

The Children Dyadic Almost Perfect Scale (C-DAPS)

The authors of the original scale:

Shea, A. J., Slaney, R. B., & Rice, K. G. (2006). Perfectionism in intimate relationships: The Dyadic Almost Perfect Scale. *Measurement and Evaluation in Counseling and Development*, 39, 107-125.

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Piotrowski, K. (2020). Child-oriented and partner-oriented perfectionism explain different aspects of family difficulties. *PLoS ONE*, 15(8), 1-19. <https://doi.org/10.1371/journal.pone.0236870>

Instruction

The following items are designed to measure attitudes people have about their children. There are no right or wrong answers. Please respond to all of the items. Use your first impression and do not spend too much time on individual items. When responding to the items think about your child/children aged 3 or older. Some of the items may not be applicable to children younger than 3. If you have more than one child think about your general attitudes toward them.

Respond on the answer line to the left of each item by using the scale below to describe your degree of agreement or disagreement with each statement.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

- ___ 1. I often feel disappointment after my child/children complete(s) a task because I know that she/he/they could have done better.
- ___ 2. I expect my child/children to be (an) orderly person(s).
- ___ 3. My child/children can generally meet the standards that I have set for him/her/them.
- ___ 4. My child/children rarely live(s) up to my standards.
- ___ 5. I have very high standards for my child/children.
- ___ 6. My child's/children's best rarely seems to be enough for me.

- ___ 7. Neatness should be important to my child/children.
- ___ 8. I expect the best from my child/children.
- ___ 9. I am rarely satisfied with my child's/children's accomplishments.
- ___ 10. I often feel frustrated because my child/children do(es) not meet the goals I have for him/her/them.
- ___ 11. I expect my child/children to try to do her/his/their best at everything she/he/they do(es).
- ___ 12. I have trouble with my child/children leaving things incomplete.
- ___ 13. My child's/children's best never seems to be good enough for me.
- ___ 14. I have high standards for my child's/children's performance at preschool or at school.
- ___ 15. My child/children often do(es) not measure up to my expectations.
- ___ 16. I usually feel like what my child/children has/have done is good enough.
- ___ 17. I think my child/children should be organized.
- ___ 18. I am hardly ever satisfied with my child's/children's performance.
- ___ 19. I have a strong need for my child/children to strive for excellence.
- ___ 20. My child/children is/are seldom able to meet my standards for performance.
- ___ 21. I usually feel pretty satisfied with what my child/children do(es).
- ___ 22. I expect my child/children to think things should be put away in their place.
- ___ 23. My child's/children's performance rarely measures up to my standards.
- ___ 24. I am not satisfied, even when I know my child/children has/have done his/her/their best.
- ___ 25. I have high expectations of my child/children.
- ___ 26. I can get pretty upset when my child/children doesn't/don't do as well as I think she/he/they should.

SCORING FOR CHILDREN DYADIC APS:

High Standards: 5, 8, 11, 14, 19, 25

Order: 2, 7, 17, 22

Discrepancy: 1, (3), 4, 6, 9, 10, 12, 13, 15, (16), 18, 20, (21), 23, 24, 26

NOTE: In Piotrowski's study (2019), items 3, 16, and 21 from the Discrepancy subscale (all are reverse coded) were excluded from the analysis. However, using them in other samples is not precluded but in such a case checking their psychometric parameters is highly recommended.