

# BALKAN EPIDEMIOLOGICAL STUDY ON CHILD ABUSE & NEGLECT (BECAN)

**BALKAN EPIDEMIOLOGICAL STUDY ON CHILD ABUSE & NEGLECT (BECAN)**

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## TRAINING MANUAL & GUIDELINES FOR RESEARCHERS FOR THE MODIFIED ICAST-CH & ICAST-P QUESTIONNAIRES

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## **OVERVIEW OF THE MANUAL**

The current Manual, that has been developed in the framework of the Project “Balkan Epidemiological Study on Child Abuse & Neglect” (BECAN), is based on the principles of the ICAST-C and ICAST-P Manuals which are developed by the International Society for the Prevention of Child Abuse and Neglect (ISPCAN, 2006a,b). The Manual has been supplemented with specific entities in order to cover all methodological and educational needs of the Field Researchers that will undertake the data collection in the context of the BECAN epidemiological studies in 9 Balkan Countries.

The aim of this Manual is to offer useful guidelines to the National Researchers Teams’ Trainers, the Field Research Coordinators and/or Local Coordinators and mainly to the Field Researchers in order to conduct the BECAN Epidemiological Survey at a uniform way in all countries. The **target group** of this Manual is two-fold as it targets both the Trainers of National Researchers’ Teams and the Field Researchers themselves. Thus, except of the Annexes, it consists of **two Parts**:

- **1<sup>st</sup> PART: “Training Manual”** contains guidelines for the National Coordinators and the persons in general that will undertake the organization of the survey but it is also developed in order to be used by the **Trainers** of the National Researchers’ Teams in order to provide a standardized training of researchers in all participating countries
- **2<sup>nd</sup> PART: “Guidelines for Researchers”** is developed in such a way offering a ready-for-printing material that will be distributed to the Field Researchers during their training offering them a useful guide that they will be able to carry with them during data collection.

All National Scientific Coordinators and other members of the National teams that were trained at the Train-the-Trainers Workshop must use this manual in order to train their researchers’ teams at their countries. The Manual is divided into various chapters, covering in detail all of the issues related to the methodology, the sampling, the administration of the questionnaires, the way of conducting the structured interviews, ethical issues, and coding of data. More specifically, the **1<sup>st</sup> PART** of the manual consists of **6 chapters**:

- ▶ **Chapter A** provides information about the ICAST-CH and ICAST-P Questionnaires developed by ISPCAN
- ▶ **Chapter B** provides information about the preparation phase of the Epidemiological Survey in the context of the BECAN project (methodology, sampling, how the ICAST tools were modified and how they were pilot tested, etc)
- ▶ **Chapter C** provides information about the organization of the survey, namely the researchers’ qualifications and how to train them, how to organize and coordinate the BECAN epidemiological survey at national level, what materials are needed to be prepared and what materials do the researchers need during data collection
- ▶ **Chapter D** provides information about the process to be followed for data collection via the two different methods, namely how to prepare survey using the self-completed questionnaires and how to prepare the structured interviews’ survey.
- ▶ **Chapter E** provides information about the steps to be followed after data collection, namely quality check and safety of data, data entry and encoding.

- ▶ **Chapter F** provides information about ethical and safety issues for both researchers and research participants.

The **2<sup>nd</sup> PART** of the Manual, namely the **Guidelines for Researchers**, consists of all the information that field researchers need to have. It includes their obligations, as researchers, prior, during and after data collection, their checklists of materials needed during data collection, instructions about conducting the survey by use of self-completed questionnaires and structured interviews, what to do after data collection and important ethical and safety issues.

The four **Annexes** included in the Manual contain:

**Annex 1:** The pre-defined standardized answers to participants' possible queries

**Annex 2:** The Reporting Forms

**Annex 3:** The Interview Cards

**Annex 4:** The ICAST-CH and ICAST-P modified questionnaires.

## **CHAPTER A. ABOUT THE ICAST-C & ICAST-P QUESTIONNAIRES**

### **A.1. Who is developing the ICAST instruments?**

The ICAST-C and ICAST-P questionnaires have been developed through a series of meetings and reviews conducted by the International Society of the Prevention of Child Abuse and Neglect (ISPCAN) in collaboration with the United Nations Children's Fund (UNICEF). "This work has been conducted in conjunction with the UN Secretary General's Study on Violence against Children. More than 130 experts from 43 countries have participated in the development and review process. The process for the development of the ICAST instruments has been coordinated by ISPCAN leadership and researchers from Queensland University of Technology, Australia and the University of North Carolina at Chapel Hill, USA" (ISPCAN, 2006a, p.3).

The instruments aim to examine types of victimization of childhood around the world but also to provide instruments to investigators who are interested in examining the occurrence of violence against children (ISPCAN, 2006a).

### **A.2. Why develop international instrumentation about discipline and abuse?**

Prompted by the UN Secretary-General's Call for a study on Children and Violence, the International Society for the Prevention of Child Abuse and Neglect (ISPCAN) "has taken up the challenge of developing instruments that can be used by investigators around the world to assess the level of violence directed against children in homes, schools," at work "and communities" (ISPCAN, 2006b, p.1). Because of "definitional issues in different countries and cultures, even defining what might be abusive in different countries can be difficult. Building upon prior work, ISPCAN convened a group of social scientists, health care professionals, and others in Brisbane, Australia in September of 2004 to begin the work of building international instrumentation. ISPCAN has not designed a study, it has focused upon building instrumentation that can be used by investigators all over the world to assess their own communities and countries but use a metric that investigators can use to compare their own communities to what is known in other communities. The ISPCAN approach has mirrored the approach of others in that the instruments inventory behaviors directed toward children by adults and other children and avoid labels as to which acts are acceptable and which are abusive. The task for each of the instruments has been to include those behaviors that are either most harmful or most common or both" (ISPCAN, 2006b, p.1).

"Harsh child discipline and child abuse may be private acts that are not publicly visible and may only be known to the participants. ISPCAN has chosen to develop a set of instruments that can be used to collect data from the participants, either the child (ICAST-CH) or the parent" (ICAST-P) (ISPCAN, 2006b, p.1).

The ICAST-P tool "is designed to collect data about discipline behaviors of the parents directed toward a specific child. These data permit calculation of rates of different forms of discipline by child age and describe the percentage of parents using harsh forms of discipline. The major limitation is that parents may not reveal all that they have done. However, experience in five countries suggests that this approach can produce incidence rates as much as 40 times higher than rates calculated from official statistics kept by authorities, even in a

country in which reporting laws have long been established". An advantage of this approach is that parents of both young and older children can be asked using the instrument and "rates can be calculated independent of the child's ability to respond to questionnaire. This instrument can be combined with other measures of violence between adults, work experiences, or parental education to give a picture of family life and risk factors associated with harsh child discipline"<sup>1</sup> (ISPCAN, 2006b, p.1)

ISPCAN developed also the ICAST-CH for use with children 11 years-old and older (from  $\geq 11$  to  $< 18$  years of age). Clearly, "there have been a number of studies conducted around the world asking children in elementary or secondary school about violence that they have experienced. These surveys have demonstrated high rates of violence directed against children in many countries. Each of these studies has used new and independent measures, limiting the ability of investigators to compare their data to data collected in other school districts, communities, or countries" (ISPCAN, 2006b, pp. 1-2). There is a debate about the "ethical and legal issues related to directly asking children about abuse. Indeed, some organizations have concluded that the use of questionnaires with children is not ethical or appropriate. However, a number of studies have been done already, and many investigators have concluded that surveys of children are appropriate, ethical and safe for use within their communities. This is an area in which investigators need to proceed with caution and great concern for child well-being" (ISPCAN, 2006b, p.2).

### **A.3. Why are these instruments important and why common instruments are important?**

According to ISPCAN (2006a, p.2) "family violence is increasingly recognized around the world as a significant social problem that has serious health and economic consequences [...] data from countries with history of studying the problem suggest that it is epidemic". However, the existing data from different countries "are often not sufficiently compelling to ensure that a problem that is hidden in shame within families and communities is recognized". There is a need to increase our awareness of the actual prevalence in some countries, and in other countries there is a need to increase our understanding of risk and protective factors through cross-country comparisons (ISPCAN, 2006a) or assess changes related to new efforts at prevention. There are countries with history in studying the problem, but there are indeed countries with limited or even inexistent epidemiological data (like the Balkan countries) which "may have a more serious problem that has been presented in data from other countries" (ISPCAN, 2006a, p.2). It is evident that "data are needed to drive education, policy, and service development" which will "help document the existence of the problem and inform decision makers and educators" (ISPCAN, 2006a, p.2). Finally, "cross-country comparisons may be helpful in understanding the ways that cultures shape child discipline. Data gathered

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<sup>1</sup> ISPCAN has also developed an instrument [ICAST-R (Retrospective)] to ask newly emancipated young adults about their lifetime experiences with violence in the family and in the home. This approach can be used where there are legal ramifications if an adult admits having been abusive to a child or a young child cannot understand the potential implications and provide informed consent to report on parental acts. This instrument can be combined with other measures of work or education and can be part of an omnibus survey of young adults. Data on the prevalence of abusive acts can be assessed but the time window is most likely to reflect the adolescent and later childhood years. This approach may be less effective in assessing violence against young children or violence that has profound effects on a child's later intellectual functioning (ISPCAN, 2006b).

in a similar way across communities and cultures will help document the existence of the problem and inform the development of local interventions to address the problems” (ISPCAN, 2006b, p. 2).

The “children’s knowledge and perspective are infrequently attended to in research on family violence. Developmental status or other limitations may limit some children’s ability to tell us what they have experienced. However, where children can be asked, their perspective can be helpful in understanding the full extent of the problem. A child’s rights perspective supports efforts to understand what children have experienced from their own perspective” (ISPCAN, 2006a, p.2).

However, “without standardized instruments”, it is “difficult to compare or contrast children’s reports across studies or across cultures”. The development of instruments that “can be used across cultures and facilitate research asking children about maltreatment in a safe and ethical manner will improve the knowledge base about the occurrence of violence against children” (ISPCAN, 2006a, p.2).

#### **A.4. Who can use the ICAST instruments?**

ISPCAN “is constructing these instruments as a service to the scientific and child advocacy communities. Individual investigators or groups of investigators at local NGO’s, Universities, or even Government Agencies may chose to use some or all of the ISPCAN instruments as part of their own work. The goal is to facilitate common measurement across studies, communities, and cultures (ISPCAN, 2006b, p.2).

#### **A.5. How is violence or abuse defined in the instruments?**

“People in different cultures have differing views on what constitutes violent or abusive behaviour”. For that reason, in the survey and in the ISPCAN questionnaires, “participants will not be asked about broad terms such as *violence* or *abuse*, but rather about the occurrence of very specific behaviors”. By that way it is possible the interpretation of the results to be “in the context of local community norms for acceptable behavior as well as using more standardized definitions for the purpose of cross-country comparison” (ISPCAN, 2006a, p.3; ISPCAN, 2006b, p.2).



## **CHAPTER B. THE BALKAN EPIDEMIOLOGICAL STUDY ON CHILD ABUSE & NEGLECT (BECAN)**

BECAN is an Epidemiological Study aiming at mapping child abuse and neglect (CAN) in the general population of 11, 13 and 16 year-old children that attend and those that have dropped-out school and to examine the association between CAN and socio-demographic characteristics of the sample in 9 Balkan countries (Albania, Bosnia & Herzegovina, Bulgaria, Croatia, F.Y.R. of Macedonia, Greece, Romania, Serbia and Turkey). Aiming to collect data from two sources, two of the ICAST Questionnaires (the ICAST-CH and the ICAST-P) – modified for the purposes of the BECAN project- were selected to be used for the epidemiological study; data will be collected from matched pairs of children and parents. The expected result of the study is the collection of comparable data on CAN from all participating countries, thus facilitating common policy-making activities, future research and better understanding of CAN features. The data to be obtained are expected to be comparable and compatible due to the use of common instruments as well as of common methodology and process for data collection in all participating countries.

### **B.1. Methodology of the Epidemiological Study**

The population-based epidemiological study is planned to follow a twofold methodological strategy: first, the study will be conducted to a randomized sample of 11, 13 and 16 year-old students and their parents in 9 Balkan countries in order to provide information on the extent of the problem of CAN on the general population of children attending school; second, a pilot study on rates of CAN in 11, 13 and 16 year-old children that have dropped-out school will be conducted to the Balkan countries where the drop-out of school rate will be demonstrated to be high.

The method proposed by ISPCAN for the data collection from children is self-completion of the ICAST-CH questionnaire and structured interviews based on the ICAST-P for the data collection from parents/guardians.

The proposed by ISPCAN methods are modified for the purposes of the BECAN survey as follows:

- the samples of children and parents/guardians are paired
- the data from children **attending schools** and their parents will be collected via the **self-completed**<sup>2</sup> modified for the BECAN survey ICAST-CH and ICAST-P questionnaires, while the data from children that **dropped-out** from school and their parents will be collected by using the same tools but via **structured interviews**.

In both samples, each child will be matched with one of his/her parents/guardians by using a unique matching code, namely in order to pair each child with his/her parent/guardian, without endangering confidentiality, a unique Subject Number, which will be assigned in each pair of child-parent questionnaires prior to data collection (see also Chapter C6 for more information).

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<sup>2</sup> Except for the parents that will ask for help in order to complete the questionnaire (this provision was taken in order to enable illiterate parents to participate in the study).

## B.2. Sampling

The method of **multi-stage stratified cluster sampling** was used in order to select the representative sample of children attending school, from three age groups, from urban and rural areas and from at least 3 different geographical areas in each participating country. The total minimum number of the randomly selected sample in all participating countries was calculated to be **41.169 pupils** and an equal number of their parents/guardians, representing at least 2% of the total population of children attending school from the three age-groups in each participating country<sup>3</sup>.

As regards to the **drop-outs** of school children, a **convenience sample** of children matched with their parents is anticipated (due to the very serious barriers to locate these children and/or their families).

The following table illustrates the selected samples per countries and per age group for both students and drop-out of school children.

COUNTRY	AGE (Years old)	SAMPLE (pupils)	SAMPLE (schools)	TOTAL SAMPLE	Drop-outs Sample (pupils)
GREECE	11	5.346	223	19.411	10
	13	6.576	94		15
	16	7.489	89		25
ALBANIA	11	1660	36	4.500	10
	13	1660	36		15
	16	1180	32		25
BULGARIA	11	1233	27	3.915	5
	13	1294	25		10
	16	1388	22		20
BOSNIA & HERZEGOVINA	11	1375	55	4.125	N/A*
	13	1375	55		N/A
	16	1375	55		N/A
CROATIA	11	1.746	40	5.025	N/A
	13	1.779	40		N/A
	16	1.500	29		N/A
F.Y.R. of Macedonia	11	620	19	1.850	10
	13	630	19		10
	16	600	19		10
ROMANIA	11	2154	58	6.351	10
	13	2043	58		25
	16	2154	33		15
SERBIA	11	2.628	35	10.469	N/A
	13	2.699	38		N/A
	16	5.142	28		N/A
TURKEY (in 5 regions)	11	4.036	57	11.699	8
	13	3.563	48		15
	16	4.100	27		260

\*N/A= Not applicable, due to the fact that drop out rates in Bosnia & Herzegovina, Croatia and Serbia are low.

<sup>3</sup> The 2% was calculated as the magnitude of the sample in each country, except for Romania (1%). For most of the countries the initial 1% that was defined in the Grant Agreement seemed to be inadequate for stratifying the sample in all levels in small countries. It should be also noted that the sample of Turkey is regional and not national due to the large number of the school population.

The sample of pupils that was selected in all 9 Balkan countries was **67.348 pupils**. The drop-out of school children sample that was selected in all countries was about **500 children**.

### **B.3. Preparation Phase of the Epidemiological Study**

The preparation phase of organizing the epidemiological study in all countries included the following steps:

1. Obtain the permission from ISPCAN in order to translate and use the ICAST questionnaires and manuals for the survey in 9 Balkan countries
2. Modification, translation and initial cultural validation of the instruments in 10 languages (Albanian, Bosnian, Bulgarian, Croatian, Greek, Hungarian, Macedonian, Romanian, Serbian, Turkish) plus the English version
3. Obtain official permission from national authorities to enter the schools
  - Albania: Ministry of Education and Sciences of Albania
  - Bosnia & Herzegovina: Ministry of Education and Science of Canton Sarajevo, Ministry of Education, Science, Culture and Sport of Bosansko-podrinjski Canton, Ministry of Education, Science, Culture and Sport of Hercegovačko-neretvanski Canton, Ministry of Education, Science, Culture and Sport of Canton 10 (Livanjski Canton), Ministry of Education, Science, Culture and Sport of Posavski Canton, Ministry of Education, Science, Culture and Sport of Srednjobosanski Canton, Ministry of Education, Science, Culture and Sport of Tuzlanski Canton, Ministry of Education, Science, Culture and Sport of Unsko-Sanski Canton, Ministry of Education, Science, Culture and Sport of Zapadno-hercegovački Canton, Ministry of Education and Culture of Republika Srpska, Government of District Brčko of B&H – Department for Education
  - Bulgaria: Ministry of Education, Youth and Science
  - Croatia: Ministry of Science, Education & Sports
  - F.Y.R. of Macedonia: Macedonian Ministry of Education and Science
  - Greece: Greek Ministry of Education, Lifelong Learning and Religious Affairs
  - Romania: Ministry of Education, Research, Youth and Sports and County Boards of Education
  - Serbia: Ministry of Education
  - Turkey: Provincial National Education Directorates of Izmir, Zonguldak and Denizli
4. Cultural validation of the instruments via focus groups that were conducted in all countries with children (11, 13 and 16 years old children attending schools as well as with dropped-out from school children, only where it was possible and needed) and parents and subsequent modifications of the tools based on the focus groups results
5. Development of the Training Manual and implementation of the Train-the-Trainers Workshop
6. Translation of the Manual from English to 9 official languages (Albanian, Bosnian, Bulgarian, Croatian, Greek, Macedonian, Romanian, Serbian, Turkish) and supplementing the Manual with country-specific information

7. Assembling and training of the national field researchers' teams in the participating countries in order to uniformly conduct the surveys
8. Cultural validation of the instruments via pilot study and modifications of them (where needed)
9. Finalization of the modified ICAST questionnaires that will be used in BECAN surveys.

### ***B.3.1. Permission to Use the Instruments***

Prior to the study all participating countries where the survey is to be conducted have obtained the permission of ISPCAN to translate and use the tools (ICAST-CH & -P) by administering them in a culturally appropriate way.

### ***B.3.2. Modification and Translation of Instruments***

Below are described the steps followed in order to be developed the final version of the modified ICAST tools that will be used for the BECAN survey.

**Modification of tools:** The ICAST-CH and ICAST-P questionnaires were modified for the purposes of the BECAN study. The main reason that rendered this modification necessary was the matched-pairs design of the epidemiological study; more specifically, even though both the ICAST-P and the ICAST-CH aim to measure the same topics, they differ in the way the items are stated as well as in the scales used. All participating countries were asked to contribute any modifications to the instruments which included:

- ▶ Add or modify questions to both instruments that were initially available only in one of the two questionnaires (e.g. add to the ICAST-CH questionnaire the questions that were available only in the ICAST-P questionnaire) in order for the two instruments to be made absolutely comparable
- ▶ Modifications and/or additions to the scales (for the same reason as above)
- ▶ Demographic information were also added to the parents' questionnaire
- ▶ Modification of the format of the questionnaires in order to be more user-friendly and more easily completed as self-completed instruments.

During the modification of the instruments every effort was made to preserve the initial numbering of questions of the ICAST tools. Additional questions were numbered in a distinctive way, as it is also instructed by ISPCAN. This permits also the data from different countries to be compared even when the researcher using the data is not familiar with the language of the instruments administered to participants.

Finally, both questionnaires include a matching code (Subject Number), in order to be able to pair the child's questionnaire with their parent's/guardian's questionnaire. The matching code consists of the initials of the country, the initials of the area and a unique number per pair of questionnaires.

**Translation:** According to ISPCAN, international Instruments such as the ICAST instruments are intended to be used in multiple languages and ask similar questions in a variety of cultures. "Some languages have terms that are similar to terms in other countries but carry connotation. Some languages do not have exactly equivalent terms". However, every effort was made in order the meaning of a term in one language to be expressed in a phrase or

term from a different language. “Translations should be made to capture the meaning when there is a choice between alternate possible terms” (ISPCAN, 2006a, p.4). ISPCAN suggests the translation to be accompanied by an independent back translation to English by a different person than accomplished the original translation. Each participating country translated both of the questionnaires to their official languages in order to be used for the next steps of the project.

**Initial Cultural Validation:** during the modification of the instruments all national Scientific Coordinators were encouraged to adapt some of the questions based on their local context. For example, question 24 of the ICAST-CH questionnaire: “has anyone threatened to [...] invoke evil spirits against you” was needed to be adapted in each cultural context.

### ***B.3.3. Piloting the Instruments***

Both instruments were pilot tested prior to the survey by using a two-folded strategy: a) **focus groups**, b) **pilot studies**. The goals of pilot testing both instruments is to test a number of very distinct and different in nature features, namely the comprehensiveness of the questionnaires’ translations, the necessity of the field researchers to get used to perplexities of the questionnaires’ delivery in classroom settings as well as the readiness for handling of data that will be gathered and the compatibility of the procedures and outcomes among the countries where the study will be conducted.

**Focus Groups:** the focus groups purpose was to conduct a pre-field testing of the translated self-administered ICAST-CH and ICAST-P questionnaires on members of the research target groups in order to: a) identify any further important questions that should be added in the questionnaires and b) to identify problems for respondents regarding:

- ▶ The questions’ comprehensiveness, clarity and understanding
- ▶ The questions’ cultural appropriateness (questions to be added, deleted and/or modified, if needed)
- ▶ The response options: *do they understand the answer choices? Is it easy for respondents to complete them? Does the respondents use different response categories or choices than those offered in the question?*
- ▶ Unintentional skipping of any instructions and/or questions, which might result in missing data
- ▶ Identifying any clarifications needed to be provided to the respondents as well as any questions that may needed to be answered (in order to develop standard pre-formulated answers to these questions)
- ▶ The questionnaire’s format, and
- ▶ Respondents’ interest and attentiveness to the questionnaire.

Furthermore, the focus groups were also an opportunity to estimate the time needed to complete the questionnaires as well as to test the completed questionnaires’ coding and the SPSS template for coding the data.

At least one focus group was conducted **with pupils** of each targeted age in each participating country (in some countries more than one focus group was conducted for some targeted ages, resulting in 37 focus groups with 392 participants, in total) and at least one

focus group **with parents** in each participating country (some countries conducted more than one focus group with parents resulting in 14 focus groups with 93 participants in total). All focus groups' participants were similar to those chosen for the survey, namely, pupils 11, 13 and 16 years old attending schools, as well as parents having at least one child at the targeted ages. One focus group with children dropped-out of school was also provisioned to be conducted in each country that will conduct a survey in such a sample of children and their parents; Focus groups with drop-out of school children were conducted in Croatia, Bulgaria, Romania and Former Yugoslav Republic of Macedonia.

All focus groups in all countries were conducted on the basis of identical methodology and their results were used in order for the 2<sup>nd</sup> revision of the modified ICAST questionnaires to be conducted. The modifications that were made to the questionnaires, based on the focus groups results included:

- ▶ Modification of the response scale
- ▶ Modification of questions
- ▶ Addition of questions
- ▶ Modification of the questionnaire's instructions.

The modified tools after the focus groups results are available in Annexes 4a and 4b.

**Pilot Studies:** a pilot study will also be conducted in each country. The goal of the pilot studies is the actual administration of the modified questionnaires in real conditions of classroom by the field researchers, aiming to pilot test: a) the ICAST-CH modified questionnaire and the procedures of its administration, b) the ICAST-P modified questionnaire in the procedures in the real setting and c) the procedures of handling the data including the compatibility of procedures and outcomes among the countries. The tools should be tested in at least four different classrooms (11 year-old urban/rural and 16 year-old urban/rural); the questionnaires will be administered to a small part of the randomized sample (no more than 100-120 children and their parents per country) in order to avoid substantial reduction of the remaining sample (in case the results of the pilot studies reveal that modifications are needed to the questionnaires and/or to the process of their administration). The process that will be followed for the pilot study will be identical to the process that is suggested to be followed for the main epidemiological study which is described in the following chapters.

## CHAPTER C. ORGANIZATION OF THE SURVEY

### C.1. Researchers Qualifications

The research staff is the key to a successful study. “They are the heart and soul” of a study and especially if the study deals with sensitive issues such as experiences of abuse and neglect or issues that are considered to be “family matters”. Children as well as adults “may not feel comfortable participating in a research or opening up and talking about their personal experiences” (ISPCAN, 2006a, p.4). They might also not feel comfortable talking about some specific issues to a person of a specific sex (usually to persons of the opposite sex). Researchers must be chosen with care and must conform to specific **qualifications** which are also described in the 2<sup>nd</sup> Part of this Manual: “Guidelines for Researchers” (Chapter A1). Researchers must have at least basic education a) on **conducting research** and b) on **ethical issues** of research with human participants. They must be of **both sexes** (in each pair, if possible) and **clearly informed** before the training about the nature of the study and job expectations. It is also strongly recommended contracts with researchers to be made after successful completion of their Post-Workshop obligations (see below Chapter C2).

### C.2. Researchers’ Training Workshop

**Standardized training of researchers** for administering the self-completed questionnaires or conducting the structured interviews **is very important**. The method of presentation of the survey to the participants, the way of data collection, the ways that researchers are allowed to assist the participants answer the questions, the importance of confidentiality and other ethical issues, and critical issues of safety for both participants and researchers must be parts of the training (ISPCAN, 2006b).

Thus among the aims of the BECAN project is to train a group of specialized scientists throughout Balkan countries in order to appropriately and uniformly deliver the modified ICAST-CH and ICAST-P questionnaires. For that purpose the BECAN Coordinator conducted a Train-the-Trainers Workshop which was held in Tirana, 17-18 May 2010. All National Scientific Coordinators of the BECAN project as well as researchers that will act as trainers and/or field researchers participated in the Workshop. Participants of the Train-the-Trainers Workshop will use the same methodology which is also described in the current Manual in order to train their researchers’ teams at their countries.

First of all, after assembling the National Researchers’ Teams<sup>4</sup> and prior to their training their educational needs in regards to the **topic of CAN, methodological and ethical issues** must be assessed. In case of gaps in their knowledge, additional sessions must be added into their training module.

A suggested duration of the National Researchers’ Training Workshop is **16 hours** and must be conducted approximately **one month prior conducting the pilot study**. This duration

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<sup>4</sup> It is recommended to train more researchers than those needed in order to be able to handle cases of researchers’ drop-outs or misconduct.

however depends upon the researchers' needs. Table 1 presents the suggested schedule and contents of Researchers' Training Module. The **obligations of researchers** will be to:

- attend the entire workshop
- attend additional sessions (according to their needs)
- successfully fulfil their post-workshop obligations.

All researchers must be familiarized with the process to be followed for conducting the survey as well as with the instruments so as to be able to respond to participants' queries using the pre-defined answers, read the questions and record the answers, easily, quickly and naturally. Prior to the pilot-study it is recommended researchers to conduct mock administrations of the self-completed versions of the questionnaires and mock interviews or pilot interviews with children and parents in order to become more familiar with the instruments (post-workshop obligations of researchers). Researchers must also be provided with the pre-defined standardized answers to participants' possible queries (see Annex 1). Below are provided the suggested contents of the field researchers' training and their post-workshop obligations. A copy of the "Guidelines for Researchers" must be provided to all trained researchers.

**Table 1. Suggested Schedule and Contents of Researchers' Training Module**

	<b>TOPIC</b>	<b>Time</b>
<b>1</b>	Brief methodological description of the survey (only information that researchers need to know)	30-45 min
<b>2</b>	<b>How the survey will be organized and coordinated:</b> <ul style="list-style-type: none"> <li>○ In pupils and their parents</li> <li>○ In school drop-outs and their parents</li> </ul>	120 min
<b>3</b>	<b>Researchers' preparation for the surveys</b>	90 min
<b>4</b>	<b>ICAST-CH</b> <ul style="list-style-type: none"> <li>○ Step-by-step process &amp; instructions for administering self-completed questionnaires</li> <li>○ Step-by-step process &amp; instructions for conducting structured interviews</li> <li>○ Conduct mock administrations and mock-interviews</li> <li>○ Quality check of completion</li> </ul>	210 min
<b>5</b>	<b>ICAST-P</b> <ul style="list-style-type: none"> <li>○ Step-by-step process &amp; instructions for structured interviews</li> <li>○ Conduct mock-interviews</li> <li>○ Quality check of completion</li> </ul>	210 min
<b>6</b>	<b>Ethical and Safety Issues</b> <ul style="list-style-type: none"> <li>○ Reacting to revealed CAN cases and cases of adult abuse (IPV)</li> <li>○ Crisis intervention and supervision of researchers</li> <li>○ Safety of participants and other ethical issues</li> <li>○ Safety of researchers</li> <li>○ Safety of data: storage &amp; access</li> </ul>	150 min
<b>7</b>	<b>Overview of the Guidelines for Researchers – Discussion</b>	135 min
<b>8</b>	<b>Additional sessions</b> (where needed) <ul style="list-style-type: none"> <li>○ <b>How to code the data from ICAST-P and ICAST-CH and how to check the quality</b> (if applicable)<sup>5</sup></li> <li>○ <b>Sessions on CAN and/or methodological and ethical issues</b> (according to the educational needs of the researchers)</li> </ul>	additional time

<sup>5</sup> Researchers must be trained on data encoding only if they are going to encode the survey's data.



## POST-WORKSHOP OBLIGATIONS

<b>1</b>	<b>Administer ICAST-CH &amp; ICAST-P to children and parents via:</b> <ul style="list-style-type: none"> <li>○ Self-completion (from at least 2 children and 2 parents)</li> <li>○ Structured interview (in at least 2 children and 2 parents)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>○ Post-workshop questionnaires' data coding by researchers (if applicable)</li> <li>○ Compare coding - quality checking (if applicable)</li> </ul>
<b>3</b>	<b>Consultancy session(s) with trainer(s)</b> individually or in small groups (2-3 researchers)

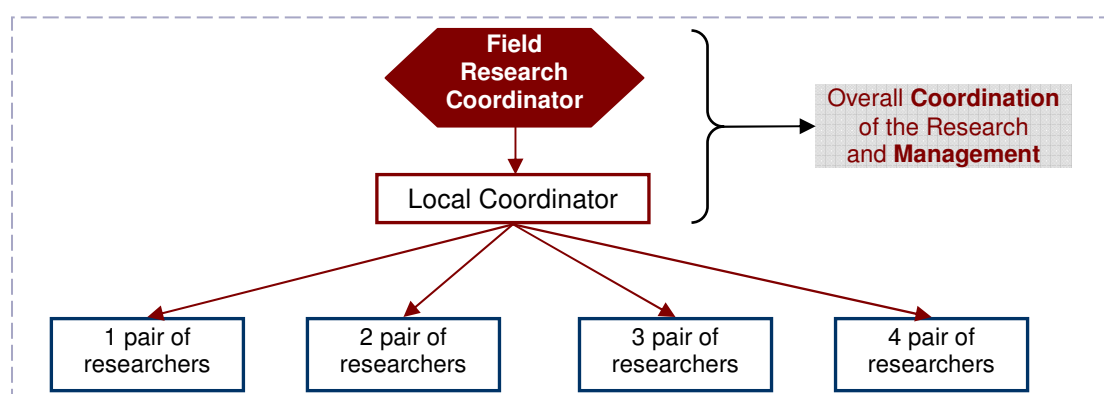
The standardized training of research teams in all countries aims to control the effect of the confounding variable “**researcher/interviewer**” which is among the **most important elements** for the comparability of the study results. **All researchers** in all 9 countries must **ACT AS ONE** in regards to:

- How they will present the survey to the respondents and to the public
- How they will present instructions and conduct the interviews
- How they will answer the respondents' queries for clarifications
- How they will report process and progress in the daily meetings
- How they will preserve confidentiality
- How they will handle critical issues of revealed CAN cases
- How they will safeguard respondent's safety and their own safety.

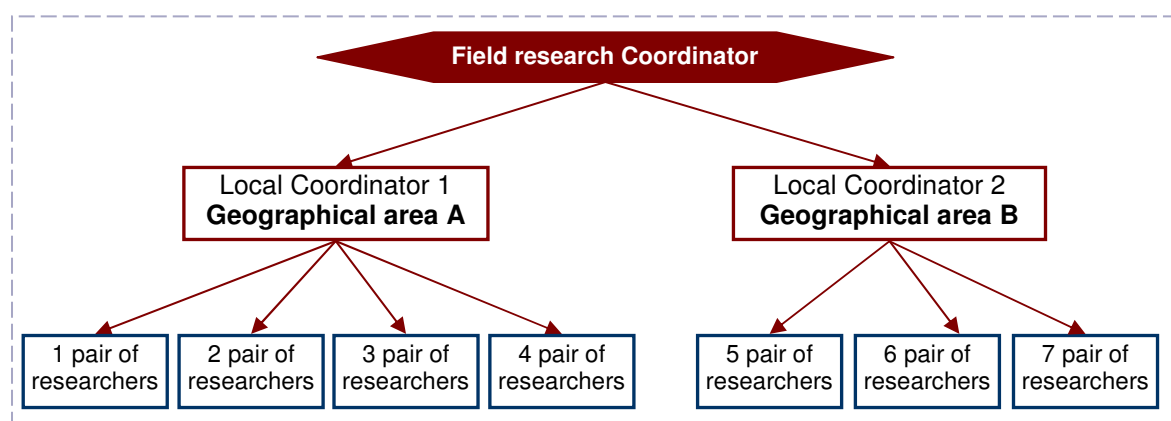
Last but not least, evaluation of trainings of National Researcher's Teams is optional. Evaluation might be conducted either by using a methodology similar to those used for the evaluation of the Train-the-Trainers Workshop or by using another methodology.

### C.3. Coordination of Field Research

The main epidemiological study will be conducted during the school year **2010 – 2011**. The data collection in each country can be organized either a) for all geographic areas (sequential data collection; see also figure 1a), namely one group of researchers will collect data in the 1<sup>st</sup> geographic area and upon finishing it, they will move to the next geographic area or b) per geographic area (simultaneous data collection, see also figure 1b), namely separate sub-groups of researchers will simultaneously collecting data in different geographic areas. The choice for simultaneous or sequential data collection depends on the magnitude of the population, on the distance among the different geographic areas, and on the number of researchers in each team.



**Figure 1a.** Example of Research Team structure in case of sequential data collection.



**Figure 1b.** Example of the structure of the Research Teams in case of simultaneous data collection.

The overall Coordination of the field research in each country, must be undertaken by one person (or more), the **Field Research Coordinator and/or the Local Coordinator(s)**.<sup>6</sup> The Field Research Coordinator will be responsible for supervision of Local Coordinator(s). The Field Research Coordinator and/or the Local Coordinator(s) will be responsible for:

- ▶ Contact the schools participating in the research:
  - send an Information Letter to each schools' Director, Teachers' and Parents' associations (if applicable)
  - obtain and record information about
    - the number of classrooms of each selected school
    - the number of students per classroom
    - the number of female and male students (per classroom)
  - arrange the delivery of parents' Information Letters and Informed Consent Forms to parents/guardians (either via the researchers –through students- or via the schools)
  - arrange the appointment for data collection with each school and make a reminding call 2-3 days prior to the appointment
  - obtain information and contact details about last year's drop-outs (if applicable).
- ▶ Contact parents/guardians of drop-out of school children (by phone and/or letter) in order to invite the parents and the children to participate in the study and arrange the date, time and place of appointments for interviews (a reminding call may also be made prior to the date of the appointment).
- ▶ Preparing the agenda for the research:
  - identify how many researchers and days are needed per geographic area and schools
  - compile the Agenda for the entire research (or per region) in the **most economic** (regarding time and budget) but also in the **most efficient** way
  - organize the pairs of researchers
  - arrange each pair's agenda for data collection.

<sup>6</sup> During data collection, one person must be available at the premises of each participating country's organization in order to reply to any participants of the research that might call at the organization for further information or questions. This person should be aware about the BECAN research and could be the Field Research Coordinator.

- ▶ Managing practical issues:
  - arrange researchers' traveling (tickets, accommodation, rental of cars, etc.)
  - prepare all necessary materials per area (e.g. maps, questionnaires, demonstrational materials, useful phone numbers, list of supporting services, reporting forms, etc.).

Each **Local Coordinator** will supervise and coordinate her/his researchers' team (in a geographic region) and s/he will keep track of each pair of researchers whereabouts (for safety reasons); s/he will also act as the "**focal point**" of the researchers' pairs and should be available at any time in order to find a solution to any unexpected problems that may arise and to provide any needed assistance to the researchers. The Local Coordinator will also be responsible for arranging every day -after the end of data collection- a meeting with all members of her/his research team for supervision, CAN cases debriefing, discussion, decision making and discussion of any problems that might have occurred during data collection. More specifically, the researchers must report to their Local Coordinator during the supervision meetings after data collection (on the basis of their Reporting Forms):

- ▶ the process followed and any problems that may arose during data collection
- ▶ the results of their quality checking of completed questionnaires
- ▶ any disclosures of CAN or any suspicions they may have.

After each day's meeting the Local Coordinator must:

- ▶ record the response rates, on the basis of the researchers' reports
- ▶ collect all completed and uncompleted questionnaires
- ▶ collect all Researchers' Reporting Forms
- ▶ keep record of each researcher's efficiency.

**Pairs of Researchers:** it is strictly recommended that 2 researchers (of both sexes, if possible) should be present at the same time in one classroom or household. The actual number of pairs of researchers that will visit each area (schools and households) depends upon the number of classrooms/pupils and households in relation to the desired duration of the survey.

#### **C.4. Organizing the Survey in schools**

In order to conduct the survey in the school setting, in most countries, it is needed to **obtain the permission** by the relevant authorities (e.g. Ministry of Education) to access schools.

Upon obtainment of official permission, an **information letter** should be send by the Field Research Coordinator to the Directors of schools (which are selected to be included in the sample) and/or Teachers' Associations and Associations of Parents/Guardians (if applicable) in order to be informed about the survey that will be conducted at their school. Furthermore, a follow-up phone call will provide the opportunity to contact the schools' Directors in order to:

- ▶ obtain information about the number of classrooms of the selected grade in each selected school

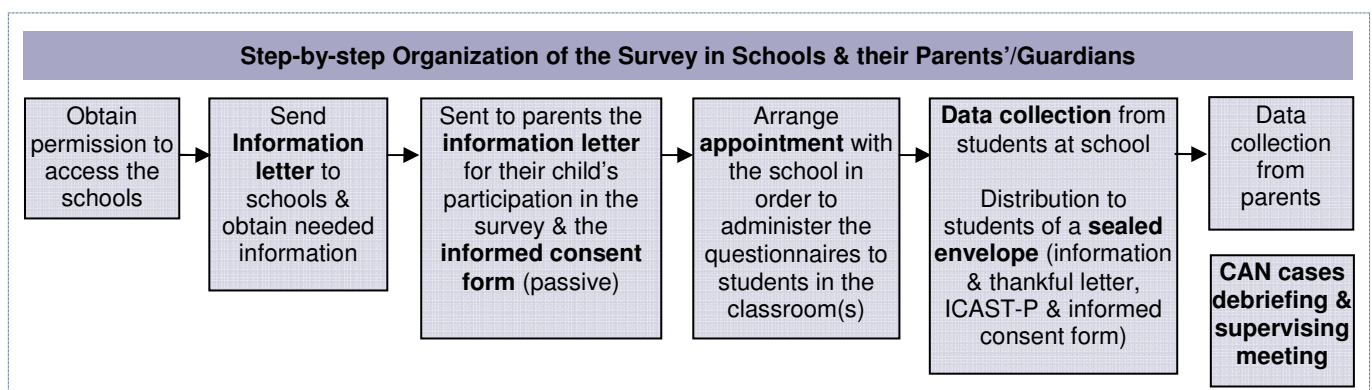
- ▶ obtain information about the number and sex of pupils per classroom in each selected school
- ▶ arrange appointments and appropriate time for each school in order to administer the questionnaires to the students,
- ▶ obtain information and contact details about drop-outs (if applicable).

During communication with the schools' Directors the **date** and **time** that the survey will be conducted in the school classrooms must be arranged. However, prior to that it must be arranged the **delivery of Information Letters and Informed Consent Forms** to parents of the students regarding their child's participation in the survey, which are suggested to be delivered to parents 1-3 days before the data collection from students. The delivery of letters and forms can be done by two possible ways:

1. by visiting the students at school in order to preliminary inform them about the survey and distribute to them the information letters and Informed Consent Forms that they should give to their parents,
2. arrange the delivery of the sheets to parents by the school (e.g. hand them to students or send them by post).

Even though the second way seems to be more convenient, in this case specific arrangements should be made per school in regards to the reproduction of the material (to be sent by post or to be photocopied at school). In case that the second way will be selected, a call should be made to the school some days before the appointment for data collection by students, in order a) to remind to the school Director that appointment, and b) to remind the delivery of letters and consent forms. A second call must follow in order to obtain information about any refusals by parents, how many refusals and also to arrange with the school what will be the task for students that will have a negative informed consent from their parents/guardians.

**Figure 2** below presents the steps of organizing the survey at schools and **Figure 3** depicts the recommended process to be followed regarding delivering to parents the information letter (for child's participation in the survey) and delivering and receiving back the Passive Informed Consent (for child's participation in the survey).



**Figure 2.** Steps of organizing the survey in schools.

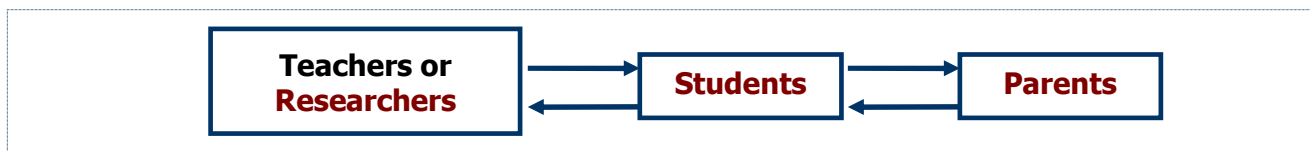


Figure 3. Schedule of letters' delivery to parents & obtaining passive informed consent for child's participation in the survey.

Figure 4 presents an example of the program of data collection by researchers in one Prefecture (Chania) of the Geographic Area of Crete (Greece).

At least, two researchers must be present in one classroom of the school. If one school that is selected in the sample has more than one classroom there should be present as many pairs of researchers as possible in order to collect the data simultaneously in all classrooms as soon as possible (in order for the children not to have the time to discuss among them about the questions).

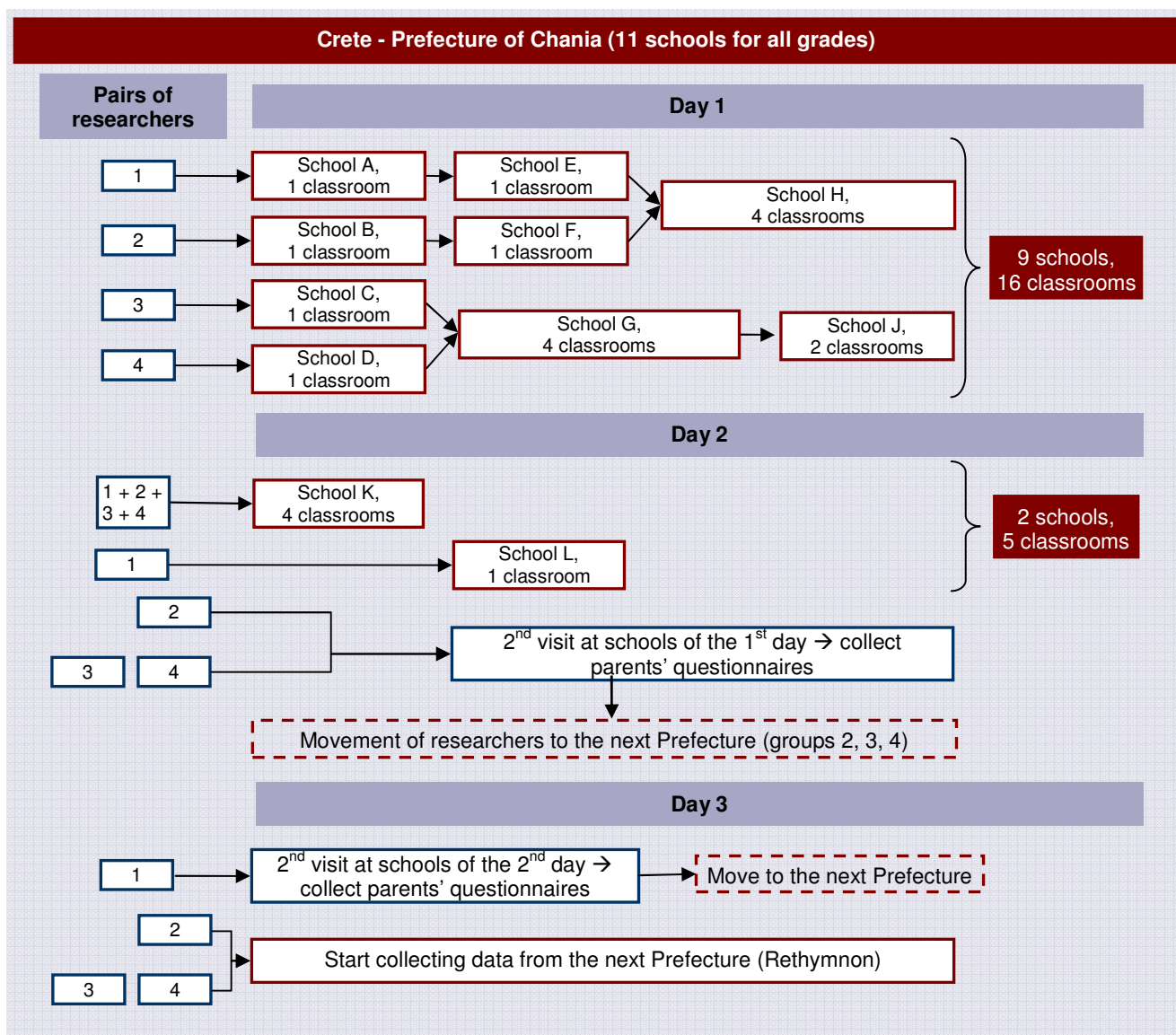


Figure 4. Example of the schedule of data collection from students by 8 researchers in the Prefecture of Chania (Crete).

**Parents' questionnaires can be collected by two ways:**

- ▶ either from the students (as it is depicted in Figure 2): in this case the researchers should revisit the next day the school where they will collect from students the envelopes which will include their parents' questionnaire,
- ▶ or from the households, if parents will call the researchers to collect their questionnaire

At the end of each day of data collection all pairs of researchers will meet together with their Local Coordinator for the Supervision Meeting of the day.

**C.5. Organizing the Survey for drop-outs**

In order to conduct the survey to pupils that have dropped-out from school and their parents, the first thing needed is to **obtain** their **contact details** (from the schools that they used to attend or otherwise). The information needed is: names of children and telephone number and/or address.

After obtaining the contact details, their parent/guardian will be contacted in order to be invited to participate in the survey along with the child; namely, the Field Research Coordinator and/or the Local Coordinator(s) will call to the households (or send by post the information letters<sup>7</sup>) in order to:

- ▶ arrange the date and time of the appointment for the interviews (and the place in case the parent doesn't want to be visited at home)
- ▶ record any refusals to participate<sup>8</sup>
- ▶ assign to each household a pair of researchers for the data collection.

Figure 5 depicts the steps to be followed for organization of the survey.

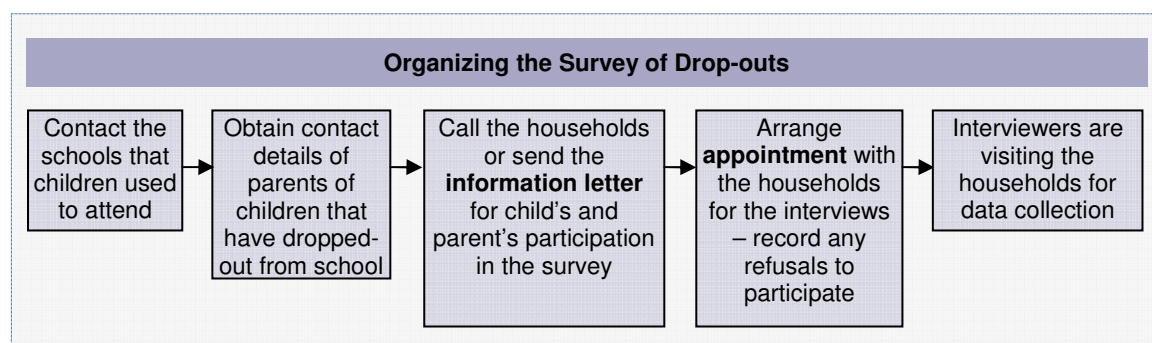


Figure 5. Steps of organizing the survey of drop-outs.

**C.6. Preparation of Researchers' Materials**

Before going to the field for data collection, each pair of researchers must be provided with the necessary material for the day (see also Chapter A3 in the "Guidelines for Researchers"); the Local Coordinators must have prepared the materials needed for each day's data collection and to give them to each pair of researchers one day prior to data collection. The materials' preparation includes the following:

<sup>7</sup> The information letters and informed consents are to be modified for the needs of the structured interviews.

<sup>8</sup> This is very important as it will help us to calculate the response rate.

**Data collection in school setting (self-completed questionnaires)**

- ▶ Print or photocopy as many items as needed of the:
  - **ICAST-CH** self-completed questionnaires along with the child’s **assent form** that will be attached as the 1<sup>st</sup> page of the questionnaire
  - **ICAST-P** self-completed questionnaires
  - **Information letters** and **Informed Consent Forms** for child’s and parents’ participation in the survey
  - **Thankful letters** to parents and children

- ▶ assign identical **matching codes** (Subject Numbers) in each pair of child-parent questionnaires (see Picture 1)

- ▶ prepare the **parents’ envelopes** which should include

- the parent’s information letter,
- the Informed Consent Form for parent’s participation in the survey,
- the ICAST-P questionnaire and
- the parent’s thankful letter

**Picture 1.** Example of completed matching codes.

and pair each sealed envelope with the ICAST-CH that will bear the same matching code (it is advised to write the matching code outside of the envelope; this way you will be able to re-pair them in the unfortunate case that they will be accidentally mixed up).

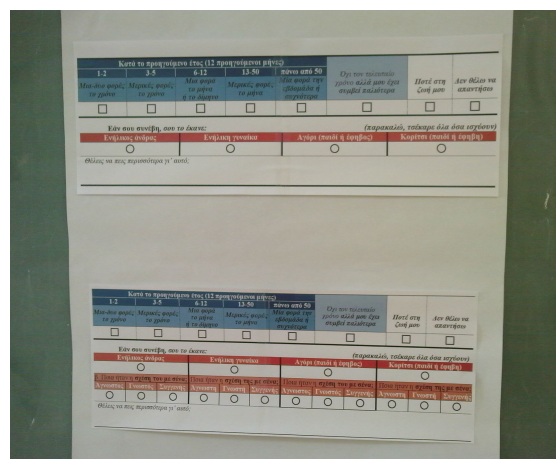
- ▶ record on a list (see an example in picture 2) which codes correspond to which school, to which classroom and to which pair of researchers, along with the date and time of the appointment.

Codes	School (Name)	Class room	N	Boys	Girls	Researchers	Date	Time
GR/ATH 1-22	School 1	A1	22			Pair A	Monday, 25.10	8:00
GR/ATH 23-41	School 1	A2	19	10	9	Pair B	Monday, 25.10	8:00
GR/ATH 42-61	School 2	A	20	12	8	Pair C	Monday, 25.10	8:00
...	...	...	...	...	...	...	...	...
GR/HER 1-18	School 52	A	18			Pair D	Monday, 25.10	8:00
GR/HER 19-24	School 53	A	6			Pair E	Monday, 25.10	8:00
GR/HER 25-44	School 54	A1	20			Pair F	Monday, 25.10	8:00

**Picture 2.** Example of codes recording

- ▶ **The Local Coordinator should provide to each pair of researchers (and the researchers should check that they have been provided), the following:**

- Their **agenda** regarding the schools that will visit, date and time of appointments, and details for the sample (which grade, which classroom, etc.)
- A **map** of the area that they will visit
- Copies of as many **questionnaires** as needed for children and envelopes for their parents
- The “demonstrational material” of response scales (see Picture 3) and a sample of parent’s envelope) in order to explain to students: a) how they must complete the scales in their questionnaires and b) what kind



**Picture 3.** Demonstration Material: flipchart of response scales

of material is included in the envelope for their parent and how they will use it

- Tape
- Two pens per researcher
- Two large envelopes per pair of researchers for gathering students' questionnaires in the classroom
- Copies of **thankful letters** for the children
- **A card with local services** (sources of help) available in the area in case they will be asked to refer a respondent for further help
- A personalized **study badge** for each researcher
- If judged necessary, each pair of researchers will be handed out an **official letter** indicating the purpose of the study, the Institute responsible for it, as well as contact details with the supervisor(s).
- His/her **mobile phone** (activated but on silent mode)
- **A card with useful phones** (e.g. telephone numbers of Local Coordinator, of the rest members of the research sub-group, etc.)
- The **Reporting Forms** (see Annex 2a).
- Researchers' **checklists** of necessary materials.

**Data collection in the respondents' residence (structured interviews)**

- ▶ Print or photocopy as many items as needed of the:
  - **ICAST-CH** questionnaires (child's **assent form** will be attached as the 1<sup>st</sup> page of the questionnaire)
  - **ICAST-P** questionnaires
  - **Information** and **thankful letters** to parents
  - **Informed Consent Forms** for both child's and parent's participation in the survey
  - **Thankful letter** for the children

- ▶ Assign identical matching codes in each pair of child-parent questionnaires

Codes	Household (Name)	Address Phone	Child's Age	Researchers	Date	Time
GR/ATH 1	Family 1	XXX	16	Pair A	Monday, 25.10	8:00
GR/ATH 2	Family 1	XXX	16	Pair B	Monday, 25.10	8:00
GR/ATH 3	Family 2	XXX	16	Pair C	Monday, 25.10	8:00
...	...	...	...	...	...	...
GR/HER 42	Family 52	XXX	16	Pair D	Monday, 25.10	8:00
GR/HER 43	Family 53	XXX	13	Pair E	Monday, 25.10	8:00
GR/HER 44	Family 54	XXX	12	Pair F	Monday, 25.10	8:00

Picture 4. Example of codes recording for interviews

- ▶ Record which codes correspond to which household and which pair of researchers along with the date and time for the appointment (see Picture 4)

- ▶ Print/photocopy and cut the two sets of the Interview Cards (see Annexes 3a and 3b), as it is instructed in Annex 3.

- ▶ **The Coordinator should provide to interviewers (and the interviewers should check that they have been provided), the following:**

- Their **agenda** regarding the households that they will visit, date and time of appointments
- A **map** of the area that they will visit
- Copies of as many **questionnaires** as needed for children and their parents



- **Interview Cards** for child and parent (see Annex 3a and 3b)
- Two pens per person
- Copies of **thankful letters** for children and parents
- **A card with local services** (sources of help) available in the area in case they will be asked to refer a respondent for further help
- A personalized **study badge** for each researcher
- If necessary, each pair of researchers will be handed an **official letter** indicating the purpose of the study, the Institute responsible for it, as well as contact details of the supervisor(s).
- His/her **mobile phone** (activated but on silent mode)
- **A card with useful phone numbers** (e.g. telephone numbers of the local coordinator, of the rest members of the research sub-group, etc.)
- The **Reporting Forms** (see Annex 2b).
- Interviewers' **checklists** of necessary materials.

For safety reasons, mainly, the Local Coordinator should have a copy of all researchers' agendas (time and location) in order to be able to know where the research groups are, as well as the researchers' mobile phone numbers.

### **C.7. Reporting Forms of Researchers**

When **self-completed questionnaires** are used each pair of researchers should have a reporting form regarding the questionnaires that were responsible to administer per classroom (see Annex 2a). One person of each pair of researchers should be responsible to complete the forms in collaboration with his/her colleague and should record on the Reporting Forms for every "data collection day":

- a) the researcher's names that were responsible to administer a series of questionnaires per classroom
- b) the date and time of data collection
- c) the name of school and address
- d) the number of classroom (e.g. A1) and the number of all students, as well as the number per sex that were present in the classroom during handing out the questionnaires (e.g. 22 students, 12 boys + 10 girls)
- e) the codes of questionnaires that they distributed per classroom (e.g. **GR/ATH/1 - 22**).

The core part of the Reporting Form consists of two columns, the ICAST-CH column and the ICAST-P column. In the first column researchers must complete:

- f) the number of refusals by children to complete the questionnaire as well as the codes of their questionnaires and the reasons, if mentioned by the students
- g) the number of Negative Informed Consents that they received by parents and the number of not received Consents by parents
- h) remarks from student's questionnaires after **quality check** (such remarks may contain the Subject Number of the questionnaire and, for example, missing answers

to what questions –by specifying the number of the questions- and/or invalid answers, double checks to which questions, etc.)

- i) notes in case of revealed or suspected cases of CAN (e.g. sexual abuse revealed; the child asked for help and any other information, such as contact details)

In the ICAST-P column, researchers must write:

- j) how many negative Informed Consents they received by parents regarding their own participation in the study, and the reasons (if mentioned)
- k) the method of data collection by parents (by indicating the Subject Numbers)
- l) which questionnaires are missing (by indicating the Subject Numbers of the missing questionnaires) and any remarks.

When **structured interviews** are used each researcher should have each own Reporting Form regarding the questionnaires that s/he was responsible to administer (see Annex 2b).

S/he will record on the Reporting Form for structured interviews:

- a) his/her name and the interviewer's name that was working with him/her
- b) the date, time and duration of each interview
- c) which persons s/he interviewed (e.g. the parents or the children)
- d) the Subject Number of each questionnaire
- e) any refusals from parent(s) regarding their own participation in the study or the child's participation and reasons (if mentioned)
- f) any refusals from the child to participate in the study and reasons (if mentioned)
- g) any remarks regarding the questionnaire (e.g. refusals to answer in specific items) or other remarks (e.g. sexual abuse revealed, child asked for help and contact details, etc).

These forms must be completed every day, after data collection. Except of its usefulness to systematize the questionnaires gathered, this form will also assist researchers to identify any problems that are to be discussed during the Supervision Meetings with the Local Coordinator after each day of data collection; the forms will be collected by the Local Coordinator on an every day basis.

## CHAPTER D. CONDUCTING THE SURVEY

### D.1. Delivering the ICAST-CH and ICAST-P Questionnaires

The modified translated ICAST-CH and ICAST-P Questionnaires will be administered by using two methods depending on the group of the subjects (pupils and their parents vs. drop-out of school children and their parents; see also Table 2).

**Table 2.** Method of questionnaires' administration by group of subjects

Group	Method	
	Pupils	Parents
attending school	Self-completed questionnaire	Self-completed questionnaire (structured interviews, only if requested)
drop-outs	Structured Interview	Structured Interview

#### D.1.1. Self-Completed Questionnaire

This section describes the process to be followed when it is used the method of self-completed questionnaires (see also Figure 6). The instruments will be administered to the groups of children at the same time per classroom in such a manner that children's answers will be anonymous.

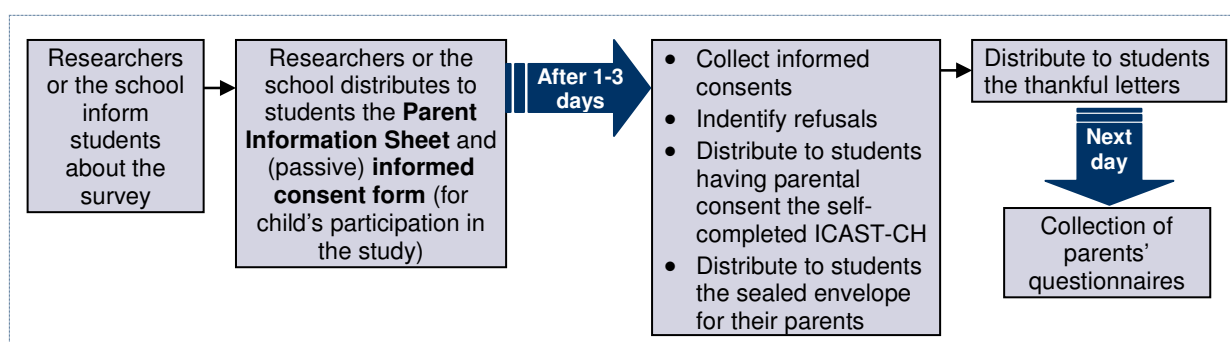
The first thing that should be done (after expiration of the deadline set in the parental information sheet for returning their completed Informed Consent Forms to school) is to identify if there are any parental refusals (namely, if any parent/guardian returned a negative Informed Consent). As it was decided to request from parents a passive Informed Consent, if researchers don't receive the form back within the time framework that is set, it is considered that the parent has no objection for his/her child's participation in the survey. As a result the steps to be followed at schools, after the arrangement of the appointment with the schools, are the following:

- ▶ **1<sup>st</sup> Step:** Inform the students about the survey and distribute to them the Parent Information Sheet and the Informed Consent Form (for child's participation in the study); this is to be done either by the school or by the researchers.
- ▶ **2<sup>nd</sup> Step** (after a pre-set time, e.g. 1-3 days): Collection of informed consent forms → identification of refusals → distribution of questionnaires to the students having parental consent (either active or passive)<sup>9</sup> → data collection → distribution to students of the envelope with their parents' questionnaire (which must have the same code with the child's questionnaire), along with the respective information letter and their active Informed Consent Form

<sup>9</sup> In case that there are refusals by parents, each partner should discuss with schools and try to find the best solution for their country about what these children will do during the time that their classmates will be completing the questionnaire; the best solution could be to try to give those students something else to do in the classroom; It is not recommended those children to get out from the classroom in order to avoid as much as possible their stigmatization.

► **3<sup>rd</sup> Step** (the next day): Collection of parents' questionnaires. This will be done by two ways:

- the researchers (if possible, the same researchers that collected the data in each classroom) will re-visit the school the next day in order to collect the envelope with parents' questionnaires by the students (a second visit has to be scheduled in case that some of the children –or parents- have forgot to bring with them the ICAST-P questionnaires; an alternative way of receiving parent's questionnaires can be always arranged in each individual case).
- the researchers will collect the parents' questionnaires from their households, in case that they will receive a call from them.



**Figure 6.** Steps to be followed for data collection in classroom settings.

All **instructions that researchers must follow during data collection at schools** are described in detail in Chapter B.1. of the “Guidelines for Researchers”.

### **D.1.2. Structured Interviews**

In this section are described the steps of data collection through structured interviews from children that have dropped-out from school and their parents. After obtainment of their contact details from the school (or otherwise), the Field Research Coordinator should contact parents to invite them to participate in the survey (either by phone or by sending them the **information letter** for their child's participation in the survey as well as for their own participation).

The steps to be followed are the following:

- **1<sup>st</sup> Step:** contact parents (by phone or by post) to inform and invite them to the survey
- **2<sup>nd</sup> Step:** arrange the appointments for the interviews; record any refusals (in order to calculate response rates)
- **3<sup>rd</sup> Step:** groups of 2 researchers are visiting each household: one researcher is interviewing one of the child's parents while, at the same time, the other researcher is interviewing the child. Before starting the interview the researchers should obtain from the parent the signed informed consent form and from the child the checked assent form. At the end of the interview each researcher distributes the respective thankful letter to the respondent.

**D.1.2.1. Preparation of the Interview**

In case parents are contacted via sending them an information letter, a telephone contact must be also made in order to invite the parent/guardian and his/her child to participate, identify any refusals to participate and arrange the appointments. In case parents are contacted only through telephone, the aim or the survey must also be introduced in this phone call. The following script can be used as a guide (ISPCAN, 2006b, p. 6):

*“Good evening! My name is \_\_\_\_\_ and I am calling from the <name of organization>. [Have you received the letter that we have sent you?] [...] We are **conducting a survey about the health and life experiences of parents and children** and we would very much like to have an interview with you and your child that is now <age> years old, which takes about 30-45 minutes.*

*This is a very important issue and we hope that we will assist parents and children have better lives. If you agree to participate, we **can arrange an appointment with you** and two researchers will visit you”. Or you and your child can visit us in <name of the office or of a neutral place, e.g. school, municipality room>. Would you like to participate? [...] What is a convenient time for you? [...] Is this **<date and time>** convenient to both you and your child? [...] Would you like us **to visit you** or would you prefer to set an appointment at the **<name of a neutral place>**. The researchers that will visit you are: <name of 1st interviewer> and <name of 2nd interviewer>.*

*Because the interview is confidential and private, it would be necessary to have two separate rooms to sit for up to 45 minutes, where no one will listen or interrupt you or your child.”*

Stress the importance of having available 2 rooms.

*“Are you sure that at this date and time that we have chosen we will have at our disposal two rooms, one for you and one for your child, where none could interrupt us during the interview?”*

**Refusal to participate:** If selected parent refuses to participate try, without pressing him/her, to investigate the reason(s) of the refusal or ask if s/he would prefer to call him/her at another time. If a parent still declines, ask if there are any concerns s/he might have about the interview that you could perhaps address.

**Tips for encouraging participation** (ISPCAN, 2006b, p. 7):

- Always speak to householders with respect, addressing them by their formal titles.
- Stress that the information provided will help us understand more about a very important issue in our community, namely family relations.
- Stress that the interview is totally confidential and private.
- Stress that the interview is being conducted by fully qualified researchers.

**Private Rooms:** The parent/guardian should be able to prepare the household in order to have available two private rooms for the interviews. For that reason:

- ▶ The information letter that will be send –or during the phone call- to parents/guardians of children stresses the need of the availability of two separate private rooms in the parents’ home for the interview to be conducted with the child and the parent, without interruptions and without any third person being present.
- ▶ The person that will call at parents in order to arrange the appointment for the interview, must emphasize again the requirement of privacy and the importance of the availability of private rooms:

*“Are you sure that at this date and time that you have chosen we will have at our disposal two rooms, one for you and one for your child, where none could interrupt us during the interview? I am stressing this because, in order to be valid the results of our survey, the researchers are instructed to discontinue the interview if other people are present during the interview.”*

If there are expressed doubts by the parents or if private space cannot be arranged in the home, try to reschedule the appointment for the interview at another better time or make arrangements to conduct the interview to another location [this means that the person that will call to parents should be aware about the agenda of the researchers that are to visit this household].

The “Guidelines for Researchers” includes **“Useful tips for Interviewers during the Interview”** (Chapter B.2.1), the **“Parent’s Interview Guide”** for the researchers (Chapter B.2.2) and the **“Child’s Interview Guide”** (Chapter B.2.3).

## CHAPTER E. AFTER DATA COLLECTION

### E.1. Quality check of data

After administration of questionnaires (either it is an interview or especially when self-administered) researchers must check and take care of the following:

- Make sure that each questionnaire has a **unique Code** (Subject Number)
- Review the completed questionnaires that they have collected and check **completeness** of data (missing data, unclear checks and inconsistencies).

Researchers must check for quality and completeness all completed questionnaires on a daily basis. If missing data are observed, clarifications needed or other problems, will be reported to the Local Coordinator during the daily Supervision Meetings in order to be decided any modifications needed in the process of questionnaires administration/structured interviews and especially to the instructions/explanations given by researchers so as to be avoided such missing data in the following data collections. It should be stressed though that any additional explanations/instructions **must first be agreed upon by the entire consortium** in order to be uniformly provided in all countries.

All researchers' observations will be recorded by the researchers in the Reporting Forms (either per classroom data collection or per interview), which will be handed out to the Local Coordinator, who will also double-check the questionnaires.

### E.2. Safety of Data

Researchers should deliver to the Local Coordinator a) the completed (**and any blank**) questionnaires, and b) the completed Reporting Forms for the questionnaires they had under their responsibility. Both the researchers and the Local Coordinator should care about the safe storage of completed questionnaires while they are on the field as well as during transferring them.

### E.3. Data Entry and Coding

Data entry will be done in each country by using a common SPSS template (one for the ICAST-CH and one for the ICAST-P). The SPSS templates are accompanied by codebooks (see picture 5) including explanations on how to encode the data.

The datasets from all countries must be unified, and the Coordinator must be informed about any new variables added into the questionnaire (which must be coded separately) and about any modifications in the values of any variable of the common ICAST tools. More specifically, each partner must report to the coordinator:

- each modification (if any) made in the questionnaires
- create a code per each new value (if any) per variable modified

Variable	Label	Value
588		q_18_pr
589	Standard Attributes	Shouted, yelled, or screamed at you very loud and aggressively? (prevalence)
591	Measurement	Nominal
592	Valid Values	1,00 never
593		2,00 yes ("always" or "usually" or "few times" or "not in the past year but it was happened before")
594	Missing Values	99,00 missing value
595		999,00 I don't want to answer
596		
597		q_18_in
598	Standard Attributes	Shouted, yelled, or screamed at you very loud and aggressively? (incidence)
600	Measurement	Ordinal
602	Valid Values	1,00 1-2 times
603		2,00 3-5 times
604		3,00 6-10 times
605		4,00 more than 10 times
606	Missing Values	99,00 NA: "never", "past year", "don't want to answer"
607		999,00 missing value
608		
609		q_18_a_1
611	Standard Attributes	Shouted, yelled, or screamed at you very loud and aggressively? If this happened, was it by adult male
612	Measurement	Nominal
614	Valid Values	1,00 no
615		2,00 yes
616	Missing Values	99,00 not applicable ("0" or "999" in q_18_pr)
617		999,00 missing value

Picture 5. Excel Codebook

The quality of coded data will be checked a) by the partner made the coding by checking a randomly selected sample of data for correctness of their coding and b) by both parter and coordinator by running “descriptives” and check for impossible values. Another option for checking the quality of coding is having two persons to conduct the coding of all of the data and compare the two codings between them in order to screen any discrepancies.



## CHAPTER F. ETHICAL AND SAFETY ISSUES

### F.1. Ethical Issues

The subject matter of the research, namely CAN, is sensitive and particular ethical issues should be taken under consideration. The safety and well-being of research participants is of paramount importance.

“Reporting laws in some countries require that suspicions about possible abuse or neglect of children must be reported to legal or social service authorities. However, these reports themselves may lead to criminal prosecution of a child’s parents or removal of the child from his or her home. **Careful consideration must be given to respecting the gift of information from research participants and permitting informed consent.** Involving children in research in which children provide information that may result in risk for others requires careful consideration of whether the children even have the capacity to understand informed consent. It is important to note that many research projects have been conducted in an ethical manner while asking children about exposure to family or school violence. Typically these have involved anonymous completion of questionnaires”. (ISPCAN, 2006a, p.2).

The ICAST-CH “may not be able to be used safely and ethically in some countries where there are policies or laws that might compromise confidentiality or limit the respect for the autonomy of the child providing the information” (ISPCAN, 2006a, pp. 2-3). The ISPCAN’s intention is to provide a standard instrument that can be used by investigators who can safely and ethically inquire about experiences among children (ISPCAN, 2006a).

“Because child abuse reporting laws, and even the existence of agencies able to intervene, varies from country to country,” the ICAST instruments must be used under conditions that “the child’s autonomy and confidentiality can be assured” (ISPCAN, 2006a, p.3). All National Scientific Coordinators of the BECAN project committed themselves to carry out surveys that strictly follow the Principles of the Code of Ethics for research with human participants with respect to recruitment, participation, consent and provision of child protection within the context of the legal, social, and medical systems where the study is performed. Even though **each and every researcher is also responsible for the ethical conduct of the survey** s/he is conducting, in each country the **Scientific Coordinator**, along with the **Local Coordinator(s)**, are also responsible for the ethical conduct of the research by their research team.

For the purposes of the BECAN Project a **Central Independent Advisory Board** (CIAB) and **9 National Advisory Boards (NAB)** for Ethical Issues, one in each participating country, have been established. Each **National Advisory Board (NAB)** is consisted by a representative from the partner Institute, who is responsible for the project, and two independent experts on CAN issues. Each NAB is responsible inter alia for reviewing the project and processes before conducting the research, monitoring ethical issues during the entire duration of the research conduct and provide advice for corrective interventions, if deemed necessary. The **Central Independent Advisory Board** (CIAB) for ethical issues is responsible inter alia for the overall supervision of the research design and implementation in respect of ethical aspects. The CIAB consists of five members: **Prof. Kevin Browne**

(Professor of Forensic and Family Psychology & Head of the WHO Collaborating Centre for Child Care and Protection), **Donata Bianchi** (Institute Degli Innocenti), **John Fluke** (Director of the Child Protection Research Center, American Humane Association, Colorado), **Paul Durning** (Professor of Education Sciences at the University of Paris X Nanterre & Director of the Observatoire National de l'Enfance en Danger), and **Prof. Hans Grietens** (University of Groningen, The Netherlands,). The methodology of BECAN research has been submitted for ethical review to the **National Advisory Boards** for ethical issues that have been established in each participating country as well as to the **Central Independent Advisory Board** for Ethical Issues.

In addition to all of the above measures, each partner had to submit the research protocol for ethical review to the respective Ethical Committee of the participating Organizations (if existent) and/or to an equivalent Ethical Committee of his/her country. Lastly, each partner Organization had to follow the National regulations in order to obtain permission to enter schools (e.g. by applying to the Ministry of Education).

“Because of the complex competing demands posed by the ethical principles of non-maleficence (“Do No Harm”), beneficence and the autonomy or respect for the will of the participants, research staff needs to be well prepared to address ethical issues” (ISPCAN, 2006a, p.3). **All researchers should have basic training in research ethics** as well as to participate in the BECAN Researchers’ Training Workshop that will be organized and conducted in each country.

The ethical issues that have been taken into consideration as well as the measures that should be taken in each country in order for the ethical conduct of the research as well as for participants’ and researchers’ safety to be safeguarded are described below (Chapters F.1.1 - 7 and F.2.1 - 3) on the basis of the Code of Ethics of the American Psychological Association (2002) and its 2010 Amendments<sup>10</sup>.

It is advised that each partner will modify the respective chapters of their “Guidelines for Researchers” according to their National Code(s) of Ethics; and, even though the researchers that will be employed to conduct the research should have at least basic training in research ethics, it is recommended a special part of the Training Workshop to be devoted in these issues.

### ***F.1.1. Privacy and Confidentiality***

Measures are undertaken in order to safeguard the private character of interview and self-completed questionnaires as well as maintaining confidentiality of data and information obtained by participants during data collection and after (e.g. anonymous questionnaires, prohibiting pupils discussing or seeing others’ answers, collecting all questionnaires of one classroom in large envelopes/boxes, private interviews – no presence of third person). More information is included in the “Guidelines for Researchers” for each of the two data collection methods (Chapter D1).

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<sup>10</sup> Accessed online at: <http://www.apa.org/ethics/code/index.aspx>, on 30 July, 2010.

In order not to violate participants' rights, it is of vital importance to inform them about the **limits to confidentiality** that are inherent to our study (especially when the data collection is made through interview); even though this information is included in the parent's information letter, it is very important that the researcher will also verbally inform the respondents before data collection that the confidentiality promised could be broken in case "... someone's life is in danger or if you ask to speak to someone else for an issue that concerns you".

### ***F.1.2. Partial Deception***

Partial deception of the participants was decided to be adopted in the context of BECAN research in regards to the topic under study, because it was considered to be both justifiable and necessary; more specifically, the partial concealment of the real purpose of the research to the participants was decided in order to avoid that a) participants (parents and children) will adopt a defensive position, which may result to non-honest (invalid) responses, and b) perpetrators of child abuse and neglect might be reluctant to participate (or allow their children to participate) in a research described as studying child abuse and neglect.

This partial deception, though, renders even more important the obligation of the researchers:

- to especially stress the participants' right to decline or withdraw their participation (see chapters F.1.3 and F.1.4)
- to make it clear to all of the participants that, under specific circumstances, the researcher may have to break the confidentiality s/he have promised them (it is important that the researchers should be trained in order to be able to do that in a way that will not scare the respondents so that they will refuse to participate in the study).

The partial deception increases also the importance of debriefing participants as well as the provisions that must be put into place in each country in order to reverse any (short- or long-term) distress or other adverse consequences to them, due to their participation in the research (see also chapter F.1.5).

### ***F.1.3. Right to decline to participate and to withdraw***

The researchers must remember and inform the participants -at the beginning of the interview and/or of the administration of questionnaires- that they have the right to refuse to participate in the research, to refuse to answer to any question(s) that they don't want to and the right to discontinue the interview/completion of questionnaire at any time they wish, and without having to explain the reasons for that. Participants must also be informed that they have the right to "refuse to participate without any consequences. There must be no adverse consequences of choosing not to participate" (ISPCAN, 2006a, p.6).

However, in case of discontinuation or refusal to participate by a participant, researchers should try to find out the reasons why the person wants to withdraw, if possible, as a) the cause of withdrawal may be due to a factor/barrier that could (or must) be addressed either on the spot or later (e.g. feelings of shame, fear of retaliation from an abuser, emotional distress caused by the questions asked, etc.) and b) the collection of such information is very useful for future research like this. It is very important though the researchers to be trained so that s/he can do so without putting any pressure to a participant wishing to withdraw.

#### **F.1.4. Informed Consent**

Particularly important ethical issues are concerned because, a) the subjects of the survey are children and thus the informed consent for their participation in the research must be obtained by somebody else (parent or guardian), and b) in most countries, if someone is aware or suspects that a child is victim of abuse/neglect, s/he must report it to the competent Authorities. Reporting of child abuse may result to the penal prosecution of the parent(s) of the child (or a third person) and/or to take away the child from his/her family. Thus, special attention must be paid to the Ethical Principle of the **Informed Consent**.

In order for the consent obtained by parents to be considered that it is “informed consent”, at least the following information should be provided (through the accompanying information letter and the Informed Consent Form, **but also orally**) to them:

- 1) the purpose of the research (with the minimum of deception that is considered justified), expected duration, and procedures description
- 2) the anonymity of the data provided (either through self-completion or interview)
- 3) their right to decline to participate and to withdraw from the research
  - a. at any time
  - b. and without any consequences
- 4) any limits of confidentiality
- 5) whom to contact for questions about the research, providing the opportunity to participants to ask questions and receive answers

#### **F.1.5. Debriefing**

Debriefing is more important due to the partial deception about the purpose of the research that is used. At the end of data collection, the researchers should provide the opportunity to participants to obtain any information they wish about the research and should take reasonable steps to correct any misconceptions that participants may have. The research Organization also has the obligation to reverse any adverse effects their participation to the research may have caused to the participants.

Furthermore, “while having a child become distressed about the questions in this type of research is rare” – according to the experience of ISPCAN- “the instrument does ask about experiences that may have been painful or disturbing for a child”. A child “may want to talk about or get help related to some experience that is included in the questions in the instrument”. The researchers “must be prepared to offer a general debriefing or advice to all subjects about how they can get help or have someone to talk to about issues that the questionnaire covers” (ISPCAN, 2006a, p.6). The same is valid also for adults participants. For that reason, the thankful letter includes a standard statement: the questionnaire may cover topics that are upsetting or disturbing and that any participant having questions may contact suggested organizations/community agencies if they want to talk to someone and ask for help (this support organization could be the same with the Organization conducted the research or a different one –depending on the services the partner organization is providing and on its geographical coverage). In addition to that, each researcher will have available a detailed list of all available local services in case s/he needs to make a referral.

In any case, participants should always be provided with the contact details of the Organization conducted the research.

#### ***F.1.6. Storage of Data & Access***

Even though the completed questionnaires will be completely anonymous, each National Scientific Coordinator will be responsible to keep the raw data (both completed questionnaires and the database of the encoded data) securely stored at a safe place and restrict the access only to authorized personnel in order to ensure the confidentiality of the data. It must also be ensured that the questionnaires and encoded data are not connected with the identity of the respondents and that only one or very few people have access to the codes record (where some personal information must be included for practical reasons).

The completed instruments will be transferred from the school or household settings and from the field site to the data entry office on a regular basis, by the Researchers to the Local Coordinator in a very careful manner (see also description on Chapter A.3 of the “Guidelines for Researchers”); the Local Coordinator will be responsible to gather all completed (and blank) questionnaires at the end of each “data collection day” and safely transfer them at the Organization’s premises, where they will be safely stored. In each country the responsibility for planning the safe transfer and storage of the completed questionnaires rests with the National Scientific Coordinator.

#### ***F.1.7. Description of the Survey in Public***

Particular attention is needed for the way that the subject matter of the research is described to the school and the community as well as at individual level (e.g. teachers/ School Directors, the person that opens the door of the household or answers the phone). The survey should be described as: “a survey that aims to investigate issues relevant to the health of children as well as issues referring to children’s upbringing and the relationship between children and parents as well as among children”. Every time researchers are describing the survey (at members of the community and members of public or private institutions of the community) should have primarily in mind the **safety of participants**. Where safety issues are of concern, the researchers may also advise the interviewee (either child or adult) to discuss about the survey in the same way.

### **F.2. Safety Issues**

#### ***F.2.1. Supervision and Crisis Intervention***

The field researchers must be organized in teams and always accompanied by a Local Coordinator (Senior Researcher). During each field survey day of research the Local Coordinator should be accessible for communication and further instructions (i.e. via mobile phone). Means of transportation must be secured in case the Local Coordinator should intervene in situ.

After the end of each data collection day (e.g. in the evening), a “Supervision Meeting” of all of the researchers must be held under the supervision of the Local Coordinator; the aim of this meeting is twofold, one related to methodological and one to ethical issues, namely:

- a) to identify and discuss any difficulties or unforeseen technical or administrative problems researchers may have faced during each data collection day and the way to avoid or overcome them in the future; this will also enable the Local Coordinator to have a day-by-day monitoring of the research progress (it is advised that the Coordinator keeps a record on a daily basis about the number and the sex of subjects surveyed by each researchers pair, per classroom; this way will be able to identify –and maybe correct- any possible miscoding or discrepancies that may observed in the parent-child questionnaires)
- b) to report and discuss any suspicions or disclosures of child abuse and/or neglect; for each case a decision should be taken for further actions that need to –or could- be taken (see also entities F.1.8 and D5, about *reacting in CAN cases*).

**Crisis Intervention:** a plan must be set in order to address crises (in the rare case that will be encountered) in the field, such as:

▶ **emotional distress of respondent during the interview or questionnaire completion:**

the ability of coping such a situation depends on the specialty of each researcher and his/her expertise with CAN issues, and each partner has the freedom to design the strategy considered as the most effective for her/his country. As a general strategy, though, it is suggested that (if in classroom) one of the researchers will take the child outside of the classroom and discuss with her/him about what disturbed her/him so much; researcher will stay with the child until s/he calms down and, if needed, s/he will call for additional assistance (e.g. the Local Coordinator, or a Clinical Child Psychologist if available, or the psychologist of school). In case of an interview, the interviewer will stop the interview and follow the same steps described above; the interview can continue or not, depending on the child's wish.

In both cases, researchers will not leave the child before they make sure that s/he is safe and calm; in addition they must ensure that the child has been provided with the contact details of the research organization if s/he needs to contact them in the future. In case the child reveals that is being abused or a past abuse, the process described in the next entity has to be followed.

▶ **parent's or other person's aggressive behaviour:**

the researchers must know what specific steps they have to follow in the unfortunate, but also rare, case that they find themselves to be in danger or that they think that a child is in great danger (e.g. call the police or other Agency). This process has to be designed in each country on the basis of the situation, either at National or at Regional level (see also chapter F.3). General protection measures that have been taken for safeguarding the safety of researchers (e.g. activated, even though in silent mode, mobile phones of the researchers during data collection; list with useful phones; the Local coordinator is always aware of the whereabouts of each researcher) have been described in related sections of this Manual. As a general strategy, though, it is suggested that each partner must try to introduce this topic to the researchers without scaring them as it is not expected that any of them will be exposed in serious danger during the data collection. They should be guided though not to reply aggressively to anyone who

expresses aggression towards them and that they must try to correctly assess if they are in danger, in order to follow the pre-defined process.

### ***F.2.2. Reacting in CAN cases***

How the researcher should react whenever, during data collection, a case of (severe) CAN is revealed as well as what should happen whenever, after or during the research, a subject will ask for help are issues that must be taken into consideration. Researchers' and Research Organization's obligation to report suspected or detected cases of CAN on the basis of national legislation varies from country to country; As a general rule, each partner Organization, the Scientific Coordinator of BECAN project, the Local Coordinator and each BECAN researchers has to strictly follow their National Law as well as the Principles of their Code of Ethics. Some principles and measures -common among the countries- that must be followed among all countries include:

- ▶ A written reference is included in each thankful letter about local services and/or the organization that conducts the survey; special attention should be devoted in order not to include in the thankful letters any information that will endanger further the safety of a possible victim of abuse.
- ▶ **Standardized responses** (see Chapter D.8 of the "Guidelines for Researchers") **and reactions** (per region) **of field researchers** must be developed in each country, in case a child approaches them in order to ask for help
- ▶ Junior researchers should, if possible, be paired with a more experienced researcher; an experienced clinician could be on hold, in case her/his assistance needed
- ▶ At the beginning of the survey (or even before that) establish (e.g. via a visit of the Field Research Coordinator/Local Coordinator) a good connection with the competent local authorities and/or support services; inform professionals about the research and ask for their assistance in order to have in hand an "on-call task force" (even virtual) if needed (this effort will also create and/or enhance synergies among WP3 and WP4)
- ▶ If a CAN report occurs, before calling upon local authorities or agencies try informally to collect some preliminary information from responsible school teachers or the principal of the school. In most of the cases, the school's personnel could bring important information into the researcher's attention but pay special attention not to break the confidentiality.
- ▶ Be extremely cautious of issues of confidentiality, especially in the aforementioned process: avoid any publicity within irrelevant agents or subjects within the school or the local community. Field researchers should be strictly warned and trained for secrecy and safeguarding confidentiality of potential reports and any obtained information against any unauthorized agent
- ▶ Try to keep the role of BECAN personnel at a minimum level in the process of managing any CAN report, facilitating, thus, the involvement of the competent local agencies and organizations in handling the case
- ▶ In cases of CAN reports originally revealed to BECAN researchers, try to sustain a continuous (although probably remote) interest on the development of the cases' management and treatment (by e.g. conducting afterwards responsible professionals of

local agencies and organizations in order to inquire the outcome of the report – maintaining contact directly with the family or the victim should be very carefully evaluated and probably avoided – especially in countries where the Research Organization is not specialized to handle cases of child abuse)

- ▶ Avoid implying any explicit or tacit unrealistic promises to the child or its family for continuity of care and support in cases this is not tangible
- ▶ Respect existing respectful national legislation on reporting and any National Code of Ethics that are binding either for researchers and/or for professionals (e.g. psychologists, psychiatrists, social workers); train thoroughly your researchers to also do the same, but don't forget that the person supervising the researchers is equally responsible with them for their ethical conduct in all aspects of the survey.
  - If it is not defined by law, pay extra attention in order to ensure that it is clearly defined whose task is to decide if a Report for CAN is to be submitted whose task is to submit the report, as well as to which agency and through which process should be submitted.
- ▶ Responsiveness towards CAN reports should be adjusted according to a) national legislation on CAN reporting, b) availability of competent local resources and c) partners' capacity and resources on dealing with individual CAN cases
- ▶ Researchers must complete the designated area of Reporting Forms regarding CAN cases (either suspected or revealed)
  - check the field researchers' rates of CAN reports (check for outliers in order to have an idea about their "threshold" of reporting a case as abuse).

**How to react in case of CAN disclose:** <detailed instructions about actions required to be taken by the Local Coordinator and researchers themselves in case of disclose of CAN need to be customized by country at national language, depending on the character of CAN reporting (mandatory or not)>.

**Is there a need to report suspected abuse to authorities?**

<instructions to be customized by each country at national language>.

**F.2.3. Participants' and Researchers' Safety**

Safety of the participants (but also of the research team) is of major importance in studies investigating sensitive issues, like abuse.

You should take every possible precaution measure (safety plan), and you should invest a great effort in order for your research team to be as better prepared as possible not to expose the respondents (or themselves) in any danger, but also to be able to appropriately respond to any danger that they will face during the survey; at the same time, though, you should be extremely careful in order not to frighten your researchers by leading them to believe that they will for sure be exposed in (great) danger.

Some **general measures** that all countries are going to develop and/or adopt are the following:



In each country a thorough safety plan must be developed (preferably, **per geographic region**) before the onset of the survey, aiming to predict every possible danger and/or crisis in order for the researchers to be ready –and able- to handle them, if occurred. Except of training the research team on how to follow the safety plan, on its basis **two cards** will also be developed (for each geographic region that will be surveyed) and provided to the researchers, who will bear them always with them, while being in this region.

- The first card will containing “useful phone numbers” to be used in case of emergency (e.g. of police, ambulance, local coordinator, clinical psychologist on call, co-researchers) while
- the second card will contain the “sources of help” where abused persons who will ask for help can be referred by the researchers (namely the local services that are able to provide support to both children victims of abuse and/or neglect and adults, victims of intimate partner violence or other type of domestic violence; it is reminded that the Local Coordinator must have been contacted with professionals of these Organizations at the beginning of the survey –or even earlier).

Not only for practical, methodological and ethical reasons, but also for safety reasons, the **researchers must always visit the data collection settings in pairs**; they are also instructed to work with activated mobile phones (in silent mode) in case they need to use it; last but not least, it’s very important that the Local Coordinator must be continuously **aware of each researcher’s whereabouts** (more information is included in Chapters A.3 and D.9 of the “Guidelines for Researchers”).

The **supervision meetings**, that are to be held on a daily basis, can also be considered as a measure aiming to enhance safety of both the research participants and the researchers as every suspected or identified case of abuse and/or any identified risk will be discussed and decisions will be taken about the way to handle them.

**F.3. What to do if....**

What to do if a researcher:	
does not feel comfortable to ask/being asked such type of questions?	A researcher/interviewer that feels uncomfortable to discuss issues like abuse will have major difficulties in they way s/he will phrase the related questions during interviews, as well as when trying to clarify questions to children in classroom, which could distort children’s answers; s/he may also have inappropriate behavior when respondents approach him/her in order to reveal their abuse and ask for help. Researchers must feel comfortable with the subject matter and not be easily shocked. In the opposite case, further training might be needed and more than two mock interviews and self-completed questionnaires with children and parents may be needed to be conducted by this researcher. The researcher must also be honest after the above processes to report to the Local Coordinator if s/he is ready to participate in the survey. S/he must also be closely supervised during the mock phase of the survey and if s/he still does not feel comfortable, s/he must be replaced.
is not very experienced (or not at all) on CAN issues?	Researchers must attend an additional training course on issues of CAN.
doesn’t follow the step-by-step designated process or takes “initiatives”?	In such a case the researcher must be excluded from the research staff and to be replaced, if possible.

Specific instructions are also provided to researchers in order to know how to react when facing any of the following situations (Chapter D.10 of the “Guidelines for Researchers”):

**What to do if a child:**

- refuses to complete the questionnaire (ticks “No” in the child assent form)?
- asks to complete the questionnaire in the classroom but the parent has NOT consented?
- reveals CAN experience in his/her anonymous questionnaire or in person?
- reveals severe abuse but asks researcher not to tell anybody?

**What to do if a teacher:**

- insists on being present in the classroom during completion
- asks researchers to give him/her a questionnaire to read it or to keep it?
- expresses negative attitude against the topic or the research or the researchers
- complains that s/he wasn’t informed about the research?
- reveals a case of (suspected) CAN at home or at school?
- reveals a case of CAN but want to keep his/her anonymity?

**What to do if a parent:**

- calls the researcher in order to complain for the content of some questions?

## **REFERENCES**

- American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct. Washington, DC: American Psychological Association [to be replaced with the National code of Ethics - if existent]
- International Society for the Prevention of Child Abuse and Neglect. (2006a). ICAST-C - The ISPCAN Child Abuse Screening Tool-Child Version: Manual and Proposed Guidelines for Pilot Administration.
- International Society for the Prevention of Child Abuse and Neglect. (2006b). ICAST Parent Interview: Procedures Manual and Field Test Guide for Investigators & Project Managers.

# BALKAN EPIDEMIOLOGICAL STUDY ON CHILD ABUSE & NEGLECT (BECAN)

**BALKAN EPIDEMIOLOGICAL STUDY ON CHILD ABUSE & NEGLECT (BECAN)**

FP7 DG-RESEARCH [Contract No: HEALTH-F2-2009-223478]



## GUIDELINES FOR RESEARCHERS

Institute of Child Health  
Department of Mental Health and Social Welfare  
Centre for the Study and Prevention  
of Child Abuse and Neglect



Athens, April 2010



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## CHAPTER A. RESEARCHERS' OBLIGATIONS AND PREPARATION

### A.1. Researchers' Qualifications

Researchers are the heart and soul of a study and especially if the study deals with sensitive issues such as the abuse of children or with issues that are considered to be “family matters” such as the relationships in the families. Children as well as adults may not feel comfortable participating in a research or opening up and talking about their personal experiences with the research staff. They might also not feel comfortable talking about some specific issues to a person of a specific sex (usually, to persons of the opposite sex of them).

Please assess the following matters for yourself in order to rate how good researcher you could be: A good researcher for the BECAN study **must** (ISPCAN, 2006a, pp.4-5):

- 1) **believe in the importance** of the study
- 2) **feel comfortable** with the subject matter and **not be easily shocked**
- 3) be **familiar to the local customs** of the respondents that will participate in the survey
- 4) be able to **easily develop rapport** with different types of people (different educational, socio-economic status, personality)
- 5) be **absolutely familiarized** to the research instruments and the study procedures
- 6) be “**meticulous**” in following step-by-step **ALL established procedures** of the research (questionnaire administration, presenting standard pre-defined explanations and providing pre-defined answers to questions, recording answers, providing assistance to respondents approaching him/her, etc.)
- 7) be able to **remain neutral** and **non-judgmental**; not act as “counsellor” or “advisor” to the participants of the study (especially during the interviews but also during and after self-completion)
- 8) be **trustworthy**; able and/or willing to
  - a. follow the process exactly as instructed
  - b. provide reliable and precise reports about the process
  - c. maintain strict confidentiality
- 9) be **well informed** about legislation, his/her obligations for reporting a case of abuse and about the available sources of help in order to be able to a) provide valid information and/or promises, b) not to endanger further the safety of a victim asking for her/his assistance
- 10) be **careful** in order not to endanger her/his own or the respondents' safety.

### A.2. Familiarization with Instruments

All researchers must be familiarized with the process to be followed for conducting the survey as well as with the instruments; in the case of interviews you must be familiarized with the instruments for one more reason: in order to be able to read the questions and record the answers, easily, quickly and naturally.

After your training and prior to the survey, you should fulfil your **post-workshop obligations**, which includes conducting pilot data collection with both of the methods, namely self-completion and interview with real children and parents in order to become more familiar with the instruments and the processes that are to be followed. More specifically, you should

administer the ICAST-CH and ICAST-P questionnaires to children and parents via a) self-completion (from at least 2 children and 2 parents) and b) structured interview (with at least 2 children and 2 parents). After checking the quality of completion, you should complete the related Report Forms (Annex 2a and 2b) and participate in a consultancy session with your trainer(s), where you will report and discuss any difficulties you may have faced during the data collection. Furthermore, you must code the collected data on a given SPSS template *[delete the previous sentence in case you don't intend to have researchers coding data]*.

I should also have in mind that during the survey **all researchers** must **ACT AS ONE** in regards to:

- How I am presenting the survey to the respondents (and to the public)
- How I am presenting instructions and how I am conducting the interviews
- How I am answering the respondents' queries for clarifications
- How I am reporting the process and progress in the daily meetings
- How I am preserving confidentiality
- How I am handling critical issues of revealed CAN cases
- How I am safeguarding respondent's safety and my own safety.

### **A.3. Step-by-step description of a "typical field research day"**

A "typical field research day" lasts much more than a 24-hour day; that means that each researcher has also other pre- and post-data collection obligations, which cannot be fulfilled in one day. The following entity is an effort to describe step-by-step all of your obligations at a chronological order for collecting data from students and their parents via self-completed questionnaires, as well as for conducting quality checking of the completion, reporting and participating in the Supervision Meetings.

#### **1. The previous day of data collection**

- 1.1. you receive from the Local Coordinator the research and supporting material needed for the next day
- 1.2. on the basis of your Checklist (see p. R-7), you check that you have all of the material that you are going to need
- 1.3. locate on the map your destination points and you organise your travelling details (this is a particularly important point, especially in the case that more than one pairs of researchers will travelling with the same car, which is also the most likely option for reasons of economy). Alternatively, this step can undertake the individual that will be the "driver" of the group (who can be either one of the researchers or the Local Coordinator)
- 1.4. arrange the place and the time that the team should be assembled the next day in a way that would allow you to reach school earlier than the time of your pre-arranged appointment 1.

## 2. The day of data collection in school

- 2.1. arrive on time, so that you don't cause any delay of the entire research team because of you
- 2.2. follow with absolute precision and without no deviation all steps of the process in which you have been trained (see p. R8-19)
- 2.3. the soonest possible, keep notes for all of your observations that you wish to contribute (e.g. questions you were asked and you could not answer because there was no predefined answer available, if there is anything in the process that gave you a hard time, "peculiar" behaviors that you observed from either a student a teacher or the Principal of the school), attending at the same time to ensure the secrecy of your notes
- 2.4. while you are moving from school in school, have always in your mind the secure transportation of the questionnaires (completed or blank). If feasible, have with you in each school only the questionnaires for this particular school and leave the rest in the car). Before leaving each classroom/school, check and verify that:
  - you have not forgotten nothing behind (you may find useful to use your checklist, until this process will be made automatic)
  - that you know who from the two members of the pair has the questionnaires (or that each person has a part of them but that you have them all)
  - that you have received the parents Consent Forms (in case they have been collected by the school)
- 2.5. do not never discuss issues related to the research or to the collected information while being in public or while travelling with public transportation or taxi.
- 2.6. **upon finishing data collection in all schools**, you must as soon as possible return all of your questionnaires in a safe place (in the hotel you residing if you are working away of your office premises or at the Office of your Institute) where you must, along with your co-researcher, to check and classify the questionnaires per classroom as well as to complete a Reporting Form (Annex 2a) for each classroom of which you collected data. More specifically, you must:
  - check the completion of questionnaires so that you identify any problematic points which you should record in the area *Remarks from Questionnaires* of the Reporting Form (Annex 2a) (taking care that you are reporting the Subject Number where it is needed) in order to report and discuss them later, at the Meeting with the Local Coordinator. In case that you locate questionnaires seeming to be invalid (e.g. the child obviously complete it just to make fun) you must also record their Subject Number.
  - complete the remaining fields of the Reporting Form (Annex 2a) that are related to ICAST-CH. Particular attention needs in the completion of the last field, where you should point out revealed abuse case(s) (made either via questionnaire or in person)
  - classify the questionnaires by school and classroom and store them in a safe place until you will also collect the questionnaires from these children parents.

- assemble any blank ICAST-CH questionnaires in order to deliver them to the Local Coordinator (you should also report per classroom, the reasons due to which they remained blank, e.g. refusal or withdrawal of child/ren, children that were absent this particular day or children that stopped attending school)
- participate actively in the Supervision Meeting with the Local Coordinator

**3. First Supervision Meeting.** Your presence in all meetings is OBLIGATORY, as you will have to:

- 3.1. report the course of process and any problems that you may have faced during the data collection or any problems in the completion of the questionnaires
- 3.2. report any revealed to you or any suspected case of child abuse which will be discussed and a decision will be taken about the way of handling each case
- 3.3. deliver any blank questionnaires that you may have and report the reason that they remained blank in order to be recorded
- 3.4. receive the research and supporting material that you will need for the next day and organise the collection at school (Steps 1.1 - 1.4) but also the way of collecting the parent's questionnaires from the previous day
  - in case that the collection of ICAST-P is undertaken by another researcher than those that were in the classroom the previous day, s/he must be provided with a list including the Subject Numbers of the questionnaires that s/he supposed to collect from each classroom; this will facilitate him/her to be able to organize an alternative plan of questionnaire delivery from those parents that, for any reason, they didn't send the completed questionnaire at the arranged day but they wish to deliver them (e.g. s/he can arrange to be sent by post or to take these parents' contact details in order for the researcher to directly communicate with them).

**4. The next day of collection of data in the school** you must:

- 4.1. receive parents' questionnaires (either in person from the children in school or from the co-researcher who undertook to collect them –depending on the arrangements made for step 3.4)
- 4.2. contact (if you have obtain contact details) the parents whose questionnaires were not returned in time in order to detect their intention to complete it and make new arrangements for its delivery; you may need to arrange a visit to the household or elsewhere (in order either to conduct an interview with a parent or just to receive her/his completed questionnaire)
- 4.3. pair each child's questionnaire (ICAST-CH), that you have already classify by classroom and by school, with the questionnaire of his/her parent (ICAST-P).
- 4.4. check the completion of the ICAST-P questionnaires in order to identify any problematic points which you should record in the respective Reporting Form (Annex 2a). You must also record the Subject Number of any questionnaires that seem to be invalid (e.g. very few questions have been answered).



- 4.5. record the Subject Number of the ICAST-P that was not returned and any comments that you may have to offer (e.g. if you know the reason of refusal, or further communication with the parents and its result)
  - 4.6. store the questionnaires in a safe place if for a given classroom you are expecting more parent questionnaires to be delivered to you (if you consider that their delivery has been completed, hand them to the Local Coordinator during the next meeting).
  - 4.7. assemble any blank ICAST-P questionnaires in order to deliver them to the Local Coordinator (you also have to report any known to you reason due to which they remained blank (e.g. refusal or other reason that has been reported to you)
  - 4.8. complete the remaining fields of the Reporting Forms (Annex 2a) that are related to ICAST-P.
5. **Supervision Meeting:** In the 2<sup>nd</sup> and in every next meeting:
- 5.1. steps 3.1-3.4 are repeated for the new ICAST-CH questionnaires but also for the ICAST-P from the parents of children from the previous day
  - 5.2. for each classroom for which the delivery of the ICAST-P questionnaires has been completed, the completed children-parents questionnaires are delivered to the Coordinator along with the corresponding Report; take care to deliver one pack per classroom, including all ICAST-CH and -P and the Report for this classroom, and that suitable labelling has been used in order for the different packs not to be mixed with each other.

The duration of the “typical field research day” is slightly shorter when the data collection is conducted via **structured interviews**, as the data are to be obtained by the child and her/his parent at the same time; that means that quality checking, reporting and delivery of the questionnaires can be made at the Supervision meeting that will be held in the same day with the data collection. All of the pre- and post-data collection obligations and steps to be followed are the same with those described above.

#### **A.4. Materials Needed during Data Collection**

Before going to the field for data collection, each pair of researchers must have the necessary material for the day; please check and ensure that you have been provided all of the materials enlisted below in the checklists of the Tables 1a and 1b.

**Table 1a.** Checklist for Researchers [delete from the list any items that are not applicable]

DATA COLLECTION IN SCHOOL SETTING (SELF-COMPLETED QUESTIONNAIRES)	
1	Agenda of my appointments with school (date and time), address of the school and details for the sample
2	A map of the areas to be visited and contact details of each school
3	My study budge
4	Official verification letter
5	Pens (at least two)
6	One <b>package of materials per classroom</b> containing:
7	Copies of the ICAST-CH paired with
8	parent's envelopes
9	Thankful letters for students
10	Large envelope/ <b>box</b>
11	The " <b>demonstrational material</b> "
12	Flipchart with response scales
13	Tape
14	Sample of the parent's envelope
15	A Card with local services (sources of help in the specific area)
16	A Card with useful phone numbers
17	My mobile phone (activated but on silent mode)
18	My Reporting Form(s) (Annex 2a)
19	My copy of "Guidelines for Researchers"

**Table 1b.** Checklist for Interviewers

DATA COLLECTION IN THE RESPONDENTS' RESIDENCE (STRUCTURED INTERVIEWS)		
1	Agenda with my appointments (contact details, details for interviewee)	
2	A map of the areas to be visited	
3	My study budge	
4	Official verification letter	
5	Pens (at least two for me)	
6	<b>1<sup>st</sup> Researcher (Parent)</b>	<b>2<sup>nd</sup> Researcher (Child)</b>
7	Information and thankful letter	Information letter + child assent form
8	Informed consent	ICAST-CH
9	ICAST-P	Thankful letter
10	Interview Cards for parent	Interview Cards for child
11	A Card with local services (sources of help in the specific area)	
12	A Card with useful phone numbers	
13	My mobile phone (activated but on silent mode)	
14	My Reporting Form (Annex 2b)	
15	My copy of "Guidelines for Researchers"	

## CHAPTER B. CONDUCTING THE SURVEY

Before visiting the field for data collection it must be stressed that the **correct completion of the Subject Number Code** (identical code for each pair of parent – child questionnaire) is of crucial importance because if the questionnaires are not matched by the same code it will be impossible to pair them and both of the questionnaires will have to be excluded from the analysis of the paired-samples' data. For that reason the codes should be completed before conducting the interviews and before the distribution of questionnaires to students (you must be very careful in order to ensure that you give to students their parent's questionnaire having the same code with the child's questionnaire).

You must also **emphasize to participants the importance to provide sincere answers**, as the collection of useless information is simply a waste of time and resources and most importantly, distort the results of the study. This can be also achieved by stressing to the respondents their freedom to refuse to answer to any question they don't want to, as well as the fact that there are no correct or false answers and that the only important matter is their own personal opinion or experience.

### B.1. Self-Completed Questionnaire

The instruments will be administered to the groups of children at the same time per classroom in such a manner that children's answers will be anonymous. The steps that you should follow are:

- ▶ **Step 1:** Inform the students about the survey and distribute to them the Parent Information Sheet and the Informed Consent Form (for child's participation in the study); this will be done either by the school or by you
- ▶ **Step 2** (after a pre-set time, e.g. 1-3 days): Collection of informed consent forms<sup>11</sup> → identification of refusals → distribution to students having parental consent (either active or passive) the questionnaires<sup>12</sup> and the envelope with their parents' questionnaire (which must have the same code with the child's questionnaire), along with the respective information letter and their active Informed Consent Form → data collection
- ▶ **Step 3** (the next day): Collection of parents' questionnaires. This can be done by two ways:
  - you (if possible, the same researchers that collected the data in each classroom) will re-visit the school the next day in order to collect the envelope with parents' questionnaires by the students (a second visit has to be anticipated in case that some of the children –or parents- have forgot the questionnaire at home; an alternative way of receiving parent's questionnaire can be always arranged in each individual case).

<sup>11</sup> As the Informed Consent requested from parents is passive, if you won't receive the form back within the time framework that is set, it is considered that the parent has no objection for his/her child's participation in the survey.

<sup>12</sup> In case that there are refusals by parents you should: <country specific information about what researchers will do in case that there are children that have a negative informed consent from parents>

- you can also collect the parents' questionnaires from their households, in case that you will receive a call from them.

### **B.1.1. Instructions for Self-Completed Questionnaire**

This section provides instructions regarding the process that you have to follow during data collection in the classroom. It is strictly recommended **during the data collection that only the 2 researchers should be present in the classroom** and no one else e.g. teachers, the school Director. Do not allow teachers being in the classroom during completion, politely but steady.

You must arrive at each school the day that is set the appointment for data collection, a) ahead on time of the appointment, b) wearing your badges, and c) having all the needed materials. First of all you should **visit the Director's office**, in order to arrange any pending issues, and to be escorted to the classrooms.

**Step 1:** introduce the aim of the survey and invite students to participate a) without putting any pressure to them to do so, b) but also without stressing so much their possibility to withdraw. Before the distribution of students' questionnaires in the classroom you must have memorized the following statement (in order to be able to provide the instructions to students in a **verbatim way** but without reading them:

*Good morning; my name is \_\_\_\_\_ and this is my colleague \_\_\_\_\_; we are from <name of organization and area>. The reason that we are here today is that we are conducting a study with children at your age regarding factors that may influence children's life as well as their physical and mental health and well-being. This study is being conducted in various regions of <partner country> and at the same time it is also being conducted in other 8 Balkan countries. So, we are here today to ask you to answer some questions about things that people sometimes do to children and adolescents that may hurt or make them feel uncomfortable.*

**Step 2:** explain what is included in the parents' envelopes and what the parent has to do with it (use the demonstrational material for the parents' envelope).

*So, we will give you in a while your questionnaire\* and a sealed envelope that you must give today to one of your parents or guardians, or any other person that takes care of you. The envelope includes an information letter to your parents, a paper that s/he should complete and a questionnaire. The last two completed papers should be sent back to us.*

*\* Do not distribute to students the questionnaire before giving the instructions and before explaining how to complete the scales, as there is a high possibility to start completing it and not hear the instructions.*

**Step 3:** explain how students will complete the scales by using the Demonstration flipchart. It is highly recommended to explain to students how to fill out the questionnaire by presenting to them on a **pre-prepared flipchart** -that will be posted on the

blackboard or on the wall with tape- the structure of response choices and how to complete the scales by using a question as an example (see also Picture 1).

The questionnaire that we will ask you to fill in **is not a test**. There are **no “right” or “wrong” answers**. You should try to answer the questions as best you can.

Now I will explain to you how to fill out the questionnaire: most of questions ask you if anyone in your family and living in your home with you has done something to you; for example if someone “has explained to you why something is wrong”. If it has **never** happened to you in your life, you will tick this box. If it **has happened to you**, you will tick **one of the blue boxes**. If it happened **during past year** (namely the previous 12 months) you will tick one of these boxes indicating how many times it has happened to you.

- This box if it happened once or twice a year
- This box if it happened 3-5 times, namely several times a year
- This box if it happened 6-12 times, namely once a month or bimonthly
- This box if it happened 13-50 times, namely several times a month
- This box if it happened more than 50 times, namely once a week or more often.

If it has happened to you **not in the past year but before** you will tick this box. If there is a question that you don't like to answer it, you can tick this box.

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

And here is space available if you would like to write something regarding your experience. Please be extremely careful when you see these **blue tables** to check **only one box** in each question; if you make a mistake, please correct it clearly, by erasing or smudging it entirely. If you think that your correction is not clear, you can circle the answer you want us to consider valid.

If you do not tick one of the blue boxes you will continue to the next question with blue boxes. **But if you will tick one of the blue boxes**, namely that something **has happened to you**, you must **also complete the orange table** that follows by **checking who did it to you**:

- an adult male
- an adult female
- a child/adolescent male
- a child/adolescent female?

**Here you can check more than one**, for example that this was done by an adult male and a child female. And again, at the bottom of this table, there is space to tell more or to explain something, if you like.

If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

There are also some questions that, if have happened to you, they ask you to check who has done it to you **but also what was the relation of that person to you, namely how well you knew that person (was s/he an unknown person, someone familiar to you or a relative?)**.

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If this happened, was it by: (please, check all that apply)

Adult male			Adult female			Child/adolescent male			Child/adolescent female		
<input type="radio"/>			<input type="radio"/>			<input type="radio"/>			<input type="radio"/>		
b. What was his relation to you?			What was her relation to you?			What was his relation to you?			What was her relation to you?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

Remember that you can fill in any response for a question, whichever one most accurately describes your experiences or your opinion. Please read all the instructions and each question carefully and remember to answer **each and every question**. After you have finished one page, you can turn and go to the next page.

Your answers are **anonymous**, which means that your name does not appear anywhere on the questionnaire; please **DO NOT write your name** anywhere on the questionnaire. Your answers are also **confidential**, which means that none will ever know how you answered these questions – not your teachers, parents, friends, other students or other people- except in the case that the life of someone is in danger or if you will ask to speak to someone. Nobody –not even us- we will know what you will reply as, when you will finished, you will put your questionnaire in this large envelope/box, along with the questionnaires of the rest of your classmates.

I would like to remind you that there are **no “right” or “wrong” answers**. We are **very much interested ONLY** for your **personal opinion and experiences** so, please, don't speak with each other and try to answer all of the questions **as honestly as possible**.

**Step 4:** distribute to students, having parental consent, a) their questionnaire along with their assent form (attached on the 1<sup>st</sup> page of the questionnaire) and b) the sealed

envelope for their parents (**extreme caution is needed for the envelopes –codes– not to be mixed up**)<sup>13</sup>. In classrooms with few children you can hand to each child his/her parent's envelope at the time s/he is delivering his/her completed questionnaire (along with the thankful letter for child). In this case, the following instructions should be modified accordingly.

*Now we will distribute you **your questionnaire** as well as **the sealed envelope** that you will give today to one of your parents or guardians, or any other adult person that takes care of you. Don't forget to give the envelop as soon as you arrive home because your mother/ father or whoever else will complete it, **must do it today**, and then give it to you to bring it with you at school; tomorrow we will come to collect these envelopes.*

*Regarding your questionnaire, please read carefully the first page, which gives you information about our study and **tick the appropriate box** on the bottom of the page. If you don't want to reply to the questions, you are free to do so, but we hope that you will not decide to do so.*

*If you have any questions, raise your hand and one of us will come to you to help you. When you will finish, raise your hand and we will come to you to collect your questionnaire”.*

*Please don't discuss your answers with others! What we are really interested in is to learn **YOUR OWN opinion and experience**: please answer all questions **ON YOUR OWN**.*

#### **Step 5:** Instructions during Data Collection

1. Be available during the completion **to provide explanations**
  - Approach each child that calls you but make obvious that you don't look what s/he has written
  - Provide only the pre-defined answers; **for questions that there is no pre-defined answer** use the standard answers “as you understand it” or “try to give your best answer”
2. **don't allow students to discuss among them (politely)**
3. **gather** completed **questionnaires** (in the large envelope or box)
4. **distribute** to students their **thankful letter** and invite them (in case the have any questions or requests) a) to call you (or another agency in the area) b) to come and talk to you during the break (but only if you will be indeed available during the break).

**Step 6:** when you are gathering the completed questionnaires from students distribute them their thankful letter and instruct them to go outside of the classroom:

<sup>13</sup> **BE CAREFUL:** it is reminded that both of the questionnaires for child and her/his parent/guardian must be **pre-coded with the same code** (you can write outside of the envelope the code of the questionnaire that is included in it). Distribute to students their questionnaire along with the matched envelope at the same time.

*Thank you very much for your help <distribute to them their thankful letter>. This letter gives you information about who to contact if you need to ask us something about the research or who to contact if you want to discuss with somebody about something that might have happened to you or to somebody else. Please **do not forget to give to your parents** their envelope; and **don't forget to bring it back** with you tomorrow. Thank you very much.*

**Parents' Data collection:** researchers should also collect the parents' self-completed questionnaires. Thus, you should re-visit the classroom the next day and collect the envelopes from students (the same researchers, if possible). A second visit should be conducted (or an alternative strategy to be adopted, e.g. call the parent and arrange an appointment with her/him) in case that there are students that have forgot to bring with them their parents' questionnaires. Another possible way is to arrange an appointment with parents, if they have requested to do so; in this case, you can also check the questionnaire for correctness of completion (if possible). Last but not least, an interview may be arranged with parents only in case that they will request to do so.



## B.2. Structured Interviews

### B.2.1. Useful Tips for Interviewers during the Interviews

All researchers must follow the same suggested procedure and take into consideration the following tips (ISPCAN, 2006b, pp. 9-10):

#### As an Interviewer you must DO:

- **Read** the instructions and questions:
  - **exactly as they are written** on the questionnaire
  - **follow the sequence** of the questionnaire (or the sequence designated by filter questions)
  - unless indicated otherwise, **ask every question**.
- **Speak slowly and clearly.**
- **Repeat** the same question as many times as needed or any time that the participant asks you
- Build personal relationship with the respondent:
  - Try to sit **face-to-face** with the respondent, if possible
  - Make good **eye contact** (if this is culturally appropriate)
  - Look the respondent at the eyes often (but not so often that will make her/him felt uncomfortable)
  - Use the **respondent's name**, whenever you can
  - Use the child's name during the interview with the parent, when it is possible, as this personalizes the interview but also reminds a parent having more than one child for which child s/he should respond.
- Follow the established procedure for **obtaining parent's informed consents** (for both her/his child's and her/his participation to the survey) and **child's assent form**
- Record a response for **ALL** of the questions (except for any follow-up questions that do not concern the participant)
  - At the end of the interview check that you didn't skip any question; every question must have one answer.
- If the respondent complains that one question is very much like one (or several) question(s) asked before, say something like: *"you are right; it does seem that the questions are similar to each other but they are not identical among each other"*. If the participant insists that there are two identical questions: *"maybe they seem that they are identical, but as I must ask you all of the questions, do you mind answering it again?"*
- If a participant is giving the same response to a series of questions, stop and ask: *"are you sure that you want to give the same answer to these last <number of questions> questions?"*
- Check the **"I don't want to answer"** option only in the case that the respondent says clearly that s/he does not want to answer to this question.
- When there is not an **"I don't know"** response choice, **try to avoid** an *I don't know* answer by telling the respondent: *"please tell me what do you think or try to make the best guess that you can"*

### As a Researcher you **DO NOT**:

- **Do NOT** attempt to **explain or reword a question/word**
  - but only if a pre-defined explanation/ rewording has been decided
  - if not, tell to the respondent: *“Unfortunately, I cannot change the formulation of the question. Try to answer according to the best of your understanding”*.
  - keep notes about all of the participant’s questions/comments (after the end of the interview)
- **Do NOT read:**
  - **follow-up questions** that do not concern the participant based on his/her previous answer (e.g. if a parent replies “No” to question 6, you should skip question 7, as it is indicated on the questionnaire)
  - questions that can be completed by a **“silent code”**, namely answers to questions that are already known to you (e.g. the sex of the parent that you are interviewing, or of his/her child)
- **Do NOT complete** any of the questions by yourself because **YOU CONSIDER that you know the answer**, no matter how sure you are about the answer (the only exception to that are the questions with “silent code”). If, for example, the participant during replying to a question, has also replied to a subsequent question you will read the question when it is its turn and you will wait for the respondent to reply. You can use the following statement as an introduction to the question in order to show your attention to the respondent’s answers: *“We spoke a little bit about this earlier/ you mentioned that before and now I have a related question”*. Read the question as it is, in order to give to the participant the opportunity to give his/her own answer – do not assume that you know what will be the answer.
- **Do not express** your agreement/disagreement or approval/disapproval (neither explicitly nor implicitly) to the respondent’s answers, even if s/he asks you to
- **Do not loose** your self-control, neutrality and your non-judgemental position (no matter of what you are hearing). Your emotional reaction may unintentionally bias the respondent’s future responses to subsequent questions.
- **Do NOT conduct (or discontinue)** the interview:
  - if there is **no private room available per person** or
  - if a **3<sup>rd</sup> person** insists to be present
  - if there is no private place available for the interview, the interviewer may cancel the interview by saying to the adult person of the household: *“If this isn’t a convenient time, you could tell us when to come back and we could have the interviews at another time. If it is difficult to have privacy here, in your home, we can arrange to have the interview to another place, if you would like that”*.

#### B.2.2. Parent’s Interview Guide

When you will arrive to the household the one researcher will take an interview from one of the child’s parents and the other researcher will take an interview from the child, simultaneously. Before starting the interview stress the need the interviews to be conducted in two separate private rooms in order to be conducted the interviews without interruptions and without any third person being present.

**Arriving at household** [introduce yourself and your organization]

*Good morning/afternoon!*  
***My name is** <name> **and I work at the** <name of organization and area> **and I am going to interview you. This is my colleague** <name>, **who will interview** <Name of the child>.*  
*Where would you like us to sit in order to discuss in private and not being disturbed by other people in the house?*

### Step 1. Open the Interview *[introduce the topic of research, inform about confidentiality and possibility to withdraw]*

As you already know, we are **conducting a survey about** the health and life experiences of parents and children.

All information is considered **confidential**, which means that all of your answers will not be shared with anyone **unless** someone's life is in danger or **if YOU ask** to speak with someone else for an issue that concern you.

There are **no “right” or “wrong” answers** to the questions in this interview. We are only interested in your opinion and your experiences on these issues, and for that reason it is **really important to answer as more spontaneously and frankly** as you can.

Your participation in the survey is **absolutely voluntary**; which means that you are **free not to answer to** any question you don't want to answer or even to stop the interview at any time you wish and without having to explain the reason for that. But I hope that you won't wish to do so.

### Step 2. Obtaining Informed Consent *[give to the parent the informed consent]*

“Before we begin, **please read and sign\*** this paper indicating that you agree to allow us to conduct this interview with you and with your child”.

If the parent is hesitant or denies giving his/her consent for his/her and/or his/her child's participation in the research, the researcher can tell the following:

“I would like to **remind** you that the questionnaires are **anonymous**; your signature is **useful only for us** as all surveys are subject to Ethical Committees and the school, Ministry of Education, the <name of your organization> or the European Commission may ask from us the signed informed consent that proves that respondents were freely accepted to participate in the survey.

It is **not needed to write your name**, if you don't want to, but we **need a signature** from you **or something similar**.

I would also like to remind that **you are free not to answer to any questions that you don't want to and that you can stop the interview** at any time you wish”.

If the parent **insists denying** signing but is willing to be interviewed, you can **postpone the signature** process until the end of the interview.

### Step 3. Data Collection

During Data Collection

1. **hold the questionnaire** on your hands and “**read without reading**” ALL the questions (at the sequence that they appear) [do not give the questionnaire to the respondent]

\* The signature on the Informed Consent Form must be obtained only in Countries that this is mandatory. If it is not needed by national legislation to be signed, do not ask for signature but ask the parent to check the appropriate boxes. In that case, change the instruction accordingly to the process that is to be followed.

2. wherever needed, hand out the appropriate **Interview Card** (only for interviewees that are able to read) which will help the parent to have in front of him/her the available answer choices
3. **don't read**
  - the "**silent coded**" questions, such as "the sex of the parent or of the reference child"
  - the "follow-up questions" that don't concern the respondent, on the basis of his/her previous answer (e.g., the questions with orange boxes if the response to the previous question was "No" or "I don't want to answer")
  - the questions that a filter (→ go to question X") guides you to skip
4. **wait** for an answer patiently [but "not for ever"!]
5. **record the answer as fully as possible** but very quickly (in order not to lose the respondents attention); in case of any long answers you can keep a short note and complete it **immediately after** the end of the interview.

#### **Step 4. Closing the Interview**

Before you close the interview check quickly your checking for any item inadvertently missed. No item should be skipped, unless instructions direct you to do so. Thank the parent/guardian and offer the opportunity to ask questions, comment on the survey or ask information or help.

*"Thank you very much for your time and for your willingness to share with us your personal experiences and opinions; this information will be invaluable to us and may enable us to help parents and children to improve their relationships.  
Is there **anything that you would like to ask me** in regards to our research or to any other topic that we had discussed?"*

After replying to any questions the respondent may have, give him/her the thankful letter where it is clearly expressed how s/he can contact you in case s/he needs further information for the survey or in case s/he has any other request.

Be extremely careful not to provide written information that, if discovered by an abuser, will further endanger the victim's safety.

In case a respondent asks you for further assistance, you should strictly follow the process described on Chapters D8 and D9.

### B.2.3. Child's Interview Guide

Once you are face-to-face with the child, introduce the study, using the following script as a guide.

#### Step 1. Open the interview [*introduce the topic of research, inform about confidentiality and possibility to withdraw*]

*As you already know I suppose, we are here/you are here in order to ask you to help us in a **survey we are conducting** about the health and life experiences of parents and children.*

*No one will ever learn what we are going to discuss; everything will remain between you and me **unless** someone's life is in danger or **if YOU ask** to speak with someone else for an issue that concerns you.*

*I would like also to let you know that you are **free not to answer** any question that you don't want to answer or even to stop the interview at any time you wish, and without having to explain the reasons for that. But I hope that you won't.*

#### Step 2. Obtain child assent form [*give to the child the child assent form*]

*<name of the child> before we begin, please read this paper, which writes what I have already told you and tick the appropriate box at the bottom of the page.*

After obtaining the child assent form stress the following:

*I would like to emphasize that there are **no right or wrong answers** to the questions that I will ask you; what is really **important for the survey** is to **reply frankly** to the questions, because the only think that we are interested in is to hear your opinions and your experiences.*

*Are you ready to begin?*

#### Step 3. Data Collection

During Data Collection

1. **hold the questionnaire** on your hands and "**read without reading**" ALL the questions (at the sequence that they appear) [do not give the questionnaire to the child]
2. wherever needed hand out the appropriate **Interview Card** (only for interviewees that are able to read) which will help the child to have in front of him/her the available answer choices
6. **don't read**
  - the "**silent coded**" questions, such as "the sex of the child"
  - the "follow-up questions" that don't concern the respondent, on the basis of his/her previous answer (e.g., the questions with orange boxes if the response to the previous question was "No" or "I don't want to answer")

- the questions that a filter (→ go to question X”) guides you to skip
3. **wait** for an answer patiently [but “not for ever”!]
  4. **record the answer** as fully as possible but very quickly (in order not to lose the respondents attention); in case of any long answers you can keep a short note and complete it **immediately after** the end of the interview.

#### **Step 4. Closing the interview**

Before you close the interview check quickly your checking for any item inadvertently missed. No item should be skipped, unless instructions direct you to do so. Thank the child and offer the opportunity to ask questions, comment on the survey or ask information or help.

***Thank you** very much for your time and for your willingness to share with us your personal experiences and opinions; this information will be invaluable to us and may enable us to help other children and parents to improve their relationships and/or assist children that may need help.*

*Is there **anything that you would like to ask me** in regards to our research or to any other topic that we had discussed?*

After replying to any questions the respondent may have, give him/her the thankful letter where it is clearly expressed how s/he can contact you in case s/he needs further information for the survey or in case s/he has any other request.

Be extremely careful not to provide written information that, if discovered by an abuser, will further endanger the victim’s safety.

In case a respondent asks you for further assistance, you should strictly follow the process described on Chapters D8 and D9.

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## CHAPTER C. AFTER DATA COLLECTION

### C.1. Quality check of data

Each researcher after data collection shall ensure that each ICAST questionnaire has a unique Code matched with its pair. You must review your questionnaires and check completion of data (missing data, unclear checks and inconsistencies). You must also give to the Local Coordinator all completed (and blank) questionnaires during the “daily meetings” who will double-check them (missing data, unclear things, inconsistencies).

You must record all of your observations in the Reporting Forms per classroom (Form in Annex 2a) or per interview (Form in Annex 2b) in order to be discussed with the Local Coordinator in the daily supervising meetings (see also the description in Chapter A3).

You should also participate in the **supervising meetings** and orally report to the Local Coordinator:

- any missing data or other problems you face during the data collection
- clarifications asked by the respondents (both these that you were able to answer as well as those that you could not answer as there was no pre-determined answer for them)
- reported and/or suspected cases of abuse (in order to be discussed and decide the best way to handle each case).

## **CHAPTER D. ETHICAL AND SAFETY ISSUES**

### **D.1. Privacy and Confidentiality**

Measures are undertaken in order to safeguard the private character of interview and self-completed questionnaires as well as maintaining confidentiality of data and information obtained by participants during data collection and after.

One important rule that you should follow is not to discuss with your co-researchers in public (e.g. while travelling from school to school by public transportation or by taxi, in cafeterias or restaurants) for any information obtained either via self-completed questionnaires or through interviews.

**Self-completed Questionnaires:** you must ensure that children's responses are not observed by other children:

- ▶ Children completing the instrument in the classroom must be prohibited from asking other children how they answered questions or from seeing how other children answer specific questions. This means that talking must be prohibited during the questionnaires' administration and that participants must be placed as far as possible from each other to provide privacy.
- ▶ Children must return the questionnaire to you without having other children see their answers. Thus, all completed questionnaires in the classroom setting must be collected by using 1-2 large envelopes or a box.

Furthermore, the responses to questionnaires must be kept confidential and **no respondent's name** should appear on the instrument (anonymity).

**Structured Interviews:** Interviews shall, **under no circumstances**, be **conducted in the presence of a third person**; only you and the respondent should be present during the interview (due to issues of honesty in answering as well as for safety issues); the only exception could be in the case that there is an infant present and there is no other person to baby-sit him/her.

- ▶ **If confidentiality cannot be ensured**, it is preferable to cancel the interview and re-schedule it (maybe, at a different place) than to sacrifice privacy
- ▶ In case that a third person enters into the room where the interview is taking place, the interview will **stop until s/he leaves the room**
- ▶ In case that a third person insists to be present during the interview, you must politely refuse by saying: "**Sorry, but this is prohibited. It is possible though, if you wish to answer to this questionnaire, to arrange a new appointment with you**"

Even though it is included in the parents' information letters it is important that you will also verbally inform the interviewee –child or parent- before data collection about the **limitation to confidentiality**: "... **unless someone's life is in danger or if YOU ask to speak with someone else for an issue that concern you.**" This makes clear to participants that, under specific circumstances, you may break the confidentiality that you have promised them; be extremely careful that you are presenting this information in such a way that will not scare the person so that s/he will refuse his/her participation in the study.



## **D.2. Partial Deception**

Partial deception of the participants was decided to be adopted in the context of BECAN research in regards to the topic under study, because it was considered to be both justifiable and necessary; more specifically, the partial concealment of the real purpose of the research to the participants was decided in order to avoid that a) participants (parents and children) will adopt a defensive position, which may result to non-honest (invalid) responses, and b) perpetrators of child abuse and neglect might be reluctant to participate (or allow their children to participate) in a research described as studying child abuse and neglect.

This partial deception of the participants, though, **renders even more important your obligation:**

- to especially stress the participants' right to decline or withdraw their participation (see chapters D.3 and D.4)
- to make it clear to all of the participants that, under specific circumstances, you may have to break the confidentiality you have promised them (be extremely careful to provide that information in a very natural way, in order not to scare the children or their parents so that they will refuse to participate in the study).

The partial deception **increases** also the **importance of debriefing** participants, **reversing** any (short- or long-term) distress or other adverse **consequences** to them (e.g. compromise their safety) due to their participation in the research (see also chapter D.5).

## **D.3. Right to decline to participate and to withdraw**

You must remember that participants have the right to refuse to participate in the research, to refuse to answer questions as well as the right to stop once participation has begun. At the beginning of the interview and/or the administration of questionnaires inform the participant that he/she has the right:

- ▶ to decide to decline to participate in the research
- ▶ to refuse to answer to any question(s) that does not want to as well as
- ▶ to discontinue the completion of questionnaire or the interview at any time s/he wishes, without any consequences and without having to explain the reasons to nobody.

However, in case of discontinuation or refusal to participate by a participant try without putting pressure to find out (if possible) the reasons why the person wants to withdraw or not to participate as:

- ▶ the cause of withdrawal/decision not to participate may be due to a factor/barrier that you could address (e.g. feelings of shame or fear of retaliation from an abuser) or that must be addressed (e.g. emotional distress caused by the questions asked), either on the spot or later
- ▶ the collection of such information is very useful for future research like this.

#### **D.4. Informed Consent**

Some especially important ethical issues are inherent to our survey, due to its nature because:

- a) the subjects are children and thus the informed consent for their participation in the research must be obtained by somebody else (parent or guardian)
- b) in case you will be informed (or suspect) that a child (whose identity is known to you) is victim of abuse/neglect, you are mandated (you have the legal and/or ethical obligation to report it to the competent Authorities. Due to the fact that reporting of child maltreatment may result to the penal prosecution of the parent(s) of the child (or of a third person) and/or to take away the child from his/her family, you have to pay special attention to the Ethical Principle of

#### **Informed Consent.**

In order for the consent that you are going to obtain by parents to be considered that it is "informed consent", you should have provided them at least the following information:

- 1) the purpose of the research (with the minimum of deception that is considered justified), expected duration, and procedures description
- 2) the anonymity of the data provided (either through self-completion or interview)
- 3) their right to decline to participate and to withdraw from the research
  - a. at any time
  - b. and without any consequences
- 4) any limits of confidentiality
- 5) whom to contact for questions about the research, providing the opportunity to participants to ask questions and receive answers

Even through the parents' accompanying information letter and the Informed Consent Form also includes these information, it is especially important that you will also orally inform the children in classroom as well as each parent that you are going to interview (or who will contact you, either for assistance or for clarifications).

#### **D.5. Debriefing**

Debriefing is more important due to the partial deception of the respondents in relation to the real scope of the research. During the questionnaire's completion/interview though, it is soon made obvious that the survey is studying children's exposure to violence. But due to the initial deception it is more important that, at the end of data collection, you should provide the opportunity to participants to obtain any information about the research (orally and by providing to participants their thankful letters) and to correct any misconceptions that participants may have.

Furthermore, a child or a parent may want to talk about or get help related to some experience that is included in the questions of the instrument. You must be prepared to offer a general debriefing or advice to all subjects about how they can get help or have someone to talk to about issues that the questionnaire covers (ISPCAN, 2006a). For that reason, the thankful letter includes a standard statement: the questionnaire may cover topics that are upsetting or disturbing and that any participant having questions may contact your

organization and/or suggested organizations/community agencies if they want to talk to someone and ask for help. In addition to that you will have available a Card containing a detailed **list of available local services** in case that you will need to make a referral of a child/parent who will ask you for further assistance (in such a case pay extra attention not to put in any risk the safety of the person).

#### **D.6. Safety of Data**

You must be extremely cautious when you are transferring with you questionnaires (blank also but especially the completed ones) from classroom to classroom or from school to school in order not to lose or misplace them and/or in order not to allow to anyone to have access to the data. Seal the envelope containing the completed questionnaires of a classroom and don't open but only upon arriving in a safe place.

Protect confidentiality of information obtain during data collection by all means (see also the related instructions included in chapter A.3)

You must **not give questionnaires** (either blank or completed) under no circumstances, even if the person that requests them is a parent/teacher/school Director/doctor, by saying: “**Sorry, but I have no spare questionnaires**”. If the person continues to insist, refer him/her to the Scientific Coordinator of the survey by saying: “**Sorry, but this is not allowed, You can contact Ms/Mr <Name of Scientific Coordinator> on <contact details> to discuss it with her/him**”.

#### **D.7. Description of the Survey in Public**

Pay special attention on how you describe the subject matter of the research in public, namely at school, at the community as well as at individual level (e.g. teachers/ School Directors, the person that opens the door of the household or answers the phone, who may ask you about it).

Describe always the survey in a consistent manner as: “a survey that aims to investigate issues relevant to the health of children as well as issues referring to children's upbringing and the relationship between children and parents as well as among children”.

Every time you are describing the survey (at members of the community and members of public or private institutions of the community) you should have primarily in mind the **safety of participants**. In case you have any concerns about the safety of a child or an adult (or in case a respondent worries about her/his safety), you can advise her/him to discuss about the survey in the same way, whenever s/he is asked about it.

#### **D.8. Reacting in CAN cases**

<instructions for researchers need to be customized by country, according to the related laws and/or the available support resources>.

Please recite in this entity:

- Researcher's obligations according to the National Law and Code of Ethics
- A list of support resources for both CAN and IPV (per geographic region) → this will be the Card that you will provide to the researcher per region

- **Safety Plan:** Instructions to the researcher on how s/he should react (for both classroom and household settings) if a case of CAN and/or of IPV is revealed to her/him or if s/he suspects a case of CAN.

As a general strategy for BECAN researchers in all countries when a child approaches them to ask for help (either in classroom or in household setting), include the following.

#### **When a child approaches you in order to ask for help**

Your response to the disclosure is critical. Encourage the child to talk openly and don't make judgmental comments. Show that you **understand** and **take seriously** what s/he is saying. Don't show any sign of disbelief.

#### **Support the child by telling him/her:**

- *you did very well speaking to me about that*
- *I am very sorry that this has happened to you.*
- *No one deserves to be treated this way*
- *What happened to you is not your fault.*

Tell the child that there are people that can help him/her and that you can give him/her a phone number of a local service to call for **further assistance**. But be extremely careful to have the child memorizing the phone number and not provide written information that, if discovered by the abuser, will put her/him in more danger than s/he is already.

Try to **obtain as much information** as possible in regards to:

- the child's contact details
- the identity of the abuser
- the type and the severity of abuse
- the persons/agencies the child had previously approach for help (if any) and what happened afterwards (if anything)

Especially with older children (and mostly for non-severe cases of abuse), you can also investigate which solution the child considers to be the best.

In case of severe abuse (e.g. cases that you estimate that the child's safety is jeopardised or that you are mandated to report), you **must inform the child** that you should report it to the competent authorities as well as about what s/he should expect to follow after your report. If you are not the person who will make that decision, you still have to inform the child that you are going to discuss it with your supervisor and that there is a possibility that s/he and/or the competent authorities will contact the child and/or his/her family.

Last but not least, you must NEVER made (or even implying) any promises that you are not sure that you will be able to keep.

### **D.9. Participants' and Researchers' Safety**

**Participants' safety must be your first concern;** your **own safety** is also equally important. Whenever concerns about safety are raised, you are expected to react appropriately. Some general rules could be:

- You should never visit the research field alone (school or household); you should always be along with at least one co-researcher (even when you are visit a house in order just to be handed a questionnaire).
- While in the field, you must always wear your badge identifying yourself as staff of the organization that conducts the survey
- Your Local Coordinator must always be aware of your whereabouts; inform her/him for any unanticipated modification in your schedule.
- The researcher(s)
  - must stop the interview every time that a third person enters into the place that is conducted the interview, until privacy is regained, or when others may be listening
  - never administer the questionnaires when others (e.g. teachers) are present in the classroom.
- Your Field Research Coordinator will have contacted the local services where you will refer cases in case of abuse disclose. (modify this instruction according to your country's plan)
- You should always describe the survey in public in a consistent manner, by use of the description mentioned in Chapter D7)
- Strictly follow the Safety Plan developed for revealed/suspected cases of abuse (Chapter D8)

**Safety Plan in case you think you (or a child) is in danger:** (elaborate it for your country)

- Try to correctly assess if there is indeed danger and how serious it is
- Have always with you
  - a mobile phone which should be activated (but in silent mode) and having an emergency phone number (e.g. your Local Coordinator's) on memory so that, if needed, to be able to dial it ASAP
  - your "useful phone numbers" card (to be used in case of emergency)
- Don't express aggression, no matter how much you are provoked by someone
- Don't try to address a dangerous situation by yourself. Depending on the situation:
  - ask help by your co-researcher, your Local Coordinator, the competent authorities
  - leave the place along with your co-researcher; if this is not possible, call him/her to inform that you had to leave in order to follow you
  - call you your Local Coordinator as soon as possible to inform him/her about the incident
- Report at the daily **supervision meeting**, all of your concerns, no matter how unimportant you –or your co-researcher- may consider them.

**D.10. What to do if...**

<b>What to do if a child:</b>	
refuses to complete the questionnaire (ticks "No" in the child assent form)?	<country-specific information - arrangement with the school is needed>
asks to complete the questionnaire in the classroom but the parent has NOT consented?	Allow the completion of the questionnaire but inform the child that his/her results should be exempted from the survey sample.
reveals CAN experience in his/her anonymous questionnaire or in person?	<p>&lt;ways of tackling such issue should be customized per country depending on the level of services and existing national legislation in each country&gt;</p> <p><i>As a general principle, school psychologists or social workers team must be well informed in advance in order to be prepared to deal effectively with these children. If this is not the case (or in cases where no school psychologists team exist in schools) it is suggested to be contacted at least one helpline or professional team before the beginning of data collection, in order for the later to be available as a back up for schools. Moreover, field researchers should have developed a firm relationship with local social services or NGOs that work in the area and <b>report everything to their local research coordinator</b> [edited on the basis of the NABs and CIAB consultation].</i></p>
reveals severe abuse but asks researcher not to tell anybody?	<p>Don't promise that you will keep it secret, especially in case you are mandated to report CAN.</p> <p><i>&lt;ways of tackling such issue should be customized per country according to the following:</i></p> <p><i>It is crucial:</i></p> <ul style="list-style-type: none"> <li>• <i>to have an agreement upon what constitutes "severe abuse",</i></li> <li>• <i>to identify the specific conditions or circumstances that would trigger a report,</i></li> <li>• <i>to specify in each participant countries' research team who (i.e. the survey's supervising personnel) and when (under which procedures) is the one to assess the potential "severity" of each report and</i></li> <li>• <i>to inform the participants in advance about the necessity of reporting, what risks, alternatives that would include and most important which support services are available to them, where they can ask for and be sure that will receive respectful help.</i></li> </ul> <p><i>In general, the principle of anonymity has a limit in case of severe abuse and danger for the child. Participants are well aware of that, since they are informed when they are asked to give their consent for their participation in the survey. In general, researchers must report any kind of abuse that may endanger the life of the child; thus, cases such as sexual abuse, severe physical abuse, violence in the family and severe emotional abuse should be reported. Caution is needed with the cases of corporal punishment. It is also crucial to identify whether it is an ongoing abuse or has happened in the past. Local coordinators should make sure that school psychologists' team, helplines or local services can guarantee that respectful help will be provided to any reported cases of abuse. In any case safety of the child is to be considered thoroughly in all individual cases. So, if no substantial and acute protection can be provided in a given country in virtue of deficits either in existing legislation or in available services, then providing professional assistance should proceed with extreme care and on case-based basis. Therefore, it is suggested for all participant research teams to have contacted at least one helpline</i></p>

	<i>or professional team before the beginning of data collection in each country, in order for the later to be available as a back up for schools. Furthermore, the CIAB endorses one NAB mentioning that “after the survey it’s necessary to have a “map” of the experience of CAN regarding each school, and to offer further training to the schools that are facing with severe problems of CAN.” [edited on the basis of the NABs and CIAB consultation]</i>
<b>What to do if a teacher:</b>	
insists on being present in the classroom during completion	Tell him/her politely but steady: <b>“Sorry but it is not allowed to be present in the classroom anyone else except for the researchers and the students”</b> . If he/she insists refer him/her to the School Director (if it is agreed with him/her so) and/or your Local Coordinator
asks researchers to give him/her a questionnaire to read it or to keep it?	Tell him/her: <b>“sorry but this is not allowed”</b>
expresses negative attitude against the topic or the research or the researchers	If you have to answer him/her, say politely something neutral like: “in most of the countries, this is an important issue” or “for some people this is an important issue”
complains that s/he wasn’t informed about the research?	“I am sorry. Probably you are right, but a letter was sent to school from the <Name of Authority, e.g. Ministry of Education>; we have also sent an informational letter to both the Director of School and to the Teachers’ Association” <modify this Instruction according to the situation in your country>
reveals a case of (suspected) CAN at home or at school?	Try to obtain as much information as possible about the child and the type of abuse (in case you will have to make a report) If teachers are having an obligation under law to report cases of CAN, inform her/him about that, and try to understand what reasons (if any) make him/her reluctant to proceed with the report. Try to understand if s/he is intending to report the case In any case the researcher should bring this case in the daily Supervision Meeting to be discussed with the Local Coordinator
reveals a case of CAN but want to keep his/her anonymity?	Act as described above  If the case is otherwise substantiated (e.g. the child is also reporting it to you), you can proceed with the report without revealing the name of a teacher.
<b>What to do if a parent:</b>	
calls the researcher in order to complain for the content of some questions?	Try to identify what is exactly the parent’s complaint. Inform him/her that the problem of CAN is a serious issue around the world causing serious consequences to the physical and mental health of many children that are being abused and/or neglected. You can also explain to her/him that all children (including theirs) are benefited by such type of surveys because they act as a prevention message by assisting children to realise that they have nothing to be ashamed of if an abuse experience happens to them, that it is an issue that it is discussed in their family and in their school; it also assist children to rehearse their options of reacting (what they can do) in the unfortunate case that they will have an experience like this; are they going to ask for help by someone and from whom?.  If the parent continues to be unsatisfied or needs further explanations that you are not able to provide, politely refer him/her to the Local Coordinator and/or to the Scientific Coordinator by providing him/her their contact details.

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## **ANNEXES**

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## Annex 1: Participants' Possible Queries and Standardized Answers

The following questions may be asked by participants (parents or children). Below are provided the **standard responses** to some of the questions that you may receive.<sup>14</sup> Be familiar with these and all project procedures, so that you can address with confidence any concern a respondent might have.

If it is not differently specified, the answers provided below are valid for both children and parents and under both conditions of data collection (namely, self-completed questionnaire and interview).

For unanticipated questions don't invent your own answers: just record the question and bring it for discussion in the Supervision meeting.

### Who is conducting this survey (or expressing suspiciousness about the partner organization or the aims of the study)?

This survey is being conducted by the <organization> in collaboration with the Department of Mental Health and Social Welfare of the Institute of Child Health which is located in Greece. The same study is being carried out at the same time in 9 Balkan countries (Albania, Bosnia & Herzegovina, Bulgaria, Croatia, F.Y.R. of Macedonia, Greece, Romania, Serbia & Turkey). All of these countries are working together to try to better understand the problems affecting the physical and psychological health of children as well as the problems that parents may face during their children's upbringing.

*Each researcher will also carry with him/her a verification letter which will indicate his/her relationship with the organization that conducts the survey as well as an identity card (personalized study badge), especially designed for this purpose. You can show this letter to any person is hesitant or suspicious. Reference to the approval of the study by the European Commission and the local authorities (e.g. Ministry of Education) and/or to the approval of the school Directors can be made.*

### Who is sponsoring this survey?

The study is co-financed by the European Commission's 7<sup>th</sup> Framework Programme and the partner organizations (namely, for <name of the Country> by the <name of your Organization>).

### Will you use my name? How can I be sure that you will keep confidentiality?

Parents	Children
Your name appears nowhere on the questionnaire. We are interested only in combining the answers of all parents and their children participating in the study.	Your name is not appearing nowhere on the questionnaire. We are interested only in combining the

<sup>14</sup> This Annex is based on the part of "Frequently Asked Questions" of the ISPCAN's Manual for the ICAST- CH Questionnaire (ISPCAN, 2006a, p.6) and the part of "Responses to Possible Questions from Selected Households" of the ISPCAN's Manual for the ICAST-P Questionnaire (ISPCAN, 2006b, p.8), which is adapted and supplemented with more questions and responses.

Individual responses will not be reported. All researchers that are working for this survey have been especially trained on confidentiality issues and we are obliged to follow certain steps that have been developed to ensure that the information provided by each individual participant is kept confidential. Nobody will be informed about your answers/ what you will tell me, except in the case that the life of someone is in danger or if you will ask to speak to someone else for something.	answers of all children that will complete this questionnaire/ we will talk to. All researchers are especially trained for that. Nobody will ever be informed about your answers/ what you will tell me, except in the case that the life of someone is in danger or if you want to speak to someone else for something.
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 **What will happen if I don't participate or if I wish to stop later?**

Parents	Children
Nothing! You are not obliged to participate. However, we do hope that you would like to take part, as it is very important for us to learn the opinion of as many parents and children as possible. Your own and your child's answers will help us to identify what kind of services would be useful to families and children in our country and/or your community. Furthermore, I would like to remind you that you may refuse to answer any question that you do not want to answer, or stop the interview/discontinue completing the questionnaire at any point; and the same is true for your child.	Nothing! You do not have to participate. However, we do hope that you would like to take part, as it is very important for us to learn the opinion of as many children as possible. All the children's answers will help us to find what kind of services would be useful to children in our country and/or your community. Furthermore, I would like to remind you that you may not reply to any questions that you don't want to answer or even ask me to stop the interview/stop completing your questionnaire at any point.

 **How long will this take?**

**Self-completed Questionnaire**

Parents	Children
It usually takes [...] – [...] minutes [ <i>the min-max time you calculated in the focus groups with parents</i> ]; the time differs though from person to person, depending on how much you want to write.	It usually takes [...] – [...] minutes [ <i>the min-max time you calculated in the focus groups/pilot study with children of the same age</i> ]; the time differs though from person to person, depending on how much you want to write.

**Interview**

Parents	Children
It usually takes about [...] minutes [ <i>a mean time that you will calculate on the basis of the duration of the mock interviews that your trained researchers will make with parents, in</i>	It usually takes about [...] minutes [ <i>a mean time that you will calculate on the basis of the duration of the mock interviews that your trained researchers will make with children of</i>

<i>the context of their Post-Workshop obligations]; the time differs though from person to person, depending on how much you want to tell.</i>	<i>the same age, in the context of their Post-Workshop obligations]; the time differs though from person to person, depending on how much you want to tell.</i>
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**How did you get my name/ address/ telephone?**

**Self-completed Questionnaire**

<b>Parents</b>	<b>Children</b>
The Ministry of Education gave us a list of all schools in the <name of country/area>. We randomly (by chance) selected some schools and the school that your child is attending to was selected out of all the schools of the <area>. That's how we came to you as we are interested not only for your child's point of view but also for their parent's opinion. We do not know (and we don't need to know) your name.	The Ministry of Education gave us a list of all schools in the <name of country/area>. We randomly (by chance) selected some schools and your school was selected to participate in the study. That's how we came to you. We do not know (and we don't need to know) your name.

**Interview**

<b>Parents</b>	<b>Children</b>
Our study is being conducted to children that attend but also to children that have dropped-out school and their parents. The school that your child used to attend gave us your contact details in order to take an interview from both your child and one of the child's parents/guardians. That's how we came to you and we do not need your full name. The only reason that we asked for your contact details was in order to be able to contact you and invite you to participate in our study. <i>Modify the above answer according to the way that you will obtain the access to your drop-outs of school sample</i>	Our study is being conducted to children that attend but also to children that have dropped-out school. The school that you used to attend gave us your parent's contact details in order to take an interview from both you and one of your parents/guardians. That's how we came to you and we do not need your full name. The only reason that we asked for your parent's contact details was in order to contact you and invite you to participate in our study. <i>Modify the above answer according to the way that you will obtain the access to your drop-outs of school sample</i>

**What you will ask me? / What is the subject of this survey? / Why do you conduct this survey?**

We are interested to record any problems that parents and children may encounter within their relationship, the methods that they have found for problems solving, as well as the effectiveness of these methods. We are also interested to investigate several issues related to the health and mental health of children, in their family context. Your responses and your child's/parent's responses will help us to find out what kind of services could be useful for families and children.

**How / Why you selected me/my child?**

Self-Completed Questionnaire	Interview
<p>We randomly selected some [type of school e.g. elementary] out of the total number of schools in &lt;name of area/ country&gt;.</p> <p><b>Parents:</b> The school that your daughter/son is attending was selected in our sample, and all of the children in his/her classroom (and their parents) were invited to participate in our study.</p> <p><b>Children:</b> Your school was selected in our sample and that's how we came in your classroom.</p>	<p>The only criterion that we used in order to come to you is that we wish to hear the point of view not only from children that attend school and their parents but also from children that have dropped-out school as well as their parent's opinion.</p> <p><i>[if you will make a selection out of all identified children that have dropped-out of school, add information here regarding the selection method that you used].</i></p>

**Is this survey conducted in the entire <country> or only at our area/city/village?**

This survey is being conducted simultaneously in <country> and in other 8 Balkan countries <specify>. In our country we are visiting <specify the areas if applicable>.

**Do you want to find if I abuse my child?**

Our study aims to investigate children's experiences at home. We are especially interested about the methods that parents and children use in order to communicate among each other regarding various issues, and that's why we want to ask both the parents and children. Among these issues is included the children's discipline, and some times it happens indeed that some parents abuse or neglect their children.

**Do you ask my child also the same questions?**

We do ask children about the same issues but the questionnaire is not identical with yours. In addition, we will ask your child about his/her experiences with other children at the same or different age with him/her.

**Standardized answers that you must provide to participants if, during data collection, they asked you clarifications about:**

Q. No	Questions on ICAST-CH (children)	Standardized Answer
3	Should I write the name of my school here?	Yes
5.2	What does "educational level" mean?	It means what is the last grade at school that your parents have finished
	What does "post-graduate studies" mean?	The studies that someone takes after s/he already has a university degree
5_6	Should I include myself too?	No. But you should write all of the rest of the people that are living in the same house with you.
	My grandmother and grandfather live in the same house, but they live in a separate flat, on a different floor; how should I answer?	If you feel like you live in the same house then you will answer YES; namely if you spend time together, every or almost every day, if they are involved in taking care of you, then -- YES, you live together.
	What do you mean by "other	Other relatives are people who are related to you by

	relatives"? Should we put down their names?	blood, like aunts, uncles, cousins and so on. Please do not put down their names, and please do not put down any names in the questionnaire, so that we can fully retain its anonymity
	I don't live in a home; I live in an Institute.	Then, you should check this box "People who are not relatives", and you will write the name of the Institute where you are living. If some days of the week/month you are also living elsewhere, then you will have to also check the appropriate boxes above this one.
7	Do you mean if ▪ I am Christian or if I believe in God? ▪ if I believe in something?	We mean if you are, for example a Christian, Muslim or any other religion you may belong to.  <put first the most common religion in your country>
	Do I belong to a religion if I celebrate <name of religious celebration>, but I don't go to church?	You should answer according to your feelings or according to the attitude of your family towards religion
9	What does "Nationality" mean?	<b>Nationality</b> means which country you belong to, which country you are a citizen of, either because you were born there or because you became a citizen because you have been living there for many years (it is also called citizenship). In other words, it means if you are Greek, Albanian, Bulgarian... or another Nationality. <put first your own Nationality/ies and then the most common nationalities in your country>
	What is the difference between ethnicity and nationality?	<b>Ethnicity</b> means which ethnic group you belong to, namely if you are Romanian, Hungarian, Roma or other <put first your own ethnicity/-ies and then the most common in your country>
10.1	What do you mean by "safe"?	Safe means if you feel secure, not afraid that somebody will hurt you, protected and don't feel that you are in danger
10.3	Should I check/select only one or more than one answer?	In this question you can check as many boxes as you want.
11	What is "alcohol"?	Drinks that contain alcohol, namely wine, beer, whisky, and other liquors/spirits
	What if this has happened but I was not afraid?	You should answer "yes" only if everything described in the question were true for you; otherwise you have to answer "no".
15α	What does "murdered" mean?	If a person is killed by someone else
19B	What does "cursed you" mean?	Curse is a bad wish; so, it is when someone wishes you misfortune or something bad (harm) to happen to you
19.2	What does "blame you" mean?	When somebody holds you responsible for something bad that happened, namely s/he says that what happened was your fault
19.4	For which situations? When it is something important or something not so important?	For anything; it does not matter if it was something important or not.
19.5	Does "giving me awards" mean giving me gifts?	An award could of course be a gift or a favour but it could also be to verbally praise you for behaving well. <please check that your translation conveys both of the meanings>
19.7	What does "privilege" mean?	It is a special right, favour, or special treatment that you enjoyed (have been given) for special reasons; e.g. it could be activities you can do (such as watching TV until late at night) or possessions you can have (such as to buy you your favorite toy) upon an agreement with your parents, that can be denied or taken away from you, if you misbehave
	What is "pocket money"?	It is the money you are given (by your parents) regularly (e.g. once a day, a week or a month), which you can

		spend on whatever you want
22	S/he... said that s/he will go to live somewhere else (but I knew s/he was not going to leave). Should I say yes?	You should say yes. But, if you like, you can write this here, in the empty space below
25	This has happened to me but I didn't feel bad or sad; I ignored this child; should I say yes?	No. You should say yes only if what was done to you hurt your feelings or made you feel bad
36A	What does "scalded" mean?	It means to burn with hot water or other liquid.
39A	What does this question mean?	It means, e.g. to force you to kneel, or stand on one leg, or look towards the wall, etc.
41	"Made me feel upset", do you mean positively or negatively?	We mean if doing this to you made you feel bad or uncomfortable. < <b>This explanation is to be kept ONLY</b> if the word you are using in your language to translate "upset", has both meanings>
45A	When you say "sexual things", is kissing/touching included?	Yes, kissing/ touching is included
11-14 18-24	Do you mean only people in my family who live with me in the same house or other relatives too?	You must say "yes" <b>only</b> if this has been done by a person who lives in the same house with you (relative or not); it doesn't matter, though, if it happened inside or outside of your house. If other relatives, who are living in another house, have done it, you must say no.
<b>"Would you like to say more?"</b>		
	Is it obligatory to write something in this box?	No. Only if you would like to write something like: who has done it to you or how it happened, or if you want to explain something
	<ul style="list-style-type: none"> <li>▪ How much should I write?</li> <li>▪ How detailed should my answer be?</li> </ul>	You don't have to be detailed. Please, just write about that experience as much as you want to share with us.
<b>Any Question</b>		
	Yes, my <...> has done this to me, but it was a joke (for fun)	If you like, you can write in the empty space below that it was a joke, but you should write how many times this has happened to you (whether it was a joke or not)
	A child describes something to you and asks you, "should I write this in this question"?	If, on the basis of the above answers, you are not sure if the correct answer to the child's question is "YES/NO", you must say: <ul style="list-style-type: none"> <li>▪ "Answer the question as you understand it" or</li> <li>▪ "Try to give the answer that best expresses your opinion"</li> </ul> You can, <b>additionally</b> , instruct the child: <ul style="list-style-type: none"> <li>▪ "You can write that here, in the area: <i>Would you like to say more?</i>"</li> </ul>
<b>Scale</b>		
	Is it very important that I give an exact answer (namely, to count the number of times that something happened?)	Yes it is! But if it is difficult for you to count it, you can use the rough measures under the precise numbers (for example, 13-50 times in the past year means several times each month)
	If something has happened not in the past year but before, and only once, what should I respond? "Never" or "it has happened before"?	You should check the box "not in the past year but it has happened to me before" And –if you like- you can write that it happened only once here, in the area "would you like to say more"

Q. No	Questions on ICAST-P (parents)	Standardized Answer
5.1	Should I also check the child whom I am responding to the questions for (that s/he lives in the same house)?	No, you must check <b>ALL</b> other persons except for the child you are responding for. For each person, you must check the relationship s/he has with this child. Don't forget to also check yourself.
6	Do you mean a third person, apart from me and the father/mother?	No, we mean –apart from you- who is the 2 <sup>nd</sup> person (if there is a 2 <sup>nd</sup> person) that looks after the child on a frequent basis. This 2 <sup>nd</sup> person could be either the other parent or another person. If there are more than one people, in question No 7 that follows, you have to select only one, the person who looks after the child on the most frequent basis.
7.1 & 8-39a	For which other person should I reply to these questions?	Depending on the case, guide the respondent, on the basis of the following, hierarchically ordered, options: <ul style="list-style-type: none"> <li>▪ for the other parent of the child (if they live together)</li> <li>▪ for the other, not biological, parent (step-father/-mother) that lives in the same house with the child or for the other parent of the child (living in another house)</li> <li>▪ for the &lt;... &gt; that you said in question 7 that takes care of the child</li> <li>▪ for which other person would you like to answer? (given that none of the above is valid)</li> </ul>
	It is difficult for me/ it is not right/ I don't want to reply on behalf of the other parent/caregiver  If parent continues to refuse	Of course you are not obliged to and you can decide not to answer any question that you don't want to. But, if it is not very difficult for you, I would like to kindly ask you to try to answer the questions about the other parent/caregiver too, the best you can. That's ok! You can reply only for yourself
8	For which situations? When it is something important or something not so important?	For anything, it doesn't matter how important what the child did wrong was
17a	I told her/him that <ul style="list-style-type: none"> <li>▪ &lt;...&gt; but I didn't intend to do it</li> <li>▪ I will leave her/him at the &lt;...&gt; and that the &lt;...&gt; will pick her/him up</li> </ul> Should I say yes?	Yes. This question asks you if you have made such a threat to the child, not if you carried it out or if you intended to carry out your threat or not.
24	Do you mean a simple spank on the child's bottom or something worse?	We mean spanking the child's bottom, regardless of how many times and/or how hard you spanked him/her.
28 a-b-c	If I have only threatened him/her to do so, but I never did it?	If you have threatened to do so but you didn't, this is not included in this question because it asks if you have done it and how many times.
34a	I have threatened to hurt her/him but not to kill her/him (or vice versa)	It doesn't matter if you have done either only one or both of these that the question asks.
34a	I told my child "I'm gonna kill you", but that was not a threat, I said that joking, not seriously.	In that case it doesn't count as "threatened to hurt or kill" <b>Important note:</b> This is valid only in cases where the phrase is used in its metaphorical meaning
38.2	<ul style="list-style-type: none"> <li>▪ I did &lt;...&gt; to my child. Do you think that s/he felt humiliated?</li> <li>▪ I have compared him/her to someone else but not in a way that s/he felt humiliated</li> <li>▪ I wanted to make him/her humiliated but s/he didn't feel that way</li> </ul>	I cannot know how your child felt; you have to assess if, according to your opinion, s/he felt humiliated. You should count only the cases that your child felt humiliated, whether you intended to make him/her feel that way or not.
42.1	Only at home or can I answer for school also?	No, you should say only if another child at home did this.
45	Do I have to choose only one answer or more than one?	In this question you can choose as many answers as you want: you must check ALL the methods that you (or the other parent) use with your child that you consider to

		be effective, namely convincing her/him to do what you ask.
45	Should I reply to this question concerning only the methods that I use or for her/his mother/father as well?	You can reply for both of you: namely, what both you and the other parent do that convinces your child to change his/her behavior.
47 48	<ul style="list-style-type: none"> <li>▪ How should I know?</li> <li>▪ These questions are too general</li> <li>▪ Do I have to reply to all of the questions or only to those that I know the answer?</li> </ul> Optional questions	We are interested only in what your own personal opinion is on these issues; namely, this question doesn't ask you what is really happening but what you think is happening Clarification <b>to be kept only</b> for countries that have included these optional questions
49i 49j	It was my boyfriend who assaulted me. Does it count? What is the difference between sexual assault and forcing me to have sex?	Yes it does Sexual assault here includes all sexual behaviors except for forcing you to have sexual intercourse (which is asked in question 49j)
<b>Demographic Questions</b>		
1-6	Should I answer these questions for both parents or only for myself?	Yes, for both; you should complete this column for yourself (the left one if the responding parent is the mother, the right one if it is the father) and the other column for the father/mother of the child.
	The other parent is dead/not living with the child. Do I still have to complete this column too?	Yes
	The person who lives with the child is not the other parent but my partner/spouse; for whom should I complete this column?	For the child's other parent (whether they live together or not)
	[ICAST-P is filled out by a guardian/carer and not by the parent]: For whom should I fill in the demographic data?	For the child's parents
9	Do you mean if I have gone to public services only or if I have visited a private doctor or psychologist also? Optional question	Both cases. It doesn't matter if the service was private or public Clarification <b>to be kept only</b> for countries that have included this optional question
<b>Any Question</b>		
	I did that to my child, but it was <ul style="list-style-type: none"> <li>▪ "in joke" (for fun)</li> <li>▪ "by accident"</li> </ul>	As for the rest of the questions, you should write how often it happened in the last year or if it happened previously (whether it was a(n) joke/accident or not) <b>Only exception:</b> the metaphorical use of the phrase "I'm gonna kill you" (see also Question 34a)
<b>Scale</b>		
	If something has happened not in the past year but before, and only once, what should I respond? "Never" or "it has happened before"?	You should check the box "not in the past year but it has happened to me before"

**Important Note for Researchers**

Don't forget that you are not allowed to explain any question with your own words.

For any question that there is no standardised answer, you have to tell the respondent: "as you understand it" or "try to give your best answer"



**Annex 2a: Reporting Form – Self-administered Questionnaires (school setting)**

<b>Name of 1<sup>st</sup> Researcher:</b>		<b>Name of 2<sup>nd</sup> Researcher:</b>	
<b>Name of school &amp; address:</b>		<b>Classroom &amp; Nb of students present in classroom (by sex):</b>	<b>Boys:</b> <b>Girls:</b>
<b>Date &amp; time:</b>	____/____/____	<b>From: ____:____</b> <b>To: ____:____</b>	<b>Codes of questionnaires distributed:</b>

ICAST-CH		ICAST - P	
<b>Refusals by children to complete the questionnaire</b>		<b>Refusals by Parents</b>	
How many?	Which Subject Numbers?	How many <u>Negative Consents</u> for their participation?	Reasons (if mentioned):
Reasons (if mentioned):			
<b>Parent's Consents</b>		<b>Method ICAST-P data collection</b>	
How many <u>negative Consents</u> for child's participation	How many <u>not received consents</u>	<input type="checkbox"/> Self-completed <span style="float:right"><input type="checkbox"/> Interview: _____</span> <input type="checkbox"/> collected at school <input type="checkbox"/> collected by visit to parents: _____	
<b>Remarks from Questionnaires</b>		<b>Parent's Missing Questionnaires</b>	
		Subject Numbers	Remarks:
REVEALED/SUSPECTED ABUSE (specify):		NOTES:	

**Annex 2b: Reporting Form – Structured Interviews**

<b>Name of Interviewer:</b>		<b>Name of 2<sup>nd</sup> Researcher:</b>	
<b>Date &amp; Time:</b>	____/____/____	<b>Person Interviewed:</b>	<input type="checkbox"/> Parent <input type="checkbox"/> Child
			From: ____:____ To: ____:____

A/A	Subject No	Refusal by Parent(s)	Remarks
1		<input type="checkbox"/> for child's participation <input type="checkbox"/> for parent's participation <b>Reasons/notes</b>	
		<b>Refusal by Child</b>	
		<b>Reasons/notes</b>	
2		<input type="checkbox"/> for child's participation <input type="checkbox"/> for parent's participation <b>Reasons/notes</b>	
		<b>Refusal by Child</b>	
		<b>Reasons/notes</b>	
3		<input type="checkbox"/> for child's participation <input type="checkbox"/> for parent's participation <b>Reasons/notes</b>	
		<b>Refusal by Child</b>	
		<b>Reasons/notes</b>	

## **Annex 3a: Interview Cards for Parents**

**(to be printed both-sided)**

**Cut the Cards wherever is indicated and distribute them to researchers. As the response scales are not always similar among the questions, on the one side of the cards is indicated which number of questions correspond to same scales.**

- **Never in my life**

**During the past year (previous 12 months):**

- **1 - 2 times (once or twice a year)**
- **3 - 5 times (several times a year)**
- **6 - 12 times (monthly or bimonthly)**
- **13-50 (several times a month)**
- **more than 50 times (once a week or more often)**
  
- **Not in the past year but it has happened before**
  
- **I don't want to answer**



- **Almost all**
- **More than half**
- **About half**
- **Less than half**
- **Almost none/ None**

**Parent: Questions 8-42a**

**Parent: Questions 47 - 48**

- **Many times**
- **Sometimes**
- **Once or twice**
- **Never**
  
- **I don't know/ I don't remember**
- **I don't want to answer**



- **No it is never effective**
- **Most of the times it is not effective**
- **Most of the times it is effective**
- **Yes, it is always affective**

**Parent: Questions 49 a-j**

**Parent: Question 50**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Discussing/having dialogue with him/her</li> <li>• Explaining him/her why something is right or wrong</li> <li>• Depriving him/her something (e.g. computer use, TV, shopping, sport activities, pocket money, cell phone)</li> <li>• Rewarding him/her verbally/ Praising him/her</li> <li>• Promising rewards to him/her (e.g. buying gifts)</li> <li>• Comparing him/her with other children</li> <li>• Trying to convince him/her to do something</li> <li>• Giving advice to him/her</li> <li>• Stop talking to him/her when doing something unwanted</li> <li>• Letting him/her to suffer the consequences in order to learn from mistakes</li> <li>• Listening the explanations s/he can give me about his/her behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Withholding food, water, or locking in home</li> <li>• Physically punishing him/her (e.g. hitting/beatng, slapping)</li> <li>• Warning him/her about potential consequences of his/her actions</li> <li>• Yelling/scolding at him/her</li> <li>• Setting the rules jointly with my child</li> <li>• I am setting strict rules to him/her</li> <li>• I am setting firm/consistent rules to him/her</li> <li>• I am acting as I advice him/her to (giving the good example)</li> <li>• Other</li> </ul> |
|---|--|



**Parent: Question 45**

## **Annex 3b: Interview Cards for Children**

**(to be printed both-sided)**

**Cut the Cards -wherever is indicated by the scissors- and distribute them to researchers. As the response scales are not always similar among the questions, on the one side of the cards is indicated which number of questions correspond to same scales.**

**Note:** In case that in your language there are different forms for female and male gender, please develop different cards for boys and girls for the questions 15-17

### **Your parents are:**

- **Married**
- **Divorced/ Separated**
- **Never married**
- **One parent is not living anymore**
- **Both parents are not living anymore**
  
- **I don't want to answer**
- **I don't know**



### **Your parents' educational level is/was:**

- **Hasn't go to school**
- **Some grades of primary school (how many? \_\_\_\_\_)**
- **Primary School**
- **Middle school**
- **High school/ Lyceum**
- **Vocational/ Technical School**
- **University**
- **Post-graduate studies (masters, doctorate)**
  
- **I don't know**

**Child: Question 5.1**

**Child: Question 5.2**

- **Always**
- **Usually**
- **Few times**
- **Never**



- **Never in my life**

**During the past year (previous 12 months):**

- **1 - 2 times (once or twice a year)**
- **3 - 5 times (several times a year)**
- **6 - 12 times (monthly or bimonthly)**
- **13 - 50 times (several times a month)**
- **More than 50 times (once a week or more often)**
- **Not in the past year, but it has happened to me before**
- **I don't want to answer**

**Child: Question 10.1 – 10.2**

**Child: Questions (11-14) & (18A – 46)**

- **Yes**
- **Unsure (in female gender, if applicable for the language)**
- **No**
- Not in the past year but **it has happened before**



- **Yes**
- **Unsure (in male gender, if applicable for the language)**
- **No**
- Not in the past year but **it has happened before**

**Child (or Girl): Questions (15a - 17)**

**Child (or Boy): Questions (15a - 17)**



- Discussing/having dialogue with me
- Explaining to me why something is right or wrong
- Depriving from me something (e.g. computer use, TV, shopping, sport activities, pocket money, cell phone)
- Rewarding me verbally / Praising me
- Promising rewards (e.g. buying gifts)
- Comparing me with other children
- Trying to convince me to do something
- Giving me advice
- Stop talking to me when I am doing something unwanted
- Letting me to suffer the consequences in order to learn from my mistakes
- Listening my explanations about my behaviour
- Withholding food, water, or locking in home
- Physically punishing me (e.g. hitting/beating, slapping)
- Warning me about potential consequences of my actions
- Yelling/scolding at me
- Setting the rules jointly with me
- Setting strict rules to me
- Setting firm/consistent rules to me
- My parents acting as they advise me to (giving the good example)
- Other

**Child: Question 10.3**

**Annex 4a: Modified ICAST-CH Self-Completed  
Questionnaire**



Partner  
organization  
logo



## Child Assent Form

Dear Student,

We are conducting a study with children at your age regarding factors that may influence children's life as well as their physical and mental health and well being. This study is being conducted in various regions of [*partner country*]; at the same time it is also conducted in 8 other Balkan countries. Many children of your age are taking part in this study by responding to the same questions, which are very important for us in order to be able to help children to be safe and happy as well as to protect them if they are not safe.

What we expect you to do is to reply to the questions that follow. There is no correct or wrong reply to any of the questions; what we want to know is your own personal opinion and experience; for that reason, please, respond to the questions **ON YOUR OWN**, without discussing them with your classmates. When you have finished raise your hand and the researchers that are present in the classroom will collect your questionnaire.

Nobody, including the researchers who are present in the classroom, will not know what you have replied as you will put your completed questionnaire immediately in an envelope together with other questionnaires so no one can tell which are your responses. Please **DO NOT WRITE YOUR NAME** anywhere on this sheet or on the questionnaire.

If you don't want to reply to the questions, you are free to do so. If you want to reply to the questions now and change your mind later, that's also OK. You may also stop at any time if you don't want to answer any more questions without giving any reason for that to anybody.

During the completion of the questionnaire, you may request explanation of any questions of the questionnaire. If you have a question later, you can call us on the telephone number that we will give you later.

If you **agree** to reply to the questions, please put a ✓ on the following **YES box**.

If you **don't agree**, please put a ✓ in the **NO box**.

I want to reply to the questions that were given to me

Yes

No

Sincerely yours,

[Name and title of the responsible scientist in each partner country]

---

Your organization's Name

Address:

Tel.:

E-mail:

Website:

**Survey of Children's Exposure to Violence**

Children in many parts of the world have been exposed to violence or bad treatment by family members, at school, in their communities, or at work. This is an important problem for children in all parts of the world. We would like to ask you about your experiences with violence directed against you. Please, answer the following questions by putting a X mark in a box next to your answer.

**Please tell us about yourself.**

1. Please tell us if you are a girl or a boy

- Girl
- Boy

2. How many years old are you?  years old

3. What is the name of the school you attend?

4. Have you ever flunked a year in school?

- No
- Yes → How many times?

4.1. Where do you live? (what is the name of the city/village that you live in)

5.1. Your parents are:

- Married
- Divorced/Separated
- Never married
- One parent is not living anymore
- Both parents are not living anymore
- I don't want to answer
- I don't know

5.2. Your parents' educational level is/was:

**Mother**

- Hasn't go to school
- Some grades of primary school (how many?\_\_\_\_)
- Primary School
- Middle School
- High School/ Lyceum
- Vocational/ Technical School
- University
- Post-graduate studies (Masters, Doctorate)
- I don't know

**Father**

- Hasn't go to school
- Some grades of primary school (how many?\_\_\_\_)
- Primary School
- Middle School
- High School/ Lyceum
- Vocational/Technical School
- University
- Post-graduate studies (Masters, Doctorate)
- I don't know

5.6. Who do you live with? (check in both columns all the persons that live with you in your home)

- |  |   |
|--|---|
| <input type="checkbox"/> Father  | <input type="checkbox"/> Mother   |
| <input type="checkbox"/> Stepfather (my mother's spouse)                   | <input type="checkbox"/> Stepmother (my father's spouse)                  |
| <input type="checkbox"/> Foster father                                     | <input type="checkbox"/> Foster mother                                    |
| <input type="checkbox"/> My mother's partner                               | <input type="checkbox"/> My father's partner                              |
| <input type="checkbox"/> Grandfather                                       | <input type="checkbox"/> Grandmother                                      |
| <input type="checkbox"/> Brother/s (how old is he/ are they?: ___ ___ ___) | <input type="checkbox"/> Sister/s (how old is she/are they?: ___ ___ ___) |
| <input type="checkbox"/> Other relative/s. Who? _____                      |   |
| <input type="checkbox"/> People who are not relatives. Who? _____          |   |

**7.8. Do you belong to any religion or religious group?**

- No
- insert the most common religion for your country
- xxx
- add as many rows as needed
- Other:
- I don't want to answer
- I don't know

**9. What is your Nationality?**

- insert name of your Nationality
- xxx
- xxx
- xxx
- Other:
- I don't want to answer
- I don't know

xxxx

xxxx

xxxx

xxxx

xxxx

xxxx

**9.1. Please tell us, by checking the appropriate box, for each of the following statements if it is "True" or "False":**

		True	False
a.	I'm never sad	<input type="checkbox"/>	<input type="checkbox"/>
b.	I always share my things with others	<input type="checkbox"/>	<input type="checkbox"/>
c.	I don't dislike anyone	<input type="checkbox"/>	<input type="checkbox"/>
d.	I never lie	<input type="checkbox"/>	<input type="checkbox"/>
e.	My parents never criticize me	<input type="checkbox"/>	<input type="checkbox"/>

**Part A: Children's Experiences in the Home**

Using this questionnaire, we want to find out about experiences that happen to children **at home, namely inside their family**. This questionnaire is being used with children in many parts of the world to ask them about experiences that they might have had so that people can know what things they have to pay attention to keep children safe.

We want to find out about the things that adults sometimes do to children and adolescents that may hurt or make them feel uncomfortable, upset or scared **in their family (home)**. The questions below ask you about things that have happened to you **in the past year (namely, during the past 12 months) or when you were younger**. Please, answer all questions following the instructions, where provided.

These questions may seem strange or hard to answer. Please try to answer them as best you can, thinking about the past year and/or before. This is not a test. There are no right or wrong answers, just say what you remember happened to you. If at any point you feel too uncomfortable to continue you can stop.

If you want to get help about any of the things we ask about, talk to the person who gave this questionnaire to you. Unless you tell us you want to talk, no one will ever know that the answers that you give are about you.

**10.1. Do you feel safe in your family?**

Always	Usually	Few times	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10.2. Do you like being with your family?**

Always	Usually	Few times	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10.3. Which of the following, if your parents did, would convince you to change your behavior? (check ALL that apply in both columns)**

- |  |   |
|--|---|
| <input type="checkbox"/> Discussing/having dialogue with me  | <input type="checkbox"/> Withholding food, water, or locking in home                      |
| <input type="checkbox"/> Explaining to me why something is right or wrong  | <input type="checkbox"/> Physically punishing me (e.g. hitting/beating, slapping)         |
| <input type="checkbox"/> Depriving from me something (e.g. computer use, TV, shopping, sport activities, pocket money, cell phone) | <input type="checkbox"/> Warning me about potential consequences of my actions            |
| <input type="checkbox"/> Rewarding me verbally / Praising me   | <input type="checkbox"/> Yelling/scolding at me   |
| <input type="checkbox"/> Promising rewards (e.g. buying gifts)   | <input type="checkbox"/> Setting the rules jointly with me                                |
| <input type="checkbox"/> Comparing me with other children  | <input type="checkbox"/> Setting strict rules to me                                       |
| <input type="checkbox"/> Trying to convince me to do something   | <input type="checkbox"/> Setting firm/consistent rules to me                              |
| <input type="checkbox"/> Giving me advice  | <input type="checkbox"/> My parents acting as they advise me to (giving the good example) |
| <input type="checkbox"/> Stop talking to me when I am doing something unwanted   | <input type="checkbox"/> Other (write what): _____  |
| <input type="checkbox"/> Letting me to suffer the consequences in order to learn from my mistakes                                  | _____   |
| <input type="checkbox"/> Listening my explanations about my behaviour  | <input type="checkbox"/> Other (write what): _____  |
|  | _____   |

*Sometimes, when children and adolescents are growing up, they see people in their family (like natural parents/ stepparents/ adoptive parents/ caregivers/ grandparents/ aunts and uncles, brothers/ sisters or cousins), behaving in or near their home in ways that make them feel uncomfortable or even frightened. In the past year (or when you were younger):*

**11. Has anyone in your home used alcohol and/or drugs and then behaved in a way that frightened you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 Once or twice a year	3-5 Several times a year	6-12 Monthly or bimonthly	13-50 Several times a month	more than 50 Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**12. Have you seen adults in your home shouting and yelling at each other (arguing) in a way that frightened you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 Once or twice a year	3-5 Several times a year	6-12 Monthly or bimonthly	13-50 Several times a month	more than 50 Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**13a. Have you seen adults in your home hurt each other physically (e.g. hitting, slapping, kicking)?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 Once or twice a year	3-5 Several times a year	6-12 Monthly or bimonthly	13-50 Several times a month	more than 50 Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

14. Have you seen anyone in your home used knives, guns, stick, rocks or other things to hurt or scare someone else inside home?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 Once or twice a year	3-5 Several times a year	6-12 Monthly or bimonthly	13-50 Several times a month	more than 50 Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

*Other scary things may also happen near your home*

15a. Has anyone close to you (a family member, friend or neighbour) been murdered?

Yes	Not in the past year, but it has happened before	No	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

16. Have you lived somewhere where you have seen people being shot, bombs going off, people fighting, or rioting?

Yes	Not in the past year, but it has happened before	No	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

16a. If Yes, was this because you were living where there was a war?

Yes	No	Would you like to say more?
<input type="checkbox"/>	<input type="checkbox"/>	

17. Has anyone come into your home and stolen something?

Yes	Not in the past year, but it has happened before	No	Unsure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

Sometimes, when children and adolescents are growing up, people say or do things, some of which could make the child or adolescent feel embarrassed, ashamed or bad. In the past year, has anyone in your family and living in your home:

18A. Shouted, yelled, or screamed at you very loud and aggressively?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 Once or twice a year	3-5 Several times a year	6-12 Monthly or bimonthly	13-50 Several times a month	more than 50 Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?



**19A. Insulted you by calling you dumb, lazy or other names like that?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19B. Cursed you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19B<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.1. Refused to speak to you (ignored you)?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.1<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.2. Blamed you for his/her bad mood?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.2<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.3. Told you to start or stop doing something (e.g. start doing your homework or stop watching TV)?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.3<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.4. Explained you why something you did was wrong?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.4<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.5. Gave you an award for behaving well?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.5<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.6. Gave you something else to do in order to distract your attention (e.g. to tell you do something in order to stop you watching TV)?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.6<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.7. Took away your pocket money or other privileges?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.7<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**19.8. Forbade you something that you liked?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.8<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**19.9. Forbade you to go out?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.9<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**19.10. Read your diary, your SMS or e-mail messages without your permission?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.10<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**19.11. Went through your bag, drawers, pockets etc. without your permission?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.11<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**19.12. Compared you to other children in a way that you felt humiliated?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19.12<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**20A. Ashamed or embarrassed you intentionally in front of other people in a way that made you feel very bad or humiliated?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**21. Said that they wished you were dead or had never been born?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**22. Threatened to leave you or abandon you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**22.1. Threatened to kick you out of house or send you away?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22.1<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**23A. Locked you out of the home?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**24A. Threatened to invoke ghosts or evil spirits, or harmful people against you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**24B. Threatened to hurt or kill you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24B<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

Sometimes even children or young people who are your age and live at the same home with you, can also be very unkind and make you feel ashamed, embarrassed or generally bad about yourself. In the past year:

**25. Have you been bullied (teased, embarrassed) so that you feel sad or bad, by another child at home?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

Sometimes, when children are growing up, people who are responsible for caring for them (for example parents/stepparents/adoptive parents/other carers/aunts and uncles) do not know how to care for children properly, and the children do not get what they need to grow up healthy. Have any of these things happened to you in the past year?

**26A. Did not get enough to eat (went hungry) and/or drink (were thirsty) even though there was enough for everyone, as a means of punishment?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

**27A. Have to wear clothes that were dirty, torn, or inappropriate for the season, as a means of punishment?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

28. Not taken care of when you were sick or injured - for example not taken to see a doctor when you were hurt or not given the medicines you needed?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

28.1. You were hurt or injured because no adult was supervising you?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

29. You did not feel cared for?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

30. Felt that you were not important?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

31. Felt that there was never anyone looking after you, supporting you, helping you when you most needed it?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

Sometimes people can hurt children and adolescents physically. Thinking about yourself, in the past year, has anyone from your family done something such as:

**32A. Pushed or kicked you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**32.1. Grabbed you by your clothes or some part of your body and shook you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32.1<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**33A. Slapped you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**33B. Hit you on head with knuckle or back of the hand?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33B<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?



**33C. Spanked you on the bottom with bare hand?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33C<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**34A. Hit you on the buttocks with an object such as a stick, broom, cane, or belt?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**34B. Hit you elsewhere (not buttocks) with an object such as a stick, broom, cane, or belt?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34B<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**34.1. Hit you over and over again with object or fist ("beat-up")?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34.1<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

35A. Choked you or smothered you (prevent breathing by use of a hand or pillow) or squeezed your neck with hands (or something else)?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35A<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

36A. Intentionally burned or scalded you?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36A<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

36B. Put chilli pepper, hot pepper, or spicy food in your mouth (to cause pain)?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36B<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

37A. Locked you up in a small place or in a dark room?

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37A<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**37B. Tied you up or tied you to something using a rope or a chain?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37B<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**38A. Roughly twisted your ear?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38A<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**38B. Pulled your hair?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38B<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**38C. Pinched you roughly?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38C<sup>a</sup>. If this happened, was it by: (please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**39A. Forced you to hold a position that caused pain or humiliated you as a means of punishment?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**40. Threatened you with a knife or a gun?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male	Adult female	Child/adolescent male	Child/adolescent female
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

Sometimes people do sexual things or show sexual things to children and adolescents. Thinking about yourself, has anyone familiar to you (a relative or not) or unknown person, ever made you feel bad or uncomfortable by doing any of these things to you?

**41. Made you upset by speaking to you in a sexual way or writing sexual things about you?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male			Adult female			Child/adolescent male			Child/adolescent female		
<input type="radio"/>			<input type="radio"/>			<input type="radio"/>			<input type="radio"/>		
b. What was his relation to you?			What was her relation to you?			What was his relation to you?			What was her relation to you?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**42. Made you watch a sex video or look at sexual pictures in a magazine or computer when you did not want to?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male			Adult female			Child/adolescent male			Child/adolescent female		
<input type="radio"/>			<input type="radio"/>			<input type="radio"/>			<input type="radio"/>		
b. What was his relation to you?			What was her relation to you?			What was his relation to you?			What was her relation to you?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**43. Made you look at their private parts or wanted to look at yours?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male			Adult female			Child/adolescent male			Child/adolescent female		
<input type="radio"/>			<input type="radio"/>			<input type="radio"/>			<input type="radio"/>		
b. What was his relation to you?			What was her relation to you?			What was his relation to you?			What was her relation to you?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**44. Touched your private parts in a sexual way, or made you touch theirs?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male			Adult female			Child/adolescent male			Child/adolescent female		
<input type="radio"/>			<input type="radio"/>			<input type="radio"/>			<input type="radio"/>		
b. What was his relation to you?			What was her relation to you?			What was his relation to you?			What was her relation to you?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**45A. Made a sex video or took photographs of you alone, or with other people, doing sexual things?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45A<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male			Adult female			Child/adolescent male			Child/adolescent female		
<input type="radio"/>			<input type="radio"/>			<input type="radio"/>			<input type="radio"/>		
b. What was his relation to you?			What was her relation to you?			What was his relation to you?			What was her relation to you?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**46. Tried to have sex with you when you did not want them to?**

During the past year (previous 12 months)					Not in the past year, but it has happened to me before	Never in my life	I don't want to answer
1-2 <i>Once or twice a year</i>	3-5 <i>Several times a year</i>	6-12 <i>Monthly or bimonthly</i>	13-50 <i>Several times a month</i>	more than 50 <i>Once a week or more often</i>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46<sup>a</sup>. If this happened, was it by:

(please, check all that apply)

Adult male			Adult female			Child/adolescent male			Child/adolescent female		
<input type="radio"/>			<input type="radio"/>			<input type="radio"/>			<input type="radio"/>		
b. What was his relation to you?			What was her relation to you?			What was his relation to you?			What was her relation to you?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you like to say more?

**47. Do you have any other experiences with being hurt at home that we have not already asked you about?**

**48. Do you have any suggestions for preventing violence against children?**

**49. Was this a hard questionnaire to answer?**

- Yes
- No → go to question 50

49a. If yes, what was it that you find difficult to answer?

**50. Is there anything that you didn't understand?**

Yes

No → *go to question 51*

*50a. If yes, what was that?*

**51. Was it difficult to be completely open about what happened to you?**

Yes

No → *go to question 52*

*51a. If yes, why?*

**52. Is there anything else you would like to say about what happened to you or about filling in the questionnaire?**

**Thank you for your help!**

**Annex 4b: Modified ICAST-P Self-Completed  
Questionnaire**



**ISPCAN PARENT QUESTIONNAIRE: DISCIPLINE AND PUNISHMENT IN THE HOME**

Please answer all of the following questions for the child who brought you this questionnaire.

**1. Child's Gender**

- Girl
- Boy

**2. Child's Date of Birth** \_\_\_\_ / \_\_\_\_ / \_\_\_\_ (please, write only the month and year)

**3. Child's Age?** \_\_\_\_\_ (completed years)

**4. What position was (index child) born into the family? (please, check all that apply)**

*(If position has changed because of sibling death please, record his/her current position in the family)*

- Only child
- First (Oldest)
- Middle
- Last (Youngest)
- Twins
- Not biological child

**5. What is the relationship that YOU have to this child? (please, check ONLY one)**

*If you are **a female** choose from the column below:*

*If you are **a male**, choose from the column below:*

- |  |   |
|--|---|
| <input type="checkbox"/> Mother                                    | <input type="checkbox"/> Father                                     |
| <input type="checkbox"/> Stepmother                                | <input type="checkbox"/> Stepfather                                 |
| <input type="checkbox"/> Foster mother                             | <input type="checkbox"/> Foster father                              |
| <input type="checkbox"/> Sister                                    | <input type="checkbox"/> Brother                                    |
| <input type="checkbox"/> Grandmother                               | <input type="checkbox"/> Grandfather                                |
| <input type="checkbox"/> Other relative (e.g. aunt, cousin): _____ | <input type="checkbox"/> Other relative (e.g. uncle, cousin): _____ |
| <input type="checkbox"/> Other (please write: _____)               | <input type="checkbox"/> Other (please write: _____)                |

**5.1. Who do you live in the same house with the child (on the basis of their relationship to the child)? (please, check all that apply in both columns)**

- |   |  |
|---|--|
| <input type="checkbox"/> Father                                       | <input type="checkbox"/> Mother                                      |
| <input type="checkbox"/> Stepfather (mother's spouse)                 | <input type="checkbox"/> Stepmother (father's spouse)                |
| <input type="checkbox"/> Foster father                                | <input type="checkbox"/> Foster mother                               |
| <input type="checkbox"/> Mother's partner                             | <input type="checkbox"/> Father's partner                            |
| <input type="checkbox"/> Grandfather                                  | <input type="checkbox"/> Grandmother                                 |
| <input type="checkbox"/> Brother/s (write their ages: ____ ____ ____) | <input type="checkbox"/> Sister/s (write their ages: ____ ____ ____) |
| <input type="checkbox"/> Other relative/s. Who? _____                 |  |
| <input type="checkbox"/> People who are not relatives. Who? _____     |  |

**6. Is there another parent or adult caregiver (except you) who looks after the child on a frequent basis?**

- Yes
- No → go to the next page

**7. If yes, what is this person's relationship to this child? (please, check ONLY one)**

*If this person is a woman, please choose from the column below:*

*If this person is a man, please choose from the column below:*

- |  |   |
|--|---|
| <input type="checkbox"/> Mother                                    | <input type="checkbox"/> Father                                     |
| <input type="checkbox"/> Stepmother                                | <input type="checkbox"/> Stepfather                                 |
| <input type="checkbox"/> Foster mother                             | <input type="checkbox"/> Foster father                              |
| <input type="checkbox"/> Sister                                    | <input type="checkbox"/> Brother                                    |
| <input type="checkbox"/> Grandmother                               | <input type="checkbox"/> Grandfather                                |
| <input type="checkbox"/> Other relative (e.g. aunt, cousin): _____ | <input type="checkbox"/> Other relative (e.g. uncle, cousin): _____ |
| <input type="checkbox"/> Other (please write: _____)               | <input type="checkbox"/> Other (please write: _____)                |

All adults use certain methods to teach children the right behavior or to address a behavior problem. In the following section you will read various methods that might be used; please, check the appropriate box in order to show how often you (or your husband/partner or any other person who takes care of the child) have used each method with this child in the last year.

Please check the boxes of the **1st row** (the white row) in order to show **if you have done this** to the child who brought you this questionnaire. If you have done it during the last year (namely, during the previous 12 months) check one box to show how many times: *1-2 times (once or twice)*; *3-5 times (several times a year)*; *6-12 times (monthly or bimonthly)*; *13-50 times (several times a month)*; or *more than 50 times (once a week or more often)*. **If you** have not done this in the past year but you **have done it previously**, please indicate this, by checking the box: *Not in the past year, but it has happened before*. **If you** have **never done this**, please check the box “*never in my life*”.

Please check the boxes of the **2nd row** (the grey row) in order to show **if your spouse/partner or another person who looks after this child** have used this method with the child in the last year, or previously.

7.1. The second person (other parent/adult carer) for whom, I will complete the questions 8-39, in the following table is:

- The other parent of the child
- My spouse/partner, who is not the physical parent of the child
- The person that I declared in question No. 7 that is looking after this child
- Other person: Who? \_\_\_\_\_
- There is no other person that is looking after this child; I will answer only for myself

Has this ever happened, during the last year or before:	Parent/Adult carer	During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
		1-2	3-5	6-12	13-50	more than 50			
		Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
8. Explained him/her why something s/he did was wrong?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1. Gave him/her an award for behaving well?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Told her/him to start or stop doing something (e.g. start doing your homework or stop watching TV)?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10a. Grabbed him/her by clothes or some part of his/her body and shook him/her?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has this ever happened, during the last year or before:	Parent/Adult carer	During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
		1-2	3-5	6-12	13-50	more than 50			
		Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
11. Hit her or him on the buttocks with an object such as a stick, broom, cane, or belt?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Hit elsewhere (not buttocks) with an object such as a stick, broom, cane, or belt?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Gave him/her something else to do in order to distract his/her attention (e.g. to tell him/her to do something else in order to stop watching TV)?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14a. Roughly twisted her/his ear?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Hit him/her on head with knuckle or back of the hand?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Pulled her/his hair?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17a. Threatened to leave or abandon him/her?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18a. Shouted, yelled, or screamed at her/him very loud and aggressively?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Threatened to invoke ghosts or evil spirits or harmful people against him/her?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has this ever happened, during the last year or before:	Parent/Adult carer	During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
		1-2	3-5	6-12	13-50	more than 50			
		Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
20a. Pushed or kicked her/him?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Put chili pepper, hot pepper, or spicy food in his/her mouth (to cause pain)?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22a. Forced him or her to hold a position that caused pain or humiliated him/her as a means of punishment?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.1. Read his/her diary or his/her SMS or e-mail messages without his/her permission?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.2. Went through his/her bag, drawers, pockets etc. without his/her permission?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Cursed him/her?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Spanked her/him on the bottom with bare hand?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25a. Choked or smothered him/her (prevent breathing by use of a hand or pillow) or squeezed his/her neck with hands (or something else)?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26a. Threatened to kick out of house or send away?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has this ever happened, during the last year or before:	Parent/Adult carer	During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
		1-2	3-5	6-12	13-50	more than 50			
		Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
27. Locked out of home?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28a. Took away pocket money or other privileges?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28b. Forbade something that s/he liked?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28c. Forbade him or her from going out?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Insulted him/her by calling him/her dumb, lazy or other names like that?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30a. Pinched her/him roughly?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31a. Slapped him/her?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Refused to speak to him/her (ignore him/her)?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.1. Blamed him/her for your bad mood?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has this ever happened, during the last year or before:	Parent/Adult carer	During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
		1-2	3-5	6-12	13-50	more than 50			
		Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
33.1. Told her/him that you wished s/he was dead or had never been born?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34a. Threatened to hurt or kill her/him?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35a. Intentionally burned or scalded him/her?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Hit her or him over and over again with object or fist ("beat-up")	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Threatened him/her with a knife or gun?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38a. Locked her or him up in a small place or in a dark room?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.1. Tied him/her up or tied him/her to something using a rope or a chain?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.2. Compared him/her to other children in a way that s/he felt humiliated?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39a. Ashamed or embarrassed her/him intentionally in front of other people in order to make him/her feel very bad or humiliated?	Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other parent/adult carer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40a. Was there a time in the past year that your child did not taken care of when s/he was sick or injured, for example not taken to see a doctor when she or he were hurt or not given the medicines s/he needed?

During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

41a. Was there a time in the last year that your child did not get enough to eat (went hungry) and/or drink (was thirsty) even though there was enough for everyone, as a means of punishment?

During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

41.1. Was there a time in the last year that your child had to wear clothes that were dirty, torn, or inappropriate for the season, as a means of punishment?

During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

42a. Was there a time, in the past year that your child was hurt or injured because no adult was supervising him or her?

During the past year (previous 12 months)					Not in the past year, but it has happened before	Never in my life	I don't want to answer
1-2	3-5	6-12	13-50	more than 50			
Once or twice a year	Several times a year	Monthly or bimonthly	Several times a month	Once a week or more often			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you like to say more?

42.1 Did you ever happen to learn/be informed that your child has been bullied (teased, embarrassed) so that he/she felt sad or bad, by another child at home?

- Yes
  - No
  - I don't want to answer
- } → go to question 43.1

42.1a. If yes, would you like to say more?

43.1 Did you ever happen to learn/be informed that your child has been made upset by someone speaking to him/her in a sexual way or writing sexual things about her/him?

- Yes  
 No  
 I don't want to answer

} → go to question 43.2

43.1 <sup>a</sup> . If "Yes", this person was: <span style="float: right;">(please, check all that apply)</span>											
Adult male			Adult female			Child/adolescent male			Child/adolescent female		
○			○			○			○		
43.1 <sup>b</sup> . What was his relation to the child?			What was her relation to the child?			What was his relation to the child?			What was her relation to the child?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
○	○	○	○	○	○	○	○	○	○	○	○

Would you like to say more?

43.2 Did you ever happen to learn/be informed that someone made your child to watch a sex video or look at sexual pictures in a magazine or computer when he or she did not want to do so?

- Yes  
 No  
 I don't want to answer

} → go to question 43.3

43.2 <sup>a</sup> . If "Yes", this person was: <span style="float: right;">(please, check all that apply)</span>											
Adult male			Adult female			Child/adolescent male			Child/adolescent female		
○			○			○			○		
43.2 <sup>b</sup> . What was his relation to the child?			What was her relation to the child?			What was his relation to the child?			What was her relation to the child?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
○	○	○	○	○	○	○	○	○	○	○	○

Would you like to say more?

43.3 Did you ever happen to learn/be informed that someone made your child to look at his/her private parts or wanted to look at your child's?

- Yes  
 No  
 I don't want to answer

} → go to question 43.4

43.3 <sup>a</sup> . If "Yes", this person was: <span style="float: right;">(please, check all that apply)</span>											
Adult male			Adult female			Child/adolescent male			Child/adolescent female		
○			○			○			○		
43.3 <sup>b</sup> . What was his relation to the child?			What was her relation to the child?			What was his relation to the child?			What was her relation to the child?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
○	○	○	○	○	○	○	○	○	○	○	○

Would you like to say more?



**43.4 Did you ever happen to learn/be informed that someone made a sex video or took photographs of your child alone, or with other people, doing sexual things?**

- Yes  
 No  
 I don't want to answer
 } → go to question 43.A

43.4 <sup>a</sup> . If "Yes", this person was: <span style="float: right;">(please, check all that apply)</span>											
Adult male			Adult female			Child/adolescent male			Child/adolescent female		
○			○			○			○		
43.4 <sup>b</sup> . What was his relation to the child?			What was her relation to the child?			What was his relation to the child?			What was her relation to the child?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
○	○	○	○	○	○	○	○	○	○	○	○

Would you like to say more?

---

**43.A. Did you ever happen to learn/be informed that someone touched your child's private parts in a sexual way, or made her/him to touch his/hers?**

- Yes  
 No  
 I don't want to answer
 } → go to question 44.A

43.A <sup>a</sup> . If "Yes", this person was: <span style="float: right;">(please, check all that apply)</span>											
Adult male			Adult female			Child/adolescent male			Child/adolescent female		
○			○			○			○		
43.A <sup>b</sup> . What was his relation to the child?			What was her relation to the child?			What was his relation to the child?			What was her relation to the child?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
○	○	○	○	○	○	○	○	○	○	○	○

Would you like to say more?

---

**44.A. Did you ever happen to learn/be informed that someone tried to have sex with your child when he or she did not want to?**

- Yes  
 No  
 I don't want to answer
 } → go to question 45

44.A <sup>a</sup> . If "Yes", this person was: <span style="float: right;">(please, check all that apply)</span>											
Adult male			Adult female			Child/adolescent male			Child/adolescent female		
○			○			○			○		
44.A <sup>b</sup> . What was his relation to the child?			What was her relation to the child?			What was his relation to the child?			What was her relation to the child?		
Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative	Unknown person	Familiar person	A relative
○	○	○	○	○	○	○	○	○	○	○	○

Would you like to say more?

---

**45. Which of the following do you do, which convinces your child to change his/her behavior? (check ALL that apply from both columns)**

- |  |  |
|--|--|
| <input type="checkbox"/> Discussing/having dialogue with him/her   | <input type="checkbox"/> Withholding food, water, or locking in home                     |
| <input type="checkbox"/> Explaining him/her why something is right or wrong  | <input type="checkbox"/> Physically punishing him/her (e.g. hitting/beating, slapping)   |
| <input type="checkbox"/> Depriving him/her something (e.g. computer use, TV, shopping, sport activities, pocket money, cell phone) | <input type="checkbox"/> Warning him/her about potential consequences of his/her actions |
| <input type="checkbox"/> Rewarding him/her verbally / Praising him/her   | <input type="checkbox"/> Yelling/scolding at him/her                                     |
| <input type="checkbox"/> Promising rewards to him/her (e.g. buying gifts)  | <input type="checkbox"/> Setting the rules jointly with my child                         |
| <input type="checkbox"/> Comparing him/her with other children   | <input type="checkbox"/> I am setting strict rules to him/her                            |
| <input type="checkbox"/> Trying to convince him/her to do something  | <input type="checkbox"/> I am setting firm/consistent rules to him/her                   |
| <input type="checkbox"/> Giving advice to him/her  | <input type="checkbox"/> I am acting as I advice him/her to (giving the good example)    |
| <input type="checkbox"/> Stop talking to him/her when doing something unwanted   | <input type="checkbox"/> Other (please write): _____                                     |
| <input type="checkbox"/> Letting him/her to suffer the consequences in order to learn from mistakes                                | _____  |
| <input type="checkbox"/> Listening the explanations s/he can give me about his/her behaviour                                       | <input type="checkbox"/> Other (please write): _____                                     |
|  | _____  |

**46. Do you believe that corporal punishment of children must be used as a method of discipline?**

- No  
 Rather not  
 Rather yes  
 Yes

<i>How many parents do you think they use corporal punishment as a means for teaching the right behavior to their children</i>	Almost all	More than half	About half	Less than half	Almost none/ None
47a. in our country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47b. in your municipality/prefecture/region?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47c. in your city/village?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47d. in your neighborhood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47e. among your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47f. among your family members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>In how many couples in our country do you think that behaviours such as the following occur?</i>	Almost in all	In more than half	In about half	In less than half	Almost in none/ in none
48a. The man insults or swears at the woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48b. The man hits the woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48c. The man forces the woman to have sexual contact with him	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48d. The woman insults or swears at the man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48e. The woman hits the man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48f. The woman forces the man to have sexual contact with her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you were a child, did it ever happen to you to experience any of the following?	Many times	Sometimes	Once or twice	Never	I don't know/ don't remember	I don't want to answer
49a. Your father/stepfather was insulting or swearing at your mother/stepmother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49b. Your father/stepfather was hitting your mother/stepmother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49c. Your father/stepfather was forcing your mother/stepmother to have sexual contact with him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49d. Your mother/stepmother was insulting or swearing at your father/stepfather?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49e. Your mother/stepmother was hitting your father/stepfather?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49f. Your mother/stepmother was forcing your father/stepfather to have sexual contact with her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49g. Were they insulting or swearing at you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(If yes, who? _____)					
49 <sup>h</sup> . Were they hitting you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(If yes, who? _____)					
49i. Had any adult sexually assaulted you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(If yes, who? _____)					
49j. Did any adult force you to have sex when you didn't want to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(If yes, who? _____)					

**50. Do you think that corporal punishment is effective as a method of children's discipline?**

- No, it is never effective
- Most of the times it is not effective
- Most of the times it is effective
- Yes, it is always effective

**51. Do you know if there is a law in our country prohibiting corporal punishment of children?**

- No, does not exist
- Yes, it does exist
- I don't know

## Parents' Demographic Information

### Child's Mother

1. Age: \_\_\_\_\_ years old

2. **Mother's Nationality**

- insert name of your Nationality
- XXXX
- XXXX
- XXXX
- other: \_\_\_\_\_

3. **What is your marital status?**

**Mother**

- married
- separated
- divorced
- remarried
- cohabitating
- single mother
- widow
- other: \_\_\_\_\_

4. **Place of Permanent Residence**

**Mother**

- City (more than 10.000 habitants)
- Town (from 2.000 to 9.999 habitants)
- Village (up to 1.999 habitants)
- Other: \_\_\_\_\_

5. **What is your educational level?**

**Mother's education**

- Has not attended school
- Some grades of primary school (how many?\_\_\_\_)
- Primary school
- Middle School
- High School/ Lyceum
- Vocational/Technical School
- University
- Post-graduate studies

6. **Are you working?**

**Mother**

- No
- Yes (**Occupation:** \_\_\_\_\_)
- Unemployed (since **how long:** \_\_\_\_\_)
- Retired (since **how long:** \_\_\_\_\_)

### Child's Father

Age: \_\_\_\_\_ years old

**Father's Nationality**

- insert name of your Nationality
- XXXX
- XXXX
- XXXX
- other: \_\_\_\_\_

**Father**

- City (more than 10.000 habitants)
- Town (from 2.000 to 9.999 habitants)
- Village (up to 1.999 habitants)
- Other: \_\_\_\_\_

**Father's education**

- Has not attended school
- Some grades of primary school (how many?\_\_\_\_)
- Primary school
- Middle School
- High School/ Lyceum
- Vocational/Technical School
- University
- Post-graduate studies

**Father**

- No
- Yes (**Occupation:** \_\_\_\_\_)
- Unemployed (since **how long:** \_\_\_\_\_)
- Retired (since **how long:** \_\_\_\_\_)

**7. How would you rate your economic situation?**

- very bad
- bad
- moderate (neither good, nor bad)
- good
- very good

**8. Do either you or a member of your family have/has a chronic illness or disability?**

- No → *go to question 9*
- Yes

**8<sup>a</sup>. If yes, who and what kind of problem does he/she has?**

- the child that brought you this questionnaire: \_\_\_\_\_
- the child's mother: \_\_\_\_\_
- the child's father: \_\_\_\_\_
- the child's sister/brother: \_\_\_\_\_
- Other (\_\_\_\_\_): \_\_\_\_\_

**9. Do either you or a member of your family have/has ever visited a Mental Health Service for a problem that you were facing** (i.e. severe depression or anxiety, delusions, concentration difficulties or memory problems, difficulty in controlling violent behaviour, suicidal thoughts or suicide attempt)?

- No → *go to question 10*
- Yes

**9<sup>a</sup>. If yes, who – for what kind of problem?**

- the child that brought you this questionnaire: \_\_\_\_\_
- the child's mother: \_\_\_\_\_
- the child's father: \_\_\_\_\_
- the child's sister/brother: \_\_\_\_\_
- Other (\_\_\_\_\_): \_\_\_\_\_

**10. Do either you or a member of your family have/has ever taken medicine for a psychological problem that you were facing?**

- No → *end of questionnaire*
- Yes → *go to question 10a*

**10<sup>a</sup>. If yes, who – for what kind of problem – what kind of medicine**

- the child that brought you this questionnaire: \_\_\_\_\_
- the child's mother: \_\_\_\_\_
- the child's father: \_\_\_\_\_
- the child's sister/brother: \_\_\_\_\_
- Other (\_\_\_\_\_): \_\_\_\_\_

**Thank you for your help!**