

Client code -

Scoring completed: Date \_\_/\_\_/\_\_

SDQ completed by: Client / Parent/Carer / Teacher

For report: Initial / Interim / End of Therapy



## Scoring Strengths and Difficulties Questionnaire for age 4-17 or 18+

SDQ is a globally recognised instrument for assessing the mental health status for children and young people. SDQ scoring provides a rough overview to help detect mental health issues, however it does not provide a clear-cut screening.

[For further information regarding SDQ visit: <https://sdqscore.org/> or see: Goodman, A. & Goodman, R. (2009) 'Strengths and Difficulties Questionnaire as a Dimensional Measure of Child Mental Health', *Journal of the American Academy of Child and Adolescent Psychiatry*, 48(4), pp. 400-403.]

The 25 items in the SDQ comprises of 5 scales of 5 items each.

'Somewhat True' is always scored as 1, but the scoring of 'Not True' and 'Certainly True' varies with the item, as indicated in each scoring table (below).

### Scoring Process:

1. Score each of the 5 scales, set out in the tables below (total range for each is 0 - 10).
2. Calculate the *Internalising* and *Externalising* scores, using the formula (page 3).
3. Work out the **Total Difficulties Score** (page 3).
4. For clients aged 4-17 years, use the Classification table (page 4), to plot information from SDQ symptom and impact scores (i.e. SDQs completed by parents/carers, teachers and clients themselves, where appropriate).
5. Complete the Reporting table (page 5), then copy this table across to relevant Initial, Interim and End of Therapy reports.
6. Where 2-sided SDQs have been completed, use the 'Impact Supplement' section to calculate scores (page 5).

Conduct problems Scale					
		Not True	Somewhat True	Certainly True	SCORE
ITEM 5:	Often has temper tantrums or hot tempers ( <i>I get very angry</i> )	0	1	2	
ITEM 7:	Generally obedient... ( <i>I usually do as I am told</i> )	2	1	0	
ITEM 12:	Often fights with other children... ( <i>I fight a lot</i> )	0	1	2	
ITEM 18:	Often lies or cheats ( <i>I am often accused of lying or cheating</i> )	0	1	2	
ITEM 22:	Steals from home, school or elsewhere ( <i>I take things that are not mine</i> )	0	1	2	
<b>TOTAL Conduct Problems Scale Score:</b>					

<b>Hyperactivity scale</b>					
		Not True	Somewhat True	Certainly True	SCORE
ITEM 2:	Restless, overactive... <i>(I am restless...)</i>	0	1	2	
ITEM 10:	Constantly fidgeting or squirming <i>(I am constantly fidgeting...)</i>	0	1	2	
ITEM 15:	Easily distracted, concentration wanders <i>(I am easily distracted)</i>	0	1	2	
ITEM 21:	Thinks things out before acting <i>(I think before I do things)</i>	2	1	0	
ITEM 25:	Sees tasks through to the end... <i>(I finish the work I am doing)</i>	2	1	0	
<b>TOTAL Hyperactivity Scale Score:</b>					

<b>Emotional problems scale</b>					
		Not True	Somewhat True	Certainly True	SCORE
ITEM 3:	Often complains of headaches... <i>(I get a lot of headaches...)</i>	0	1	2	
ITEM 8:	Many worries... <i>(I worry a lot)</i>	0	1	2	
ITEM 13:	Often unhappy, downhearted... <i>(I am often unhappy...)</i>	0	1	2	
ITEM 16:	Nervous or clingy in new situations... <i>(I am nervous in new situations...)</i>	0	1	2	
ITEM 24:	Many fears, easily scared <i>(I have many fears...)</i>	0	1	2	
<b>TOTAL Emotional Problems Scale Score:</b>					

<b>Peer problems scale</b>					
		Not True	Somewhat True	Certainly True	SCORE
ITEM 6:	Rather solitary, tends to play alone <i>(I am usually on my own)</i>	0	1	2	
ITEM 11:	Has at least one good friend <i>(I have one goof friend or more)</i>	2	1	0	
ITEM 14:	Generally liked by other children <i>(Other people my age generally like me)</i>	2	1	0	
ITEM 19:	Picked on or bullied by other children... <i>(Other children or young people pick on me)</i>	0	1	2	
ITEM 23:	Gets on better with adults than with other children <i>(I get on better with adults than with people my age)</i>	0	1	2	
<b>TOTAL Peer Problems Score:</b>					

Prosocial scale					
		Not True	Somewhat True	Certainly True	SCORE
ITEM 1:	Considerate of other people's feelings ( <i>I try to be nice to other people</i> )	0	1	2	
ITEM 4:	Shares readily with other children... ( <i>I usually share with others</i> )	0	1	2	
ITEM 9:	Helpful if someone is hurt... ( <i>I am helpful if someone is hurt...</i> )	0	1	2	
ITEM 17:	Kind to younger children ( <i>I am kind to younger children</i> )	0	1	2	
ITEM 20:	Often volunteers to help others... ( <i>I often volunteer to help others</i> )	0	1	2	
<b>TOTAL Conduct Problems Scale Score:</b>					

### Internalising and Externalising scores:

The internalising score (range 0-20) is the sum of the emotional and peer problems scales.

Emotional Problems Score	+	Peer Problems Score	=	<b>Internalising Score</b>

The externalising score (range 0-20) is the sum of the conduct and hyperactivity scales.

Conduct Score	+	Hyperactivity Score	=	<b>Externalising Score</b>

N.B. Using these two amalgamated scales may be preferable to using the four separate scales in community samples, whereas using the four separate scales may add more value in high-risk samples.

**Total Difficulties Score:** This is generated by adding scores from all the scales except the prosocial scale. The resultant score ranges from 0 to 40. **Anything of 17 or above is HIGH.**

<b>Conduct+</b>	<b>Hyperactivity +</b>	<b>Emotional +</b>	<b>Peer =</b>	<b>TOTAL SDQ SCORE</b>

## Categorisation bands for SDQ scores for age 4-17:

Use the following table to identify (CIRCLE) the correct classification for each score.

<b>SDQ Scale</b>	<b>Close to Average</b> (80% pop)	<b>Slightly raised</b> <b>(/lowered)</b> (10% pop)	<b>High</b> <b>(/Low)</b> (5% pop)	<b>Very high</b> <b>(/very low)</b> (5% pop)
<b>Parent/Carer completed SDQ</b>				
Emotional problems score	0-3	4	5-6	7-10
Conduct problems score	0-2	3	4-5	6-10
Hyperactivity score	0-5	6-7	8	9-10
Peer problems score	0-2	3	4	5-10
Prosocial score	8-10	7	6	0-5
<i>Externalising score</i>	0-7	8-10	11-13	14-20
<i>Internalising score</i>	0-3	4-7	8-10	11-20
<b>Total difficulties score</b>	0-13	14-16	17-19	20-40
<b>Teacher completed SDQ</b>				
Emotional problems score	0-3	4	5	6-10
Conduct problems score	0-2	3	4	5-10
Hyperactivity score	0-5	6-7	8	9-10
Peer problems score	0-2	3-4	5	6-10
Prosocial score	6-10	5	4	0-3
<i>Externalising score</i>	0-5	6-10	11-12	13-20
<i>Internalising score</i>	0-3	4-8	9-10	11-20
<b>Total difficulties score</b>	0-11	12-15	16-18	19-40
<b>Self-completed SDQ</b>				
Emotional problems score	0-4	5	6	7-10
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
Prosocial score	7-10	6	5	0-4
<i>Externalising score</i>	0-5	6-10	11-12	13-20
<i>Internalising score</i>	0-4	5-8	9-10	11-20
<b>Total difficulties score</b>	0-14	15-17	18-19	20-40

N.B. Although SDQ scores can be used as continuous variables, it is sometimes convenient to categorise scores. The initial bandings presented for the SDQ scores were 'normal', 'borderline' and 'abnormal'. These bandings were defined based on a population-based UK survey, attempting to choose cut-points such that 80% of children scored 'normal', 10% 'borderline' and 10% 'abnormal'.

More recently a four-fold classification has been created based on an even larger UK community sample. This four-fold classification differs from the original in that it (1) divided the top 'abnormal' category into two groups, each containing around 5% of the population, (2) renamed the four categories (80% 'close to average', 10% 'slightly raised, 5% 'high' and 5% 'very high' for all scales except prosocial, which is 80% 'close to average', 10% 'slightly lowered', 5% 'low' and 5% 'very low'), and (3) changed the cut-points for some scales, to better reflect the proportion of children in each category in the larger dataset.

Note that these cut-points have not been validated for use with the 18+ SDQ, so we suggest that it is safest to use continuous scores rather than categories for this measure

## Reporting Table:

Scale	Score	Category	Population Average
	(Range 0- 10)		
Conduct Problems			
Hyperactivity Scale			
Emotional Problems			
Peer Relationships			
Prosocial Scale			
	(Range 0-20)		
<i>Externalising</i>			
<i>Internalising</i>			
	(Range 0-40)		
<b>Total SDQ score</b> <i>N.B. Anything of 17 or above is HIGH.</i>			

## Impact Supplement:

When using a version of the SDQ that includes an 'Impact Supplement' (questions overleaf from the SDQ), the items on overall distress and impairment can be added up to generate an impact score that ranges from 0 to 10 for parent- and self-report, and from 0 to 6 for teacher-report.

Scoring the SDQ Impact Supplement	Not at all	Only a little	A medium amount	A great deal
<b><u>Parent/Carer report:</u></b>				
Difficulties upset or distress child	0	0	1	2
Interfere with HOME LIFE	0	0	1	2
Interfere with FRIENDSHIPS	0	0	1	2
Interfere with CLASSROOM LEARNING	0	0	1	2
Interfere with LEISURE ACTIVITIES	0	0	1	2
<b><u>Teacher report:</u></b>				
Difficulties upset or distress child	0	0	1	2
Interfere with PEER RELATIONS	0	0	1	2
Interfere with CLASSROOM LEARNING	0	0	1	2
<b><u>Self-report:</u></b>				
Difficulties upset or distress child	0	0	1	2
Interfere with HOME LIFE	0	0	1	2
Interfere with FRIENDSHIPS	0	0	1	2
Interfere with CLASSROOM LEARNING	0	0	1	2
Interfere with LEISURE ACTIVITIES	0	0	1	2

Responses to the questions on chronicity and burden to others are not included in the impact score. When respondents have answered 'no' to the first question on the impact supplement (i.e. when they do not perceive themselves as having any emotional or behavioural difficulties), they are not asked to complete the questions on resultant distress or impairment; the impact score is automatically scored zero in these circumstances.