't do something *I stick to what I said*
When I have to handle a problem *I tell my child I am sorry about it*	Y	Y	Y	Y	Y	Y	Y	When I have to handle a problem *I don't say I'm sorry*
When my child does something I don't like, I insult my child, say mean things, or call my child names *never or rarely*	Y	Y	Y	Y	Y	Y	Y	When my child does something I don't like, I insult my child, say mean things, or call my child names *most of the time*
If my child talks back or complains when I handle a problem *I ignore the complaining and stick to what I said*	Y	Y	Y	Y	Y	Y	Y	If my child talks back or complains when I handle a problem *I give my child a talk about not complaining*
If my child gets upset when I say "No" *I back down and give in to my child*	Y	Y	Y	Y	Y	Y	Y	If my child gets upset when I say "No" *I stick to what I said*

Appendix E.2 Child-Rearing Practices Questionnaire

The following items describe some of the aspects of bringing up children. Please answer each question according to how much it applies to you. There are no right or wrong answers, we are simply wanting to find out about parents' ideas about child-rearing.

		Never	Rarely	Sometimes	Often	Always
1.	I expect my child to do what s/he is told without me having to give reasons.	Y	Y	Y	Y	Y
2	I think smacking is a good way to make my child behave better.	Y	Y	Y	Y	Y
3	I give my child comfort and understanding when he/she is scared or upset.	Y	Y	Y	Y	Y
4	I let my child express his/her feelings about being punished or restricted.	Y	Y	Y	Y	Y
5	When disciplining my child I send him/her to his/her room for five minutes.	Y	Y	Y	Y	Y
6	I express affection by hugging, kissing and holding my child.	Y	Y	Y	Y	Y
7	I expect my child to give his/her parents unquestioning obedience.	Y	Y	Y	Y	Y
8.	I slap or hit my child to control his/her behaviour.	Y	Y	Y	Y	Y
9.	I often hug or hold my child for no particular reason.	Y	Y	Y	Y	Y
10.	I explain to my child the consequences of his/her behaviour.	Y	Y	Y	Y	Y
11.	I prefer going places and doing things without my child	Y	Y	Y	Y	Y
12.	I yell at my child when disciplining him/her.	Y	Y	Y	Y	Y
13.	I try to explain to my child why certain things are necessary.	Y	Y	Y	Y	Y
14.	I tell my child how happy he/she makes me.	Y	Y	Y	Y	Y
15.	When disciplining my child I send him/her to his/her room with little if any explanation	Y	Y	Y	Y	Y

	Never	Rarely	Sometimes	Often	Always
16. I expect my child to do what he/she is told to do, without stopping to argue about it.	Y	Y	Y	Y	Y
17. My child and I have warm, intimate times together.	Y	Y	Y	Y	Y
18. I take privileges away from my child when he/she misbehaves.	Y	Y	Y	Y	Y
19. I enjoy listening to my child and doing things with him/her.	Y	Y	Y	Y	Y
20. I give my child reasons why rules should be obeyed.	Y	Y	Y	Y	Y
21. I withdraw from my child when he/she displeases me.	Y	Y	Y	Y	Y
22. I use physical punishment, e.g., smacking, for very bad behaviour.	Y	Y	Y	Y	Y
23. I explain to my child why he/she is being punished or restricted.	Y	Y	Y	Y	Y
24. I like to hug and kiss my child.	Y	Y	Y	Y	Y
25. I believe that physical punishment is the best way to discipline my child.	Y	Y	Y	Y	Y
26. I emphasise the reasons for rules.	Y	Y	Y	Y	Y
27. I feel close to my child both when he/she is happy and when he/she is worried.	Y	Y	Y	Y	Y
28. I spank when my child is disobedient.	Y	Y	Y	Y	Y
29. I talk it over and reason with my child when he/she misbehaves.	Y	Y	Y	Y	Y
30. I joke and play with my child.	Y	Y	Y	Y	Y

Appendix F.1 Observation Questionnaire

Please answer this questionnaire and then read the magazines provided. Feel free to be as honest as you like when answering the following questions. Spaces have been provided for you to write any comments.

1. Was this a normal interaction with your child today?

<div align="center">

Yes ❑
No ❑

</div>

a. If No, why not?

_____

_____

_____

_____

b. What would have been different about the way you and your child played together?

_____

_____

_____

_____

PTO

2. Did you enjoy taking part in the observation?

Yes ❏
No ❏

3. Why?

_____

_____

_____

_____

4. What are your main concerns about being the parent of this child?

_____

_____

_____

_____

5. What are the best things about being the parent of this child?

_____

_____

_____

_____

Appendix F.2 Observation Summary Sheet

Name of participants: _____

Off screen episodes:

_____

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Summary:

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Appendix F.3 Observation Global Ratings

Parent Name: _____

Laxness   Y

Verbosity   Y

Overreactivity   Y

Punitiveness   Y

Inductive Reasoning/Power Assertion Y

Warmth   Y

Child name: _____

Internalising   Y

Externalising   Y

Total   Y

Appendix F.4 Observation Coding Sheets

ID: _____ **Task:** _____

Laxness 1 2 3 4 5 6 7

	0:00-0:30	0:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00
a. threats not carried out																				
b. permissive – lets child do what they want																				
c. coaxes/begs child to stop																				
d. misbehaviour go unpunished																				
e. offer reward to obtain compliance																				
f. don't discipline if child misbehaves then sorry																				
g. end up doing what asked child to do																				
h. let child do something when said no																				
i. back down if child upset at no																				

Verbosity 1 2 3 4 5 6 7

	0:00-0:30	0:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00
a. says a lot when making request																				
b. keeps talking when child noncompliant																				
c. gives talk about not complaining																				
d. gives several reminders/warnings before acting																				
e. makes child explain misbehaviour																				

Overreactivity   1   2   3   4   5   6   7

	0:00-0:30	0:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00
a. frustrated or angry																				
b. use of bad language																				
c. insults child or says mean things																				
d. picky and on child's back																				
e. argues with child																				
f. long lecture when misbehave																				
g. raises voice or yells																				
h. holds grudge against child																				
i. does things doesn't mean to do																				

Other items

	0:00-0:30	0:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00
a. doesn't react to misbehaviour immediately																				
b. can't ignore child's pestering																				
c. doesn't know what child doing when out of sight																				
d. apologises to child for discipline																				

ID: _____ **Task:** _____

Punitiveness   1   2   3   4   5   6   7

	0:00-0:30	0:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00
a. spanks child																				
b. smacks child																					
c. slaps or hits child to control behaviour																					
d. other forms of physical punishment																					
e. expects child to do what told immediately																					
f. yells at child																					

Inductive Reasoning
Power assertion   1   2   3   4   5   6   7

	0:00-0:30	0:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00
a. explains why rules to be followed																					
b. explains why child being punished																					
c. explains consequences																					
d. explains why things necessary																					
e. talks or reasons when child misbehaves																					
f. emphasises reasons for rules																					
g. expects child to do what told/no questions asked																					
h. lets child talk about punishment or restriction																					

ID: _____ **Task:** _____

Warmth	1	2	3	4	5	6	7													
	0:00-0:30	0:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	3:00-3:30	3:30-4:00	4:00-4:30	4:30-5:00	5:00-5:30	5:30-6:00	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00
a. hugs or holds child																				
b. hugs and kisses child																				
c. tells child how happy they make parent																				
d. enjoys listening to and doing things with child																				
e. jokes and plays with child																				
f. have warmth and intimacy (positive affect)																				
g. withdrawn from child when displeased																				
h. prefers doing things without child																				
i. gives comfort and empathy when child distressed																				

Appendix F.5 Observation Coding Definitions

<u>Child misbehaviour</u>
Child noncompliance = failure to comply with parental instruction (attempt or complete) within 10 seconds of request/command.
Defiance = active refusal to parental request or instruction eg Child says "No"
Child off-task = child leaves desired activity without completing it
Aggression = child hits, swears at or bullies parent

Laxness	
a. threats not carried out	Parent makes threat but takes no further action if child does not comply
b. permissive – lets child do what they want	Includes not attempting to discipline if child misbehaves. Also includes backing down on discipline and not noticing misbehaviour in first place.
c. coaxes/begs child to stop	Pleading intonation, and use of words eg repetition of "please", "I'm begging you", "Please do this for Mummy"
d. misbehaviour go unpunished	Failure to provide punishment (eg time-out, removal of object) contingent on child's misbehaviour
e. offer reward to obtain compliance	Parent includes offer of tangible reinforcement (e.g. food, privileges, extra play time) as part of initial request or as reaction to child misbehaviour.
f. don't discipline if child misbehaves then sorry	Failure of parent to discipline contingent on child expressing apparent regret e.g. "I'm sorry Mummy" or through physical expression of regret (e.g. acts shy/ashamed, hugs parent)
g. end up doing what asked child to do	Parent performs requested action after child misbehaves
h. let child do something when said No	Failure to enforce stated rules/bounds – permissive see b) but parent has actually said "No" or "you can't" in this instance
i. back down if child upset at No	Parent does not discipline child because child is visibly upset (crying, angry) when parent says "No"

Verbosity	
a. says a lot when making request	Parent uses superfluous instructions (eg uses more than 20 words to give one request or command), complex requests (eg more than one request in a sentence), or repeats instruction in one sentence
b. keeps talking when child noncompliant	Parent keeps talking/repeats request more than once when child noncompliant
c. gives talk about not complaining	Parent responds to child's verbal defiance or complaint with talk about not complaining
d. gives several reminders/warnings before acting	Use of three or more reminders or warnings when child non-compliant, before any other type of action taken
e. makes child explain misbehaviour	Asks child reasons for misbehaviour e.g. "why did you do that"

Overreactivity	
a. frustrated or angry	Visible/audible expression of anger or frustration eg raised vocal volume, harsh tone of voice, sighing with exasperation, shaking head, knitting of brows
b. use of bad language	Includes cursing, swearing e.g. "crap", "Jesus Christ". Insults directed at the child are not included in this behaviour unless they contain bad language
c. insults child or says mean things	Includes put-downs, name-calling, insulting comments e.g. "you're weird", "twit", "idiot", words which ostracise the child
d. picky and on child's back	Repetition of instruction or reminders before child has time/opportunity to comply or when child has already started to comply, unreasonable demands/expectations of child.
e. argues with child	Disagreement between parent and child (eg three or more opposing statements), may include negative affect, but not necessarily
f. long lecture when misbehave	Parent speaks to child about misbehaviour for extended period ie longer than 10 seconds
g. raises voice or yells	Elevation in volume of parent's verbalisations, includes if child leaves room and parent raises voice
h. holds grudge against child	Parent does not re-enter interaction for >20 seconds after child misbehaved, coupled with negative affect (e.g. crossed arms, parent moves away from child)
i. does things doesn't mean to do	Parent expresses verbally that didn't intend behaviour e.g. "I didn't mean to do that"

Other Items	
a. doesn't react to misbehaviour immediately	Delay of more than 10 seconds between child's misbehaviour and parent's reaction (includes if parent does not react to misbehaviour at all)
b. can't ignore child's pestering	Parent responds or reacts to child's repeated requests (i.e. more than 3 times), or during the "no distraction" task to any advances by child
c. doesn't know what child doing when out of sight	When child leaves room or is out of sight of the parent, parent verbally indicates that they don't know what the child is doing e.g. "what are you doing" or to observer "I don't know what he/she is doing".
d. apologises to child for discipline	Verbal apology when parent disciplines child e.g. "I'm sorry"

Punitiveness	
a. spanks child	Open-handed light hit to child's bottom
b. smacks child	Open-handed harder hit to child's bottom
c. slaps or hits child to control behaviour	Open or closed handed hit to other parts of child's body (e.g. legs, arms, hands)
d. other forms of physical punishment	Includes all other forms of physical punishment not in a)-c) e.g. "poking", "grabbing" and "pulling/dragging" child in response to misbehaviour
e. expects child to do what told immediately	Use of words like "Now", "Straight away" as part of request or demand. Also includes use of direct commands e.g. "pack those up", "get that"
f. yells at child	Includes yelling only, raising voice to level that uncharacteristic of normal non-aversive interaction. Includes when child leaves room.

Inductive Reasoning	
a. explains why rules to be followed	Reasoning/explanation given (qualifiers eg "because", "so that") when talking about specific rules or when child questions rules
b. explains why child being punished	Parent describes reasons when meting out punishment or if child questions
c. explains consequences	Describes to child the results of certain actions using conjunctives like "then" "and"
d. explains why things necessary	includes a) but also for behaviours/actions etc not defined or delimited by specific rules
e. talks or reasons when child misbehaves	Discussion of behaviour, rules, situation or consequences when child misbehaves
f. emphasises reasons for rules	Description of reason for rules generally, why rules exist in the first place – emphasis on rules as defining acceptable behaviour rather than on specific rules
g. expects child to do what told/no questions asked	negative reaction (e.g. scolding, frustration/anger) when child questions parental instruction
h. lets child talk about punishment or restriction	parent allows or encourages child to speak about or question punishment or restriction

Warmth	
a. hugs or holds child	**Parent has arms around child and hugs, or parent holds child in lap**
b. hugs and kisses child	**Parent has arms around child and hugs coupled with kissing the child**
c. tells child how happy they make parent	**Parent verbalises happiness with statements like "You make me happy", "I'm so happy with you"**
d. enjoys listening to and doing things with child	**Parent displays pleasure and enjoyment (e.g. smiling, laughing, asking pertinent questions) while doing things with or listening to the child**
e. jokes and plays with child	**Parent makes games of the interaction with the child. Also includes personal jokes, displays of humour and amiable teasing between the parent and child**
f. have warmth and intimacy (positive affect)	**Expression of reciprocated positive affect, characterised by smiles, laughter, hugging, kissing, closeness to each other**
g. withdrawn from child when displeased	**Parent shows displeasure (no or negative affect) and withdraws physically (e.g. moves away from child) or emotionally (doesn't respond to child contingently)**
h. prefers doing things without child	**Parent does not participate with child during potential joint activities, but does activities by themselves**
i. gives comfort and empathy when child distressed	**Parent provides emotional or physical sympathy and comfort for child (e.g. "I know" or "I understand", hugs, touches child) when child is upset evidenced by crying, sadness, anger.**

Appendix G.1 Short Childhood Temperament

Questionnaire – Australian Version

For each question, please tick the box which best describes your child's **recent** and **current** behaviour.

	Almost never	Not often	Variable, usually does not	Variable, usually does	Frequent-ly	Almost always
1. My child is shy with strange adults.	Y	Y	Y	Y	Y	Y
2. When my child starts a project such as a model or puzzle, he/she works on it without stopping until it is completed, even if it takes a long time.	Y	Y	Y	Y	Y	Y
3. My child has a bowel motion at about the same time each day.	Y	Y	Y	Y	Y	Y
4. My child is shy when first meeting new children	Y	Y	Y	Y	Y	Y
5. My child likes to complete one task or activity before going on to the next.	Y	Y	Y	Y	Y	Y
6. My child asks for or takes a snack at about the same time every day.	Y	Y	Y	Y	Y	Y
7. When upset or annoyed with a task, my child throws it down, cries, slams doors, etc.	Y	Y	Y	Y	Y	Y
8. If my child wants a toy or sweet while shopping, he/she will easily accept something else instead.	Y	Y	Y	Y	Y	Y
9. After my child is put to bed at night, he/she takes about the same length of time to fall asleep.	Y	Y	Y	Y	Y	Y
10. My child is unwilling to leave a game or activity that he/she has not completed.	Y	Y	Y	Y	Y	Y
11. If my child resists some activity such as having hair brushed, he/she will continue to resist it for some months.	Y	Y	Y	Y	Y	Y
12. My child stays with an activity (e.g. puzzle, construction kit, reading) for a long time.	Y	Y	Y	Y	Y	Y
13. When in the park or visiting, my child will go up to strange children and join in their play.	Y	Y	Y	Y	Y	Y
14. My child sleeps for a different length of time each night.	Y	Y	Y	Y	Y	Y
15. If my child is shy with a strange adult, he/she gets over this quickly (in about half an hour).	Y	Y	Y	Y	Y	Y

	Almost never	Not often	Variable, usually does not	Variable, usually does	Frequent-ly	Almost always
16. When my child is angry about something, it is difficult to sidetrack him/her.	Y	Y	Y	Y	Y	Y
17. My child gets hungry at different times each day.	Y	Y	Y	Y	Y	Y
18. When the family goes on a trip, my child immediately makes him/herself at home in the new surroundings.	Y	Y	Y	Y	Y	Y
19. When shopping together, if I do not buy what my child wants (e.g. sweets, clothing) he/she cries and yells.	Y	Y	Y	Y	Y	Y
20. If my child is upset, it is hard to comfort him/her.	Y	Y	Y	Y	Y	Y
21. When unknown adults visit our home, my child is immediately friendly and approaches them.	Y	Y	Y	Y	Y	Y
22. My child eats a lot one day and very little the next day, rather than the same amount each day.	Y	Y	Y	Y	Y	Y
23. When a toy or game is difficult, my child quickly turns to another activity.	Y	Y	Y	Y	Y	Y
24. If a favourite toy or game won't work, my child gets noticeably upset.	Y	Y	Y	Y	Y	Y
25. When my child objects to wearing certain clothing, he/she argues loudly or cries.	Y	Y	Y	Y	Y	Y
26. On weekends and holidays, my child wakes up at the same time each morning.	Y	Y	Y	Y	Y	Y
27. My child practices an activity (e.g. puzzle, new song, writing) till he/she masters it.	Y	Y	Y	Y	Y	Y
28. The first time my child is left in a new situation without mother (such as kindergarten, school or music lesson) he/she gets upset.	Y	Y	Y	Y	Y	Y
29. If my child starts to play with something and I want him/her to stop, it is hard to turn his/her attention to something else.	Y	Y	Y	Y	Y	Y
30. My child gets involved in quiet activities such as reading or looking at books, and doing crafts.	Y	Y	Y	Y	Y	Y

31.Compared with the average child, my child's temperament is … (please circle one)

Much more difficult than average	More difficult than average	Average	Easier than average	Much easier than average

Appendix G.2 General Health Questionnaire

We would like to know if <u>you</u> have had any medical complaints, and how <u>your</u> health has been in general, <u>over the past few weeks</u>. Please answer ALL of the questions on the following pages simply by circling the answer which you think most correctly applies to you. Remember we want to know about present and recent complaints, not those that you may have had in the past.

HAVE YOU RECENTLY:

1	**been able to concentrate on whatever you're doing?**	Better than usual	Same as usual	Less than usual	Much less than usual
2	**lost much sleep over worry?**	Not at all	No more than usual	Rather more than usual	Much more than usual
3	**been having restless, disturbed nights?**	Not at all	No more than usual	Rather more than usual	Much more than usual
4	**been managing to keep yourself busy and occupied?**	More so than usual	Same as usual	Rather less than usual	Much less than usual
5	**been getting out of the house as much as usual?**	More so than usual	Same as usual	Less than usual	Much less than usual
6	**been managing as well as most people would in your shoes?**	Better than most	About the same	Rather less well	Much less well
7	**felt on the whole you were doing things well?**	Better than usual	About the same	Less well than usual	Much less well
8	**been satisfied with the way you've carried out your task?**	More satisfied	About same as usual	Less satisfied than usual	Much less satisfied
9	**been able to feel warmth and affection for those near you?**	Better than usual	About same as usual	Less well than usual	Much less well
10	**been finding it easy to get on with other people?**	Better than usual	About same as usual	Less well than usual	Much less well
11	**spent much time chatting with people?**	More time than usual	About same as usual	Less time than usual	Much less than usual
12	**felt that you are playing a useful part in things?**	More so than usual	Same as usual	Less useful than usual	Much less useful
13	**felt capable of making decisions about things?**	More so than usual	Same as usual	Less so than usual	Much less capable
14	**felt constantly under strain?**	Not at all	No more than usual	Rather more than usual	Much more than usual

HAVE YOU RECENTLY:

15	felt you couldn't overcome your difficulties?	Not at all	No more than usual	Rather more than usual	Much more than usual
16	been finding life a struggle all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
17	been able to enjoy your normal day-to-day activities?	More so than usual	Same as usual	Less so than usual	Much less than usual
18	been taking things hard?	Not at all	No more than usual	Rather more than usual	Much more than usual
19	been getting scared or panicky for no reason?	Not at all	No more than usual	Rather more than usual	Much more than usual
20	been able to face up to your problems?	More so than usual	Same as usual	Less able than usual	Much less able
21	found everything getting on top of you?	Not at all	No more than usual	Rather more than usual	Much more than usual
22	been feeling unhappy and depressed?	Not at all	No more than usual	Rather more than usual	Much more than usual
23	been losing confidence in yourself?	Not at all	No more than usual	Rather more than usual	Much more than usual
24	been thinking of yourself as a worthless person?	Not at all	No more than usual	Rather more than usual	Much more than usual
25	felt that life is entirely hopeless?	Not at all	No more than usual	Rather more than usual	Much more than usual
26	been feeling hopeful about your own future?	More so than usual	About same as usual	Less so than usual	Much less hopeful
27	been feeling reasonably happy, all things considered?	More so than usual	About same as usual	Less so than usual	Much less than usual
28	been feeling nervous and strung-up all the time?	Not at all	No more than usual	Rather more than usual	Much more than usual
29	felt that life isn't worth living?	Not at all	No more than usual	Rather more than usual	Much more than usual
30	found at times you couldn't do anything because your nerves were too bad?	Not at all	No more than usual	Rather more than usual	Much more than usual

Appendix G.3 Interview Schedule for Social Interaction - Short Form

1. These days, how many people with similar interests to you do you have contact with?

None	Y
1-2	Y
3-5	Y
6-10	Y
11-15	Y
More than 15	Y

a. Would you like more or less of this, or is this about right? (in your answer, please consider the number of people, the amount of time spent, or how often you see them)

Less	Y
About right	Y
More	Y

2. In an ordinary week, how many people whom you know would you say you have contact with?

None	Y
1-2	Y
3-5	Y
6-10	Y
11-15	Y
More than 15	Y

a. Would you like more or less of this, or is it about right? (in your answer, please consider the number of people, the amount of time spent with them, or how often you see them)

Less	Y
About right	Y
More	Y

3. At present, do you wish there were more or less, or are there about the right number of people in your day-to-day life?

Less	Y
About right	Y
More	Y

4. How many friends do you have who could come to your home at any time and take things as they find them – they wouldn't be embarrassed if the house were untidy or you were in the middle of a meal?

None	Y
1-2	Y
3-5	Y
6-10	Y
11-15	Y
More than 15	Y

a.   Would you prefer more or less of this or is it about right for you?

Less	Y
About right	Y
More	Y

5. Among your family and friends, how many people are there who are immediately available to you whom you can talk with frankly, without having to watch what you say?

None	Y **(please go to 5c.)**
1-2	Y
3-5	Y
6-10	Y
11-15	Y
More than 15	Y

a.   Would you like to have more or less people like this, or is it about right for you?

Less	Y
About right	Y
More	Y
Not applicable	Y

b.   With the people you have, would you like to feel more free to be frank or is it about right?

About right	Y
More free	Y
Not applicable	Y

Go to question 6

c. Do you wish there were someone or not?

Yes	Y
No	Y
Don't know	Y
Not applicable	Y

6. Is there any particular person you feel you can lean on?

No one	Y **(please go to 6c.)**
Yes, but don't need anyone	Y
Yes	Y

a. Would you like to be able to lean more, or less, on him/her?

Less	Y
About right	Y
More	Y
Not applicable	Y

b. Would you like to have more people like this, or do you have enough?

Yes	Y
Don't know	Y
Enough	Y
Not applicable	Y

Go to question 7

c. Is it that you have no need for such a person or do you wish there were someone?

Wish there were	Y
Don't know	Y
No need	Y
Not applicable	Y

7. Do you feel there is one particular person who feels very close to you?

No one	Y **(please go to 7c.)**
Yes	Y
Not sure	Y

a. Would you like him/her to feel closer, or not so close to you, or is it about right the way it is?

Closer	Y
About right	Y
Not so close	Y
Not applicable	Y

b. Would you like to have more people like this, or do you have enough?

Less	Y
About right	Y
More	Y
Not applicable	Y

Go to question 8

c. Do you wish there was someone or not?

Yes	Y
Don't know	Y
No	Y
Not applicable	Y

8. When you are happy, is there any particular person you can share it with – someone whom you feel sure will feel happy simply because you are?

No one	Y **(please go to 8c.)**
Yes	Y

a. Would you like to feel this more with him/her, or is it about right?

About right	Y
More	Y
Not applicable	Y

b. Would you like to have more people like this, or do you have enough?

Yes	Y
Don't know	Y
Enough	Y
Not applicable	Y

Go to question 9

c. Do you wish there was someone or not?

Yes	Y
Don't know	Y
No	Y
Not applicable	Y

9. At present do you have someone you can share your most private feelings with (confide in) or not?

No one	Y **(please go to 9c.)**
Yes	Y

a. Do you wish you could share more with him/her or is it about right?

About right	Y
More	Y
Not applicable	Y

b. Would you like to have more people like this as well or would you prefer not to use a confidant, or is it about right for you the way it is?

Prefer no confidant	Y
About right	Y
Like more people	Y
Not applicable	Y

Go to question 10

c. Would you like to have someone like this or would you prefer to keep your feelings to yourself?

Keep things to myself	Y
Like someone	Y
Not applicable	Y

10. Are there ever times when you are comforted by being held in someone's arms or not?

No	Y **(please go to 10b.)**
Yes	Y

a. Is there anyone you'd like to comfort you more in this way or is it all right the way it is?

All right as it is	Y
Yes	Y
Not applicable	Y

Go to question 11

b. Is this because there is no-one to hold you, or because you prefer not being comforted in that way?

No one	Y
Prefer it that way	Y
Not applicable	Y

11. Do you think those at home really appreciate what you do for them, or not?

Yes	Y
Not really	Y
Not at all	Y

a. Would you like any of them to show appreciation more, or less, or is it about right?

Less	Y
About right	Y
More	Y

12. Are there people around from whom you can easily ask small favours? Such as people you know well enough to borrow tools or things for cooking.

No	Y **(please go to question 13)**
Yes	Y **(continue)**

a. How many?   Number   ____

b. Would you like to have more of this, or less, or is it about right?

Less	Y
About right	Y
More	Y
Not applicable	Y

13. (Apart from those at home) are there people in Adelaide to whom you can turn in times of difficulties? Someone you can see fairly easily whom you could trust and whom you could expect real help from in times of trouble?

No	Y	**(please go to Section 6)**
Yes	Y	**(continue)**

a. How many?   Number   ____

b. Do you wish you had more of such help available or is it about right?

About right	Y
More	Y
Not applicable	Y

Appendix G.4 Parent Problem Checklist

Please tick each item that has been a problem for you and your partner over the last month.

1. Disagreements about household rules (e.g., bedtime, play areas) Y

2. Disagreements about type of discipline (e.g., smacking children) Y

3. Disagreements about who should discipline children Y

4. Fighting in front of children Y

5. Inconsistency between parents Y

6. Children preventing parents from being alone Y

7. Disagreements about sharing childcare workloads Y

8. Inability to resolve disagreements about child care Y

9. Discussions about child care turning into arguments Y

10. Parents undermining each other (i.e., not backing up each other) Y

11. Parents favouring one child over another Y

12. Lack of discussion between parents about child care Y

13. Lack of discussion about anything Y

14. One parent is "soft", one parent is "tough" with children Y

15. Child(ren) behave(s) worse with one parent than the other Y

16. Disagreements about what is undesirable behaviour Y

Appendix G.5 Dyadic Adjustment Scale

Most persons have disagreements in their relationships. Please indicate below the approximate extent of agreement or disagreement between you and your partner for each item on the following list.

	Always Agree	Almost Always Agree	Occasionally Disagree	Frequently Disagree	Almost Always Disagree	Always Disagree
1. Handling family finances	☐	☐	☐	☐	☐	☐
2. Matters of recreation	☐	☐	☐	☐	☐	☐
3. Religious matters	☐	☐	☐	☐	☐	☐
4. Demonstrations of affection	☐	☐	☐	☐	☐	☐
5. Friends	☐	☐	☐	☐	☐	☐
6. Sex relations	☐	☐	☐	☐	☐	☐
7. Conventionality (correct or proper behaviour)	☐	☐	☐	☐	☐	☐
8. Philosophy of life	☐	☐	☐	☐	☐	☐
9. Ways of dealing with parents or in-laws	☐	☐	☐	☐	☐	☐
10. Aims, goals and things believed important	☐	☐	☐	☐	☐	☐
11. Amount of time spent together	☐	☐	☐	☐	☐	☐
12. Making major decisions	☐	☐	☐	☐	☐	☐
13. Household tasks	☐	☐	☐	☐	☐	☐
14. Leisure time interests and activities	☐	☐	☐	☐	☐	☐
15. Career decisions	☐	☐	☐	☐	☐	☐

		All the time	Most of the time	More often than not	Occasionally	Rarely	Never
16.	How often do you discuss or have considered divorce, separation, or terminating your relationship?	☐	☐	☐	☐	☐	☐
17.	How often do you or your partner leave the house after a fight?	☐	☐	☐	☐	☐	☐
18.	In general, how often do you think that things between you and your partner are going well?	☐	☐	☐	☐	☐	☐
19.	Do you confide in your partner?	☐	☐	☐	☐	☐	☐
20.	Do you ever regret that you married? (or lived together)	☐	☐	☐	☐	☐	☐
21.	How often do you and your partner quarrel?	☐	☐	☐	☐	☐	☐
22.	How often do you and your partner "get on each other's nerves?"	☐	☐	☐	☐	☐	☐

		Every day	Almost every day	Occasionally	Rarely	Never
23.	Do you kiss your partner?	☐	☐	☐	☐	☐

		All of them	Most of them	Some of them	Very few of them	None of them
24.	Do you and your partner engage in outside interests together?	☐	☐	☐	☐	☐

How often would you say the following events occur between you and your partner?

	Never	Less than once a month	Once or twice a month	Once or twice a week	Once a day	More often
25. Have a stimulating exchange of ideas	☐	☐	☐	☐	☐	☐
26. Laugh together	☐	☐	☐	☐	☐	☐
27. Calmly discuss something	☐	☐	☐	☐	☐	☐
28. Work together on a project	☐	☐	☐	☐	☐	☐

These are some things about which couples sometimes agree and sometimes disagree. Indicate if either item below caused differences of opinions or were problems in your relationship during the past few weeks. (Check yes or no)

	Yes	No
29. Being too tired for sex	☐	☐
30. Not showing love	☐	☐

31. The dots on the following line represent different degrees of happiness in your relationship. The middle point, "happy," represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered of your relationship.

0	1	2	3	4	5	6
.	.	.	.	.	.	.

_____

Extremely unhappy	Fairly unhappy	A little unhappy	Happy	Very happy	Extremely happy	Perfect

32. Which of the following statements best describes how you feel about the future of your relationship?

☐ I want desperately for my relationship to succeed and *would go to almost any length* to see that it does.

☐ I want very much for my relationship to succeed, and *will do all that I can* to see that it does.

☐ I want very much for my relationship to succeed, and *will do my fair share* to see that it does.

☐ It would be nice if my relationship succeeded, but *I can't do much more that I am doing now* to help it succeed.

☐ It would be nice if it succeeded, but *I refuse to do any more than I am doing now* to keep the relationship going

☐ My relationship can never succeed, and *there is no more that I can do* to keep the relationship going.

Appendix G.6 Demographic Questionnaire

1.   What is the sex of the child in this study?

                Male   Y
                Female   Y

2.   What is the age of the child in this study?

                _____ years

3.   Does this child have any illness or disability?

                No   Y
                Yes   Y

        If yes, please specify

                _____

                _____

                _____

4.   What are the ages of <u>all other</u> dependent children (18 years or younger) in your home?

                ____ ____ ____ ____ ____

5.   Which of the following best describes your relationship to the child in this study?

                Natural mother   Y
                Natural Father   Y
                Stepmother   Y
                Stepfather   Y

                Other (Please describe):
                _____

6. Which of the following best describes the parents living in the child's household?

Two natural parents	Y
Mother and stepfather/defacto	Y
Father and stepmother/defacto	Y
Mother alone	Y
Father alone	Y

Other (please describe):_____

7. In which country was the mother (or parental mother figure) born?

_____

8. What is the usual occupation of the mother (or parental mother figure) in the child's household?

_____

(Please describe)

9. Is the <u>mother</u> in the child's household currently in paid employment?

No	Y
Yes	Y

10. What is the mother's (or parental mother figure's) highest completed level of schooling?

Primary school	Y
Some years of high school	Y
Year 12, Matric or equivalent	Y
Technical, trade or TAFE certificate	Y
Tertiary qualifications	Y

11. In which country was the father (or parental father figure) born?

_____

12. What is the usual occupation of the father (or parental father figure) in the child's household?

_____

(please describe)

13.   Is the <u>father</u> in the child's household currently in paid employment?

                    No   Y
                    Yes   Y

14.   What is the father's (or parental father figure's) highest <u>completed</u> level of schooling?

Primary school	Y
Some years of high school	Y
Year 12, Matric or equivalent	Y
Technical, trade or TAFE certificate	Y
Tertiary qualifications	Y

15.   Does your family receive any pension or benefit?

                    No   Y
                    Yes   Y

If yes, please describe _____

Appendix G.7 Child Behavior Checklist (6-18)

✓ Please print **CHILD BEHAVIOR CHECKLIST FOR AGES 6-18**   For office use only ID #

CHILD'S FULL NAME	First	Middle	Last

PARENTS' USUAL TYPE OF WORK, even if not working now. (Please be specific — for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.)

FATHER'S TYPE OF WORK _____

MOTHER'S TYPE OF WORK _____

CHILD'S GENDER	CHILD'S AGE	CHILD'S ETHNIC GROUP OR RACE
☐ Boy ☐ Girl		

THIS FORM FILLED OUT BY: (print your full name)

_____

TODAY'S DATE	CHILD'S BIRTHDATE
Mo. ____ Day ____ Year ____	Mo. ____ Day ____ Year ____

Your gender: ☐ Male ☐ Female

Your relation to the child:

GRADE IN SCHOOL _____

NOT ATTENDING SCHOOL ☐

Please fill out this form to reflect *your* view of the child's behavior even if other people might not agree. Feel free to print additional comments beside each item and in the space provided on page 2. *Be sure to answer all items.*

☐ Biological Parent ☐ Step Parent ☐ Grandparent
☐ Adoptive Parent ☐ Foster Parent ☐ Other (specify)

I. Please list the sports your child most likes to take part in. For example: swimming, baseball, skating, skate boarding, bike riding, fishing, etc.

None ☐

a. _____
b. _____
c. _____

Compared to others of the same age, about how much time does he/she spend in each?

	Less Than Average	Average	More Than Average	Don't Know
a.	☐	☐	☐	☐
b.	☐	☐	☐	☐
c.	☐	☐	☐	☐

Compared to others of the same age, how well does he/she do each one?

	Below Average	Average	Above Average	Don't Know
a.	☐	☐	☐	☐
b.	☐	☐	☐	☐
c.	☐	☐	☐	☐

II. Please list your child's favorite hobbies, activities, and games, other than sports. For example: stamps, dolls, books, piano, crafts, cars, computers, singing, etc. (Do *not* include listening to radio or TV.)

None ☐

a. _____
b. _____
c. _____

Compared to others of the same age, about how much time does he/she spend in each?

	Less Than Average	Average	More Than Average	Don't Know
a.	☐	☐	☐	☐
b.	☐	☐	☐	☐
c.	☐	☐	☐	☐

Compared to others of the same age, how well does he/she do each one?

	Below Average	Average	Above Average	Don't Know
a.	☐	☐	☐	☐
b.	☐	☐	☐	☐
c.	☐	☐	☐	☐

III. Please list any organizations, clubs, teams, or groups your child belongs to.

None ☐

a. _____
b. _____
c. _____

Compared to others of the same age, how active is he/she in each?

	Less Active	Average	More Active	Don't Know
a.	☐	☐	☐	☐
b.	☐	☐	☐	☐
c.	☐	☐	☐	☐

IV. Please list any jobs or chores your child has. For example: paper route, babysitting, making bed, working in store, etc. (Include both paid and unpaid jobs and chores.)

None ☐

a. _____
b. _____
c. _____

Compared to others of the same age, how well does he/she carry them out?

	Below Average	Average	Above Average	Don't Know
a.	☐	☐	☐	☐
b.	☐	☐	☐	☐
c.	☐	☐	☐	☐

Be sure you answered all items. Then see other side.

V. 1. About how many close friends does your child have? (Do *not* include brothers & sisters)

☐ None ☐ 1 ☐ 2 or 3 ☐ 4 or more

2. About how many times a week does your child do things with any friends outside of regular school hours?

(Do *not* include brothers & sisters) ☐ Less than 1 ☐ 1 or 2 ☐ 3 or more

VI. Compared to others of his/her age, how well does your child:

	Worse	Average	Better	
a. Get along with his/her brothers & sisters?	☐	☐	☐	☐ Has no brothers or sisters
b. Get along with other kids?	☐	☐	☐	
c. Behave with his/her parents?	☐	☐	☐	
d. Play and work alone?	☐	☐	☐	

VII. 1. Performance in academic subjects. Does not attend school because _____

Other academic subjects–for example: computer courses, foreign language, business. Do *not* include gym, shop, driver's ed., or other nonacademic subjects.

Check a box for each subject that child takes

	Failing	Below Average	Average	Above Average
a. Reading, English, or Language Arts	☐	☐	☐	☐
b. History or Social Studies	☐	☐	☐	☐
c. Arithmetic or Math	☐	☐	☐	☐
d. Science	☐	☐	☐	☐
e. _____	☐	☐	☐	☐
f. _____	☐	☐	☐	☐
g. _____	☐	☐	☐	☐

2. Does your child receive special education or remedial services or attend a special class or special school?

☐ No ☐ Yes—kind of services, class, or school:

3. Has your child repeated any grades? ☐ No ☐ Yes—grades and reasons:

4. Has your child had any academic or other problems in school? ☐ No ☐ Yes—please describe:

When did these problems start? _____

Have these problems ended? ☐ No ☐ Yes–when?

Does your child have any illness or disability (either physical or mental)? ☐ No ☐ Yes—please describe:

What concerns you most about your child?

Please describe the best things about your child.

Below is a list of items that describe children and youths. For each item that describes your child *now or within the past 6 months*, please circle the *2* if the item is *very true or often true* of your child. Circle the *1* if the item is *somewhat or sometimes true* of your child. If the item is *not true* of your child, circle the *0*. Please answer all items as well as you can, even if some do not seem to apply to your child.

0 = Not True (as far as you know)   **1 = Somewhat or Sometimes True**   **2 = Very True or Often True**

0 1 2	1. Acts too young for his/her age		0 1 2	32. Feels he/she has to be perfect
0 1 2	2. Drinks alcohol without parents' approval (describe):_____		0 1 2	33. Feels or complains that no one loves him/her
			0 1 2	34. Feels others are out to get him/her
0 1 2	3. Argues a lot		0 1 2	35. Feels worthless or inferior
0 1 2	4. Fails to finish things he/she starts			
0 1 2	5. There is very little he/she enjoys		0 1 2	36. Gets hurt a lot, accident-prone
0 1 2	6. Bowel movements outside toilet		0 1 2	37. Gets in many fights
			0 1 2	38. Gets teased a lot
0 1 2	7. Bragging, boasting		0 1 2	39. Hangs around with others who get in trouble
0 1 2	8. Can't concentrate, can't pay attention for long			
0 1 2	9. Can't get his/her mind off certain thoughts; obsessions (describe):_____		0 1 2	40. Hears sound or voices that aren't there (describe): _____
0 1 2	10. Can't sit still, restless, or hyperactive		0 1 2	41. Impulsive or acts without thinking
0 1 2	11. Clings to adults or too dependent		0 1 2	42. Would rather be alone than with others
0 1 2	12. Complains of loneliness		0 1 2	43. Lying or cheating
0 1 2	13. Confused or seems to be in a fog		0 1 2	44. Bites fingernails
0 1 2	14. Cries a lot		0 1 2	45. Nervous, highstrung, or tense
			0 1 2	46. Nervous movements or twitching (describe): _____
0 1 2	15. Cruel to animals			
0 1 2	16. Cruelty, bullying, or meanness to others			
0 1 2	17. Daydreams or gets lost in his/her thoughts		0 1 2	47. Nightmares
0 1 2	18. Deliberately harms self or attempts suicide		0 1 2	48. Not liked by other kids
0 1 2	19. Demands a lot of attention		0 1 2	49. Constipated, doesn't move bowels
0 1 2	20. Destroys his/her own things		0 1 2	50. Too fearful or anxious
0 1 2	21. Destroys things belonging to his/her family or others		0 1 2	51. Feels dizzy or lightheaded
0 1 2	22. Disobedient at home		0 1 2	52. Feels too guilty
			0 1 2	53. Overeating
0 1 2	23. Disobedient at school		0 1 2	54. Overtired without good reason
0 1 2	24. Doesn't eat well		0 1 2	55. Overweight
0 1 2	25. Doesn't get along with other kids			56. Physical problems *without known medical cause:*
0 1 2	26. Doesn't seem to feel guilty after misbehaving		0 1 2	a. Aches or pains (*not* stomach or headaches)
			0 1 2	b. Headaches
0 1 2	27. Easily jealous		0 1 2	c. Nausea, feels sick
0 1 2	28. Breaks rules at home, school, or elsewhere		0 1 2	d. Problems with eyes (*not* if corrected by glasses) (describe): _____
0 1 2	29. Fears certain animals, situations, or places, other than school (describe): _____		0 1 2	e. Rashes or other skin problems
			0 1 2	f. Stomachaches
0 1 2	30. Fears going to school		0 1 2	g. Vomiting, throwing up
0 1 2	31. Fears he/she might think or do something bad		0 1 2	h. Other (describe): _____

PAGE 3   *Be sure you answered all items. Then see other side.*

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0 = Not True (as far as you know)   1 = Somewhat or Sometimes True   2 = Very True or Often True

0 1 2	57. Physically attacks people	0 1 2	84. Strange behavior (describe): _____
0 1 2	58. Picks nose, skin, or other parts of body (describe): _____		_____
		0 1 2	85. Strange ideas (describe): _____
			_____
0 1 2	59. Plays with own sex parts in public	0 1 2	86. Stubborn, sullen, or irritable
0 1 2	60. Plays with own sex parts too much	0 1 2	87. Sudden changes in mood or feelings
0 1 2	61. Poor school work	0 1 2	88. Sulks a lot
0 1 2	62. Poorly coordinated or clumsy	0 1 2	89. Suspicious
0 1 2	63. Prefers being with older kids	0 1 2	90. Swearing or obscene language
0 1 2	64. Prefers being with younger kids	0 1 2	91. Talks about killing self
0 1 2	65. Refuses to talk	0 1 2	92. Talks or walks in sleep (describe): _____
0 1 2	66. Repeats certain acts over and over; compulsions (describe): _____		_____
		0 1 2	93. Talks too much
	_____	0 1 2	94. Teases a lot
0 1 2	67. Runs away from home	0 1 2	95. Temper tantrums or hot temper
0 1 2	68. Screams a lot	0 1 2	96. Thinks about sex too much
0 1 2	69. Secretive, keeps things to self	0 1 2	97. Threatens people
0 1 2	70. Sees things that aren't there (describe):	0 1 2	98. Thumb-sucking
		0 1 2	99. Smokes, chews, or sniffs tobacco
	_____	0 1 2	100. Trouble sleeping (describe): _____
	_____		_____
0 1 2	71. Self-conscious or easily embarrassed	0 1 2	101. Truancy, skips school
0 1 2	72. Sets fires	0 1 2	102. Underactive, slow moving, or lacks energy
0 1 2	73. Sexual problems (describe): _____	0 1 2	103. Unhappy, sad, or depressed
	_____	0 1 2	104. Unusually loud
	_____	0 1 2	105. Uses drugs for nonmedical purposes (**don't** include alcohol or tobacco) (describe):
0 1 2	74. Showing off or clowning		
0 1 2	75. Too shy or timid		_____
0 1 2	76. Sleeps less than most kids		_____
0 1 2	77. Sleeps more than most kids during day and/or night (describe): _____	0 1 2	106. Vandalism
		0 1 2	107. Wets self during the day
	_____	0 1 2	108. Wets the bed
0 1 2	78. Inattentive or easily distracted	0 1 2	109. Whining
0 1 2	79. Speech problem (describe): _____	0 1 2	110. Wishes to be of opposite sex
	_____	0 1 2	111. Withdrawn, doesn't get involved with others
0 1 2	80. Stares blankly	0 1 2	112. Worries
0 1 2	81. Steals at home		113. Please write in any problems your child has that were not listed above:
0 1 2	82. Steals outside the home		
0 1 2	83. Stores up too many things he/she doesn't need (describe): _____	0 1 2	_____
	_____	0 1 2	_____
	_____	0 1 2	_____

     Please be sure you answered all items.

Appendix G.8 Teacher Report Form

Please print TEACHER'S REPORT FORM FOR AGES 6-18

For office use only
ID #

Your answers will be used to compare the pupil with other pupils whose teachers have completed similar forms. The information from this form will also be used for comparison with other information about this pupil. Please answer as well as you can, even if you lack full information. Scores on individual items will be combined to identify general patterns of behavior. Feel free to print additional comments beside each item and in the spaces provided on page 2. *Please print, and answer all items.*

PUPIL'S FULL NAME	First	Middle	Last

PARENTS' USUAL TYPE OF WORK, even if not working now.
(Please be specific — for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.)
FATHER'S TYPE OF WORK _____
MOTHER'S TYPE OF WORK _____

PUPIL'S GENDER
☐ Boy ☐ Girl

PUPIL'S AGE

PUPIL'S ETHNIC GROUP OR RACE

THIS FORM FILLED OUT BY: *(print your full name)*
_____

TODAY'S DATE
Mo. _____ Day ____ Year _____

PUPIL'S BIRTHDATE (if known)
Mo. ____ Day ____ Year ____

Your gender: ☐ Male ☐ Female

Your role at the school:
☐ Classroom Teacher ☐ Counselor ☐ Teacher's Aide
☐ Special Educator ☐ Administrator ☐ Other (specify)

GRADE IN SCHOOL
_____

NAME AND ADDRESS OF SCHOOL
_____
_____
_____

I. For how many months have you known this pupil? _____ months

II. How well do you know him/her? 1. ☐ Not Well 2. ☐ Moderately Well 3. ☐ Very Well

III. How much time does he/she spend in your class or service per week?

IV. What kind of class or service is it? (Please be specific, e.g., regular 5th grade, 7th grade math, learning disability, counseling, etc.)

V. Has he/she ever been referred for special class placement, services, or tutoring?
☐ Don't know 0. ☐ No 1. ☐ Yes — what kind and when?

VI. Has he/she ever repeated any grades? ☐ Don't Know 0. ☐ No 1. ☐ Yes – grades and reasons:

VII. Current academic performance — list academic subjects and check box that indicates pupil's performance for each subject:

Academic subject	1. Far below grade	2. Somewhat below grade	3. At grade level	4. Somewhat above grade	5. Far above grade
1. _____	☐	☐	☐	☐	☐
2. _____	☐	☐	☐	☐	☐
3. _____	☐	☐	☐	☐	☐
4. _____	☐	☐	☐	☐	☐
5. _____	☐	☐	☐	☐	☐
6. _____	☐	☐	☐	☐	☐

Be sure you answered all items. Then see other side.

Please print. Be sure to answer all items.

VIII. Compared to typical pupils of the same age:	1. Much less	2. Somewhat less	3. Slightly less	4. About average	5. Slightly more	6. Somewhat more	7. Much more
1. How hard is he/she working?	☐	☐	☐	☐	☐	☐	☐
2. How appropriately is he/she behaving?	☐	☐	☐	☐	☐	☐	☐
3. How much is he/she learning?	☐	☐	☐	☐	☐	☐	☐
4. How happy is he/she?	☐	☐	☐	☐	☐	☐	☐

IX. Most recent achievement test scores (optional):

Name of test	Subject	Date	Percentile or grade level obtained

X. IQ, readiness, or aptitude tests (optional):

Name of test	Date	IQ or equivalent scores

Does this pupil have any illness or disability (either physical or mental)? ☐ No   ☐ Yes — please describe:

What concerns you most about this pupil?

Please describe the best things about this pupil:

Please feel free to write any comments about this pupil's work, behavior, or potential, using extra pages if necessary.

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Please print. Be sure to answer all items.

Below is a list of items that describe pupils. For each item that describes the pupil *now or within the past 2 months*, please circle the *2* if the item is *very true or often true* of the pupil. Circle the *1* if the item is *somewhat or sometimes true* of the pupil. If the item is *not true* of the pupil, circle the *0*. Please answer all items as well as you can, even if some do not seem to apply to this pupil.

0 = Not True (as far as you know)   1 = Somewhat or Sometimes True   2 = Very True or Often True

0 1 2	1. Acts too young for his/her age	0 1 2	34. Feels others are out to get him/her
0 1 2	2. Hums or makes other odd noises in class	0 1 2	35. Feels worthless or inferior
0 1 2	3. Argues a lot	0 1 2	36. Gets hurt a lot, accident-prone
0 1 2	4. Fails to finish things he/she starts	0 1 2	37. Gets in many fights
0 1 2	5. There is very little he/she enjoys	0 1 2	38. Gets teased a lot
0 1 2	6. Defiant, talks back to staff	0 1 2	39. Hangs around with others who get in trouble
0 1 2	7. Bragging, boasting	0 1 2	40. Hears sound or voices that aren't there
0 1 2	8. Can't concentrate, can't pay attention for long		(describe): _____
0 1 2	9. Can't get his/her mind off certain thoughts;		
	obsessions (describe): _____	0 1 2	41. Impulsive or acts without thinking
	_____	0 1 2	42. Would rather be alone than with others
0 1 2	10. Can't sit still, restless, or hyperactive	0 1 2	43. Lying or cheating
0 1 2	11. Clings to adults or too dependent	0 1 2	44. Bites fingernails
0 1 2	12. Complains of loneliness	0 1 2	45. Nervous, highstrung, or tense
0 1 2	13. Confused or seems to be in a fog	0 1 2	46. Nervous movements or twitching (describe):
0 1 2	14. Cries a lot		_____
0 1 2	15. Fidgets		_____
0 1 2	16. Cruelty, bullying, or meanness to others	0 1 2	47. Overconforms to rules
0 1 2	17. Daydreams or gets lost in his/her thoughts	0 1 2	48. Not liked by other pupils
0 1 2	18. Deliberately harms self or attempts suicide	0 1 2	49. Has difficulty learning
0 1 2	19. Demands a lot of attention	0 1 2	50. Too fearful or anxious
0 1 2	20. Destroys his/her own things	0 1 2	51. Feels dizzy or lightheaded
0 1 2	21. Destroys property belonging to others	0 1 2	52. Feels too guilty
0 1 2	22. Difficulty following directions	0 1 2	53. Talks out of turn
0 1 2	23. Disobedient at school	0 1 2	54. Overtired without good reason
0 1 2	24. Disturbs other pupils	0 1 2	55. Overweight
0 1 2	25. Doesn't get along with other pupils		56. Physical problems *without known medical*
0 1 2	26. Doesn't seem to feel guilty after misbehaving		*cause:*
		0 1 2	a. Aches or pains (*not* stomach or headaches)
0 1 2	27. Easily jealous	0 1 2	b. Headaches
0 1 2	28. Breaks school rules	0 1 2	c. Nausea, feels sick
0 1 2	29. Fears certain animals, situations, or places,	0 1 2	d. Eye problems (*not* if corrected by glasses)
	other than school (describe): _____		(describe): _____
	_____		
0 1 2	30. Fears going to school	0 1 2	e. Rashes or other skin problems
		0 1 2	f. Stomachaches
0 1 2	31. Fears he/she might think or do something bad	0 1 2	g. Vomiting, throwing up
0 1 2	32. Feels he/she has to be perfect	0 1 2	h. Other (describe): _____
0 1 2	33. Feels or complains that no one loves him/her		_____
			_____

PAGE 3   *Be sure you answered all items. Then see other side.*

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0 = Not True (as far as you know)   1 = Somewhat or Sometimes True   2 = Very True or Often True

0 1 2   57. Physically attacks people
0 1 2   58. Picks nose, skin, or other parts of body (describe): _____

0 1 2   59. Sleeps in class
0 1 2   60. Apathetic or unmotivated

0 1 2   61. Poor school work
0 1 2   62. Poorly coordinated or clumsy

0 1 2   63. Prefers being with older children or youths
0 1 2   64. Prefers being with younger children

0 1 2   65. Refuses to talk
0 1 2   66. Repeats certain acts over and over; compulsions (describe): _____

0 1 2   67. Disrupts class discipline
0 1 2   68. Screams a lot

0 1 2   69. Secretive, keeps things to self
0 1 2   70. Sees things that aren't there (describe): _____

0 1 2   71. Self-conscious or easily embarrassed
0 1 2   72. Messy work

0 1 2   73. Behaves irresponsibly (describe): _____

0 1 2   74. Showing off or clowning

0 1 2   75. Too shy or timid
0 1 2   76. Explosive or unpredictable behavior

0 1 2   77. Demands must be met immediately, easily frustrated
0 1 2   78. Inattentive or easily distracted

0 1 2   79. Speech problem (describe): _____

0 1 2   80. Stares blankly

0 1 2   81. Feels hurt when criticized
0 1 2   82. Steals

0 1 2   83. Stores up too many things he/she doesn't need (describe): _____

0 1 2   84. Strange behavior (describe): _____

0 1 2   85. Strange ideas (describe): _____

0 1 2   86. Stubborn, sullen, or irritable
0 1 2   87. Sudden changes in mood or feelings

0 1 2   88. Sulks a lot
0 1 2   89. Suspicious

0 1 2   90. Swearing or obscene language
0 1 2   91. Talks about killing self

0 1 2   92. Underachieving, not working up to potential
0 1 2   93. Talks too much

0 1 2   94. Teases a lot
0 1 2   95. Temper tantrums or hot temper

0 1 2   96. Seems preoccupied with sex
0 1 2   97. Threatens people

0 1 2   98. Tardy to school or class
0 1 2   99. Smokes, chews, or sniffs tobacco

0 1 2   100. Fails to carry out assigned tasks
0 1 2   101. Truancy or unexplained absence

0 1 2   102. Underactive, slow moving, or lacks energy
0 1 2   103. Unhappy, sad, or depressed

0 1 2   104. Unusually loud
0 1 2   105. Uses drugs for nonmedical purposes (*don't* include tobacco) (describe): _____

0 1 2   106. Overly anxious to please
0 1 2   107. Dislikes school

0 1 2   108. Is afraid of making mistakes
0 1 2   109. Whining

0 1 2   110. Unclean personal appearance
0 1 2   111. Withdrawn, doesn't get involved with others

0 1 2   112. Worries
        113. Please write in any problems the pupil has that were not listed above:
0 1 2   _____
0 1 2   _____
0 1 2   _____

Appendix H.1. Previous Factor Analyses using Parenting Scale Items

Table H.1.1 Published factor analyses using Parenting Scale Items

Original Domain and Ineffective Strategy Anchor (factor loading*), Arnold et al 1993 Clinic/Volunteer 1.5-4yo, N=168 Varimax rotation,	Irvine et al 1999 Referred sample 11-14yo, N=270 Varimax rotation		Reitman et al 2001 Head Start 3-4yo, N=183 Direct oblimin rotation		Harvey et al 2001 Non/ADHD 5-12yo, N=179 Varimax rotation, 2 factors		Collett et al 2001 Community 2-12yo, N=785 varimax rotation	
	Factor Loading LAX**	Factor loading OVER**	Factor Loading LAX**	Factor loading OVER**	Factor Loading LAX†	Factor loading OVER†	Factor Loading LAX#	Factor loading OVER#
Laxness								
26. When I say my child can't do something, I let my child do it anyway (.72)	.59	.29	.44	.42	.62	.34	.62	.13
30. If my child gets upset, I back down and give in (.71)	.70	.13	.59	.22	.60	.13	.64	.10
16. When my child does something I don't like, I often let it go (.70)	.56	.13	.55	.00	.66	.07	.64	.10
20. When I give a fair threat or warning, I often don't carry it out (.66)	.72	.28	.45	.12	.61	.30	.68	.18
19. When my child won't do what I ask, I often let it go or end up doing it myself (.66)	.65	.18	.59	.07	.66	.08	.61	.10
21. If saying "no" doesn't work, I offer my child something nice so he/she will behave (.60)	.59	.05	.59	.03	.63	-.02	.64	.09
12. I coax or beg my child to stop (.57)	.52	.13	.61	.15	.64	.00	.59	.21
8. I let my child do whatever he/she wants (.57)	.52	.12	.44	.25	.57	.36	.47	.11
7. I threaten to do things I know I won't actually do[a] (.44 and VERB .47)	.54	-.30	.50	.21	.53	.36	.61	.21
24. If my child misbehaves and then acts sorry, I let it go at that time (.41)	.30	.02	.36	.02	.46	-.03	.41	.12
15. When we're not at home, I let my child get away with a lot more (.40)	.44	.35	.46	.11	.39	.33	.51	.29
Overreactivity								
22. I get so frustrated or angry that my child can see I'm upset (.77)	.16	.72	.06	.32	.13	.73	.18	.64
17. Things build up and I do things I don't mean to (.74)	.30	.69	.14	.70	.21	.69	.21	.61
10. I raise my voice or yell (.66)	.08	.74	.16	.63	.08	.68	.11	.62
18. I spank, grab, slap, or hit my child most of the time (.62)	-.09	.52	.16	.22	-.02	.68	.06	.54
14. I often hold a grudge (.58)	.11	.43	.05	.69	.21	.43	.12	.47
3. When I'm upset or under stress, I'm on my child's back (.57)	.03	.55	.08	.64	.15	.45	.03	.42

28. I insult my child, say mean things, or call my child names most of the time (.53)	.11	.61	.20	.46	.19	.54	.20	.54
6. I usually get into a long argument with my child (.52)	.29	.57	.13	.60	.38	.59	.27	.48
9. I give my child a long lecture[b] (.47 and VERB .35)	.13	.44	.16	.42	.48	.26	.13	.49
25. I almost always use bad language or curse (.43)	.16	.54	.02	.40	.20	.53	.15	.46
Verbosity								
23. I make my child tell why he/she did it (.66)	-.06	.01	.16	.23	-.01	.07	-.08	-.07
4. I say a lot (.61)	.05	.30	.01	.02	.25	.25	.30	.06
11. If saying "no" doesn't work right away, I keep talking and try to get through to my child (.61)	.33	.03	.47	.36	.57	-.01	.37	-.15
29. If my child talks back or complains when I handle a problem, I give a talk about not complaining (.37)	.11	.17	.05	.43	.26	.26	.13	.16
2. I give my child several reminders or warnings (.35)	.36	.14	.31	.03	.36	.36	.43	.17
No Factor								
1. I do something about it later	.44	.08	.42	.12	.48	.13	.50	.21
5. I can't ignore my child's pestering	-.10	.24	.12	.05	-.02	.30	.07	.23
13. When my child is out of my sight, I often don't know what my child is doing	.21	.21	.09	.50	.07	.34	.22	.32
27. When I handle a problem, I tell my child I'm sorry about it	.21	-.06	.28	.09	.03	.15	.03	-.12

[a] Loads on the original Laxness and Verbosity Scales; [b] Loads on the original Overreactivity and Verbosity Scales

LAX = Laxness factor; OVER = Overreactivity factor; VERB = Verbosity.

In original papers * factor loadings ≥.35; ** factor loadings ≥.55; † factor loadings ≥.40; # factor loadings ≥.30, items on factors in original papers are highlighted

Appendix H.2 Principal Components Analyses of Parenting Scale Items

The results from the principal components analyses (with oblique, quartimax, equamax and promax rotations) of the self-reported items on the PS are shown in Tables H.2.1-H.2.4. The variance accounted for by the five principal components shown in each table was: oblique = 42.0%, quartimax = 39.6%, equamax = 38.0% and promax = 42.0%). Only the oblique and promax rotations yielded slightly different factors to those presented in Chapter Five. The five core factors were still obtained, but additional items were also found to load on the factors. These additional items usually loaded on more than one factor, with a smaller loading on the secondary factor. For example, in the oblique rotation, Item 8, "*I let my child do whatever he/she wants*" has a loading on the Permissiveness factor of .62, and a loading on the Inconsistency factor of only .41. There was also considerable overlap in the items on Factors 3 and 4 in the promax rotation.

Table H.2.1. Principal components analysis (with *oblique* rotation) of the Parenting Scale self-report items (N=1239).

Original Domain and Behaviour Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Laxness					
20. When I give a fair threat or warning, I often don't carry it out	.80				
19. When my child won't do what I ask, I often let it go or end up doing it myself	.71				
30. If my child gets upset, I back down and give in	.69				
7. I threaten to do things I know I won't actually do[a]	.68				
26. When I say my child can't do something, I let my child do it anyway	.70				
21. If saying "no" doesn't work, I offer my child something nice so he/she will behave	.51				
16. When my child does something I don't like, I often let it go				.68	
15. When we're not at home, I let my child get away with a lot more				.65	
8. I let my child do whatever he/she wants	.41			.62	
12. I coax or beg my child to stop				.58	
24. If my child misbehaves and then acts sorry, I let it go at that time				.46	
Overreactivity					
25. I almost always use bad language or curse					.76
28. I insult my child, say mean things, or call my child names most of the time					.74
18. I spank, grab, slap, or hit my child most of the time					.70
17. Things build up and I do things I don't mean to			.45		.49
22. I get so frustrated or angry that my child can see I'm upset		.42			.48
3. When I'm upset or under stress, I'm on my child's back		.64			
10. I raise my voice or yell		.57			
9. I give my child a long lecture[b]			.72		
6. I usually get into a long argument with my child			.63		
14. I often hold a grudge			.60		
Verbosity					
23. I make my child tell why he/she did it				.45	
11. If saying "no" doesn't work right away, I keep talking and try to get through to my child		.47			
29. If my child talks back or complains when I handle a problem, I give a talk about not complaining					
2. I give my child several reminders or warnings					
4. I say a lot					
No Factor					
1. I do something about it later				.52	
13. When my child is out of my sight, I often don't know what my child is doing			.43		
27. When I handle a problem, I tell my child I'm sorry about it					
5. I can't ignore my child's pestering					

[a] Loads on the original Laxness and Verbosity Scales
[b] Loads on the original Overreactivity and Verbosity Scales

Table H.2.2. Principal components analysis (with *quartimax* rotation) of the Parenting Scale self-report items (N=1239).

Original Domain and Behaviour Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Laxness					
20. When I give a fair threat or warning, I often don't carry it out	.79				
19. When my child won't do what I ask, I often let it go or end up doing it myself	.69				
30. If my child gets upset, I back down and give in	.66				
7. I threaten to do things I know I won't actually do[a]	.65				
26. When I say my child can't do something, I let my child do it anyway	.64				
21. If saying "no" doesn't work, I offer my child something nice so he/she will behave	.43				
16. When my child does something I don't like, I often let it go		.66			
15. When we're not at home, I let my child get away with a lot more		.62			
8. I let my child do whatever he/she wants		.58			
12. I coax or beg my child to stop		.58			
24. If my child misbehaves and then acts sorry, I let it go at that time		.40			
Overreactivity					
25. I almost always use bad language or curse			.71		
28. I insult my child, say mean things, or call my child names most of the time			.73		
18. I spank, grab, slap, or hit my child most of the time			.65		
17. Things build up and I do things I don't mean to				.43	
22. I get so frustrated or angry that my child can see I'm upset				.49	
3. When I'm upset or under stress, I'm on my child's back				.67	
10. I raise my voice or yell				.58	
9. I give my child a long lecture[b]					.70
6. I usually get into a long argument with my child					.56
14. I often hold a grudge					.54
Verbosity					
23. I make my child tell why he/she did it		.42			
11. If saying "no" doesn't work right away, I keep talking and try to get through to my child					
29. If my child talks back or complains when I handle a problem, I give a talk about not complaining					
2. I give my child several reminders or warnings					
4. I say a lot					
No Factor					
1. I do something about it later		.53			
13. When my child is out of my sight, I often don't know what my child is doing					
27. When I handle a problem, I tell my child I'm sorry about it					
5. I can't ignore my child's pestering					

[a] Loads on the original Laxness and Verbosity Scales
[b] Loads on the original Overreactivity and Verbosity Scales

Table H.2.3. Principal components analysis (with *equamax* rotation) of the Parenting Scale self-report items (N=1239).

Original Domain and Behaviour Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Laxness					
20. When I give a fair threat or warning, I often don't carry it out	.76				
19. When my child won't do what I ask, I often let it go or end up doing it myself	.64				
30. If my child gets upset, I back down and give in	.64				
7. I threaten to do things I know I won't actually do[a]	.62				
26. When I say my child can't do something, I let my child do it anyway	.62				
21. If saying "no" doesn't work, I offer my child something nice so he/she will behave					
16. When my child does something I don't like, I often let it go		.66			
15. When we're not at home, I let my child get away with a lot more		.59			
8. I let my child do whatever he/she wants		.57			
12. I coax or beg my child to stop		.54			
24. If my child misbehaves and then acts sorry, I let it go at that time		.40			
Overreactivity					
25. I almost always use bad language or curse			.72		
28. I insult my child, say mean things, or call my child names most of the time			.74		
18. I spank, grab, slap, or hit my child most of the time			.64		
17. Things build up and I do things I don't mean to				.47	
22. I get so frustrated or angry that my child can see I'm upset				.52	
3. When I'm upset or under stress, I'm on my child's back				.68	
10. I raise my voice or yell				.58	
9. I give my child a long lecture[b]					.69
6. I usually get into a long argument with my child					.55
14. I often hold a grudge					.57
Verbosity					
23. I make my child tell why he/she did it		.43			
11. If saying "no" doesn't work right away, I keep talking and try to get through to my child					
29. If my child talks back or complains when I handle a problem, I give a talk about not complaining					
2. I give my child several reminders or warnings					
4. I say a lot					
No Factor					
1. I do something about it later		.52			
13. When my child is out of my sight, I often don't know what my child is doing					
27. When I handle a problem, I tell my child I'm sorry about it					
5. I can't ignore my child's pestering					

[a] Loads on the original Laxness and Verbosity Scales
[b] Loads on the original Overreactivity and Verbosity Scales

Table H.2.4. Principal components analysis (with *promax* rotation) of the Parenting Scale self-report items (N=1239).

Original Domain and Behaviour Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Laxness					
20. When I give a fair threat or warning, I often don't carry it out	.80				
19. When my child won't do what I ask, I often let it go or end up doing it myself	.70				
30. If my child gets upset, I back down and give in	.69				
7. I threaten to do things I know I won't actually do[a]	.68		.42		
26. When I say my child can't do something, I let my child do it anyway	.69	.47			
21. If saying "no" doesn't work, I offer my child something nice so he/she will behave	.50	.45	.40		
16. When my child does something I don't like, I often let it go		.68			
15. When we're not at home, I let my child get away with a lot more		.65			
8. I let my child do whatever he/she wants		.65			
12. I coax or beg my child to stop		.64			
24. If my child misbehaves and then acts sorry, I let it go at that time		.44			
Overreactivity					
25. I almost always use bad language or curse			.76		
28. I insult my child, say mean things, or call my child names most of the time			.73		
18. I spank, grab, slap, or hit my child most of the time			.70	.41	
17. Things build up and I do things I don't mean to			.54	.49	.42
22. I get so frustrated or angry that my child can see I'm upset			.53	.53	
3. When I'm upset or under stress, I'm on my child's back				.66	
10. I raise my voice or yell			.43	.62	
9. I give my child a long lecture[b]					.71
6. I usually get into a long argument with my child					.62
14. I often hold a grudge					.57
Verbosity					
23. I make my child tell why he/she did it					
11. If saying "no" doesn't work right away, I keep talking and try to get through to my child				.41	
29. If my child talks back or complains when I handle a problem, I give a talk about not complaining					
2. I give my child several reminders or warnings					
4. I say a lot					
No Factor					
1. I do something about it later		.55			
13. When my child is out of my sight, I often don't know what my child is doing					.42
27. When I handle a problem, I tell my child I'm sorry about it					
5. I can't ignore my child's pestering					

[a] Loads on the original Laxness and Verbosity Scales
[b] Loads on the original Overreactivity and Verbosity Scales

Appendix I.1. Verbatim Examples of Reasons for Non-Normal Interaction

Time spent together

"I don't spend as much time just dedicated to her"

"We don't normally get that long with just the two of us to sit down together"

"I think the play would be the same, just the length of time would not normally be as long"

Different activities

"Playing together yes but not task planning"

"Normally he would play on his own more. Mostly I would read with him"

"I would normally take her to the park, go for a walk, shopping or watch a video. Sometimes we would play games or read a story"

"We normally do more things that come up in everyday life like cooking etc"

Presence of other children

"If my (other) daughter was here there would be more arguments over toys"

"Because normally there are other children involved and competition"

"Because (child) has a twin brother, they usually play together and don't look for me to join in"

Cooperation of child

"He doesn't sit still at all. He certainly doesn't cooperate with me during the day"

"We don't normally play with a routine. He will normally get bored. It was good swapping every ten minutes. Normally we play one or two games, then he will venture off and do something else"

"She played <u>with</u> me not against me"

"We would have been fighting because she is very independent and trying to tell me what is right"

Different Parenting

 "I would help him, or offer advice, but rarely get involved myself in the activity"

"I don't play with him"

"I often look for external reasons to pack up – rather than 'Because I want you to'. At bedtime I would pack up the toys rather than have an argument"

"I probably would have told her not to be so bossy. Also I tend to help her more which she doesn't like"

"I may have walked away or been more strict when she was being bossy with me"

Appendix I.2 Examples of Observation Summaries

Observation Summary - 041143

{Child} is a very friendly little girl – she was excited by all of the toys! Her younger sister was also around during the observations – before and after and {Child} didn't want to share anything with her. {Child} was generally well behaved, but very non-compliant when told to pack up the toys, both during the observation and at the end of the session. She didn't want me to take the toys away and held onto the school bus, hiding under the table while {Mother} and I took the toys out to the car. {Mother} managed to get her to cooperate by offering her a "deal" ie a few minutes extra play with the bus. {Mother} was creative in getting {Child} to pack up the blocks (which occurred after the observation) – pretending the toy hippo was eating the blocks.

I felt that {Mother}'s behaviour was constrained during the observation, and that she didn't particularly like it – feeling that her own and {Child}'s behaviour was being restricted. {Child} didn't know that the observation was being videotaped until the very end of the session (when it stopped). She was <u>very</u> demanding of attention and approbation.

Observation Summary - 081688

{Mother} was interested in the research and was enthusiastic about participating. She had told {Child} that I was bringing toys around to be tested for their popularity, so he was quite a willing participant. He didn't know he was being videotaped. {Child} is a very independent little boy who didn't like being told what to do. {Mother} said she was concerned by the fact that he wasn't happy simply to play with the building blocks that I brought – that he needed more toys.

{Child} had a tendency for rough play when I played just with him before the observation – wanting to poke and hit. During the observation he was prone to tantrums and crying when things didn't go the way he expected them to. {Mother} often allowed {Child} to do what he wanted during the observation, even if it wasn't what she desired. She gave lengthy explanations after the observation for why she didn't want {Child} riding on the block trolley. {Child} was quite happy to see me go because he had his sights set on playing with one of his own toys which was in the garage.

Observation Summary - 111272

{Mother} has 3 boys and is expecting a fourth child. **{Child}** is the eldest and he seems to have both internalising and externalising problems – he throws tantrums easily and **{Mother}** told me that he used to throw huge tantrums when his stepfather would leave to go to work (e.g. pulling the door off the wardrobe). I went to this family on two occasions – one for questionnaire and the second for the observation. When I went the first time I spent a lot of time with the boys – **{Child}** has difficulty sharing (particularly with his brothers), he is very temperamental and gets upset if things don't go his way – he often hits others (including aiming paper planes at my face) and he takes lots of risks in his behaviour (eg climbing on the roof, balancing on high objects). As can be seen on the video he also gets quite upset when things don't go his way or don't work properly. **{Child}** loves cuddles and having your undivided attention eg when reading a story, but his own attention doesn't stay on any one activity for very long.

{Mother} seems snowed under with raising the boys. Sometimes she just doesn't know quite what to do with them. The boys stay inside all day once their stepfather has left for work. She didn't raise her voice often - but uses 'no' and time out (although not effectively). I think **{Mother}** really has her hands full – but I did enjoy visiting this family – the boys really responded to play and attention.

Observation Summary - 130696

{Mother} was over-reactive and punitive in her discipline – namecalling, yelling and smacking at times. It was quite interesting to see **{Child}**'s younger sister during the home visit because this was particularly true of **{M**other}'s interaction with her. **{Child}** was a lovely little girl – very bright and friendly. **{Mother}** calls her a little angel and she was always friendly and helpful throughout the time I was there. **{Mother}** would often call the children pet names like "fat guts", sometimes calling them "idiots". She would often yell and smack in very mild situations – e.g. when I brought in the toys and **{Child}** was going through them to see what I had brought.

{Mother} is concerned that when **{Child}** visits her father - she is allowed to get away with a lot more (things she wouldn't dare try at home), and **{Child}**'s behaviour is particularly bad just before and straight after her visits with dad (today was not one of those days).

Observation Summary - 211060

{Father} is a very loving father – he and **{Child}** have a good relationship – especially given all they've gone through (ie little baby boy dying, marriage break up, custody battle etc). **{Father}** is trying to provide a stable environment during very unstable times for the family. **{Child}** is very much "daddy's girl" – she loves **{Father}** and loves playing with him. She can be quite demanding and **{Father}** said he is having quite a number of problems with her at the moment (sleeping problems and some defiance). He is currently dealing effectively with her noncompliance. **{Father}** uses a lot of teaching play and lots and lots of praise and warmth.

{Child}'s play sometimes alluded to her family circumstances – lots of imaginative play that included scenarios of little girls not wanting to go with mum, sisters having to defend one another (eg "you leave my sister alone" etc).

Observation Summary - 270092

{Mother} was a bit unsure about the video-taping and ended up feeling somewhat uncomfortable about it. I think she was embarrassed by **{Child}**'s bossy behaviour to some degree and she didn't feel relaxed about disciplining **{Child}** whilst I was there. **{Child}** was quite shy with me, even after the observation, but she seemed natural during the observation with **{Mother}**. **{Child}** was <u>very</u> bossy and often talked back to **{Mother}**, she was often non-compliant but eventually did what was asked of her. She played well during the no distraction task, and **{Mother}** indicated that **{Child}** would normally play by herself usually anyway. During the observation **{Mother}** did not discipline quite a lot of talking back and defiance (behaviours which I felt would not normally have gone undisciplined).

{Mother} said that **{Child}**'s behaviour at school/preschool is very different – she is too shy to ask the teachers how to do something and gets upset with herself when she can't do something that she thinks she should be able to do. **{Child}** has gone to school a term early and is in a mixed Reception/Yr 1 class – she finds the work too hard and would prefer to be back at preschool. She is particularly distressed at school when a friend from preschool is absent.

Appendix I.3 Video Coding Protocol

There will be videotapes of 20 parent-child dyads which will need to be coded on six dimensions of behaviour, across 4 activities. Each dimension of behaviour (eg Laxness, Overreactivity etc) is comprised of several operationalised behaviours which correspond directly with questionnaire items on the Parenting Scale and the Child Rearing Practices Questionnaire.

The presence or absence of each behaviour is to be coded every 30 seconds for the duration of the four activities on each videotape. These four activities include: 1) free-play; 2) drawing; 3) pack-up; and 4) a no distraction task. Each of these activities is scheduled to appear in this order, however in a couple of instances the activities appear out of sequence or occasionally some tasks are excluded – notes of this are made on the accompanying observation summary sheets. Each activity was designed to last up to a maximum of approximately 10 minutes, but some go over and some are well under this time (the time allocated to the pack up task was largely defined by how quickly the activity progressed).

The times at which each activity starts is noted on the back of each video cassette case and is either the point at which the investigator instructed parents to move to the next activity; or when parents made their own judgements as to when to change activities. In the latter case, the times noted are the parents' first verbal attempts to get the child to change activity.

As you watch each tape, code for a particular behavioural dimension during each activity. Code for all of the behaviours on only one dimension at a time (eg Laxness) on the entire tape. Then move on to the next tape and code for that same dimension. move through all of the tapes in succession until you have coded all of the tapes for a particular dimension. Then re-view the tapes for the next dimension of behaviour.

Each behaviour on the coding sheet has been operationalised to be clearly evident as to what it involves – let me know if there are any queries after the training. The coding sheets provided have spaces for each behaviour on every dimension for 30 second intervals, with separate sheets for each activity. The behaviours will be recorded using interval sampling, ie tick the box for each behaviour if it occurs in the

30 second period under scrutiny. Record it again if it continues or recurs in the next 30 second period. Continue recording behaviours until the end of the designated activity (eg free play) and mark the time of the end of the activity on the coding sheet. Then use a separate recording sheet for the next activity for this observation.

You will be provided with an audiocassette which indicates 30 second intervals. This is to be played when you code the observations, so that you can code in the appropriate intervals without continuously having look at a clock.

At the end of coding each activity for a particular dimension, give an overall rating (between 1-7, with 7 indicating a higher loading on that dimension) on the coding sheet for the parent's behaviour on that dimension during that activity. I have provided a general description of each dimension below, and the explicit definitions of the specific behaviours is given on a separate sheet. You will obviously get some feel for each dimension though coding for the specific behaviours, but this overall rating is to be more of a clinical rating, rather than a mathematical one (i.e. what is your impression of the parents' laxness rather than what is the total frequency of behaviours that make up the Laxness Scale).

We will use three pilot observations to practice coding and we will continue to code the observations until 90% agreement on the three tapes has been obtained. There is no need to hasten through the coding of the tapes, as I will be coding them over a considerable period of time. Fit the coding in around your other work to avoid boredom and fatigue.

I will also provide you with information about interruptions and off-screen activities during the observations, along with the summaries I composed after each observation. This information can be used before and whilst you code the tapes.

Dimensions of behaviour.

Laxness – The parent is inconsistent and/or permissive in limit setting The parent frequently backs down from requests for compliance or gives in to the child's inappropriate demands or coercive behaviour. The parent provides positive consequences for misbehaviour and doesn't follow through with threatened consequences.

Verbosity – The parent uses lengthy or repetitive verbal responses and reprimands and expresses a reliance on talking even when talking is ineffective.

Overreactivity – Parent's discipline is characterised by yelling, using physical punishment, reacting more severely than originally intended and having difficulty letting go of a discipline encounter once it is over. Parents may also display anger, meanness, frustration and irritability in handling their child's misbehaviour.

Punitiveness – Parent uses physical punishment or yells when disciplining child. Parent expects unconditional obedience from child.

Inductive Reasoning and Power Assertion – The parent uses reasoning and explanation for why certain rules or punishments are necessary. The parent encourages the child to ask questions and seek reasons for rules and punishments.

Warmth – The parent enjoys warmth and intimacy with the child through positive affect, including private jokes, laughter, positive feedback and physical intimacy (eg hugs and kisses).

Please note that some of the behaviours are repeated between the dimensions (there is no need to code these twice). There are also similarities between the Overreactivity and Punitiveness scales – but the behaviours on these dimensions must be coded separately.

Appendix I.4 Mean Frequencies of Behaviour in the Four Activities for Individual Participants
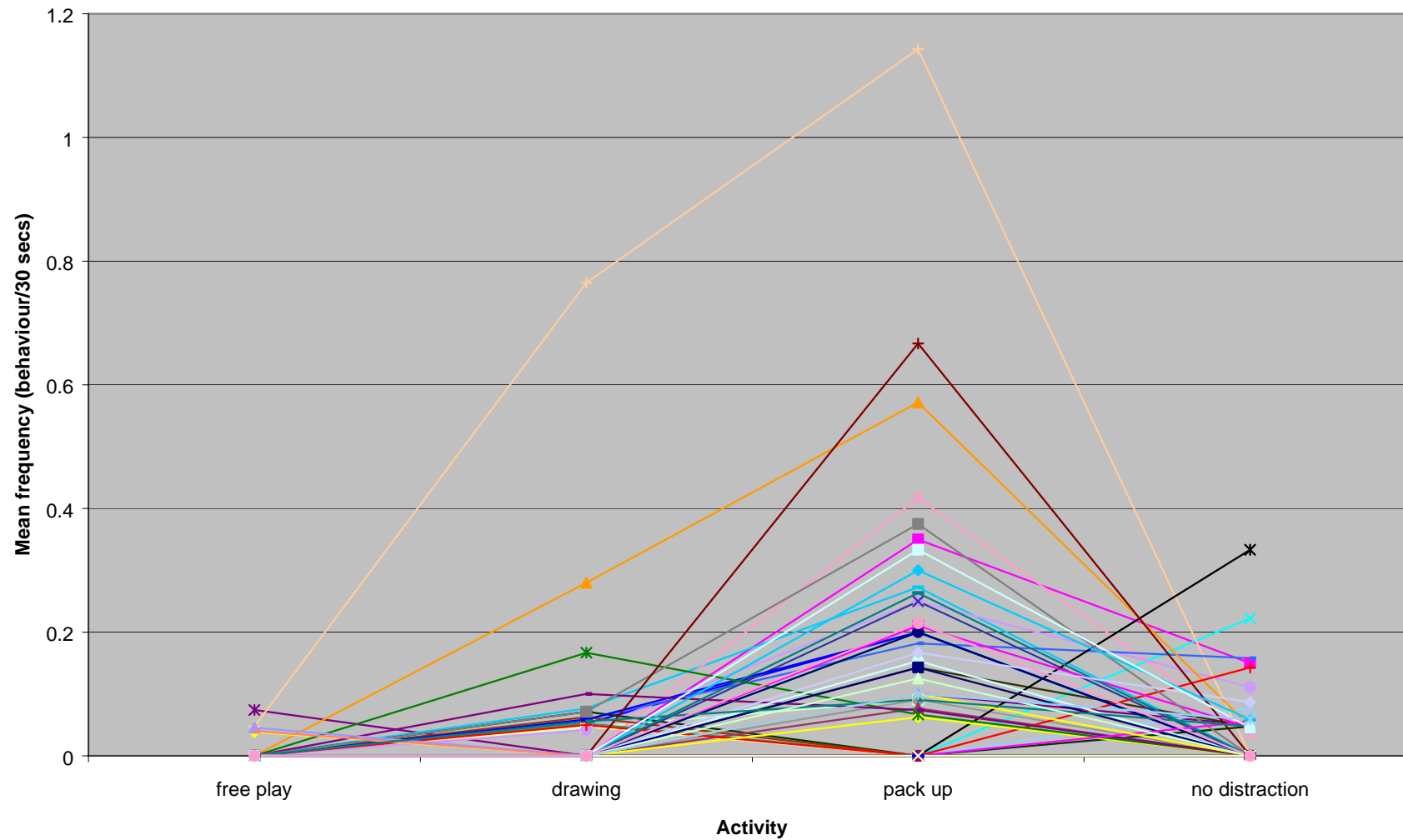
Figure I.4.1 Mean frequency of Inconsistency for individual participants across the four activities
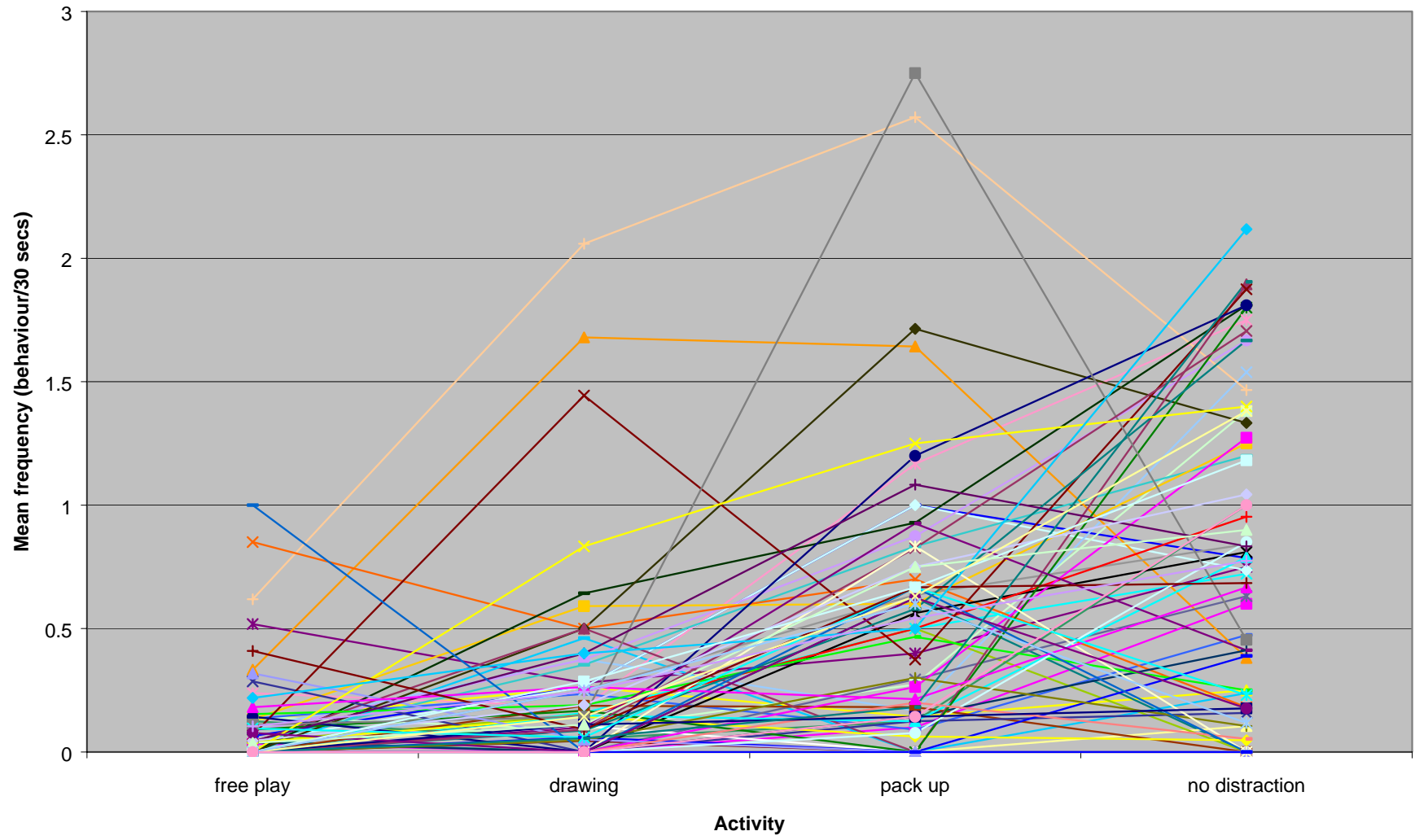
Figure I.4.2 Mean frequency of Permissiveness for individual participants across the four activities
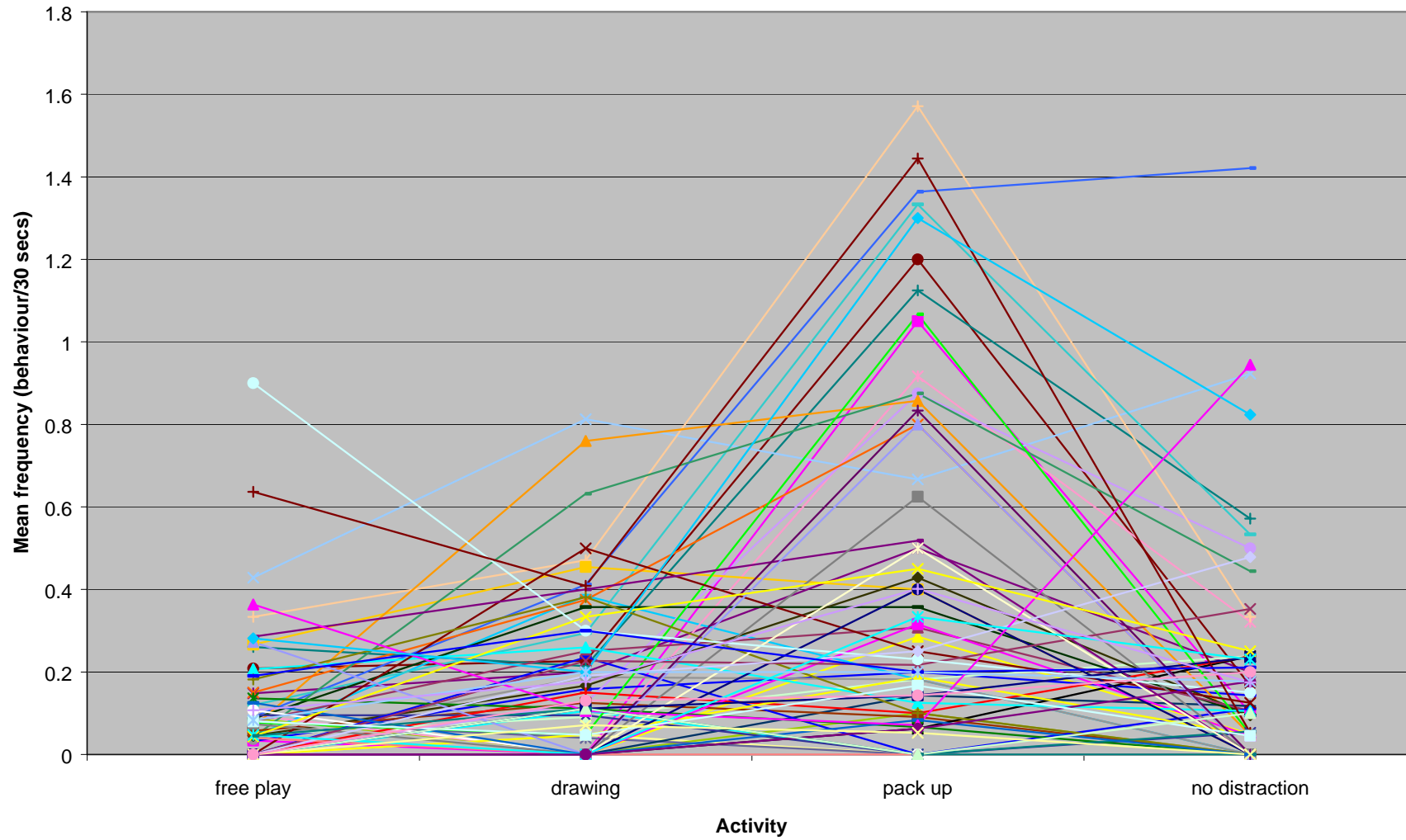
Figure I.4.3 Mean frequency of Overreactivity for individual participants across the four activities
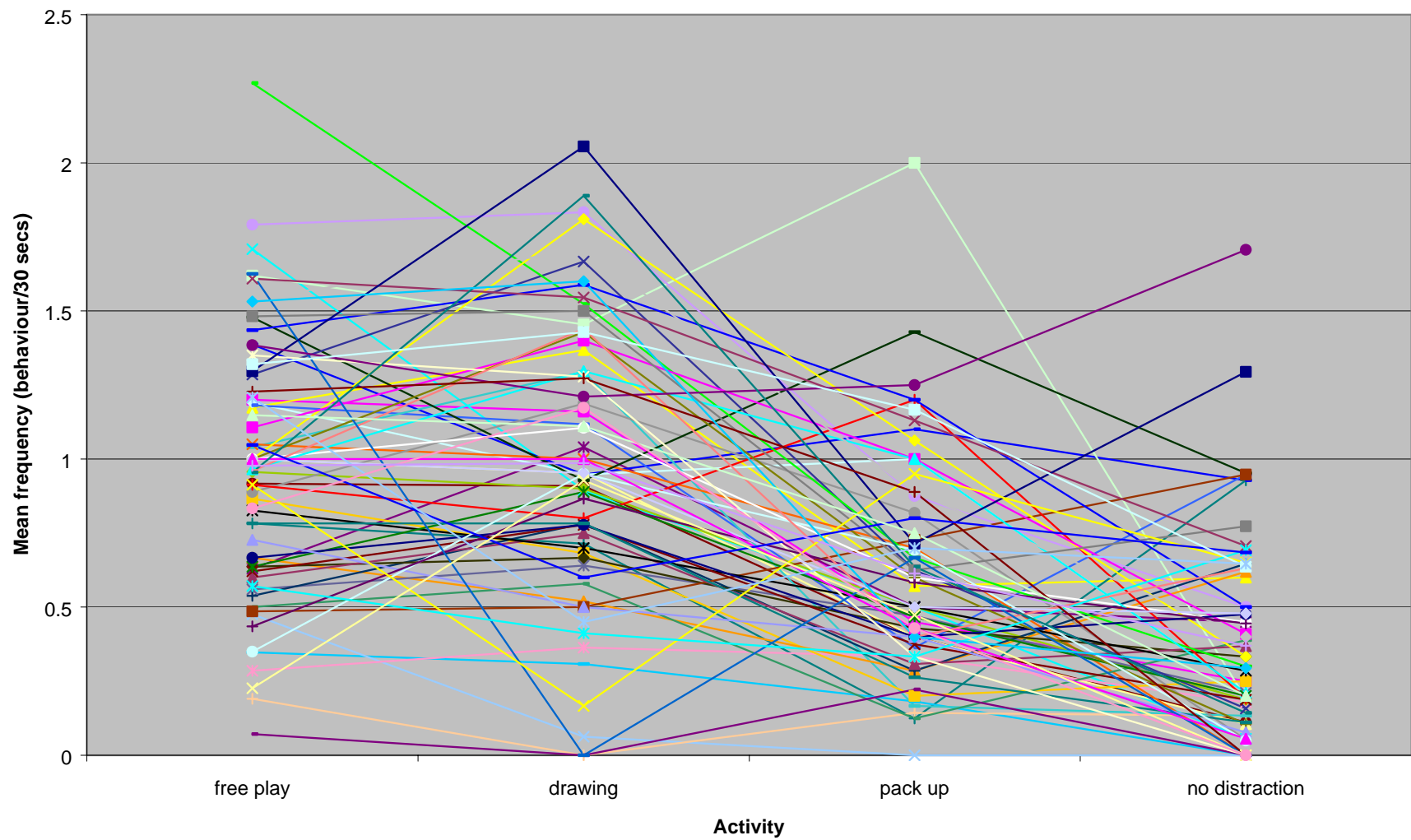
Figure I.4.4 Mean frequency of Warmth for individual participants across the four activities
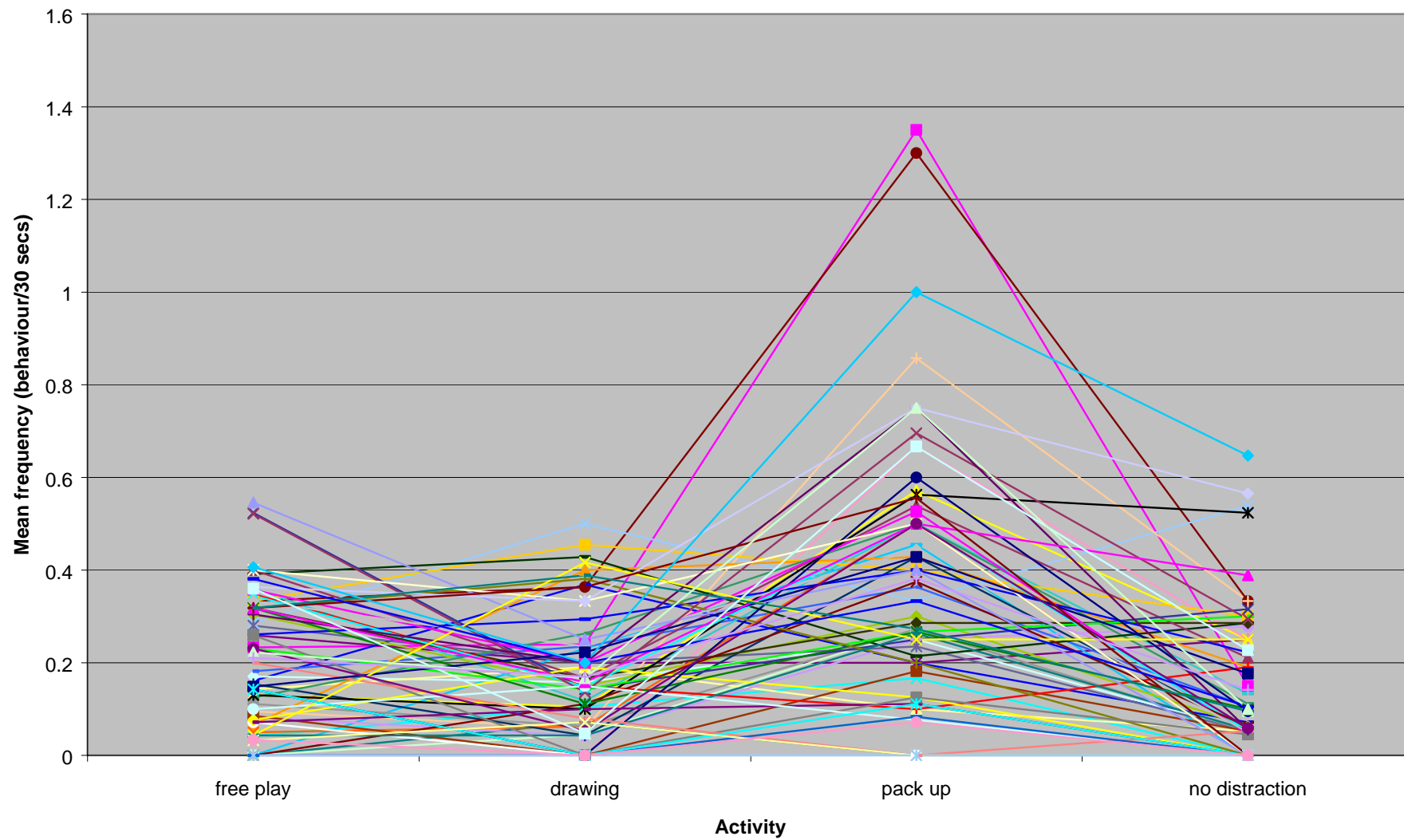
Figure I.4.5 Mean frequency of Reasoning for individual participants across the four activities
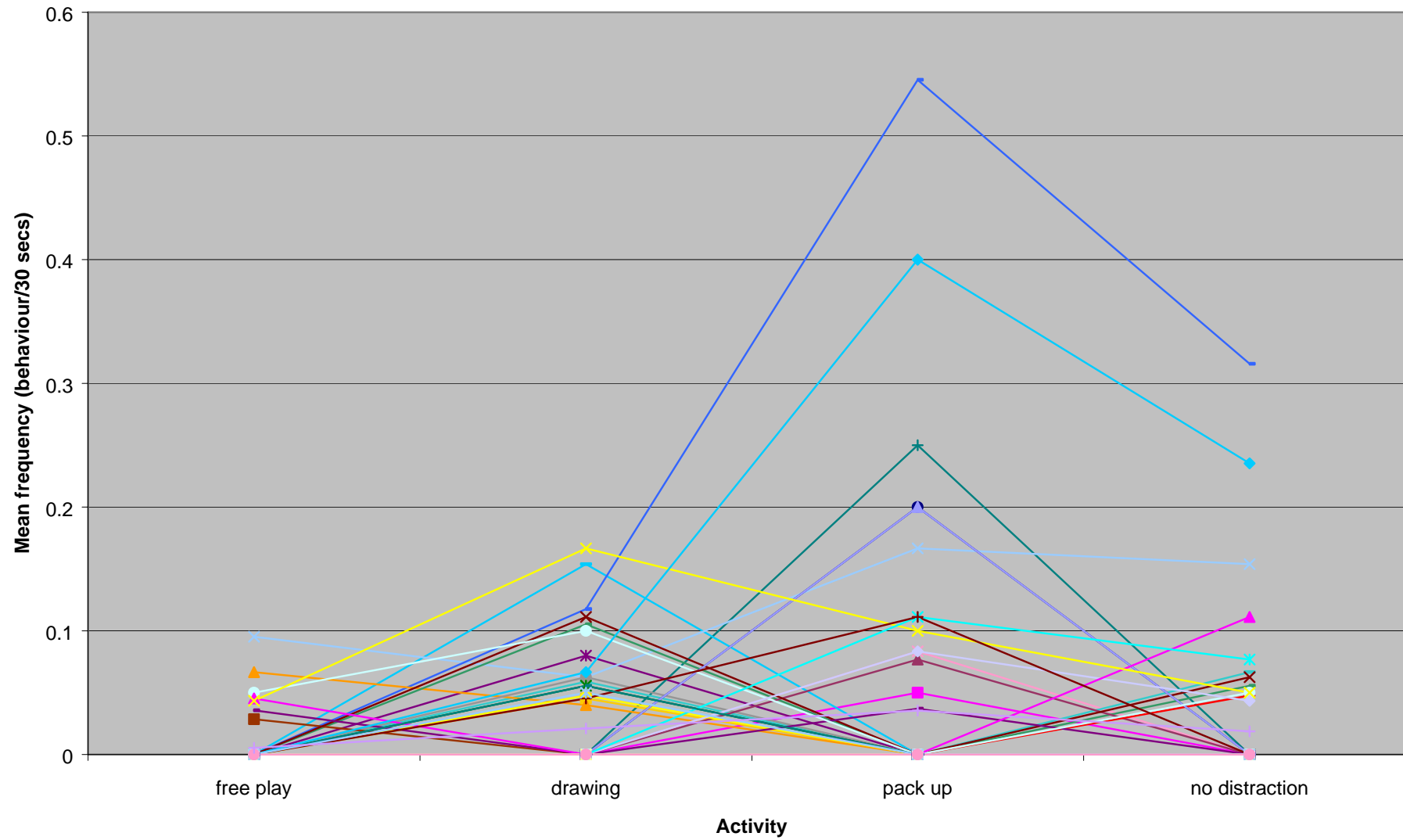
Figure I.4.6 Mean frequency of Punitiveness for individual participants across the four activities
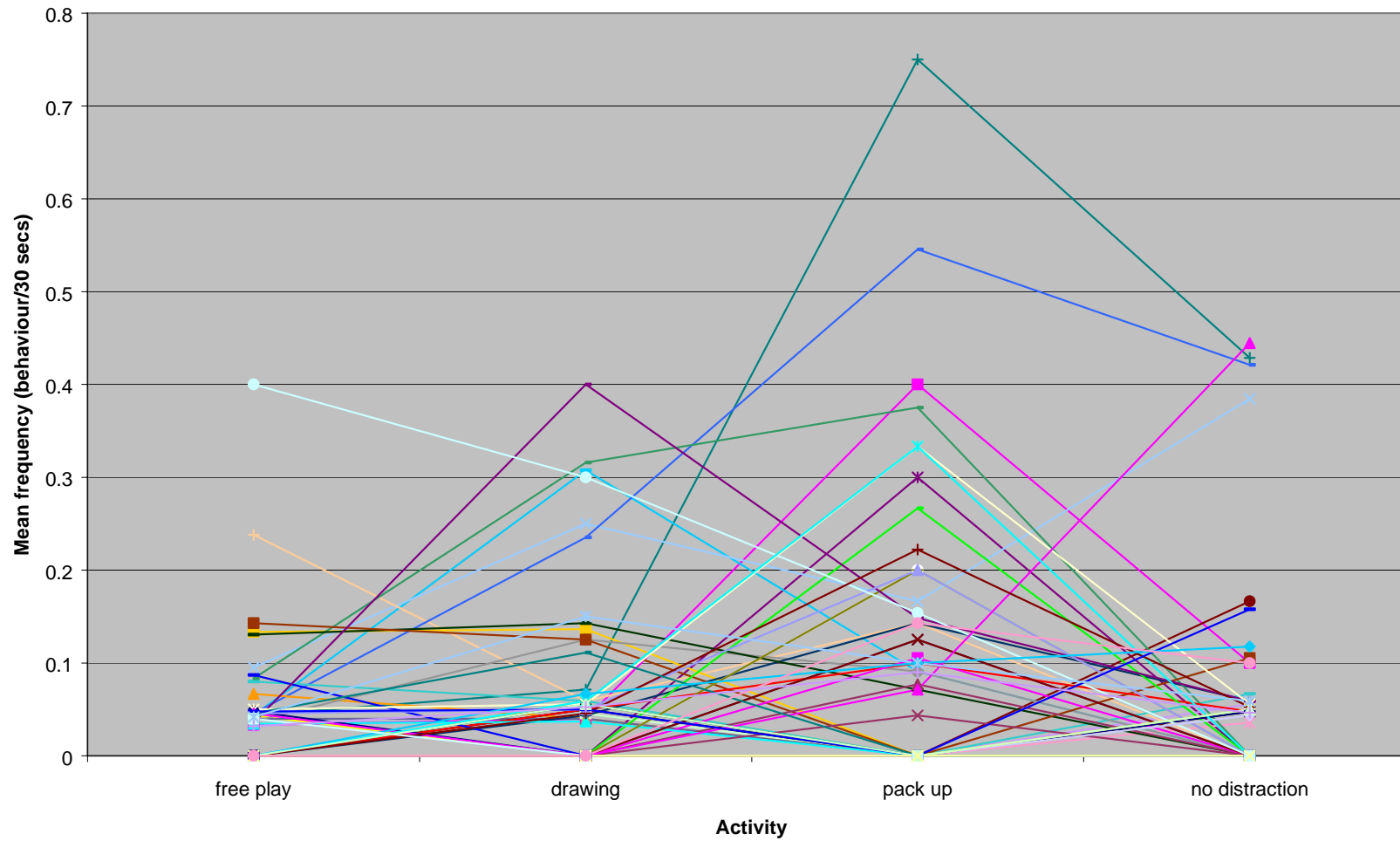
Figure I.4.7 Mean frequency of Obedience for individual participants across the four activities

Appendix J.1 Distribution of Variables in the Study and Appropriate Transformations

Table J.1.1 Distribution of study variables and transformations performed

	Normally distributed?	Transformation
PS Self-report		
Inconsistency	Yes	
Permissiveness	Yes	
Overreactivity	Yes	
CRPQ Self-report		
Warmth	No	Reflect and inverse
Reasoning	Yes	
Punitiveness	Yes	
Obedience	Yes	
PS Observed Standardised Counts		
Inconsistency	No	Square root
Permissiveness	Yes	
Overreactivity	No	Square root
CRPQ Observed Standardised Counts		
Warmth	Yes	
Reasoning	Yes	
Punitiveness	No	None found/dichotomise
Obedience	No	Square root
Externalising Behaviour Problems		
Observer ratings at 4 years old	No	Square root
CBCL (1.5-5) at 4 years old	Yes	
C-TRF at 4 years old	No	Square root
CBCL (6-18) at 6 years old	No	Square root
TRF at 6 years old	No	Square root
Child Temperament Scale		
Inflexibility	Yes	
Persistence	Yes	
Global temperament score	No	Log(10)
General Health Questionnaire	No	None found/dichotomise
Availability of Social Interaction	No	Reflect and square root
Parent Problem Checklist	Yes	
Dyadic Adjustment Scale	Yes	

Appendix J.2 Scatterplots of the Self-Reports and Observations of the Parenting Domains
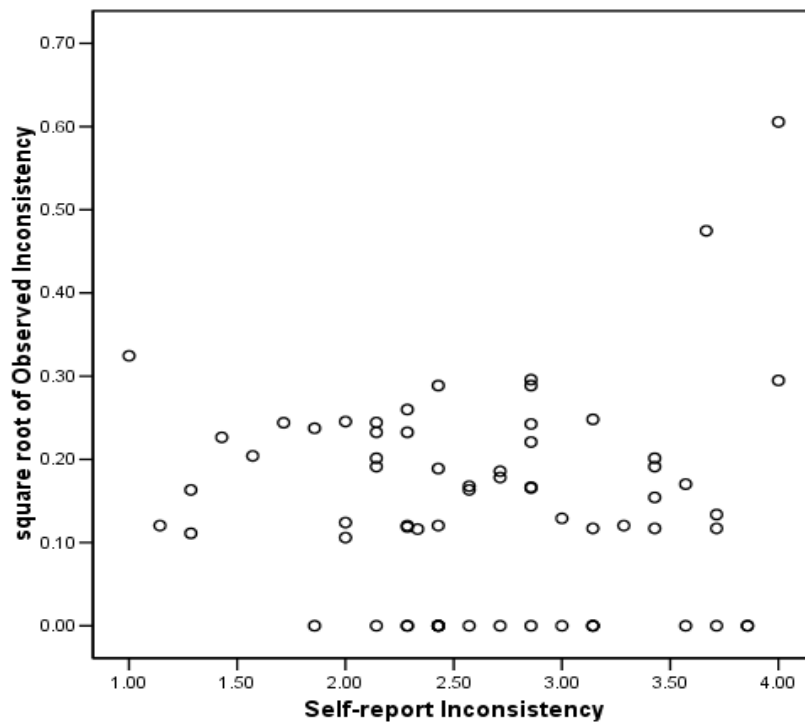
Figure J.2.1 Scatterplot of self-reported Inconsistency by the square root of observed Inconsistency
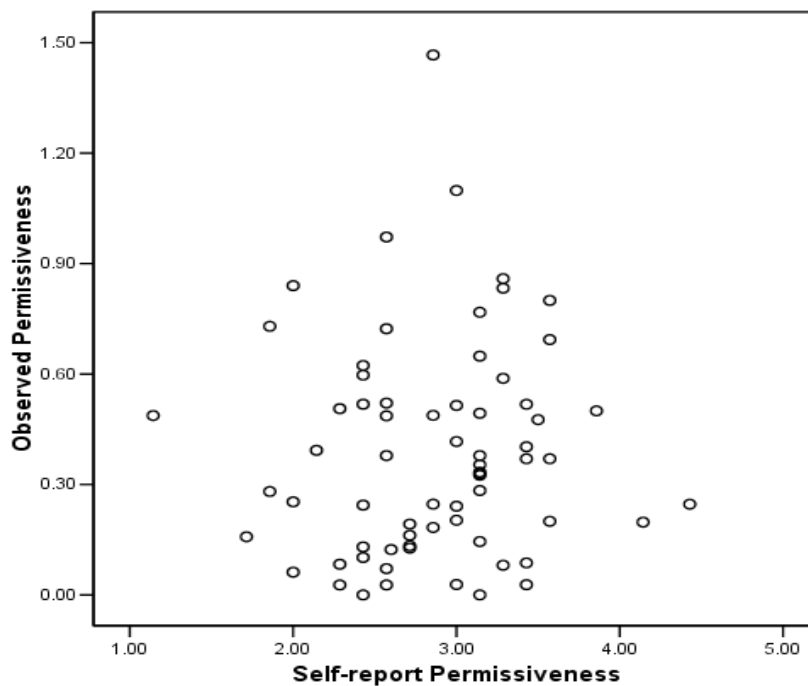
Figure J.2.2 Scatterplot of self-reported Permissiveness by observed Permissiveness
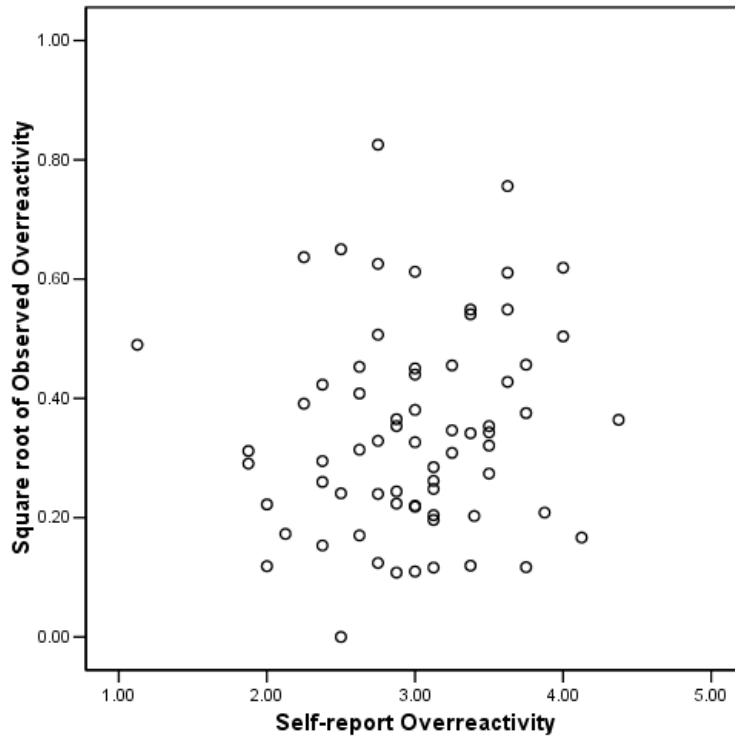
Figure J.2.3 Scatterplot of self-reported Overreactivity by the square root of observed Overreactivity
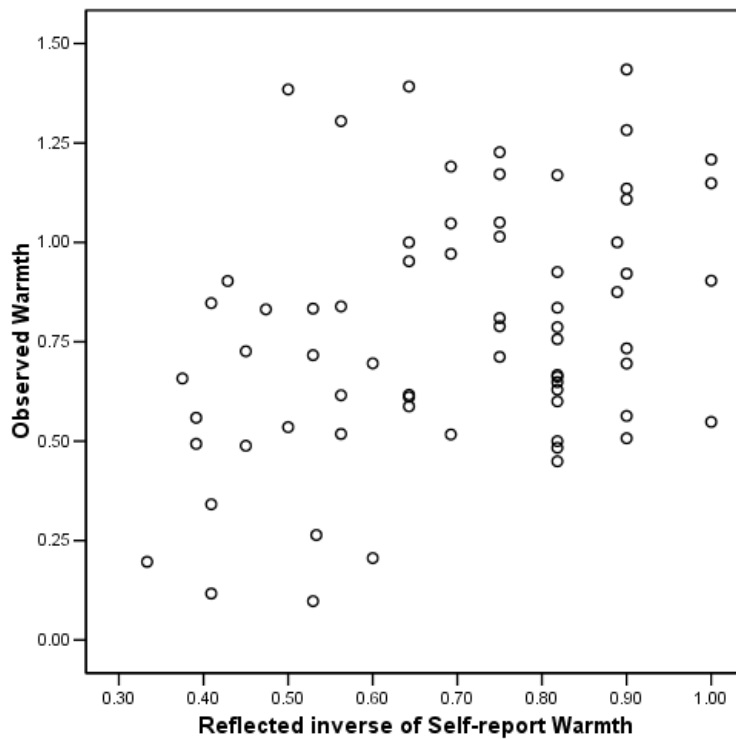
Figure J.2.4 Scatterplot of the reflected inverse of self-reported Warmth by observed Warmth
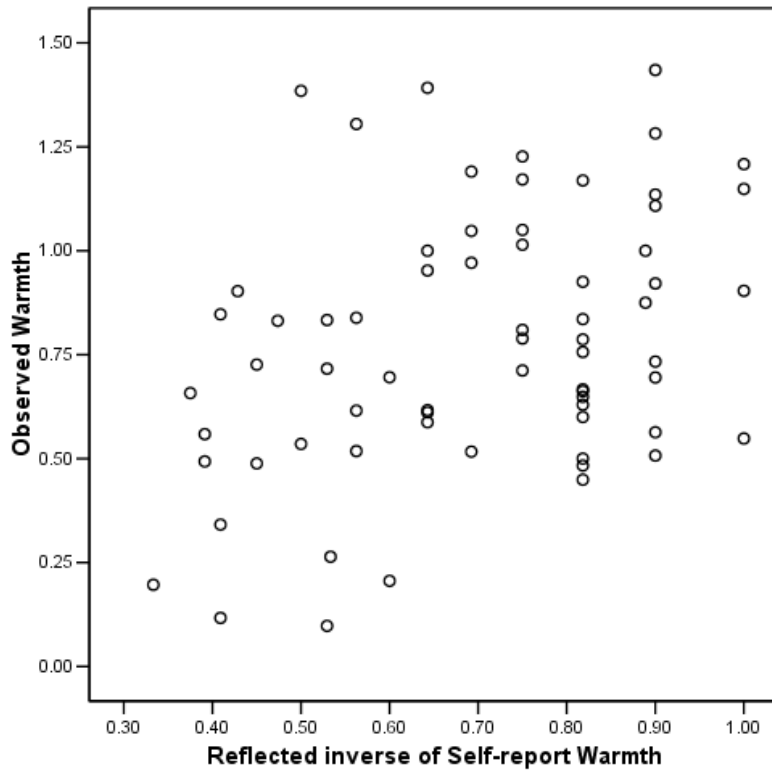
Figure J.2.5 Scatterplot of self-reported Reasoning by observed Reasoning
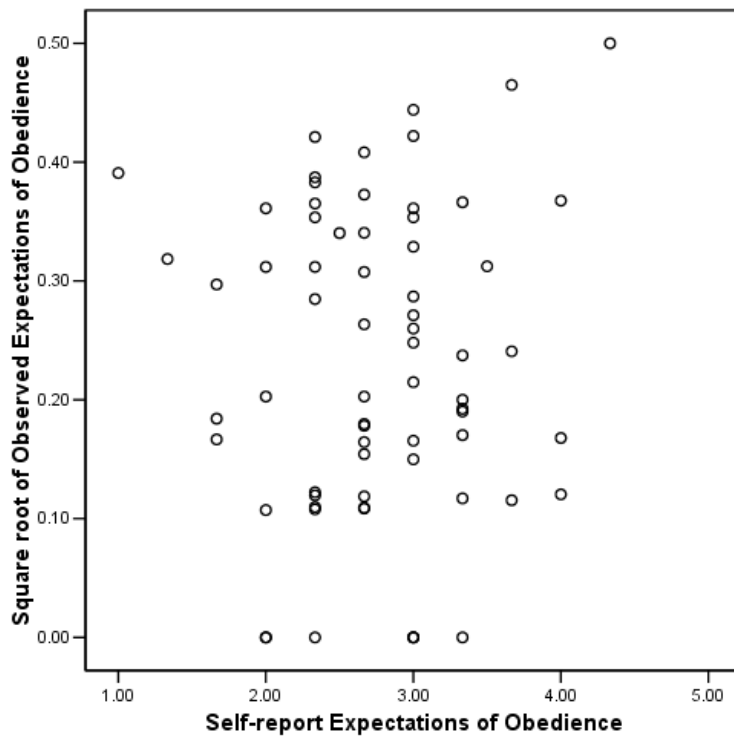
Figure J.2.6 Scatterplot of self-reported Obedience by the square root of observed Obedience

Appendix J.3 Comparison of parenting behaviour for families in which children were rated as showing higher versus lower levels of externalising behaviour

Table J.3.1 Mean (SD) frequencies of observed parenting behaviour for different levels of child behaviour problems in the observation

	Higher levels of behaviour problems (N=28)	Few or no behaviour problems (N=40)	t
PS			
Inconsistency (square root)	.17 (.14)	.12(.10)	1.79
Permissiveness	.51 (.34)	.30 (.22)	3.21**
Overreactivity (square root)	.44 (.15)	.27 (.15)	4.72***
CRPQ			
Warmth	.74 (.30)	.81 (.32)	.88
Reasoning	.24 (.12)	.19 (.11)	1.90
Obedience (square root)	.29 (.12)	.19 (.12)	3.26**

*= p <.05, ** = p <.01, *** = p<.001

Table J.3.2 Number and proportion of parents displaying punitive behaviours for different levels of child behaviour problems in the observation

	Higher levels of behaviour problems	Few or no behaviour problems
Displayed punitive behaviour	16 (57.1%)	14 (35.0%)
No punitive behaviour	12 (42.9%)	26 (65.0%)

$X^2 = 2.44$, p = .12

Appendix K.1 Factor analysis to assess for common method variance

Communalities

	Initial	Extraction
Temperament Inflexibility Scale	1.000	.794
Temperament Persistence Scale	1.000	.866
reflected square root of Availability of Social Integration	1.000	.579
Parenting Problems Checklist score	1.000	.684
Dyadid Adjustment score	1.000	.649
Self report Inconsistency	1.000	.818
Self report Permissiveness	1.000	.719
Self report Overreactivity	1.000	.660
Reflected inverse of Self report Warmth	1.000	.810
Self-report Reasoning	1.000	.816
Self report Expectations of Obedience	1.000	.939

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.074	27.945	27.945	3.074	27.945	27.945
2	1.594	14.491	42.435	1.594	14.491	42.435
3	1.391	12.645	55.080	1.391	12.645	55.080
4	1.152	10.474	65.554	1.152	10.474	65.554
5	1.122	10.202	75.757	1.122	10.202	75.757
6	.900	8.183	83.940			
7	.532	4.840	88.780			
8	.413	3.758	92.538			
9	.389	3.535	96.073			
10	.288	2.616	98.688			
11	.144	1.312	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component				
	1	2	3	4	5
Temperament Inflexibility Scale	.443	.707	.133	.246	.138
Temperament Persistence Scale	.196	.348	-.205	.797	-.174
Reflected square root of Availability of Social Integration	.232	.398	-.517	-.267	.169
Parenting Problems Checklist score	.565	.374	.083	-.390	-.257
Dyadic Adjustment sxore	-.619	-.439	-.010	.227	-.147
Self report Inconsistency	.761	-.232	.417	-.064	.085
Self report Permissiveness	.603	-.237	.460	.283	-.085
Self report Overreactivity	.713	-.341	.057	.035	-.176
Reflected inverse of Self report Warmth	-.436	.335	.639	-.260	-.180
Self report Reasoning	-.664	.376	.453	.148	-.082
Self report Expectations of Obedience	-.036	-.045	.234	.089	.934

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

Appendix K.2 Mean parenting behaviour scores for mothers and fathers

Table K.2.1 Self-reported parenting scores and frequencies of parenting behaviour for mothers and fathers

Parenting Domain	Mothers (N=63) Mean(SD)	Fathers (N=5) Mean(SD)	p[a]
PS			
Inconsistency			
Self-report	2.68 (.74)	2.31 (.49)	.28
Observed (square root)	.14 (.13)	.16 (.09)	.78
Permissiveness			
Self-report	2.85 (.58)	3.00 (.71)	.58
Observed	.38 (.30)	.40 (.17)	.88
Overreactivity			
Self-report	2.98 (.62)	3.18 (.29)	.48
Observed (square root)	.35 (.17)	.30 (.15)	.61
CRPQ			
Warmth			
Self-report (Reflect/inverse)	.70 (.18)	.62 (.20)	.31
Observed	.77 (.31)	.92 (.35)	.29
Reasoning			
Self-report	4.14 (.48)	4.09 (.34)	.82
Observed	.21 (.12)	.20 (.07)	.87
Punitiveness[b]			
Self-report	3.79 (.64)	3.63 (.30)	.59
Obedience			
Self-report	2.74 (.64)	2.83 (.80)	.77
Observed (square root)	.23 (.13)	.23 (.11)	.97

[a] p-value for t-tests comparing scores of mothers and scores of fathers

[b] a Chi-square test could not be performed to examine the relationship between observed punitiveness and gender of parent because the small number of fathers means that two of the cells would have expected cell counts of less than 5.

Appendix K.3 Correlations between parenting behaviour and children's externalising behaviour at preschool

Table K.3.1 Correlations (r) between parenting behaviour and reports of externalising behaviour for preschoolers

Parenting Domain	Parent-reports on CBCL(1.5-5) N=68	Teacher-reports on C-TRF[a] N=66
PS		
Inconsistency		
Self-report	.14	.17
Observed (square root)	.09	.25*
Permissiveness		
Self-report	.10	.09
Observed	.38**	.42**
Overreactivity		
Self-report	.16	.11
Observed (square root)	.36**	.38**
CRPQ		
Warmth		
Self-report (Reflect/inverse)	-.07	-.12
Observed	-.23	-.28*
Reasoning		
Self-report	.12	-.02
Observed	.04	.01
Punitiveness		
Self-report	-.21	-.14
Obedience		
Self-report	-.09	-.13
Observed (square root)	.19	.12

* = $p < .05$, ** = $p < .01$,

[a] These analyses used the square root of teacher-reports on the C-TRF Externalising Scale

Table K.3.2 Mean (SD) scores on the CBCL (1.5-5) and C-TRF for parents displaying different levels of punitive behaviours in the observation

	Parent-reports on CBCL(1.5-5)	Teacher-reports on C-TRF[a]
Displayed punitive behaviour	14.30 (10.54)	1.79 (1.50)
No punitive behaviour	11.97 (14.30)	1.38 (1.66)

T-tests revealed no significant differences between the two groups.

[a] These analyses used the square root of teacher-reports on the C-TRF Externalising Scale

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