

Information Pack to Support the Assessment of Parenting Outcomes

What is this information pack?

This information pack contains questionnaires/measures that can be used to assess parenting outcomes.

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

- *Child-Parent Relationship Scale (CPRS)*
- *Parental Stress Scale (PSS)*
- *TOPSE: Discipline and Boundary Setting Sub-scale*
- *WHO-5 Well-Being Index*
- *The Strengths and Difficulties Questionnaire (SDQ)*

These questionnaires are internationally recognised, reliable and validated. In addition, the questionnaires are suitable for use across a wide age range 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
- The questionnaire that 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?

The information pack provides information about the questionnaire, how it is used and how it is scored. It includes some advice for using the questionnaires, and what to do before, during and after the questionnaire has been completed.

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 Parenting 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 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 as 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 really important to ensure consistency when collecting your outcomes 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 parent, you should ask the parent 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.

Child-Parent Relationship Scale (CPRS), (Pianta, 1992)

What is it?

The questionnaire was developed by Robert C. Pianta, of the Centre for Advanced Study of Teaching and Learning at the University of Virginia, in 1992. It is completed by mothers and fathers to assess their perceptions of their relationship with their children in two domains: the closeness they feel with their children and the level of conflict they experience in their relationship.

The questionnaire contains 15 questions and usually takes between 5 and 10 minutes to complete. Eight (8) of the questions measure perceptions of conflict, while the remaining seven (7) measure perceptions of closeness. It was chosen because it identifies important aspects of the child-parent relationship and can gather information across a wide range of children.

Using the Child-Parent Relationship Scale (CRPS)

It can be completed by both parents, but they should complete the questionnaire separately. If Mum or Dad are taking part in a universal-type parenting programme and there is more than one child in the family, ask them to think about just one of their children when answering the questions. If Mum or Dad have been referred to a parenting intervention because they are having particular difficulties with one of their children, then they should respond to those questions in the context of that child.

It is important to understand that the CPRS examines the parent's perception of the relationship they have with their child; this means there are no right or wrong answers, even in cases where you believe the parent is not answering as honestly or accurately as they could.

If the parent you are working with needs your help with reading and completing the questionnaire, then you should make sure to read the question exactly as it is written.

Child-Parent Relationship Scale (CRPS)

The next few questions ask about how you feel about the relationship you have with your child. Please reflect on the degree to which each of the following statements currently applies to your relationship with your child. Using the scale below, circle the appropriate number for each item.

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

Child's Gender: Male Female

Definitely does not apply	Not really	Neutral, not sure	Applies somewhat	Definitely applies
1	2	3	4	5

1.	I share an affectionate, warm relationship with my child.	1	2	3	4	5
2.	My child and I always seem to be struggling with each other.	1	2	3	4	5
3.	If upset, my child will seek comfort from me.	1	2	3	4	5
4.	My child is uncomfortable with physical affection or touch from me.	1	2	3	4	5
5.	My child values his/her relationship with me.	1	2	3	4	5
6.	When I praise my child, he/she beams with pride.	1	2	3	4	5
7.	My child spontaneously shares information about himself/herself.	1	2	3	4	5
8.	My child easily becomes angry at me.	1	2	3	4	5
9.	It is easy to be in tune with what my child is feeling.	1	2	3	4	5
10.	My child remains angry or is resistant after being disciplined.	1	2	3	4	5
11.	Dealing with my child drains my energy.	1	2	3	4	5
12.	When my child is in a bad mood, I know we're in for a long and difficult day.	1	2	3	4	5
13.	My child's feelings toward me can be unpredictable or can change suddenly.	1	2	3	4	5
14.	My child is sneaky or manipulative with me.	1	2	3	4	5
15.	My child openly shares his/her feelings and experiences with me.	1	2	3	4	5

© Pianta, 1992

For more information <https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/measures-developed-robert-c-pianta-phd>

Calculating the Results

The 15 questions are rated on a five-point scale in the following way:

Scale	Score
Definitely does not apply	1
Not really	2
Neutral, not sure	3
Applies somewhat	4
Definitely applies	5

Closeness

There are seven questions associated with how close the parent feels to their child. All the questions related to the domain for parent-child closeness are shaded in blue on the questionnaire; these questions are: Question 1, Question 3, Question 5, Question 6, Question 7, Question 9, and Question 15

To assess how close a parent feels to their child simply add up the scores for each of the questions.

A higher score on the closeness questions suggest the parent/child relationship is characterised by warmth, affection and open communication. Therefore, a **higher score is desirable** on the closeness sub-scale.

Conflict

There are eight questions associated with the level of conflict in the parent-child relationship. All the questions related to the domain for parent-child closeness are shaded in yellow on the sample questionnaire; these questions are: Question 2, Question 4, Question 8, Question 10, Question 11, Question 12, Question 13, and Question 14.

To assess the level of conflict that the parent experiences with their child simply add up the scores for each of the questions.

A higher score on the conflict questions suggest parents feel their relationship with their child is characterised by negativity. Therefore, a **lower score is desirable** on the conflict sub-scale.

For context, we know from the Growing Up in Ireland study that for children aged five years old, the mean national score for closeness was 33.73 and the mean national score for conflict was 14.95 among primary caregivers using the CPRS. Similar scores were reported for children aged three years old.

Parental Stress Scale (PSS), (Berry & Jones, 1995)

What is it?

The questionnaire was developed by Judy Berry and Warren Jones in 1995. It is completed by parents and is used to assess how they are feeling about the parenting role. It assesses pleasure or positive themes of parenthood (emotional benefits, self-enrichment, personal development) and negative components (demands on resources, opportunity costs and restrictions).

The questionnaire contains 18 questions and it takes between 5 and 10 minutes to complete. It is suitable across a wide age range of children and may be used as a before and after questionnaire to assess outcomes of services or areas of work focused on improving parent/carers parenting capacity.

Using the Parental Stress Scale (PSS)

It can be completed by both parents, but they should complete the questionnaire separately. It can also be completed in the context of an individual child or all the children in the family. In the case of households with more than one child, parents should provide responses about their typical relationship with their child or children.

The PSS is intended to be used for the assessment of parental stress for both mothers and fathers and for parents of children with and without clinical problems. It contains various measures of stress, emotion and role satisfaction, including perceived stress, work/family stress, loneliness, anxiety, guilt, marital satisfaction/commitment, job satisfaction, and social support. There are no right or wrong answers and questions need to be asked as they are written in the questionnaire. It can be completed independently, or the practitioner can read the questions out to the parent. Please avoid value judgements, even if you believe the responses provided are not honest or accurate.

If the parent you are working with needs your help with reading and completing the questionnaire, then you should make sure to read the question exactly as it is written.

Parental Stress Scale (PSS)

Date Questionnaire Completed: ___/___/___

The following statements describe feelings and perceptions about the experience of being a parent. Think of each of the items in terms of how your relationship with your child or children typically is. Please indicate the degree to which you agree or disagree with the following items by placing the appropriate number in the space provided.

Strongly disagree Disagree Undecided Agree Strongly Agree
1 2 3 4 5

1	I am happy in my role as a parent	
2	There is little or nothing I wouldn't do for my child(ren) if it was necessary	
3	Caring for my child(ren) sometimes takes more time and energy than I must give	
4	I sometimes worry whether I am doing enough for my child(ren)	
5	I feel close to my child(ren)	
6	I enjoy spending time with my child(ren)	
7	My child(ren) is an important source of affection for me	
8	Having child(ren) gives me a more certain and optimistic view for the future	
9	The major source of stress in my life is my child(ren)	
10	Having child(ren) leaves little time and flexibility in my life	
11	Having child(ren) has been a financial burden	
12	It is difficult to balance different responsibilities because of my child(ren)	
13	The behaviour of my child(ren) is often embarrassing or stressful to me	
14	If I had it to do over again, I might decide not to have child(ren)	
15	I feel overwhelmed by the responsibility of being a parent	
16	Having child(ren) has meant having too few choices and too little control over my life.	
17	I am satisfied as a parent	
18	I find my child(ren) enjoyable	

© Berry & Jones, 1995

For more information: <http://www.personal.utulsa.edu/~judy-berry/parent.htm>

Calculating the Results

The 18 questions are rated on a five-point scale in the following way:

Parental Readiness Scale (PSS)

Scale	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

However, the PSS does not break down the positive and negative aspects of parenting. The scores for the positive questions need to be reversed.

To do this, the scores for questions 1, 2, 5, 6, 7, 8, 17 and 18 should be reversed as follows (1=5) (2=4) (3=3) (4=2) (5=1). The question scores are then summed.

Scores can range from 18 to 90. The higher the score the higher the level of parenting stress.

In the Growing Up in Ireland study, mothers of 9-month old babies, scored an average of 32.2 and fathers scored an average of 30.8.

The higher the score the higher the level of parenting stress. A lower score is therefore desirable.

TOPSE: Discipline and Boundary Setting Sub-scale, (Kendall & Bloomfield, 2005)

What is it?

The Tool to measure Self-Efficacy in Parents (TOPSE) was developed by Sally Kendall and Linda Bloomfield, formerly of the University of Herefordshire, in 2005. This sub-scale of the longer TOPSE questionnaire was included to facilitate the collection of information about how parents feel about their ability to discipline and set boundaries for their children. The full questionnaire includes 48 items. There are 6 statement questions that should take about 5 minutes to complete.

The aim is to assess parents' belief in their own parenting skills. It places emphasis on an aspect of parenting in ways other questionnaires do not. It can be administered to parents on the first session of a parenting programme and again on the final session to determine any changes in self-efficacy scores. Its purpose is not to compare the scores of one parent with another but to evaluate the effectiveness of a parenting programme. It is most suitable for younger children, so doesn't have the same range as questionnaires such as the Child-Parent Relationship Scale (Pianta, 1992).

Using TOPSE

The TOPSE questionnaire be used by both parents, but they should complete the questionnaire separately. Where respondents are taking part in a universal-type parenting programme and there is more than one child in the family, ask them to focus on just **one** of their children when answering the questions. In addition, if the respondents have been referred to a parenting intervention because they are having particular difficulties with one of their children, then they should respond to those questions in the context of that child.

TOPSE can be completed independently or the practitioner can read the questions out to the parent. The questions need to be asked as they are written in the questionnaire. Practitioners should not be influenced or react to the answers provided in any way.

If the parent you are working with needs your help with reading and completing the TOPSE questionnaire, then you should make sure to read the question exactly as it is written.

Calculating the Results for TOPSE

The 6 questions are rated on a 10-point scale where 0 means 'Completely disagree' and 10 means 'Completely agree'. Scores can range from 0 to 60 and are arrived at simply by totalling the scores for each of the questions. Looking at research results from the UK the average scores equate to an average of **32.89** on our 6-item scale.

A lower score means parents experience more challenges in the areas of discipline and boundary setting. A higher score is therefore desirable.

TOPSE: Discipline and Boundary Setting Sub-scale

The following questions are about how you feel about the ways in which you discipline your child and set boundaries for them.

Child's Age: ___/___/___

Date Questionnaire Completed: ___/___/___

Child's Gender: Male

Female



The following section is about discipline and setting boundaries.

Using the scale below, please enter in the boxes how much you agree with each statement.

The scale ranges from 0 (completely disagree) to 10 (completely agree).

You may use any number between 0 and 10. Please answer all statements.

0	1	2	3	4	5	6	7	8	9	10
Completely disagree			Moderately agree				Completely agree			

- Setting limits and boundaries is easy for me.
- I am able to stick to the rules I set for my child.
- I am able to reason with my child.
- I can find ways to avoid conflict.
- I am consistent in the way I use discipline.
- I am able to discipline my child without feeling guilty.

© Kendall & Bloomfield, 2005

For more information: <https://www.topse.org.uk/site/>

WHO-5 Well-Being Index, (WHO, 1998)

What is it?

The Well-being Index questionnaire was developed by the World Health Organisation in 1998. This questionnaire assesses mental well-being. It measures subjective quality of life based on positive mood (good spirits, relaxation), vitality (being active and waking up fresh and rested), and general interest (being interested in things). It is a commonly used tool to assess mental well-being and its five questions take about five minutes to complete.

Using the WHO-5 Well-Being Index

It can be used individually by parents, once they complete the questionnaire separately. The practitioner can also read out the questions to the parent. In all cases, the questions need to be asked as they are written in the questionnaire.

It is useful as both a screening tool and an outcome questionnaire. The participant is asked to think about how they have been feeling over the previous two weeks. There are no right or wrong answers to this questionnaire and it is important not to react to the responses provided, even if you believe that the parent is not responding honestly or accurately.

Calculating the Results

The five questions are rated on a six-point scale in the following way:

Scale	Score
All the time	5
Most of the time	4
More than half of the time	3
Less than half of the time	2
Some of the time	1
At no time	0

Simply sum the scores for each of the questions. The scores can range from 0 to 25. **A higher score is desirable** on the basis that 0 represents the worst possible quality of life with a score of 25 representing the best quality of life. A score below 13 indicates poor well-being and is an indication for further evaluation.

WHO-5 Well-Being Index

How You Are Feeling:

Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks. Notice that higher numbers mean better well-being.

Example: If you have felt cheerful and in good spirits more than half of the time during the last two weeks, put a tick in the box with the number 3 in the upper right corner.

Date Questionnaire Completed:

	<i>Over the last two weeks</i>	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
1	I have felt cheerful and in good spirits	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2	I have felt calm and relaxed	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3	I have felt active and vigorous	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4	I woke up feeling fresh and rested	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5	My daily life has been filled with things that interest me	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

© WHO, 1998

For more information: <https://www.corc.uk.net/outcome-experience-measures/the-world-health-organisation-five-well-being-index-who-5/>

Strengths and Difficulties Questionnaire (SDQ), (Goodman, 2005)

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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For more information: www.sdqinfo.com

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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For more information: <https://www.sdqinfo.com/a0.html>

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 the questionnaire into its component sub-scales and highlight how the scoring is allocated to responses.

Emotional Problems 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 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 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 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 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 scales except the Pro-social Scale. The resultant scores range from 0 to 40 and is counted as missing if one of the four component scores are 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.

For context, parents of children participating in the Growing Up in Ireland study reported on the social and emotional well-being of their children using the age-relevant SDQ. The average total difficulties scores for each age group were as follows:

- 3 years: 7.98
- 5 years: 7.44
- 9 years: 7.98
- 13 years: 7.09

The following tables are intended to assist you to interpret your findings.

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

Scores	Normal	Slightly Raised	Problematic	Very Problematic
Peer problems score	0-2	3	4	5-10
Pro-social score	7-10	6	5	0-4

Completed by Professionals: 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

Scores	Normal Range	Slightly Raised Range	Problematic Range
Peer problems score	0-3	4	5-10
Pro-social score	6-10	5	0-4