

Příloha 1.

Parenting Sense of Competence Scale

(Gibaud-Wallston & Wandersman, 1978)

Please rate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree 1	Somewhat Disagree 2	Disagree 3	Agree 4	Somewhat Agree 5	Strongly Agree 6
1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.	1	2	3	4	5	6
2. Even though being a parent could be rewarding, I am frustrated now while my child is at his / her present age.	1	2	3	4	5	6
3. I go to bed the same way I wake up in the morning, feeling I have not accomplished a whole lot.	1	2	3	4	5	6
4. I do not know why it is, but sometimes when I'm supposed to be in control, I feel more like the one being manipulated.	1	2	3	4	5	6
5. My mother was better prepared to be a good mother than I am.	1	2	3	4	5	6
6. I would make a fine model for a new mother to follow in order to learn what she would need to know in order to be a good parent.	1	2	3	4	5	6
7. Being a parent is manageable, and any problems are easily solved.	1	2	3	4	5	6
8. A difficult problem in being a parent is not knowing whether you're doing a good job or a bad one.	1	2	3	4	5	6
9. Sometimes I feel like I'm not getting anything done.	1	2	3	4	5	
10. I meet by own personal expectations for expertise in caring for my child.	1	2	3	4	5	6
11. If anyone can find the answer to what is troubling my child, I am the one.	1	2	3	4	5	6
12. My talents and interests are in other areas, not being a parent.	1	2	3	4	5	6
13. Considering how long I've been a mother, I feel thoroughly familiar with this role.	1	2	3	4	5	6
14. If being a mother of a child were only more interesting, I would be motivated to do a better job as a parent.	1	2	3	4	5	6
15. I honestly believe I have all the skills necessary to be a good mother to my child.	1	2	3	4	5	6
16. Being a parent makes me tense and anxious.	1	2	3	4	5	6
17. Being a good mother is a reward in itself.	1	2	3	4	5	6

Příloha 2.



Příloha 3.

Item	Scale point behaviors
Activity	1. Looking around, curious, playing with toys, reading (or other age-appropriate behavior); moves around holding area/ treatment room to get toys or go to parent; may move toward OR equipment
	2. Not exploring or playing, may look down, may fidget with hands or suck thumb (blanket); may sit close to parent while waiting
	3. Moving from toy to parent in unfocused manner, nonactivity-derived movements; frenetic/frenzied movement or play; squirming, moving on table, may push mask away or clinging to parent
	4. Actively trying to get away, pushes with feet and arms, may move whole body; in waiting room, running around unfocused, not looking at toys or will not separate from parent, desperate clinging
Vocalizations	1. Reading (nonvocalizing appropriate to activity), asking questions, making comments, babbling, laughing, readily answers questions but may be generally quiet; child too young to talk in social situations or too engrossed in play to respond
	2. Responding to adults but whispers, "baby talk," only head nodding
	3. Quiet, no sounds or responses to adults
	4. Whimpering, moaning, groaning, silently crying
	5. Crying or may be screaming "no"
	6. Crying, screaming loudly, sustained (audible through mask)
Emotional expressivity	1. Manifestly happy, smiling, or concentrating on play
	2. Neutral, no visible expression on face
	3. Worried (sad) to frightened, sad, worried, or tearful eyes
	4. Distressed, crying, extreme upset, may have wide eyes
State of arousal	1. Alert, looks around occasionally, notices/watches what anesthesiologist does with him/her
	2. Withdrawn, child sitting still and quiet, may be sucking on thumb, or face turned to adult
	3. Vigilant, looking quickly all around, may startle to sounds, eyes wide, body tense
	4. Panicked whimpering, may be crying or pushing others away, turns away
Use of parent	1. Busy playing, sitting idle, or engaged in age-appropriate behavior and does not need parent; may interact with parent if parent initiates the interaction
	2. Reaches out to parent (approaches parent and speaks to otherwise silent parent), seeks and accepts comfort, may lean against parent
	3. Looks to parents quietly, apparently watches actions, does not seek contact or comfort, accepts it if offered or clings to parent
	4. Keeps parent at distance or may actively withdraw from parent, may push parent away or desperately clinging to parent and will not let parent go