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DEVELOPMENT

Parental Self-Efficacy and its Effect on the Socio-Emotional Development of Toddlers: The  
Mediating Role of Negative Discipline

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### **Abstract**

In the literature, parental self-efficacy has emerged as an important variable when predicting parenting discipline and child development. Most of these studies used mothers in their samples. Although much research has been done on parental self-efficacy, negative discipline and the socio-emotional development of toddlers, little research has been done to identify possible associations between these three constructs, and the influence of gender of the parent is often underexposed. The current study attempted to overcome this knowledge gap by exploring to what extent negative discipline mediates the relationship between parental self-efficacy and the socio-emotional development of their toddlers. In addition, current study also explored if the relation between parental self-efficacy and negative discipline was moderated by gender of the parent. Scales assessing parental self-efficacy, negative discipline and the socio-emotional development of their toddler were administered to both mothers ( $N = 108$ ) and fathers ( $N = 60$ ). Results showed that parental self-efficacy predicts their toddlers' socio-emotional development. The use of negative discipline didn't mediate this relationship. In fact, no associations were found between negative discipline and parental self-efficacy, nor for negative discipline and the socio-emotional development of toddlers. Neither did gender of the parent moderate the relation between parental-self-efficacy and the use of negative discipline. It is suggested that more research should be done on the relationship between ND – PSE and ND – SED. A possible direction for this is to take another measure for ND.

*Keywords:* parental self-efficacy, negative discipline, socio-emotional development, toddlers, gender of parents, moderated mediation, PROCESS-tool

Parental Self-Efficacy and its Effect on the Socio-Emotional Development of Toddlers: The  
Mediating Role of Negative Discipline

Raising a child is a difficult task. The way in which parents raise their child plays an important role in the child's development, including the child's socio-emotional development ([SED]: Zimmer-Gembeck & Thomas, 2010). SED refers to the extent to which a child has become aware of itself, others and the environment, and has learned what is socially desirable behavior and how to act accordingly (Brownell & Kopp, 2007). Especially toddlerhood features a period where the child's SED develops rapidly and children show an increasing need of independence, self-determination and exploration (Brownell & Kopp, 2007; Coleman, 1998; Van Rijen, Gasanova, Boonstra & Huijding, 2013). In this developmental stage, toddlers become increasingly disruptive and noncompliant (Coleman, 1998; Schulz, Leijten, Shaw, & Overbeek, 2018; Van Reijen et al., 2013; Verhoeven, Junger, Van Aken, Deković, & Van Aken, 2007). This turbulent and stressful period, for both parents and child, does an appeal on the parenting skills, as parents need to adjust their way of responding and tend to practice more control over their child's behavior (Van Rijen et al., 2013).

A way of practicing control is to use discipline, which is often used to encourage appropriate behavior and/or prevent misbehavior (Russel & Russel, 1996 in Locke & Prinz, 2002). A distinction can be made between positive and negative discipline (ND). Positive discipline refers to disciplinary techniques that include positive parenting behavior (warmth, structure & support) and clear rules and requests (Skinner, Johnson, & Snyder, 2005). Additionally, the use of measures such as a time-out, the temporary withdrawal of privileges and reinforcement of appropriate behavior, are seen as positive discipline (Locke & Prinz, 2002). Many studies show the positive effect of positive discipline on the child's functioning (Feldman & Klein, 2003; Gryczkowski, Jordan, & Mercer, 2010). ND on the other hand, includes physical punishment (spanking), psychological control (verbal punishment, not paying attention) and inconsistent discipline (Locke & Prinz, 2002; Stormshak, Bierman, McMahon, & Lengua, 2000), and appears to have a negative effect on the development of a toddler. For example, a study among 631 children shows that ND is related to behavioral problems in toddlers (Stormshak et al., 2000). In addition, research among 381 families showed that preschool children who were negatively disciplined exhibited less pro-social behavior (Daniel, Madigan, & Jenkins, 2016). Thus, the way in which a toddler is disciplined influences his social-emotional development.

According to a review by Jones & Prinz (2005), ND appears to be applied more often by parents who feel not, or less competent in the upbringing of their child. The way in which parents see and experience their own parenting competence and the extent to which they are convinced that they have a positive influence on the development of their child, is referred to as parental self-efficacy ([PSE]; Coleman & Karraker, 1998). The foundation of PSE lies in the self-efficacy theory of Bandura (1977), which refers to the belief in a person's ability to successfully perform specific behavior. Many studies show a coherence between PSE and parenting behavior. More specifically, a high degree of PSE is related to more positive parenting behavior, less ND and a positive development of the child (Ardelt & Eccles, 2001; Bor & Sanders, 2004; Sanders & Woolley, 2006; Seo, 2004). Taken together, the above reviewed literature suggests that PSE may influence children's SED via its influence on parental discipline.

PSE can be measured assessing four different domains: general, domain-specific, domain-general, and narrow-domain self-efficacy. Domain-specific assessments of PSE, measure PSE in specific tasks for a child with a specific age. While most studies on PSE focused on global assessments of PSE, as if PSE is a trait, the current study will focus on domain-specific assessments of PSE. This is because the global assessments of PSE are not sensitive enough for the tasks of a parent with a child of a specific age (Črnčec, Barnett, & Matthey, 2010). Additionally, Bandura (1997 in Wittkowski, 2017) stated that PSE is best measured when assessed on the domain-specific scale.

Despite many previous studies of PSE there is a knowledge gap regarding the contribution of paternal PSE. In recent decades the role of 'being a father' has changed. Although mothers were previously more involved in raising children than fathers (Pleck & Masciadrelli 2004), more recent research by Bianchi and Milkie (2010) showed that fathers are increasingly involved in the upbringing of their child. Men and women are sharing more equality in parenting responsibilities. In addition, the accessibility, responsibility, commitment and quality of the interactions between a father and child play an important role in the SED of children (Cabrera, Shannon, & Tamis-LeMonda, 2007). Cabrera et al. (2007) also stated that the interaction between a father and child differs in terms of warmth, support and harshness, from the relation between a mother and child. Moreover, research by Hastings, McShane, Parker, and Ladha (2007) suggested that paternal parenting is less strongly related to the SED of their children than maternal parenting. As the majority of the PSE studies were conducted among mothers (Albanese et al., 2019; Meunier, Roskam, & Browne, 2010), it is

unclear to what extent these data can be generalized to fathers. Given the important role that fathers play in raising their child (Lewis & Lamb, 2003), it is important to investigate possible differences between mothers and fathers. Because, when relationships are different for fathers, this may have implications for interventions.

Although much research has been done on PSE, ND and the SED of toddlers (Coleman & Karraker, 2003; Wittkowski, Garrett, Calam, & Weisberg, 2017; Jones & Prinz, 2005), little research is done to identify possible associations between these three constructs (Albanese, Russo, & Geller, 2019). Sandy & Woolley (2005) conducted a cross-sectional survey among 124 children, ranging from 2- to 8-years old, and their parents. They found PSE as a significant predictor of parental disciplinary style after controlling for other parent and child factors. It is surprising that little research has been done, given the important role that PSE and parenting behavior play in the SED of toddlers (Jones & Prinz, 2005; Coleman & Karakker, 2003; Rijen et al., 2013; Murdock, 2013). Therefore, the objective of the current study is to examine ND as a mediator of the effects of PSE on toddlers' SED, and the difference between maternal and paternal PSE.

Based on the above, it is hypothesized that ND mediates the relation between PSE and the SED of toddlers, and that gender of the parent will moderate the association between PSE and ND, with a stronger influence of mothers.

## Method

### Participants

Data was gathered from 108 mothers and 60 fathers who filled in all questions online. Data was originally collected in the context of a broader study of parental cognitions and parenting behavior. Participants were recruited through the network of students who collected data for the original study. After giving their informed consent, parents participated in this study through an online questionnaire. All personal data was processed anonymously to guarantee the parents' privacy, and the ethics review board of The Faculty of Science has approved this research.

Tabel 1

#### *Demographic Information of Participants*

	<i>N</i>	<i>%</i>
Ethnicity		

Dutch	166	98.8
Polish	1	0.6
Dutch/American	1	0.6
Education level		
LBO, MAVO, VMBO	17	10.1
HAVO, VWO, MBO	51	30.4
HBO, University- bachelor	66	39.3
University- master or doctor	34	20.2

### Measuring Instruments and Procedure

All assessments were embedded in a survey that was compiled by the researchers of the larger research. The first survey contained ten situation-specific scenarios. Parents were presented with a total of 10 images of difficult situations that can occur with toddlers (see figure 1). Parents were instructed to try to imagine what they would think and do if they would get into such a situation with their own child. After being presented with the image and description of a situation they were presented with nine questions about their thoughts and behaviors regarding this situation. After completing all nine questions, the next scenario was presented. The nine questions assessed who the parent thought was responsible for the situation (Parental Attributions: four questions), how the parent would respond (Discipline: three questions), and how confident they were in their ability to resolve the situation (PSE: two questions). Below, the assessments that are relevant for the current study are described in more detail. After completing the questions for all 10 scenario's parents were asked to complete a number of global questionnaires: the Parent Cognition Scale; Comprehensive Early Childhood Parenting Questionnaire ([CECPAQ]; Verhoeven, Van Baar, Deković, & Bodden, 2010); Strengths and Difficulties Questionnaire ([SDQ]; Widenfelt, Goedhart, Treffers, & Goodman 2003).; the PSE subscale of the "Me as a Parent" questionnaire ([MaaP]; Hamilton, Matthews, & Crawford, 2015) and the Nijmeegse Opvoed Stress Index

([NOSI]; De Brock, Vermulst, Gerris, & Abidin, 2006). Finally, parents were asked for demographic information.

**ND.** Parental behavior in response to the situation, was assessed using two statements that were scored on a 5-point Likert scale, on which parents could indicate to what extent they agreed with the statement, ranging from strongly disagree (1) to strongly agree (5). ND was assessed using two statements: '*I would be angry and hold my child firmly*' and '*I would make sure my child feels guilty*'. These statements were based on the CECPAQ (Verhoeven et al., 2010), a comprehensive self-report measure that assesses the domains of stimulation, support, structure, harsh discipline, and positive discipline in parenting behavior. Cronbach's alpha for the two statements was .940.

**PSE.** Parental self-efficacy was assessed using two statements that were scored on a 5-point Likert scale, on which parents could indicate to what extent they agreed with the statement, ranging from strongly disagree (1) to strongly agree (5). The two statements were: '*I am confident about dealing with this situation*' and '*I have enough skills to deal with this situation*'. These are based on the Self-efficacy scale of the MaaP (Hamilton et al., 2015). Cronbach's Alpha of these two statements was .963.

**SED.** The extent to which the child shows social and emotional skills and problems is measured with the Dutch translation of the SDQ (Widenfelt et al., 2003). This screening questionnaire that consists of 25 items with three response categories (not true, somewhat true, certainly true), is for children aged between 2 and 17 years and has different versions for teachers, parents and the child itself. For the current study the parental version was used. The COTAN assesses the SDQ as sufficient. This is due to the fact that the standards are not representative. The criterion validity is also insufficient because too little research has been done into this. COTAN has assessed the concept of validity and reliability as 'good' (Egberink, Leng, & Vermeulen, 2007). Cronbach's alpha for the present study was .744.





	Sterk mee eens	Mee eens	Neutraal	Mee eens	Ste meer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. Example of a Difficult Situation Accompanied by a Statement as Shown in the Questionnaire

### Analyses

The obtained data was analyzed using IBM SPSS Statistics version 26.0. First, a simple mediation was executed (PROCESS model 4) to explore if parents' PSE influences their toddler's SED through the use of ND, followed by a moderated mediation (PROCESS model 7) to explore if this effect was different for men and women. A moderated mediation, also called a conditional process analysis, is used when one wants to gain insight into the impact of a mechanism without ignoring the possible influence of, for example, the context, circumstances or individual differences (Hayes, 2017).

Figure 2 shows the mediated moderation model that was tested, in which PSE exerts its effect, via ND, indirectly on SED, and in which the size of the indirect effect depends on the gender. In order to perform the analyses, sum scores were calculated for PSE, ND and SED. There were no participants with important missing data.

Prior to the analysis, a number of assumptions were evaluated. First, a reasonable ratio of cases to predictors ( $N:k$ ) is required. Rule of thumb of  $50 + 8(k)$ , was applied (Allen, Bennett, & Heritage, 2014). Second, each variable in the regression had to be normally distributed. Third, the presence of outliers both univariate and multivariate, had to be detected. Univariate outliers were exposed graphically with boxplots. Multivariate outliers were detected with Mahalanobis distance. Fourth, it had to be assumed that there was a

normal distribution between the observed and predicted values on the residuals, that there would be a linear relationship between the residuals and predicted values, and that the variance in the residuals were homogeneous across the predicted values. Fifth, it had to be shown that multicollinearity did not interfere with the ability to interpret the outcome of the moderated mediation (Field, 2018).

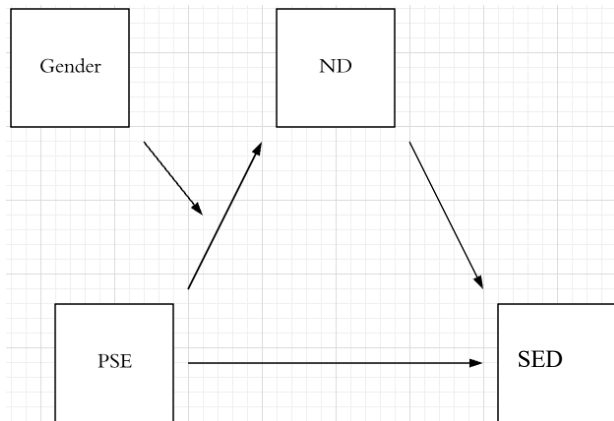


Figure 2. Model of the Mediation of PSE and SED by ND, with Gender as a Moderator

### Results

Evaluation of the assumptions showed that there was a reasonable ratio of cases (168) to predictors (3), and the normal P-P Plot showed that the residuals were normally distributed. Boxplots didn't expose any outliers, but Mahalanobis did exceed the critical  $\chi^2$  with 26.06 for  $df = 3$  at  $\alpha = .001$ , which indicated the presence of multivariate outliers. As *Cook's D* = < 1, the outliers were ignored (Allen et al., 2014). Inspection of the normal probability plot and scatterplot indicated that the assumptions of homoscedasticity, linearity and normality were met, and relatively high tolerances indicated that multicollinearity will not interfere with the ability to interpret the outcome of the moderated mediation. Means and standard deviations are presented in table 2.

Table 2

*Ratings from Parents of Their PSE, ND and the SED of Their Toddlers*

Variables	<i>M</i>	<i>SD</i>	<i>Range</i>
PSE	83.3	8.9	62 – 100
ND	40	13.4	20 – 100

SDE	34.8	4.9	25 – 51
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*Note.* Variables concern sumscores of PSE, ND, SDE.

### Mediation Effect

The analysis revealed that the indirect effect of parents' PSE on toddlers' SED, mediated by ND, was  $b = -0.005$  with a 5000-sample bootstrap  $SE$  of .009 yielding a 95% CI [-.028 – .005]. Since this interval includes zero, it can be concluded that ND was not a significant mediator of the relation between PSE and SED. The results also indicated that PSE isn't significantly associated with ND ( $b = -0.186$ ,  $SE = .116$ ,  $t(166) = -1.600$ ,  $p = .112$ ), which means that a higher PSE doesn't mean that parents use less ND. In addition, it seemed that ND is not significantly related to toddlers' SED ( $b = 0.029$ ,  $SE = .028$ ,  $t(165) = 1.047$ ,  $p = .297$ ). However, results did show a significant direct effect of parents' PSE on their toddlers' SED ( $b = -0.150$ ,  $SE = .041$ ,  $t(165) = -3.606$ ,  $p < .001$ ). This suggests that a high score on parents' PSE is associated with a positive SED of their toddlers.

### Moderated Mediation Effect

With respect to the question whether gender of the parent moderates the effect of PSE on ND, gender was added to the model as a potential moderator of the effect of PSE on ND. The results showed that gender did not have a direct effect on the use of ND by parents ( $b = -15.876$ ,  $SE = 19.751$ ,  $t(164) = -.804$ ,  $p = .42$ ). More importantly, there was no significant interaction effect of PSE and gender on ND ( $b = 0.110$ ,  $SE = .237$ ,  $t(164) = .463$ ,  $p = .64$ ). Thus, no evidence was found of moderated mediation, as the effect looked identical for fathers ( $b = -0.006$ ) and mothers ( $b = -0.003$ ). The 95% bootstrap CI's were -.051 – .010 for fathers and -.022 – .009 for mothers respectively.

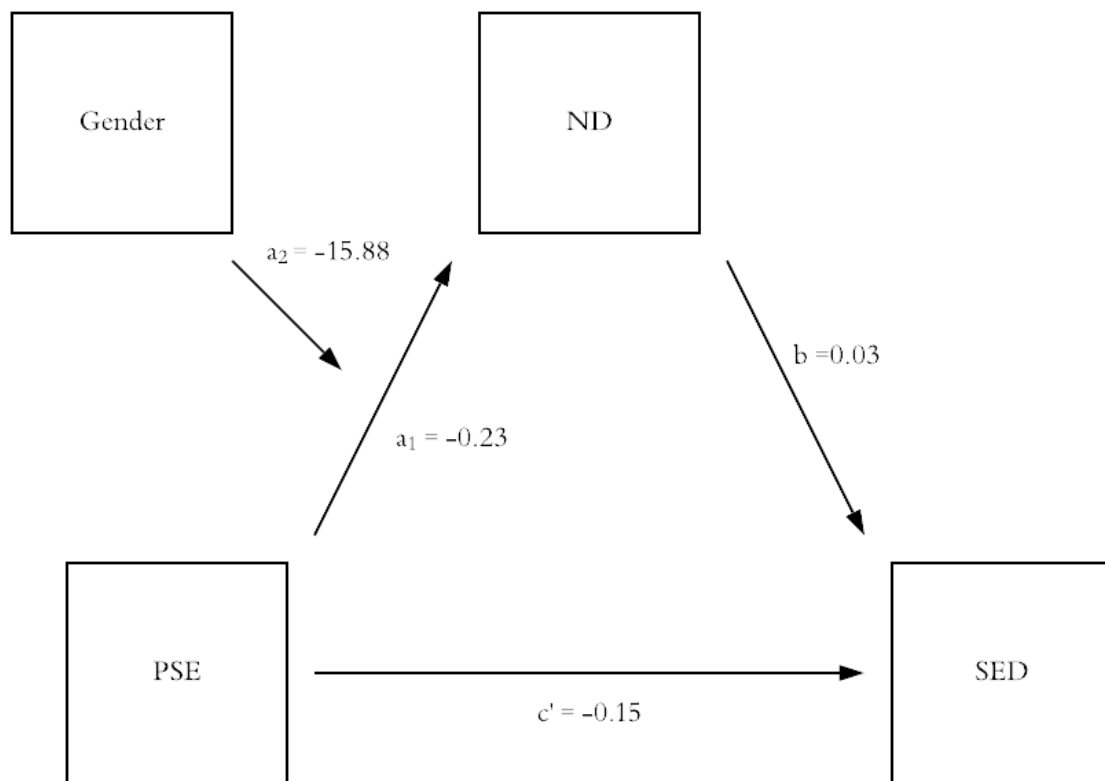


Figure 3. A Moderated Mediation Model of the Association Between PSE and SED via ND  
 Note. a, b, and c are unstandardized regression coefficients.

### Discussion

The current study supplemented existing literature by proposing a simple mediation to investigate if PSE predicts the SED of toddlers via the use of ND by their parents, and a moderated mediation to see if the gender of the parents affects this mediation. Results of the current study showed that ND doesn't mediate the relationship between PSE and SED, and that gender of the parents doesn't play a moderating role between PSE and ND.

First, it was found that a higher level of parents' PSE increases the likelihood of a positive SED of their toddlers. This is in line with previous studies. For instance, Bor & Sanders (2004) and Seo (2004) both showed in their studies that a high degree of PSE is related to a positive SED.

As stated earlier in this discussion, no evidence was found that the relation between parents' PSE and their toddlers' SED could be explained by ND. In fact, against expectations no association was found between ND and PSE, nor for ND and SED. Although little research has been done on the coherence of PSE, ND and SED, Sanders and Woolley (2005) found in

their study that there is an association between PSE, ND and SED. Though their study differs from the current study as they used child factors (such as SED) as a mediator, PSE as a predictor and ND as the outcome variable. In addition, Bornstein et al. (2018) suggested that ND could be a mediator between PSE and SED, though this was based on their study among mothers. Furthermore, in previous studies it was shown that when parents experienced a higher level of PSE, they apply more positive discipline and less ND (Bornstein, Putnick, & Suwalsky, 2018; Cooklin, Giallo, & Rose, 2012), as parents with a high degree of PSE experience more satisfaction and less stress about their competences as a parent. This makes them better able to act more positively in raising their child (Bandura, 1977). The influence of ND on the SED of children has been studied many times with results showing that ND is related to childrens' SED. A longitudinal study showed that ND is related to less empathy and more behavioral problems of the child (Waller et al., 2012). In addition, a review by Lansfort et al. (2011) suggested that the use of ND leads to behavioral problems among their children, which can be explained by the social learning theory of Bandura. This states that behavior is learned by observing and imitating others (Bandura 1978). When parents use ND, their toddlers can imitate this behavior which in turn can result in a problematic SED (Verhoeven, Junger, Van Aken, Deković, & Van Aken (2010).

The fact that the current study didn't find any relationship between ND – PSE and ND – SED, suggest that there may be something wrong with the way ND was measured during the current study. Perhaps the specific situations presented in the questionnaire weren't relatable for parents, but this would mean that there wouldn't be a relationship between PSE and SED either, but a relationship was found. Another possible explanation would be that the fact that there were only two question related to ND and PSE were used. Although, this explanation does not seem appropriate as there is a wide range in the answers that participants gave on these scales. In addition, a possible explanation doesn't seem to lie in the reliability, since the Cronbach's alpha for ND seemed high ( $\alpha = .940$ ). For this reason, it is difficult to say what a possible explanation could be. Therefore, more research should be done on the relationship between ND – PSE and ND – SED. A possible direction for this is to take another measure for ND.

The contribution of paternal PSE is still unknown, though the role of fathers in the upbringing of their child has changed, and fathers are more involved in the upbringing. As the role of fathers and mothers differs, for example in use of discipline (Cabrera et al. (2007), it was unexpected that the results of the current study didn't show a significant effect of gender

(of the parent) on ND, nor was there a significant relationship between the interaction of PSE and gender on ND. As maternal parenting seemed to be more related to their toddlers' SED (Hastings et al., 2007), it was expected that a stronger relationship between mothers and ND would be found than for fathers. A reason for the absence of a significant effect of gender, could be the difference of the mother and father role in their toddler's development (Hart, Newell, & Olsen, 2003), and perhaps that current study didn't use the right measures relevant for the difference between father-child and mother-child interactions.

This study has several limitations that must be acknowledged. First, the current study used parents' self-report to collect data, which can bias affect the validity of a questionnaire (Van de Mortel, 2008). Second, this study was cross-sectional. As a result, no causality can be demonstrated. Therefore, longitudinal research is recommended to better examine the moderated mediation model (Levin, 2006). Third, a homogeneous sample with mainly highly educated Dutch parents was used, and more mothers than fathers participated.

Despite these limitations, the current study did use a large sample ( $N = 168$ ), included both fathers and mothers, and used a domain-specific assessment of PSE, as PSE is best measured when assessed on this scale (Bandura 1997, in Wittkowski, 2017).

It can be concluded that there is a relationship between PSE and toddlers' SED, the more competent parents feel, the better they experience their toddler's SED. Also, the use of ND doesn't mediate this relationship, nor does the gender of the parent. Due to the limitations of this study it is advised for future studies to consider the model used in the current study to re-examine the role of ND and gender.

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- based+approach&ots=20G9rO0g2G&sig=\_wEc7\_5Mk3zyDGEI3Cou1Y0of2M#v=onepage&q=Hayes%2C%20A.%20F.%20(2014).%20Introduction%20to%20mediation%2C%20moderation%2C%20and%20conditional%20process%20analysis%20%3A%20A%20regression-based%20approach&f=false
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## Appendices

### Appendix 1: Assignment G: Ethics in Scientific Practice

#### APPLICATION FORM FOR THE ASSESSMENT OF A RESEARCH PROTOCOL BY THE FACULTY ETHICS REVIEW BOARD (FERB) OF THE FACULTY OF SOCIAL AND BEHAVIOURAL SCIENCES

General guidelines for the use of this form.

This form can be used for a single research project or a series of related studies (hereinafter referred to as: "research programme"). Researchers are encouraged to apply for the assessment of a research programme if their proposal covers multiple studies with related content, identical procedures (methods and instruments) and contains informed consent forms and participant information, with a similar population. For studies by students, the FERB recommends submitting, in advance, a research programme under which protocol multiple student projects can be conducted so that their execution will not be delayed by the review procedure. The application of such a research programme must include a proper description by the researcher(s) of the programme as a whole in terms of the maximum burden on the participants (e.g. maximum duration, strain/efforts, types of stimuli, strength and frequency, etc.). If it is impossible to describe all the studies within the research programme, it should, in any case, include a description of the most invasive study known so far.

Solely the first responsible senior researcher(s) (from post-doctoral level onwards) may submit a protocol.

Any approval by the FERB is valid for 5 years or until the information to be provided in the application form below is modified to such an extent that the study becomes more invasive. For a research programme, the term of validity is 2 years and any extension is subject to approval. The researcher(s) and staff below commit themselves to treating the participants in accordance with the principles of the Declaration of Helsinki and the Dutch Code of Conduct for Scientific Practices as determined by the VSNU Association of Universities in the Netherlands (which can both be downloaded from the FERB site on the Intranet<sup>1</sup>) and guarantee that the participants (whether decisionally competent or incompetent and/or in a

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<sup>1</sup> See: <https://intranet.uu.nl/facultaire-ethische-toetsingscommissie-fetc>

dependent relationship vis-a-vis the researcher or not) may at all times terminate their participation without any further consequences.

The researcher(s) commit themselves to maximising the quality of the study, the statistical analysis and the reports, and to respect the specific regulations and legislation pertaining to the specific methods.

The procedure will run more smoothly if the FERB receives all the relevant documents, such as questionnaires and other measurement instruments as well as literature and other sources on studies using similar methods which were found to be ethically acceptable and that testify to the fact that this procedure has no harmful consequences. Examples of studies where the latter will always be an issue are studies into bullying behaviour, sexuality, and parent-child relationships. The FERB asks the researcher(s) to be as specific as possible when they answer the relevant questions while limiting their answers to 500 words maximum per question. It is helpful to the FERB if the answers are brief and to the point.

Our FAQ document that can be accessed through the Intranet provides background information with regards to any questions.

The researcher(s) declare to have described the study truthfully and with a particular focus on its ethical aspects.

Signed for approval<sup>2</sup>:

Date:

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<sup>2</sup> The senior researcher (holding at least a doctoral degree) should sign here.

**A. GENERAL INFORMATION/PERSONAL DETAILS**

1. Name(s), position(s) and department(s) of the responsible researcher(s):

*Student's name: Esther Scheggetman*

*Supervisor's name: Jorg Huijding*

2. Title of the study or research programme - Does it concern a single study or a research programme? Does it concern a study for the final thesis in a bachelor's or master's degree course?

*Title of the study is: 'Parenting Self-Efficacy and its Effect on the Socio-Emotional Development of Toddlers: The Mediating Role of Negative Discipline'. This study is part of a research programme called: 'Opvoeden: hoe doet u dat nou?'*

3. Type of study (with a brief rationale):

*It's a cross-sectional, observational study where data from a specific population (parents with children between the age of two and four) will be analysed.*

4. Grant provider:

*None.*

5. Intended start and end date for the thesis:

*September 1, 2019 – June 19, 2020.*

6. Research area/discipline:

*Clinical child and family studies.*

7. For some (larger) projects it is advisable to appoint an independent contact or expert whom participants can contact in case of questions and/or complaints. Has an independent expert been appointed for this study?

*M. Dekovic*

8. Does the study concern a multi-centre project, e.g. in collaboration with other universities, a GGZ mental health care institution, a university medical centre? Where exactly will the study be conducted? By which institute(s) are the executive researcher(s) employed?:

*The study isn't a multi-centre project. The study is solely conducted at Utrecht University, where the executive researchers are employed as well.*

9. Is the study related to a prior research project that has been assessed by a recognised Medical Ethics Review Board (MERB) or FERB? If so, which? Please state the file number.

*This study is related to a prior research project and has been assessed. [file number will be provided by thesis supervisor]*

## **B. SUMMARY OF THE BACKGROUND AND METHODS**

### **Background**

1. What is the study's theoretical and practical relevance? (200 words max.):

*Although much research has been done on parental self-efficacy (PSE), negative discipline (ND) and the socio-emotional development (SED) of toddlers, little research is done to identify possible associations between these constructs. This is surprising, given the important role that PSE and parenting behavior plays in the SED) of toddlers. The 'toddler years' are a turbulent and stressful period, for both parents and child, does an appeal on the parenting skills as parents need to adjust their way of responding and tend to practice more control over their child's behavior. The way in which a toddler is disciplined influences his SED. According to a review by Jones & Prinz, (2005), ND appears to be applied more often by parents who feel not, or less competent in the upbringing of their child. Despite many previous studies of PSE there is a knowledge gap regarding the contribution of paternal PSE. It's important to investigate possible differences between mothers and fathers, because when relationships are different for fathers, this may have implications for interventions. The objective of this study is to examine ND as a mediator of the effects of PSE on toddlers' SED and the difference between maternal and paternal PSE.*

2. What is the study's objective/central question?:

*The study's objective is to find out whether or not parental self-efficacy has an effect on the socio-emotional development of toddlers, and if negative discipline has a mediating role on this effect.*

3. What are the hypothesis/hypotheses and expectation(s)?:

*It is expected that negative discipline will mediate between parental self-efficacy and the socio-emotional development of toddlers. Another hypotheses is that there will be a difference between paternal and maternal parental self-efficacy, with a stronger influence of maternal parental self-efficacy.*



**Design/procedure/invasiveness**

4. What is the study's design and procedure? (200 words max.):

*It is a cross-sectional study with data gathered from 108 mothers and 60 fathers. These parents, who were recruited through the network of students who contributed to the conduct of the original study, filled in three online questionnaires. Beforehand they gave their informed consent, also online.*

5.

a. Which measurement instruments, stimuli and/or manipulations will be used?

*For the original study, parents filled in three questionnaires. For the current study the data gathered from a survey that contained ten situation-specific scenario's. Parents were presented with a total of 10 images of difficult situations that can occur with toddlers. Each image was accompanied by a short description of the situation. The survey contained nine questions. Questions of this survey used for current thesis were based on the CECPAQ (Verhoeven et al., 2010) and MaaP (Hamilton et al., 2015). Also the 25 items of the Strengths and Difficulties Questionnaire were used.*

b. What does the study's burden on the participants comprise in terms of time, frequency and strain/efforts?:

*It took the parents around 30 minutes to completed the three questionnaires for the whole experiment. Not all items from the questionnaires were used for this thesis, but about 29 number of items. Assuming that answering 1 item took 20 seconds, parents have invested 10 minutes of their time in current research. As parents could fill in the questionnaires any time and place they pleased, and could take breaks in between it's assumed that the burden on participants was low.*

c. Will the participants be subjected to interventions or a certain manner of conduct that cannot be considered as part of a normal lifestyle?:

*No.*

d. Will unobtrusive methods be used (e.g. data collection of uninformed subjects by means of observations or video recordings)?:

*No.*

- e. Will the study involve any deception? If so, will there be an adequate debriefing and will the deception hold any potential risks?

*No.*

6. Will the participants be tested beforehand as to their health condition or according to certain disorders? Are there any inclusion and/or exclusion criteria or specific conditions to be met in order for a participant to take part in this study?

*Only inclusion is that the parent needs to have a child between two and four years old.*

7. Risks for the participants –

- a. Which risks does the study hold for its participants?

*No risks whatsoever were hold for the participants.*

- b. To what extent are the risks and objections limited? Are the risks run by the participants similar to those in daily life?

8. How does the burden on the participants compare to the study's potential scientific contribution (theory formation, practical usability)?:

*There was a good balance between the burden and the study's potential. It took parents around 30 minutes to complete the questionnaire, which in relation to the scientific contribution (and perhaps practical guidelines), is negligible.*

9. Will a method be used that may, by coincidence, lead to a finding of which the participant should be informed? If so, what actions will be taken in the case of a coincidental finding?:

*No.*

### **Analysis/power**

10. How will the researchers analyse the data? Which statistical analyses will be used?  
*For the current research the Process tool will be used to analyse the data.*

11. What is the number of participants? Provide a power analysis and/or motivation for the number of participants. The current convention is a power of 0.80. If the study deviates from this power, the FERB would like you to justify why this is necessary:

*The number of participants for the original study was a total of 168 parents. So far it is unclear if all data from the 168 participants can be used for the current study.*

**C. PARTICIPANTS, RECRUITMENT AND INFORMED CONSENT  
PROCEDURE**

1. The nature of the research population (please tick):

1. General population without complaints/symptoms

~~2. General population with complaints/symptoms~~

~~3. Patients or population with a diagnosis (please state the diagnosis)~~

2. Age category of the participants (please tick):

18 years or older

~~16-17 years~~

~~13-15 years~~

~~12 years or younger~~

3. Does the study require a specific target group? If so, justify why the study cannot be conducted without the participation of this group (e.g. minors):

*This study requires parents with children between the age of two and four years old, as the study is about parents and their toddlers.*

4. Recruitment of participants -

How will the participants be recruited?

*Participants were recruited through the network of students who contribute(d) to the conduct of the original study.*

How much time will the prospective participants have to decide as to whether they will indeed participate in the study?

5. Does the study involve informed consent or mutual consent? Clarify the design of the consent procedure (who gives permission, when and how). Does the study involve active consent or passive consent? If no informed consent will be sought, please clarify the reason:

*All participants gave their active informed consent online, prior to the online questionnaires.*

6. Are the participants fully free to participate and terminate their participation whenever they want and without stating their grounds for doing so?

*Yes.*

7. Will the participants be in a dependent relationship with the researcher?

*No.*

8. Compensation

a. Will the participants be compensated for their efforts? If so, what is included in this recompense (financial reimbursement, travelling expenses, otherwise).  
What is the amount?

*No standard compensation will be given. When parents gave their e-mail address, they were able to win tickets for an amusement park.*

b. Will this compensation depend on certain conditions, such as the completion of the study?

*Yes, when they finished the questionnaires to could fill in their e-mail address to get a chance to win the free entrance tickets of an amusement park.*

#### **D. PRIVACY AND INFORMATION**

1.

a. Will the study adhere to the requirements for anonymity and privacy, as referred to in the Faculty Protocol for Data Storage<sup>3</sup>?:

- anonymous processing and confidential storage of data (i.e. storage of raw data separate from identifiable data): ~~yes/no~~
- the participants' rights to inspect their own data: ~~yes/no~~
- access to the data for all the researchers involved in the project: ~~yes/no~~

*As all the data was anonymised, participants couldn't inspect their own data.*

b. Has a Data Management Plan been designed?

-

2.

a. Will the participant be offered the opportunity to receive the results (whether or not at the group level)?:

*No.*

b. Will the results of the study be fed back to persons other than the participants (e.g. teachers, parents)?:

*No.*

If so, will this feedback be provided at the group or at the individual level?

-

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<sup>3</sup> This can be found on the Intranet: <https://intranet.uu.nl/wetenschappelijke-integriteit-facultair-protocol-dataopslag>

E. ADDITIONAL INFORMATION

-

F. FORMS TO BE ENCLOSED (CHECKLIST)

~~Text (advert) for the recruitment of participants~~

~~Information letter for participant~~

~~Informed consent form for participants~~

~~Written or oral feedback information (debriefing text)~~

(Descriptions of) questionnaires

(Descriptions of) measurement instruments/stimuli/manipulations

Literature/references

Signature(s):<sup>4</sup>

Date and place:

Name, position:

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<sup>4</sup> The senior researcher (holding at least a doctoral degree) should sign here.

**References**

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## Questionnaires

### Survey with scenario's

6-11-2019

Qualtrics Survey Software



	Sterk mee o geens	Mee o geens	Neutraal	Mee o eens	Sie o me eer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee o geens	Mee o geens	Neutraal	Mee o eens	Sie o me eer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee geens	Mee geens	Neutraal	Mee eens	Ste me eer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee geens	Mee geens	Neutraal	Mee eens	Ste me eer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





	Sterk mee geens	Mee geens	Neutraal	Mee eens	Ste me eer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee geens	Mee geens	Neutraal	Mee eens	Ste me eer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee g e e n s	Mee g e e n s	Neutraal	Mee e e n s	Ste m e e r
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee g e e n s	Mee g e e n s	Neutraal	Mee e e n s	Ste m e e r
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee g <sup>ee</sup> ns	Mee g <sup>ee</sup> ns	Neutraal	Mee e <sup>en</sup> s	Ste me eer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee g <sup>ee</sup> ns	Mee g <sup>ee</sup> ns	Neutraal	Mee e <sup>en</sup> s	Ste me eer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee ooneens	Mee ooneens	Neutraal	Mee eens	Sie meer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee ooneens	Mee ooneens	Neutraal	Mee eens	Sie meer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee g neens	Mee g neens	Neutraal	Mee e eens	Ste me eer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee o neens	Mee o neens	Neutraal	Mee e eens	Ste me eer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



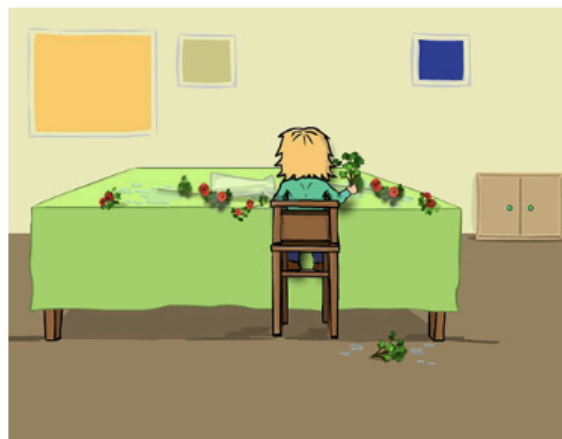
	Sterk mee geens	Mee geens	Neutraal	Mee eens	Ste me eer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee geens	Mee geens	Neutraal	Mee eens	Ste me eer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



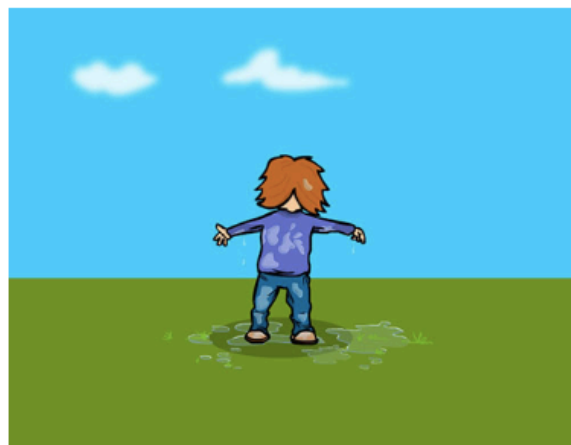
	Sterk mee gjeens	Mee gjeens	Neutraal	Mee eens	Ste meer
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee gjeens	Mee gjeens	Neutraal	Mee eens	Ste meer
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee eens	Mee eens	Neutraal	Mee eens	Slechte
Ik zou aan mijn kind uitleggen waarom dit gedrag niet goed is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou boos worden en mijn kind stevig vastpakken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou er voor zorgen dat mijn kind zich schuldig gaat voelen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Sterk mee eens	Mee eens	Neutraal	Mee eens	Slechte
Ik heb er vertrouwen in dat ik goed met deze situatie om zou kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb voldoende opvoedvaardigheden om goed met deze situatie om te kunnen gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SDQ\_02-4

Hieronder staan een aantal stellingen over uw kind. Wilt u aangeven in hoeverre iedere stelling waar is? Het is van belang dat u alle vragen zo goed mogelijk beantwoordt, ook als u niet helemaal zeker bent of als u de vraag raar vindt. Wilt u alstublieft uw antwoorden baseren op het gedrag van het kind in de laatste zes maanden.

	niet waar	een beetje waar	zeker waar
Houdt rekening met gevoelens van anderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rusteloos, overactief, kan niet lang stilzitten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Klaagt vaak over hoofdpijn, buikpijn, of misselijkheid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deelt makkelijk met andere kinderen (bijvoorbeeld speelgoed, snoep, potloden, enz.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heeft vaak driftbuien of woede-uitbarstingen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nogal op zichzelf, neigt er toe alleen te spelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doorgaans gehoorzaam, doet gewoonlijk wat volwassenen vragen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	niet waar	een beetje waar	zeker waar
Heeft veel zorgen, lijkt vaak over dingen in te zitten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behulpzaam als iemand zich heeft bezeerd, van streek is of zich ziek voelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constant aan het wiebelen of friemelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heeft minstens één goede vriend of vriendin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vecht vaak met andere kinderen of pest ze	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vaak ongelukkig, in de put of in tranen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wordt over het algemeen aardig gevonden door andere kinderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	niet waar	een beetje waar	zeker waar
Gemakkelijk afgeleid, heeft moeite om zich te concentreren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zenuwachtig of zich vastklampend in nieuwe situaties, verliest makkelijk zelfvertrouwen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aardig tegen jongere kinderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maakt vaak ruzie met volwassenen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wordt getreiterd of gepest door andere kinderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biedt vaak vrijwillig hulp aan anderen (ouders, leerkrachten, andere kinderen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	niet waar	een beetje waar	zeker waar
Kan stoppen en nadenken voor iets te doen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	niet waar	een beetje waar	zeker waar
Kan gemeen doen tegen anderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kan beter opschieten met volwassenen dan met andere kinderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voor heel veel bang, is snel angstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maakt opdrachten af, kan de aandacht goed vasthouden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Denkt u over het geheel genomen dat uw kind moeilijkheden heeft op één of meer van de volgende gebieden: emoties, concentratie, gedrag of vermogen om met andere mensen op te schieten?

- Nee
- Ja, kleine moeilijkheden.
- Ja, duidelijke moeilijkheden.
- Ja, ernstige moeilijkheden.

Hoe lang bestaan deze moeilijkheden?

- Kortere dan een maand

6-11-2019

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Belasten de moeilijkheden u of het gezin als geheel?

- Helemaal niet
- Een beetje maar
- Tamelijk
- Heel erg

- 1-5 maanden
- 6-12 maanden
- Meer dan 1 jaar

Maken de moeilijkheden uw kind overstuur of van slag?

- Helemaal niet
- Een beetje maar
- Tamelijk
- Heel erg

Belemmeren de moeilijkheden het dagelijks leven van uw kind op de volgende gebieden?

	Helemaal niet	Een beetje maar	Tamelijk	Heel erg
Thuis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vriendschappen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activiteiten in de vrije tijd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Demografische gegevens

### Demografische gegevens

Nu volgen diverse vragen die betrekking hebben op de achtergrondgegevens van u en uw gezin. U wordt gevraagd deze vragen zo eerlijk en compleet mogelijk te beantwoorden. Bij een aantal vragen kunt u zelf het antwoord achter de vraag typen. Bij de overige vragen wordt gevraagd één of meerdere opties te kiezen en het bijbehorende hokje aan te klikken.

Bent u de biologische ouder van uw kind?

- Ja  
 Nee, namelijk

Wat is uw geboortedatum (dag/maand/jaar)?

Wat is uw burgerlijke staat?

Alleenstaand

Getouwd/samenwonend