

Parent Attitude/Behavior Questionnaire
(CCNES, Fabes, Eisenberg, & Bernzweig, 1990; revised by Mirabile, 2015)

In the following items, please indicate on a scale from 1 (very unlikely) to 7 (very likely) the likelihood that you would respond in the ways listed for each item. Please read each item carefully and respond as honestly and sincerely as you can. For each response, please circle a number from 1-7.

Response Scale:	1	2	3	4	5	6	7
	Very Unlikely			Medium			Very Likely

1. If my child becomes angry because he/she is sick or hurt and can't go to his/her friend's birthday party, I would:

- | | |
|---|---------------|
| a. send my child to his/her room to cool off PR | 1 2 3 4 5 6 7 |
| b. get angry at my child DR | 1 2 3 4 5 6 7 |
| c. help my child think about ways that he/she can still be with friends (e.g., invite some friends over after the party) PFR | 1 2 3 4 5 6 7 |
| d. not respond to my child while he/she was angry IR | 1 2 3 4 5 6 7 |
| e. tell my child not to make a big deal out of missing the party MR | 1 2 3 4 5 6 7 |
| f. encourage my child to express his/her feelings of anger and frustration EE | 1 2 3 4 5 6 7 |
| g. soothe my child and do something fun with him/her to make him/her feel better about missing the party EFR | 1 2 3 4 5 6 7 |

2. If my child falls off his/her bike and breaks it, and then gets upset and cries, I would:

- | | |
|--|---------------|
| a. remain calm and not let myself get anxious DR* | 1 2 3 4 5 6 7 |
| b. ignore my child until he/she stopped crying IR | 1 2 3 4 5 6 7 |
| c. comfort my child and try to get him/her to forget about the accident EFR | 1 2 3 4 5 6 7 |
| d. tell my child that he/she is over-reacting MR | 1 2 3 4 5 6 7 |
| e. help my child figure out how to get the bike fixed PFR | 1 2 3 4 5 6 7 |
| f. tell my child it's OK to cry EE | 1 2 3 4 5 6 7 |
| g. tell my child to stop crying or he/she won't be allowed to ride his/her bike anytime soon PR | 1 2 3 4 5 6 7 |

3. If my child loses some prized possession and reacts with tears, I would:

- | | |
|--|---------------|
| a. get upset with him/her for being so careless and then crying about it DR | 1 2 3 4 5 6 7 |
| b. tell my child that he/she is over-reacting MR | 1 2 3 4 5 6 7 |
| c. help my child think of places he/she hasn't looked yet PFR | 1 2 3 4 5 6 7 |
| d. distract my child by talking about happy things EFR | 1 2 3 4 5 6 7 |
| e. tell him/her it's OK to cry when you feel unhappy EE | 1 2 3 4 5 6 7 |
| f. tell him/her that's what happens when you're not careful PR | 1 2 3 4 5 6 7 |
| g. ignore my child until he/she stopped crying IR | 1 2 3 4 5 6 7 |

4. If my child is afraid of injections and becomes quite shaky and teary while waiting for his/her turn to get a shot, I would:

- | | |
|--|---------------|
| a. tell him/her to shape up or he/she won't be allowed to do something he/she likes to do (e.g., watch TV) PR | 1 2 3 4 5 6 7 |
| b. encourage my child to talk about his/her fears EE | 1 2 3 4 5 6 7 |
| c. tell my child not to make big deal of the shot MR | 1 2 3 4 5 6 7 |
| d. tell him/her not to embarrass us by crying DR | 1 2 3 4 5 6 7 |
| e. ignore my child's fear IR | 1 2 3 4 5 6 7 |
| f. comfort him/her before and after the shot EFR | |
| g. talk to my child about ways to make it hurt less (such as relaxing so it won't hurt or taking deep breaths). PFR | 1 2 3 4 5 6 7 |

5. If my child is going over to spend the afternoon at a friend's house and becomes nervous and upset because I can't stay there with him/her, I would:

- | | |
|---|---------------|
| a. distract my child by talking about all the fun he/she will have with his/her friend EFR | 1 2 3 4 5 6 7 |
| b. not respond to my child's nervousness IR | 1 2 3 4 5 6 7 |
| c. help my child think of things that he/she could do so that being at the friend's house without me wasn't scary (e.g., take a favorite book or toy with him/her) PFR | |
| d. tell my child to quit over-reacting and being a baby MR | 1 2 3 4 5 6 7 |
| e. tell the child that if he/she doesn't stop that he/she won't be allowed to go out anymore PR | 1 2 3 4 5 6 7 |
| f. feel upset and uncomfortable because of my child's reactions DR | 1 2 3 4 5 6 7 |
| g. encourage my child to talk about his/her nervous feelings EE | 1 2 3 4 5 6 7 |

6. If my child is participating in some group activity with his/her friends and proceeds to make a mistake and then looks embarrassed and on the verge of tears, I would:

- | | |
|--|---------------|
| a. comfort my child and try to make him/her feel better EFR | 1 2 3 4 5 6 7 |
| b. tell my child that he/she is over-reacting MR | 1 2 3 4 5 6 7 |
| c. feel uncomfortable and embarrassed myself DR | 1 2 3 4 5 6 7 |
| d. tell my child to straighten up or we'll go home right away PR | 1 2 3 4 5 6 7 |
| e. encourage my child to talk about his/her feelings of embarrassment EE | 1 2 3 4 5 6 7 |
| f. ignore my child's embarrassment and not intervene IR | 1 2 3 4 5 6 7 |
| g. tell my child that I'll help him/her practice so that he/she can do better next time PFR | |

7. If my child is about to appear in a recital or sports activity and becomes visibly nervous about people watching him/her, I would:

- | | |
|---|---------------|
| a. help my child think of things that he/she could do to get ready for his/her turn | 1 2 3 4 5 6 7 |
|---|---------------|

-
- (e.g., to do some warm-ups and not to look at the audience) **PFR**
- b. suggest that my child think about something relaxing so that his/her nervousness will go away **EFR** 1 2 3 4 5 6 7
- c. not respond to his/her anxiety **IR** 1 2 3 4 5 6 7
- d. remain calm and not get nervous myself **DR***
- e. tell my child that he/she is being a baby about it **MR** 1 2 3 4 5 6 7
- f. tell my child that if he/she doesn't calm down, we'll have to leave and go home right away **PR** 1 2 3 4 5 6 7
- g. encourage my child to talk about his/her nervous feelings **EE** 1 2 3 4 5 6 7

8. If my child receives an undesirable birthday gift from a friend and looks obviously disappointed, even annoyed, after opening it in the presence of the friend, I would:

-
- a. encourage my child to express his/her disappointed feelings **EE** 1 2 3 4 5 6 7
- b. not respond to my child's disappointment/annoyance **IR** 1 2 3 4 5 6 7
- c. tell my child that the present can be exchanged for something the child wants **PFR**
- d. NOT be annoyed with my child for being rude **DR*** 1 2 3 4 5 6 7
- e. tell my child that he/she is over-reacting **MR** 1 2 3 4 5 6 7
- f. scold my child for being insensitive to the friend's feelings **PR** 1 2 3 4 5 6 7
- g. try to get my child to feel better by doing something fun **EFR** 1 2 3 4 5 6 7

9. If my child is panicky and can't go to sleep after watching a scary TV show, I would:

-
- a. encourage my child to talk about what scared him/her **EE** 1 2 3 4 5 6 7
- b. get upset with him/her for being silly **DR** 1 2 3 4 5 6 7
- c. tell my child that he/she is over-reacting **MR** 1 2 3 4 5 6 7
- d. help my child think of something to do so that he/she can get to sleep (e.g., take a toy to bed, leave the lights on) **PFR** 1 2 3 4 5 6 7
- e. ignore my child while he/she is acting scared **IR** 1 2 3 4 5 6 7
- f. tell him/her to go to bed or he/she won't be allowed to watch any more TV **PR**
- g. do something fun with my child to help him/her forget about what scared him/her **EFR** 1 2 3 4 5 6 7

10. If my child is at a park and appears on the verge of tears because the other children are mean to him/her and won't let him/her play with them, I would:

-
- a. NOT get upset myself **DR*** 1 2 3 4 5 6 7
- b. tell my child that if he/she starts crying then we'll have to go home right away **PR** 1 2 3 4 5 6 7
- c. tell my child it's OK to cry when he/she feels bad **EE** 1 2 3 4 5 6 7
- d. comfort my child and try to get him/her to think about something happy **EFR** 1 2 3 4 5 6 7
- e. help my child think of something else to do **PFR** 1 2 3 4 5 6 7
- f. tell my child that he/she will feel better soon **MR** 1 2 3 4 5 6 7
- g. not respond to my child's distress and not get involved **IR**

11. If my child is playing with other children and one of them calls him/her names, and my child then begins to tremble and become tearful, I would:

- a. ignore my child until he/she stopped crying **IR** 1 2 3 4 5 6 7
- b. tell my child not to make a big deal out of it **MR**
- c. feel upset myself **DR** 1 2 3 4 5 6 7
- d. tell my child to behave or we'll have to go home right away **PR** 1 2 3 4 5 6 7
- e. help my child think of constructive things to do when other children tease him/her (e.g., find other things to do) **PFR** 1 2 3 4 5 6 7
- f. comfort him/her and play a game to take his/her mind off the upsetting event **EFR** 1 2 3 4 5 6 7
- g. encourage him/her to talk about how it hurts to be teased **EE** 1 2 3 4 5 6 7

12. If my child is shy and scared around strangers and consistently becomes teary and wants to stay in his/her bedroom whenever family friends come to visit, I would:

- a. help my child think of things to do that would make meeting my friends less scary (e.g., to take a favorite toy with him/her when meeting my friends) **PFR** 1 2 3 4 5 6 7
- b. tell my child that it is OK to feel nervous **EE** 1 2 3 4 5 6 7
- c. try to make my child happy by talking about the fun things we can do with our friends **EFR** 1 2 3 4 5 6 7
- d. not respond to my child's fearful behavior **IR** 1 2 3 4 5 6 7
- e. feel upset and uncomfortable because of my child's reactions **DR**
- f. tell my child that he/she must stay in the living room and visit with our friends **PR** 1 2 3 4 5 6 7
- g. tell my child that he/she is being a baby **MR** 1 2 3 4 5 6 7

COPING WITH CHILDREN'S NEGATIVE EMOTIONS SCALE (CCNES)¹

Purpose: To measure the degree to which parents perceive themselves as reactive to young children's (preschool through early elementary school) negative affect in distressful situations. Six subscales are derived that reflect the specific types of coping response parents tend to use in these situations.

SUBSCALES

1. **Distress Reactions (DR).** These items reflect the degree to which parents experience distress when children express negative affect.

Scoring: Mean of: 1B, 2A*, 3A, 4D, 5F, 6C, 7D*, 8D*, 9B, 10A*, 11C, 12E.

* = REVERSED SCORING

2. **Punitive Reactions (PR).** These items reflect the degree to which parents respond with punitive reactions that decrease their exposure or need to deal with the negative emotions of their children.

Scoring: Mean of: 1A, 2G, 3F, 4A, 5E, 6D, 7F, 8F, 9F, 10B, 11D, 12F.

3. **Expressive Encouragement (EE).** These items reflect the degree to which parents encourage children to express negative affect or the degree to which they validate child's negative emotional states (i.e., "it's ok to feel sad.")

Scoring: Mean of: 1F, 2F, 3E, 4B, 5G, 6E, 7G, 8A, 9A, 10C, 11G, 12B.

4. **Emotion-Focused Reactions (EFR).** These items reflect the degree to which parents respond with strategies that are designed to help the child feel better (i.e., oriented towards affecting the child's negative feelings).

Scoring: Mean of: 1G, 2C, 3D, 4F, 5A, 6A, 7B, 8G, 9G, 10D, 11F, 12C.

5. **Problem-Focused Reactions (PFR).** These items reflect the degree to which parents help the child solve the problem that caused the child's distress (i.e., oriented towards helping the child solve his/her problem or coping with a stressor).

Scoring: Mean of: 1C, 2E, 3C, 4G, 5C, 6G, 7A, 8C, 9D, 10E, 11E, 12A.

6. **Minimization Reactions (MR).** These items reflect the degree to which parents minimize the seriousness of the situation or devalue the child's problem or distressful reaction.

Scoring: Mean of: 1E, 2D, 3B, 4C, 5D, 6B, 7E, 8E, 9C, 10F, 11B, 12G.

7. **Ignoring Reactions (IR).** These items reflect the degree to which parents ignore or fail to respond to the child's problem or distressful reaction.

Scoring: Mean of: 1D, 2B, 3G, 4E, 5B, 6F, 7C, 8B, 9E, 10G, 11A, 12D.

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Revised to include an ignoring scale by Mirabile (2015, doi:
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