***Perceived Parental Autonomy Support Scale for children aged from 8 to 12 years (P-PASS-C)***

**Please cite:**

Joussemet, M., Mageau, G. A., *&* Koestner, R. (in press). Promoting Optimal Parenting and Children's Mental Health: A Preliminary Evaluation of the How-to Parenting Program. *Journal of Child and Family Studies.*

**Validation paper for the original P-PASS for adolescents :**

Mageau, G. A., Ranger, F., Joussemet, M., Koestner, R., Moreau, E., & Forest, J. (2015). Validation of the Perceived Parental Autonomy Support Scale (P-PASS). *Canadian Journal of Behavioural Science, 47,* 251-262.FI = 0.85.

**Paper that successfully used the original P-PASS :**

Bureau, J. & Mageau, G. A. (in press). Parental autonomy support and honesty: The mediating role of identification with the honesty value and perceived costs and benefits of honesty. *Journal of Adolescence.*

**Paper that successfully used the PASS-E (PASS for employees):**

*Moreau, E.*, & Mageau, G. A. (2012). The importance of perceived autonomy support for the psychological health and work satisfaction of health professionals: Not only supervisors count, colleagues too! *Motivation and Emotion, 36,* 268-286.

**Please, indicate the extent to which the following sentences are true regarding you mother.**

|  | **NOT TRUE FOR MY MOTHER THESE PAST FEW DAYS** | **TRUE FOR MY MOTHER THESE PAST FEW DAYS** |  |
| --- | --- | --- | --- |
| ***Almost never true*** | ***Rarely true*** | ***Sometimes true*** | ***Almost always true*** |  |
|  1. |  If I don’t feel like doing something, my mother threatens to punish me in order to make me do it. |  |  |  |  | crt1mena1 |
|  2. | My mother wants to know my opinion before making important decisions concerning me. |  |  |  |  | crt1choix1 |
|  3. | My mother wants me to always try to be the best. |  |  |  |  | crt1ego1 |
|  4. | When my mother wants me to stop doing something, she makes me feel guilty. |  |  |  |  | crt1coupa1 |
|  5. | My mother often gives me the right to choose what I prefer. |  |  |  |  | crt1choix2 |
|  6. | My mother tells me clearly why I cannot do something.  |  |  |  |  | crt1ratio1 |
|  7. | I always have to do what my mother wants me to do, if not, she threatens to punish me. |  |  |  |  | crt1mena2 |
|  8. | My mother believes that, in order to succeed, I always have to be the best at what I do. |  |  |  |  | crt1ego2 |
|  9. | My mother often makes me feel guilty. |  |  |  |  | crt1coupa2 |

**(suite)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **PAS VRAI POUR MA MÈRE CES JOURS-CI** | **VRAI POUR MA MÈRE** **CES JOURS-CI** |  |
| ***Presque jamais vrai*** | ***Rarement vrai*** | ***Parfois vrai*** | ***Presque toujours vrai*** |  |
| 10. | My mother is able to put herself in my shoes and understand how I feel. |  |  |  |  | crt1conna1 |
| 11. | I often have the right to choose what I feel like playing at home. |  |  |  |  | crt1choix3 |
| 12. | As soon as I don’t do what my mother wants, I am punished.  |  |  |  |  | crt1mena3 |
| 13. | I feel like I can talk about everything that happens in my life with my mother.  |  |  |  |  | crt1conna2 |
| 14. | In order for my mother to be proud of me, I have to be the best. |  |  |  |  | crt1ego3 |
| 15. | My mother wants me to know why I am not allowed to do certain things.  |  |  |  |  | crt1ratio2 |
| 16. | My mom makes me feel guilty to force me to do what she wants. |  |  |  |  | crt1coupa3 |
| 17. | When I ask why I must do something, my mother gives me good reasons. |  |  |  |  | crt1ratio3 |
| 18. | My mother listens to me when I talk even when she disagrees. |  |  |  |  | crt1conna3 |

**Scoring key**

**Please, indicate the extent to which the following sentences are true regarding you mother.**

|  | **NOT TRUE FOR MY MOTHER THESE PAST FEW DAYS** | **TRUE FOR MY MOTHER THESE PAST FEW DAYS** |
| --- | --- | --- |
| ***Almost never true*** | ***Rarely true*** | ***Sometimes true*** | ***Almost always true*** |
|  1. |  If I don’t feel like doing something, my mother threatens to punish me in order to make me do it. |  |  |  |  |
|  2. | My mother wants to know my opinion before making important decisions concerning me. |  |  |  |  |
|  3. | My mother wants me to always try to be the best. |  |  |  |  |
|  4. | When my mother wants me to stop doing something, she makes me feel guilty. |  |  |  |  |
|  5. | My mother often gives me the right to choose what I prefer. |  |  |  |  |
|  6. | My mother tells me clearly why I cannot do something.  |  |  |  |  |
|  7. | I always have to do what my mother wants me to do, if not, she threatens to punish me. |  |  |  |  |
|  8. | My mother believes that, in order to succeed, I always have to be the best at what I do. |  |  |  |  |
|  9. | My mother often makes me feel guilty. |  |  |  |  |

**(suite)**

|  |  |  |
| --- | --- | --- |
|  | **PAS VRAI POUR MA MÈRE CES JOURS-CI** | **VRAI POUR MA MÈRE** **CES JOURS-CI** |
| ***Presque jamais vrai*** | ***Rarement vrai*** | ***Parfois vrai*** | ***Presque toujours vrai*** |
| 10. | My mother is able to put herself in my shoes and understand how I feel. |  |  |  |  |
| 11. | I often have the right to choose what I feel like playing at home. |  |  |  |  |
| 12. | As soon as I don’t do what my mother wants, I am punished.  |  |  |  |  |
| 13. | I feel like I can talk about everything that happens in my life with my mother.  |  |  |  |  |
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| 17. | When I ask why I must do something, my mother gives me good reasons. |  |  |  |  |
| 18. | My mother listens to me when I talk even when she disagrees. |  |  |  |  |

***Autonomy-support***

 ***(The three subscales form one factor)***

*Offering choice within certain limits*

3 items

2, 5, 11

*Explaining the reasons behind the demands, rules, and limits*

3 items

6, 15, 17

*Being aware of, accepting, and recognizing the child’s feelings*

3 items

10, 13, 18

***Psychological control***

***(The three subscales form one factor)***

*Threatening to punish the child*

3 items

1, 7, 12

*Inducing guilt*

3 items

4, 9, 16

*Encouraging performance goals*

3 items

3, 8, 14

*NOTA BENE*

1. *Because autonomy support and psychological control are opposite poles of a same continuum, that of children’s perception of autonomy, it should be possible to recode the psychological control items to create a single composite that represents autonomy support. However, some researchers think that because they form two factors, they should not be combined. The trend is thus to investigate them separately.*