

Scale documentation

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Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
School attitudes	1	53	38	34										
	2	48				43	37	33						
	3	48												
	4	48												
School grades	1	55												
	2	50				44								
	3	50				41								
	4	50												
School system, type and certificates	1	49	43,44, 51	39, 40, 46		73, 82				73, 82				77, 79- 81
	2	44				57, 58	41, 42, 50	37, 38, 46		72, 73				
	3	44				51, 52				51	3	3		
	4	43,45												
Value orientation	1		37	33		27			27					33
	2						36	32						
	3													
	4													

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Friendship status	1	16-20				54-56				54-56				64-66
	2	13-17				6-10								
	3	14-18				7-11								
	4	13-17												
Subjective relevance of the social environment	1	26	29	25		52				52				62
	2	24	29	23		17	31	28		10				
	3	25	27	23		18	23	23		15				
	4	24	34	23										
Deviant peer group atmosphere	1	20, 25				56				56				66,67
	2	17, 23				10,16								
	3	18, 24				11,17								
	4	17, 23												
Peer group composition	1	21-24												
	2	18-20, 22				11-15								
	3	20-23				13-16								
	4	19-22												

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Membership in an organisation	1	5, 6	27	23		57				57				68, 69
	2	4, 5	28	22			26	23		14, 15				
	3	4, 5								13, 14				
	4	4, 5												
Transfer of "cultural capital"	1	31	3	3		48	17	17		48				58
	2	31	6	6		22	3	3						
	3	32	6	6		21	3	3						
	4	31	6	7										
Monitoring (Children's version)	1	29				49				49				59
	2	27, 28				20								
	3	28, 29				19								
	4	27, 28												
Monitoring (Parent's version)	1		13	13			7	7			7	7		
	2		13	13			16	16			15	5		
	3		9	9			14	14						
	4		9	10										

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross- Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Parent-Child Conflicts (Children)	1	30	4	4										
	2	29, 30	7	7		21								
	3	30, 31	7	7										
	4	29, 30	7	8										
Parent-Child Conflicts (Adolescent)	1						12, 13	12, 13			24, 25	24, 25		
	2					21	4, 5	4, 5		21				
	3					20	5, 6	5, 6		23				
	4													
Parent-Child Relationship	1													
	2									22				
	3									16				
	4													
Parenting style	1						9, 10	9, 10						
	2						7	7						
	3						7	7						
	4													

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross- Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Family climate	1	28	31	27			18	18						
	2	26	31	25		19	28	25						
	3	27	29	25			20	20		40	24	21		
	4	26	36	25										
Partner relationship	1		32	28			19	19						
	2		32	26			29	26						
	3		30	26			21	21						
	4		37	26										
Attitude towards upbringing (Children's version)	1	31												
	2	31				22								
	3	32				21								
	4	31												
Attitude towards upbringing (Parent's version)	1		9	9										
	2													
	3													
	4													

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Parenting goals (Parent's version)	1		9	9										
	2		10	10										
	3		8	8										
	4		8	9										
Advisory competence of father, mother and friends	1	27	30	26										
	2	25	30	24										
	3	26	28	24										
	4	25	35	24										
Child's support of parents	1	34	6	6		51	16	16		51	21	21		61
	2					24	35	11		19	13	4		
	3		11	11		23	8b	8b		19	7	5		
	4		14	15										
Parental support of child	1	35	5	5		50	15	15		50	18	18		60
	2					23	10	10		18	12	3		
	3		10	10		22	8a	8a		18	6	4, 18		
	4		13	14										

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross- Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Social problems	1	46												
	2	41												
	3	41												
	4	40												
Bullying	1	57-60												
	2	52-55				46-49								
	3	52-55												
	4	52-55												
Alcohol consumption (Children)	1	61, 62												
	2	56, 57												
	3	56, 57												
	4	56, 57												
Alcohol consumption (Adolescents)	1					13				13				16, 17
	2					52-54								
	3					46-48								
	4													

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Alcohol consumption (Parents)	1		59, 60	54, 55			23, 24	23, 24			30, 31	30, 31		
	2		43, 44	37, 38			48, 49	44, 45						
	3		39, 40	35, 36			30, 31	30, 31						
	4		46, 47	35, 36										
Cigarette consumption (Children)	1	63-65												
	2	58-60												
	3	58-60												
	4	58-60												
Cigarette consumption (Adolescents, Parents)	1		58	53		12	22	22		12	29	29		14,15
	2		42	36		50, 51	47	43						
	3		38	34		44, 45	29	29						
	4		45	34										
Delinquency	1	81				53				53				63
	2	75				85								
	3	73				76								
	4	74												

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Depression	1	47	57	52									18	
	2	42	41	35		41	46	42						
	3	43	37	33		39	28	28						
	4	41	44	33										
Psychosomatic well-being	1					15								
	2													
	3													
	4													
Rate of psychosocial development (younger)	1	39	18			42				42			53	
	2	35	18			35	19							
	3	36	17			34	15	15						
	4	35	20											
Rate of psychosocial development (older)	1		47	43			29	29						
	2													
	3													
	4													

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Rate of physical development (younger)	1	40,41,73-76,78,79				59-64				59-64				70-74
	2	36,37,67-70,72,73												
	3	37,38,64-67,69-71												
	4	36,37,65-68,70-72												
Rate of physical development (older)	1		48, 49	44			25-28	25-28			32-36	32-35		
	2													
	3													
	4													
Physical development (relative timing)	1	77, 80				65-67				65-67				75
	2	71, 74				34								
	3	68, 72				33								
	4	69, 73												
Current state of physical development	1	40, 41				62, 64				62, 64				73, 74
	2	36, 37				32, 33								
	3	37, 38				31, 32								
	4	36, 37												

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross- Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Identity status (OMEIS/ EOMEIS 2)	1													
	2					27								
	3					26								
	4													
Identity status (short form)	1	44				25				25				32
	2	40												
	3	40				29				26				
	4	39												
Self-efficacy (school-specific)	1	53												
	2	48												
	3	48												
	4	48												
Self-efficacy (generalised)	1		35	31										
	2		35	29		26	34	31		40				
	3		32	28		25	26	26						
	4	48	39	28										

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Children's philosophies of control over status acquisition	1	45	12	12										
	2					40	12	12		31	21	9		
	3	42	12	12		38								
	4													
Temperament	1	15												
	2													
	3	13												
	4													
Social integration	1		36	32										
	2		36	30			30	27						
	3						22	22						
	4													
Optimism for the future	1	38	33	29		29, 32	21	21		29, 32	27, 28	27, 28		42, 44
	2	34	33	27		39	32	29		38	30	10		
	3	35	31	27		37	24	24		25	13	10		
	4	34	38	27										

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Socio-demographic data	1	1, 49, 51, 82	21, 23, 43, 46, 51-53, 55	17, 19, 39-42, 46-48, 50		69-73, 75-77, 80, 82-84	1, 32, 34, 36-37	1, 32, 34, 36-37	3	69-73, 75, 76, 80, 82-84	1, 8-10	1, 8-10	3	1, 2, 3, 76-87
	2	44, 46, 76, 78	23, 37, 39	17, 31, 33	3	1, 57, 58, 60-62, 64, 73, 86	20, 21, 41-44, 50, 51, 54	17, 18, 37-40, 46, 57, 50		70, 72-79, 85, 90				
	3	44, 46, 74, 76	20, 33, 35	16, 29, 31		1, 49, 51-58, 77	16, 17, 32, 35	16, 17, 32, 35		50-54, 57	1, 3, 12	1, 3, 9		
	4	43, 45, 75, 77	21, 31, 40, 42	20, 29, 31										
Social change	1		34	30										
	2		34	28		29	33	30						
	3					28	25	25		5				
	4													
Living and family constellation	1		1, 21, 22, 24	1, 17, 18, 20			1, 2, 6	1, 2, 6	4		1, 2, 12	1, 2, 12	4	
	2		1, 23-25	1, 17-19	3		1, 20, 22, 23	1, 17, 19, 20			1, 4, 3			
	3		1, 20-22	1, 16-18			1, 16, 18, 19	1, 16, 18, 19			1, 2			
	4		1, 31-33	1, 20-22										

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Living arrangements	1	2				20a				20a				21
	2	77				2								
	3	75				2								
	4	76												
Changes in occupational status	1		55	50			32	32			10	10		
	2		39	33			54	50						
	3		35	31			35	35						
	4		42	31										
Perceived job characteristics	1		56	51										
	2		38	32			53	49						
	3		34	30			34	34						
	4		41	30										
Critical life events (adolescents and young adults)	1					43				43				54
	2					36				32				
	3					35				24				
	4													

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross-Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Critical life events (since last survey)	1						31	31			11	11		
	2		40	34			45	41			26			
	3		36	32			27	27			11	6		
	4		43	32										
Critical life events (earlier in life)	1		50	45			30	30						
	2													
	3													
	4													
Economic deprivation	1				9				29				29	
	2				8				20					
	3		45	41					8					
	4		50	39										
Perceived financial strain (1)	1				10, 11						5	5		
	2				9, 10				21, 22		24			
	3		46, 47	42, 43					9, 10					
	4		51, 52	40,41										

Scale	Wave	Children longitudinal				Adolescents longitudinal				Young adults longitudinal				Cross- Sectional 1996
		Child	Mother	Father	General	Adolescents	Mother	Father	General	Young adults	Mother	Father	General	
Perceived financial strain (2)	1				12									
	2				11									
	3		48	44										
	4		53	42										

Abbreviations

W1.kids = Children study, 1st wave (1993)
W1.parents.kids = Parent survey / children study, 1st wave (1993)
W2.kids = Children study, 2nd wave (1994)
W2.parents.kids = Parent survey / children study, 2nd wave (1994)
W3.kids = Children study, 3rd wave (1995)
W3.parents.kids = Parent survey / children study, 3rd wave (1995)

W1.adoles.= Adolescent study, 1st wave (1991) „Shell-Study“
W1.parents.adoles.= Parent survey / adolescent study, 1st wave (1992)
W2.adoles.= Adolescent study, 2nd wave (1993)
W2.parents.adoles. = Parent survey / adolescent study, 2nd wave (1993)
W3.adoles.= Adolescent study, 3rd wave (1995)
W3.parents.adoles.= Parent survey / adolescent study, 3rd wave (1995)

W1.yng.ad. = Study on young adults, 1st wave (1991) "Shell-Study"
W1.parents.yng.ad. = Parent survey / young adults, 1st wave (1992)
W2.yng.ad. = Study on young adults, 2nd wave (1993)
W2.parents.yng.ad = Parent survey / young adults, 2nd wave (1993)
W3.yng.ad.= Study on young adults, 3rd wave (1995)
W3.parents.yng.ad.= Parent survey / young adults, 3rd wave (1995)

W1.IS.kids = Children study / intensive survey, 1st wave (1996)
W2.IS.kids = Children study / intensive survey, 2nd wave (1997)

CS.96 = Cross-sectional survey 1996

Child.int. = Children interview
Ques.moth.child.= Questionnaire for mothers of children
Ques.fath.child. = Questionnaire for fathers of children
Gen.ques.child. = General section of the questionnaire for children's parents

Adol.int. = Adolescent interview
Ques.moth.adol. = Questionnaire for the mothers of adolescents
Ques.fath.adol. = Questionnaire for the fathers of adolescents
Gen.ques.adol. = General section of the questionnaire for adolescents' parents

Yng.ad.int. = Young adults interview
Ques.mo.yng.ad. = Questionnaire for the mothers of young adults
Ques.fa.yng.ad. = Questionnaire for the fathers of young adults
Gen.ques.yng.ad. = General section of the questionnaire for young adults' parents

Ques.IS.kids = Children questionnaire intensive survey
Ques.IS.moth. = Questionnaire and intensive survey for the mothers of children

CS.96 = Questionnaire of the cross-sectional survey 1996

School Attitudes

The scales include school attitudes in the sense of positive school involvement (=higher value of scale). With a clear emphasis on the emotional aspect, general questions regarding school involvement will be asked here. Considering a hierarchically ordered overlap between different attitudinal constructs, this scale in particular that addresses the most abstract level. The entire emotional well-being in the school context constitutes the foundation of either diffuse acceptance or rejection of a model "learning" in general, and with that, a significant foundation for model learning in any respect as well as life-long learning later on (Schur,1991).

Sources:

Schur, G.(1990). Documentation [COPY FROM GERMAN TEXT]

Hitherto application:

Projekt "Schule und und Persönlichkeitsentwicklung", Universität Zürich, Schur, G. (1990).

Psychometric properties:

Scale: $X = 2.92$; $s = 1.87$; $r_{tt} = .77$

(N = 583 9th-graders from 42 schools of different school types and Swiss cantons were surveyed)

Item formulation:

	X	$r_{i,t-i}$
I look forward to the time when I never have to see school again.	2.78	.40
I like going to school.(-)	2.61	.60
I am a student who enjoys studying.(-)	3.29	.63
I study even when no exams are coming up.(-)	3.73	.40
I really have to bear down to bring myself to study.	2.74	.42
I consider studying to be a necessary evil.	2.88	.50
At the moment I find school boring.		3.06 .28
I find what we are currently doing at school to be interesting.(-)	2.77	.39
I feel happy during lessons.(-)	2.49	.58

Note: (-) = inverted item

Answer key:

- 1 = Agree, right
- 2 = Slightly agree, more right than wrong
- 3 = Undecided, don't know
- 4 = Slightly disagree, more wrong than right
- 5 = Disagree, wrong

Test instruction:

Please give your opinion for the following statements.

Pre-test:

Not necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	53	48	48	48
Ques.moth.child.	38			
Ques.fath.child.	34			
Gen.ques.Ch.				

Adol.int.	43			
Ques.moth.adol.	37			
Ques.fath.adol.	33			
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	17			
Ques.IS.moth.				

CS.96				

Comments:

Parents were questioned about their school days (ages 10-13) using items 3, 6, 7 and 9. In W2.adoles. and W1.IS.kids, respectively, the test instructions were slightly reformulated, although the meaning remained unchanged. The answer key in waves 1, 2, 3, 4 and W1.parents.kids and W1.IS.kids reads as follows:

- 1 = doesn't apply at all
- 2 = doesn't really apply
- 3 = applies somewhat
- 4 = applies

In the 2nd wave adoles. and 2nd wave parents-adoles. the answer format changes as follows:

- 1 = not right (2nd wave adoles.)
 - not at all right (2nd wave parents of adolescents)
- 2 = not really
- 3 = somewhat so
- 4 = precisely right

School grades

Here school grades as in the most recent school report are recorded for specific core subjects.

Sources:

Shell Adolescent Study 92, project development

Hitherto application:

Shell adolescent study 92

Item formulation:

What were your grades like on your last school report?

Answer key:

Grades:
1 2 3 4 5 6
in German
in Math
in Phys. Ed.
in English

Pre-test:

not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	55	50	50	50
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.		44	41	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	35			
Ques.IS.moth.				

CS.96				

Comments:

In W3.kids and W4.kids, the student's grade in music will be additionally asked for.
In W3.adoles., the grade in music will be asked for in place of the grade in English;
due to an error in the questionnaire (incorrect question filtering) this question was
only answered by adolescents who no longer attend school

School system, school type, school certificate/diploma

Recorded is whether the questioned individual attended school in the former *GDR or *FRG (*pertains to older individuals). Specification of schooling type and/or occupational/professional training is included as well as the type of qualification achieved.

Sources:

Shell Adolescent Study 92, project development

Hitherto application:

Shell adolescent study 92 (Questions 69 to 77)

Item formulation:

In the event that schooling or occupational training took place in the former GDR

Answer key:

- Polytechnic school (i.e. several arts or applied sciences)
- High school with university entrance qualification
- Secondary school with specific courses, e.g., arts or applied sciences
- Special ed. school e.g. speech pathology
- Trainee, apprentice
- Trainee, apprentice with university entrance qualification = Abitur
- Vocational school
- College / teachers' college
- University

Item formulation:

In the event that schooling or occupational training took place in the former FRG

Answer key:

- Comprehensive school: course level = highest level in the German 3-tier system
- Comprehensive school: course level = mid-level in the 3-tier system
- Comprehensive school: course level = lowest level in the 3-tier system
- Hauptschule: lowest level school in the 3-tier system
- Real-/Mittelschule: mid-level school in the 3-tier system
- Gymnasium: highest level in the 3-tier system
- Vocational school
- Vocational/technical college, teachers' college
- University
- Vocational/occupational school (parallel to apprenticeship/training)

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	49	44	44	43,45
Ques.moth.child.	43,44,51			
Ques.fath.child.	39,40,46			
Gen.ques.Ch.				

Adol.int.	73,82	57,58	51,52	
Ques.moth.adol.		41,42,50		
Ques.fath.adol.		37,38,46		
Gen.ques.adol.				

Yng.ad.int.	73,82	72,73	51	
Ques.mo.yng.ad.			3	
Ques.fa.yng.ad.			3	
Gen.ques.yng.ad.				

Ques.IS.kids	12	20,22		
Ques.IS.moth.				

CS.96	77,79,80,81			

Comments:

In W1, W2 and W3.kids, as well as in W1 and W2.IS.kids the questions regarding the type of school attended read: "Which school do you currently attend";

Answer key:

- Special school for the less able or handicapped
- Comprehensive school (course level = highest level)
- Comprehensive school (course level = mid-level)
- Comprehensive school (course level = lowest level)
- Hauptschule: lowest level school in the 3-tier system
- Real-/Mittelschule: mid-level school in the 3-tier system
- Gymnasium: highest level in the 3-tier system
- Otherwise? Please state

additional options for W1.kids

- Elementary/primary school

additional options for W2.IS.kids

- I have already completed school

In W4.kids same answer key as W1.kids

additional options

- College with specific occupational training programmes
- Special occupational school
- Berufsschule (schooling parallel to an apprenticeship, occupational training)

Additional questions (such as in W2.adoles.- answer key to be found there)

"What type of general school qualification have you achieved, or are you currently striving towards?"

In W1.parents.kids and W2.parents.adoles., the question was as follows: "What type of general school qualification have you achieved"? (i.e., with graduating certificate); in addition, the school qualification of the parents was asked for

Answer key (two-part for those originating from the former GDR or FRG):

For the former GDR:

- no leaving certificate
- leaving certificate from class 8
- leaving certificate from class 10
- Abitur (A Levels, high school graduation)
- other

For the former FRG:

- no leaving certificate
- Hauptschule leaving certificate (lowest level)
- Realschule leaving certificate (Mittlere Reife = as 'O' levels) or equivalent
- Fachhochschulreife (leaving certificate qualifying for technical college)
- Subject related leaving certificate qualifying for technical college
- Abitur, general Hochschulreife (highest level leaving certificate qualifying for university)
- other

The answer key for questions regarding school completion of the parents in W1.adoles. and W1.yng.ad. as well as the answer key in W3.parents.yng ad. for the question: "What type of school qualification have you achieved?" (with certification) is (in principle) equivalent to that of W1.parents.kids; the answer option "otherwise" was omitted. The categories "vocational school graduate" and "Fachabitur"(course specified university entrance qualification) were combined in W3.parents.yng ad.

In W2.adoles., W3.adoles., as well as in W2.yng.ad. the following questions were asked: "What type of schooling or occupational training program are you currently attending"?

Answer key:

- Polytechnische Oberschule (unitary technically-oriented high school until 10th grade)
- Erweiterte Oberschule (extended high school until 12th grade)
- Special school (e.g. for music, languages, maths etc.)
- School for the less able, handicapped etc.
- Comprehensive school (Gymnasium track, highest level)
- Comprehensive school (Realschule track, mid-level)
- Comprehensive school (Hauptschule track, lowest level)
- Hauptschule (lowest level of the three-tier school system)
- Realschule/Mittelschule (middle level)
- Gymnasium (highest level, qualifies for college or university)
- Secondary school/college with specific occupational training programmes
- Technical university / teachers' college
- University
- Berufsschule (schooling parallel to an apprenticeship, occupational training)
- Apprentice

and

"What type of general school qualification have you achieved, and/or, are currently working towards"?

Answer key:

- no leaving certificate
- Hauptschule leaving certificate or class 8 (former GDR)
- Realschule leaving certificate (Mittlere Reife = as 'O' levels) or equivalent
- Fachhochschulreife (leaving certificate qualifying for technical college)
- Subject related leaving certificate qualifying for technical college
- Abitur, general Hochschulreife (highest level leaving certificate qualifying for university)

In W3.yng.ad. only the last question is to be asked.

In W2.IS.kids additional questions were asked: "What type of educational qualification would you like to pursue"? Note that the same answer key as in W1.parents.kids (for the former FRG) was provided, here excluding the option "otherwise"

In CS.96 the question "What type of school education / training are you currently in?" is followed by a similar answer key as in W1.kids with the additional categories:

- College with specific occupational training programmes
- Technical university / teachers' college
- University
- Berufsschule (schooling parallel to an apprenticeship, occupational training)

Additionally the following question is to be asked: "Under which school system did you attend school?"

Answer options:

- 1 = under the old system of the former GDR
- 2 = under the system of the FRG
- 3 = under both the old GDR school system and the system of the FRG

For the questions "Did you complete your schooling under the old GDR system"? and "Did you complete your schooling under the FRG system"? the same answer keys were applied as in W1.parents.kids excluding the category "otherwise."

Value orientation

The scales register which values the questioned individual regards as important in life.

Sources:

Schwartz, S. H. (1992). [Insert from German text]

Application hitherto:

Shell Adolescent Study

Psychometric properties:

From the data collected in the Shell Youth Study concerning adolescent values, separate factor analyses were carried out separately for the west and east subsamples. The corresponding factor solutions are listed in Table 1.

Table 1: Results of the 4-factor solution WEST (13-19 yr. olds)

Item #	Item	I	II	III	IV	h2
8	National security	.67				.59
4	Social order	.55				.49
13	Family safety	.62				.45
6	Politeness	.68				.50
11	Respect for tradition	(.48)			(.42)	.53
10	Peace	(.45)				.40
5	Stimulating life		.73			.58
15	Variety in life		.67			.48
3	Freedom		.65			.50
17	True friendship		.50			.42
1	Inner harmony		.50			.35
2	Social power			.69		.49
16	Authority			.68		.49
7	Wealth			.69		.51
12	Detachment				.69	.50
14	Being one with nature				.56	.54
9	Creativity				.61	.49
18	World of beauty				(.49)	.40
Eigen- values		3.9	1.9	1.4	1.3	

Variance explained: 48.8%

Table 2: Results of the 5-factor solution EAST (13-19 yr. olds)

Item #	Item	I	II	III	IV	V	h2
13	Family safety	.66					.46
10	Peace	.54					.37
17	True friendship	.53					.48
8	National security	.64					.59
6	Politeness	.66					.49
18	World of beauty	.50	(.44)				.55
5	Stimulating life		.54				.52
15	Variety in life		.60				.42
9	Creativity		.68				.54
2	Social power			.70			.53
16	Authority			.65			.55
7	Wealth			.75			.59
4	Social order				.70		.64
3	Freedom				.62		.48
1	Inner harmony				.60		.48
12	Detachment					.68	.47
11	Respect for tradition					.67	.51
14	Being one with nature					(.43)	.51
Eigen- values		3.8	1.8	1.3	1.3	1.1	

Variance explained: 51.0%

The heterogeneity of both factor solutions has inspired a theory-based scale (Schwartz-1992). According to his proposal, the "regions": self-direction, stimulation, universalism & benevolence are combined in one scale: "openness to change/self-transcendence". The scale "self-enhancement/conservation" is formed from the "regions" conformity, security, tradition and power. Table 3 shows the corresponding reliabilities.

Table 3

Openness to change	Self-enhancement/conservation
Freedom	Politeness
Creativity	
	Social power
Stimulating life	Wealth
Variety in life	Authority
Being one with nature	National security
World of beauty	Family safety
	Social order
Peace	
Friendship	Respect for tradition

Cronbach's alphas:

.71	(13-19)	.63
.69	(male)	.66
.72	(female)	.62
.68	(east)	.58
.72	(west)	.65
.76	(20-29)	.65

The correlation between the two scales is: $r = .32$ (13-19)
 $r = .33$ (male) (east .47; west .28)
 $r = .32$ (female) (east .29; west .33)

Test instruction:

Listed here are some items which may be considered important values in life i.e. what one strives for as well as how one would like to live. For the following items please state the importance of each in your life.

Item formulation:

1. Inner harmony (a balanced personality)
2. Social power (control or dominance over others)
3. Freedom (freedom of thought and action)
4. Social order (Stability in society)
5. Stimulating life (stimulating experiences)
6. Politeness (good manners)
7. Wealth (material property, money)
8. National security (protection of one's nation against enemies)
9. Creativity (originality, imagination)
10. A world at peace (void of war and conflict)
11. Respect for tradition (conservation of venerable customs)
12. Detachment (from worldly wants)
13. Family safety (security for loved ones)
14. Being one with nature (blending into nature)
15. Variety in life (filled with challenges, novelty, and change)
16. Authority (the right to lead and to decide)
17. True friendship (close, supportive friends)
18. A world of beauty (beauty of nature and arts)
19. Ambition (working hard, life-goals)
20. Success (achieving goals)

Answer key:

1 = not important to 7 = of extremely important

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	37			
Ques.fath.child.	33			
Gen.ques.Ch.				

Adol.int.	27			
Ques.moth.adol.		36		
Ques.fath.adol.		32		
Gen.ques.adol.				

Yng.ad.int.	27			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96	33			

Comments:

In W1.adoles., W1.yng.ad., and in CS.96, items 19 and 20 were not included
 In W2.parents.adoles., item 7 (wealth/material possessions) "money" was not provided.
 In Ques.moth.adol., item 13 was not included

Friendship status

The aim here is to discover whether (regardless of quality) membership of a clique and/or steady friendship exists.

Sources:

The items utilized here are based upon an instrument by Youniss und Smollar (1985) designed to measure "Peer and parent orientation".

Adams, G.R., Ryan, J.H. et al. (1985). Ego-identity status, conformity behaviour and personality in late adolescence. *Journal of Personality and Social Psychology*, 47, 1091-1104.

Youniss, J., Ryan, J.H. et al. (1985). *Adolescent relations with mothers, fathers, and friends*. Chicago: Chicago University Press.

Hitherto application:

Shell Adolescent Study, 1992.

Item formulation:

1. ONLY FOR MALE INTERVIEWEES
Do you have someone you consider a real (male) friend?

ONLY FOR FEMALE INTERVIEWEES
Do you have someone you consider a real (female) friend?
2. ONLY FOR MALE INTERVIEWEES
Do you have a steady girlfriend?

ONLY FOR FEMALE INTERVIEWEES
Do you have a steady boyfriend?
3. Are you part of a group of young individuals who get together either often or on a regular basis and have a sense of belonging with one another? (I don't mean in a club or organisation).

Answer keys:

Item 1 and 2:
1 = yes
2 = no

Item 3:
"yes, regularly"
"yes, often"
"no"

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	16,18,17, 19,20	13,15,14, 16,17	14,15,16, 17,18	13,14,15, 16,17
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	54,55,56	6,8,7,9,10	7,8,9,10	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	54,55,56			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	8,9	35		
Ques.IS.moth.				

CS.96	64,65,66			

Comments:

Item 3 in W1 to W4.kids as well W2 and W3.adoles. was changed to: "Are you in a clique i.e. a group of peers that get together often and do things with one another? I don't mean an organisation or association."

Answer key for item 3: dichotomous "yes/no"

In W1.yng.ad. and with the 20-29 years-old in CS.96, item 3 pertains to the time when the respondent was between the ages 15 and 19 years old.

In W1.kids only questions 1 and 2 were asked.

In W2.IS.kids, only question 2 (in a modified style) was asked: "Do you currently have a steady boyfriend or girlfriend"?

Subjective relevance of the social environment

The adolescents are questioned about subjective relevance for a list of particular individuals in their social environment.

Sources:

Unmodified from the Shell Study 92, exact authorship not available

Hitherto application:

Shell Study 92

Item formulation:

How important are these individuals/groups of individuals to you at this time in your life?

1. Father
2. Mother
3. Brother
4. Sister
5. Older relative
6. Same-aged relative
7. Steady partner/spouse
8. Own child/children
9. Good friend (male)
10. Good friend (female)
11. Group of friends
12. Classmate (male or female)
13. Co-worker/colleague (male or female)
14. Teacher
15. Supervisor/boss

Answer key:

- 4 = very important
- 3 = somewhat important
- 2 = not very important
- 1 = unimportant

Pre-test:

not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	26	24	25	24
Ques.moth.child.	29	29	27	34
Ques.fath.child.	25	23	23	23
Gen.ques.Ch.				

Adol.int.	52	17	18	
Ques.moth.adol.		31	23	
Ques.fath.adol.		28	23	
Gen.ques.adol.				

Yng.ad.int.	52	10	15	
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96	62			

Comments:

In W3.kids, W3.parents.kids and W2.yng.ad., the instructions were slightly modified; however, the content remained the same.

Only for W1.adoles. and CS.96 were all items adopted. In the remaining questionnaires, only items 1, 2, 3, 4, 9, 10 and 11 were used.

In W1 to W4.parents.kids, item 7 was also adopted.

W2, W3, and W4.parents.kids as well as W2 and W3.parents.adoles. also included "own child (the questioned child)."

In W2 and W3.adoles., and W2 and W3.yng.ad., items 7 and 8 were also included.

The answer formats for these questions vary considerably from source to source and wave to wave. A complete overview of the various answer formats would be too extensive to be illustrated here, please refer to the individual questionnaires.

Deviant peer group atmosphere

Recorded here are memberships to informal cliques as well as predominant attitudes within the clique towards deviant behaviour.

Source:

Project construction by Schwarz & Kracke, members of the Giessen research group.
Extended with one item from the pre-test in February 1991(c).
Extended with three domains (items) from the Kaplan Study (d, e, f).
Kaplan, H. B. (1977). Antecedents of deviant responses. Predicting from a general theory of deviant behavior. Journal of Youth and Adolescence, 6, 89-101
Kaplan, H. B. (1980). Deviant behaviour in defense of self. New York: Academic Press
Vorarbeiten: Tudrop 17/82 (Kindermann & Zank)

Hitherto application:

Shell Adolescent Study 92

Item formulation (introductory):

Are you part of a group of young individuals who get together either often or on a regular basis and have a sense of belonging with one another? (I don't mean in a club or organisation).

Answer key:

- 1 = yes, regularly
- 2 = yes, often
- 3 = no

Item formulation:

What do/did the individuals in your clique generally think about the following behaviours?

- 1. Getting really drunk
- 2. Skipping/skiving school
- 3. Fighting
- 4. Destruction of property (e.g. at school or on the homeward journey)
- 5. Stealing
- 6. Taking a joy ride with a bicycle or vehicle without owner's permission

Answer key:

- 1 = They have a lot against it
- 2 = They are somewhat against it
- 3 = They are not really against it
- 4 = They have nothing against it

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	20,25	17,23	18,24	17,23
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	56	10,16	11,17	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	56			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.	33			

Ques.IS.kids				
Ques.IS.moth.				

CS.96	66,67			

Comments:

In W1 to W4.kids as well W2 and W3.adoles., the first question is reformulated as follows: "Are you part of a clique, i.e., in a group of people your age who always get together and do things with one another? I don't mean a club or organisation." (= Qu.01, item 3);

Answer key changes to:

"yes/no"

The instructions for the second question of W1 to W3.kids as well as in W2 and W3.adoles. was slightly modified: "What do the individuals in your group generally think about the following behaviours, which I will now read aloud? Please answer using this list."

Item 6 of the second question was included only in W4.kids as well as in W2 and W3.adoles.

In question 2 of W2 to W4.kids the following was additionally asked about:

- Reading a lot
- Spending spare time with parents
- Good grades

In W3.adoles., the following was additionally asked about:

- Reading a lot
- Spending spare time with parents
- Doing a lot regarding schooling/education/occupational training etc.

In W1-adoles., W1.yng.ad. and in CS.96, only items 1 and 2 were presented for question 2.

In W1.kids, items 1 to 5 were presented for question 2.

In W1.yng.ad, question 2 pertains to the time when the respondents were between the ages of 15 and 19 years.

Peer Group Composition

Recorded in the following are the constitutions of peer groups and the regularity of their getting together.

Sources:

Project development by Beate Schwarz based on:
Stattin, H. & Magnuson, D. (1990). Data. In H. Stattin & D. Magnusson (Eds.), Pubertal maturation in female development (pp. 78-163). Hillsdale, NJ: Erlbaum.

Hitherto application:

Thus far, the questions have not been applied in this formulation in any other studies.

Test instruction (introductory):

The following questions pertain to the constitution of your peer group.

Item formulation:

How many adolescent belong to this group?
How many of them are girls/boys (same gender)?
How many of them are more than one year older than you?
How many of them do you know from school?

Answer key:

open answers

Item formulation:

How often do you get together with these people during the week?

Answer key:

1 = once
2 = 2 to 4 times
3 = 5 to 6 times (almost daily)
4 = 7 times (daily)

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	22,23,24,21	19,20,22,18	20,21,22,23	19,20,21,22
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.		12-15,11	13,14,15,16	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

From the original 8 items in question 1, only the four presented above were included. Please note however, that the last item was only included in the W2 and W3.adoles. Furthermore, in W3.adoles., acquaintance relationships were asked about from college / occupational training, and not just from school.

Membership in an Organisation

The scales include possible membership in a club or organisation.

Sources:

Behnken, I., Günther, C., Kabat vel Job, O., Keiser, S., Karig, U., Krüger, H.-H., Lindner, B., von Wenierski, H.-J. & Zinnecker, J. (1991). Schülerstudie '90: Jugendliche im Prozeß der Vereinigung. München: Juventa.

Hitherto application:

Shell Adolescent Study 92

Item formulation (introductory):

Do you currently belong to any clubs or organisations?

Answer key:

1 = yes
2 = no

Item formulation:

If yes: Please specify all clubs or organizations to which you currently belong.

Answer key:

1. Sports club
2. Gymnastics club
3. Denominational youth group
4. Orchestra, choir, cultural groups
5. Non-profit, charitable organisations
6. Other groups i.e. hobbies or other interests
7. Youth-oriented organisation (youth-group)
8. Political, ideological groups
9. Trade union for young people
10. Other groups
11. No answer

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	5,6	4,5	4,5	4,5
Ques.moth.child.	27	28		
Ques.fath.child.	23	22		
Gen.ques.Ch.				

Adol.int.	57			
Ques.moth.adol.		26		
Ques.fath.adol.		23		
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.	57	14,15	13,14	
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96	68,69			

Comments:

In all waves, the answer key regarding clubs and organisations was open-format, and coded afterwards.

In the parent questionnaires the instructions were modified to include the appropriate formal salutation-form.

In W2 and W3.yng.ad., the instructions were slightly modified, the contents however, remained the same.

Transfer of "cultural capital"

Bourdieu's theoretical considerations concerning transfer of cultural capital were experimentally converted into empirical concepts. Two scales were selected from the extensive question-catalogue: "school-focused parental home", along with, "shared hobbies and spare time of parents and children". The questions were reformulated in such a way, as to ensure that statements no longer referred to the past but rather to present day.

Sources:

Shell Jugendstudie 1992 (s. Bd. 4, S. 113; 115f.), self-constructed items based on ideas of Bourdieu, pre-test materials

Hitherto application:

Shell Adolescent Study 1992

Psychometric properties:

School-focused parental home: Cronbach's alpha = .71 (items 1 to 4)

Shared spare time: Cronbach's alpha = .64 (items 5 to 8)

Item formulation:

To what degree do the following statements apply to you and your family? (children and adolescents)

1. My family considers school reports to be very important.
2. My parents regularly ask me how things are at school.
3. My parents regularly help me with my homework.
4. My parents pay close attention to the school grades I bring home.
5. We play music with one another in my family.
6. We exercise/do sports together in my family.
7. We read with one another in my family.
8. My father/my mother have hobbies that I have adopted from them.

Answer key:

- 1 Does not apply at all
- 2 Does not apply much
- 3 Does apply
- 4 Applies strongly

Pre-test:

Not necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	31	31	32	31
Ques.moth.child.	3	6	6	6
Ques.fath.child.	3	6	6	7
Gen.ques.Ch.				

Adol.int.	48	22	21	
Ques.moth.adol.	17	3	3	
Ques.fath.adol.	17	3	3	
Gen.ques.adol.				

Yng.ad.int.	48			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	10	18		
Ques.IS.moth.	9	9		

CS.96	58			

Comments:

The instructions in W1 to W4.kids were provided as follows: "With the following statements I would like to know from you, how your parents behave towards you, what they expect and what they want of you. Please tell me how much these statements apply to you. I would ask you to judge your mother and your father separately."

In W1.adoles. and W1.yng.ad., the instructions were as follows: "Think back once again to the time when you were at school, and between 1st and 6th grade, i.e., between the ages of 6-12. To what extent do the following statements apply with regard to you and your parental home at this time?"

In W1 to W4.parents.kids as well as in W2 and W3.parents.adoles., the instructions were as follows: "To what degree do the following statements apply to you and your child?"

The instructions for W1.parents.adol. are as follows: "Please now consider the school days of the child that took part in the adolescent study in 1991, i.e., the time between 1st and 6th grade when the child was between the ages of 6 and 12. To what degree do the following statements apply to that time?"

In the CS.96, the instructions were as follows: "For a moment, please think about your school days between the 1st and 6th grade, when you were between the ages of 6 and 12. To what degree do these statements apply to you and your parental home for that time period?"

The items in W1 to W4.kids, W2.adoles. as well as W1 and W2.IS.kids were reformulated as follows:

5. We play music together
7. We read together
8. I have hobbies that I have adopted from my parents.
4. My parents pay close attention to the grades I bring home.
1. My parents take school reports very seriously.
6. We exercise/do sports together.

The items for W3.adoles. were modified as follows:

1. My parents take my performance at school/university/training very seriously.
2. My parents regularly ask me how things are at school/university/training.

3. My parents regularly help me with issues regarding school/university/etc.
4. My parents pay close attention to the reports (grades) that I achieve at school/university/training.
5. We play music with one another.
6. We exercise/do sports together.
7. We read with one another".
8. I have hobbies that I have adopted from my parents.

The items in W1 to w4.parents.kids, W2.parents.adoles. as well as W1 and W2.IS.moth changed as follows:

5. We play music with one another.
7. We read with one another.
2. I regularly ask the child how things are at school.
3. I regularly help him/her with homework.
8. I have/had hobbies that my child adopted from me.
4. I pay close attention to grades that are brought home.
1. I take school reports very seriously.
6. We exercise/do sports together.

In W4.parents.kids, the option "occupational/vocational school" was added in parenthesis for items 1, 2, 3 and 4.

The items of W1.parents.adoles. were presented corresponding to the past tense form found in the instructions. The items were, however, otherwise identical to the above, except for item 1: "I took school grades very seriously".

For W3.parents.adoles., the items were also reformulated:

1. I take performance at school/university/training very seriously.
2. I regularly ask my child how things are at school/university/training.
3. I regularly help him/her with issues regarding school/university/etc.
4. I pay close attention to the report cards/transcripts (grades) that he/she achieves at school/university/training.
5. We play music with one another.
6. We exercise/do sports together.
7. We read with one another.

The times of the CS.96 are equivalent to those in the children's waves, other than that they are formulated in the past tense.

**Monitoring (Children's version better named
Self-disclosure to parents)**

These items were designed based upon Patterson/Crouter. Monitoring is the endeavour of parents, characterised by participation, concern and an awareness of responsibility, to know what activities their children are involved in when outside of parental supervision. According to Patterson monitoring is an important dimension of upbringing, when it comes to predicting problem behaviour. A lack of supervision is associated with a higher risk of showing such deviant behaviours.

Patterson, G. P., DeBaryshe, B.D. & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *American Psychologist*, 44, 329-335.

Patterson, G.P. & Stouthamer-Loeber, M. (1984). The correlation of family management practices and delinquencies. *Child Development*, 55, 1299-1307.

Sources:

Project development by Kracke & Schwarz, nach G. Patterson.

Shell Adolescent Study: (items 1 und 2)

Shell pre-test: (3 items)

Crouter, A.C., MacDermid, S.M., McHale, S.M. & Perry-Jenkins, M. (1990). Parental Monitoring and perceptions of children's school performance and conduct in dual- and single-earner families. *Developmental Psychology*, 26, 649-657: (Item 4)

Hitherto application:

Shell Adolescent Study 1992

Item formulation:

Do you tell you mother/father...

1. Where you spend your spare time after school?
2. What is on your mind, what particularly concerns you?

Answer format:

Separate for mother and father:

- 1 = always
- 2 = occasionally
- 3 = rarely
- 4 = never

Pre-test:

Not necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	29	27,28	28,29	28,29
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	49	20	19	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	49			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	5,6	5,6		
Ques.IS.moth.				

CS.96	59			

Comments:

From the original 4 items the two shown above were included in the questionnaires In W1.adoles. and for the 20-29 year olds in CS.96, the instructions were as follows: "When you were between the ages of about 15-19, did you tell your parents..."; In addition, the items in these questionnaires as well as in W1.adoles. additionally contained the statements: "... where you spend your spare time after work"? In W2 to W4.kids as well as in W1.IS.kids, item 1 was modified to: "...where you spend your spare time?"
 In W1.adoles. and W1.yng.ad., separate information for mother and father was not requested
 In W2.IS.kids, the following was asked: "How well does your mother/father know about the following"? (questions separated for mother and father, respectively in the questionnaire).

- The items read as follows:
- how I spend my spare time
- when I go to bed on a school night
- when and how I tidy up my room
- which friends I'm with
- how I dress
- which chores I perform in the household
- about my performance at school or occupational training
- what I do with my money

The answer key appeared as follows:

- 1 = not interested in it
- 2 = hardly or not informed
- 3 = more or less informed
- 4 = well informed

Monitoring (Parents' Version)

The scales include to what extent parents are informed about what their children get up to.

Sources:

See children's version

Item formulation:

Are you informed about what your child gets up to?
For the following areas, I am usually informed about:

1. Where the child spends her/his spare time.
2. Who the child's friends are.
3. What the child does with his/her money.
4. What sort of views my child has.

Answer key:

- | | |
|---|-----------------------|
| 1 | Does not interest me |
| 2 | Not much/not informed |
| 3 | Somewhat informed |
| 4 | Well informed |

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	13	13	9	9
Ques.fath.child.	13	13	9	10
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	7	16	14	
Ques.fath.adol.	7	16	14	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.	7	15		
Ques.fa.yng.ad.	7	5		
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	13	8		

CS.96				

Comments:

The W2.parents.adoles. includes the additional item "...how the child structures relationships with his/her friends or partner".

In the W2.IS.moth. questionnaire, the items were reformulated and amended as:

- How he/she spends his/her spare time
- When he/she goes to bed on a school night
- When and how he/she tidies up his/her room
- Which friends he/she is with
- How he/she dresses
- About his/her chores in the household
- About his/her performance at school or occupational training etc.
- What my child does with her/his money

In W1.parents.adoles., W1 and W2.parents.yng.ad., the answer key has changed as follows:

- | | |
|---|-----------------------|
| 1 | Well informed |
| 2 | Somewhat informed |
| 3 | Not much/not informed |
| 4 | Does not interest me |

Parent-Child Conflicts (Child survey)

Recorded are the conflicts which take place in parent-child relationships concerning discussions with the parents. These are more or less equivalent to the questions which were put forth to the parents of adolescents in wave 1. It is to be noted, however, that the topics have been more concretely selected with reference to the age-group 10-13.

Sources:

The revised (and here shortened) version of Robin and Weiss's instrument for the measurement of discussion with parents (Spiel and Kreppner, 1990).

Robin, A.L. & Weiss, I.G. (1980). Criterion related validity of behavioural and self report measures of problem solving communication skills in distressed and non-distressed parent-adolescent dyads. *Behavioral Assessment*, 2, 339-352.

Hitherto application:

Spiel & Kreppner's version was successfully implemented by the authors themselves in a Berlin-based longitudinal-section project involving research into the changes within parent-child relationships during adolescence.

Item formulation:

Displayed below are a series of categories, which are sometimes spoken about at home. Have you ever discussed these topics with either your mother or father? If yes, please state how seriously? Have you ever discussed these topics with your child? If yes, please state how seriously?

1. What I spend my money/allowance on.
(What she/he spends money/allowance on)
2. How I spend my spare time.
(How he/she spends spare time)
3. How I dress for school.
(How he/she dresses for school)
4. What time I go to bed on a school night.
(What time he/she goes to bed on a school night)
5. How much or what I watch on T.V.
(How much or what he/she watches on T.V.)
6. When and how I tidy up my room.
(When and how he/she tidies up room)
7. How much I apply myself with respect to school.
(How much he/she applies her/himself with respect to school)
8. Which friends I'm with.
(Which friends he/she is with).

Answer key:

For mother and father separately there is a division for each item into: "Was there a discussion? i.e. "yes/no" and a four-step rating scale with respect to the seriousness of the discussion i.e. 1 = very calm, 2 = somewhat calm, 3 = somewhat heated, 4 = very heated.

Pre-test:

Not necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	30	29,30	30,31	29,30
Ques.moth.child.	4	7	7	7
Ques.fath.child.	4	7	7	8
Gen.ques.Ch.				
Adol.int.		21		
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				
Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				
Ques.IS.kids	7	7-16		
Ques.IS.moth.	10	10-14		
CS.96				

Comments:

The instructions were slightly modified: "In the following I will read aloud a list of topics,..."

The instructions W1.IS.kids read as follows: "Sometimes children and adolescents have disputes with their parents. Please cross off whether the following topics have recently led to disputes between you and your mother" If these topics have resulted in disputes, how serious/how heated were they?"

The instructions in W1.IS.moth read as follows: "Sometimes parents have disputes with their children." Please indicate whether the following topics have recently led to disputes between you and your children."

The items 2, 4, 6, & 8 were included in the questionnaires of W1 to W4.kids as well as in the questionnaires of the children and mothers in the intensive survey.

In W2.adoles, items 2 and 8 were included in addition to:

- Choice of occupation/school
- Use of money (see qu.04)

Throughout the answer format was four-tiered:

- 1 = Very calm
- 2 = Somewhat calm
- 3 = Somewhat heated
- 4 = Very heated

The children as well as the mothers of W1.IS were asked about the frequency of their discussions/disputes.

The answer key was:

1 = often
2 = occasionally
3 = almost never
4 = never

In W2.IS.kids, items 2, 4, 6, 8, as well as 1 and 3 were given in a reformulated version (1: "what I do with my money", 3: "how I dress") together with the additional items:

- The distribution of duties in the family (my participation in the household)
- My performance at school/occupational training

Frequency and intensity of disputes were asked about (as in W1.IS); that aside the following was asked:

"How well do the following statements describe the behaviour of your mother/father when you do not agree on a particular topic which is important to you"?

"How well do the following statements describe your behaviour when you do not agree with your parents about a topic that is important to you"?

and

"How often do conflicts with your mother and father end in the following ways"?

Regarding the items presented with the three additional questions, which are a translation of the disagreement questionnaires, by T. M. Honess et al. (T. M. Honess et al. (1997). Conflict between parents and adolescents: Variation by family constitution. *British Journal of Developmental Psychology*, 15, 367-385.), please refer to the actual questionnaires.

The presented items in W2.IS.moth. are contextually equivalent to those W2.IS.kids., where the frequency and intensity of the disputes was also asked about. Again; additional questions concerning behaviour in conflict situations were also given:

"How well do the following statements describe the behaviour of your child when you do not agree on a topic that is important to you"?

"How well do the following statements describe your own behaviour when you and child do not agree on a topic that is important to you"?

"How often do conflicts with your child end in the following ways"?

With regard to the items of the additional questions, the same applies as in the children's questionnaires.

Parent-Child Conflicts (Adolescent Survey)

Included here will be firstly the frequency of conflicts between parents and children followed by the intensity of the conflicts. The questions were reformulated for the adolescent survey.

Sources:

Wl.parent.adoles. questionnaire in accordance with Steinberg (1987) und Prinz et al. (1979).

Prinz, R.J., Foster, S. Kent, R.N. & O'Leary, K.D. (1979). Multivariate assessment of conflict in distressed and nondistressed mother-adolescent dyads. Journal of Applied Behavior Analysis, 12, 691-700.

Steinberg, L. (1987). Impact of puberty on family relations: Effects of pubertal status and pubertal timing. Developmental Psychology, 3, 451-460.

Psychometric properties:

The factor analysis for the items from Wl.parents.adoles. differ for mother and father. For the mothers, all questions regarding frequency constitute a single factor which explains 42% of the variance. For the fathers, items 3,4,5, & 8 constitute the first factor, which explains 37% of the variance. Items 1,6 & 7 form the second factor, which explains 13% of the variance. Item 2 loads onto both factors.

With regard to the intensity of conflicts, a 2-factor model results for both mothers and fathers:

Mothers

Factor 1: Items 2, 3, 5, 8 38% Variance explained
Factor 2: Items 1, 6, 7 16% Variance explained

Fathers

Factor 1: Items 2, 3, 4, 5, 8 40% Variance explained
Factor 2: Items 6 and 7 15% Variance explained

Under consideration of the double loadings and with the constraint to create identical scales for mothers and fathers as well as for frequency and intensity, scales "conflict concerning basic positions" (MGrundH = mother/frequency, MGrundI = mother/intensity, VGrundH = father/frequency, VGrundI = father/intensity) were formed from items 1,6, & 7, another set of scales with the content "everyday conflicts" from items 2,3,4,5 & 8 (MAlltagH = mother/frequency, MAlltagI = mother/intensity, VAlltagH = father/frequency, VAlltagI = father/intensity). These scales were considered preliminary and may not be included in the SPSS-datasets!

Cronbachs Alphas:

MGrundH: .58, MAlltagH: .77, MGrundI: .59, MAlltagI: .75
VGrundH: .50, VAlltagH: .72, VGrundI: .63, VAlltagI: .78

Item formulation:

Sometimes adolescents have disputes with their parents. Please state whether the following topics have recently led to / still lead to disputes between you and your parents (between you and your child).

1. Society and politics
2. Clothing, appearance
3. Choice of occupation, school
4. Use of spare time
5. Use of money
6. Sexuality
7. Religion
8. Tidyness

In the case that disputes have resulted from these topics, how heated/serious were they?

Topics same as above

Answer key (for 1st block):

- 1 = often
- 2 = occasionally
- 3 = almost never
- 4 = never

Answer key (for 2nd block):

- 1 = Very calm

2 = Somewhat calm
 3 = Somewhat heated
 4 = Very heated

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.		21	20	
Ques.moth.adol.	12,13	4,5	5,6	
Ques.fath.adol.	12,13	4,5	5,6	
Gen.ques.adol.				

Yng.ad.int.		21	23	
Ques.mo.yng.ad.	24,25			
Ques.fa.yng.ad.	24,25			
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

The instructions and the answer keys are the same as in qu. 03.
 In W2 and W3.parents.adoles., items 3 to 6 were used.
 In W2.adoles., items 3 to 5 were given along with an item about "friends"; In this instance, the items were formulated as follows:

- "How I spend my spare time"
- "About choice of occupation/school"
- "About my usage of money"
- "Which friends I am with"

The question in W3.adoles. consists of items 3-6.
 In W2 and W3.yng.ad., the answer key for the question concerning the frequency of disputes changed to:

- 1 = never
- 2 = almost never
- 3 = occasionally
- 4 = frequency

In W3.yng.ad., the seriousness/heftiness of the disputes was not asked about.

Parent-Child Relationship

Employed here are items taken from several scales. Since the original scales are unfortunately no longer available, a new construction of scales from the given item-pool was undertaken by means of PCA, using the common items from waves 2 & 3. The screen-test suggests that 2 dimensions would appear plausible. The varimax-rotation of all items resulted in the following classification of items to the two dimensions:

"Trustworthy, partnership-relationship": Items 4, 5, 6, 7, 11 (inv.), 12 (inv.)

"Instrumental relationship to authoritative parents": Items 1, 2, 3, 13, 14

Item 9 loads minimally onto both factors (item numbers taken from W2.yng.ad. questionnaire, see also "Item formulation").

Sources:

Project development of the Research Group Bamberg (Gerd Pickel, Hanspeter Buba, Carsten Wippermann, Frank Früchtel), revised by J. Gowert Masche (Jena).

Psychometric properties:

Reliability of the participants which took part in the 2nd and 3rd wave yng.ad (n = 466):

	W2.yng.ad.	W3.yng.ad.
Trusting, partnership-relationship	.81	.81
Instrumental relationship to authoritative parents	.63	.70

Test instruction:

W2.yng.ad.: "I will now read aloud some statements concerning the relationship between adolescents and adults. Could you please state, whether or not you agree with the following? Please answer using the list provided."

W3.yng.ad.: "I will now read aloud some statements concerning the relationship between adolescents and adults. With the use of the list could you please state to what degree you agree with these statements?"

Item formulation (Item numbers as in W2.yng.ad.):

1. What my parents do for me is actually their obligation!
2. I take what my parents do for me as a given.
3. I feel that my parents interfere too much in my life.
4. I am happy that my parents take care of me.
5. My parents are my best partners.
6. I can speak to my parents about anything.
7. My parents are the first ones I turn to when I have a problem.
8. I live my life, my parents live theirs; anything else would likely be destructive (not in W3.yng.ad.).
9. My parents place great value on my making decision independently.
10. The relationship with my parents has always been free and easy and one of partnership (not in W3.yng.ad.).
11. The way my parents live and think is quite different from that of myself.
12. There have been certain things which I wouldn't have dared speak to my parents about.
13. I was raised very strictly.
14. My parents are of the opinion that a child be raised strictly in order to develop good character.
15. When an important decision is to be made in our home, the views of all family members, including the children, are considered (not in W3.yng.ad.).

Answer key W2:

- 1 = Is not true
- 2 = Is not really true
- 3 = Is somewhat true
- 4 = Is exactly true

Answer key W3:

- 1 = Is not at all true
- 2 = Is not really true
- 3 = Is somewhat trues
- 4 = Is completely true

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.		22	16	
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Parenting Style

Depicted here is an authoritative parenting style which is characterised by demands which are appropriate for the given stage of development, the establishment of rules and the sanctioning of rule-breaking.

Sources:

- Baumrind, D. (1989). Rearing competent children. In Damon (Ed.), Child development today and tomorrow, S. 349-378. San Francisco: Jossey Bass.
- Helmke, A. & Vãth-Szusdziara, R. (1980). Familienklima, Leistungsangst und Selbstakzeptierung bei Jugendlichen. In H. Lukesch, M. Perrez & K.A. Schneewind (Hrsg.), Familiäre Sozialisation und Intervention. Bern: Huber.
- Steinkamp, G. & Stief, W.H. (1978). Lebensbedingungen und Sozialisation. Opladen: Westdeutscher Verlag.
- Walper, S. (1985). Die Elternbefragung 1983/84: Beschreibung der Stichprobe und erste Evaluation der Erhebungsinstrumente. Berichte aus der Arbeitsgruppe TUDrop Jugendforschung # 57/85. Berlin: Technische Universität Berlin.

Hitherto application:

As a longer version was used in the Berlin Youth Longitudinal Study, 1982-1988.

Item formulation:

Which of the following statements apply to you?

1. I am considerate to my child and expect the same from him/her.
2. When something goes wrong I speak to my child about the issue.
3. When my child has misbehaved I forbid him/her the things he/she most enjoys i.e., watching T.V., staying up late, going out etc.
4. How important is it to you that your child always forms his/her own opinions and sticks up for them even if they differ from your own?

Answer key (for items 1 to 3):

- 1 = Is not at all true
- 2 = Is not really true
- 3 = Is somewhat true
- 4 = Is completely true

Answer key (for item 4):

- 1 = not important
- 2 = not really important
- 3 = quite important
- 4 = very important

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	9,10	7	7	
Ques.fath.adol.	9,10	7	7	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	11	15		

CS.96				

Comments:

In W1.parents.adoles., the instructions are as follows: "Which of the following statements apply to you?"

In W2 and W3.parents.adoles. as well as in W1 and W2.IS.moth., the instructions read: "Following are statements and opinions which pertain to the upbringing of your child. The statements concern the goals and desires that parents may have for their children. In each case please indicate whether and to what degree these statements apply to you."

Item 4 in W1.parents.adoles. was presented as question 10.

In the W2.parents.adoles. as well as in W1 and W2.IS.moth., only items 1-3 were asked.

In W3.parent.adoles., solely items 1 and 2 were presented.

Family Climate

The dimensions cohesion, openness and harmony are included in a heavily shortened form.

Sources:

- Engfer, A., Schneewind, K.A. & Hinderer, J. (1978). Zur faktoriellen Struktur der Familien-Klima-Skalen nach R.H. Moos. Arbeitsbericht 17 aus dem B-Projekt an der Universität München.
- Schneewind, K. (1988). Die Familienklimaskalen. In: M. Cierpka (Hrsg.) Familiendiagnostik (S. 232-255). Berlin: Springer.
- Walper, S. & Silbereisen, R.K. (1982). Auswirkungen ökonomischer Veränderungen auf das Familiensystem: Theoretische und methodische Überlegungen zur Erhebung bei den Eltern des Berliner Jugendlängsschnitts. Berichte aus der Arbeitsgruppe TUDrop Jugendforschung (22/88). Berlin: Technische Universität.

Hitherto application:

A longer version was employed in the Berlin Youth Longitudinal Study.

Psychometric properties (W1.parents.adoles.):

Internal consistency for scale "Cohesion" (items 3, 4(inverted), 5):

Mothers: Cronbach's alpha = .67; fathers: Cronbach's alpha = .66

Internal consistency for scale "Harmony" (items 1 and 2):

Mothers: $r = -.54$; fathers: $r = -.59$.

A combined family climate scale can be formed from all 5 items:

Mothers: Cronbach's alpha = .77; fathers: Cronbach's alpha = .78.

Item formulation:

1. In our family there is often a lot of friction.
2. In our family things run harmoniously and peacefully.
3. In difficult situations family members support one another.
4. In our family everyone goes their own way.
5. In our family we can talk about anything.

Answer key:

1 = Is not at all true

2 = Is not really true

3 = Is somewhat true

4 = Is completely true

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	9,10	7	7	
Ques.fath.adol.	9,10	7	7	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	11	15		

CS.96				

Comments:

The instructions of the W1 to W4.kids as well as the W2.adoles. reads as follows: "I will now read some statements aloud about what a family can be like. With the use of this list please state to what degree each of the following statements apply to you."

In W1.IS.kids, the instructions for the children read as follows: "Please rate each of these statements according to how much they apply to you."

In W2.IS.kids, however, the instruction reads as follows: "Please rate each of these statements as to how much, according to your opinion, they apply."

The instructions in W3.yng.ad. read as follows: "The following questions pertain to the family you grew up with. With the use of the list please state to what degree you agree with the statements."

For the parents the following instruction were given: "Following are some statements about what a family can be like. Please indicate to what degree the statements apply to you."

For W1.parents.adoles., the instructions read as follows: "How would you describe your current family life?"

In W3.parents.yng.ad., the family climate of the parents' family is additionally asked about, whereby the given instructions remain similar to those applied to the young adults.

In W3.yng.ad. and W3.parents.yng.ad., only items 1 and 2 were used verbatim; the contents of the other items were asked about more extensively employing somewhat different statements

Partner Relationship

The dimensions Dependability and Respect for Autonomy are addressed here.

Sources:

Developed by K. Kreppner und C. Spiel , MPI Berlin, on the basis of the FAMIII (Skinner, Steinhauer & Santa-Barbara, 1983)respectively the translated form from Cierpka (1988). Information about the instruments used can be obtained personally from Dr. Kreppner. Shell-Vorerhebung, 1991, Auswahl einiger Items(s. S. 20).

Cierpka, M. (1988). Der Familien-Einschätzungsbogen (Family Assessment Measurement). Universität Ulm.

Skinner, H.A., Steinhauer, P.D. & Santa-Barbara, J. (1983). The family assessment measure. Canadian Journal of Community Mental Health, 2, 91-105.

Hitherto application:

Applied in the project "Von der Kindheit zur Adoleszenz in der Familie" (from childhood to adolescence in the family) i.e., for all possible dyads in a family (Principal investigator: Dr. Kurt Kreppner, MPI Berlin).

Psychometric properties (Wl.parents.adoles.):

The scale Dependability (items 1, 3, 6):

Mothers: Cronbach's alpha = .80; fathers: Cronbach's alpha = .79

The scale Respect for Autonomy (items 2, 4, 5):

Mothers: Cronbach's alpha = .69; fathers: Cronbach's alpha = .77

Instructions:

"The following statements pertain to the relationship to your partner. Please decide how well the statements describe your relationship".

Item formulation:

1. When I am with him/her I can openly show my feelings.
2. He/she interferes too much with my affairs.
3. When I am faced with some sort of difficulty it is he/she that helps me.
4. He/she constantly nags at me.
5. He/she expects too much of me.
6. When I want to talk to him/her, he/she is always there for me.

Answer key:

- 1 = Is not at all true
- 2 = Is not really true
- 3 = Is somewhat true
- 4 = Is completely true

Pre-test:

No pre-testing necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	32	32	30	37
Ques.fath.child.	28	26	26	26
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	19	29	21	
Ques.fath.adol.	19	26	21	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	20	22		

CS.96				

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	32	32	30	37
Ques.fath.child.	28	26	26	26
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	19	29	21	
Ques.fath.adol.	19	26	21	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	20	22		

CS.96				

Comments:

In W1 and W2..IS.kids, the instructions were slightly changed, whereas the content remained the same.

In W1.kids, all items with the exception of item 5 are contained; the answer key changed (this also applies to W2 to W4.kids):

- 1 = Does not apply at all
- 2 = Does not apply much
- 3 = Does apply
- 4 = Applies strongly

The items 19, 33, 54, 61, 41, 55 and 68 were included in W2 to W4.kids and W1 and W2.IS.kids as well.

In W2 and W3.adoles., all items with the exception of item 5 were asked about; the answer key is the same as in W1.kids.

Attitude towards Upbringing (Parent version)

Using the instrument from the family-diagnostic-test-system, by Schneewind, the dimension: firmness vs. leniency in upbringing are portrayed from the perspective of parents.

Sources:

Schneewind, K.A., Beckmann, M. & Hecht-Jackel, A. (1985). Das ES-Testsystem. Testmanual. Forschungsberichte aus dem Institutsbereich Persönlichkeitspsychologie und Psychodiagnostik der Universität München. München: Universität München.

Schneewind, K.A., Beckmann, M. & Hecht-Jackel, A. (1985). Das ET- Testsystem. Testmanual. Forschungsberichte aus dem Institutsbereich Persönlichkeitspsychologie und Psychodiagnostik der Universität München. München: Universität München.

Used here are condensed versions of the original questions that were designed with the manual in addition to collaboration with Dr. Walper of the Schneewind-Institut.

Item formulation:

1. When I want something from my child he/she has to do it regardless of whether he/she feels like it.
2. When I forbid my child something he/she will get their own way eventually if they beg long enough.
3. When I forbid my child something I stick to it and do not allow it later on either.
4. I punish my child when he/she does things that are disallowed and make no exceptions.

Answer key:

- 1 = Does not apply at all
- 2 = Does not really apply
- 3 = Does somewhat apply
- 4 = Applies fully

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	9			
Ques.fath.child.	9			
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

Originally, the dimension Reliance was to be included; the additional 3 items were, however, not included in the questionnaire.

Parenting Goals (Parent version)

Using the instrument from the family-diagnostic-test-system, by Schneewind, two dimensions of parenting are portrayed from the perspective of parents: Independence (Items 44,28,?,N) for which, however, only two items are provided in the adolescent questionnaire, and Demand for Good Behaviour (Items 26, 71, 30).

Sources:

Schneewind, K.A., Beckmann, M. & Hecht-Jackel, A. (1985). Das EZS-Testsystem. Testmanual. Forschungsberichte aus dem Institutsbereich Persönlichkeitspsychologie und Psychodiagnostik der Universität München. München: Universität München.

Schneewind, K.A., Beckmann, M. & Hecht-Jackel, A. (1985). Das EZT- Testsystem. Testmanual. Forschungsberichte aus dem Institutsbereich Persönlichkeitspsychologie und Psychodiagnostik der Universität München. München: Universität München.

Used here are condensed versions of the original questions that were designed with the manual in addition to collaboration with Dr. Walper of the Schneewind-Institut.

Instructions:

"Following are some statements and opinions pertaining to the upbringing of your child. Addressed are goals and desires which you as parents may have for your children. In each case please indicate both whether and to what extent these statements apply to you."

Item formulation:

- 44. When buying clothing my child should chose his/her own items.
- 28. My child should go swimming or into town on his/her own.
- ?. My child should decide on his/her own where to go during school holidays.
- N. My child should always form his/her own opinion and voice it even if my opinion may differ. (somewhat reformulated item from the Berlin Youth Longitudinal Study)
- 26. My child should place great value upon good manners.
- 71. My child should always be friendly when in the company of others.
- 30. My child should evade arguments with others.

Answer key:

- 1 = Does not apply at all
- 2 = Does not really apply
- 3 = Does somewhat apply
- 4 = Applies fully

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	9	10	8	8
Ques.fath.child.	9	10	8	10
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

Items 44, 28, ? and N are contained within W1.parents.kids; only item N in W2 to W4.parents.kids.

Advisory Competence of Father, Mother, and Friends

The scales include to whom the questioned individual ascribes the greatest amount of advisory competence for particular topics/areas, (i.e. father, mother and friends).

Sources:

Developed by the Siegener Research Group. Please refer to page 135 of the report „Childrens' survey 1993. Basic counts and scales“, which was published by the Siegener Research Group in 1994. Project group Bildungsmoratorium, Siegen (1994). Kindersurvey 1993. Grundauszählung und Skalen. Siegen: Projektgruppe Bildungsmoratorium.

Instructions:

"Please evaluate how well your father, mother, and good friends are able to provide the right advice for the following issues. With the use of this list please answer for your father, mother, and good friends individually."

Item formulation:

1. Why there is war and injustice in the world.
2. I want to go abroad and learn another language.
3. What I should do when I am in a bad way.
4. I need some advice about my hobby.
5. I want to buy a new item of clothing.
6. I need help with a school subject that I am not very good in.
7. What goals I should set myself for my own life.

Answer key:

- 1 = Not at all
- 2 = Not much
- 3 = Well
- 4 = Very well

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	27	25	26	25
Ques.moth.child.	30	30	28	35
Ques.fath.child.	26	24	24	24
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

The instructions of the parents waves were: "Evaluate how well father, mother, and good friends are able to provide your child with the right advice for the following issues."
In W4.kids, the following item was added: "I need advice concerning educational issues."
In W4.parents.kids, correspondingly the item "The child needs advice concerning educational issues" was added.

Child's support of parents

The scale includes in which areas, in addition to how regularly, the child assists or supports the parents.

Sources:

Please refer to page 158 of the report „children's survey 1993. Basic counts and scales“ published by the Siegener Research Group in 1994.

Projektgruppe Bildungsmoratorium, Siegen (1994). Kindersurvey 1993. Grundauszählung und Skalen. Siegen: Projektgruppe Bildungsmoratorium.

Instructions:

"Which of the following chores, which I will now read aloud, do you take care of for your mother or father? Do you perform them regularly, often, seldom, or never? With the use of this list, please provide separate answers for your mother and father."

Item formulation:

1. Tidying up a room / the flat.
2. Washing up or doing other jobs in the kitchen.
3. Shopping / taking care of other purchases.
4. Spurring them on to take up something new (for example starting a new hobby).
5. Helping with personal problems, by giving advice / doing something.

Answer key:

- 1 = never
- 2 = rarely
- 3 = once in a while
- 4 = regularly

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	34			
Ques.moth.child.	6		11	14
Ques.fath.child.	6		11	15
Gen.ques.Ch.				

Adol.int.	51	24	23	
Ques.moth.adol.	16	35	8b	
Ques.fath.adol.	16	11	8b	
Gen.ques.adol.				

Yng.ad.int.	51	19	19	
Ques.mo.yng.ad.	21	13	7	
Ques.fa.yng.ad.	21	4	5	
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96	61			

Comments:

The test instruction, items, and answer keys for the individual age groups vary according to appropriateness for age. A listing of the items of the various questionnaires would not prove useful for clarity purposes. Therefore, please refer to the individual questionnaires themselves.

Apart from the children-survey-waves, the instructions refer to the past 12 months.

Error found in an item: In W3.parents.adoles., one of the items reads as follows: "Driving the child from A to B, i.e., wherever he/she needs to go" although the question is supposed to pertain to the child assisting the parents.

Parental support of child

The scales include in which areas, in addition to how regularly, the parents assist the child.

Sources:

Please refer to page 158 of the report „children's survey 1993. Basic counts and scales“ published by the Siegener Research Group in 1994.

Projektgruppe Bildungsmoratorium, Siegen (1994). Kindersurvey 1993. Grundauszählung und Skalen. Siegen: Projektgruppe Bildungsamatorium.

Instructions:

"Which of the following chores does your mother or father take care of for you? Do they perform them regularly, often, seldom, or never? With the use of this list, please provide separate answers for your mother and father."

Item formulation:

- 1) Tidying up a room / the flat.
- 2) Washing up or doing other jobs in the kitchen.
- 3) Driving you to a place where you have to go.
- 4) Spurring you on to take up something new (for example starting a new hobby).
- 5) Helping with personal problems, by giving advice / doing something.

Answer key:

- 1 = never
- 2 = rarely
- 3 = once in a while
- 4 = regularly

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	35			
Ques.moth.child.	5		10	13
Ques.fath.child.	5		10	14
Gen.ques.Ch.				

Adol.int.	50	23	22	
Ques.moth.adol.	15	10	8a	
Ques.fath.adol.	15	10	8a	
Gen.ques.adol.				

Yng.ad.int.	50	18	18	
Ques.mo.yng.ad.	18	12	6	
Ques.fa.yng.ad.	18	3	4,18	
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	12	16		

CS.96	60			

Comments:

The test instruction, items, and answer keys for the individual age groups vary according to appropriateness for age. A listing of the items of the various questionnaires would not prove useful for clarity purposes. Therefore, please refer to the individual questionnaires themselves.

Apart from the children survey waves, the instructions refer to the past 12 months.

In the the questionnaire for fathers and in W3.parents.yng.ad., the question concerning fathers' assistance to their child was asked twice. (Question 4 and 18 in the questionnaire).

In W2 and W3.adoles., one of the items reads as follows: "Driving someone from A to B, i.e., wherever he/she needs to go" although the question is supposed to pertain to the parents assisting their child.

In W2.IS.kids, the additional answer option: "9" = does not apply is presented.

Social Problems

This scale includes one of eight syndrome-areas, which was gained by Achenbach et al. through a factor analysis of parent ratings from the CBCL (Child Behavior Checklist), teacher ratings of TRF (Teacher's Report Form) and self-reports of the YSR (Youth Self Report) We include the translations (authorised by Achenbach) of Remschmidt and Walter (1990). The item selection was carried out according to the the factor analysis based assignment of Achenbach to the factor "Unpopular", which is renamed to "Social Problems" in the current study.

Sources:

- Achenbach, T.M., Howell, C.T., Quay, H.C. & Conners, C.K. (1991). National survey of problems and competencies among four- to sixteen-year-olds. Monographs of the Society for Research in Child Development No. 225, Vol.56.
- Remschmidt, H, Walter, R. (1990). Psychische Auffälligkeiten bei Schulkindern. Mit deutschen Normen für die Child Behavior Checklist. Verlag für Psychologie Dr. C. J. Hogrefe, 1990.
- Lösel, F., Bliesener, T. & Köferl, P. (1991). Erlebens- und Verhaltensprobleme bei Jugendlichen: Deutsche Adaption und kulturvergleichende Überprüfung der Youth Self-Report Form der Child Behavior Checklist. Zeitschrift für Klinische Psychologie, 20, 22-51.

Hitherto application:

Multiple international applications, particularly within the framework of the Child Behaviour Checklist by Achenbach and Edelbrock (Achenbach et. al. 1991). Lösel (1991) documented the application of the German version. Remschmidt and Walter (1990) established their own version of the CBCL in an epidemiological study.

Test instruction:

"In the following you will find a series of statements, which describe children and adolescents. Please indicate whether each of the statements applies to you now or has applied to you in the last six months"

Item formulation:

1. I behave too young for my age.
2. I am too dependent on adults.
3. I don't get on well with others my age.
4. I am teased.
5. I am not liked by others (children, adolescents).
6. I am overweight.
7. I am physically awkward or clumsy.
8. I prefer to be with younger individuals than people my own age.

Answer format:

Remschmidt used a three-stepped answer key with the answer options: "doesn't apply," "somewhat/sometimes," and "precisely/often." In the current study, the use of the ratings "is not true," "is partly true," and "is true" was planned.

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	46	41	41	40
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	34			
Ques.IS.moth.				

CS.96				

Comments:

The test instructions were modified: "In the following I will read a list of statements describing children and adolescents. For each statement please indicate whether they apply to you personally either currently or in the past six months."

The answer key reads as follows:

- 1 = Does not apply
- 2 = Partly applies
- 3 = Does apply

In the intensive study the instructions read as follows: "Following are some statements describing children and adolescents..."

Bullying

This scale records the experiences of the questioned individuals regarding bullying and teasing in addition to minor attacks to the individual person as well as property at school

Sources:

Olweus, D. (1986) Bulling Questionnaire for Students. University of Bergen (in persönlicher Überlassung des Fragebogens)
Boulton, M. J., & Underwood, K. (1992). Bully/Victim Problems among middle school children. British Journal of Educational Psychology. 62, 73-87, 1992.

Hitherto application:

Boulton et al.(1992)

Psychometric properties:

Boulton et al.(1992) utilized the entire "Bullying Inventory for Junior School Students", by Olweus, in a questionnaire of 296 children (aged 8-12) at a British middle school. This resulted in the following prevalences given in percentages.

Being a victim of bullying:

	never	1x/2x a week	sometimes	repeatedly	
Girls	62.7	21.1	12.7	3.5	$\Sigma = 100\%$
Boys	40.9	34.4	16.2	8.4	$\Sigma = 100\%$

Being a perpetrator of bullying:

	never	1x/2x a week	sometimes	repeatedly
Girls	75.7	16.4	7.1	> 1
Boys	41.2	33.3	19.0	6.8

Test instructions:

We would like to now ask you some questions regarding your experiences with other students at you school. Some students are continually the target of bullying and ridicule. It also occurs that some students are beaten up, hit, stepped on/kicked for no reason whatsoever. Others continually have personal belongings such as notebooks, schoolbags, or clothing ripped apart.

Item formulation:

1. Has this ever happened to you personally?

Answer key:

1 = yes
2 = no

2. How often has something similar happened to you in the past year?

Answer key:

1 = Not at all in the last year
2 = Every now and then
3 = Approximately once a week
4 = Repeatedly during a week

3. Have you ever treated a fellow student in the above-described manner?

Answer key:

1 = yes
2 = no

4. How often has this been in the past year?

Answer key:

- 1 = Not at all in the last year
- 2 = Every now and then
- 3 = Approximately once a week
- 4 = Repeatedly during a week

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	57-60	52-55	52-55	52-55
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.		46-49		
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	18,19	24,25		
Ques.IS.moth.				

CS.96				

Comments:

In W1 and W2.IS.kids, items 1 and 2 as well as 3 and 4 were condensed into one question. In W2.IS.kids, the following additional answer option was presented for item 4: "several times a year."

Alcohol Consumption (Children's Survey)

The following records the annual frequency of alcohol consumption. The answer categories are adapted according to the age of the questioned individual. Since initial contact with alcohol often occurs within family circles, the focus here will be on which occasions alcohol has been consumed.

Sources:

EVA-A project (the success and course of adaptation to new environments by immigrants/re-settlers) which in turn was formulated based upon project developments of the Berlin Youth Longitudinal Study.

Hitherto application:

EVA-A Project (the success and course of adaptation to new environments by immigrants /re-settlers).

Item formulation:

1. Have you ever tried alcohol?
2. If yes: have you drunk alcohol in the past 12 months?

Answer format (item 1):

Yes
No, never

Answer format (item 2):

No, not in the past 12 months
Yes, but only a sip
Yes, approximately once a month
Yes, approximately once a week
Yes, regularly (more than once a week)
Yes, almost daily

Pre-test:

Not necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	61,62	56,57	56,57	56,57
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	20	26		
Ques.IS.moth.				

CS.96				

Comments:

Of the three original items, only the two described here were included in the questionnaire.

Item 1 became: "Have you ever tried alcohol and I mean more than just a sip?"

Item 2 appeared as: "Have you drunk alcohol in the past 12 months, and if yes, how often?"

In W1 and W2.IS.kids, items 1 and 2 were presented together in one question, which lead to the answer format being slightly modified, whilst the descriptions of the answer tiers remained the same.

The occasion when alcohol was consumed was not recorded for the children.

Alcohol Consumption (Adolescents/Young Adults Survey)

The following includes self-reports concerning alcohol consumption in the past year supplemented with a question regarding intoxication in the past month.

Sources:

Unchanged from Shell Study 92, based upon the own developments of the Berlin Youth Longitudinal Study.

Kastner, P.(1992) Epidemiologische Ergebnisse zum Drogengebrauch Jugendlicher 1986 und 1987; Interner TUDrop Bericht, 160/92. Universität Giessen.

Hitherto application:

Part 1) Shell Study 92

Part 2) Berliner Youth Longitudinal Study

Psychometric properties:

Part 2: The latest edition of the drug report from the Berlin Youth Longitudinal Study reports the following prevalences. In the 6th survey-wave (1987) of the study, adolescents in the cohort A (aged 15-18; N = 705) and the cohort C (aged 12-15; N = 410) 62% (22%) indicated that they had drunk alcohol in the form of wine or beer in the past month. Of these adolescents, 63% (83%) indicated that they had not experienced intoxication through the consumption of alcohol; 21% (10%) of adolescents admitted to having experienced intoxication at least once, 14% (5%) 2-5 times, 2%(2%) 6-10 times and 0.5%(0%) more than 10 times.

Item formulation:

How often have you drunk alcohol in the past year?

Answer format:

1 = not at all

2 = 1 to 5 times

3 = 6 to 11 times

4 = at least once a month

Item formulation:

IF MONTHLY

How often have you drunk alcohol in the past month?

Answer key:

1 = 1 to 2 times

2 = 3 to 5 times i.e. approx. once a week

3 = 6 to 10 times i.e. approx. twice a week

4 = 11 to 20 times i.e. approx. 3 to 4 times a week

5 = more than 20 times or daily i.e. approx. every 2nd day or daily

Item formulation:

If you have drunk alcohol in the past month, how many times did you experience intoxication?

Answer key:

0 = never

1 = once

2 = 2 to 5 times

3 = 6 to 10 times

4 = more than 10 times

Pre-test:

No

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	13	52,53,54	46,47,48	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	13			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96	16,17			

Comments:

In CS.96, experiences of intoxication were not asked about (item 3).

In W1.adoles. and W1.yng.ad., item 3 (experiences of intoxication) was not included.

Alcohol Consumption (Parental questionnaires)

The following addresses the frequency of alcohol consumption within the past year, focusing on two particular drinking situations.

Sources:

Pre-test from Wl.parents.adoles. See: Concluding report of the DFG Si 296/12-1 project (1992), p.19.

Item formulation:

The following pertains to your consumption of alcohol when you are at home.

1. How often have you drunk alcohol at home in the past year?

Now the focus is directed towards your consumption of alcohol when you go out or are invited out.

2. How often have you drunk alcohol in the past year during the above-mentioned occasions?

Answer key:

1 = Not at all

--> continue with question...

2 = 1-5 times in the past year

3 = 6-10 times in the past year

4 = Once or twice a month

5 = Once a week

6 = Twice a week

7 = 3-4 times a week

8 = Almost daily

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
<hr/>				
Child.int.				
Ques.moth.child.	59,60	43,44	39,40	46,47
Ques.fath.child.	54,55	37,38	35,36	35,36
Gen.ques.Ch.				
<hr/>				
Adol.int.				
Ques.moth.adol.	23,24	48,49	30,31	
Ques.fath.adol.	23,24	44,45	30,31	
Gen.ques.adol.				
<hr/>				
Yng.ad.int.				
Ques.mo.yng.ad.	30,31			
Ques.fa.yng.ad.	30,31			
Gen.ques.yng.ad.				
<hr/>				
Ques.IS.kids				
Ques.IS.moth.	27,28			
<hr/>				
CS.96				

Comments:

In W1.parents.yng.ad. and W1.parents.adoles., only the consumption of alcoholic drinks at home was asked about (question 1); the following was also asked: "When you drink alcohol on an average day at home, how much do you normally drink? Please consider the drink consumed most often unless you generally drink various beverages. In the event of the latter, please specify the quantity for each drink."

The answer key reads as follows:

- | | | |
|----|--------------------------|--------------------------|
| 1. | Beer | Number of bottles 0,5l: |
| 2. | Wine | Number of glasses 0,2l: |
| 3. | Champagne | Number of glasses 0,1l: |
| 4. | Schnapps | Number of glasses 0,02l: |
| 5. | Mixed drinks (cocktails) | Number of glasses 0,2l: |

Cigarette consumption (Children Survey)

Covered here is the annual frequency of cigarette consumption with age-appropriate answer guidelines.

Sources:

EVA-A Project formulated in accordance with the Berliner adolescent longitudinal survey TUDrop (the success and course of adaptation to new environments by immigrants/re-settlers).

Hitherto application:

EVA-A Project (the success and course of adaptation to new environments by immigrants/re-settlers).

Item formulation:

1. Have you ever smoked a cigarette?
2. If yes: Have you smoked in the last 12 months?

Answer key (for item 1):

yes/no

Answer key (for item2):

- No, not in the last 12 months
- Yes, I tried it once
- Yes, approximately once a month
- Yes, approximately once a week
- Yes, more than once a week
- Yes, almost daily How many?

Pre test:

Not necessary.

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	63,64,65	58,59,60	58,59,60	58,59,60
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	21	27		
Ques.IS.moth.				

CS.96				

Comments:

Item 2 was reformulated: "Have you smoked cigarettes in the last 12 months? If yes, how often?"

Additionally was included: "And how many cigarettes have you (almost) daily smoked in the last 12 months?"

In W1 and W2.IS.kids, items 1 and 2 were combined into one question in the questionnaire.

Cigarette Consumption (Adolescent Survey, Parents)

Sources:

Shell- adolescent study 1992, see: concluding report of the DFG Si 296/12-1 Project (1992), p.18f.

Hitherto application:

Shell adolescent study 1992

Item formulation:

Parents:

1. Do you currently smoke cigarettes?
2. If yes: How many per day on average?

Adolescents:

1. Do you currently smoke cigarettes?
2. How many per day on average?

Answer key (for item 1):

- 1 = yes
- 2 = no

Answer key (for item 2):

- 1 = up to 7
- 2 = 8 to 20
- 3 = 21 or more

Pre-test:

No pre-testing necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	58	42	38	45
Ques.fath.child.	53	36	34	34
Gen.ques.Ch.				
Adol.int.	12	50,51	44,45	
Ques.moth.adol.	22	47	29	
Ques.fath.adol.	22	43	29	
Gen.ques.adol.				
Yng.ad.int.	12			
Ques.mo.yng.ad.	29			
Ques.fa.yng.ad.	29			
Gen.ques.yng.ad.				
Ques.IS.kids				
Ques.IS.moth.	26			
CS.96	14,15			

Comments:

The item formulation in CS.96 is equivalent to that of the adolescents.

Note: In W1.parents.kids, the answer key was coded in a different fashion:

2 = up to 7

1 = 8 to 20

3 = 21 or more

Delinquency

These scales address the record of delinquency for questioned individuals, using self reports i.e. self-assessment concerning their own behaviour. The formation of three sub-scales will be possible.

- a) Property-offence scale (E) (theft, fraud, etc.).
- b) Negligence-scale (V) (including re-offence, skipping school and going astray).
- c) Aggressiveness-scale (A) (threatening and injuring other individuals).

First and foremost the scales were created and assembled upon consideration of content. (A main-components analysis resulted in a somewhat different factor structure due to the high inter-correlation of the three sub-scales) see ZUMA (1983, G01).

Shortenings resulted in part from an overlap with daily freak-out instances (Shell-survey). All duplicated items were taken out of the delinquency-scales (DBS). In the case that daily freak-out instances were not included in the questions, the DBS-items were to be reassumed (5 Items). Likewise, all items which could not be assigned to the three categories listed above (3 items) were omitted. For the property-offences, the largest portion constituting the DBS-items (12 of 24), a total of 7 items were selected (included in the daily freak-out instances there are 3 additional property-offences). Items 3, 12, 14 of the DBS were removed (see ZUMA-handbook).

It is to be additionally noted that some offences do not come into question in the children survey; these are indicated by an asterisk (*).

Sources:

- Kreuzer, A. (1990). Fragebogen zur Delinquenz.
- Lösel, F. (1975). Handlungskontrolle und Jugenddelinquenz: "Persönlichkeits-psychologische Erklärungsansätze delinquenten Verhaltens - theoretische Integration und empirische Überprüfung" In Univ. Erlangen-Nürnberg : SFB22 (Hrsg.), Sozialisation und Kommunikation, Bd. 4. Stuttgart: Enke Verlag.
- ZUMA (1983). Delinquenzbelastung. Skalenhandbuch. Bonn: Eigendruck, G01.

Hitherto application:

The ZUMA handbook reports that in its main study, the DBS was tested on 161 8th-grade male students from 8 various (Nuernberger) secondary school classes; (average age = 14.3; age-range = 13 - 16; $s = .64$).

	Alpha	r_{tot}
Property-offense (12 Items)	0.74	0.89
Negligence-reoffences (5 Items)	0.69	0.67
Aggression-related offenses (7 Items)	0.68	0.83

Test instruction:

"Each of has, at one time or another, done something which is not allowed. In this questionnaire, it is asked that you specify what you yourself have done. If you have indeed committed such an act, please indicate how often you have done so in the past year. Please answer the questionnaire with honesty as it otherwise proves useless for this study."

Item formulation:

		r _{tt}	% yes*
E01	Have you ever ridden the bus or tram without having paid?	.55	
E02	Have you ever attempted to get something out of a vending machine without having put money in (e.g. pressing buttons, or improper coins)?	.58	70
E03	Have you ever attempted to swindle a clerk out of too much change?	.35	
E04	Have you ever attempted to leave a restaurant without paying? (*)	.35	12
E05	Have you ever accepted or sold a stolen item?	.44	27
E10	Have you ever stolen anything from a shop or department store?	.64	
E11	Have you ever stolen something from a kiosk stand?	.49	15
E12	Have you ever stolen something from a construction site?	.54	
E13	Have you ever stolen something from a classmate?	.54	15
E14	Have you ever stolen something from a restaurant?	.36	
E15	Have you ever stolen a bike or used it without permission?	.39	28
E16	Have you ever stolen a vehicle (car, motorcycle, moped) or used one without permission?	.39	9
E17	Have you ever physically threatened someone if he/she didn't want to give you something of his/hers?	.39	20
A18	Have you ever injured someone in a fist-fight?	.62	
A19	Have you ever threatened someone with a knife, gun, or any other type of weapon?	.27	4
A21	Have you ever intentionally damaged windows, streetlights, or any similar items?	.54	25
A22	Have you ever damaged a fence, or gate on someone's property?	.61	30
A26	Do you use a weapon that is impermissible for someone your age?	.37	24
A27	Have you ever harassed someone on the street to the point where they wanted to call the police?	.56	32
V06	Have you even been really drunk?	.45	
V07	Have you ever skipped school for an entire day?	.45	38
V08	Have you ever skipped school for several days?	.40	14
V24	Have you ever done drugs i.e. dope etc.? (*)	.38	11

* Percentages refer to 161 secondary-school males; average age 14.3 year old

(*) Items not used in the child survey

Answer key (part 1):

ever done?

1 = yes

2 = no

Answer key (part 2):

In accordance with Kreuzer (1990), but slightly modified.

- 0 = Not in the last year
- 1 = Yes, once in the past year
- 2 = Yes, 2-5 times in the past year
- 3 = Yes, 6-10 times in the last year
- 4 = Yes, more than 10 times in the past year

Pre-test:

No pre-test necessary.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	81	75	73	74
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	53	85	76	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	53			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	29			
Ques.IS.moth.				

CS.96	63			

Comments:

The test instructions in W1.adoles. reads as follows: "Young people often having fun doing things which "responsible adults" would sooner avoid. Do you also do that?"; and in W1.yng.ad.: "Did you do that when you were between the ages of 15 and 19"?

In W1 to W3.kids as well as in W2.adoles., the following items were added: E01, E02, E03, E05, E10, E15, A17, A18, A21, A26 (with "someone") and V07; and in W4.kids, W2 and W3.adoles. also E16, which was formulated differently; and additionally in all questionnaires: "Have you ever been away from home for a night without your parents knowing of your whereabouts"?

In W1.adoles., W1.yng.ad. and in CS.96, the following items were included although reformulated: E01, E10, E16, A18, A27 as well as the additional item (been away for a night); in addition some other items were included in W1.adoles. and W1.yng.ad. (listening to music insanely loud, dressing wild & crazy, playing slot machines).

The delinquency-items of the intensive study are equivalent to those of W2.kids.

The answer key in W1.adoles. and W1.yng.ad. was modified to:

- 3 = often
- 2 = occasionally
- 1 = never

In the child survey the items were answered by the children themselves according to prior instructions provided by the interviewer; this may also apply to the adolescent survey

Depression

The CES-D scale is a self-report-scale designed to measure symptoms of depression in the "normal" population. The scale was tested on a normal sample in the form of household interviews and on a clinical sample within a psychiatric setting. According to Radloff (1991), the scale is appropriate for face-to-face interviews, telephone interviews, as well as self administration.

Sources:

- Radloff, Leonore S. (1991). "The Use of the Center for Epidemiologic Studies Depression Scale in Adolescents and Young Adults" In: Journal of Youth and Adolescence, Vol. 20, No. 2, 1991. 149-166.
- Faulstich, M.E; et al (1986). Assessment of Depression in Childhood and Adolescence: An Evaluation of the Center for Epidemiologic Studies Depression Scale for Children (CES-DC). American Journal of Psychiatry, 8, 1024-1027.
- Hautzinger, M.; Bailer, M. (1993) Allgemeine Depressions Skala (ADS) Deutsche Form der "Center for Epidemiologic Studies Depression Scale (CES-DC)", Weinheim: Beltz Test.
- Psyndex- Testdatenbank (1996). ADS.
- Psyndex- Testdatenbank (1996). CES-D.

Hitherto application:

Radloff (1991), Hautzinger (1983) u.a.

Psychometric properties:

Radloff (1991) evaluated the instrument, above all, with respect to comparisons of test results across various ages i.e. ((Junior High School, N = 355; High School, N = 282; College, N = 214; Young Adults, N = 382, Adults, N = 2440). The results showed acceptable levels of reliability for all groups. This was the case for the scale as a whole, as well as the sub-scales. The sub-scales were as follows: "Depressed Affect" (Item 3,6,14,17,18) "Happy" (Item 4,8,12,16), "Somatic and Retardation" (Item 1,2,5,7,11,20) and "Interpersonal" (Item 15,19).

Cronbachs Alpha:

	Total scale	D.A.	H.	S.R.	I.
Grades 7-9	.85	.74	.72	.58	.65
Grades 10-12	.86	.85	.64	.60	.60
18-26 yrs.	.87	.81	.66	.62	.53
Over 26 yrs.	.84	.81	.62	.68	.56

For the latest sub-sample (Junior High School ;13-15 yrs.) there was a relatively high proportion of missing cases (≥ 5 unanswered items), which was probably due to the fact that the questionnaire was filled in at home(self administration). Additionally, Faulstich et al (1986)offer a children's version (CES-DC)of the above mentioned instrument (simpler formulation of 20 items). The factor structure proved to be very similar to that of the adolescents' version (CES-D), although it conversely presented only moderate results concerning efforts to validate the CES-DC. Hautzinger (1993) has already provided us with a tested German version of the CES-D with norm-tables for both the long (20 items) and short version (15 items). This is named "General Depression Scale" (ADS). We will use the short version of the translated CES-D, for one reason, because recent American studies have also used the shortened version of the original. Subsequently only these 15 items of the short version will be included in the questionnaires.

Item formulation:

In the past week ...

- 1) Things have disturbed me, which I am not usually bothered by.
- 2) I could not get rid of my gloomy mood, even though my friends tried to cheer me up.
- 3) I had trouble concentrating.
- 4) I was depressed / down.
- 5) everything was strenuous for me.
- 6) I thought my life was one big mistake.
- 7) I was scared.
- 8) I slept badly.
- 9) I was in a good mood.
- 10) I spoke less than usual.
- 11) I felt lonely.
- 12) I enjoyed life.
- 13) I was sad.
- 14) I had the feeling that people could not stand me.
- 15) I could not shake myself into doing anything.

Test instructions (parents):

For the following statements please cross off the answer which best corresponds to how you have felt in the last week.

Test instructions (children/adolescents):

I am going to give you various possibilities of how you might have felt or behaved. Using this list, please tell me how often you have felt like this in the last week.

Answer key (parents):

In the last week...

- | | |
|---------------------------|-------------------|
| 0 = rarely or not at all | (less than 1 day) |
| 1 = sometimes | (1-2 days long) |
| 2 = frequently | (3-4 days long) |
| 3 = mostly the whole time | (5-7 days long) |

Answer key (children/adolescents):

In the last week ...

- | |
|-------------------|
| 0 = rarely/never |
| 1 = sometimes |
| 2 = frequently |
| 3 = mostly/always |

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	47	42	43	41
Ques.moth.child.	57	41	37	44
Ques.fath.child.	52	35	33	33
Gen.ques.Ch.				

Adol.int.		41	39	
Ques.moth.adol.		46	28	
Ques.fath.adol.		42	28	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	28	36		
Ques.IS.moth.	25	27		

CS.96	18			

Comments:

In W2 to W4.kids and wave 2.IS.kids, the answer key was changed to:

- 1 = rarely/never
- 2 = sometimes
- 3 = frequently
- 4 = mostly/always

Note. The answers in W2.parents.adoles. were re-coded in the data file to:

- 0 = rarely or not at all (less than 1 day)
- 1 = sometimes (1-2 days long)
- 2 = frequently (3-4 days long)
- 3 = mostly the whole time (5-7 days long)

Original English item formulation in the long version (20 Items):

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the past week. HAND CARD A.

1. I was bothered by things that usually don't bother me
2. I did not feel like eating; my appetite was poor
3. I felt that I could not shake off the blues even with help from my family or friends
4. I felt that I was just as good as other people
5. I had trouble keeping my mind on that I was doing
6. I felt depressed
7. I felt that everything I did was an effort
8. I felt hopeful about the future
9. My sleep was restless
10. I was happy
11. I felt lonely
12. I enjoyed life
13. I had crying spells
14. I felt sad
15. I could not get "going"

During the past week :

- | | |
|---|-------------------|
| 0 = Rarely or None of the Time | (Less than 1 day) |
| 1 = Some or Little of the Time | (1 - 2 days) |
| 2 = Occasionally or a Moderate Amount of Time | (3 - 4 days) |
| 3 = Most or All of the Time | (5 - 7 days) |

Psychosomatic Well-being

In its original form, the scale includes the four dimensions: "somatic symptoms", "fear and sleeplessness", "social dysfunction" and "serious depression", of which here only two were included, namely "fear and sleeplessness" (items 1,3,4) plus "serious depression" (items 2,5,6).

Source:

Goldberg, D. P. & Hillier, V. F. (1979). A scaled version of General Health Questionnaire. Psychological Medicine 9, 139-145

Psychometric properties:

Details of dimensionality of the 28 items and of validity are to be found in Goldberg et al. 1979.

Item formulation:

- Once falling asleep, I have difficulties staying asleep
- I have the feeling that I am unable to do anything because I no longer have enough courage
- I feel irritable, nervous and in a bad mood
- Due to my worries, I have difficulty sleeping.
- Life to me seems completely hopeless.
- I regard myself to be a pretty much worthless individual

Original items:

- Had difficulty to stay asleep once you were off?
- Found at times you couldn't do anything because your nerves are too bad?
- Been getting edgy and bad tempered?
- Lost too much sleep over worry?
- Felt that life is entirely hopeless?
- Been thinking of yourself as a worthless person?

Answer key:

- Applies precisely
- Does apply
- Applies somewhat
- Doesn't apply what so ever

Test instruction:

To what extent do the statements in this list apply to you?

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	15			
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Rate of psychosocial development (younger respondents)

Interviewees are to state at what age they expect particular transitions into adulthood to occur / at what age they have already experienced these transitions. Included are above all transitions which are typical in adolescence, since usage within the children's survey is planned, an earlier transition was added to the list and items 5 and 6 were kept. Questions were partly not retrospective, but rather formulated as developmental expectations (see comments).

Source:

Feldman, S. S. & Quatman, T. (1988). Factors influencing age expectations for adolescent autonomy: A study of early adolescents and parents. *Journal of Early adolescence*, 8, 325-341.

Shell Adolescents Study 1992

EVA-A (the success and course of adaptation to new environments by immigrants/re-settlers), Giessen research group.

Hitherto application:

Shell Adolescent Study 1992, e.g. Silbereisen & Schwarz in volume 2

Item 11: EVA-A (the success and course of adaptation to new environments by immigrants/re-settlers)

Item formulation:

1. Could come and go from home when I wanted
2. Being able to talk about political topics (*)
3. Decided for myself what I wanted to look like (*)
4. Fell in love for the first time
5. Being in a position for the first time to make my own food
6. Undertook duties in the home for the first time (*)
7. Went to a club/bar for the first time
9. Knew for the first time which career I wanted (*)
10. Smoked cigarettes regularly, at least 3 per day (*)
11. Really drank alcohol for the first time
12. Took on a job for the first time (e.g. delivering newspapers)

Answer key:

An answer format in three columns was given, with the column headings:

Not yet experienced (=99)
Experienced at age:
Experienced earlier/later

In the last column, interviewees were to state for items marked with (*) in the case that they have already been experienced, whether this was earlier or later than class mates: "Was the event in comparison with that of your class mates...

5 = much earlier
4 = earlier
3 = at the same time
2 = later
1 = much later

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	39	35	36	35
Ques.moth.child.	18	18	17	20
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	42	35	34	
Ques.moth.adol.		19	15	
Ques.fath.adol.			15	
Gen.ques.adol.				

Yng.ad.int.	42			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	11	34		
Ques.IS.moth.	14			

CS.96	53			

Comments:

The instructions for W1 to W4.kids were as follows: "In the course of life, events occur which change us and our lives. I am going to read you a selection of such events. If you have experienced one of them, how old were you at the time? Otherwise please tell me how old you will probably be when such an event occurs."

The instructions for W1.IS.kids were as follows: "In the course of life, events occur which change us and our lives. I am going to read you a selection of such events. Please indicate whether you have already experienced some of them, and at which age did that happen? Otherwise please tell me how old you will probably be when such an event occurs."

Mothers and fathers were asked about the rate of development of their child with the following instructions: "We will now come to some events in the life of children, youth and young adults which may occur or may not; and which can take place at different points in time (ages of life). A selection of such events is listed below. What was it like with your child: if the child has already experienced one of the events, at what age? Otherwise please tell me at what age your child will probably experience it. Please do not state a time interval, but an exact age."

In all waves of the children's surveys, the following items were additionally included: 1 to 4 and 8. Also included were the items (key word):

- a) moving
- b) sexual experiences
- c) marriage
- d) first serious girl/boyfriend
- e) shopping alone
- f) own hobbies

W2 and W3.adoles. contained the following items: 1a) to 1d) plus:

- g) going on holiday alone
- h) completing occupational training
- i) becoming parent
- j) leaving school
- k) being professionally employed

L9 living with partner

In W2 and W3.parents.adoles. (mothers only) as well as in W1.IS.moth., items a) to d) and g) to k) were included.

In W1.adoles. and W1.yng.ad., items 1 to 10 as well as a) to d) and h) to l) were adopted, plus:

- m) being unemployed for first time
- n) earning enough money

The items in CS.96 correspond to those in W1.adoles with additional 2 items, namely g) and "permanently leaving parental home"

W1.kids and W2.adoles. adopt the following answer key:

- 1 = Already experienced at age
- 2 = Will experience at age
- 3 = Difficult to state in years
- 4 = Don't want to experience

In W1.parents.kids (mothers only), answers are to be given in following way:

- Already experienced at age
- Will probably experience at age
- Difficult to state in years
- Child doesn't want to experience

Answers in W2 to W4.kids and W3.adoles. were as follows:

- Already experienced at age
- will experience at age

Answers in W2 and W3.parents.kids (mothers only) were as follows:

- Already reached at age
- Will probably reach at age

Answers in W1.IS.kids were as follows:

- Already experienced aged ... years
- will experience aged ... years

Answers in W2.parents.adoles. (mothers only) were as follows:

- Experienced at age
- Not yet experienced, will experience at age
- Child doesn't want to experience
- Difficult to state in years

Answers in W3.parents.adoles (mothers only) and W1.IS.moth. were as follows:

- Experienced at age
- Not yet experienced, will experience at age

The answer key in CS.96 was as follows:

- Experienced at age
- Not yet experienced

and corresponds, in principle, to the original answer key as described above, in so far, as some items require a comparison with class mates.

In W2.IS.kids, the instructions were: "During adolescence some girls have a boyfriend. People often call this 'going out'". The items were as follows:

- "Have you ever had a boyfriend?"
- "Have you done the following things?"
 - kissed each other on the lips?
 - kissed with tongues?
 - touched/stroked one another above the waist?
 - touched/stroked one another below the waist (genitals)?
 - slept with one another?

The answer key was as follows:

- Yes/no
- For the first time aged ... years

Rate of psychosocial development (older respondents)

Interviewees are to state at what age they experienced particular transitions into adulthood.

Source:

see Psychosocial rate of development (younger respondents)

Hitherto application:

Item formulation:

At what age did you experience the following events for the first time? Please also estimate whether this was earlier, later or at the same stage as your class mates.

1. moving out of parental home
2. having sexual experiences for first time
3. becoming a parent for the first time
4. being employed full-time for the first time
5. smoking cigarettes regularly for the first time (at least 3 per day)
6. properly drinking alcohol for the first time
7. being able to come and go from home as you pleased

Answer key:

- not yet experienced
- experienced at age

In comparison with my class mates, this was:

- 1 = much later
- 2 = later
- 3 = roughly the same time
- 4 = earlier
- 5 = much earlier

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	47			
Ques.fath.child.	43			
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	29			
Ques.fath.adol.	29			
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

- The comparison with class mates is not required in wave 1.parents.kids.

Rate of physical development (younger respondents)

Subject of this scale is firstly early signs of puberty, for example pubic hair or breast development for girls, as well as later signs such as growth spurts.

Source:

Translation of A. C. Petersen's instrument for the measurement of physical development by B. Kracke.

Peterson, A. C., Crockett, L. J., Richards, M., & Boxer, A. M. (1988). A self-report measure of pubertal status: Reliability, validity and initial norms. Journal of Youth and Adolescence, 17, 117-133.

Hitherto application:

Items used in a similar form in the Berlin Youth Longitudinal Study, in part also in the Shell Adolescents Study 1992 (height, weight). Items were also employed in Kracke's dissertation thesis.

Instructions:

Between the ages of 10-15 all young people undergo some major changes. These changes are however extremely varied. We are going to ask you some questions about your physical development. Always mark off the answer which best describes your development as it stands at the moment.

Item formulation (girls):

1. Have you noticed that hair has started to grow in your pubic area? (it is possible that children do not know what pubic hair is. In such a case an explanation is to be given)
2. Have your breasts already started to grow?
3. Have you already started your period?
4. If yes, how old were you when you first started your period?
5. How tall are you?
6. How much do you weigh?

Item formulation (boys):

1. Have you noticed that you are growing much faster than you used to (shooting up)?
2. Have you noticed that hair has started to grow on your body (under your arms, in your pubic area?)
3. How tall are you?
4. How much do you weigh?

Answer key: (girls item 1, boys item 2):

- There is no hair growing in my pubic area
- Hair has just started to grow in my pubic area
- Hair has been growing in my pubic area for quite some time.
- I think hair has stopped growing in my pubic area

Answer key: (girls item 2):

- My breasts have not yet started to grow.
- My breasts have just started to grow.
- My breasts have been growing for quite some time.
- I think my breasts are already fully developed.

Answer key: (girls item 3):

No/yes

Answer key: (girls item 4):

Answer in ... years ... months

Answer key: (girls item 6 and 7, boys item 3 and 4):

Answers in ... cm / ... kg

Answer key: (boys item 1):

- I am not yet growing faster than I used to.
- I am just starting to grow faster.
- I have been growing particularly fast for quite some time.
- I do not think I will grow any more now.

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	75,78,73, 74,40,41, 78,79	69,70,67, 68,36,37 72,73	64-67 69-71 37,38	65-68 70-72 36,37
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				
Adol.int.	59-64			
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				
Yng.ad.int.	59-62 63,64			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				
Ques.IS.kids	22-24 26,27	28-30 32,33		
Ques.IS.moth.				
CS.96	70-74			

Comments:

In W1 to W4.kids, girls were given item 3 with the addition: "period/time of the month", and item 4 with the same addition. Boys were given item 2 formulated this way: "Have you noticed that hair has started to grow in your pubic area?"

Questions concerning height and weight were not posed separately for the two sexes, but rather were formulated for boys and girls together as follows: "How tall are you in cm?" and "How much do you weigh in kg?"

In W3 and W4.kids as well as in W1 and W2.IS.kids., the additional question was posed: "Has your voice already broken?/how old were you when your voice started to break?" The answer key was as follows:

- Voice not yet started to break
- Age: ... months years
- More precisely, "When my voice started to break I was: ... years and ... months (W1 and W2.IS.kids).

The answer key for W1 to W4.kids and W1 and W2.kids has changed for the last option of items: W1(girls)/W2(boys): "I think I have stopped growing."

In W1.adoles., W1.yng.ad. and CS.96, the following items were posed in the following formulations:

Rate of physical development (older respondents)

This scale provides on the one hand an objective measure of the timing of physical development in the form of retrospective statements of age, and on the other hand a measure of the subjective estimates of relative rate of physical development.

Source:

Development of the Giessener Research Group based upon:
Peterson, A. C., Crockett, L. J., Richards, M., & Boxer, A. M. (1988). A self-report measure of pubertal status: Reliability, validity and initial norms. Journal of Youth and Adolescence, 17, 117-133.
Final Research Report of the DFG project Si 296/12-1, p.20f.

Item formulation (for mothers):

How old were you when you first started to menstruate (got your period)?

Item formulation (for both):

Please think back to the time-period between the ages of 11 and 16. When you think about your peers from that time who were the same age as you: How would you estimate your physical development in comparison to theirs (at that time)?

Answer key (item for mothers):

Age in years ...

and additionally:

Please try to remember even more precisely (the exact time of your physical changes):

Was it more:

- at the beginning
- in the middle
- towards the end of the year given above

Answer key (item for both):

- Much faster
- Faster
- About the same
- Slower
- Much slower

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	48,49			
Ques.fath.child.	44			
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	25-28			
Ques.fath.adol.	25-28			
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.	32-26			
Ques.fa.yng.ad.	32-35			
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

In W1.adoles. and W1.yng.ad., both parents were additionally asked, at what age:

- start of growth spurt
- reached current height

Fathers were also asked at what age:

- voice started to break

In W1.parents.adoles. and W1.parents.yng.ad., the answer key was changed for the mothers' item to:

- 1= much faster
- 2= faster
- 3= at the same time
- 4= slower
- 5= much slower

Physical Development, Relative Timing

The subjective estimate of interviewees concerning their physical development in comparison to class mates was subject of this scale.

Source:

Development of the Giessener Research Group based upon:

Peterson, A. C., Crockett, L. J., Richards, M., & Boxer, A. M. (1988). A self-report measure of pubertal status: Reliability, validity and initial norms. Journal of Youth and Adolescence, 17, 117-133.

Shell Adolescence Study, 1992

Hitherto application:

Shell Adolescence Study 1992

Item formulation:

How would you estimate your physical development in comparison to that of your class mates (who are the same age as you)?

Answer key:

My physical development is...

1 = much earlier

2 = earlier

3 = the same

4 = later

5 = much later

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	77,80	71,74	68,72	69,73
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				
Adol.int.	65-67	34	33	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				
Yng.ad.int.	65-67			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				
Ques.IS.kids	25	31		
Ques.IS.moth.				
CS.96	75			

Comments:

In W1 to W4.kids, the item is presented separately for boys and girls.

In W1.adoles. and W1.yng.ad., the item was presented separately for different age groups:

Q. 65: between 11 and 12 years (5th and 6th grade)

Q. 66: between 13 and 14 years (7th and 8th grade)

Q. 67: between 15 and 16 years (9th and 10th grade)

In CS.96, the age span 13-14 years (7th and 8th grade) was subject to questioning.

Current State of Physical Development

This scale examines the physical development of interviewees in regards to height and weight.

Source:

Shell Adolescence Study, 1992 (Q.62 and Q.64)

Item formulation:

How tall are you?

How much do you weigh?

Answer key:

Open format

Pre-test:

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	40,41	36,37	37,38	36,37
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	62,64	32,33	31,32	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	62,64			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	26,27	32,33		
Ques.IS.moth.				

CS.96	73,74			

Identity Status (OMEIS/EOMEIS-2)

The instruments OMEIS and EOMEIS were developed to measure the 4 degrees of identity status (Marcia 1980) using a questionnaire.

Marcia, J. E. (1980). Identity in adolescence. In J. Adelson (Ed.), Handbook of adolescent psychology. New York: Wiley.

Source:

Adams, G. R., Bennion, L., & Huh, K. (1989). Objective measure of ego identity status: A reference manual.

Bennion, L., & Adams, G. (1986). A revision of the extended version of the Objective Measure of Ego Identity Status: An identity instrument for use with late adolescents. Journal of Adolescent Research, 1, 183-198.

Three versions of OMEIS are introduced in the manual. The version used here is the latest instrument, although in a very short form. The areas of 'work' and 'friendship' were selected. For each area there are 2 items for each of the 2 status degrees, altogether 16 items.

In an earlier version of this documentation it had been planned to use the original questionnaire of OMEIS with 24 items.

The translation used here was undertaken by R. K. Silbereisen. The re-translation was carried out by A.v.Eye.

Hitherto application:

OMEIS has been used in several investigations carried out by Adams et al. There are also studies of cultural comparisons.

This instrument was previously used for children in 7th grade up to adulthood. It is also suitable for the recording of longitudinal development. For all 4 categories there are cut-off points, which are used to determine which category a person belongs to.

Psychometric properties:

Cronbach's alpha: for the 4 scales used on 138 college students: between .69 and .86 (this is only one example, there are cases where values are higher). Agreement between classification based on OMEIS and that from Marcia interviews lies between 70 and 100%.

According to OMEIS an 'acquired' identity speaks for little conviction of external control, greater acceptance of self than an 'foreclosed' or 'diffuse' identity and for better school grades, to name just a few results of OMEIS.

Instructions:

"I will now read aloud various statements and you should tell me, to what extent these statements apply to you. Should the statement consist of more than one part, please give me your opinion based on the statement as a whole.

Item formulation:

1. I have not yet decided what career path I really want to follow. Until something better turns up I'll simply do whatever is available.
2. There are many different types of people. I'm still trying to find out what sort of friend best fits with me.
3. I still need to decide what skills I have and what job would best fit to me.
4. Friendships come into being for many different reasons. I chose my friends according to particular values and similarities which I have decided for myself.
5. I could have considered lots of different careers, but that really never came into question, because my parents made it clear what they wanted.
6. My parents know what is best for me when it comes to choosing my friends.
7. It's not that important to me that I find THE right career, as long as I have something. I simply look what turns up.
8. I don't really have any close friends, and I don't think that I'm currently looking for any.
9. It took me some time, but I think I've finally found out what career path I want to follow.
10. I only make friends with people that my parents agree to.
11. My parents decided a long time ago what career I should follow, and I plan things accordingly.
12. I've had a series of very different friends and I now know what I'm looking for in a friend.
13. It took a long time to decide, but I'm now sure I know which path I need to follow for the development of my career.
14. I don't have any close friends. I enjoy just spending my free-time with others.
15. I can't decide what I want to do later in life. There are simply too many possibilities.
16. I really don't know what sort of friend is best for me. At the moment I'm trying to find out what friendship actually means to me.

Answer key:

- 1 = applies fully
- 2 = applies mostly
- 3 = applies somewhat
- 4 = doesn't really apply
- 5 = doesn't apply
- 6 = doesn't apply at all

Pre-test:

For German adaptation

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.		27	26	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

Item 7 was changed to: "It's not that important to me that I find THE right career, as long as I have something. I simply look what turns up."

Answer categories were changed as follows:

- 1 = not at all true
- 2 = not really true
- 3 = somewhat true
- 4 = exactly true

Original item formulation of the English version:

[aus der deutschen Skaldokumentation einfügen]

Answer key:

strongly agree; moderately agree; agree; disagree; moderately disagree; strongly disagree

Identity status (short form)

This scale is designed to determine at which level of identity development (according to Marcia 1966) the adolescent is currently at.

Source:

Project development, probably Zinnecker.

Underlying concept:

Marcia, J. E. (1966). Development and validation of ego-identity status. Journal of Personality and Social Psychology, 3, 551-558.

Hitherto application:

Shell Adolescence Study 1992

Instructions:

"People have different opinions when it comes to how life should be dealt with. Please tell me which opinions you agree with."

Item formulation:

- E1 At the moment, I'm not too sure what I want from life, I just take things as they come. (Diffusion)
- E2 At the moment I'm not too sure what I want from myself and my life, but I spend a lot of time thinking about it and trying to clarify the issue. (Moratorium)
- E3 I am already fairly sure what I want from my life because I generally take the tried and tested route. (Foreclosure)
- E4 I am already fairly sure what I want from my life because I put a lot of time and effort into thinking about it and clarifying the issue when I was younger. (Achievement)

Answer key:

Forced choice of one option

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	44	40	40	39
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	25		29	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	25		26	
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	32			
Ques.IS.moth.				

CS.96	32			

Comments:

The instructions were in part changed across questionnaires in their formulation, whereby the content of the four alternatives listed above always remained the same.

In W1.adoles. and W1.yng.ad., the following statements were additionally presented:

- A1 I see my life as a task towards which I dedicate all my strength. I want to achieve something in my life, even if it is difficult or strenuous.
- A2 I want to enjoy my life and not wear myself out more than necessary. At the end of the day you only get to live once, and so the main thing is to get something out of it.
- B1 I find it important to direct my life in such a way that I am a particularly special person who stands out from those around me.
- B2 I find it important to direct my life in such a way that will emphasise what I have in common with those around me and will show in what ways we are similar.
- C1 I think the most important thing is that I live an independent life and that I'm really able to follow my own interests and goals.
- C2 I think the most important thing is that I consider the interests and goals of other people when making my own decisions in life.
- D1 I direct my life in such a way that the things I do lead to either a direct result, lead to me seeing an immediate reward or having fun.
- D2 I direct my life so that the things I do will pay in the long run. In later life I will benefit from the fruits of my labour
- F1 I spend most of the time thinking about what I will experience in later life
- F2 I spend most of the time thinking about what I am experiencing in life at the moment
- F3 I spend most of the time thinking about what I experienced in the past

In CS.96, the topic called "C" in W1.adoles. was omitted. As a consequence the numbering with letter-number-combinations is not consistent. The correspondence between W1.adoles., W1.yng.ad. and CS.96 is as follows:

W1.adoles./W1.yng.ad.	CS.96
A	A

B	B
C	missing
D	C
E (short version)	D (short version)
F	E

Self-efficacy (school-specific)

This scale is designed to measure subjective feelings of control and expectations of competence.

Source:

Schwarzer, R. (Ed.). (1986). Skalen zur Befindlichkeit und Persönlichkeit. Forschungsbericht #5 der FU Berlin, Institut für Psychologie, Abt. Pädagogische Psychologie. Berlin: Freie Universität Berlin.
ZUMA (1983). Dimensionen der Selbstwirksamkeit. Skalenhandbuch. Bonn: Eigendruck (darin D 50, WIRKSCHUL)

Hitherto application:

The scale was tested on 2 samples of school pupils (n=622 and n=820) between the ages 10 and 13 from Aachen and Berlin in 1981 /1982.

Psychometric properties:

According to Schwarzer (1986) internal consistency (Cronbach's alpha) ranged between .71 and .76 across 5 occurrences of measurement. The mean scale value averaged across both samples was 8.82 with a standard deviation 2.94.

Item formulation:

In the following x and r_{it} refer to the first of 5 measurement occurrences with 622 pupils. Only 10 of the original 13 items used in the questionnaire are presented.

		X	r_{it}
1.	When I exert myself at school I achieve good results	.85	.32
2.	I can usually sort things out for myself when a problem crops up	.73	.28
3.	Something usually occurs to me when I am in a tight spot	.71	.42
4.	When I exert myself at school everything runs like clockwork.	.68	.39
5.	It is always worthwhile my exerting myself, even if success does not immediately follow	.80	.29
6.	It has been my experience at school that high commitment brings high rewards	.76	.30
7.	Whenever I have enough practice I always manage to do well in a test	.82	.33
8.	I do not find it difficult to find a solution to unexpectedly difficult problems at school	.46	.33
9.	Whatever may happen, I will somehow gain control of it	.56	.41
10.	I know exactly what I have to do to get good grades	.67	.32

Answer key:

Dichotomous options were presented (true/not true). It is, however, recommended (ZUMA-handbook) to use a 4-levelled rating system for answer options.

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	44	40	40	39
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	25		29	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	25		26	
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	32			
Ques.IS.moth.				

CS.96	32			

Comments:

The instructions were as follows: "What is your opinion of the statements which I am about to read to you?"

The answer key was as follows:

- 1 = Is not at all true
- 2 = Is not really true
- 3 = Is somewhat true
- 4 = Is true

In W4.kids, only items 6,7 and 13 were presented.

In W2.IS.kids., items 2,3,5 and 7-9 were presented.

Self-efficacy (generalised)

This scale is designed to measure genral (situation unspecific) subjective feelings of control and expectations of competence (Bandura, 1977). In our investigation the short version is to be used (WIRKALL-K).

Source:

Schwarzer, R. (Ed.). (1986). Skalen zur Befindlichkeit und Persönlichkeit. Forschungsbericht #5 der FU Berlin, Institut für Psychologie, Abt. Pädagogische Psychologie. Berlin: Freie Universität Berlin.
ZUMA (1983). Dimensionen der Selbstwirksamkeit. Skalenhandbuch. Bonn: Eigendruck (darin D 50, WIRKSCHUL)

Hitherto application:

The long version was successfully tested in 1984 and 1985 on 2 adolescent samples (N=99, Alpha=.85; N=450, Alpha=.84) in Trier and Berlin (Schwarzer 1986).

Psychometric properties:

Values for the short version exist on the basis of 2 samples. In 1985 and 1986 it was successfully applied to a sample of medical students from Berlin (N=76, Alpha=.86) and citizens of Berlin (N=208, Alpha=.82) (Schwarzer 1986).

Item formulation:

		X	r_{it}
1.	When somebody resists me, I find ways and means of getting my own way	2.85	.44
2.	I always manage to solve a difficult problem if I really set myself to it	2.93	.46
3.	I don't have any problems realising my intentions and my goals	2.59	.64
4.	In unexpected situations I always know how to handle myself	2.36	.49
5.	Even when surprising events crop up, I believe that I will manage	2.90	.51
6.	I face problems in a laid back manner, because I know I can rely on my intelligence	2.50	.53
7.	Whatever may happen I know I will somehow come through it	3.18	.42
8.	I have a solution for every problem	2.09	.55
9.	When I am confronted by something new, I know how to handle it	2.64	.44

Answer key:

1 = is not true
2 = is not really true
3 = is somewhat true
4 = is true

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				48
Ques.moth.child.	35	35	32	39
Ques.fath.child.	31	29	28	28
Gen.ques.Ch.				

Adol.int.		26	25	
Ques.moth.adol.		34	26	
Ques.fath.adol.		31	26	
Gen.ques.adol.				

Yng.ad.int.		40		
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	23	23		

CS.96				

Comments:

The instructions were as follows: "Some statements about individual characteristics which you may possess will now follow. Please tell us how much these statements apply to you."

In W4.kids, the instructions were as follows: "What is your opinion of the statements which I'm about to read out to you?".

The first answer option was changed to: 1= not at all true

In W2.yng.ad., the instructions were slightly changed to: "Can you please tell me using this list, which statements apply to you."

In W1 and W2.IS.moth., only items 1 to 7 were presented.

In W2 and W3.adoles., the answer key was as follows:

- 1 = not at all
- 2 = not really
- 3 = somewhat
- 4 = exactly

In W2 and W3.parents.adoles. and W1 and W2.IS.mothers., the answer key was as follows:

- 1 = not at all true
- 2 = not really true
- 3 = somewhat true
- 4 = completely true

Children's Philosophies of Control over Status Acquisition

This scale is designed to measure children's ideas concerning how success in life is achieved.

Source:

Project development of the Siegener research group. Please refer to page 126 of the report "Children's survey 1993. Basic selection and scales", which was published by the Siegener research group in 1994.

Instructions:

How important are the following things which I am about to read out to you, when it comes to making sure that a child turns out well? For each of the following items, say whether you find it very important, somewhat important, not so important, or not at all important.

Item formulation:

The child has to:

1. complete a very good level of school education.
2. grow up and live in the right area.
3. just be lucky.
4. grow up in the right family.
5. be very talented.
6. put in a lot of effort over many years.
7. choose a good spouse.
8. choose the right friends.
9. have the right contacts
10. make use of their abilities.

Answer key:

- 1 = Not at all important
- 2 = Not so important
- 3 = Somewhat important
- 4 = Very important.

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	45		42	
Ques.moth.child.	12		12	
Ques.fath.child.	12		12	
Gen.ques.Ch.				

Adol.int.		40	38	
Ques.moth.adol.		12		
Ques.fath.adol.		12		
Gen.ques.adol.				

Yng.ad.int.		31		
Ques.mo.yng.ad.		21		
Ques.fa.yng.ad.		9		
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

Instructions for the parents' waves were as follows: "How important are the following things when it comes to making sure that a child turns out well? For each of the following items, say whether you find it very important, somewhat important, not so important, or not at all important."

In W3.kids, the answer key was changed to:

- 1 = very important
- 2 = somewhat important
- 3 = not so important
- 4 = not at all important

In W2.yng.ad., the answer key was as follows:

- 1 = not at all important
- 2 = less important
- 3 = quite important
- 4 = very important

Temperament

Since the construct of temperament is so complex, 7 sub-scales (9 in the original instrument) are used here, in order to measure the relevant areas. These are: General Level of Activity (1), Approach vs. Withdrawal (3), Flexibility vs. Rigidity (4), Mood (5), Rhythm of Sleep (6), Rhythm of Eating (7) and Task Orientation (9).

Source:

The Revised Dimensions of Temperament Survey (DOT-R, Children's version, self-administered; Windle & Lerner, 1986): (DOTS-R:K(S)). Translated into German by Peter Köferl (Erlangen-Nürnberg, 1988, not available).

Windle, M., & Lerner, R. M. (1986). Reassessing the dimensions of temperamental individuality across the life-span: The revised dimensions of temperament survey (DOTS-R). *Journal of Adolescent Research*, 1, 213-230.

Hitherto application:

Amongst others Windle and Lerner (1986) applied the scales in the framework of an investigation into age-constant characteristics of temperament from childhood to early adulthood.

Psychometric properties:

In Windle and Lerner's study (1986) reliability values of the above mentioned sub-scales were as follows (Cronbach's alpha):

1. for a sample of pre-schoolers (N = 115), average age 4.12 (viewpoint of mothers): (1) .84, (3) .84, (4) .79, (5) .91, (6) .80, (7) .80, (9) .79
2. for a sample of pupils (6th grade, N = 224), average age 12,2 (self report): (1) .75, (3) .77, (4) .62, (5) .80, (6) .69, (7) .75, (9) .70.

Furthermore, Windle et al, carried out an investigation comparing various instruments (DOTS-R, PCS, CES-D), in part to compare different models of the relationship between temperament and psychosocial functioning.

Windle, M., Hooker, K., Lerner, K., East, P. L., Lerner, J. V., & Lerner, R. (1986). Temperament, perceived competence, and depression in early and late adolescents. *Developmental Psychology*, 22, 384-392.

Item formulation:

The classification to a sub-scale can be found in brackets - according to the index numbers as given above (underlined if to be inverted). Numbering was carried out for ease of classification as in the original.

1. It takes me a long time to get used to something new at home. (4)
2. I can not sit still for very long. (1)
5. When I've just started a task, I do not let myself be distracted by anything.
7. I run around a lot. (9)
9. I let myself be easily distracted by something, whatever I am doing. (9)
11. Whenever I have to stay somewhere for a longer period of time, I get restless. (1)
12. Whenever there is something new, I take a closer look. (3)
13. It takes me a long time to get used to a new timetable. (4)
15. When I have finally got down to doing something, I do not allow anything to hold me up. (9)
16. I always eat about the same amount for lunch, whether I am at home, on a visit or away. (7)
17. First of all I always reject everything which is new and unfamiliar. (3)
18. Whenever I have to change my plans I get restless. (4)
20. Whatever is happening around me can not keep me from carrying out what I am doing. (9)
23. Even when I am really supposed to be quiet, I get fidgety after a few minutes. (1)
26. I always go up to new people. (3)
29. I am always on the move. (1)
30. I get used to new people at the drop of a hat. (3)
31. I usually eat the same amount every day. (7)
35. I address new situations. (3)
43. I eat the same amount each day for my evening meal. (7)
47. My appetite is the same every day. (7)
49. I put up a fight against changes in my habits. (4)
51. My first reaction to something new is to face it head on. (3)
54. I am never in one place for very long. (1)

Answer key:

1 = Does not apply

2 = Does not really apply
 3 = Applies somewhat
 4 = Does apply

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	15		13	
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	4	4		
Ques.IS.moth.				

CS.96				

Comments:

Instructions in W1 and W3.kids: "Next we will turn to the question of how children and adolescents behave. I will read sentences aloud which may well exactly describe your behaviour, others may not apply to you at all. Please state, using this list to what extent the statements apply to you."

Instructions for W1 and W2.IS.kids were only slightly changed in wording whilst remaining identical to those above in content.

Social Integration

Subject matter here is a dimension from an area-specific questionnaire for the measurement of self-contentment. Integration within social structures through social relationships and friendships is measured.

Source:

ZUMA (1983). Selbstzufriedenheitsskala. Skalenhandbuch. Bonn: Eigendruck (D46).
Hormuth, S., & Lalli, M. (1988). Eine Skala zur Erfassung der bereichsspezifischen Selbstzufriedenheit. Diagnostica, 34, 148-166.

Hitherto application: Domography

The adult version was tested on a sample of n=299 (47% male, 53% female) participants in a project on changes in self-concept and moving town (Hormuth & Lalli, 1988).

Psychometric properties:

Reliability values for the sub-tests are good, Cronbach's Alpha = .76 for 4 items. The test-battery can be used in the following formats: personal written form, written form to be sent by post, and telephone form (Hormuth & Lalli, 1988).

Item formulation:

1. My friends always stand by me
2. The people that I know are of no use to me
3. I feel content within my circle of friends
4. I am fulfilled by the contact which I have with my friends

Answer key:

1= not at all true to 5= is completely true

Tiers between 1 and 5 were not formally defined, An adjustment for our answer key clearly needs to be undertaken.

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	36	36		
Ques.fath.child.	32	30		
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.		30	22	
Ques.fath.adol.		27	22	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96				

Comments:

The instructions were as follows: "The following statements concern relationships with acquaintances and friends. Please tell us to what extent the statements apply to you."

The answer key was as follows:

- 1 = Is not at all true
- 2 = Is not really true
- 3 = Is somewhat true
- 4 = Is completely true

Optimism for the Future

Respondents were to state how they view their future.

Source:

Item formulation:

People can either look gloomily or confidently into their own future and how their lives will unfold. What are you like?"

Answer key:

- 1 = Mostly gloomy
- 2 = Mostly confident
- 3 = Mixed, sometimes gloomy, sometimes confident.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	38	34	35	34
Ques.moth.child.	33	33	31	38
Ques.fath.child.	29	27	27	27
Gen.ques.Ch.				
Adol.int.	29,32	39	37	
Ques.moth.adol.	21	32	24	
Ques.fath.adol.	21	29	24	
Gen.ques.adol.				
Yng.ad.int.	29,32	38	25	
Ques.mo.yng.ad.	27,28	30	13	
Ques.fa.yng.ad.	27,28	10	10	
Gen.ques.yng.ad.				
Ques.IS.kids	16			
Ques.IS.moth.	21			
CS.96	42,44			

Comments:

In W1.adoles. and W1.yng.ad. (q. 32), CS.96 (q. 44) and W1.parents.yng.ad. (q. 27), an additional question was posed: "It is possible to view life and the development in our society with either gloom or confidence. How do you view it?"

Answer key:

gloomily
with confidence

Socio-demographic Data

Details of sex, age, career status with changes, school and professional education separate for GDR and FRG, school qualification, pocket money and number of people living in home are classified under socio-demographic data.

Source:

Shell Adolescence Study 1992; project development

Hitherto application:

Shell Adolescence Study 1992 (q.69 to q.77)

Item formulation:

Sex

Answer key:

1 = male
2 = female

Item formulation:

Age

Answer key:

Open: years/months

Item formulation:

Has your career status changed at all in the last year?

Answer key:

1 = yes
2 = no

Item formulation:

If yes, please state your current career status using this list below:

1. at school
2. in professional training [apprenticeship, training]
3. studying
4. unskilled / semiskilled worker
5. semiskilled craftsworker
6. skilled craftsworker
7. qualified skilled craftsworker
8. white collar employee / lower ranking civil servant
9. qualified white collar worker / middle ranking civil servant
10. senior managerial staff / senior civil servant
11. education profession - pre-school level
12. education profession - school / adult education
13. academic education - all aspects of higher education
14. academic profession
15. small independent business person
16. middle/large independent business person
17. farmer
18. independent professional
19. military service
20. professional soldier
21. housewife
22. pensioner
23. temporarily not working / out of work
24. reduced hours (with 0 hours shifts)

Item formulation:

In the case of still being at school or in apprentice training (for the former GDR)

Answer key:

- Polytechnische Oberschule (unitary technically-oriented high school until 10th grade)
- Erweiterte Oberschule (extended high school until 12th grade)
- Special school (e.g. for music, languages, maths etc.)
- School for the less able, handicapped etc.
- Apprentice
- Apprenticeship combined with high school (A-level)
- Technical school (Fachschule)
- Teachers' college / teacher training
- University

Item formulation:

In the case of still being at school or in apprentice training (for the former FRG)

Answer key:

- Comprehensive school (Gymnasium track)
- Comprehensive school (Realschule track)
- Comprehensive school (Hauptschule track)
- Hauptschule (lowest level of the three-tier school system)
- Realschule (middle level)
- Gymnasium (highest level, qualifies for college or university)
- College with specific occupational training programmes
- Technical university / teachers' college
- University
- Berufsschule (schooling parallel to an apprenticeship, occupational training)

Item formulation:

Training qualifications/experiences already attained or aspired to (the latter, of course, is connected to the categories of the FRG system):

Answer key (for the former GDR):

1. no completed professional training certificate
2. semiskilled worker
3. skilled worker
4. master qualification
5. technical college certificate
6. university degree

Answer key (for the former FRG):

1. no professional training certificate (also Berufsschule without qualification)
2. Berufsschule certificate combined with industrial or agricultural training
3. Berufsschule certificate combined with commerce or other training
4. certificate from a college with specific occupational training programmes
5. professionally related work experience
6. master/technician or equivalent professional school certificate
7. technical college certificate (incl. engineering certificate)
8. university degree

Item formulation:

Do you receive pocket money or other financial support from your parents?

Answer key:

- Yes regularly
- Yes occasionally
- No

Item formulation:

How many people are currently living with you?

Answer key:

Open answer

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	82,1,49,51	78,76,46,44	74,76,44,46	75,77,43,45
Ques.moth.child.	21,23,43-46, 51-53,55	23,37,39	20,33,35	31,40,42,21
Ques.fath.child.	17,19,39-42	17,31,33	16,29,31	20,29,31
Gen.ques.Ch.	3			
Adol.int.	69-73,75-77 80,82-84	86,1,57,58 60-62,64,73	77,1,49 51-58	
Ques.moth.adol.	1,32,34 36-37	20,21,41-44 50,51,54	16,17,32,35	
Ques.fath.adol.	1,32,34 36-37	17,18,37-40 46,47,50	16,17,32,35	
Gen.ques.adol.	3			
Yng.ad.int.	69-73,75 76,80,82-84	85,90,70 72-79	54,57,50-53	
Ques.mo.yng.ad.	1,8-10		1,3,12	
Ques.fa.yng.ad.	1,8-10		1,3,9	
Gen.ques.yng.ad.	3			
Ques.IS.kids	1,12,14	20,22		
Ques.IS.moth.	2,3,15,16 29,31	20,22 17,28,29		
CS.96	1,2,3,76-87			

Comments:

With reference to these comments it should be pointed out that in all waves item formulations and answer keys for social-demographics vary. For exact formulations please refer to individual questionnaires, since a long list here is considered to be less useful.

In W1 to W4.kids and W2.adoles., the question regarding ages is formulated in the following way: "How old are you? Please tell me the month and year of your birth".

The question concerning type of school was formulated in the following way for W1 to W4.kids: "What school do you go to at the moment/what occupational training are you completing. Please answer using this list."

In W1 to W3.kids, the question regarding school leaving qualification is as follows: "What level of school education do you some day want to complete?". In W4.kids and W1.adoles.: "What level of school education have you already reached/are you working towards?". In W2.adoles.: "What general level of school education have you already reached/are you working towards?"

In W1.adoles. and W1.yng.ad., the question regarding occupational status was simply formulated as: "occupational status."

In W2.adoles., the question concerning pocket money was formulated as follows: "Do you regularly receive money from your parents (e.g. pocket money or other financial support)?"

In W1.IS.kids, only questions regarding age and aspired level of school education worked were used. Sex is evident from gender-specific questionnaire.

In W1.IS.moth., the question regarding sex is not necessary. Mothers were asked about their current occupation, age, size of household, age and sex of child and possible changes in working life over the past 12 months.

In W2.IS.kids, only the questions concerning school currently attended and aspired level of school education were asked. Sex is evident from gender-specific questionnaire.

In W2.IS.moth., the question regarding sex is not necessary. Mothers were asked about number of people in household, current occupation, and possible changes in working life over the past 12 months.

The question regarding changes in occupational status was changed in the parents' questionnaire in the following way: "Have you had a career change in the last 12 months?"

1= No

2= Yes, my situation has worsened

3= Yes, my situation has improved

In W1.parents.adoles., it was also asked whether the parents are currently employed, and if so, whether full or part-time. (36,37).

In W1.adoles. and W1.yng.ad., interviewees are asked about their level of school education, level of occupational training and possible unemployment of their parents in the past 6 months (82-84).

In W1.parents.kids (43-46 / 39-42) and W2.parents,adoles. (41-44 / 37-40), parents were additionally asked about the level of school education and occupational training of their parents.

Social Change

The dimension "insecurity and change" was selected from an instrument with 45 questions regarding social change and with the 6 dimensions: "inter-personal interaction", "insecurity and change", "political engagement", "technology and administration", "social state" and "nepotism". This dimension was selected because it best corresponded with our aim of measuring changes due to radical social change in the East and related perceived problems.

Source:

Hofer, M., Kracke, B., Noack, P., Klein-Allermann, E., Kessel, W., Jahn, U, & Ettrich, U. (1995). Der soziale Wandel aus Sicht ost-und westdeutscher Familien, psychisches Wohlbefinden und autoritäre Vorstellungen. In B. Nauck, N. Schneider & A. Tölke (Eds.), Familie und Lebensverlauf im gesellschaftlichen Umbruch (p. 154-171). Stuttgart: Enke.

Hitherto application:

Research project lead by Hofer et al. "Childhood and adolescence in Germany - before and after the fall of the wall".

The content of the items was reformulated so that interviewees were asked to compare with former times (answer keys correspondingly changed).

Pre-test:

On 60 adolescents and young adults.

Test instructions:

The following statements refer to possible changes in society. Please consider the situation as it was 3 to 5 years ago, and then tell us whether you think that these statements are true or not.

Item formulation:

02. Jobs are less secure than they were.
11. The proportion of foreigners in our population is large compared to the past.
14. Violence and criminality occur far more frequently in everyday life as compared with the past.
29. Everything is so uncertain in comparison to how it was. That you have to be prepared for everything.
30. In comparison to the past, everything changes so quickly, that you don't know what to hold onto.
37. In comparison to the past, moral principles in human society have very little meaning.

Answer key:

- 1 = I don't agree at all
- 2 = I don't really agree
- 3 = I agree to some extent
- 4 = I completely agree

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	34	34		
Ques.fath.child.	30	28		
Gen.ques.Ch.				
Adol.int.		29	28	
Ques.moth.adol.		33	25	
Ques.fath.adol.		30	25	
Gen.ques.adol.				
Yng.ad.int.			5	
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				
Ques.IS.kids				
Ques.IS.moth.	22			
CS.96				

Comments:

Test instructions in all questionnaires requested a comparison of life today with life 3 to 5 years ago, although the wording of instructions was not always identical.

Answer key (except for W1.IS.kids and W3.yng.ad.)

- 1 = I don't agree at all
- 2 = I don't really agree
- 3 = I agree to some extent
- 4 = I completely agree

In W1.IS.kids and W3.yng.ad., the answer key was changed to:

- 1 = not at all true
- 2 = not really true
- 3 = somewhat true
- 4 = exactly true

Living and Family Constellation

Identification of household members, familial status and family structure.

Item formulation:

When were you born?

Answer categories:

day/month/year

Item formulation:

What is your marital status?

Answer categories:

- Single, living without partner since ...
- Single, living with partner since ...
- Married, living together since ... # of marriage
- Married, living apart since ... # of marriage
- Widowed since ...
- Divorced since ...

Item formulation:

Taking part in the children's survey is:

Answer categories:

- My natural child
- My adoptive/foster child
- My stepchild/my partner's child
- Other

Item formulation:

Who lives with you in the household? (please cross off all applicable answers)

Answer categories:

- I live alone

I live with ...

- my own children
- my unmarried partner
- my parents/ a parent
- other relatives
- other people
- my step-children
- my adoptive/foster children
- my spouse

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
<hr/>				
Child.int.				
Ques.moth.child.	21,22,1,24	23,24,1,25	20,21,1,22	31,32,1,33
Ques.fath.child.	17,18,1,20	17,18,1,19	16-18,1	20,21,1,22
Gen.ques.Ch.		3		
<hr/>				
Adol.int.				
Ques.moth.adol.	1,2,6	20,22,1,23	16,18,1,19	
Ques.fath.adol.	1,2,6	17,19,1,20	16,18,1,19	
Gen.ques.adol.	4			
<hr/>				
Yng.ad.int.				
Ques.mo.yng.ad.	1,2,12	1,4,3	1,2	
Ques.fa.yng.ad.	1,2,12			
Gen.ques.yng.ad.	4			
<hr/>				
Ques.IS.kids				
Ques.IS.moth.	15,17,8,18	18,19		
<hr/>				
CS.96				

Comments:

The answer categories for familial status (2) in W1.parents.yng.ad. and W2.parents.yng.ad. (mother) were as follows:

- single without partner
 - single with partner
 - married (first marriage)
 - married (second marriage)
 - married (living separately)
 - widowed
 - divorced
- "and since when? Since 19 ..."

In W1 to W4.parents.kids, the formulation was changed to: "Who do you live with in this/your household?" The answer key was as follows:

- I live alone
- I live with my own children.
- with step-children.
- with adoptive/foster children.
- with partner, married
- with partner, unmarried
- with my in-laws/parents
- with other relatives.
- with other people

In W1.parents.adoles., question 4 appeared in the general questionnaire, in the following formulation: "Who do you live with in this household? (please circle all appropriate answers)."

The answer key was the same as in W1.parents.kids excepting that option 6 was changed to "with unmarried partner."

In W2 and W3.parents.adoles., the following changes were carried out: "Who do you live there with?" The answer key was:

- I live alone
- I live with my own child/ren
- with unmarried partner.
- with parents/a parent
- with other relatives.
- with other people
- with step-child/ren
- with adoptive/foster child/ren
- with my spouse

In W2 and W3.parents.yng ad. (mothers), only questions regarding age and living situation, in W2.parents.yng.ad. (mothers) additionally regarding familial status were posed. The living situation was asked about in the following way: "Who do you live with in this household?" The answer key was as follows:

- I live alone
- I live with...
- my own children, step-children, adoptive/foster children
- with my married/unmarried partner
- my in-laws/parents/parent
- with other relatives.
- with other people.

In W3.parents.yng.ad. (mothers), the number of children, step-children, adoptive/foster children was asked.

Living Arrangements

Item formulation:

Who do you live with? (please cross off all appropriate answers)

- your mother
- your father
- siblings
- grandmother
- grandfather
- foster mother
- foster father
- step-mother
- step-father
- father's girlfriend
- mother's boyfriend
- your boyfriend/partner (*)
- your girlfriend/partner (*)
- with someone else; who? ...
- with nobody, you live alone (*)

(*) = not in children's survey

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.	2	77	75	76
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	20a	2	2	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	20a			
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.				

CS.96	21			

Comments:

In CS.96, other answer categories were provided, namely in addition to/instead of list above:

- brother
- sister
- spouse
- son
- daughter
- house-mate
- school/university colleague
- work colleague/fellow trainee
- other relatives
- other non-relatives

The number of people in each category was also asked.

In Wl.adoles. and Wl.yng.ad., with reference to the previous question where details are requested concerning type of residence, where the respondent spends most time, it was then asked: "How many people live in this household? Are these people your relatives or what sort of relationship do you have with these people? Sex, age and marital status of these people were also requested. The answer key is identical with that in CS.96.

Changes in Occupational Status

This scale addresses whether there has been any changes in occupation in terms of an improvement or worsening in the 12 months previous to the survey.

Source:

Project development: Kracke, Schwarz of the Giessen research group.

Item formulation:

Has your job situation changed at all in the last 12 months?

Answer key:

1 = No

2 = Yes, for the worse

3 = Yes, for the better

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	55	39	35	42
Ques.fath.child.	50	33	31	31
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	32	54	35	
Ques.fath.adol.	32	50	35	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.	10			
Ques.fa.yng.ad.	10			
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	31	29		

CS.96				

Comments:

The instructions were changed in W1.parents.adoles. and W1.parents.yng.ad. to: "Has your occupational status changed in the past 12 months?"

Perceived Job Characteristics

This instrument addresses two dimensions: "skill variety" and "decision latitude" for the area of work. For the purposes of this project a selection of items was chosen from the long list.

Source:

ZUMA (1983). Perzipierte Tätigkeitsmerkmale. Skalenhandbuch. Bonn: Eigendruck (H13).
Benninghaus, H. (1987). Substantielle Komplexität der Arbeit als zentrale Dimension der Jobstruktur. Zeitschrift für Soziologie, 16, 334-352.

Hitherto application:

See ZUMA-handbook. In an older version, this instrument was also used in the parents' survey of the Berlin Youth Longitudinal Study.

Item formulation:

To what extent does your job demand ...

- Thorough specialised knowledge
- Special skills (craftsman or other)
- Creative talent or wealth of ideas
- A capacity to constantly learn new things
- Finding new ways to solve problems
- Daily doing the same thing

Answer key:

1 = To a large extent
2 = To a certain extent
3 = To a lesser extent
4 = Not at all

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.	56	38	34	41
Ques.fath.child.	51	32	30	30
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.		53	34	
Ques.fath.adol.		49	34	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	30			

CS.96				

Comments:

In W1 to W4.parents.kids and W1.IS.moth., the answer key was changed to:

- 1 = Not at all
- 2 = To a lesser extent
- 3 = To a certain extent
- 4 = To a large extent

Critical Life Events (adolescents and young adults)

Interviewees were asked about particular developmental transitions with various types of strain. Major changes from wave 1 (Shell Adolescence Study, 1992):

1. The time in question is now limited to the time between first and second waves (changes)
2. The list is extended by 11 change-relevant items of question 42 (in wave 1)
3. Two new items are added (8 and 14)

Source:

Shell Adolescence Study 1992 based upon Brugha et al. (1985), cf. Vol. 2, p. 222ff.

Brugha, T., Bebbington, P., Tennant, C., & Hurry, J. (1985). The list of threatening experiences: A subset of 12 life event categories with considerable long-term contextual threat. Psychological Medicine, 15, 189-194.

Hitherto application:

Shell Adolescence Study 1992

Instructions:

Here are some more such events. Please say again whether you have experienced them, and if yes, at what age. Please also indicate to what extent it changed your life. It may be that you have experienced one event several times. In the case that you have experienced it more than twice, please give the two times you can best remember.

To what extent did the event change your life?

Item formulation:

1. changed school or place of training
2. repeated a year at school
3. left home because of school or training
4. left school or place of training before completion
5. experienced a difficult final examination (school, training, occupation)
6. birth or adoption of a brother or sister
7. moved to another town
8. marriage of mother or father
9. separation, divorce of parents
10. mother or father became unemployed
11. death of father / mother
12. death of grandfather or mother
13. loss of a close friend
14. relationship broke up
15. had a serious illness
16. a serious illness of someone close to you
17. no longer wanted to live
18. went on holiday on my own for first time
19. left home (lived independently of parents)
20. earned enough money to be able to care of myself
21. completed first professional qualification (apprenticeship or university)
22. got married
23. became a mother or father for the first time
24. became unemployed for the first time
25. left school
26. was permanently employed for the first time
27. lived together with a steady partner

Answer key:

- Not yet experienced = 99
- Experienced at age ...
- Changed life:
 - 5 = massively
 - 4 = greatly
 - 3 = somewhat
 - 2 = little
 - 1 = not at all

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.				
Gen.ques.Ch.				

Adol.int.	43, also 42	36, also 35	35, also 34	
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				

Yng.ad.int.	43, also 42	32	24	
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids	31			
Ques.IS.moth.				

CS.96	54, also 53			

Comments:

The instructions and answer keys for the individual questionnaires vary: please refer to questionnaires.

Items 3,5,6,12 and 13 are not contained in W2 and W3.adolesc. There, item 24 is changed to "own unemployment." In W3.adolesc., a new item was added "terminated membership to church".

CS.96 included the items 1 to 7, 9 to 13 and 15 to 17. Items 18 to 27 are included in the second part and correspond to the scale ET.01. For the second part, the question concerning how much events have changed one's life was not posed.

W2.yng.ad. contained items 4, 7 to 15, 19, 21 to 24 and 26. The item "sexual experiences for first time" was additionally included.

W3.yng.ad. differs from W2.yng.ad. in the inclusion of 5 extra items:

- a) moving back to parental home
- b) permanently leaving parental home
- c) terminating membership to church
- d) abortion of child
- e) miscarriage

The answer format in W3.yng.ad. was as follows:

one of these events was last experienced in 19..., however, it was not recorded which of the events.

The questionnaire in the intensive study contained items 1,2,6,7,9 to 13 and 15 to 17. Additionally, the child was asked to give details of whether he/she had ever "ran away from home" or such like. The answer key differed according to whether the event had happened before or after 8 years old, and to what extent the event was life-changing.

In the second part of Wl.adoles. and Wl.yng.ad., in the case that events had been experienced, it was also asked whether these events occurred earlier or later than for class-mates, employing the categories:

- 5 = much earlier
- 4 = earlier
- 3 = at the same time
- 2 = later
- 1 = much later

Critical Life Events (since last survey)

The following items address experienced strain over the past year or since the last survey.

Source:

Shell Adolescence Study 1992 based upon Brugha et al. (1985), cf. Vol. 2, p. 222ff.
Brugha, T., Bebbington, P., Tennant, C., & Hurry, J. (1985). The list of threatening experiences: A subset of 12 life event categories with considerable long-term contextual threat. Psychological Medicine, 15, 189-194.

Instructions:

Have you experienced one or more of the following events in the last 12 months?

Item formulation:

1. Moving to a different place of residence
2. Own marriage/remarriage
3. Own splitting up/divorce
4. Own serious illness
5. Serious illness of loved one
6. Death of partner/spouse
7. Death of a parent
8. Own unemployment
9. Own working short-time
10. Taking part in job creation scheme
11. Retraining
12. Change of job/change of company
13. Retiring
14. Giving up work for a different reason

Answer key:

Yes
No

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.		40	36	43
Ques.fath.child.		34	32	32
Gen.ques.Ch.				

Adol.int.				
Ques.moth.adol.	31	45	27	
Ques.fath.adol.	31	41	27	
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.	11	26	11	
Ques.fa.yng.ad.	11		6	
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.		24,25,26		

CS.96				

Comments:

For formulation of instructions and answer keys please refer to individual questionnaires.

Items in W3.parents.adoles. and W3.parents.yng.ad. refer to the last 5 years.

In W2.IS.moth., the instructions refer to the past 2 years. It was asked whether she herself, the biological father of the child and, if relevant, the new partner of the mother had experienced the given events.

The questions were extended. The following items were in part additionally asked:

15. Serious illness of surveyed child
16. Serious illness of sibling
17. Surveyed child had to repeat school year
18. Birth of own child
19. Completion of own occupational training/degree
20. Being heavily in debt
21. Drastic increase in rent
22. Other great financial burdens
23. Building a house with large amount of DIY
24. Having to intensely care for relative
25. Terminating membership to a church
26. Death of a child
27. Re-taking up of employment
28. Unemployment or reduced hours of partner/spouse

W2.parents.kids included the items 1 to 14 and 18 to 19.

W3 and W4.parents.kids included items 1 to 27.

W1.parents.adoles. and W1.parents.yng.ad. included items 8 to 12, and additionally "hours reduced to 0" and "commuting between old and new federal states."

W2.parents.adoles. contained items 1 to 14.

W3.parents.adoles. contained items 1 to 14 and 20 to 27.

W2.parents.yng.ad. (mothers) contained slightly reformulated items 1, 3 to 6, 8, 9, 20 to 24 and 28.

W3.parents.yng.ad. (mothers) contained items 1, 3, 4, 6, 8, and 20 to 27. Fathers were given items 3, 5, 10, 11, 18 and 25 to 27.

In W2.IS.moth., items 1 to 14 and 18 were given.

In W2 and W3.parents.kids, the answer key was as follows:

- Experienced ... whereas the years between present and last survey were presented. For each year, respondents had to make clear whether events were experienced and whether these events changed one's own or the interviewed child's life:

5 = massively

4 = greatly

3 = somewhat

2 = little

1 = not at all

In W1.parents.adoles. (mothers), the answer key was as follows:

- Not yet experienced
- Experienced from month ... year ... to month ... year

In W2.parents.yng.ad. (mothers), the answer key for events experienced in past 12 months was as follows:

0= not experienced

1= experienced in past year

2= experienced earlier, but event stretched into past year

Answer key in W3.parents.yng.ad. was as follows:

month ... year ...

Critical Life Events (earlier in life)

The following items address the strains experienced earlier in life.

Source:

See quest.02.

Instructions:

In the course of life things can occur which change us and our lives. We have put together a list of such occasions. Please tell us whether you have experienced such a thing once or twice and how old you were at the time. If you have experienced one or more of the events more than twice, please refer to the last two.

Item formulation:

1. Moving to a different place of residence
2. Own marriage/remarriage
3. Own splitting up/divorce
4. Own serious illness
5. Serious illness of loved one
6. Death of partner/spouse
7. Death of a parent
8. Change of job/change of company
9. Becoming retired
10. Giving up work for a different reason
11. Own unemployment
12. Own working short-time
13. Taking part in a work creation scheme
14. Retraining

Answer key (for items 1-10):

- not yet experienced
- experienced at age..
- experienced a second time at age..

Answer key (for items 11-14):

- not yet experienced
- experienced from month ... year ... to month ... year ...
- experienced a 2nd time from month ... year ... to month ... year ...

Pre-test:

Not necessary

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.				
Ques.fath.child.	50			
Gen.ques.Ch.	45			

Adol.int.				
Ques.moth.adol.	30			
Ques.fath.adol.	30			
Gen.ques.adol.				

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				

Ques.IS.kids				
Ques.IS.moth.	24			

CS.96				

Comments:

Instructions in W1.parents.adoles. were changed to: "Here are some other such events. Please state whether you have experienced them once or twice and how old you were at the time". Items 1 to 7 were asked plus "separation/divorce of parents."

In W1.parents.kids and W1.IS.moth., the answer key was as follows:

- not yet experienced
- experienced at age ...
- experienced a second time at age ...

Economic deprivation

In this scale loss of income relative to financial status one year ago is addressed based upon Elder's studies of families in the Great Depression. In Elder's studies the cut-off between deprived and non-deprived families is a financial loss of 35% or more. Here the cut-off based upon the Berlin adolescents' longitudinal of 25% was chosen. Expected salary compensation through unemployment benefits was taken into account.

Source:

Berlin Youth Longitudinal Study, Parents' survey.

Walper, S., & Silbereisen, R. K. (1982). Auswirkungen ökonomischer Veränderungen auf das Familiensystem: Theoretische und methodische Überlegungen zu Erhebungen bei den Eltern des Berliner Jugendlängsschnitts. Berichte aus der Arbeitsgruppe Tudrop Jugendforschung #22/82. Berlin: Technische Universität Berlin.

Silbereisen, R. K., Walper, S., & Albrecht, H. T. (1990). Family income loss and economic hardship: Antecedents of adolescents' problem behavior. In V. C. McLoyd & C. A. Flanagan (Eds.), Economic stress: Effect on family life and child development (pp. 27-47). New Directions for Child Development, 46, San Francisco: Jossey-Bass.

Item formulation:

In the last 12 months, has the income available to your family changed?

Answer key:

- 1 = No, it has not changed/only slightly (around 5% change).
- 2 = Yes, it has strongly decreased (more than 25%).
- 3 = Yes, it has somewhat decreased (around 15% +).
- 4 = Yes, it has slightly decreased (up to around 15%).
- 5 = Yes, it has slightly increased (up to around 15%).
- 6 = Yes, it has somewhat increased (around 15% +).
- 7 = Yes, it has strongly increased (more than 25%).

Pre-test:

Not necessary

Input into the DFG-Project:

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	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.			45	50
Ques.fath.child.			41	39
Gen.ques.Ch.	9	8		

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.	29	20	8	

Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.	29			

Ques.IS.kids				
Ques.IS.moth.	5	4		

CS.96				

Comments:

In the gen.ques.adol. and the gen.ques.yng.ad., the answer key was as follows:
1 = No, it has not changed/only slightly (around 5% change).

Yes it has ...

2 = strongly decreased (more than 25%)

3 = decreased (around 25%)

4 = increased (around 25%)

5 = strongly increased (more than 25%)

In W2.IS.moth., the items referred to the past 24 months.

Perceived Financial Strain (1)

In addition to the objective details concerning income, loss of income and financial strain, subjective feelings of a tense financial situation are addressed here. According to Conger et al (1992) it is exactly these subjective impressions of strain which have an influence on familial relationships.

Conger, R. D., Conger, K. J., Elder, G. H., Jr., Lorenz, F. O., Simons, R. L., & Whitbeck, L. B. (1992). A family process model of economic hardship and adjustment of early adolescents boys. Child Development, 63, 526-541.

Source:

1. Selected from the Berlin Youth Longitudinal Study (wave 4 onwards), in co-operation with the Warsaw Youth Longitudinal Study. Very similar to questions from Conger et al (1992).
2. Project development of the Giessen research group based upon Conger et al (1992). These questions address: our family has the money it needs for: house, clothes, household products, car, food, medical supplies, hobbies (5-tiered scale from strong agreement to strong disagreement).

Hitherto application:

Up to now only tested in adults' pre-test.

Item formulation:

- 1) To what extent does the available income within your family fulfil your needs?

Answer key:

- To a small extent
- To a great extent
- Completely
- After the complete fulfilment of our needs, there remains a financial surplus

Item formulation:

- 2) Do you find it easy or difficult with your present income to spend money on the following things:
 1. Housing rent
 2. Clothing
 3. Travelling
 4. Car
 5. Household goods
 6. Groceries
 7. Free-time (e.g. cinema, theatre, zoo trips)

Answer key:

- 1 = Very easy
- 2 = Mostly easy
- 3 = Mostly difficult
- 4 = Very difficult

possible answer option: I don't spend any money on that (above all for car)

Pre-test:

Pre-test maybe necessary, above all to test relevance of listed areas

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.			46,47	51,52
Ques.fath.child.			42,43	40,41
Gen.ques.Ch.	10,11	9,10		

Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.		21,22	9,10	

Ques.mo.yng.ad.	5	24
Ques.fa.yng.ad.	5	
Gen.ques.yng.ad.		

Ques.IS.kids		
Ques.IS.moth.	6,7	5,6

CS.96		

Comments:

In W2.parents.kids, the first item (housing rent) is supplemented with: "mortgage for house/flat."

In W2 and W3.gen.ques.adol., and W1 and W2.IS.moth., the answer key for item 2 was as follows:

- 1 = very difficult
- 2 = somewhat difficult
- 3 = quite easy
- 4 = very easy
- 9 = I don't spend money on that

In W1.parents.yng.ad. and W2.parents.yng.ad. (mother), parents were asked: "Do you personally find your household income to be sufficient?"

The answer key was as follows:

- 1 = fully sufficient
- 2 = mostly sufficient
- 3 = not really sufficient
- 4 = completely insufficient

Perceived Financial Strain (2)

Source:

Project development of B. Kracke together with East-German colleagues (based on Conger et al., 1992).

Conger, R. D., Conger, K. J., Elder, G. H., Jr., Lorenz, F. O., Simons, R. L., & Whitbeck, L. B. (1992). A family process model of economic hardship and adjustment of early adolescents boys. Child Development, 63, 526-541.

Hitherto application:

None to date

Item formulation:

Overall, how do you rate your financial situation (You can mark off more than one answer with a cross)?

Answer key:

- We get by on our income.
- We often manage to save.
- We defer making purchases and personal expenses.
- We use up our savings.
- We gather debts/take out loans.
- We are in arrears with payments of instalments.

Pre-test:

Pre-test maybe necessary, above all to test relevance of listed areas.

Input into the DFG-Project:

The numbers shown in the tables for "Input into DGF-Project" refer to the figures in the corresponding questions for the respective questionnaires. In the event there are changes in the questionnaires varying from the original, they are indicated in each table. Changes may have, however, been specifically indicated on the questionnaires themselves. Due to having exceeded limitations within the framework of the scale documentation, some cases have a complete listing of changed formulations in the instructions, items and answer keys.

	1st Wave	2nd Wave	3rd Wave	4th Wave
Child.int.				
Ques.moth.child.			48	53
Ques.fath.child.			44	42
Gen.ques.Ch.	12	11		
Adol.int.				
Ques.moth.adol.				
Ques.fath.adol.				
Gen.ques.adol.				
Yng.ad.int.				
Ques.mo.yng.ad.				
Ques.fa.yng.ad.				
Gen.ques.yng.ad.				
Ques.IS.kids				
Ques.IS.moth.				
CS.96				