CONCERNS AND CONSTRAINTS QUESTIONNAIRE

Introduction to parent:

Parents differ in what they consider to be good or bad behaviors in their children. Parents also differ in the ways that they teach their children and reward or punish them for their behavior. We would like to know what you think about some behaviors and how you would respond if your child acted in a particular way. There are no right or wrong answers to these questions, so please tell me what you would really do. I will read to you 5 made-up stories. For each story pretend or imagine that the child in the story is your child (target child's name). Please listen to the story very carefully. After the story is over, you will be asked several questions.

CONCERNS AND CONSTRAINTS

Story 1

Let's imagine that you visit your child at kindergarten and see him or her playing on the playground in a running race. Your child tries real hard to win the race, but loses instead. After the race, your child says it was a stupid race and calls the winner a bad name.

1. Why do you think _____ acted this way? _____
_____

0	1	2	3	4	5	6
no interp. made	OK	other blame	situation	state	trait	child misint.

2. If your child behaved this way, how would you feel? (Parent rating)

1	2	3	4	5
very good		neutral		very bad,upset

3. What would you do if _____ acted this way? _____
_____
(0 = not mentioned, 1 = spontaneous mention)

a) do nothing, ignore it	0	1
b) reasoning, explanations, talking about it	0	1
c) inductive reasoning (take the other child's point of view)	0	1
d) verbal punishment (scolding, reprimands, threats)	0	1
e) withdrawal of privileges/power assertion (make him/her do it)	0	1
f) directives/simple commands (tell him/her to do it)	0	1
g) proactive guidance (parent suggests an alternative)	0	1
h) physical punishment	0	1

4. Would you punish _____ and if so, how much would you punish him/her if s/he acted this way? (Parent rating)

1	2	3	4	5
not at all		moderately		very sternly

5. Children sometimes do things that make their parents worry that they will have some problems; some things parents don't worry about because they know their children will grow out of it. If your child acted this way most of the time, how worried would you be that _____ would grow up to have problems later on?

1	2	3	4	5
not at all		somewhat		very worried

6. What could you as a parent do to PREVENT your child from acting this way in the first place?
_____
_____

1. do nothing (unpreventable).
2. After the fact – non-preventive power assertion, punishment.
3. After the fact – reasoning, proactive guidance.
4. Before the fact – preventive but vague and general.
5. Before the fact – preventive: situation and method and specific.

<u>Story 2</u>

Let's imagine that you go to your child's school to pick him or her up. You see all the kindergarten children running to get into line. One of the other children runs hard and bumps into your child. The other kids laugh. Your child gets upset and pushes the other kid to the ground.

1. Why do you think _____ acted this way? _____

    _____

0	1	2	3	4	5	6
no interp. made	OK	other blame	situation	state	trait	child misint.

2. If your child behaved this way, how would you feel? (Parent rating)

1	2	3	4	5
very good		neutral		very bad, upset

3. What would you do if _____ acted this way? _____

    _____

    (0 = not mentioned, 1 = spontaneous mention)

a) do nothing, ignore it	0	1
b) reasoning, explanations, talking about it	0	1
c) inductive reasoning (take the other child's point of view)	0	1
d) verbal punishment (scolding, reprimands, threats)	0	1
e) withdrawal of privileges/power assertion (make him/her do it)	0	1
f) directives/simple commands (tell him/her to do it)	0	1
g) proactive guidance (parent suggests an alternative)	0	1
h) physical punishment	0	1

4. Would you punish _____ and if so, how much would you punish him/her if s/he acted this way? (Parent rating)

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not at all		moderately		very sternly

5. (Children sometimes do things that make their parents worry that they will have some problems; some things parents don't worry about because they know their children will grow out of it.) If your child acted this way most of the time, how worried would you be that _____ would grow up to have problems later on?

1	2	3	4	5
not at all		somewhat		very worried

6. What could you as a parent do to PREVENT your child from acting this way in the first place?

    _____

    _____

1. do nothing (unpreventable).
2. After the fact – non-preventive power assertion, punishment.
3. After the fact – reasoning, proactive guidance.
4. Before the fact – preventive but vague and general.
5. Before the fact – preventive: situation and method and specific.

<u>Story 3</u>

Pretend it's Saturday and you carry your child to the park. He or she sees a bunch of kids from kindergarten playing catch with a ball. Your child runs over to them and asks if he or she can play too. They don't hear your child so they just keep on playing. Your child gets upset and grabs the ball and yells, "If you don't let me play, I'm going to throw this ball down the sewer!".

1. Why do you think _____ acted this way? _____
_____

0	1	2	3	4	5	6
no interp. made	OK	other blame	situation	state	trait	child misint.

2. If your child behaved this way, how would you feel? (Parent rating)

1	2	3	4	5
very good		neutral		very bad, upset

3. What would you do if _____ acted this way? _____
_____
(0 = not mentioned, 1 = spontaneous mention)

a) do nothing, ignore it   0 1
b) reasoning, explanations, talking about it   0 1
c) inductive reasoning (take the other child's point of view)   0 1
d) verbal punishment (scolding, reprimands, threats)   0 1
e) withdrawal of privileges/power assertion (make him/her do it)   0 1
f) directives/simple commands (tell him/her to do it)   0 1
g) proactive guidance (parent suggests an alternative)   0 1
h) physical punishment   0 1

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not at all		moderately		very sternly

5. (Children sometimes do things that make their parents worry that they will have some problems; some things parents don't worry about because they know their children will grow out of it.) If your child acted this way most of the time, how worried would you be that _____ would grow up to have problems later on?

1	2	3	4	5
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6. What could you as a parent do to PREVENT your child from acting this way in the first place?
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    1. do nothing (unpreventable).
    2. After the fact – non-preventive power assertion, punishment.
    3. After the fact – reasoning, proactive guidance.
    4. Before the fact – preventive but vague and general.
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Story 4

Your child's birthday is coming up and you have decided to give him or her a party. You let your child invite a bunch of kids from kindergarten. One of the kids in the classroom is your child's cousin, named Lisa, who wants to come to the party a whole lot. Your child does not invite her. When you tell your child how much Lisa wants to come and how important it is to the family, your child says, "Too bad. It's my party and I'll invite who I want."

1. Why do you think _____ acted this way? _____
_____

0	1	2	3	4	5	6
no interp. made	OK	other blame	situation	state	trait	child misint.

2. If your child behaved this way, how would you feel? (Parent rating)

1	2	3	4	5
very good		neutral		very bad, upset

3. What would you do if _____ acted this way? _____
_____
                                                    (0 = not mentioned, 1 = spontaneous mention)

a) do nothing, ignore it	0 1
b) reasoning, explanations, talking about it	0 1
c) inductive reasoning (take the other child's point of view)	0 1
d) verbal punishment (scolding, reprimands, threats)	0 1
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not at all		somewhat		very worried

6. What could you as a parent do to PREVENT your child from acting this way in the first place?
    _____
    _____

    1. do nothing (unpreventable).
    2. After the fact – non-preventive power assertion, punishment.
    3. After the fact – reasoning, proactive guidance.
    4. Before the fact – preventive but vague and general.
    5. Before the fact – preventive: situation and method and specific.

<u>Story 5</u>

Let's pretend that you notice your child playing outside with a bunch of other kids. Your child starts teasing one kid, named Eric, saying to him, "You can't count to 10 and you can't even write your name. Ha-ha! Boy am I glad I'm smarter than you."

1. Why do you think _____ acted this way? _____
_____

0	1	2	3	4	5	6
no interp. made	OK	other blame	situation	state	trait	child misint.

2. If your child behaved this way, how would you feel? (Parent rating)

1	2	3	4	5
very good		neutral		very bad, upset

3. What would you do if _____ acted this way? _____
_____
(0 = not mentioned, 1 = spontaneous mention)

a) do nothing, ignore it	0	1
b) reasoning, explanations, talking about it	0	1
c) inductive reasoning (take the other child's point of view)	0	1
d) verbal punishment (scolding, reprimands, threats)	0	1
e) withdrawal of privileges/power assertion (make him/her do it)	0	1
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not at all		somewhat		very worried

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