

***Information Pack to Support the
Assessment of Child Development and
Child Learning Outcomes***

What is this information pack?

This information pack contains questionnaires/measures that you might need to assess children's development and/or learning outcomes.

It details the approaches used to calculate the results from the following questionnaires:

- *Santa Barbara School Readiness Scale (SBSRS)*
- *Home Learning Environment Measure (HLEM)*
- *The Strengths and Difficulties Questionnaire (SDQ)*

These questionnaires are internationally recognised, reliable and validated. In addition, the questionnaires are suitable for use across as wide an age range as possible and are user-friendly in terms of ease of use and short completion times. They are also non-proprietary, concise and enable users to contextualise their data own against data collected in other studies, as most have been used in other Irish studies. The questionnaires featured in this information pack were used to collect outcomes data as part of the national evaluation of the Area Based Childhood (ABC Programme). The information pack was developed by the Centre for Effective Services (CES), the programme evaluator, in 2015. It is important to note that the Department of Children and Youth Affairs and CES do not endorse the outcomes questionnaires featured in this training pack above any other questionnaires.

This information pack will help you discover:

- How the questionnaires are structured
- How the questionnaires can be used as a resource in the services you provide
- How the questionnaire might be most useful for your service
- how to score and interpret the results for each questionnaire.

The information pack also provides advice on administering the questionnaires, placing emphasis on the need for practitioners to use an objective and non-judgemental approach.

What does this pack include?

This pack attempts to equip practitioners with an understanding of how to use and calculate results from the featured questionnaire measures. It provides an outline of the intended use, key characteristics and methods used to calculate results for each questionnaire.

A description of each questionnaire is provided including the number of questions in each, and an estimated questionnaire completion time. To assist practitioners to calculate results, the scoring methods used for each questionnaire are outlined. The range of scores available for each questionnaire are identified and advice is provided on how to interpret those scores.

Examples of each questionnaire are provided. It will be useful to refer to these questionnaires often, as this will assist your training and help you to more readily understand the similarities and differences between each of the questionnaires.

Using the Child Development and Learning Outcome Questionnaires

The following are some general tips and advice that you might find helpful when completing the questionnaires with parents.

Before completing the questionnaires

- Choose a setting with as few distractions as possible; if possible, avoid a place with loud noises.
- Remember to let the participants know how important their participation is and that we value the time they are taking to answer our questions.
- Reassure them that they can stop at any time or they can choose not to answer a question if they would prefer. This gives the participant a better idea of what is expected from them.
- Explain to the participant what the questionnaire is about; there is a brief description of the measures/questionnaires in other sections of this document.
- If you feel it would help, explain how long it usually takes to answer the set of questionnaires you are using, but emphasise that this is an average length of time and it is okay if the participant completes it more quickly or takes a bit longer.
- Ask them if they have any questions before you both get started.

While completing the questionnaires

- Remind participants that there are no right or wrong answers and they should answer to the best of their ability.
- Try to remain as neutral as possible e.g. be aware of your tone of voice when reading the questions out and use the same tone of voice for all the questions.
- Try not to show reactions to the responses provided even if you think the participant may not be responding as accurately or honestly as they might.
- If you read out the questions, be sure to read the questions as they are written in the questionnaires. This is important to ensure consistency across all the Areas collecting data.
- Please stick to using the language of the questionnaire or the alternative language suggested in the ABC Programme evaluation Glossary if appropriate; if you think a question is still not clear for the participant, you should ask the participant to answer the question as they understand it and as best they can and then move on to the next question.
- Where possible, a member of staff should be available to answer any questions the participant may have, even if the participant is completing the questionnaire by themselves. This may not always be possible, especially if the participant is completing the questionnaire 'off-site' e.g. teachers completing Strengths and Difficulties Questionnaires (SDQs).
- Encourage the participant to answer the questions with the first answer that comes to their mind, remind the participant that there are no right or wrong answers.

After completing the questionnaires

- Reassure the participant that all the information provided will remain confidential.
- Please be mindful that after answering sensitive questions, participants might feel upset or have questions; you may need to remain available to answer any questions that they may have.

Santa Barbara Readiness Scale (SBRS)

What is it?

The questionnaire was developed by Renee Pavelski Pyle, at the University of California, Santa Barbara, (undated). This questionnaire is completed by early years practitioners and is used to assess school readiness for each of the children in the classroom.

The questionnaire contains 15 statements and usually takes between 5 and 10 minutes to complete. It was chosen because it helps to assess children's school readiness across 3 sub-scales: social and emotional development; language development; and children's approach to learning. All the questions are positively framed and measure important aspects of school readiness.

Using the Santa Barbara Readiness Scale (SBRS)

It is completed by the early year's practitioner for every child in their preschool room/classroom. It provides the practitioner with an assessment of the child's readiness to start primary school. There are no right or wrong answers; by focusing on the positive aspects of children's development it helps practitioners to foster the child's personal qualities that best contribute to positive outcomes.

When reading the statements, it is important that you follow the wording used in the questionnaire to ensure all responses are reliable. Please do not provide any explanation beyond the wording provided.

Santa Barbara School Readiness Scale

School Readiness Scale (SRS)				
Please answer these questions about the child				
Social emotional development				
SR1	Child plays and works cooperatively and appropriately	Never 1	Sometimes 2	Often 3
SR2	Child responds appropriately to others	Never 1	Sometimes 2	Often 3
SR3	Child initiates appropriate interactions with others	Never 1	Sometimes 2	Often 3
SR4	Child adapts to planned activity changes	Never 1	Sometimes 2	Often 3
SR5	Child can walk and run with ease	Never 1	Sometimes 2	Often 3
SR6	Child is able to separate appropriately from caregivers most days of the week	Never 1	Sometimes 2	Often 3
Language Development				
SR7	Child demonstrates knowledge that print carries the message in the picture book	Never 1	Sometimes 2	Often 3
SR8	Child orally retells a familiar story	Never 1	Sometimes 2	Often 3
SR9	Child listens with interest and understanding to stories	Never 1	Sometimes 2	Often 3
SR10	Child communicates his/her needs and thoughts verbally	Never 1	Sometimes 2	Often 3
Approaches Towards Learning				
SR11	Child draws pictures or symbols to tell a story	Never 1	Sometimes 2	Often 3
SR12	Child is able to use objects such as pencils, scissors or paint brushes	Never 1	Sometimes 2	Often 3
SR13	Child is curious in approaching new activities	Never 1	Sometimes 2	Often 3
SR14	Child is enthusiastic about coming to school	Never 1	Sometimes 2	Often 3
SR15	Child can follow simple two-step directions	Never 1	Sometimes 2	Often 3

© Pavelski Pyle (Undated)

For more information: <https://studylib.net/doc/18725091/santa-barbara-school-readiness-scale--school-readiness-needs>

Calculating the Results

The 15 statements are scored by the practitioner and are rated on a 3-point scale of 1-3 from 'Never' through to 'Often' in the following way:

Santa Barbara School Readiness Scale (SBSRS)

Scale	Score
Never	1
Sometimes	2
Often	3

The questionnaire example provided above shows how the questions are grouped into their respective sub-scales. Each sub-scale uses the same approach when calculating results. In each case, simply sum the totals for each sub-scale. For each, **a higher score** is desirable as it means the child is showing more of the behaviours, skills and attitudes that demonstrates school readiness. The range of scores for each sub-scale is as follows:

- **Social and emotional development** scores range between 6-18.
- **Language development scores** range between 4-12
- **Approaches towards learning scores** range between 5-15

To calculate a total school readiness score, simply add-up the scores from each of the sub-scales. The maximum score possible is 45 and the minimum score is 15; the ABC evaluation showed children (n=2,009) had a pre-test average total score of 38.37 and a post-test average total score of 40.87.

Home Learning Environment Measure (HLEM)

What is it?

The questionnaire was developed by Edward Melhuish and colleagues in 2001. It is completed by parents and is used to assess the frequency with which the kinds of activities known to support and promote children's learning take place in the child's home environment.

The questionnaire contains 16 questions; eight (8) of these are Yes/No questions and the other eight are frequency scales ranging from 'Occasionally' to '7 times a week'. It measures a whole range of activities known to support and promote children's learning and is suitable for use with toddlers and pre-school children. It takes about 10 minutes to complete.

Using Home Learning Environment Measure (HLEM).

It can be completed by both parents, but they should complete the questionnaire separately. It is the parents' perception of how often these activities take place at home, meaning there are no right or wrong answers. This questionnaire can be completed independently, or the practitioner can read the question out to the parent.

If the parent answers 'Yes' to the question "Does anyone at home...." you then ask the parent how frequently that activity takes place during a typical week.

If the parent answers 'No' to the question "Does anyone at home...." you simply circle zero and move to the next question beginning with "Does anyone at home...." It is important to ask all the questions. The questionnaire uses the term 'Index child' throughout, you can replace this phrase with the child's name. It is important not to react and to avoid value judgements, even if you believe the responses provided are dishonest or inaccurate.

Home Learning Environment Measure (HLEM)

Child's Date of Birth: ___/___/___ Date Questionnaire Completed: ___/___/___

Child's Gender: Male Female

Question	Response	Score
Does anyone at home ever read to index child?	1 = Yes 2 = No	0
How often does someone at home read to index child?	1 = Occasionally 2 = Once a week 3 = Several times a week 4 = Once a day 5 = More than once a day	1 2 4 6 7
Does anyone at home ever take index child to the library?	1 = Yes 2 = No	0
How often does someone at home index child to the library?	1 = On special occasions 2 = Once a month 3 = Once a fortnight 4 = Once a week	3 5 6 7
Does anyone at home ever teach index child a sport, dance or physical activities?	1 = Yes 2 = No	0
How often does someone at home teach index child a sport, dance or physical activities?	1 = Occasionally or less than once a week 2 = 1 or 2 days a week 3 = 3 times a week 4 = 4 times a week 5 = 5 times a week 6 = 6 times a week 7 = 7 times a week/constantly	1 2 3 4 5 6 7
Does index child every play with letters at home?	1 = Yes 2 = No	0
How often does index child play with letters at home?	1 = Occasionally or less than once a week 2 = 1 or 2 days a week 3 = 3 times a week 4 = 4 times a week 5 = 5 times a week 6 = 6 times a week 7 = 7 times a week/constantly	1 2 3 4 5 6 7
Does anyone at home ever help index child to learn the ABC or alphabet?	1 = Yes 2 = No	0
How often does someone at home help index child to learn the ABC or alphabet?	1 = Occasionally or less than once a week 2 = 1 or 2 days a week 3 = 3 times a week 4 = 4 times a week 5 = 5 times a week 6 = 6 times a week 7 = 7 times a week/constantly	1 2 3 4 5 6 7
Does anyone at home ever teach index child numbers or counting?	1 = Yes 2 = No	0

How often does someone at home teach index child numbers or counting?	1 = Occasionally or less than once a week 2 = 1 or 2 days a week 3 = 3 times a week 4 = 4 times a week 5 = 5 times a week 6 = 6 times a week 7 = 7 times a week/constantly	1 2 3 4 5 6 7
Does anyone at home ever teach index child any songs, poems or nursery rhymes?	1 = Yes 2 = No	0
How often does someone at home teach index child any songs, poems or nursery rhymes?	1 = Occasionally or less than once a week 2 = 1 or 2 days a week 3 = 3 times a week 4 = 4 times a week 5 = 5 times a week 6 = 6 times a week 7 = 7 times a week/constantly	1 2 3 4 5 6 7
Does index child ever paint or draw at home?	1 = Yes 2 = No	0
How often does index child paint or draw at home?	1 = Occasionally or less than once a week 2 = 1 or 2 days a week 3 = 3 times a week 4 = 4 times a week 5 = 5 times a week 6 = 6 times a week 7 = 7 times a week/constantly	1 2 3 4 5 6 7

© Melhuish, Sylva, Sammons, Siraj-Blatchford & Taggart (2001)

For more information: Melhuish, E. C., Sylva, K., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2001) The Effective Provision of Pre-school Education Project, Technical Paper 7: Social/behavioural and cognitive development at 3-4 years in relation to family background. London: Institute of Education/ DfES.

Calculating the Results

The 16 questions are rated in the following ways:

- A 'Yes' response carries no score as it leads into questions where the frequency of home learning activities is scored.
- A 'No' response is scored as 0.

The 16 questions are rated in the following 3 ways:

Response	Score
1 = Occasionally	1
2 = Once a week	2
3 = Several times a week	4
4 = Once a day	6
5 = More than once a day	7

Response	Score
1 = On special occasions	3
2 = Once a month	5
3 = Once a fortnight	6
4 = Once a week	7

Response	Score
1 = Occasionally or less than once a week	1
2 = 1 or 2 days a week	2
3 = 3 times a week	3
4 = 4 times a week	4
5 = 5 times a week	5
6 = 6 times a week	6
7 = 7 times a week/constantly	7

To calculate the results, add up the scores to all questions; if the parent has answered 'No' to any of the questions this should be included in the total as zero. Score range between 0 and 56. A higher score means that the child is engaging more frequently in the different types of activities that support and promote their learning. A **HIGHER** score is desirable. For example, research from the UK shows that mean score for HLEM where Mum is the respondent is 34.28 (Melhuish et al, 2001).

The Strengths and Difficulties Questionnaire (SDQ)

What is it?

The SDQ was developed by the child psychiatrist Robert N. Goodman. This questionnaire is widely used for children aged 2-17 years. Three versions of the questionnaire are available: the SDQ for children aged 2-4 years for completion by parents and professionals working with children; the SDQ for children and young people aged 4-17 years for completion by parents and professionals working with children and young people; and the SDQ for children and young people aged 11-17 years to be completed by children and young people themselves.

The questionnaire contains 25 statement questions intended to measure children and young people's emotional health and behaviour across five sub-scales:

1. Emotional symptoms
2. Conduct problems,
3. Hyperactivity
4. Peer problems
5. Pro-social behaviour

It is a well-validated and widely-used questionnaire, is suitable for use across a range of informants and can be completed by children and young people aged between 11-17 years. It takes about 15 minutes to complete.

Using the Strengths and Difficulties Questionnaire (SDQ)

It can be completed by the child themselves or by either parent, but they should complete the questionnaire separately, or with the child's teacher. Respondents are asked to think about how things have been over the last 6 months or last school year and they should be encouraged to answer as many questions as possible.

The questionnaire combines positive and negative statements about children's emotional health and behaviour. As such, it is important not to react to responses provided even if you believe that the person is not responding honestly or accurately.

Examples of the questionnaires and a more detailed breakdown of the SDQ scoring methods are provided on the following pages. It is worth noting the overlap in age categories between the SDQ 2-4 years and SDQ 4-11 years. As a guide, the age of the child upon completion of the Post-programme intervention can be used to decide on the questionnaire to use. Otherwise, questionnaire choice relies on the discretion of practitioners and their understanding and knowledge of individual cases.

SDQ 2-4 years

How Your Child Is:

Date Questionnaire Completed: ___/___/___

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers based on the child's behaviour over the last six months or this school year.

Is your child: Female = 1 Male = 2 What is their date of birth? ___/___/___

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often argumentative with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can stop and think things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can be spiteful to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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For more information: www.sdqinfo.com

SDQ 4-11 years

How Your Child Is:

Date Questionnaire Completed: ___/___/___

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers based on the child's behaviour over the last six months or this school year.

Is your child: Female = 1 Male = 2 What is their date of birth? ___/___/___

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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SDQ 11-17 years

How You Are Feeling:

Date Questionnaire Completed: ___/___/___

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers based on how things have been for you over the last six months.

Are you: Female = 1 Male = 2 What's your date of birth? ___/___/___

	Not True	Somewhat True	Certainly True
I try to be nice to other people, I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Calculating the Results

The 25 statement questions are rated on a 3-point scale from 'Not true' to 'Somewhat true' to 'Certainly true'. Each response is given a number between 0 and 2. 'Somewhat true' is always scored as 1. Whether 'Not true' or 'Certainly true' is scored as 0 or 2 depends on whether the question is framed as a strength or difficulty.

For questions framed as a strength 'Not true' is scored as 2 and 'Certainly true' is scored as 0. For questions framed as a difficulty 'Not true' is scored as 0 and 'Certainly true' is scored as 2.

However, in the case of the **Pro-social scale** 'Certainly true' is scored as 2 and 'Not true' is scored as 0.

Two different 'types' of scores can be calculated for the SDQ:

- The individual sub-scale scores
- Total SDQ score which sums the scores from all the sub-scales

Calculating the sub-scale scores

Once you have assigned a score to the answer, simply add the scores in each sub-scale. From our sample questionnaire we can see that the scores are as follows:

- Pro-social sub-scale= 5
- Hyperactivity sub-scale= 6
- Emotional problems sub-scale= 6
- Conduct problems sub-scale= 5
- Peer problems sub-scale= 5

The following tables breakdown separate the questionnaire into its component sub-scales and highlights how the scoring is allocated to responses.

Emotional Problems Sub-scale

Emotional Problems Questions	Not true	Somewhat true	Certainly true
Often complains of headaches, stomach-aches or sickness	0	1	2
Many worries, often seems worried	0	1	2
Often unhappy, down-hearted or tearful	0	1	2
Nervous or clingy in new situations, easily loses confidence	0	1	2
Many fears, easily scared	0	1	2

Conduct Problems Sub-scale

Conduct Problems Questions	Not true	Somewhat true	Certainly true
Often has temper tantrums or hot tempers	0	1	2
Generally obedient, usually does what adults request	2	1	0
Often fights with other children or bullies them	0	1	2
Often argumentative with adults	0	1	2
Can be spiteful to others	0	1	2

Hyperactivity Sub-scale

Hyperactivity Questions	Not true	Somewhat true	Certainly true
Restless, overactive, cannot stay still for long	0	1	2
Constantly fidgeting or squirming	0	1	2
Easily distracted, concentration wanders	0	1	2
Can stop and think things out before acting	2	1	0
Sees tasks through to the end, good attention span	2	1	0

Peer Problems Sub-scale

Peer Problems Questions	Not true	Somewhat true	Certainly true
Rather solitary, tends to play alone	0	1	2
Has at least one good friend	2	1	0
Generally liked by other children	2	1	0
Picked on or bullied by other children	0	1	2
Gets on better with adults than with other children	0	1	2

Pro-social Sub-scale

Pro-social Questions	Not true	Somewhat true	Certainly true
Considerate of other people's feelings	0	1	2
Shares readily with other children (treats, toys, pencils etc.)	0	1	2
Helpful if someone is hurt, upset or feeling ill	0	1	2
Kind to younger children	0	1	2
Often volunteers to help others (parents, teachers, other children)	0	1	2

Calculating the Total Score for the SDQ

The Total Difficulties Score is generated by summing scores from all the sub-scales **except** the pro-social sub-scale. The resultant scores range from 0 to 40 and is counted as missing if one of the four (4) component scores is missing.

Interpreting the scores

A lower score is desirable for emotional problems, conduct problems, hyperactivity and peer problem scales. A higher score is desirable for the pro-social scale, while a lower score is desirable for the Total Difficulties Score. The following tables are intended to assist you to interpret your findings.

For context, as part of the Growing Up in Ireland study, teachers reported on the social and emotional well-being of children using SDQs. This was done for children who were three years of age, five years of age and nine years of age. The average Total Difficulties Scores across Ireland were as follows:

- 3 years: 7.98
- 5 years: 6.22
- 9 years: 5.92

Parent Completed SDQ 2-4 Year Olds

Scores	Normal	Slightly Raised	Problematic	Very Problematic
Total difficulties score	0-12	13-15	16-18	19-40
Emotional problems score	0-2	3	4	5-10
Conduct problems score	0-3	4	5	6-10
Hyperactivity score	0-5	6	7	8-10
Peer problems score	0-2	3	4	5-10
Pro-social score	7-10	6	5	0-4

Early Years Practitioner Completed SDQ 2-4 Year Olds

Scores	Normal	Slightly Raised	Problematic	Very Problematic
Total difficulties score	0-10	11-14	15-17	18-40
Emotional problems score	0-2	3	4	5-10
Conduct problems score	0-2	3	4	5-10
Hyperactivity score	0-4	5-6	7	8-10
Peer problems score	0-2	3-4	5	6-10
Pro-social score	5-10	4	3	0-2

Parent Completed SDQ 4 years & older

Scores	Normal Range	Slightly Raised Range	Problematic Range
Total difficulties score	0-13	14-16	17-40
Emotional problems score	0-3	4	5-10
Conduct problems score	0-2	3	4-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-2	3	4-10
Pro-social score	6-10	5	0-4

Completed by Teachers: SDQ 4 years & older

Scores	Normal Range	Slightly Raised Range	Problematic Range
Total difficulties score	0-11	12-15	16-40
Emotional problems score	0-4	5	6-10
Conduct problems score	0-2	3	4-10
Hyperactivity score	0-5	6	7-10
Peer problems score	0-3	4	5-10
Pro-social score	6-10	5	0-4