

## ***Perceived Parental Autonomy Support Scale (P-PASS)***

### **Please cite the validation paper:**

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 scale :

Bureau, J. & Mageau, G. A. (2014). Parental autonomy support and honesty: The mediating role of identification with the honesty value and perceived costs and benefits of honesty. *Journal of Adolescence, 37*, 225-236.

### Papers that successfully used an adapted version of the scale :

### **At work:**

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.

### **With children aged 8 to 12 years:**

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*.

## YOUR PERCEPTION OF YOUR PARENTS

Please answer the following questions about your mother and father while you were growing up. If you did not have any contact with one of your parents (for example, your father), but another parent of the same sex lived with you (for example, your stepfather), please answer the questions about this other adult.

*If you did not have any contact with one of your parents, and no other adult of the same sex lived with you, please leave the questions about this parent blank.*

Using the scale bellow, please indicate the extent to which you agree with each of the statements regarding your mother and father's behaviors.

<b>Do not agree at all</b> 1	<b>Hardly agree</b> 2	<b>Slightly agree</b> 3	<b>Somewhat agree</b> 4	<b>agree</b> 5	<b>Strongly agree</b> 6	<b>Very strongly agree</b> 7
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**BE CAREFUL, the order of responses for your mother and father changes for each item.**

### WHEN I WAS GROWING UP ...

1. My parents gave me many opportunities to make my own decisions about what I was doing.	<b>Mother</b>	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
2. When my parents asked me to do something, they explained why they wanted me to do it.	<i>Father*</i>	1	2	3	4	5	6	7
	<b>Mother</b>	1	2	3	4	5	6	7
3. When I refused to do something, my parents threatened to take away certain privileges in order to make me do it.	<b>Mother</b>	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
4. My point of view was very important to my parents when they made important decisions concerning me.	<i>Father*</i>	1	2	3	4	5	6	7
	<b>Mother</b>	1	2	3	4	5	6	7
5. My parents refused to accept that I could want simply to have fun without trying to be the best.	<b>Mother</b>	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
6. When my parents wanted me to do something differently, they made me feel guilty.	<i>Father*</i>	1	2	3	4	5	6	7
	<b>Mother</b>	1	2	3	4	5	6	7
7. My parents encouraged me to be myself.	<b>Mother</b>	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
8. Within certain limits, my parents allowed me the freedom to choose my own activities.	<i>Father*</i>	1	2	3	4	5	6	7
	<b>Mother</b>	1	2	3	4	5	6	7
9. When I was not allowed to do something, I usually knew why.	<b>Mother</b>	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
10. I always had to do what my parents wanted me to do, if not, they would threaten to take away privileges.	<i>Father*</i>	1	2	3	4	5	6	7
	<b>Mother</b>	1	2	3	4	5	6	7
11. My parents believed that, in order to succeed, I always had to be the best at what I did.	<b>Mother</b>	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7
12. My parents made me feel guilty for anything and everything.	<i>Father*</i>	1	2	3	4	5	6	7
	<b>Mother</b>	1	2	3	4	5	6	7
13. My parents were able to put themselves in my shoes and understand my feelings.	<b>Mother</b>	1	2	3	4	5	6	7
	<i>Father*</i>	1	2	3	4	5	6	7

14. My parents hoped that I would make choices that corresponded to my interests and preferences regardless of what theirs were.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
15. When my parents wanted me to do something, I had to obey or else I was punished.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
16. My parents were open to my thoughts and feelings even when they were different from theirs.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
17. In order for my parents to be proud of me, I had to be the best.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
18. When my parents wanted me to act differently, they made me feel ashamed in order to make me change.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
19. My parents made sure that I understood why they forbid certain things.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
20. As soon as I didn't do exactly what my parents wanted, they threatened to punish me.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
21. My parents used guilt to control me.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
22. My parents insisted that I always be better than others.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7
23. When I asked why I had to do, or not do, something, my parents gave me good reasons.	<b>Mother</b> 1 2 3 4 5 6 7 <i>Father*</i> 1 2 3 4 5 6 7
24. My parents listened to my opinion and point of view when I disagreed with them.	<i>Father*</i> 1 2 3 4 5 6 7 <b>Mother</b> 1 2 3 4 5 6 7

## Scoring key

### ***AUTONOMY-SUPPORT***

#### *OFFERING CHOICE WITHIN CERTAIN LIMITS*

4 items

1, 4, 8, 14

#### *EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS*

4 items

2, 9, 19, 23

#### *BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS*

4 items

7, 13, 16, 24

### ***PSYCHOLOGICAL CONTROL***

#### *THREATENING TO PUNISH THE CHILD*

4 items

3, 10, 15, 20

#### *INDUCING GUILT*

4 items

6, 12, 18, 21

#### *ENCOURAGING PERFORMANCE GOALS*

4 items

5, 11, 17, 22

### *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.*