

# MANUAL FOR THE DIMENSIONS OF DISCIPLINE INVENTORY (DDI) <sup>1</sup>

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1. © 2005-2011 by Murray A. Straus and Angèle Fauchier. For permission to use this instrument see the section on PERMISSION TO USE THE DDI. Publications on this and related issues can be downloaded from <http://pubpages.unh.edu/~mas2> We would like to express our appreciation to Melissa Burbank for help in designing the first draft of the instrument, writing some items, helping to obtain the pilot study, and doing the first analysis of those data. It is also a pleasure to express appreciation to Jean Giles-Sims, Rebecca Socolar, Harriet MacMillan, and to the members of the Family Research Laboratory Seminar for valuable comments and suggestions. Financial support was provided by National Institute of Mental Health grant T32MH15161 and the University of New Hampshire.

## OVERVIEW

Although there are many instruments to measure specific discipline methods used by parents, and a few the cover two or more methods, research on discipline has been handicapped by the lack of a truly multidimensional instrument. A multidimensional instrument is needed because the effects and effectiveness of any one method of discipline is likely to be contingent on what other methods the parent uses, on the mode of implementing discipline, and on the parent's appraisal of each method as appropriate or not appropriate. The Dimensions of Discipline Inventory (DDI) was designed to enable such a contextual analysis of discipline (see Theoretical Basis section). The DDI provides information on 26 of the most frequently used discipline behaviors of parents, such as explaining, rewarding, deprivation of privileges, and spanking. The DDI also includes scales to measure aspects of context, modes of administration, and parents' cognitive appraisal of discipline behaviors. These are potential mediators and moderators of discipline. The DDI may be the only instrument to provide information on such a wide range of discipline behaviors and other dimensions that interact with discipline behaviors by parents. Despite being comprehensive, the DDI is also brief. Administration time is 10 to 20 minutes. However, that brevity is achieved by using only 2 to 4 items for each of the scales. The variables measured include:

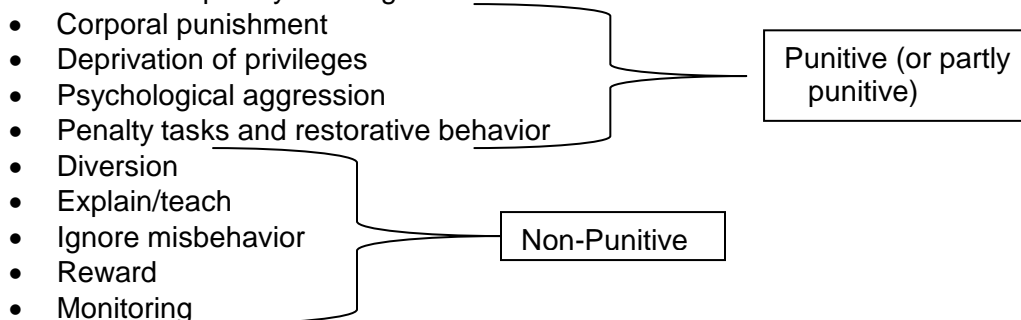
### Level of Misbehavior Perceived By the Parent

Because the DDI measures the response of parents to what they perceive as misbehavior, it begins by asking the parent for their perception of:

- Frequency of the child *repeating minor* misbehavior
- Frequency of *serious* misbehavior
- This section also includes a question on which parent has the primary responsibility for the index child's discipline

### Discipline Behaviors Used

The next questions ask about use of 26 discipline behaviors, approximately equally split between punitive and non-punitive methods. These 26 behaviors are used to create nine discipline method scales to measure the frequency of using:



The nine method scales can also be reduced to four factors:

- Aggressive Discipline (Corporal Punishment and Psychological Aggression)
- Positive Discipline (Diversion, Explain/Teach, and Reward scales)
- Penalty (Deprivation of Privileges and Penalty Tasks and Restorative Behavior)
- Supervision (Ignore Misbehavior and Monitoring)

The 26 discipline behaviors can also be scored to create seven higher order scales:

- Disciplinary effort – the combined frequency of using the 26 behaviors
- Percent of effort – percent that each behavior or scale contributes to total disciplinary effort
- Disciplinary response – ratio of disciplinary effort to child misbehavior
- Disciplinary repertoire – the number of different non-aggressive discipline behaviors used

- Inductive discipline – correction of the child’s behavior through addressing the child’s cognitions and through positive reinforcement
- Power assertive/punitive discipline
- Ratio of power assertive/punitive to non-punitive discipline

### **Cognitive Appraisal of Discipline Behaviors**

For each of the 26 discipline behaviors, there is a parallel question asking about the degree to which the parent approves or disapproves of the behavior. These are scored to create scales to measure:

- Approval of the nine discipline methods listed above
- Behaviors the parent approves of but does not use, and behaviors the parent disapproves of but does use

### **Context and Modes of Implementing Discipline**

- **Four aspects of the context in which discipline occurs**
  - Confidence
  - Conflict with partner
  - Perceived ineffectiveness
  - Stress
- **Six aspects of the mode of implementing discipline**
  - Consistency
  - Cognitive framing
  - Impulsiveness
  - Warmth/support
  - Warning
  - Responsiveness
- **Sociodemographic Risk Factor Index**
- **Parenting Styles.** We are investigating use of the DDI to classify parents according to the Baumrind parenting styles.
- **Positive Parenting.** A brief scale to measure positive parenting.

### **Length And Alternative Forms**

The DDI is brief enough (10 to 20 minutes) to be used in a variety of research, clinical, and parent-education settings. However, it achieves brevity by using only one item to measure use of each of the 26 discipline behaviors and only two to four items for each of the nine scales.

There are three DDI forms appended to this manual: **Form P** is for completion by parents.

**Form A** is an adult-recall form in which adults provide data on the discipline behaviors by their parents when they were children. **Form C** is a child-report form in which children describe the current discipline behaviors of their parents.

### **Comprehensiveness**

There are many measures of various aspects of discipline, but so far, none has been located that provides information on as many dimensions of discipline as the DDI. In addition, no other instrument we have so far located includes cognitive appraisal, context and mode of implementation of discipline, and the ratio of power assertive/punitive to non-punitive discipline used by parents.

### **Clinical As Well As Research Applicability**

The DDI was designed with both research and clinical use in mind. Clinical application would involve using the DDI as a diagnostic tool to identify problem areas, and also as a teaching tool. The responses to specific items can provide a basis for discussing one or more problematic aspects of discipline with the parent. For clinical use, it is not essential to compute the many scales described in this manual. The most crucial approach for clinical use may be to scan the answers to spot high

frequency of questionable modes of discipline (such as corporal punishment and psychological aggression) and low frequency of desirable modes of correction such as inductive discipline.

## THEORETICAL BASIS

### The Concept of Discipline

The concept of discipline has been delineated in many ways, and there is no predominant definition; or more usually, no definition. The absence of a definition is illustrated by the fact that even comprehensive and presumably authoritative works such as the Encyclopedia of Applied Developmental Science (Fisher & Learner, 2005) fail to define discipline. Perhaps the most dramatic example is the 2,640 page Handbook of Parenting (Bornstein, 2002). The term discipline is used hundreds of times by the authors of different chapters, but none define it, despite the fact that it is so central. It is ironic that definitions are lacking even though “discipline” is a central feature of “control,” which is widely identified as one of the two basic dimensions of parenting along with warmth (Baumrind, 1971; Maccoby & Martin, 1983; Straus, 1964).

In addition to the lack of explicit definitions of discipline, there are vast disparities in the parent behaviors mentioned in discussions of discipline. These range from equating discipline with spanking (the definition of many parents) to equating discipline with anything parents do to bring up a well-behaved child (the *de facto* definition of many developmental psychologists and most parent educators). In a sample of ten child development textbooks published between 2000 and 2006, only three provided a definition. All three of those definitions equated discipline with all non-physical aspects of child care. Given such vague and non-specific definitions, the absence of a definition in seven of the ten textbooks may have been the better alternative. An example of a non-specific definition is:

The word discipline means instruction or training. In the field of child development, discipline refers to methods of modeling character and of teaching self-control and acceptable behavior (Papalia, Olds, & Feldman, 2006).

According to this definition and the other two found in the ten textbooks reviewed, “discipline” seems to be anything a parent does that affects the child’s moral and psychological development. Such a conceptualization hinders scientific progress because it does not provide a basis for differentiating discipline from the myriad other aspects of child care that are necessary for healthy development. Definitions such as that of Papalia and colleagues may represent the prevailing conceptualization of discipline. We think that conceptualization is too encompassing to be useful.

**Preventative And Corrective Discipline.** The journal Aggressive And Violent Behavior published a special topic issue on discipline edited by Socolar (1997a). The articles describe different aspects of discipline, but none defined it. For example, Capaldi, rather than defining discipline, enumerated five skills in discipline (1997). This is useful, but it is not a definition. Baumrind (1997) discussed many aspects of discipline, but did not define it. McCord (1997) called for eschewing the concept of discipline. Socolar (1997a) takes a step in the needed direction by emphasizing the distinction between “reactive” and “proactive” discipline.

We agree that this is a crucial distinction, but we find these terms misleading because we think that “reactive” discipline is also proactive. We therefore prefer the terms “preventive discipline” and “corrective discipline.” We also prefer “preventive and corrective” to “proactive and reactive” because we think there is a subtle implication that “reactive” discipline is less important than “proactive” discipline. We do not agree that “reactive discipline” (which we call corrective discipline from here on) is less important. Corrective discipline is extremely important and deserves both clinical and research attention. The purpose of the DDI is to provide a comprehensive assessment of corrective discipline. We define corrective discipline as:

*Behavior by parents in response to, and intended to correct, perceived misbehavior by a child.*

We believe that the measures of corrective discipline made available by the DDI will promote needed research on the effectiveness and side effects of corrective discipline methods, and that the results can make an important contribution to parent education, developmental psychology, sociology of the family, and clinical child psychology; and will also be useful in clinical work with parents.

Prevention and correction are interrelated but separate dimensions. Another way of conceptualizing the difference is to think of preventive discipline as “primary prevention” and corrective discipline as “secondary prevention.” Both are necessary parts of socialization because, given that children’s ability to control their own behavior grows slowly, even parents who excel in the preventative aspects of socialization must make thousands of corrective actions. Failure to take corrective action is an important risk factor for child behavior problems (Tremblay, 2003). Inadequate corrective discipline is also a crucial aspect of child neglect. This aspect has been called “supervisory neglect” (Kaufman Kantor, Brown, et al., 2004; Kaufman Kantor, Holt, et al., 2004; Straus, 2006; Straus & Kaufman Kantor, 2005; Straus, Kinard, & Williams, 1995). Our conceptual focus on corrective discipline and its operationalization by the DDI are intended to facilitate research and clinical attention to the ways in which parents correct the inevitable misbehaviors of their children.

**Corrective Discipline Is Not Synonymous With Punishment.** It is important to recognize that corrective discipline includes positive as well as punitive behaviors, and combinations of the two. Approximately half of the behaviors (42%) in the DDI are non-punitive, and 8% combine punitive and non-punitive elements. It is also important to recognize, as noted above, that corrective discipline is only one feature of adequate parenting. Parents perform numerous actions prior to misbehavior that establish parameters for behavior. These “preventive discipline steps,” and much else, are crucial to prevent misbehavior. However, as already noted, because of the limited ability of children to control their own behavior, the best preventative steps only reduce the prevalence of misbehavior, not eliminate it. Secondary prevention in the form of what we call corrective discipline is crucial.

**Inductive versus Power Assertive Discipline.** Another important conceptual distinction, and one which partly overlaps the preventive-corrective distinction, is between inductive and power assertive discipline (Grusec & Goodnow, 1994). A key element of discipline based on inductive discipline is that it focuses on cognitions concerning right and wrong, and especially on children learning the effects of their misbehavior on others (Hoffman, 1983).

As Burlson (1983) has pointed out, parents who use inductive discipline coach children by introducing claims and consequences and then supplying rationales that support them. This is done by limit setting, setting up logical consequences, explaining, and eliciting ideas from the child rather than by focusing on coercive means to regulate behaviors. Power assertive discipline (e.g., physical punishment, threats, belittling, stating directives with little or no justification), on the other hand, may serve to model aversive behavior as an efficacious means of resolving interpersonal issues with others (Hart, DeWolf, Wozniak, & Burts, 1992, p. 879).

The DDI includes six items classified as inductive, and these are used to create an Inductive Discipline scale.

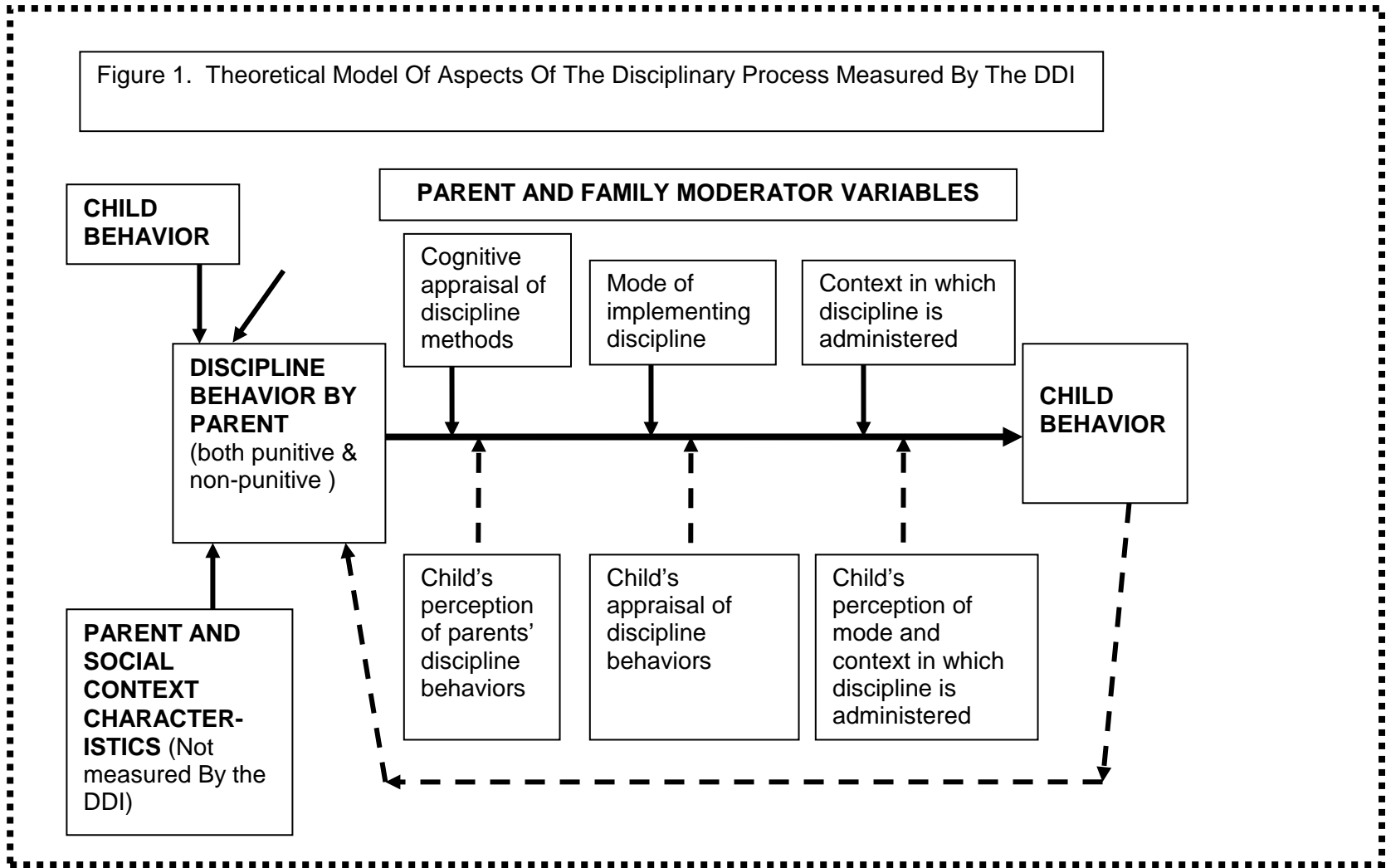
### **Mixed Motives**

Discipline as defined above depends on the parent’s conception of their behavior as intended to correct misbehavior. For the half of the DDI items that refer to power assertive/punitive behavior by the parent, the corrective behavior could also be an expression of anger and “expressive aggression” rather than “instrumental aggression.” We believe that in most instances of power assertive/punitive discipline there is probably at least some element of expressive aggression involved.

## **The Disciplinary Process**

It is important to distinguish between specific disciplinary behaviors used by parents to correct misbehavior, and the “disciplinary process.” The disciplinary process involves much more than the specific behaviors measured by the DDI. The DDI therefore measures three of the other dimensions that, together with the discipline behaviors, *per se* constitute the disciplinary process. As shown in Figure 1, these are cognitive appraisal of the discipline behaviors by the parent and by the child, the mode of implementing discipline, and the context in which discipline is carried out. Each of these is explained below.

Figure 1. Theoretical Model Of Aspects Of The Disciplinary Process Measured By The DDI



**Contextual Analysis.** Understanding the disciplinary process and the effects and side effects of any one mode of corrective discipline, involves a contextual approach to each mode of discipline (Parke, 1969, 2002). At least two aspects of context need to be considered.

First, each method of discipline needs to be considered in the context of the other methods of correction used by the parent; for example, the effectiveness and side effects of corporal punishment may differ according to what other modes of corrective discipline are used, such as explaining and rewarding compliance. Similarly, the experience of a child whose parents are high on the Ignore Misbehavior scale and also high on the Explain/Teach scale is likely to be quite different than that of a child whose parents are equally high in Ignore Misbehavior, but low in Explain/Teach. A key value of the DDI is that it is multidimensional in the sense that it provides data on nine discipline scales, each of which is part of the context needed to understand any one of the nine modes of discipline. The Percent of Effort version of each discipline method scale can be helpful in evaluating relative use of different methods of discipline.

A second aspect of context that the DDI makes available are the scales to measure mode of implementation (such as impulsiveness), context of implementation (such as disagreement between parents over discipline), and cognitive appraisal of each mode of discipline. These permit operationalizing the model shown in Figure 1, and specifically the principle that the effectiveness of any step to correct misbehavior is contingent on the way the discipline is administered and the family social context in which it occurs. The mode of implementation (for example, whether the parent is consistent and follows through, and whether discipline is administered impulsively), and the context of implementation (such as warmth and anger) are extremely important aspects of discipline. They can undermine the assumed beneficial effects of some discipline behaviors such as time-out, and at least partly mitigate the assumed adverse effects of other discipline behaviors such as corporal punishment. However, it is important to measure context and mode of implementation separately. Or, as Socolar points out, unless they are measured separately, it is "...impossible to isolate the independent effects of the type of disciplinary action, the way it is administered, and relevant contextual aspects of the disciplinary situation" (Socolar, 1997b p. 357).

## THE INSTRUMENT

Except as noted below, all three DDI forms (Parent-Report, Child-Report, and Adult Recall) have identical or parallel items.

### The DDI Parts:

- Part A. Demographic Information on the parents (10 items for Form P; 14 items for Forms A and C)
- Part B. Demographic information on the child and misbehavior by the child (6 items and 2 fill-in questions for Form P; 3 items and 2 fill-in questions for Forms A and C)
- Part C. Discipline behaviors used with a specific child (26 items – all forms, but each item is repeated for Mother and Father in the Child-Report and Adult-Recall forms)
- Part D. Mode of implementation/context of the discipline (25 items for Form P; 23 items for Forms A and C, because two items from form P become redundant as each item is repeated for Mother and Father in the Child-Report and Adult-Recall forms)
- Part E. Cognitive appraisal (Approval-Disapproval) of each discipline behavior (26 items – all forms; the Child-Report and Adult-Recall forms ask for the child's cognitions, not the parents')

### Administration Time And Partial Forms

The complete instrument takes 10 to 20 minutes. A user who is interested only in the frequency with which parents use different discipline behaviors can ask only Part C (together with Parts A and B



which provide the demographic information and child misbehavior). Similarly, a user interested only in the context/mode of implementation scales can ask only part D; and a user whose interest is only in attitudes about different discipline behaviors can ask only part E. Or, C and D, or C and E could be asked.

### **Terminology**

The 26 items in Part C will be referred to as “discipline behaviors,” and the scales created from these items will be referred to as “discipline method” scales or in some contexts as “discipline scales.”

### **Adult-Recall, Child-Report, and Other Forms**

In addition to Form P (Parent-Report), there are forms for Child-Report (Form C) and Adult-Recall (Form A). All three forms are appended to this manual.

Both the Adult-Recall and Child-Report forms present the items in pairs, one for each parent, so that information on each of the parents can be identified.

The discipline behaviors (Part C of the DDI) are the same as in the parent form. Some of the Context and Implementation Mode items in part D have been slightly revised to make them appropriate. For cognitive appraisal (Part E), it is questionable to ask children about the cognitive appraisals of their parents. These questions therefore ask about the cognitive appraisal of the participant completing the DDI.

**Adult-Recall (DDI-A).** This form asks the participant to describe discipline behaviors when they were 10 years old. Age 10 has the advantage of most children still being likely to engage in range of misbehaviors that warrant disciplinary action. In addition, age 10 is still young enough for parents to use behaviors that may be considered inappropriate for older children, such as corporal punishment (even though corporal punishment at age 10 occurs much less often than at younger ages). But at the same time, the accuracy of adults’ recall of parental behaviors is better for older referent periods than for younger periods (Henry, Moffitt, Caspi, Langley, & Silva, 1994). We do not think that recall for ages much earlier than 10 is accurate enough to make an earlier referent period appropriate. However, this is an empirical question and we welcome research addressing this topic using the DDI.

Age 10 is the default referent age, but other reporting ages may be preferable for some purposes. Users of the DDI are encouraged to use the referent age they think is most appropriate to their research. For example, in a study of university students, the disciplinary environment during their last year in high school might be appropriate for some purposes. Regardless of the age chosen, we recommend use of a specific referent period rather than a broad overview (such as “childhood” or “birth to 18”). Recall of such broad periods are necessarily inaccurate because the rates of different aspects of discipline changes dramatically through childhood. Furthermore, the period when discipline is most common, early childhood, is precisely the period for which recall is poorest and/or non-existent.

To date, the DDI-A was administered to a sample of university undergraduates randomly assigned to report on one of two referent periods: age 13 and age 10 (Fauchier, 2007). Preliminary analyses indicate that discipline behaviors reported are comparable across the two ages. Participants in the two groups reported similar ability to recall the referent period. After participants had completed the DDI-A, we also asked participants to estimate the earliest ages at which they could report on their own behavior as a child, their thoughts and feelings, parents’ discipline practices, and the relationship between their parents. Participants who had completed the DDI-A for age 10 estimated that they could report on earlier ages than participants who had reported on age 13. Thus, it appears that adults may meet the challenge of reporting on referent periods prior to adolescence when necessary. These results suggest that the DDI-A can be adapted to focus on different ages suitable to investigators’ research questions.

**Child Report (DDI-C).** The child report form probably needs to be administered as an interview for children 6 to 9. It should probably use a one-month referent period rather than the default one-year period. For children 10 to 12, the past-year response categories used in the Parent-Report form might work. The wording of some items has been simplified from Forms P and A, but depending on the age of children and the sample, further modifications may be necessary. For example, children of most ages are probably unable to estimate parents' income. The questions in Section A about parents' identities (birth, step, adoptive, etc.) may not be necessary when the same information is obtained elsewhere or when the sample is restricted to certain types of families.

**Other Possible DDI Forms.** It is likely that additional forms of the DDI can be developed to suit specific situations. We welcome interested persons to collaborate with us in developing them. One example is *Teacher-Report* and *Student-Report* forms to provide data on the discipline methods used by teachers. Another example (suggested by Jean Giles-Sims of Texas Christian University) is a *Grandparent-Report* form. This could be used for research on generational change in discipline methods and conflict between adult children and grandparents about how the grandchildren are being brought up. Another example is a *Multiple Sibling Form*. This could be used to assess discipline directed toward multiple children in the same family, including twins. It could be constructed by administering Parts B, C, and D separately for each child; Parts A and E would only need to be administered a single time. Finally,

## DEMOGRAPHICS

Part A asks standard questions about demographics of the participants. It also includes five risk factors that can be combined to create a Sociodemographic Risk Index. This index is related to an increased probability of child behavior problems and impaired functioning (Moore, Vandivere, & Redd, 2006). These risk factors are:

- Income/poverty
- Single parent family
- Low parental education
- Large family
- Living in home not owned by member of household

The section of the manual on preliminary validity evidence shows that scores on this index are associated with a tendency to use power assertive/punitive discipline methods. Therefore, analyses correlating DDI scores with child behavior problem may reflect these risk factors rather than the effects of power assertive/punitive discipline *per se*. Consequently, controlling for scores on the risk factor index may be needed.

## MEASURES OF MISBEHAVIOR

### Identification of the Target Child

Section B begins with questions about the target child's sex, age, and relationship to the respondent and the respondent's partner. For families with multiple children, it may not be clear for which child the parent should answer the questions. In clinical applications, there would typically be one child identified for intervention. We anticipate that in most research studies, researchers will have selected a target child based on the study parameters. In cases where a target child has not been identified prior to completion of the DDI, we recommend adding explicit criteria by which the parent should select the target child. For example:

Please answer the questions about a child under the age of 18 who currently lives in your house for at least part of each week.

- It should be a child of yours, or a stepchild, or some other child, that you have responsibility for discipline such as a foster-care child
- If there is more than one child in the house, please answer about the child whose birthday is closest to today.
- If the child with the closest birthday is less than two years old, and there is an older child, please answer for the older child with the next closest birthday.

**Definition of Misbehavior**

For purposes of the DDI, misbehavior is defined as behavior by a child that a parent perceives as undesirable and needing to be changed. The undesirable behavior can be either acts that the parent wants the child to cease, or acts that the child is not performing that the parent wants the child to do.

Because the aspect of discipline measured by the DDI is the actions parents take to correct misbehavior, it is by definition influenced by the frequency and seriousness of the misbehavior they perceive. Consequently, understanding the disciplinary behavior of a parent requires taking into account the parent’s perception of the frequency and severity of their child’s misbehavior. The DDI therefore includes such a measure.

**Questions to Measure Misbehavior**

The data on misbehavior begins by asking parents to give one or two examples of a minor misbehavior by their child and one or two examples of a serious misbehavior. These are intended to help the parent respond to the questions that follow on frequency of minor and serious misbehavior and are not scored, but may be helpful in clinical work. These two questions are followed by questions that ask for the parent’s perception of the frequency of repeated minor and of seriousness of misbehavior. As indicated previously, the decision to measure perceptions of misbehavior was based on the assumption that acts of discipline occur in response to perceived misbehavior.

**We would like to find out how often this child repeated a minor misbehavior after you corrected him or her, or engaged in a serious misbehavior. Please use this answer key:**

- N = Never
- 0 = Not in the past year, but in a previous year
- 1 = 1-2 times in the past year
- 2 = 3-5 times in the past year
- 3 = 6-9 times in the past year
- 4 = Monthly (10 to 14 times in the past year)
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

**HOW OFTEN IN THE PAST YEAR DID THIS CHILD?**

B5. Repeat a **minor** misbehavior after being corrected for it?..... N 0 1 2 3 4 5 6 7 8 9  
 B6. Do a **serious** misbehavior? ..... N 0 1 2 3 4 5 6 7 8 9

The minor and the serious misbehavior questions can be used separately and it is also possible to create a summary scale that combines the frequency of minor and serious misbehavior (**variable BXFS**). It might also be worthwhile to explore the effect of weighting severe misbehavior more than minor misbehavior. (Acronyms in bold type are for variables with scoring instructions in the appendix on Computer Scoring and Data Files).

## Response Categories

The DDI response categories are a refinement of the response categories for the widely-used Conflict Tactics Scales (CTS) (Straus, 2004; Straus & Hamby, 1997; Straus, Hamby, Boney-McCoy, & Sugarman, 1996).

**Strengths Of The DDI Response Categories.** A strength of the DDI is that the response categories measure frequency of child misbehavior (Part B) and frequency of parent discipline behaviors (Part C). The parent indicates the number of times misbehavior occurred or the number of times a disciplinary behavior was used in the last year, rather than categories such as: Never, Sometimes, Often. These categories are used on the assumption that it is more meaningful to know that a certain parent, or a certain group of parents, spanked an average of 22 times than to know that they spanked an average of “sometimes.” In addition, the numerical response categories avoid the ambiguity inherent in the fact that the number of times denoted by “sometimes” varies from parent to parent.

**Applicable To Both Rare And Frequent Behaviors.** Another strength of the DDI response categories is that they were designed to overcome a limitation of the Conflict Tactics Scales (CTS) (Straus, 2004; Straus & Hamby, 1997; Straus et al., 1996). The CTS categories allow only for the number of times in the reporting period is used (past-year, past-month, past-week, since completing this program, etc.). If the past-week is used, it will miss more rarely occurring behaviors. If the past-year is used, it will underestimate (by a factor of ten!) frequently occurring behaviors such as spanking because parents do not realize how often they are doing these things in the past year.

The DDI response categories are intended to allow for both rarely occurring behaviors and frequently occurring behaviors. Because participants report higher frequency when available response choices emphasize higher frequency (Richardson, 2004; Tourangeau & Smith, 1998), the DDI’s provision of high-frequency response choices (up to “Daily” and “Two or more times a day”) allows for more accurate reporting of high-frequency behaviors, including many discipline behaviors. At the same time, provision of low-frequency response choices (as low as “1-2 times in the past year”) prevents inflated reporting of behaviors with a low base rate.

**Cognitive Ability Needed For the DDI Response Categories.** Use of the CTS in many countries in the last 30 years shows that the “number of times” response categories are within the cognitive ability of almost all respondents (Straus, 2004; Straus & Hamby, 1997; Straus et al., 1996). The response choices for the DDI are both more difficult and easier than those for the CTS. They are more difficult in the sense that there are two more categories. They are easier in the sense that for frequently occurring behaviors, the response categories use everyday units such as per month and per week. In the focus group-like discussions following the administration of the DDI to the pilot sample, some of the 53 “high risk” parents did say that the response categories were difficult to figure out or that there were too many response categories. Nevertheless, all 53 completed the DDI successfully, even though they were clearly and explicitly told that they could omit questions or discontinue at any time. Since then, the DDI has been successfully used with a sample of mothers in Israel, about half of whom were selected on the basis of low education (Khoury-Kassabri, 2007).

## Reporting Period

**Default Reporting Period.** The default reporting period for the DDI is the past year. Although parents can and do provide their estimate of past-year behavior, there may still be a problem when the question is about frequently occurring disciplinary acts, such as saying no, spanking toddlers, or psychological aggression. As indicated in the section on Response Categories, parents have almost no realization of how often they do these things. This results in a vast underestimation of frequency of use because parents don’t realize how often they carried out such frequently occurring behaviors in the past year. The DDI response categories are designed to allow for both frequently occurring and rarely occurring behaviors. However, there may still be situations in which the past week is the more

appropriate reporting period. Another possibility is to first administer the past year form and then at some later time administer the past-week form, or visa versa.

**Reporting Period For Program Evaluation Research.** The default response categories for the past year. But if, for example, the first half of the past year was when the intervention was taking place, the data from the DDI will not reflect just the post-intervention behavior of the parents. For that situation, the past year reporting period and response categories 0 to 3 need to be replaced with a shorter referent period or with "since completing xxx program."

### Uses of Misbehavior Data

The measure of child misbehavior is a feature of the DDI which is absent from other instruments to measure discipline. The misbehavior data is, of course, important descriptive information about the parent's perception of the child and their perception of the problems faced in respect to discipline. It also provides information that is important for understanding the discipline methods used by parents. The perceived level of misbehavior needs to be taken into account in both clinical assessment and statistical analysis of the frequency of discipline data. This can be done in several ways.

**Below and Above Average Use of Discipline.** One approach is to create a variable to indicate whether the amount of discipline applied is above or below the average of parents with children who have the same level of misbehavior. This variable is named **BCXem** and labeled Disciplinary Response; the variable reflects the ratio of disciplinary effort to child misbehavior. (See the section on Computer Scoring and Data for information on the variable names in bold type.) The Disciplinary Effort scale (**CXde**) is described below and the method of computing is described in the section on Appendix and Data Files and Scoring. Disciplinary Response scores over 1 indicate that more discipline is being applied by a parent than by other parents whose children have the same level of misbehavior, and scores under 1 indicate a parent who uses less discipline than other parents with children who have the same level of misbehavior.

**Control For Confounding With Misbehavior.** If the DDI is used to investigate whether a discipline behavior has beneficial or harmful effects it is essential to control for level of misbehavior. A behavior such as corporal punishment will be correlated with subsequent misbehavior because use of corporal punishment is instigated by misbehavior. Therefore, a study which shows what seems to be a harmful side effect, by finding that increased reports of corporal punishment are associated with a worsening of the child's behavior, may simply reflect the confounding of use of CP with level of misbehavior. This can be avoided by including the misbehavior scale as a covariate when testing hypotheses about the relation of discipline to a hypothesized child behavior outcome.

### Responsibility for Discipline

One question in Part B asks about relative responsibility for discipline between the parents. Like the frequency of the child's misbehavior, the parent's role in discipline provides an important context for evaluating the frequency and type of discipline behaviors performed. For example, lack of responsibility for discipline can help to explain the low rate of discipline behaviors performed by a parent. In addition, when the DDI is administered to both parents, comparing their answers to this question can provide information that is clinically useful. Furthermore, discipline responsibility contributes to understanding of parental roles; this DDI item has been used to create a typology of interparental dynamics that is related to the discipline methods parents use (Fauchier & Straus, 2007).

B7. Who has more responsibility for disciplining this child?

1. I have **much more** responsibility for discipline than this child's other parent
2. I have **somewhat more** responsibility than this child's other parent
3. I share responsibility **equally** with this child's other parent

4. This child's other parent has **somewhat more** responsibility than I do
5. This child's other parent has **much more** responsibility than I do

## MEASURES OF PARENT DISCIPLINE BEHAVIOR

**Discipline Behaviors.** The core of the DDI is the 26 discipline behaviors in Part C. Each of them measures how often a parent has used a specific discipline behavior. These are stand-alone measures that have content validity because they are derived from previous measures, and have face validity in the sense that each is a step that parents take to correct misbehavior. By identifying the discipline behaviors as the core of the DDI we mean to imply that for some purposes the individual behaviors may be more valuable than the composite scales. The advantage of the scales is that they measure broader and more general aspects of discipline. The advantage of the discipline behavior items is that they identify specific behaviors that, in clinical work with a parent, needs to be encouraged, discouraged, or investigated. For example, the Corporal Punishment scale includes "spanking" and "use a paddle, hairbrush, belt, or other object." In addition to the overall corporal punishment scale score, it is important to know which of these the parent is doing.

The DDI discipline behavior items are based on a review of the dimensions covered by previous instruments, suggestions by colleagues, and suggestions from participants in early administrations of the instrument. The DDI covers all discipline behaviors assessed by other measures we reviewed, including the widely used Parenting Scale (Arnold, O'Leary, Wolff, & Acker, 1993), Socolar's Discipline Survey (Socolar, Savage, Devellis, & Evans, 2004), Dodge's Discipline Interview (Lansford et al., 2005), and the Alabama Parenting Questionnaire (Shelton, Frick, & Wootton, 1996). The DDI also covers each aspect of discipline identified in cross-cultural interviews with adolescents in Costa Rica, Thailand, and South Africa to determine the range of discipline practices from the child's point of view (Barber et al., 2007).

**Reporting Period And Response Categories.** The default response categories for the discipline behavior items ask the caretaker to indicate how often they engaged in the behavior in the past year. The advantage of obtaining numerical estimates of frequency is explained in the previous section on Measures of Misbehavior. Other reporting periods, particularly "previous-week" should be considered, as explained in the section on MEASURES OF MISBEHAVIOR under Reporting Period. See Appendix E for past-week response categories.

## DISCIPLINE METHOD SCALES

The 26 specific "discipline behaviors," are also used to create scales to measure nine broader conceptual dimensions, which are identified as "discipline scales" or "discipline method scales." The scales are: Corporal Punishment, Deprivation of Privileges, Diversion, Explain/Teach, Ignore Misbehavior, Penalty Tasks and Restorative Behavior, Psychological Aggression, Reward, and Monitoring. As pointed out in the introduction, four of these scales measure non-punitive methods of discipline and five measure punitive discipline. Factor analysis of a USA and a Belgian sample each showed that a model with nine factors corresponding to the nine scales fitted the data best (Van Leeweun, Fauchier, & Straus, 2012).

The acronyms in bold type below are the SPSS variable names used for computer scoring. The scoring methods are described in the Appendix on Computer Scoring.

In the following list, items with a P in parenthesis are classified as power assertive/punitive. Those with an N are non-punitive. Items with no notation combine power assertive/punitive and non-punitive elements and are not used to calculate the relative use of power assertive/punitive and non-punitive discipline.

The response categories ask for the number of times each discipline behavior was used in the past year; categories are the same as those used for the questions on child's misbehavior. It is also possible to add a category "NA. Does not apply to this child." This additional category is most appropriate for samples involving very young children – for example, a sample including children age 0 to 10, or a sample of parents of toddlers. With children at or above preschool age, the "NA" category can be dropped.

### **Corporal Punishment (CXcp)**

All of the behaviors in this scale occur frequently and are legal in every state of the USA (Straus & Stewart, 1999). These behaviors are legal because the *de facto* criterion for classifying a behavior as physical abuse is whether the child is injured, or whether there is a very high risk of injury. However, researchers in every state should check with their own IRB, state laws, and state practices to ensure that none of the questions (in particular, question C10 on use of objects) unintentionally raise mandatory reporting issues. Because laws vary widely throughout the world, researchers outside the USA should investigate requirements reporting of these behaviors in their location.

Item C5 which asks about shaking and grabbing a child is likely to fall under the mandated reporting rules of some jurisdiction if it refers to a child under age two. If that is the case, If necessary, the "shake" part of the item can be eliminated. Alternatively, if behaviors that are classified as child abuse are of particular interest, "shake" and "grab" can be separated into two items.

In addition to three behaviors commonly considered corporal punishment (shaking/grabbing, spanking/slapping/smacking/swatting, and use of traditionally approved objects), we included washing the child's mouth out with soap or putting hot sauce on their tongue. Unlike the other discipline behaviors in the DDI, this item is likely to follow specific types of misbehavior by the child such as swearing or talking back. However, we included this item because it adds another dimension to corporal punishment and because it appears to be much more common than previous research indicates (Theodore et al., 2005). Twenty-three percent of university students endorsed this item as having happened during their childhoods. The items in the Corporal Punishment scale are:

- C5. How often did you shake or grab this child to get their attention? **(P)**
- C9. How often did you spank, slap, smack, or swat this child? **(P)**
- C10. How often did you use a paddle, hairbrush, belt, or other object? **(P)**
- C25. How often did you wash this child's mouth out with soap, put hot sauce on their tongue, or something similar? **(P)**

### **Deprivation of Privileges (CXdp)**

- C2. How often did you take away this child's allowance, toys, or other privileges because of misbehavior? **(P)**
- C13. How often did you send this child to bed without a meal? **(P)**
- C21. How often did you withhold this child's allowance, toys, or other privileges until they did what you wanted them to do? **(P)**
- C26. How often did you ground this child or restrict their activities outside the home because of misbehavior? **(P)**

### **Diversion (CXdi)**

Both of these items focus on redirecting children's attention in response to misbehavior. We have categorized time out as diversion rather than deprivation of privileges for two reasons. First, based on operant behavioral principles, time out is designed as removal of the child from the problematic situation, rather than as a punishment. Second, many parent educators specifically recommend that time out not be used as a punishment, but rather as a way of helping children regulate their emotions and then redirecting their behavior. However, we acknowledge that some

parents use time out as a punishment, and that the net result is to withdraw privileges for the duration of the time out.

C3. How often did you put this child in “time out” or send them to their room for a period of time?

C6. How often did you give this child something else they might like to do instead of what they were doing wrong? **(N)**

### **Explain/Teach (CXet)**

C1. How often did you explain the rules to this child to try to prevent the child repeating misbehavior? **(N)**

C16. How often did you show or demonstrate the right thing to do to this child? **(N)**

### **Ignore Misbehavior (CXim)**

Ignoring is a frequent strategy that needs to be investigated. An Ignoring Misbehavior scale can be computed by adding questions 8 and 17 in Part C. One hypothesis that could be tested with this scale is that the more parents ignore misbehavior, the worse behaved the child is likely to be. Another hypothesis is that, up to a certain point ignoring helps, but after that it interferes (Patterson, Reid, & Dishion, 1992).

C8. How often did you deliberately not pay attention when this child misbehaved? **(N)**

C17. How often did you let this child misbehave so that they would have to deal with the results? **(N)**

### **Monitoring (CXmo)**

In the context of the DDI, monitoring occurs at the level of individual behaviors in the course of disciplining. The DDI does not assess the aspect of monitoring, which focuses on keeping track of the child’s activities outside the home. This type of monitoring is a crucial aspect of parenting, but is outside the scope of the DDI because it is a preventative step rather than a corrective step. For measurement of that construct, we recommend using another instrument such as the Alabama Parenting Questionnaire (Shelton et al., 1996).

C14. How often did you tell this child that you were watching or checking to see if they did something? **(N)**

C22. How often did you check on this child to see if they were misbehaving? **(N)**

### **Penalty Tasks and Restorative Behavior (CXpt)**

C18. How often did you give this child extra chores as a consequence? **(P)**

C19. How often did you make this child do something to make up for some misbehavior; for example, pay for a broken window?

C24. How often did you make this child apologize or say they were sorry for misbehavior? **(N)**

### **Psychological Aggression (CXpa)**

C4. How often did you shout or yell at this child? **(P)**

C7. How often did you try to make this child feel ashamed or guilty? **(P)**

C12. How often did you hold back affection by acting cold or not giving hugs or kisses? **(P)**

C20. When this child behaved badly, how often did you tell the child that they are lazy, sloppy, thoughtless, or some other name like that? **(P)**

### **Reward (CXre)**

C11. How often did you praise this child for finally stopping bad behavior or for behaving well? **(N)**

C15. How often did you give this child money or other things for finally stopping bad behavior or for behaving well? **(N)**

C23. How often did you check on this child so that you could tell them they were doing a good job? **(N)**

## **FACTORS**

For some clinical and research purposes, the individual items, or the nine discipline behavior



scales are preferable, but for other purposes, reducing the nine scales into four factors can be more useful.

### **Aggressive Discipline (CXad)**

The Aggressive Discipline factor includes the Corporal Punishment and Psychological Aggression items. This factor is equivalent to what past studies have called harsh parenting, punitive discipline, or power-assertive discipline.

### **Positive Discipline (CXpd)**

Positive Discipline includes the items from the Diversion, Explain/Teach, and Reward scales. This factor resembles the construct of Inductive Discipline, featuring a combination of behaviors aiming to help children understand the rationale behind rules, internalize right and wrong, and achieve desired behaviors through positive reinforcement.

### **Penalty (CXpe)**

The Penalty factor covers the Deprivation of Privileges and Penalty Tasks and Restorative Behavior scales. Unlike the Aggressive Discipline factor, which uses punishment-based discipline techniques, the items on this factor either remove/withhold desired objects or activities, or they require penalties that aim to make up for the misbehavior.

### **Supervision (CXsu)**

The Supervision factor combines Ignore Misbehavior and Monitoring items. From the parent's standpoint, the Ignore Misbehavior items involve awareness of misbehavior without acting on that awareness. From a child's viewpoint, however, it might not be clear whether a parent's lack of action was deliberate or inadvertent, since a child cannot be expected to know a parent's state of mind.

## **HIGHER-ORDER SCALES**

The higher-order scales are additional ways to score the items used to create the nine discipline behavior scales.

### **Disciplinary Effort (CXde)**

The sum of all 26 discipline questions is a measure of the extent to which the parent engages in attempts to correct misbehavior by the child. It can be descriptively important to know, for example, if a parent is at or above the 80<sup>th</sup> percentile of discipline effort, or below the 20<sup>th</sup> percentile. In combination with the Misbehavior scale, as explained above, it can be used to identify parents whose discipline effort is greater or less than that of other parents with a child with the same level of misbehavior.

**Control For Disciplinary Effort.** In addition to describing an important aspect of parent behavior, the Disciplinary Effort scale can also be used as a control variable. The results of such an analysis will indicate the extent to which each discipline behavior item or scale is used independently of the amount of disciplinary effort. The results may be analogous to expressing the score for each discipline behavior as a percentage of the total number of discipline behaviors.

### **Power Assertion/Punitiveness**

**Power Assertion/Punitiveness Scales.** Thirteen of the 26 items are classified as being power assertive/punitive, eleven as non-punitive. The power assertive/punitive items are summed to obtain a Power Assertive/Punitive Discipline scale score (**CXpo**), and the same procedure is followed to obtain a Non-Punitive Discipline (**CXnp**). These scales indicate the number of times in the past year that the parent used power assertive/punitive and non-punitive discipline behaviors. Two items combine punitive and non-punitive elements; these items do not contribute to either scale. (The

acronyms in bold type are the variable labels for variables with scoring instructions given in the appendix on Computer Scoring And Data Files).

**Relative Use of Power Assertive/Punitive and Non-Punitive Discipline.** The effect of power assertive/punitive and non-punitive discipline may depend on how exclusively each is used. Consequently, the DDI provides two ways of measuring this. The **Punitive Percent score (CXpoP)** is obtained by dividing the Power Assertive/Punitive Discipline scale by the sum of the Power Assertive/Punitive and Non-Punitive Discipline scales and multiply by 100. The resulting score can range from a low of zero (none of the discipline used was power assertive/punitive) to a maximum of 100 (only power assertive/punitive behaviors were used). The **Non-Punitive Percent score (CXnpP)** equals 100 minus the Power Assertive/Punitive Percent. The **Power Assertive/Punitive Ratio score (CXpnR)** is the Power Assertive/Punitive Discipline scale score divided by the Non-Punitive scale (after standardizing both scales) and multiplying by 100. Although the Power Assertive/Punitive Ratio score is also a percentage, it is labeled as a ratio to help differentiate it from the Power Assertive/Punitive Percent score described above. Some examples of Power Assertive/Punitive Ratio scores:

If no power assertive/punitive behaviors were used, the score is zero

If the Power Assertive/Punitive Discipline score is at the 20<sup>th</sup> percentile and the Non-Punitive score is at the 80<sup>th</sup> percentile, the resulting score is 25%

If the Power Assertive/Punitive scale score is at the 80<sup>th</sup> percentile and the Non-Punitive score is at the 20<sup>th</sup>, the Power Assertive/Punitive Ratio is 400%, indicating that power assertive/punitive discipline is 400% or four times greater than non-punitive discipline

### **Inductive Discipline (CXin)**

An Inductive Discipline scale can be created by combining items 1, 11, 14, 16, 23 and 24. See Appendix C below.

### **Disciplinary Repertoire (CXdr)**

The Disciplinary Repertoire scale is a count of the number of different non-aggressive discipline behaviors a parent has exhibited in the past year. Items from all scales are included with the exception of the Corporal Punishment and Psychological Aggression scales. The parent receives a score of 1 for each behavior, leading to a possible total of 18. This scale provides a measure of disciplinary flexibility. The Corporal Punishment and Psychological Aggression scales are omitted because those scales are not recommended strategies (Locke & Prinz, 2002).

## **MEASURES OF CONTEXT AND IMPLEMENTATION MODES**

As noted previously, the same discipline behavior can have very different effects and side effects depending on the context and mode of implementation. The most rational and non-punitive correction, if administered impulsively, is likely to teach impulsive behavior. Time out can be administered in a way that is entirely punitive. Parental warmth and support can mitigate the harmful effects of spanking. The context and mode of implementation might in some cases be more important than the specific disciplinary behavior. A major strength of the DDI is that it enables discipline behaviors to be assessed in relation to four aspects of context and six modes of implementation.

Each of the following context or mode of implementation dimensions is measured by a two-item scale, with the exception of Perceived Ineffectiveness of Discipline, Consistency, and Warmth scales. Because these scales were judged to be so important and to have multiple facets, each contains three items.

**Response Categories and Scale Scores.** The response categories to measure mode of implementation and context of discipline range from “0. Never” to “4. Always or almost always.” These categories were used because the number of times categories did not provide a good fit for the behaviors measured.

These scales are scored as the mean of the items that have been answered. Thus, the score for each scale can vary between 0 (Never) to 4 (Always or almost always).

## **Measures of Context in Which Discipline Occurs**

### **Confidence (DXcn)**

D8. I thought I did the right thing when I corrected this child’s misbehavior

D17. I felt guilty about how I corrected misbehavior by this child (reverse scored)

### **Conflict with Partner (DXcp).**

This scale can also be divided into two subscales, Self (items 18 and 24) and Partner (items 9 and 25). (The numbering of the items will differ for the Adult Recall and Child Report forms of the DDI, which present items for the two parents in pairs. For those forms, the Conflict with Partner items are numbered 9 and 18, and there are no items 24 or 25.)

D9. My partner disagreed with the way I corrected this child’s misbehavior

D18. I disagreed with the way my partner corrected this child’s misbehavior

D24. I disagreed with my partner’s rules for this child’s behavior

D25. My partner disagreed with my rules for this child’s behavior

### **Perceived Ineffectiveness of Discipline (DXpi)**

D5. When I did something to correct misbehavior, this child ignored it

D14. I had problems managing this child’s misbehavior

D22. No matter what I tried, I could not get this child to behave

### **Stress (DXst)**

D6. I got very angry when this child misbehaved

D15. I felt stressed out by this child’s misbehavior

## **Measures of Modes of Implementing Discipline**

### **Consistency (DXcs)**

D2. I checked to make sure this child was behaving after I corrected misbehavior

D11. I corrected this child again if they repeated misbehavior

D19. I followed through on what I said I would do

### **Cognitive Framing (DXcf)**

D1. I tried to make sure this child knows what behaviors were expected

D10. I explained why I did what I did to correct this child

### **Impulsiveness (DXim)**

D7. When this child misbehaved, I tended to act on the spur of the moment

D16. I felt like I had “lost it” with this child

### **Responsiveness (DXre)**

D21. I changed how I disciplined this child as she/he got older

D23. I made changes to my discipline style when something did not work for this child

### **Warmth/Support (DXws)**

D3. When correcting misbehavior, I did or said things to show that I loved and supported this child

D12. When I corrected misbehavior I tried to make sure that this child understood they were still loved

D20. When I corrected misbehavior, I also tried to encourage and support this child

### **Warning (DXwa)**

D4. I made the consequences of misbehavior clear to this child

D13. I gave this child a warning that they had a certain amount of time (for example, counting to three) to change their behavior before I did something else to correct the behavior

## **Uses of Context/Mode of Implementation Scales**

**Descriptive.** The extent to which a parent or categories of parents are characterized by each of the ten dimensions is important descriptive information for understanding a parent or categories of parents.

**Moderator Effects.** As explained previously (see Figure 1), these variables can play important roles as moderators of the effects of disciplinary behaviors. Inconsistency in administration, for example, can undermine the effectiveness of any discipline behavior. Warmth and support can enhance the effectiveness of any discipline behavior. These effects may seem obvious, but they must be investigated, not assumed. Moreover, there are likely to be non-obvious moderator effects. For example, the more spanking and other corporal punishment experienced by a child, the greater the probability of the child later in life wanting to be spanked when having sex. However, using a measure of warmth and support as a moderator variable found that the relation of spanking to masochistic sex was stronger when the parents were in the high quartile of warmth (Straus & Donnelly, 2001).

## **MEASURES OF COGNITIVE APPRAISAL**

For each of the 26 discipline behaviors, there is a parallel question to provide data on the extent to which the parent approves of the behavior. The response categories range from "1. Never OK" to "4. Always or almost always OK." The 26 items measuring approval or disapproval of specific discipline behaviors are also used to create measures of cognitive appraisal scales that parallel the scales for discipline behavior of the caregiver.

The cognitive appraisal item scores corresponding to each of the discipline behavior items, and the cognitive appraisal scales corresponding to each of the discipline behavior scales, provide important information in their own right. In some cases they may identify the orientation of a parent to different types of discipline more effectively than the frequency with which the parent has used different behaviors because the level of misbehavior of the child may account for a major part of the variance in discipline behavior. For example, a parent who strongly believes in spanking may look behaviorally like an anti-spanker if they have a very well behaved child.

One of the strengths of the DDI is the ability to juxtapose parents' behavior and approval of that behavior for any given item or scale. Although there is generally a positive correlation between parents' beliefs and behaviors, at least for corporal punishment (Durrant, Rose-Krasnor, & Broberg, 2003; Straus, 2001), it is also the case that many parents practice corporal punishment despite believing that it is an unacceptable practice (Thompson & Pearch, 2001). In the sample of 53 parents who have completed the DDI to date, the mean level of approval of Corporal Punishment is 1.2 (on a 1 to 4 scale), yet parents report performing Corporal Punishment an average of 22 times per year.

**Social Norms Concerning Discipline.** The cognitive appraisal questions can provide information on social norms by computing the mean scores for groups of parents, or the percentage who approve, for groups of parents, such as African Americans, Hispanics, and Euro Americans, or specific neighborhoods. This is important descriptive information that parent educators can use when working with those groups. These social norms can also be important moderators when investigating factors that lead to the use of different discipline behaviors or investigating the effects on the child of different discipline behaviors. For example, cultural relativism theory holds that the harmful effects of corporal punishment are mitigated when spanking is the norm (Simons et al., 2002).

**Response Categories And Scale Scores.** The response categories to measure appraisal of discipline behaviors range from “1. Never OK” to “4. Always or almost always OK.”

The scales are scored as the mean of the items that have been answered. Thus, the score for each scale can vary between 1 (Never) to 4 (Always or almost always).

#### **Corporal Punishment (EXcp)**

- E5. Grab or shake children that age to get their attention
- E9. Spank, slap, smack, or swat children that age
- E10. Use an object such as a paddle, hairbrush, belt, etc. on children that age
- E25. Wash the mouths of children that age out with soap, put hot sauce on their tongue, or something similar

#### **Deprivation of Privileges (EXdp)**

- E2. Take away allowance, toys, or other privileges because of misbehavior
- E13. Send children that age to bed without a meal
- E21. Withhold allowance, toys, or other privileges from children that age until they do what you want them to do
- E26. Ground children that age or restrict their activities outside the home because of misbehavior

#### **Diversion (EXdi)**

- E3. Put children that age in “time out” (or send them to their room)
- E6. Give children that age something else they might like to do instead of what they were doing wrong

#### **Explain/Teach (EXet)**

- E1. Explain the rules to children that age to try to prevent misbehavior
- E16. Show or demonstrate the right thing to do

#### **Ignore Misbehavior (EXim)**

- E8. Deliberately not pay attention to misbehavior
- E17. Let children that age misbehave so that they have to deal with the results

#### **Monitoring (EXmo)**

- E14. Let children that age know that you are watching or checking to see if they do something
- E22. Check on children that age to see if they are misbehaving

#### **Penalty Tasks and Restorative Behavior (EXpt)**

- E18. Give children that age extra chores as a consequence
- E19. Make children that age do something to make up for misbehavior; for example, pay for a broken window
- E24. Make children that age apologize or say they are sorry for misbehavior

#### **Psychological Aggression (EXpa)**

- E4. Shout or yell at children that age

- E7. Try to make children that age feel ashamed or guilty
- E12. Hold back affection from children that age by acting cold or not giving hugs or kisses
- E20. When child that age behave badly, tell them that they are lazy, sloppy, thoughtless, or some other name like that

### **Reward (EXre)**

- E11. Praise children that age for finally stopping bad behavior or for behaving well
- E15. Give children that age money or other things for finally stopping bad behavior or for behaving well
- E23. Check on children that age so that you can tell them they are doing a good job

### **Other Cognitive Appraisal Scales**

The acronyms in bold type are the variable labels for variables with scoring instructions given in the appendix on Computer Scoring And Data Files.

**Approval of Power Assertive/Punitive Discipline and Non-Punitive Discipline (EXpo and EXnp).** These scales are the mean of the Power Assertive/Punitive items and the Non-Punitive items, respectively.

**Ratio of Approval of Power Assertive/Punitive To Non-Punitive Discipline (EXpnR).** This score is obtained by dividing the Approval of Power Assertive/Punitive Discipline scale by the Approval of Non-Punitive Discipline scales and multiplying by 100 to express it as a percentage that the power assertive/punitive scale is of the non-punitive scale. Scores over 50 indicate that the parent (or category of parents) favors power assertive/punitive discipline over non-punitive discipline.

**Concordance of Behavior And Beliefs.** The cognitive appraisal questions can be used to create variables to measure the degree of concordance between what parents do and what they believe is appropriate to do. More specifically, for each discipline behavior, these pairs of questions can identify the extent to which parents are failing to use behaviors they approve of, and using behaviors they do not approve of. This information could be used for with individual parents or with groups of parents; these discrepancies might be helpful in deciding on issues to cover.

To create these measures, the behavior and belief measures must first be standardized to make them numerically equivalent, for example by transforming each to a T or percentile score. We have not yet established a method of calculating concordance. However, it may be sufficient to identify behaviors that the parent uses but says are "Never OK," and behaviors the parent says are always OK, but does not use.

## **POSITIVE PARENTING SCALE AND PARENTING TYPES**

### **Positive Parenting Scale (PosPar)**

This scale was constructed by reviewing items in the DDI to identify those that could be considered indicators of positive parenting behaviors such as encouraging and supporting the child, explaining the reason for the correction, and monitoring the child's behavior. Items measuring four behaviors were identified. A factor analysis using the four behaviors (eight items, four for the father and four for the mother) was conducted. The results identified four items with factor loadings above .4, and the that factor that explained 48.4% of the variance There was almost no difference in the factor loadings of the items for the father and the mother. This permits a positive parenting scale to be constructed, either combining all eight items or separate scales for the behavior of the father and the mother.

The final step was to create the Positive Parenting scale by transforming the the following eight

items to Z scores and summing them.

D3F and D3M. When correcting misbehavior, your parents **did or said things to show that they loved and supported you**

D10F and D10M Your parents **explained why they did what they did to correct you**

D20F and D20M. When your parents corrected misbehavior, you still **felt encouraged and supported**

C23F and C23M. How often did your parents **check on you so that they could tell you that you were doing a good job?**

The PosPar scale has an alpha of .84 for the total sample and also for males and females.

### Parenting Types

It may be possible to cross some of the dimensions measured by the DDI with each other to identify types of parents. Two examples are given below. Research to develop and validate these types is needed. If you are interested in doing that, write to us. We will be glad to arrange to give you the exclusive right to develop and publish the typology by agreeing not to pursue that issue ourselves for an agreed length of time.

**Parenting Styles.** Baumrind created a typology of three parenting styles: Authoritarian, Permissive, and Authoritative (1971). Maccoby and Martin (1983) suggested a fourth style, neglectful. A version of these styles might be created using the DDI scales that measure Warmth, Power Assertion/Punitiveness, and Explain/Teach. Each parent can be identified as in the high, middle, or low quartiles of these dimensions and then classified, as follows:

PARENTING STYLE	WARMTH	POWER ASSERTION/ PUNITIVENESS	EXPLAIN/TEACH
<b>AUTHORITARIAN</b>	Low	High	High
<b>PERMISSIVE</b>	High	Low	Low
<b>AUTHORITATIVE</b>	High	Middle	High
<b>NEGLECTFUL</b>	Low	Low	Low

It should be noted that this classification is tentative and is provided as an illustrative example. There are many other possible classification systems; for example, the Disciplinary Effort score might be helpful in differentiating between parenting styles.

**Other Types.** An example of another possible typology would be one created by crossing the Consistency and Warmth scales. It would identify four types of parents: high consistency and high warmth, low consistency and high warmth, high consistency and low warmth, and low consistency and low warmth.

Table 2. Preliminary Psychometric Data

Scale	Pilot sample of parents		University students' retrospective reports				Items
	Mean (SD)	$\alpha$	Mothers		Fathers		
	Mean (SD)	$\alpha$	Mean (SD)	$\alpha$	Mean (SD)	$\alpha$	
<b>Discipline Behavior Scales</b>							
<b>(Mean is the number of times in past year across the items in the scale. See explanation in text on Descriptive Statistics)</b>							
Corporal Punishment <sup>1</sup>	22.1 (81.0)	.48	2.7 (14.6)	.81	4.1 (29.6)	.80	C5, C9, C10, C25
Deprivation of Privileges <sup>1</sup>	55.5 (96.0)	-.05	7.1 (18.6)	.75	4.7 (12.2)	.74	C2, C13, C21, C26
Diversion	191.8 (176.2)	.49	10.4 (33.9)	.55	7.1 (26.0)	.52	C3, C6
Explain/Teach	250.9 (165.3)	.06	41.8 (77.7)	.51	35.1 (77.7)	.53	C1, C16
Ignore Misbehavior	68.8 (123.1)	.35	4.4 (25.5)	.55	4.3 (21.7)	.52	C8, C17
Monitoring <sup>1</sup>	136.7 (205.1)	N/A	15.0 (53.0)	.61	10.5 (41.7)	.66	C14, C22
Penalty Tasks and Restorative Behavior <sup>1</sup>	28.9 (68.2)	-.09	15.4 (36.3)	.61	11.0 (29.6)	.68	C18, C19, C24
Psychological Aggression	45.6 (93.5)	.72	22.2 (70.3)	.81	15.0 (50.7)	.74	C4, C7, C12, C20
Reward <sup>1</sup>	157.9 (126.4)	-.25	19.6 (47.9)	.60	16.5 (43.5)	.61	C11, C15, C23
Inductive Discipline <sup>1</sup>	225.8 (138.7)	.49	27.6 (42.5)	.79	21.9 (39.0)	.81	C1, C6, C11, C14, C16, C23, C24
Power Assertive/Punitive Discipline <sup>1</sup>	38.4 (63.9)	.73	11.0 (29.9)	.89	8.1 (24.7)	.88	C2, C4, C5, C7, C9, C10, C12, C13, C18, C20, C21, C25, C26
Non-Punitive Discipline <sup>1</sup>	166.3 (103.4)	.61	20.4 (31.3)	.81	15.9 (26.4)	.82	C1, C6, C8, C11, C14, C15, C16, C17, C22, C23, C24
<b>Context Scales (Mean is based on a 1 to 4 scale)</b>							
Confidence	2.7 (.8)	.56	3.3 (.8)	.65	3.2 (.9)	.54	D8, D17 (reversed)
Conflict with Partner <sup>2</sup>	1.1 (.9)	.69	2.4 (1.0)	.80	2.4 (1.0)	.82	D9, D18, D24, D25
Perceived Ineffectiveness of Discipline <sup>1</sup>	1.8 (.8)	.64	2.0 (.8)	.77	1.9 (.8)	.72	D5, D14, D22
Stress	1.9 (.7)	.64	2.8 (1.0)	.68	2.7 (.9)	.64	D6, D15
<b>Implementation Mode Scales (Mean is based on a 1 to 4 scale)</b>							
Consistency <sup>1</sup>	3.5 (.6)	.39	3.8 (.7)	.58	3.7 (.8)	.65	D2, D11, D19
Cognitive Framing	3.4 (.7)	.59	4.0 (.8)	.50	3.9 (.9)	.57	D1, D10
Impulsiveness	1.3 (.8)	.63	2.6 (1.1)	.77	2.6 (1.0)	.74	D7, D16
Warmth/Support <sup>1</sup>	3.4 (.8)	.83	4.2 (.9)	.84	4.0 (.9)	.83	D3, D12, D20
Warning	3.0 (.9)	.49	3.5 (.9)	.26	3.2 (.9)	.34	D4, D13
Responsiveness <sup>1</sup>	N/A	N/A	3.4 (.9)	.40	2.8 (1.0)	.50	D21, D23



Table 2 cont'd.

Scale	Pilot sample of parents		University students		Items
	Mean ( <i>SD</i> )	$\alpha$	Mean ( <i>SD</i> )	$\alpha$	
<b>Cognitive Appraisal Scales (Mean is based on a 1 to 4 scale)</b>					
Corporal Punishment <sup>1</sup>	1.2 (.4)	.54	1.2 (.4)	.74	E5, E9, E10, <i>E25</i>
Deprivation of Privileges <sup>1</sup>	2.2 (.6)	.20	2.5 (.5)	.61	E2, E13, <i>E21, E26</i>
Diversion	3.5 (.5)	-.63	2.9 (.6)	.12	E3, E6
Explain/Teach	3.8 (.5)	.08	3.8 (.4)	.64	E1, E16
Ignore Misbehavior	1.9 (.6)	-.07	1.7 (.6)	.40	E8, E17
Penalty Tasks and Restorative Behavior <sup>1</sup>	2.1 (.8)	.55	3.1 (.5)	.45	E18, E19, <i>E24</i>
Psychological Aggression	1.4 (.4)	.50	1.6 (.5)	.72	E4, E7, E12, E20
Reward <sup>1</sup>	2.7 (.7)	.28	2.8 (.6)	.48	E11, E15, <i>E23</i>
Monitoring <sup>1</sup>	3.1 (.9)	N/A	2.7 (.6)	.59	E14, <i>E22</i>
Inductive Discipline <sup>1</sup>	3.5 (.6)	.70	3.4 (.4)	.63	E1, E11, E14, E16, <i>E23, E24</i>
Power Assertive/Punitive Discipline <sup>1</sup>	1.6 (.3)	.64	1.8 (.3)	.80	E2, E4, E5, E7, E9, E10, E12, E13, E18, E20, <i>E21, E25, E26</i>
Non-Punitive Discipline <sup>1</sup>	2.9 (.4)	.66	2.8 (.3)	.80	E1, E6, E8, E11, E14, E15, E16, E17, <i>E22, E23, E24</i>

Note.  $N=53$  parents of children age 0 to 15 in pilot sample,  $N=498$  university students reporting on mothers' and fathers' discipline when they were age 10 or age 13.

<sup>1</sup> The revision since the pilot data includes additional items. Items that have been added for the university sample but which were not administered to the pilot sample are italicized.

<sup>2</sup> Between the pilot data and the university data, these items were reworded to reflect conflict with partner rather than agreement. The pilot data were reverse-coded so that higher scores reflect more conflict. In addition, the numbering of items D24 and D25 is different for the adult-recall and child-report forms.

## PRELIMINARY DESCRIPTIVE STATISTICS, RELIABILITY, AND VALIDITY

### Descriptive Statistics

**Discipline Behavior Scales.** Table 2 gives the mean number of times per year that the 53 pilot parents and the 498 university students reported the behaviors measured by the nine scales. A mean of 50 indicates that behaviors in this scale were carried out an average of about once per week. However, this statistic understates how much disciplinary behavior occurred because it is the mean of the items in the scale. It indicates the average number of times per year each of the behaviors is performed, not the sum of all behaviors on the scale. For example, a mean of 50 for the Explain/Teach scale indicates that each behavior in the scale (i.e., explaining the rules and demonstrating the right thing to do) is performed about 50 times per year. For the sum of all behaviors in the scale, the scale mean would need to be multiplied by the number of items. In this example, because there are two items on the Explain/Teach scale, a mean of 50 would translate to 100 times per year that any type of Explain/Teach discipline is used.

**Cognitive Appraisal.** Means and standard deviations are provided, based on the following ordinal scale: 1 = never OK, 2 = rarely OK, 3 = usually OK, 4 = always or almost always OK.

**Context and Implementation Mode.** Means and standard deviations are provided, based on the following ordinal scale: 0 = never, 1 = almost never, 2 = sometimes, 3 = usually, 4 = always or almost always. (The DDI form in this manual includes new items on several scales and one new scale. See Table 2 footnotes.)

### Reliability

In designing the DDI, we categorized the 26 behaviors into the nine scales. Preliminary internal consistency reliability coefficients for these scales appear in Table 2 (see above). For the pilot sample of parents, few of the scales have alpha coefficients large enough to meet the convention for an acceptable level of internal consistency. For the university sample, alpha coefficients are generally higher, but there is a wide range. The higher alphas for the university sample are due in part to addition of items on several scales after the pilot data were collected. The scales with low coefficients all have only two or three items. This reflects the fact that alpha is partly a function of the number of items.

Although the descriptive statistics based on the student sample likely do not have broader applicability, we are hopeful that the reliability coefficients do. This is based on the fact that the first family violence data for the Conflict Tactics Scales came from students responding about their parents' behavior toward each other during the last year the students lived at home (Straus, 1979). The reliability coefficients turned out to be very similar to those later found by the first National Family Violence Survey (Straus, 1990). Similarly, the psychometric analysis used to create the revised Conflict Tactics Scales was based on students reporting about dating relationships (Straus et al., 1996). Although the descriptive statistics (prevalence rates and mean scores) for the dating sample were much higher than for older couples, the alpha coefficients from the dating couples and married couples are as close as for two samples from the same population.

Test-retest reliability is reported in Fauchier and Straus (2010)

### Validity

Concurrent and construct validity evidence is in Fauchier and Straus, (2010).

Although the Discipline Behavior scales are important because they provide broader measures dimensions of discipline than the discipline items, it is also important to keep in mind that the core of the DDI is the 26 discipline behavior items (see the earlier section on "Discipline Behaviors" under the heading MEASURES OF PARENT DISCIPLINE BEHAVIOR). Each of the behavior items measures how often a parent has used a specific discipline behavior. These 26 behaviors are stand-alone measures that have content validity because they are derived from a review of existing instruments, and they have face validity in the sense that each measures how often the parent used each method to correct misbehavior. A study is in progress examining concurrent and convergent validity.

**Mean Scores.** Some beginning evidence on validity comes from the fact that the mean scores follow a pattern showing plausible differences in the frequency with which parents used the discipline practices measured by the nine scales. For example, Explain/Teach was the scale with the highest frequency in the previous year (250 times) and Corporal Punishment and Psychological aggression were the least frequent (22 and 46 times in the past year).

**Correlation With Sociodemographic Risk Factor Scale.** Part A of the DDI includes items to create a five-item scale that has been shown to be correlated with multiple measures of child well-being (Moore et al., 2006). In our pilot sample of 53 parents, scores on this scale were correlated with the discipline scales of the DDI in a pattern that is theoretically meaningful and consistent with previous research. Despite the small N, statistically significant correlations were found. Specifically, the higher the risk factor score, the higher the score on the following scales:

Corporal Punishment	.32
Deprivation of Privileges	.54
Diversion	.40
Ignore Misbehavior	.40
Penalty Tasks	.57
Psychological Aggression	.34

The Explain/Teach scale had a correlation of only .20 with the risk factor index, and the Reward and Monitoring scales were uncorrelated with the risk factor index. These are three aspects of parenting which are known to be underused by high-risk parents (Dishion & McMahon, 1998; Kuczynski, Kochanska, Radke-Yarrow, & Ginius-Brown, 1987).

For the university sample, the sociodemographic risk index was correlated with mothers' and fathers' corporal punishment and psychological aggression. Correlations of other scales with the risk index were low, probably because of the socioeconomic selectivity of the university sample.

**Mothers versus Fathers.** Consistent with research indicating that mothers engage in more disciplinary acts than fathers (e.g., Hart & Robinson, 1994; Power, McGrath, Hughes, & Manire, 1994), data from the university sample indicate that mothers perform more discipline overall (as measured by Disciplinary Effort). Students also reported that mothers performed significantly more discipline behaviors than fathers on scales such as Deprivation of Privileges, Diversion, Explain/Teach, Penalty Tasks and Restorative Behavior, Psychological Aggression, Reward, and Monitoring.

**Biological and Non-Biological Parents.** We compared biological fathers to non-biological fathers such as stepfathers and mothers' partners in the university sample. Biological fathers used significantly more diversion, deprivation of privileges, and reward than non-biological fathers. These findings are consistent with research indicating that stepfathers are less likely to use firm, responsive discipline than biological fathers (e.g., Hetherington, 1988). Because the sample included very few non-biological mothers, we could not compare biological and non-biological mothers (Fauchier & Straus, 2007).

**Age-Related Changes in Discipline.** Although DDI data on discipline used with children of different ages is currently limited, the university sample does provide retrospective data on ages 10 and 13. Consistent with research that the corporal punishment rates decline as children get older (Straus & Stewart, 1999), university students reporting about age 13 had a lower prevalence of spanking by fathers (19% in that year) than those reporting about age 10 (28%). The difference was not statistically significant for mothers, but was in the same direction (25% at age 13 versus 30% at age 10).

For other aspects of discipline, from age 10 to age 13 there was also a decline in mothers' and fathers' frequency of techniques such as time out, praise, reward, and demonstrating the right thing to do, as well as a decline in use of inductive discipline. This pattern is consistent with developmental changes from age 10 to 13.

**Limited Disclosure Response Set.** For the university sample, a measure of socially desirable responding was available: the Limited Disclosure scale of the Personal and Relationships Profile (Straus,

Hamby, Boney-McCoy, & Sugarman, 1999; Straus & Mouradian, 1999). The correlations of this scale with the DDI scales ranged from  $r = .01$  to  $r = .15$  for mothers and  $r = .02$  to  $r = .23$  for fathers. The low correlations with DDI scales suggest that responses to the DDI are not unduly influenced by social desirability and that reluctance to disclose is not an important threat to the validity of the DDI.

## Norms

**Form P.** Currently, 53 parents have completed the DDI. They were parents enrolled in parent education programs sponsored by either the pediatric department of a New Hampshire hospital or the Cooperative Extension Service of the University of New Hampshire, and parents with children in a private day care. Approximately 200 mothers in Israel have also completed Hebrew or Arabic translations of the DDI.

**Form A.** 498 University of New Hampshire students have completed the DDI Adult Recall form, reporting retrospectively about their mothers' and fathers' discipline when the students were age 10 or 13. This is not an adequate basis for normative tables. However, the means and standard deviations for each of the scales given in Table 2 can be used as a basis for comparison with data for individual parents or groups of parents. When the data become available, norms in the form of percentiles for children of different ages, and perhaps also sex-specific norms, will be added.

## LIMITATIONS

### Few Items Per Scale

The 10 to 20 minute administration time is both a main advantage and also a limitation of the DDI because each scale has only two to four items. However, important as are the scales, a central feature of the DDI is that it identifies 26 different discipline behaviors, each of which has significance by itself rather than as items that have significance primarily for their contribution to a scale. Thus, the DDI probably measures more aspects of discipline than any other instrument.

The decision to measuring each discipline behavior by a single question in order to cover as many discipline behaviors as possible within a brief instrument, means that when there is a focus on a particular discipline behavior such as spanking, or a specific context or mode of implementation such as parenting stress, additional measures will be needed to obtain more detailed data on those issues. For example, if additional data on stress is needed, the Parenting Stress Index (Abidin, 1995) can be used.

### Context/Implementation Modes Are Not Specific For Each Discipline Behavior

The DDI provides information about the context/method of implementation in general, not on the methods used with each discipline behavior. Obtaining this for each discipline behavior was the original plan for the DDI. That plan had to be abandoned because an instrument based on fully crossing 26 discipline behaviors by 5 modes of implementation would require 130 implementation items rather than 26. However, the DDI was designed in a way that permits expansion and modifications. Some of these are described in Appendix B on Modifications and Additional Forms. For example researchers interested in one or two specific discipline behaviors, such as time out or corporal punishment, could easily create an instrument containing the questions necessary to do this. This would require 14 additional modes of implementation questions for each discipline behavior.

### The Distinction Between Minor and Severe Misbehavior Hinges On Parent Definitions

The data on misbehavior are differentiated by what each parent defines as minor and severe misbehavior. The same act by a child can be considered minor by some parents and severe by other parents. It also may or may not agree with what a clinician defines as minor or severe. Although this is in some senses a limitation, it can also be considered an asset, because discipline is evoked by what parents perceive as misbehavior. Hence, to understand a parent's use of the discipline behaviors measured by the DDI, it is important to know the level of misbehavior as perceived by the parent.

## **No Control For Socially Desirable Reporting**

Almost all self-report instruments under estimate socially undesirable behaviors or cognitions because of the reluctance of some participants to report them. We therefore suggest using a brief social desirability scale with the DDI, for example the 22 item short form developed by (Reynolds, 1982) or the 13 item version by Straus called the Limited Disclosure scale (Straus et al., 1999) available at: <http://pubpages.unh.edu/~mas2> . As noted in the section on Validity above, socially desirable response sets do not appear to have an important impact on responses to the DDI.

## **PERMISSION TO USE THE DDI**

We welcome research and clinical use of the DDI. Permission will be given to use this instrument without charge. The only requirement is that you provide copies of all papers, theses, and dissertations which report results using data from the DDI. Please use the form Prmission To Use The DDI (appended to this manual). Send as an email attachment to Doreen Cole [Doreen.cole@unh.edu](mailto:Doreen.cole@unh.edu), to [murray.straus@unh.edu](mailto:murray.straus@unh.edu), or to [angele.fauchier@unh.edu](mailto:angele.fauchier@unh.edu). If an email attachment is not possible, you can mail (see address on Table of Contents Page) or fax the permission form to: (1) 603 862 1122.

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## **Appendix A. EXPLANATION FOR ASKING ABOUT REPETITIONS OF MINOR MISBEHAVIOR**

The norms of American society are assumed to require dealing with a single occurrence of a minor misbehavior by corrective actions that are also low in severity, such as saying no or removing the child from a situation. There is some evidence that this is what most parents do (Grusec & Goodnow, 1994; Ritchie, 1999). Discipline behaviors of the type measured by the DDI (such as time out or spanking) are rarely used until there is a repetition of the misbehavior. For example, Ritchie (1999) found that the use of spanking was three times as high for extended power bouts than for single noncompliance episodes. Thus, if the DDI asked about a single instance of minor misbehavior, it would underestimate the use of those disciplinary behaviors for minor misbehaviors.

Moreover, misbehavior and correction constitute a string of events, called “power bouts” by Ritchie (1999). This represents a different type of experience for the both parent and the child. In addition, power bouts are frequent, perhaps even typical of discipline encounters. Holden (1983) for example found that mothers engaged in an average of seven power bouts with 2-year old children during two supermarket visits. Eisenberg (1992) found that, for a sample of 4-year olds, mother-child conflicts occurred 1.4 times every five minutes. Ritchie found that power bouts differed cognitively and behaviorally from single acts of noncompliance, for example in evoking more negative perceptions of the child and in evoking use of alternative discipline behaviors. For these reasons the DDI obtains data on discipline used to deal with a repetition of misbehavior after correction on the assumption that this comes closer to a power bout. However, to achieve this, the DDI gives up data on how parents deal with an initial minor misbehavior.

For misbehavior considered serious by the parent, data on single misbehavior incidents are obtained because cultural norms do not require repetition of the misbehavior to legitimize “strong” disciplinary behaviors such as denial of privileges and spanking (Socolar & Stein, 1996).

## **Appendix B. MODIFIED AND EXPANDED FORMS OF THE DDI**

### **Alternative Referent Period**

The default referent period is the past year. This can be replaced for specific applications, such as evaluation of a parent education program, where a referent period such as “since you completed the program” might be needed.

### **Add a Measure of Social Desirability Response Set**

All self-report measures can be distorted by differences among respondents in willingness to disclose socially undesirable behavior. This can result in underestimating descriptive statistics for socially undesirable behavior and it can result in spurious correlations when both the independent and dependent variable refer to socially undesirable behaviors or beliefs. This problem can be corrected, at least partially, by including a social desirability scale in the information obtained when the DDI is administered. Scores on the social desirability scale can be included as controls in statistical analysis or used to adjust the scores when the DDI is used clinically. An example of such an adjustment is given elsewhere (Straus & Mouradian, 1999). Many social desirability scales have been developed, including short forms of the most widely used scales (e.g., Reynolds, 1982). The 13-item short form in the Personal and Relationships Profile (Straus et al., 1999) has been used successfully in studies in 32 countries (Douglas & Straus, 2006; Straus, 2008).

### **Expanded Forms**

The DDI is designed to be expandable to meet specific data needs and an expanded form is feasible. For example, if more in-depth information is needed for a specific discipline behavior, all or part of the context and implementation methods questions can be asked for that specific discipline behavior. Another example would be if more in-depth data are needed on spanking. The single question on spanking could be expanded to

include one on use of spanking for repetition of minor misbehavior and one on use of spanking for a serious misbehavior. Some or all of the context and mode of implementation questions could be asked specifically about spanking. The two general questions on disagreement with partner about discipline could be repeated specifically for spanking.

### Appendix C. COMPUTER SCORING AND DATA FILES

As noted in the Overview section, for many clinical purposes, it can be sufficient to scan the list of 26 discipline behaviors to identify those which should be low but are high, and those which should be low but are high.

We plan to provide users with the following:

- (1) The SPSS syntax to create and label all scores is available from the authors along with a blank SPSS file to use for data entry.
- (2) A key to facilitate hand scoring for use in clinical and educational applications where only a few cases at a time need to be scored.
- (3) Test booklets that can be scanned to create a file of responses to all items.

#### Variable Names for Questions and Scales

**Questionnaire Item Names.** We suggest naming the questionnaire items with a prefix to indicate the part of the questionnaire, followed by the question number in that part of the questionnaire, for example, the variable names for the items in Part A, can be A1, A2, etc; For part B, B1, B2, etc. If a question has sub-questions, add a suffix letter to name each sub-question A, B, C, etc., as in A4A, A4B, A4C, and so on.

For the Adult-Recall and Child-Report forms, we suggest that items in sections C and D contain the suffix M for mother and F for father to designate which parent the participant is reporting about. When reports are obtained concerning both parents, this will help to distinguish the two. When reports concern only one parent, use of the M and F suffixes will have the benefit of straightforward application of syntax that we provide for scoring. Use of M and F suffixes also reduces the need to rename variables in samples where both parents and children from the same families provide data, or in samples where adults provide data about their own parenting and the parenting in their families of origin.

#### METHODS OF SCORING DISCIPLINE BEHAVIOR ITEMS

Because the first two answer categories of the DDI discipline behavior items are nominal rather than true numeric values, and because different methods of scoring reveal different aspects of the behavior, each item must be transformed into one or more of the following scores. (The methods for creating the corresponding *scale* score are given in section on Computing Discipline Method Scales.)

<u>SCORE</u>	<u>SUFFIX for variable name and label, and explanation</u>
Frequency in past year	FY How many times each behavior occurred in the past year
Prevalence Past Year	PY 1 = The behavior occurred in the past year; 0 = Did not occur
Prevalence Ever	PE 1 = The behavior occurred in the past; 0 = Never occurred
Chronicity	CY For parents who performed the item, the number of times they did so in the past year
Percent of Effort	EP Percent that the Frequency score contributes to the Disciplinary Effort scale score

#### Frequency in Past Year (FY) Score for Child Misbehavior and Discipline Behavior Items

The first step in scoring is to recode the response categories of the items in Parts B and C to be the estimated midpoints of each response category to indicate the number of times in the past year, as follows. Give each of these items the same variable name as before transformation, but with a FY (for Frequency in

Past Year) suffix. Thus, the variable name for the recoded version of item C5 would be C5FY.

Response Category	Recode Into	Description Of Response Categories
N	= 0	Never
0	= 0	Not in the past year, but in a previous year
1	= 2	1-2 times in the past year
2	= 4	3-5 times in the past year
3	= 8	6-9 times in the past year
4	= 12	10 to 14 times in the past year
5	= 36	A few times a month (2-3 times a month)
6	= 50	Weekly (1-2 times a week)
7	= 200	Several times a week (3-4 times)
8	= 350	Daily (5 or more times a week)
9	= 700	Two or more times a day

**Explanation of Midpoints.** When the midpoint of a category results in a fraction, such as 7.5 the recode value is rounded to the next higher digit. This is based on the evidence that parents underestimate the frequency of using specific discipline behaviors, especially for frequently used behaviors. Rounding-up also avoids dealing with fractions when hand-scoring the DDI.

### Prevalence in Past Year (PY) score for Discipline Behavior Items

It is also frequently important to know if a discipline behavior has been used in the past year. Many discipline behaviors are used at different rates for children of different ages, and the Ever Used versions may not provide the most accurate picture for some purposes. The **Prevalence in Past Year** variable is obtained by recoding the discipline behavior items as follows:

N and 1	= 0	Not used in past year
1 through 9	= 1	Used in past year

Name the Prevalence in Past Year recodes of the items by adding the suffix PY (for Prevalence in Past Year). Thus, item C5 would be named C5PY.

### Prevalence Ever (PE) Score for Discipline Behavior Items

It is sometimes important to know if a discipline behavior has ever been used, even if not in the past year. For example, has the child ever been hit by a parent? The **Ever Used** variable is obtained by recoding the discipline behavior items as follows:

N	= 0	Never used
0 through 9	= 1	Used in past year or previously

Name the Prevalence Ever scores of the items by adding the suffix PE (for Prevalence Ever). Thus, item C5 would be named C5PE.

### Chronicity (CY) Score for Discipline Behavior Items

Because some of the discipline behavior items are heavily skewed with many participants reporting not having performed a behavior, it is helpful to have a **Chronicity** score that indicates the frequency of a behavior only among participants who engaged in that behavior. Name the Chronicity scores of the items by adding the suffix CY (for Chronicity in Past Year). Thus, item C5 would be named C5CY.



<u>Response Category</u>	<u>Recode Into</u>	<u>Description Of Response Categories</u>
N	= missing	Never
0	= missing	Not in the past year, but in a previous year
1	= 2	1-2 times in the past year
2	= 4	3-5 times in the past year
3	= 8	6-9 times in the past year
4	= 12	10 to 14 times in the past year
5	= 36	A few times a month (2-3 times a month)
6	= 50	Weekly (1-2 times a week)
7	= 200	Several times a week (3-4 times)
8	= 350	Daily (5 or more times a week)
9	= 700	Two or more times a day

### Percent of Effort (EP) Score for Discipline Behavior Items

In addition to frequency, this score can be helpful to know the proportion a given discipline behavior is used as compared to all the behaviors in the DDI. For example, yelling 25 times per year is likely to have a different meaning when it is one of 800 discipline behaviors performed in the year, compared to when it is one of only 100 discipline behaviors that year. The **Percent of Effort** variable is obtained by dividing the Frequency in Past Year value for each behavior by Disciplinary Effort scale. The Percent of Effort versions of the 26 discipline behaviors should add up to 100.

The Percent of Effort versions of the items and scales are named by adding the suffix EP. Thus, item C5 would be named C5EP.

## COMPUTING SCALES FOR CHILD MISBEHAVIOR AND DISCIPLINE METHODS

### Scale Names

For SPSS and other programs which identify variables by both a brief scale "name" and a scale "label," we suggest starting the scale names with a prefix letter A, B, C, D, or E to indicate the section of the DDI from which the items come. Because the items also begin with those letters, this will keep scales together with the items in alphabetical lists of variables. We recommend using X as the second character of the variable name. For scales with items spanning two sections of the DDI, both letters can form the prefix letters. The scale names using this method are:

- AX Demographic scales; for example, the Socio-Demographic Risk scale is AXsdr
- BX Behavior/Misbehavior of child scales
- CX Discipline method scales
- DX Context scales
- DX Implementation mode scales
- EX Cognitive Appraisal scales
- BCX Scales combining child behavior/misbehavior and discipline method, such as Disciplinary Response (BCXem)
- CEX Concordance of behavior and belief scales

**Alternate Upper And Lower Case For Different Parts Of The Scale Names.** We recommend using capital letters for the initial part of the scales names, followed by lower case letters to indicate the specific scale (examples are given below), and then upper case for the suffix indicating method of scoring. For example, the scale name for mean frequency of corporal punishment in the past year CXCPFM is much more easily deciphered when it is written CXcpFM. The CX means that this is a scale using items from Part C of the DDI, the cp indicates that this is the scale to measure use of corporal punishment, and the FM indicates that scoring method is the mean of the frequency of occurrence items.

## Child Misbehavior (BX) Scale

After rescoring the questions about child minor and serious misbehavior using the Frequency in Past Year scoring above, add the two frequency scores to create the sum score BXFS.

## Discipline Method Scales (Part C)

The first four characters of the variable names for core Discipline Method scales are:

CXcp	Corporal Punishment
CXdp	Deprivation of Privileges
CXdi	Diversion
CXet	Explain/Teach
CXim	Ignore Misbehavior
CXmo	Monitoring
CXpt	Penalty Tasks and Restorative Behavior
CXpa	Psychological Aggression
CXre	Reward

### Alternate Upper And Lower Case Codes In Variable names, as explained above

**Scale Items.** The items in each scale are listed in the right hand column of Table 2.

**Seven Methods Of Scoring Each Scale.** After transforming the discipline behavior items as indicated previously, each of the nine scales can be scored in one or more of the following ways:

<u>TYPE OF SCORE</u>	<u>SUFFIX for variable name and label and explanation</u>
Frequency Sum	FS Total number of times behaviors in the scale were performed
Frequency Mean	FM Average number of times behaviors in the scale were performed
Prevalence Past year	PY 1 = One or more behaviors in the scale occurred in the past year; 0 = None of the items occurred in the past year
Prevalence Ever	PE 1 = One or more behaviors in the scale ever occurred 0 = None of the items ever occurred
Chronicity Sum	CS For parents who performed at least one of the items in a scale, the total number of times they performed the items in the scale
Chronicity Mean	CM For parents who performed at least one of the items in a scale, the average number of times they performed the items in the scale
Percent of Effort	EP Percent that the Frequency score contributes to Disciplinary Effort

**Percent of Effort Scales.** These scales can be computed by dividing the Frequency Sum score for each scale by the Disciplinary Effort scale score (which is also a sum score). However, it should be noted that the resulting percentages are influenced by the number of items in the scale.

## HIGHER ORDER SCALES

**CXde** Disciplinary Effort = the sum of all Part C items after recoding into Frequency

**CXpo** Power Assertive/Punitive Discipline Scale = the sum of Frequency items 2, 4, 5, 7, 9, 10, 12, 13, 18, 20, 21, 25, and 26

**CXnp** Non-Punitive Discipline Scale = the sum of Frequency items 1, 6, 8, 11, 14, 15, 16, 17, 22, 23, and 24

**CXpoP** Power Assertive/Punitive Percent = Sum CXpo and CXnp and divide CXpo by the sum. An alternative is to transform CXpo and CXnp to percentiles, sum the percentiles, and divide by the percentile for CXnp and multiply by 100.

- CXnpP** Non-Punitive Percent = Sum CXpo and CXnp and divide CXnp by the sum, or use the alternative methods described for CXpoP.
- CXpnR** Power Assertive/Punitive Ratio (Ratio of Power Assertive/Punitive to Non-Punitive Discipline) = Standardize\* the Power Assertive/Punitive Discipline (CXpo) and the Non-Punitive Discipline Scale (CXnp). Divide the Power Assertive/Punitive Discipline scale by the Non-Punitive scale and multiply by 100. Although the Power Assertive/Punitive Ratio score is a percentage, it is labeled as a ratio to help differentiate it from the Power Assertive/Punitive Percent score described above.
- CXin** Inductive Discipline = Sum of Frequency items 1, 11, 14, 16, 23, and 24
- CXdr** Disciplinary Repertoire = Sum of Prevalence in Past Year items 1, 2, 3, 6, 8, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, and 26 (excluding items from Corporal Punishment and Psychological Aggression scales)
- BCXem** Disciplinary Response (Ratio of Discipline Effort to Misbehavior) = Standardize the Misbehavior scale (BXFS) and the Discipline Effort scale (variable CXde) by transforming them to T scores, percentiles or ZP scores. The Discipline Effort scale is then divided by the Misbehavior scale. (At this point it is not clear what method of standardization will be employed. Among the possibilities are T-scores, percentiles, stanine scores, or ZP scores. ZP scores are like T-scores except that they have a range of zero to 100. See (Straus, 1980).

### COMPUTING CONTEXT AND MODE OF ADMINISTRATION SCALES (PART D)

The items for these scales do not need to be transformed with the exception of item D17, which is reverse-scored. Scales are computed as the mean of the items. Sample SPSS syntax:

```
COMPUTE DXcs = MEAN (D2, D11, D19).
EXECUTE.
```

- DXcn** Context: Confidence  
**DXcp** Context: Conflict with Partner  
**DXpi** Context: Perceived Ineffectiveness of Discipline  
**DXst** Context: Stress

- DXcs** Mode: Consistency  
**DXcf** Mode: Cognitive Framing  
**DXim** Mode: Impulsiveness  
**DXws** Mode: Warmth/Support  
**DXwa** Mode: Warning  
**DXre** Mode: Responsiveness

### Cognitive Appraisal Scales (Part E)

Each of these scales is the **mean** of the items answered. Sample SPSS syntax:

```
COMPUTE EXcp = MEAN (E5, E9, E10, E25).
EXECUTE.
```

### The Nine Core Cognitive Appraisal Scales

- EXcp** Corporal Punishment Approval  
**EXdp** Deprivation of Privileges Approval  
**EXdi** Diversion Approval  
**EXet** Explain/Teach Approval  
**EXim** Ignore Misbehavior Approval  
**EXmo** Monitoring Approval  
**EXpt** Penalty Tasks and Restorative Behavior Approval  
**EXpa** Psychological Aggression Approval  
**EXre** Reward Approval

## Other Cognitive Appraisal Scales

**EXpo** Power Assertive/Punitive Discipline Approval = the mean of the items marked P in the Annotated copy of the DDI

**EXnp** Non-Punitive Discipline Approval = the mean of the items marked N in the annotated copy of the DDI

**EXpoP** Power Assertive/Punitive Approval Percent = Sum EXpo and EXnp and divide the EXpo by the sum. An alternative is to transform EXpo and EXnp to percentiles, sum the percentiles, and divide by the percentile for EXpo and multiply by 100.

**EXpnR** Power Assertive/Punitive Approval Ratio (Ratio of Power Assertive/Punitive to Non-Punitive Discipline) = Standardize\* the Power Assertive/Punitive Discipline Approval (EXpo) and the Non-Punitive Approval Scale (EXnp). Divide the Power Assertive/Punitive Discipline scale by the Non-Punitive scale and multiply by 100. Although the Power Assertive/Punitive Ratio score is a percentage, it is labeled as a ratio to help differentiate it from the Power Assertive/Punitive Percent score described above. (At this point it is not clear what method of standardization will be employed. Among the possibilities are T-scores, percentiles or ZP scores. ZP scores are like T-scores except that they have a range of zero to 100. See (Straus, 1980), and Stanine scores.)

## CEX Concordance of Behavior And Beliefs

We have not yet developed the method of doing this. However, it may be sufficient to identify behaviors that the parent uses, but says are “Never OK” and behaviors the parent says are always OK, but does not use. Another possibility is to standardize the Behavior and the Appraisal (approval) items to make them numerically equivalent, for example by transforming each to a T or percentile score. Then subtract the Approval item from the Behavior item. Positive scores indicate behavior carried out which exceeds the level of approval. Negative scores indicate a level of behavior that is less than what is approved.

## AXsdr Sociodemographic Risk Factor Index

Dichotomize items A1, A5, A6, A7, and A9 according to the guidelines by Moore and colleagues (2006). To date, we have dichotomized the items as follows:

- A1 single parent: Risk 1 = separated/divorced, never lived together, or one parent has died; No Risk 0 = married or currently together
- A5 number of children: Risk 1 = 4 or more children; No Risk 0 = 3 or fewer children
- A6 education: Risk 1 = one or both parents did not complete high school; No Risk 0 = both parents completed high school or above (Moore’s original criterion was that neither parent had completed high school, which would be more appropriate for some samples)
- A7 income: Risk 1 = income under \$30,000; No Risk 0 = income of \$30,000 or above (but this value should be adjusted depending on the currency and sample)
- A9 home ownership: Risk 1 = does not live in home owned by resident; No Risk 0 = lives in home owned by resident

Some modifications to the guidelines above will be appropriate for some samples, as noted.

Sum the dichotomized items to create an index with a score range of 0 to 5.

## Appendix D. SOME DIMENSIONS NOT COVERED

Although the DDI covers a larger number of discipline behaviors, it is not fully comprehensive. Perhaps no instrument of a practical length can be fully comprehensive. Examples of omitted dimensions include:

## Uncovered Aspects of Misbehavior

For the reasons explained in the section on Measures of Misbehavior, the DDI measures the parent's perception of the frequency of the child's misbehavior. The many aspects that this does not cover include:

- The specific nature of the misbehavior
- The motivation of misbehavior by the child, such as whether it was defiant, careless, secret (see Ritchie, 1999).
- Length of the discipline episode: short with a single child behavior and a single child response versus "power bouts" (Ritchie, 1999) which are a string of parent-child behaviors

## Uncovered Aspects of Discipline

- Consistency across discipline behaviors. A parent may be consistent when they spank, and follow through with another spanking when the child repeats the misbehavior, but be inconsistent and not follow through when other discipline behaviors are used. This could be achieved with the DDI if the consistency questions were asked for each discipline behavior, but that would result in an impractical length instrument.
- Agreement with partner and stress associated with each specific discipline behavior (Mulvaney, 2004). Achieving either of these runs into the same problem of an impractical length instrument mentioned in the previous paragraph
- Degree to which the behavior was administered fairly
- The DDI does not distinguish consistency from rigidity. However, parents above the 90<sup>th</sup> percentile might be considered rigid and this could be explored.
- Discipline and other parenting behaviors in response to positive behavior by the child, such as conditional positive regard (Assor, Roth, & Deci, 2004).

## Uncovered Aspects of the Context Of Discipline

There are an almost infinitely large number of context dimensions that could not be included in the DDI. Almost any characteristic of the family (e.g., number of children; socioeconomic status), the parents (e.g., depression), the child (e.g., cognitive ability; love and respect for parent), and the community (e.g., community norms concerning discipline; high or low violence and crime) can influence the effect of specific disciplinary behaviors. The four context scales in the DDI (Confidence, Conflict with Partner, Perceived Ineffectiveness, and Stress) were chosen somewhat arbitrarily. Only time will tell how important they are for understanding discipline by parents.

## Appendix E. ONE-WEEK REPORTING PERIOD RESPONSE CATEGORIES

**For Parts B and C:** Change the headings to say “in the past week” and use the following response categories

N = Not in the past week and not in the past year

0 = Not in the past week, but in a previous week

1 = Once in the past week

2 = 2 times in the past week

3 = 3-5 times in the past week

4 = About once a day in the past week

5 = 2 or more times a day in the past week :

**For Part D:** Change the introduction to say “in the past week”

Example of cover letter or explanatory page

## **FAMILY RESEARCH LABORATORY**

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14 March 2013

Dear Parent or Stepparent:

Parents and stepparents use many different methods of discipline to correct or prevent misbehavior. Examples of misbehaving include a child who disobeys, doesn't follow rules, hits other children, etc.

Experts do not agree on the right way to correct a child's misbehaviors. We would like to find out what you think and what you do, and we hope you will fill out the attached questionnaire.

The questionnaire has five parts and takes 10 to 20 minutes

- A few questions about your background
- Information about a child you will focus on for this questionnaire
- Questions about how often you use each discipline method
- Some other aspects of correcting misbehavior
- Your opinions about different methods of discipline

Your answers are completely private. So do not put your name on the questionnaire.

If you have any questions about your rights as a research participant, contact Julie Simpson in the University of New Hampshire Office of Sponsored Research at (1) 603-862-2003 or [julie.simpson@unh.edu](mailto:julie.simpson@unh.edu) to discuss them.

Most of the questions can be answered by circling one of the answer numbers. However, you can also write in additional comments, and we hope you will do that.

Participation in this study is completely voluntary. If at any point you choose not to participate or not to answer any questions, just skip those questions or turn in the blank questionnaire.

Thank you for your help in this study.

Sincerely,

Murray A. Straus  
Professor of Sociology & Co-Director  
Family Research Laboratory

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**DIMENSIONS OF DISCIPLINE QUESTIONNAIRE, Form P**

© 2005-2007 Murray A. Straus and Angèle Fauchier

Family Research Laboratory, University of New Hampshire

**Answer Selection:** Correct = ● Incorrect = ☒ ☑ ⊖

**A. BACKGROUND**

1. Marital status:
- 1 Single
  - 2 Married
  - 3 Living with a partner
  - 4 Separated
  - 5 Divorced
  - 6 Widowed
  - 7 Other \_\_\_\_\_

2. Your sex:
- M Male
  - F Female

3. How old were you at your last birthday: \_\_\_\_\_ years old.

4. How many of your children or stepchildren (who are under 18) live with you for part or all of every week? \_\_\_\_\_

5. Please list the ages of the children or stepchildren under 18 living in your house for at least part of every week.

Girls: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Boys: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

6. Please fill in a number in each column for how much education you and your partner finished:

YOU            PARTNER

- |   |   |  |
|---|---|--|
| 1 | 1 | Grade school   |
| 2 | 2 | Some high school   |
| 3 | 3 | Completed high school                                      |
| 4 | 4 | Some college or technical school                           |
| 5 | 5 | Completed 4-year college or university                     |
| 6 | 6 | Some post-graduate education                               |
| 7 | 7 | Completed a post-graduate degree (M.A., M.D., Ph.D., etc.) |

7. About how much was your **total household income** before taxes for the **previous year**:

- A \$0-2,999
- b \$3,000-\$7,999
- c \$8,000-\$12,999
- d \$13,000-\$19,999
- e \$20,000-\$29,999
- f \$30,000-\$39,999
- g \$40,000-\$49,999
- h \$50,000-\$59,999
- i \$60,000-\$79,999
- j \$80,000-\$99,999
- k \$100,000 and over

8. How many people (include both adults and children and stepchildren) lived on this income? \_\_\_\_\_

9. In what kind of home do you live?

- 1 Apartment, condo, or co-op owned by myself or partner
- 2 Rented apartment or condo
- 3 Trailer on property owned by myself or partner
- 4 Trailer on property owned by another family member or friend living on the same property
- 5 Trailer in a trailer park or other rented property
- 6 Rented house
- 7 House owned by myself or partner
- 8 Home owned by another member of your household (for example, a family member living with you)
- 9 Other \_\_\_\_\_

10. Your racial/ethnic identification:

- 1 Asian
- 2 African-American/Black
- 3 Caucasian/White
- 4 Native American/Pacific Islander
- 5 Hispanic/Latino(a)
- 6 Other \_\_\_\_\_
- 7 More than one race

**B. ABOUT THE CHILD YOU WILL ANSWER FOR**

- 1. Child's sex:     **B**    Boy
- G**    Girl

2. How old was this child at his/her last birthday? \_\_\_\_\_ years

For a child under 1, how many months old? \_\_\_\_\_

3a. Is this child:   1   Your child by birth   2   Your child by adoption   3   Stepchild   4   Other? \_\_\_\_\_

3b. If you are living with a partner, is the child your partner's biological child?   Y   Yes            N   No

4. Children misbehave in many different ways and in many different situations (e.g. bedtime, eating, picking up their toys, disobedience, etc.). Please list one or two examples of minor misbehaviors by the child you are going to tell us about in this questionnaire, and one or two examples of serious misbehaviors by this child in the past year.

MINOR                    1. \_\_\_\_\_

MISBEHAVIORS        2. \_\_\_\_\_

SERIOUS:               1. \_\_\_\_\_

MISBEHAVIORS        2. \_\_\_\_\_

We would like to find out how often this child repeated any minor misbehavior after you corrected him or her, or engaged in any serious misbehavior. Please use this answer key:

- N = Never
- 0 = Not in the past year, but in a previous year
- 1 = 1-2 times in the past year
- 2 = 3-5 times in the past year
- 3 = 6-9 times in the past year
- 4 = Monthly (10 to 14 times in the past year)
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

**HOW OFTEN IN THE PAST YEAR DID THIS CHILD:**

5. Repeat a **minor** misbehavior after being corrected for it?    N   0   1   2   3   4   5   6   7   8   9

6. Do a **serious** misbehavior?                                    N   0   1   2   3   4   5   6   7   8   9

7. Who has more responsibility for disciplining this child?

- 1   I have **much more** responsibility for discipline than this child's other parent
- 2   I have **somewhat more** responsibility than this child's other parent
- 3   I share responsibility **equally** with this child's other parent
- 4   This child's other parent has **somewhat more** responsibility than I do
- 5   This child's other parent has **much more** responsibility than I do

**C. WHAT DID YOU DO TO CORRECT MISBEHAVIOR?**

N = Never

0 = Not in the past year, but in a previous year

1 = 1-2 times in the past year

2 = 3-5 times in the past year

3 = 6-9 times in the past year

4 = Monthly (10 to 14 times in the past year)

5 = A few times a month (2-3 times a month)

6 = Weekly (1-2 times a week)

7 = Several times a week (3-4 times)

8 = Daily (5 or more times a week)

9 = Two or more times a day

**WHEN THIS CHILD MISBEHAVED (MINOR OR SEVERE) IN THE PAST YEAR**

1. How often did you <b>explain the rules</b> to try to prevent the child repeating misbehavior?	N	0	1	2	3	4	5	6	7	8	9
2. How often did you <b>take away this child's allowance, toys, or other privileges because of misbehavior?</b>	N	0	1	2	3	4	5	6	7	8	9
3. How often did you <b>put this child in "time out" or send them to their room for a period of time?</b>	N	0	1	2	3	4	5	6	7	8	9
4. How often did you <b>shout or yell at this child?</b>	N	0	1	2	3	4	5	6	7	8	9
5. How often did you <b>shake or grab this child to get their attention?</b>	N	0	1	2	3	4	5	6	7	8	9
6. How often did you <b>give this child something else they might like to do instead of what they were doing wrong?</b>	N	0	1	2	3	4	5	6	7	8	9
7. How often did you <b>try to make this child feel ashamed or guilty?</b>	N	0	1	2	3	4	5	6	7	8	9
8. How often did you <b>deliberately not pay attention</b> when this child misbehaved?	N	0	1	2	3	4	5	6	7	8	9
9. How often did you <b>spank, slap, smack, or swat</b> this child?	N	0	1	2	3	4	5	6	7	8	9
10. How often did you <b>use a paddle, hairbrush, belt, or other object?</b>	N	0	1	2	3	4	5	6	7	8	9
11. How often did you <b>praise this child</b> for finally stopping bad behavior or for behaving well?	N	0	1	2	3	4	5	6	7	8	9
12. How often did you <b>hold back affection by acting cold or not giving hugs or kisses?</b>	N	0	1	2	3	4	5	6	7	8	9
13. How often did you <b>send this child to bed without a meal?</b>	N	0	1	2	3	4	5	6	7	8	9
14. How often did you <b>tell this child that you were watching or checking to see if they did something?</b>	N	0	1	2	3	4	5	6	7	8	9



- N = Never
- 0 = Not in the past year, but in a previous year
- 1 = 1-2 times in the past year
- 2 = 3-5 times in the past year
- 3 = 6-9 times in the past year
- 4 = Monthly (10 to 14 times in the past year)
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

**WHEN THIS CHILD MISBEHAVED (MINOR OR SEVERE)  
IN THE PAST YEAR:**

15. How often did you <b>give this child money or other things</b> for finally stopping bad behavior or for behaving well?	N	0	1	2	3	4	5	6	7	8	9
16. How often did you <b>show or demonstrate the right thing to do</b> for this child?	N	0	1	2	3	4	5	6	7	8	9
17. How often did you <b>let this child misbehave so that they would have to deal with the results?</b>	N	0	1	2	3	4	5	6	7	8	9
18. How often did you <b>give this child extra chores as a consequence?</b>	N	0	1	2	3	4	5	6	7	8	9
19. How often did you <b>make this child do something to make up for some misbehavior; for example, pay for a broken window?</b>	N	0	1	2	3	4	5	6	7	8	9
20. When this child behaved badly, how often did you <b>tell the child that they are lazy, sloppy, thoughtless, or some other name like that?</b>	N	0	1	2	3	4	5	6	7	8	9
21. How often did you <b>withhold this child's allowance, toys, or other privileges until the child did what you wanted them to do?</b>	N	0	1	2	3	4	5	6	7	8	9
22. How often did you <b>check on this child to see if they were misbehaving?</b>	N	0	1	2	3	4	5	6	7	8	9
23. How often did you <b>check on this child so that you could tell them they were doing a good job?</b>	N	0	1	2	3	4	5	6	7	8	9
24. How often did you <b>make this child apologize or say they were sorry for misbehavior?</b>	N	0	1	2	3	4	5	6	7	8	9
25. How often did you <b>wash this child's mouth out with soap, put hot sauce on their tongue, or something similar?</b>	N	0	1	2	3	4	5	6	7	8	9
26. How often did you <b>ground this child or restrict their activities outside the home</b> because of misbehavior?	N	0	1	2	3	4	5	6	7	8	9

### D. OTHER THINGS THAT HAPPENED WHEN CORRECTING MISBEHAVIOR

These questions are about things you did or your partner did in the past year when you had to correct this child for misbehavior.

- 0. Never
- 1. Almost Never
- 2. Sometimes
- 3. Usually
- 4. Always or Almost Always
- N. Does not apply

1. I tried to make sure this child knows what behaviors were expected	0	1	2	3	4	
2. I checked to make sure this child was behaving after I corrected misbehavior	0	1	2	3	4	
3. When correcting misbehavior, I did or said things to show that I loved and supported this child	0	1	2	3	4	
4. I made the consequences of misbehavior clear to this child	0	1	2	3	4	
5. When I did something to correct misbehavior, this child ignored it	0	1	2	3	4	
6. I got very angry when this child misbehaved	0	1	2	3	4	
7. When this child misbehaved, I tended to act on the spur of the moment	0	1	2	3	4	
8. I thought I did the right thing when I corrected this child's misbehavior	0	1	2	3	4	
9. My partner disagreed with the way I corrected this child's misbehavior	0	1	2	3	4	N
10. I explained why I did what I did to correct this child	0	1	2	3	4	
11. I corrected this child again if they repeated misbehavior	0	1	2	3	4	
12. When I corrected the misbehavior I tried to make sure that this child understood they were still loved	0	1	2	3	4	
13. I gave this child a warning that they had a certain amount of time (for example, counting to three) to change their behavior before I did something else to correct the behavior	0	1	2	3	4	
14. I had problems managing this child's misbehavior	0	1	2	3	4	
15. I felt stressed out by this child's misbehavior	0	1	2	3	4	
16. I felt like I had "lost it" with this child	0	1	2	3	4	
17. I felt guilty about how I corrected misbehavior by this child	0	1	2	3	4	
18. I disagreed with the way my partner corrected this child's misbehavior	0	1	2	3	4	N
19. I followed through on what I said I would do	0	1	2	3	4	
20. When I corrected misbehavior, I also tried to encourage and support this child	0	1	2	3	4	
21. I changed my discipline strategies as this child got older	0	1	2	3	4	
22. No matter what I tried, I could not get this child to behave	0	1	2	3	4	
23. I made changes to my discipline when something did not work for this child	0	1	2	3	4	
24. I disagreed with my partner's rules for this child's behavior	0	1	2	3	4	N
25. My partner disagreed with my rules for this child's behavior	0	1	2	3	4	N

## **E. YOUR OPINIONS ABOUT DISCIPLINE**

Regardless of what you yourself do, we would like to have **your opinion** about doing each of the following with children who are about the same age as the child you described in this questionnaire.

- I THINK IT IS:** 1. Never OK  
 2. Rarely OK  
 3. Usually OK  
 4. Always or Almost Always OK

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Explain the rules to children that age to try to prevent misbehavior  | 1 | 2 | 3 | 4 |
| 2. Take away allowance, toys, or other privileges because of misbehavior   | 1 | 2 | 3 | 4 |
| 3. Put children that age in "time out" (or send them to their room)  | 1 | 2 | 3 | 4 |
| 4. Shout or yell at children that age  | 1 | 2 | 3 | 4 |
| 5. Grab or shake children that age to get their attention  | 1 | 2 | 3 | 4 |
| 6. Give children that age something else they might like to do instead of what they are doing wrong                      | 1 | 2 | 3 | 4 |
| 7. Try to make children that age feel ashamed or guilty  | 1 | 2 | 3 | 4 |
| 8. Deliberately not pay attention to misbehavior   | 1 | 2 | 3 | 4 |
| 9. Spank, slap, smack, or swat children that age   | 1 | 2 | 3 | 4 |
| 10. Use an object such as a paddle, hairbrush, belt, etc. on children that age   | 1 | 2 | 3 | 4 |
| 11. Praise children that age for finally stopping bad behavior or for behaving well                                      | 1 | 2 | 3 | 4 |
| 12. Hold back affection from children that age by acting cold or not giving hugs or kisses                               | 1 | 2 | 3 | 4 |
| 13. Send children that age to bed without a meal   | 1 | 2 | 3 | 4 |
| 14. Let children that age know that the parents are watching or checking to see if they do something                     | 1 | 2 | 3 | 4 |
| 15. Give children that age money or other things for finally stopping bad behavior or for behaving well                  | 1 | 2 | 3 | 4 |
| 16. Show or demonstrate the right thing to do  | 1 | 2 | 3 | 4 |
| 17. Let children that age misbehave so that they have to deal with the results   | 1 | 2 | 3 | 4 |
| 18. Give children that age extra chores as a consequence   | 1 | 2 | 3 | 4 |
| 19. Make children that age do something to make up for misbehavior; for example, pay for a broken window                 | 1 | 2 | 3 | 4 |
| 20. When children that age behave badly, tell them that they are lazy, sloppy, thoughtless, or some other name like that | 1 | 2 | 3 | 4 |
| 21. Withhold allowance, toys, or other privileges until children that age do what you want them to do                    | 1 | 2 | 3 | 4 |
| 22. Check on children that age to see if they are misbehaving  | 1 | 2 | 3 | 4 |
| 23. Check on children that age so that you can tell them they are doing a good job                                       | 1 | 2 | 3 | 4 |
| 24. Make children that age apologize or say they are sorry for misbehavior   | 1 | 2 | 3 | 4 |
| 25. Wash the mouths of children that age out with soap, put hot sauce on their tongue, or something similar              | 1 | 2 | 3 | 4 |
| 26. Ground children that age or restrict their activities outside the home because of misbehavior                        | 1 | 2 | 3 | 4 |

**DIMENSIONS OF DISCIPLINE QUESTIONNAIRE, Form A**  
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**Family Research Laboratory, University of New Hampshire**

**Answer Selection:** Correct = ●    Incorrect =

**A. BACKGROUND**

1. Your sex:    M   Male  
                  F   Female

2. How old were you at your last birthday: \_\_\_\_\_ years old

3. Do you have any children?            Y   Yes            N   No

    If yes, please list the ages of the children:

    Girls: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

    Boys: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

4. How many siblings do you have?

    Biological siblings:    \_\_\_\_\_ sisters                      \_\_\_\_\_ brothers

    Half siblings:            \_\_\_\_\_ half-sisters                      \_\_\_\_\_ half-brothers

    Step siblings:            \_\_\_\_\_ step-sisters                      \_\_\_\_\_ step-brothers

    Other children who grew up with you (specify relationship): \_\_\_\_\_

                                  \_\_\_\_\_ girls                      \_\_\_\_\_ boys

5. Your racial/ethnic identification:    1    Asian  
  2    African-American/Black  
  3    Caucasian/White  
  4    Native American/Pacific Islander  
  5    Hispanic/Latino(a)  
  6    Other \_\_\_\_\_  
  7    More than one race

6. What is your parents' marital status?

- 1    Your biological parents are married to each other
- 2    Your biological parents are not married but are currently together
- 3    Your biological parents are separated or divorced
- 4    Your biological parents never lived together
- 5    One or both of your biological parents has died                      M   Mother            F   Father
- 6    You did not live with your biological parents because you were adopted

7. If separated, divorced, or never together, what is the marital status of your biological mother?

- 1 Single
- 2 Remarried
- 3 Living with partner
- 4 Widowed
- 5 Other \_\_\_\_\_

8. If separated, divorced, or never together, what is the marital status of your biological father?

- 1 Single
- 2 Remarried
- 3 Living with partner
- 4 Widowed
- 5 Other \_\_\_\_\_

- If you were raised exclusively by your biological parents, you should answer the following questions about them.
- If you were raised by someone in addition to your biological parents, you should answer for the mother-figure and father-figure that had the biggest role in raising you when you were age 10.
  - For example, if your biological father shared custody of you with your biological mother and stepfather, you should answer for whichever father-figure had a bigger role in disciplining you.
- If you were raised by parents of the same sex, please explain under Other (for example, report on biological father as "Father" and other father as "Mother," or biological mother as "Mother" and grandmother as "Father").

9. Which mother-figure will you be describing (the person who had the biggest role in disciplining you at age 10)?

- 1 Biological mother
- 2 Adoptive mother
- 3 Foster mother
- 4 Stepmother
- 5 Father's girlfriend
- 6 Other adult female relative (specify relationship)\_\_\_\_\_
- 7 Other (specify relationship and gender)\_\_\_\_\_

10. Which father-figure will you be describing (the person who had the biggest role in disciplining you at age 10)?

- 1 Biological father
- 2 Adoptive father
- 3 Foster father
- 4 Stepfather
- 5 Mother's boyfriend
- 6 Other adult male relative (specify relationship)\_\_\_\_\_
- 7 Other (specify relationship and gender)\_\_\_\_\_

The following questions will refer to the mother-figure you listed above as “Mother” and the father-figure above as “Father.”

11. Please fill in a number in each column for how much education you and your parents finished:

YOU	MOTHER	FATHER	
1	1	1	Grade school
2	2	2	Some high school
3	3	3	Completed high school
4	4	4	Some college or technical school
5	5	5	Completed 4-year college or university
6	6	6	Some post-graduate education
7	7	7	Completed a post-graduate degree (M.A., M.D., Ph.D., etc.)

12. Please estimate your family's **total household** income before taxes for the **last year you were living with your parents** (for example, 12<sup>th</sup> grade):

- a \$0-\$2,999
- b \$3,000-\$7,999
- c \$8,000-\$12,999
- d \$13,000-\$19,999
- e \$20,000-\$29,999
- f \$30,000-\$39,999
- g \$40,000-\$49,999
- h \$50,000-\$59,999
- i \$60,000-\$79,999
- j \$80,000-\$99,999
- k \$100,000 and over

13. How many people (include both adults and children/stepchildren) lived on this income? \_\_\_\_\_

14. What kind of home did you live in for the last year you were living with your parents?

- 1 Apartment, condo, or co-op owned by your parents
- 2 Apartment or condo rented by your parents
- 3 Trailer on property owned by your parents
- 4 Trailer on property owned by another family member or friend living on the same property
- 5 Trailer in a trailer park or other rented property
- 6 House rented by your parents
- 7 House owned by your parents
- 8 Home owned by another member of your household (for example, a family member living with you)
- 9 Other \_\_\_\_\_

## B. YOUR MISBEHAVIOR AT AGE 10

1. Children misbehave in many different ways and in many different situations (e.g. bedtime, eating, picking up their belongings, disobedience, fights with siblings, etc.). Please list two examples of minor misbehaviors you performed around age 10, and two examples of serious misbehaviors you performed around age 10.

MINOR	1.	
MISBEHAVIORS	2.	
SERIOUS	1.	
MISBEHAVIORS	2.	

We would like to find out how often you repeated any minor misbehavior after your parents corrected you, or engaged in any serious misbehavior. Please use this answer key:

- N = Never
- 0 = Not in that year, but in another year
- 1 = 1-2 times in that year
- 2 = 3-5 times in that year
- 3 = 6-9 times in that year
- 4 = Monthly (10 to 14 times in that year)
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

### HOW OFTEN AT AGE 10 DID YOU?

2. Repeat a <b>minor</b> misbehavior after being corrected for it?	N	0	1	2	3	4	5	6	7	8	9
3. Do a <b>serious</b> misbehavior?	N	0	1	2	3	4	5	6	7	8	9

4. Who had more responsibility for disciplining you at age 10?

- 1 My **mother** had **much more** responsibility for discipline than my father
- 2 My **mother** had **somewhat more** responsibility than my father
- 3 My parents shared responsibility **equally**
- 4 My **father** had **somewhat more** responsibility than my mother
- 5 My **father** had **much more** responsibility than my mother

### C. WHAT DID YOUR PARENTS DO TO CORRECT MISBEHAVIOR?

N = Never

0 = Not in that year, but in another year

1 = 1-2 times in that year

2 = 3-5 times in that year

3 = 6-9 times in that year

4 = Monthly (10 to 14 times in that year)

5 = A few times a month (2-3 times a month) :

6 = Weekly (1-2 times a week)

7 = Several times a week (3-4 times)

8 = Daily (5 or more times a week)

9 = Two or more times a day

#### WHEN YOU MISBEHAVED (MINOR OR SEVERE)

##### AT AGE 10:

1. How often did your parents <b>explain the rules</b> to you to try to prevent you from repeating misbehavior?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
2. How often did your parents <b>take away your allowance, toys, or other privileges because of misbehavior?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
3. How often did your parents <b>put you in "time out" or send you to your room?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
4. How often did your parents <b>shout or yell at you?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
5. How often did your parents <b>shake or grab you to get your attention?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
6. How often did your parents <b>give you something else you might like to do instead of what you were doing wrong?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
7. How often did your parents <b>try to make you feel ashamed or guilty?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
8. How often did your parents <b>deliberately not pay attention</b> when you misbehaved?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
9. How often did your parents <b>spank, slap, smack, or swat</b> you?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
10. How often did your parents <b>use a paddle, hairbrush, belt, or other object?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
11. How often did your parents <b>praise you</b> for finally stopping bad behavior or for behaving well?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
12. How often did your parents <b>hold back affection by acting cold or not giving hugs or kisses?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
13. How often did your parents <b>send you to bed without a meal?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9



- N = Never
- 0 = Not in that year, but in another year
- 1 = 1-2 times in that year
- 2 = 3-5 times in that year
- 3 = 6-9 times in that year
- 4 = Monthly (10 to 14 times in that year)
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

**WHEN YOU MISBEHAVED (MINOR OR SEVERE)  
AT AGE 10:**

14. How often did your parents <b>tell you that they were watching or checking to see if you did something?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
15. How often did your parents <b>give you money or other things</b> for finally stopping bad behavior or for behaving well?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
16. How often did your parents <b>show or demonstrate to you the right thing to do?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
17. How often did your parents <b>let you misbehave so that you would have to deal with the results?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
18. How often did your parents <b>give you extra chores as a consequence?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
19. How often did your parents <b>make you do something to make up for some misbehavior</b> ; for example, pay for a broken window?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
20. When you behaved badly, how often did your parents <b>tell you that you were lazy, sloppy, thoughtless, or some other name like that?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
21. How often did your parents <b>withhold your allowance, toys, or other privileges until you did what they wanted you to do?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
22. How often did your parents <b>check on you to see if you were misbehaving?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
23. How often did your parents <b>check on you so that they could tell you that you were doing a good job?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
24. How often did your parents <b>make you apologize or say you were sorry</b> for misbehavior?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
25. How often did your parents <b>wash your mouth out with soap, put hot sauce on your tongue, or something similar?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
26. How often did your parents <b>ground you or restrict your activities outside the home</b> because of misbehavior?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9

**D. OTHER THINGS THAT HAPPENED WHEN CORRECTING MISBEHAVIOR**

These questions are about things your parents did when you were 10 years old when they had to correct you for misbehavior and your reactions.

- 0. Never
- 1. Almost Never
- 2. Sometimes
- 3. Usually
- 4. Always or Almost Always

1. You knew what behaviors your parents expected from you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
2. Your parents checked to make sure you were behaving after they corrected misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
3. When correcting misbehavior, your parents did or said things to show that they loved and supported you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
4. Your parents made the consequences of misbehavior clear to you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
5. When your parents did something to correct misbehavior, you ignored it	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
6. Your parents got very angry when you misbehaved	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
7. When you misbehaved, your parents tended to act on the spur of the moment	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
8. You thought your parents did the right thing when they corrected your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
9. Your mother disagreed with the way your father corrected your misbehavior		0	1	2	3	4
	Your father disagreed with the way your mother corrected your misbehavior		0	1	2	3
10. Your parents explained why they did what they did to correct you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
11. Your parents corrected you again if you repeated misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
12. When your parents corrected misbehavior, you knew they still loved you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
13. Your parents gave you a warning that you had a certain amount of time (for example, counting to three) to change your behavior before they did something else to correct the behavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4

- 0. Never
- 1. Almost Never
- 2. Sometimes
- 3. Usually
- 4. Always or Almost Always

14. Your parents had problems managing your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
15. Your parents seemed stressed out by your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
16. Your parents seemed to “lose it” when you misbehaved	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
17. You wished your parents had done things differently when correcting your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
18. Your mother disagreed with your father’s rules for your behavior		0	1	2	3	4
Your father disagreed with your mother’s rules for your behavior		0	1	2	3	4
19. Your parents followed through on what they said they would do	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
20. When your parents corrected misbehavior, you still felt encouraged and supported	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
21. Your parents changed how they disciplined you as you got older	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
22. No matter what your parents tried, they could not get you to behave	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
23. Your parents made changes to their discipline when something did not work for you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4

## E. YOUR OPINIONS ABOUT DISCIPLINE

Even if you do not have children, we would like to have your current opinion about doing each of the following with children who are about 10 years old.

### I THINK IT IS:

1. Never OK

2. Rarely OK

3. Usually OK

4. Always or Almost Always OK

1. Explain the rules to children that age to try to prevent misbehavior	1	2	3	4
2. Take away allowance, toys, or other privileges because of misbehavior	1	2	3	4
3. Put children that age in "time out" (or send them to their room)	1	2	3	4
4. Shout or yell at children that age	1	2	3	4
5. Grab or shake children that age to get their attention	1	2	3	4
6. Give children that age something else they might like to do instead of what they are doing wrong	1	2	3	4
7. Try to make children that age feel ashamed or guilty	1	2	3	4
8. Deliberately not pay attention to misbehavior	1	2	3	4
9. Spank, slap, smack, or swat children that age	1	2	3	4
10. Use an object such as a paddle, hairbrush, belt, etc. on children that age	1	2	3	4
11. Praise children that age for finally stopping bad behavior or for behaving well	1	2	3	4
12. Hold back affection from children that age by acting cold or not giving hugs or kisses	1	2	3	4
13. Send children that age to bed without a meal	1	2	3	4
14. Let children that age know that you are watching or checking to see if they do something	1	2	3	4
15. Give children that age money or other things for finally stopping bad behavior or for behaving well	1	2	3	4
16. Show or demonstrate the right thing to do	1	2	3	4
17. Let children that age misbehave so that they have to deal with the results	1	2	3	4
18. Give children that age extra chores as a consequence	1	2	3	4
19. Make children that age do something to make up for misbehavior; for example, pay for a broken window	1	2	3	4
20. When children that age behave badly, tell them that they are lazy, sloppy, thoughtless, or some other name like that	1	2	3	4
21. Withhold allowance, toys, or other privileges until children that age do what you want them to do	1	2	3	4
22. Check on children that age to see if they are misbehaving	1	2	3	4
23. Check on children that age so that you can tell them they are doing a good job	1	2	3	4
24. Make children that age apologize or say they are sorry for misbehavior	1	2	3	4
25. Wash the mouths of children that age out with soap, put hot sauce on their tongue, or something similar	1	2	3	4
26. Ground children that age or restrict their activities outside the home because of misbehavior	1	2	3	4

**DIMENSIONS OF DISCIPLINE QUESTIONNAIRE, Form C**  
© 2005-2007 Murray A. Straus and Angèle Fauchier  
Family Research Laboratory, University of New Hampshire

Answer Selection: Correct = ● Incorrect =

**A. BACKGROUND**

1. Your sex:   B   Boy  
                G   Girl

2. How old were you at your last birthday? \_\_\_\_\_ years old

3. How many siblings do you have?

Biological siblings:	_____ sisters	_____ brothers
Half siblings:	_____ half-sisters	_____ half-brothers
Step siblings:	_____ step-sisters	_____ step-brothers
Other children who live with you (what is your relationship?):	_____	
	_____ girls	_____ boys

4. Your racial/ethnic identification:   1   Asian  
  2   African-American/Black  
  3   Caucasian/White  
  4   Native American/Pacific Islander  
  5   Hispanic/Latino(a)  
  6   Other \_\_\_\_\_  
  7   More than one race

5. What is your parents' marital status?

- 1 Your biological parents are married to each other
- 2 Your biological parents are not married but are currently together
- 3 Your biological parents are separated or divorced
- 4 Your biological parents never lived together
- 5 One or both of your biological parents has died                 M Mother    F Father
- 6 You do not live with your biological parents because you were adopted

6. If separated, divorced, or never together, what is the marital status of your biological mother?

- 1 Single
- 2 Remarried
- 3 Living with partner
- 4 Widowed
- 5 Other \_\_\_\_\_

7. If separated, divorced, or never together, what is the marital status of your biological father?

- 1 Single
- 2 Remarried
- 3 Living with partner
- 4 Widowed
- 5 Other \_\_\_\_\_

- If you have been raised exclusively by your biological parents, you should answer the following questions about them.
- If you have been raised by someone in addition to your biological parents, you should answer for the mother-figure and father-figure that currently have the biggest role in raising you.
- If you were raised by parents of the same sex, please explain under Other (for example, report on biological father as "Father" and other father as "Mother," or biological mother as "Mother" and grandmother as "Father").

8. Which mother-figure will you be describing (the person who has the biggest role in disciplining you)?

- 1 Biological mother
- 2 Adoptive mother
- 3 Foster mother
- 4 Stepmother
- 5 Father's girlfriend
- 6 Other adult female relative (specify relationship)\_\_\_\_\_
- 7 Other (specify relationship and gender)\_\_\_\_\_

9. Which father-figure will you be describing (the person who has the biggest role in disciplining you)?

- 1 Biological father
- 2 Adoptive father
- 3 Foster father
- 4 Stepfather
- 5 Mother's boyfriend
- 6 Other adult male relative (specify relationship)\_\_\_\_\_
- 7 Other (specify relationship and gender)\_\_\_\_\_

**The following questions will refer to the mother-figure you listed above as "Mother" and the father-figure above as "Father."**

10. What was the last grade you finished in school? \_\_\_\_\_

Do you still go to school? Y Yes

N No

11. Please fill in a number in each column for how much education your parents finished:

MOTHER	FATHER	
1	1	Grade school
2	2	Some high school
3	3	Completed high school
4	4	Some college or technical school
5	5	Completed 4-year college or university
6	6	Some post-graduate education
7	7	Completed a post-graduate degree (M.A., M.D., Ph.D., etc.)

12. Please estimate your family's **total household** income before taxes for the **last year**:

- A \$0-\$2,999
- B \$3,000-\$7,999
- C \$8,000-\$12,999
- D \$13,000-\$19,999
- E \$20,000-\$29,999
- F \$30,000-\$39,999
- G \$40,000-\$49,999
- H \$50,000-\$59,999
- I \$60,000-\$79,999
- J \$80,000-\$99,999
- K \$100,000 and over

13. How many people (include both adults and children/stepchildren) lived on this income? \_\_\_\_\_

14. What kind of home do you live in (or if you no longer live with your parents, what kind of home did you live in during the last year you lived with your parents)?

- 1 Apartment, condo, or co-op owned by your parents
- 2 Apartment or condo rented by your parents
- 3 Trailer on property owned by your parents
- 4 Trailer on property owned by another family member or friend living on the same property
- 5 Trailer in a trailer park or other rented property
- 6 House rented by your parents
- 7 House owned by your parents
- 8 Home owned by another member of your household (for example, a family member living with you)
- 9 Other \_\_\_\_\_

## B. YOUR MISBEHAVIOR

1. Kids misbehave in many different ways and in many different situations (e.g. bedtime, eating, picking up their belongings, disobedience, fights with siblings, etc.). Please list two examples of minor misbehaviors you have done in the past year, and two examples of serious misbehaviors in the past year.

MINOR	1.	
MISBEHAVIORS	2.	
SERIOUS	1.	
MISBEHAVIORS	2.	

**We would like to find out how often you repeated any minor misbehavior after your parents corrected you, or engaged in any serious misbehavior. Please use this answer key:**

- N = Never
- 0 = Not in the past year, but in a previous year
- 1 = 1-2 times in the past year
- 2 = 3-5 times in the past year
- 3 = 6-9 times in the past year
- 4 = Monthly (10 to 14 times in the past year)
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

**HOW OFTEN IN THE PAST YEAR DID YOU?**

2. Repeat a <b>minor</b> misbehavior after being corrected for it?	N	0	1	2	3	4	5	6	7	8	9
3. Do a <b>serious</b> misbehavior?	N	0	1	2	3	4	5	6	7	8	9

4. Who has more responsibility for disciplining you?

- 1 My **mother** has **much more** responsibility for discipline than my father
- 2 My **mother** has **somewhat more** responsibility than my father
- 3 My parents share responsibility **equally**
- 4 My **father** has **somewhat more** responsibility than my mother
- 5 My **father** has **much more** responsibility than my mother



**C. WHAT DID YOUR PARENTS DO TO CORRECT MISBEHAVIOR?**

- N = Never
- 0 = Not in the past year, but in another year
- 1 = 1-2 times in the past year
- 2 = 3-5 times in the past year
- 3 = 6-9 times in the past year
- 4 = Monthly (10 to 14 times in the past year)
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

**WHEN YOU MISBEHAVED (MINOR OR SEVERE)  
IN THE PAST YEAR:**

1. How often did your parents <b>explain the rules</b> to you to try to prevent you from repeating misbehavior?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
2. How often did your parents <b>take away your allowance, toys, or other privileges because of misbehavior?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
3. How often did your parents <b>put you in "time out" or send you to your room?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
4. How often did your parents <b>shout or yell at you?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
5. How often did your parents <b>shake or grab you to get your attention?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
6. How often did your parents <b>give you something else you might like to do instead of what you were doing wrong?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
7. How often did your parents <b>try to make you feel ashamed or guilty?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
8. How often did your parents <b>purposely not pay attention</b> when you misbehaved?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
9. How often did your parents <b>spank, slap, smack, or swat</b> you?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
10. How often did your parents <b>use a paddle, hairbrush, belt, or other object?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
11. How often did your parents <b>praise you</b> for finally stopping bad behavior or for behaving well?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
12. How often did your parents <b>hold back affection by acting cold or not giving hugs or kisses?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
13. How often did your parents <b>send you to bed without a meal?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9

- N = Never
- 0 = Not in the past year, but in another year
- 1 = 1-2 times in the past year
- 2 = 3-5 times in the past year
- 3 = 6-9 times in the past year
- 4 = Monthly (10 to 14 times in the past year) :
- 5 = A few times a month (2-3 times a month)
- 6 = Weekly (1-2 times a week)
- 7 = Several times a week (3-4 times)
- 8 = Daily (5 or more times a week)
- 9 = Two or more times a day

**WHEN YOU MISBEHAVED (MINOR OR SEVERE)  
IN THE PAST YEAR:**

14. How often did your parents <b>tell you that they were watching or checking to see if you did something?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
15. How often did your parents <b>give you money or other things</b> for finally stopping bad behavior or for behaving well?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
16. How often did your parents <b>show or demonstrate</b> to you <b>the right thing to do?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
17. How often did your parents <b>let you misbehave so that you would have to deal with the results?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
18. How often did your parents <b>give you extra chores as a consequence?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
19. How often did your parents <b>make you do something to make up for some misbehavior</b> ; for example, pay for a broken window?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
20. When you behaved badly, how often did your parents <b>tell you that you were lazy, sloppy, thoughtless, or some other name like that?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
21. How often did your parents <b>withhold your allowance, toys, or other privileges until you did what they wanted you to do?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
22. How often did your parents <b>check on you to see if you were misbehaving?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
23. How often did your parents <b>check on you so that they could tell you that you were doing a good job?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
24. How often did your parents <b>make you apologize or say you were sorry</b> for misbehavior?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
25. How often did your parents <b>wash your mouth out with soap, put hot sauce on your tongue, or something similar?</b>	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9
26. How often did your parents <b>ground you or restrict your activities outside the home</b> because of misbehavior?	Mother:	N	0	1	2	3	4	5	6	7	8	9
	Father:	N	0	1	2	3	4	5	6	7	8	9

**D. OTHER THINGS THAT HAPPENED WHEN CORRECTING MISBEHAVIOR**

These questions are about things your parents have done in the past year when they had to correct your misbehavior, and about your reactions.

- 0. Never
- 1. Almost Never
- 2. Sometimes
- 3. Usually
- 4. Always or Almost Always

1. You know what behaviors your parents expect from you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
2. Your parents check to make sure you are behaving after they correct misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
3. When correcting misbehavior, your parents do or say things to show that they love and support you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
4. Your parents make the consequences of misbehavior clear to you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
5. When your parents do something to correct misbehavior, you ignore it	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
6. Your parents get very angry when you misbehave	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
7. When you misbehave, your parents tend to act on the spur of the moment	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
8. You think your parents do the right thing when they correct your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
9. Your mother disagrees with the way your father corrects your misbehavior		0	1	2	3	4
	Your father disagrees with the way your mother corrects your misbehavior		0	1	2	3
10. Your parents explain why they do what they do to correct you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
11. Your parents correct you again if you repeat misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
12. When your parents correct misbehavior, you know they still love you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
13. Your parents give you a warning that you have a certain amount of time (for example, counting to three) to change your behavior before they do something else to correct the behavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4

- 0. Never
- 1. Almost Never
- 2. Sometimes
- 3. Usually
- 4. Always or Almost Always

14. Your parents have problems managing your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
15. Your parents seem stressed out by your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
16. Your parents seem to "lose it" when you misbehave	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
17. You wish your parents would do things differently when correcting your misbehavior	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
18. Your mother disagrees with your father's rules for your behavior		0	1	2	3	4
	Your father disagrees with your mother's rules for your behavior	0	1	2	3	4
19. Your parents follow through on what they say they will do	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
20. When your parents correct misbehavior, you still feel encouraged and supported	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
21. Your parents change how they discipline you as you get older	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
22. No matter what your parents try, they can not get you to behave	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4
23. Your parents make changes to their discipline when something does not work for you	Mother:	0	1	2	3	4
	Father:	0	1	2	3	4

## E. YOUR OPINIONS ABOUT DISCIPLINE

We would like to have **your opinion** about how parents in general should discipline kids who are around your age.

### I THINK IT IS:

1. Never OK
2. Rarely OK
3. Usually OK
4. Always or Almost Always OK

1. Explain the rules to kids my age to try to prevent misbehavior	1	2	3	4
2. Take away allowance, toys, or other privileges because of misbehavior	1	2	3	4
3. Put kids my age in "time out" (or send them to their room)	1	2	3	4
4. Shout or yell at kids my age	1	2	3	4
5. Grab or shake kids to get their attention	1	2	3	4
6. Give kids something else they might like to do instead of what they are doing wrong	1	2	3	4
7. Try to make kids feel ashamed or guilty	1	2	3	4
8. On purpose not pay attention to misbehavior	1	2	3	4
9. Spank, slap, smack, or swat kids	1	2	3	4
10. Use an object such as a paddle, hairbrush, belt, etc. on kids	1	2	3	4
11. Praise kids for finally stopping bad behavior or for behaving well	1	2	3	4
12. Hold back affection from kids by acting cold or not giving hugs or kisses	1	2	3	4
13. Send kids to bed without a meal	1	2	3	4
14. Let kids know that the parents are watching or checking to see if they do something	1	2	3	4
15. Give kids money or other things for finally stopping bad behavior or for behaving well	1	2	3	4
16. Show or demonstrate the right thing to do	1	2	3	4
17. Let kids misbehave so that they have to deal with the results	1	2	3	4
18. Give kids extra chores as a consequence	1	2	3	4
19. Make kids do something to make up for misbehavior; for example, pay for a broken window	1	2	3	4
20. When kids behave badly, tell them that they are lazy, sloppy, thoughtless, or some other name like that	1	2	3	4
21. Withhold allowance, toys, or other privileges until kids do what parents want them to do	1	2	3	4
22. Check on kids to see if they are misbehaving	1	2	3	4
23. Check on kids so the parents can tell them they are doing a good job	1	2	3	4
24. Make kids apologize or say they are sorry for misbehavior	1	2	3	4
25. Wash kids' mouths out with soap, put hot sauce on their tongue, or something like that	1	2	3	4
26. Ground kids or put limits on what they do away from home because of misbehavior	1	2	3	4

## REQUEST FOR PERMISSION TO USE

### THE DIMENSIONS OF DISCIPLINE INVENTORY (DDI)

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## THE DIMENSIONS OF DISCIPLINE INVENTORY - USE AGREEMENT

PROJECT TITLE/PURPOSE OF ADMINISTERING THE DDI: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ESTIMATED NUMBER TO BE TESTED:

Parent Form	FEMALES: _____	MALES: _____	COUPLES: _____ (both tested)
Adult Recall Form	FEMALES: _____	MALES: _____	
Child Report Form	FEMALES: _____	MALES: _____	

APPROXIMATE MONTH AND YEAR TESTING WILL BEGIN: \_\_\_\_\_ AND END: \_\_\_\_\_

I (we) agree to provide the test author with a Word or .pdf copy of any papers, theses, or dissertations which report results of using the DDI.

Name of Cooperating User: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PHONE(\_\_\_\_) \_\_\_\_\_ FAX(\_\_\_\_) \_\_\_\_\_ E-Mail \_\_\_\_\_

Your Website (If you have one): \_\_\_\_\_

I agree to the terms of agreement and to provide data as indicated above.

Cooperating User Signature \_\_\_\_\_ DATE \_\_\_\_\_

STUDENTS: Please have your faculty advisor for this research sign below:

Faculty Advisor Signature \_\_\_\_\_ DATE \_\_\_\_\_

Advisor Name, Title: \_\_\_\_\_

Advisor Department and Institution: \_\_\_\_\_

Advisor E-Mail Address \_\_\_\_\_ Phone Number (\_\_\_\_) \_\_\_\_\_

For the Test Authors\*: \_\_\_\_\_ DATE \_\_\_\_\_

\* The Test Authors of the DDI are Murray A. Straus and Angèle Fauchier