## 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<br>no interp.<br>made   | 1<br>OK   | 2<br>other<br>blame                                     | 3 4<br>situation sta   | 5<br>te trait                                   | 6<br>child<br>misint. |                     |                                      |   |  |
| 2.                                  | If your child   | d behave  | ed this w   | ay, how woul   | d you feel                                      | ? (Parent             | rating)             |                                      |   |  |
|                                     | 1<br>very good  | 2   |   | 3<br>neutral   | 4   |                       | 5<br>very bad,upset |                                      |   |  |
| 3.                                  | What would  | d you do  | if  | acted this wa  | y?  |                       |                     |                                      |   |  |
|                                     |   |   |   |  |   | (0 = no               | t mentioned, 1 =    | spontaneo                            | us mention)                                     |  |
| b)<br>c) i<br>d)<br>e)<br>f) c      | verbal punisl<br>withdrawal o<br>directives/sim<br>proactive gu<br>physical pun   | xplanations soning (sheet) the confidence (sheet) x = x = x = x = x = x = x = x = x = x | take the<br>scolding,<br>ges/powen<br>mands<br>parent s | other child's<br>reprimands,<br>er assertion (r<br>(tell him/her to<br>uggests an al | threats)<br>make him/<br>o do it)<br>ternative) | her do it)            | sh him/her if s/he  | 0<br>0<br>0<br>0<br>0<br>0<br>0<br>0 | 1<br>1<br>1<br>1<br>1<br>1<br>1<br>way? (Parent |  |
|                                     | rating)   |   |   |  |   |                       |                     |                                      |   |  |
|                                     | 1<br>not at all   | 2   |   | 3<br>moderately  | 4   |                       | 5<br>very sternly   |                                      |   |  |
| 5.                                  | 5. Children sometimes do things that make their parents worry that they will have some problems; so things parents don't worry about because they know their children will grow out of it. If your child this way most of the time, how worried would you be that would grow up to have problem on? |   |   |  |   |                       |                     |                                      |   |  |
|                                     | 1<br>not at all   | 2   |   | 3<br>somewhat  | 4   |                       | 5<br>very worried   |                                      |   |  |
| 6.                                  | What could you as a parent do to PREVENT your child from acting this way in the first place?  |   |   |  |   |                       |                     |                                      |   |  |
|                                     | 1. do   | nothina   | (unprev   | entable).  |   |                       |                     |                                      |   |  |

2. After the fact – non-preventive power assertion, punishment.

5. Before the fact – preventive: situation and method and specific.

3. After the fact – reasoning, proactive guidance.
4. Before the fact – preventive but vague and general.

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 yo  | u think   | a   | acted this way? _   |                                       |                       |                                      |                                 |  |
|------------------------------|--|---|---|---|---------------------------------------|-----------------------|--------------------------------------|---------------------------------|--|
|                              | 0<br>no interp.<br>made  | 1<br>OK   | 2<br>other<br>blame   | 3 4<br>situation state  | 5<br>trait                            | 6<br>child<br>misint. |                                      |                                 |  |
| 2.                           | If your child  | d behav   | ed this w   | ay, how would y   | ou feel?                              | (Parent               | rating)                              |                                 |  |
|                              | 1<br>very good   | 2   |   | 3<br>neutral  | 4                                     |                       | 5<br>very bad, upset                 |                                 |  |
| 3.                           | What woul  | d you d   | o if  | acted this way?   |                                       |                       |                                      |                                 |  |
|                              |  |   |   |   |                                       | (0 = no               | t mentioned, 1 =                     | spontaneo                       | us mention)  |
| b)<br>c)<br>d)<br>e)<br>f) d | verbal punis<br>withdrawal c<br>directives/sin<br>proactive gu<br>physical pur | explanate<br>asoning<br>hment (<br>of privile<br>nple cor<br>nidance<br>nishmen | ions, talk<br>(take the<br>(scolding,<br>ges/power<br>mmands<br>(parent s | e other child's po<br>, reprimands, thr<br>er assertion (ma<br>(tell him/her to d<br>uggests an alter | eats)<br>ke him/h<br>o it)<br>native) | er do it)             | sh him/her if s/he                   | 0<br>0<br>0<br>0<br>0<br>0<br>0 | 1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>way? (Parent |
|                              | 1<br>not at all  | 2   |   | 3<br>moderately   | 4                                     |                       | 5<br>very sternly                    |                                 |  |
| 5.                           | (Children s  | ents don  | i't worry a   | ngs that make thabout because th  | ney knov                              | their ch              | that they will havildren will grow o | ut of it.) If                   | your child acted                                     |
|                              | 1<br>not at all  | 2   |   | 3<br>somewhat   | 4                                     |                       | 5<br>very worried                    |                                 |  |
| 6.                           | What could   | d you as  | a paren   | t do to PREVEN  | T your c                              | hild from             | acting this way ir                   | n the first p                   | lace?  |

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

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!".

| a) do nothin b) reasonin c) inductive d) verbal po                       | 1<br>p. OK  | 0 0 4  |  |                       |                      |                            |
|--|---|--|--|-----------------------|----------------------|----------------------------|
| a) do nothin b) reasonin c) inductive d) verbal po                       | p. OK   | 2 3 4 other situation st blame   | 5<br>ate trait   | 6<br>child<br>misint. |                      |                            |
| a) do nothin b) reasonin c) inductive d) verbal po                       | child behave  | ed this way, how wou   | uld you feel?  | (Parent rating)       |                      |                            |
| a) do nothinb) reasoninc) inductived) verbal po                          | 2<br>ood  | 3<br>neutral   | 4  | 5<br>very bad,        | upset                |                            |
| <ul><li>b) reasonin</li><li>c) inductive</li><li>d) verbal per</li></ul> | vould you do  | o if acted this w  | ay?  |                       |                      |                            |
| <ul><li>b) reasonin</li><li>c) inductive</li><li>d) verbal per</li></ul> |   |  |  | (0 = not mentione     | ed, 1 = spontaneo    | us mention)                |
| f) directives<br>g) proactive<br>h) physical                             | e reasoning<br>unishment (<br>val of privile<br>s/simple con<br>e guidance (<br>punishmen | ions, talking about it<br>(take the other child'<br>scolding, reprimands<br>ges/power assertion<br>nmands (tell him/her<br>(parent suggests an | , threats)<br>(make him/h<br>to do it)<br>alternative) | er do it)             | 0<br>0<br>0<br>0     | 1<br>1<br>1<br>1<br>1<br>1 |
| not at a   |   | moderately   | /  | very steri            | nly                  |                            |
| things   | parents don   | es do things that mal<br>'t worry about becau<br>e time, how worried   | se they know   | their children will   | grow out of it.) If  | your child acted           |
| 1<br>not at a  | 2<br>all  | 3<br>somewhat  | 4  | 5<br>very worr        | ried                 |                            |
| 6. What c  | ould you as   | a parent do to PRE\  | /ENT your cl   | hild from acting this | s way in the first p | lace?                      |
|  |   |  |  |                       |                      |                            |

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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 yo  | u think _   | a  | cted this way? _   | <del> </del>                                     |                       |   |                  |  |
|--|--|---|--|--|--|-----------------------|---|------------------|--|
|  | 0<br>no interp.<br>made  | 1<br>OK   | 2<br>other<br>blame  | 3 4<br>situation state   | 5<br>trait                                       | 6<br>child<br>misint. |   |                  |  |
| 2.   | If your child  | d behave  | ed this w  | ay, how would y  | ou feel?   | (Parent               | rating)   |                  |  |
|  | 1<br>very good   | 2   |  | 3<br>neutral   | 4  |                       | 5<br>very bad, upset                                  |                  |  |
| 3.   | What would   | d you do  | o if   | acted this way?  |  |                       |   |                  |  |
|  |  |   |  |  |  | (0 = no               | t mentioned, 1 = sp                                   | ontaneo          | us mention)  |
| b)<br>c) i<br>d)<br>e)<br>f) c<br>g)<br>h) | verbal punis<br>withdrawal o<br>directives/sin<br>proactive gu<br>physical pun<br>Would you<br>rating) | xplanati<br>isoning<br>hment (s<br>if priviled<br>nple con<br>idance (<br>ishment<br>punish | (take the<br>scolding,<br>ges/powen<br>nmands (<br>parent si | other child's po<br>reprimands, three assertion (mal<br>(tell him/her to duggests an alter<br>diff so, how muc | eats)<br>ke him/h<br>o it)<br>native)<br>h would | er do it)             | sh him/her if s/he a                                  | 0<br>0<br>0<br>0 | 1<br>1<br>1<br>1<br>1<br>1<br>1<br>1<br>way? (Parent |
|  | 1<br>not at all  | 2   |  | 3<br>moderately  | 4  |                       | 5<br>very sternly                                     |                  |  |
| 5.   | things pare  | nts don   | 't worry a   | bout because th  | ney know   | their ch              | that they will have ildren will grow out would grow u | of it.) If       | your child acted                                     |
|  | 1<br>not at all  | 2   |  | 3<br>somewhat  | 4  |                       | 5<br>very worried                                     |                  |  |
| 6.   | What could you as a parent do to PREVENT your child from acting this way in the first place?           |   |  |  |  |                       |   |                  |  |
|  |  |   |  |  |  |                       |   |                  | ·  |

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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."

|  | vvriy do yot   | u think _<br>  | a   | cted this way? _  |   |                       |   |                                      |  |
|--|--|--|---|---|---|-----------------------|---|--------------------------------------|--|
|  | 0<br>no interp.<br>made  | 1<br>OK  | 2<br>other<br>blame                                       | 3 4<br>situation state  | 5<br>trait  | 6<br>child<br>misint. |   |                                      |  |
| 2.   | If your child  | d behave   | d this w  | ay, how would y   | ou feel?  | (Parent               | rating)                                     |                                      |  |
|  | 1<br>very good   | 2  |   | 3<br>neutral  | 4   |                       | 5<br>very bad, upset                        |                                      |  |
| 3.   | What would   | d you do   | if  | acted this way?   |   |                       |   |                                      |  |
|  |  |  |   |   |   | (0 = no               | t mentioned, 1 = spo                        | ntaneo                               | us mention)  |
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|  | 1<br>not at all  | 2  |   | 3<br>moderately   | 4   |                       | 5<br>very sternly                           |                                      |  |
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