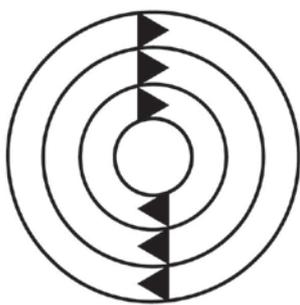




**ORANGA  
TAMARIKI**  
Ministry for Children

# **STRENGTHS & DIFFICULTIES QUESTIONNAIRE (SDQ) MANUAL**



**Social Workers in Schools**  
Te Hunga Tauwhiro i te Kura

**MARCH 2019**

# INTRODUCTION

## PURPOSE

The Strengths and Difficulties Questionnaire (SDQ) is a mandatory part of the following services in schools: SWiS, YWiSS and MASSiSS. This manual is here to assist social workers in applying the assessment tool as well as informing provider management staff of the reporting requirements and instructions on registering their new staff in the use of the tool.

It is highly recommended that all staff involved in the delivery of social work as part of the SWiS, YWiSS, and MASSiSS services read the manual fully and refer to it if they are unsure of anything involved in the SDQ process.

## WHAT IS THE STRENGTHS AND DIFFICULTIES QUESTIONNAIRE?

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire. It exists in several versions to meet the needs of researchers, clinicians and educationalists.

Dr Robert Goodman, based in the United Kingdom, initially developed the tool for use in the mental health field but over the years it has been enhanced to use across a number of settings. It is increasingly being used across New Zealand, for example, with the Incredible Years' service, Gateway Assessment, and B4 School Checks.

There is a tool for children younger than 4 years but for our purposes we will not go into detail here given the context of SWiS, YWiSS and MASSiSS.

## HOW IT WORKS

The SDQ consists of three questionnaires that are filled out: one by the teacher, one by the student (dependant on age) and one by the parents/whānau – they have the same questions in them, just asked in slightly different ways. Each questionnaire consists of 25 questions assessing the following areas:

- 5 on emotional symptoms
- 5 on conduct problems
- 5 on hyperactivity
- 5 on peer relationship problems
- 5 on pro social behaviour

There is a short impact supplement, consisting of 5 questions on the reverse side of the questionnaire.

Additionally, there is a follow-up questionnaire to measure the change in the child/young person. This is to be used when you are doing a post SDQ assessment.

The following is an example of the Strengths and Difficulties Questionnaire. Note the 25 questions on the front side and the P 4-17 code in the top left hand corner, which identifies this as the questionnaire for the parent to fill out, answering the questions about their 4-17 year old child/young person. These questionnaires can be found and printed off at <http://www.sdqinfo.com/>.

### Strengths and Difficulties Questionnaire

P 4-17

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 on the basis of the child's behaviour over the last six months.

Child's Name .....

Male/Female

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"/>

Do you have any other comments or concerns?

**Please turn over - there are a few more questions on the other side**

*Note: if you were getting the teacher to fill out the questionnaire about their pupil then you would use the T-4-17 questionnaire. If a child/young person is 11 years of age or over they can complete the assessment themselves, you would then use the S 11-17 questionnaire.*

This is the flip side of the SDQ questionnaire with the questions about the impact of any difficulties on the child/young person.

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

	No	Yes-minor difficulties	Yes-definite difficulties	Yes-severe difficulties
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

- How long have these difficulties been present?
 

	Less than a month	1-5 months	6-12 months	Over a year
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Do the difficulties upset or distress your child?
 

	Not at all	Only a little	Quite a lot	A great deal
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Do the difficulties interfere with your child's everyday life in the following areas?
 

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Do the difficulties put a burden on you or the family as a whole?
 

	Not at all	Only a little	Quite a lot	A great deal
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature ..... Date .....

Mother/Father/Other (please specify:)

**Thank you very much for your help**

© Robert Goodman, 2005

The SDQ is applied twice; once at the start of a students' journey with the service and once before case closure.

## SCORING

Once the questionnaires have been filled out the SDQ assessment is then scored to show the level of difficulty on a numerical scale.

Each psychological attribute is scored on a 0–10 scale.

A score of 0 is the best outcome concerning the emotional, conduct, hyperactivity, and peer relationship fields (note that these four attributes add up to a total difficulties/overall stress score scored on a 0-40 scale).

This scoring reverses for pro-social/score for kind and helpful behaviour, where a score of 10 shows the least amount of difficulty.

## POTENTIAL BENEFITS

The SDQ can have the following benefits:

- Supports the assessment process.
- Encourages more meaningful dialogue between practitioner and parent/student/teacher.
- Highlights variances between student/parent/teacher perceptions.
- Involves parents/student and teacher in the process of assessment and intervention planning.
- Opportunity for positive change no matter how small to be seen, acknowledged and celebrated.

## WHY WE ARE USING THE SDQ TOOL

### *Informing Intervention*

We are using the SDQ as a screening tool – to identify potential needs of students which contribute to the social worker’s assessment that then informs the intervention plan for students and their families. In this sense it can be a valuable tool in assisting the social worker in tailoring the intervention to certain areas of concern.

### *Evaluating outcomes and change*

In addition to helping SWiS workers in their intervention plans, we are using SDQ as a tool that will meaningfully evaluate outcomes. We have anecdotal evidence demonstrating the effectiveness of the SWiS service in achieving positive outcomes for children as well as positive findings from evaluations that have been completed since the inception of SWiS. However, a nationwide data-set will help highlight the effectiveness of the SWiS service in achieving positive outcomes for children/tamariki and their family/whānau.

The SDQ is an appropriate measurement tool for SWiS as it is internationally validated, can be used in initial screening, and can be applied after an intervention to track levels of change (and hence success of an intervention). It can also be used to generate key performance indicators such as the percentage of children who have improved on before/after scores.

## HOW TO APPLY THE STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

The following are the chronological steps to completing a SDQ assessment:

- We recommend applying the SDQ as part of the Strengths and Needs Assessment (see toolkit for more information on this process). However, some providers are using it upon referral.

- When you implement it is up to your organisation but it is a mandatory requirement of the SWiS, YWiSS, and MASSiSS services.
- To start the assessment choose the correct SDQ questionnaire: age and cross-informant, i.e. 'Parent or other caregiver', 'Teacher or other educational professional'.<sup>1</sup>
- Administer the SDQ; ideally the social worker will be present when the parent, teacher & child complete the form, helping with any queries they may have about the assessment. Remember the child only fills out the questionnaire if they are 11 years of age or above.
- Once the set of questionnaires have been completed the SDQ should be scored as soon as possible in SDQscore (see below for instructions).
- Once the scoring is completed file the scanned SDQ assessment report or print it off and attach it to your case notes.
- Repeat this process when the child is approaching case closure.

## REGISTERING IN SDQSCORE

To get started in SDQscore you will need to be registered and be supplied with a 'UserID' and 'Userpassword'. Speak to your supervisor/manager about being setup. SDQscore is the online website for scoring SDQ questionnaires and is easier than manually scoring the questionnaires. There is a charge to use this scoring tool, however, Oranga Tamariki will cover the costs of provider use for the SWiS, YWiSS, and MASSiSS services.

### **For supervisors/managers or admin support**

*To access and use the SDQscore tool each organisation will need an 'AdminID' and each social worker working for that organisation will need a 'UserID'. The instructions for creating these are found here <https://sdqscore.org/Downloads/SDQadminIntroduction.pdf>*

*Important: The holder of the 'AdminID' will need to create 'UserIDs' for each SWiS, YWiSS, MASSiSS worker that starts with the organisation.*

*If your provider organisation needs a new 'AdminID', please use an email address that is not tied to an individual as they may leave their role causing access issues. It is recommended to create a new email address, something like SWiS.SDQ@provider.org.nz. Once you have completed this process please send your new 'AdminID' to Oranga Tamariki, Pa Harakeke Community team (Do not send the accompanying password and do not send through any of the 'UserIDs'). Your 'AdminID' email registration address will be passed onto Youthinmind (the creators of SDQ) so all charges associated with your account will be waived.*

## USING SDQSCORE

The following provides a step by step guide through the SDQscore process: from logging on, through to completing a SDQ assessment.

The scoring of SDQ is done in the office after the parent, teacher (and child if old enough) have sat down with the social worker and completed the SDQ questionnaire.

Remember the scoring of the SDQ is done for both the pre and post/follow-up.

It is important to keep all the information contained in the SDQ confidential.

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<sup>1</sup> Get these questionnaires at <http://www.sdqinfo.com/> and clicking the 'questions etc. View and download' tab.

## LOGGING ON

Navigate to this home page by putting <https://sdqscore.org/Amber> into your web address bar:

- input your 'UserID' & 'Userpassword' in the appropriate fields and press 'continue'.<sup>2</sup>
- this will take you to the homescreen.

## HOMESCREEN

From the homescreen select the age and gender of the child/young person.

<sup>2</sup> If you do not have a UserID or password mention this to your Team Leader/Manager.

Also choose the appropriate form: 'Parent or other carer'; 'Teacher or other educational professional'; 'Self-report of an 11-17 year old' (For this example I chose the first option 'Parent or other carer'):

- note that the self-report information is not required by Oranga Tamariki and is only suitable for children 11 years old and up. However, we recommend doing this where possible to inform your intervention with those children who are old enough to take part in the assessment.

## CHOOSING THE RIGHT SCORING SHEET

The screenshot shows a web browser window with the URL [www.sdqscore.org/Amber](http://www.sdqscore.org/Amber). The page title is "(No SDQ data), IID:526335424791504" and the user ID is "UserID:117300 Credit:2.00". The main heading is "Which type of SDQ was completed by the parent or carer?". There are three main categories of SDQs listed, each with two version options:

- Single-sided SDQ with just the 25 core questions**
  - [Version for 2-4 year olds](#)
  - [Version for 4-17 year olds](#)
- Double-sided SDQ with the 25 core questions and impact supplement**
  - [Version for 2-4 year olds](#)
  - [Version for 4-17 year olds](#)
- Follow-up SDQ with 25 core questions and impact supplement including follow-up items**
  - [Version for 2-4 year olds](#)
  - [Version for 4-17 year olds](#)

At the bottom left, there is a button labeled "<< Back".

From this screen choose the 'Double-sided SDQ with the 25 core questions and impact supplement':

- never use the 'Single-sided SDQ with just 25 core questions' as it does not have the impact supplement
- remember to always use the 'Version for 4-17 year olds' as this is our clientele age group
- remember in this example I have selected 'parent or carer', you will then do the same process with the 'Teacher or other educational professional', and the 'Self-report of an 11-17 year old'. (Note again that the 'Self-report is not required, but is recommended if they are old enough).

## ENTER COMPLETED SDQ DATA

← → ↻ 🏠 ⓘ Not secure | www.sdqscore.org/Amber

📱 Apps 📄 Save to Mendeley 🌐 Google 🇳🇿 Oranga Tamariki Act 🏛️ Interagency-guide-w 🌐 Code of Ethics/ Ko te 📄 Social Workers Regis 🌐 United Nations Conv

(No SDQ data), IID:526335424791504 UserID:112300 Credit:2.00

**Enter a double-sided SDQ completed by a parent or other carer about a 4-17 year old**  
Please select an answer for every item - if the respondent has not answered the question, you should select the 'Missing' option in the white column.

	Missing	Not True	Somewhat True	Certainly True
Considerate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Headache, stomach-ache	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solitary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obedient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>				
Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fidgety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has good friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fights, bullies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unhappy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popular	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>				
Kind to younger children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lies, cheats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victimised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteers to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relates better to adults than peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fears	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter any additional comments by the parent or carer if you want them to appear in the report (these can be entered in any language):

This screen is where you input the completed SDQ data from your paper based questionnaire:

- If your questionnaire has any unanswered questions then click missing.
- Click 'save and continue' when you are finished.
- Note that you can get the paper based SDQ questionnaires from <http://www.sdqinfo.com/>.

## COMPLETE THE IMPACT SUPPLEMENT

(parent SDQ data), IID:526335424791504      UserID:112300 Credit:2.00

### Continue with the first item from the impact supplement

If the respondent has not answered the question, select the 'Missing' option in the white column.

	Missing	No	Yes - minor difficulties	Yes - definite difficulties	Yes - severe difficulties
Is there a problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< Back      Save and continue >>

This screen is where the impact supplement information gets input:

- This info is found on the back of the SDQ questionnaire.
- The impact supplement identifies the impact (if any) of the difficulties on the child.
- Click 'save and continue' when you are finished.

## IMPACT SUPPLEMENT CONTINUED

(parent SDQ data), IID:526335424791504      UserID:112300 Credit:2.00

Please select an answer for every item - if the respondent has not answered the question, you should select the 'Missing' option in the white column.

	Missing	<1 month	1-5 months	6-12 months	Over a year
Duration (months)	<input type="radio"/>				

	Missing	Not at all	A little	A medium amount/quite a lot	A great deal
Distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on leisure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< Back      Save and continue >>

Note that this screen only appears if you answered 'yes' to the previous question, 'Is there a problem?'

- Fill in as indicated.
- Click 'save and continue' when you are finished.

## DATE & PERSON WHO COMPLETED FORM

The screenshot shows a web browser window with the URL [www.sdqscore.org/Amber](http://www.sdqscore.org/Amber). The page header displays "(parent SDQ data), IID:526335424791504" and "UserID:112300 Credit:2.00". The main content area features a table for "Completed by:" with columns: Mother, Father, Missing, Other, and "If Other, please say who". Below the table is a "Date of completion:" section with dropdown menus for (day), (month), and (year). At the bottom, there are two buttons: "<< Back" and "Save and continue >>".

Input who filled in the SDQ form, and the date the paper based questionnaire was completed.

## ENTER OTHER FIELDS: TEACHER

The screenshot shows the "SDQ Menu" page on the same website. It includes two optional dropdown menus for "Age" and "Gender", both currently set to "No data". A warning message states: "ID and Date of Birth have been removed. These could identify individuals in an account context. See our [note](#) about this." Below this is a menu with five options: "Enter data from a Parent or other carer", "Enter data from a Teacher or other educational professional", "Enter data from the Self-report of an 11-17 year old", "View or download SDQ Scores Report (parent data)", and "Clear data and score someone else". A note at the bottom reads: "When you are finished, please close your browser to exit this site securely. Make sure to download and save the PDF of any SDQ reports first, as once you leave the site your data are not retrievable."

At this stage you will be back on the home page, it will look the same as before except that there is now a red line of text that reads 'View or download SDQ Scores Report (Parent data):

- You may click on the 'View or download SDQ Scores Report (parent data)', however, at this stage this will just show the 'data from a Parent or other carer' so instead...
- Proceed to fill in the other cross-informants following the same process as done with the parent: 'Teacher or other educational professional' & 'Self-report of an 11-17 year old child/ young person.

## DOWNLOAD SDQ ASSESSMENT

Not secure | www.sdqscore.org/Amber

(parent + teacher + self-report SDQ data), IID:526335424791504      UserID:112300 Credit:2.00

### SDQ Menu

Age (optional)

Gender (optional)

**ID and Date of Birth** have been removed. These could identify individuals in an account context. See our [note](#) about this.

[Enter data from a Parent or other carer](#)

[Enter data from a Teacher or other educational professional](#)

[Enter data from the Self-report of an 11-17 year old](#)

**[View or download SDQ Scores Report \(parent + teacher + self-report data\)](#)**

[Clear data and score someone else](#)

When you are finished, please close your browser to exit this site securely. Make sure to download and save the PDF of any SDQ reports first, as once you leave the site your data are not retrievable.

*When you are finished, please close your browser to exit this site securely. Make sure to download and save the PDF of any SDQ reports first, as once you leave the site your data are not retrievable.*

Once you have finished the other cross-informants you will once again find yourself at the homescreen. At this stage you do click on 'View or download SDQ Scores Report (parent+teacher+self-report data)':

- In the bottom right hand corner you will see 'PDF: Print and save report', it will go green when you click on this.
- Note if you do not have the 'self-report' this will read View or download SDQscores Report (parent+teacher data)

## Strengths and Difficulties Questionnaire

IID:526335424791504



### Parent SDQ for 4-17 year olds, informant = mother, completed 28th August 2018

Score for overall stress	22	(20 - 40 is VERY HIGH)
Score for emotional distress	8	(7 - 10 is VERY HIGH)
Score for behavioural difficulties	6	(6 - 10 is VERY HIGH)
Score for hyperactivity and concentration difficulties	4	(0 - 5 is close to average)
Score for difficulties getting along with other children	4	(4 is HIGH)
Score for kind and helpful behaviour	5	(0 - 5 is VERY LOW)
Score for the impact of any difficulties on the child's life	10	(3 - 10 is VERY HIGH)

### Teacher SDQ for 4-17 year olds, informant = teacher, completed 28th August 2018

Score for overall stress	8	(0 - 11 is close to average)
Score for emotional distress	3	(0 - 3 is close to average)
Score for behavioural difficulties	0	(0 - 2 is close to average)
Score for hyperactivity and concentration difficulties	0	(0 - 5 is close to average)
Score for difficulties getting along with other children	5	(5 is HIGH)
Score for kind and helpful behaviour	6	(6 - 10 is close to average)
Score for the impact of any difficulties on the child's life	0	(0 is close to average)

### Self-report SDQ, completed 28th August 2018

Score for overall stress	8	(0 - 14 is close to average)
Score for emotional distress	4	(0 - 4 is close to average)
Score for behavioural difficulties	0	(0 - 3 is close to average)
Score for hyperactivity and concentration difficulties	2	(0 - 5 is close to average)
Score for difficulties getting along with other children	2	(0 - 2 is close to average)
Score for kind and helpful behaviour	10	(7 - 10 is close to average)
Score for the impact of any difficulties on the child's life	5	(3 - 10 is VERY HIGH)

### Diagnostic predictions

Any disorder	HIGH risk
Emotional disorder (anxiety, depression etc.)	Medium risk
Behavioural disorder	HIGH risk
Hyperactivity or concentration disorder	Low risk

### Caution

If you think this report has missed the point, whether by exaggerating or underestimating the difficulties, you may be right. A brief questionnaire obviously isn't the same as an individual assessment by an expert. Perhaps both are needed.

This is the final report in PDF form. Print/scan and attach it to your case notes (you will not need to do the follow-up SDQ until you approach case closure):

- Your report will look similar, note this mock example used fictitious numbers
- Note the importance of correct data entry, if the wrong answers have been input, it will create an incorrect report.

## DO THE FOLLOW-UP REPORT (POST SDQ) TO INFORM CASE CLOSURE

The screenshot shows the SDQscore.org/Amber website. At the top, there is a navigation bar with various links. Below the navigation bar, there is a status bar indicating "(No SDQ data), IID:5348465006304942" and "UserID:112300 Credit:2.00". The main content area features an "SDQ Menu" with two dropdown menus for "Age (optional)" and "Gender (optional)", both set to "No data". Below the menu, a warning message states: "ID and Date of Birth have been removed. These could identify individuals in an account context. See our [note](#) about this." A large yellow-bordered box contains the following options: "Enter data from a Parent or other carer", "Enter data from a Teacher or other educational professional", "Enter data from the Self-report of an 11-17 year old", "You will be able to view and download your SDQ reports once you have entered data for one or more informants", and "Clear data and score someone else". Below these options, there is a note: "When you are finished, please close your browser to exit this site securely. Make sure to download and save the PDF of any SDQ reports first, as once you leave the site your data are not retrievable."

Once it comes to case closure you do the follow-up report so you can see the impact the intervention has had on the child:

- follow the same process as before to login, you will then find yourself at the homescreen
- the process for the follow-up assessment is more or less the same as before, start by selecting a cross-informant, i.e. 'Parent or other carer' etc.

## SELECT THE FOLLOW-UP SCORING SHEET

The screenshot shows the SDQscore.org/Amber website. At the top, there is a navigation bar with various links. Below the navigation bar, there is a status bar indicating "(No SDQ data), IID:5348465006304942" and "UserID:112300 Credit:2.00". The main content area features a question: "Which type of SDQ was completed by the parent or carer?". Below the question, there are three options, each with a yellow highlight: "Single-sided SDQ with just the 25 core questions" (with sub-options "Version for 2-4 year olds" and "Version for 4-17 year olds"), "Double-sided SDQ with the 25 core questions and impact supplement" (with sub-options "Version for 2-4 year olds" and "Version for 4-17 year olds"), and "Follow-up SDQ with 25 core questions and impact supplement including follow-up items" (with sub-options "Version for 2-4 year olds" and "Version for 4-17 year olds"). At the bottom left, there is a "<< Back" button.

When it comes to the follow up make sure you select the 'Follow-up SDQ with 25 core questions and impact supplement including follow-up items', and select the 'Version for 4-17 year olds'.

## COMPLETE SDQ FOLLOW-UP REPORT

(parent SDQ data), IID:5348465006304942

UserID:112300 Credit:2.00

### Enter a Follow-Up SDQ completed by a **parent or other carer about a 4-17 year old**

Please select an answer for every item - if the respondent has not answered the question, you should select the 'Missing' option in the white column.

	Missing	Not True	Somewhat True	Certainly True
Considerate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Restless	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Headache, stomach-ache	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Irritable	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solitary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Obedient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Worries	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<hr/>				
Helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Fidgety	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has good friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Fights, bullies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unhappy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Popular	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor concentration	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious in new situations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<hr/>				
Kind to younger children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Lies, cheats	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victimised	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Volunteers to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reflective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Steals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relates better to adults than peers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fears	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Good attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Enter any additional comments by the parent or carer if you want them to appear in the report [these can be entered in any language]:

Complete the follow-up report by following the same method as before. Once completed, print it out and staple it to your case notes or scan and file. You will now have a pre and post SDQ assessment side by side, both completed by the 'Parent or other carer' & 'Teacher or other educational professional':

- Note that the impact supplement is slightly different in the follow-up assessment
- Again the 'Self-report of an 11-17 year old', is recommended if the child is old enough as this gives more insight into the success of the intervention.

## SDQ PROCESS AND REPORTING

It is important for Oranga Tamariki to collect non-identifiable SDQ data in order to measure change in clients and contribute to the evidence-base of the services in schools. The SDQ has four<sup>3</sup> percentage reports that specifically pertain to the SDQ assessment results:

- Percentage increase in pro-social skills – teacher
- Percentage increase in pro-social skills – parent/caregiver
- Percentage decrease in total difficulties – teacher
- Percentage decrease in total difficulties – parent/caregiver

Provider SDQ process steps:

1. Pre – complete the SDQ with parent and teacher (score/print/file)
2. Post – complete the SDQ with parent and teacher prior to closing the intervention (score/print/file)
3. Input Pre and Post – data into Excel Reporting template (provided by Oranga Tamariki).<sup>4</sup> An administrator within your organisation may do this for you, collating all of your provider's SDQs.
4. The provider is to send one populated SDQ reporting template, with all social workers SDQs, to their regional Partnering for Outcomes Advisor. The results will be formulated at Oranga Tamariki National Office before redistribution back to service providers through their regional Partnering for Outcomes Advisors.

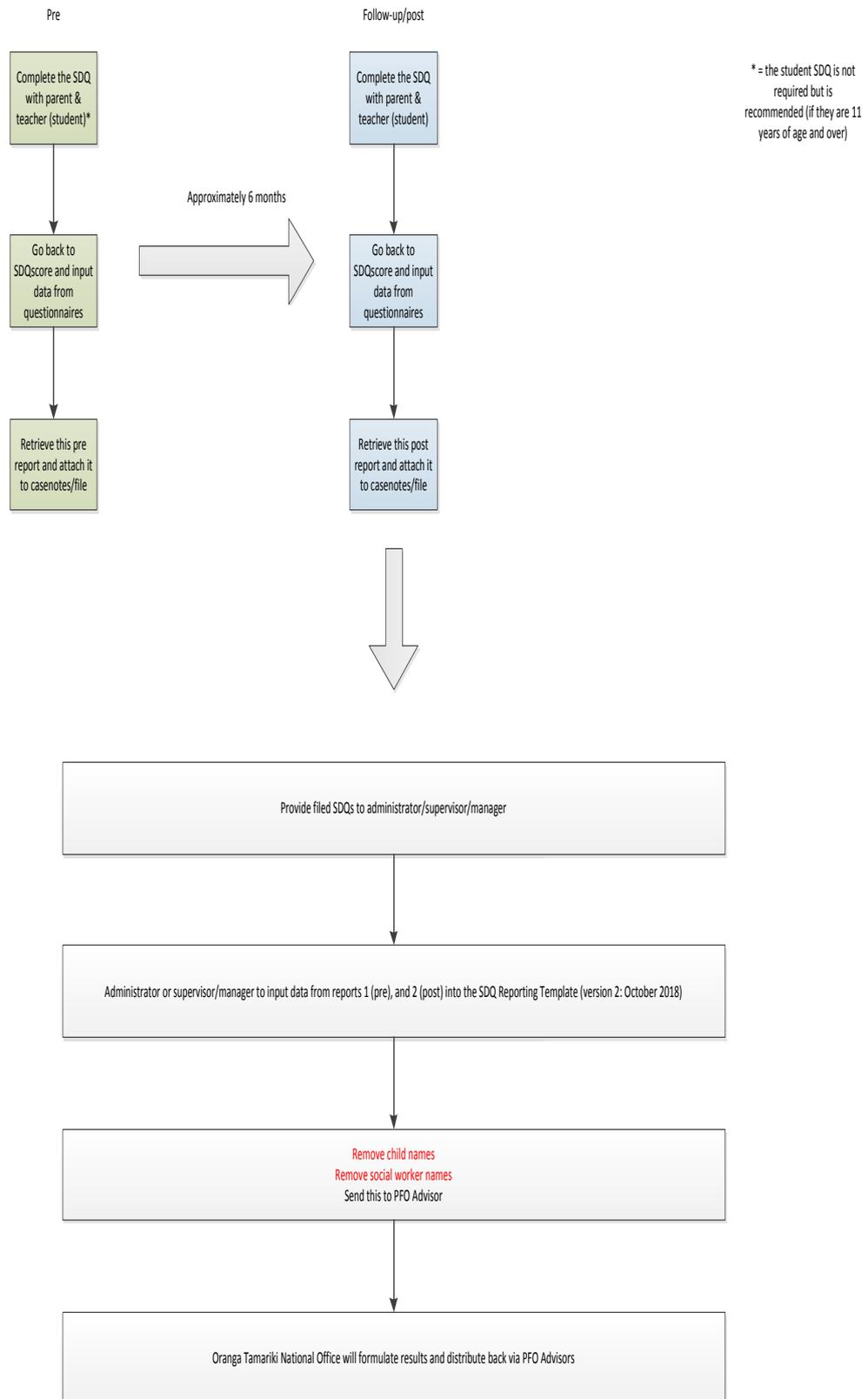
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<sup>3</sup> There is a fifth one that is currently not required but may be activated at a later point. 'Percentage improvement in SDQ (School Impact) score from pre-intervention'.

<sup>4</sup> Please provide a separate populated template for each service in schools you deliver, i.e. separate spread sheets for SWiS and YWiSS.

## REPORTING PROCESS (DIAGRAM)

The reporting process for the SDQ is done bi-annually. The SDQ Reporting Template (version 2: October 2018) is due in the second and fourth reporting periods of the financial year (1 July to 30 November) & (1 July to 30 June)



# REPORTING TEMPLATE

SWiS SDQ Reporting Template (version 2: October 2018)										Pre						Post							
Provider Name										Assessment Start Date	Overall stress=Total difficulties score (0-40)			Pro-Social score=Kind and helpful behaviour (0-10)			Assessment Finish Date	Overall stress=Total difficulties score (0-40)			Pro-Social score=Kind and helpful behaviour (0-10)		
ID	Name	Age	Gender	Ethnicity 1	Ethnicity 2	Iwi Affiliation	School	School Year	Social Worker		S	P	T	S	P	T		S	P	T	S	P	T
301			6 Male	Pacific			Alfriston	Year 9		2/02/2018	22	8		5	6		22/07/2018		10	4		10	9
304			5 Male	Maori			Alfriston	Year 9		20/02/2018	21	18		8	9		2/05/2018		6	5		10	10
305			8 Female	Pacific			Alfriston	Year 10		23/03/2018	33	26		8	9		26/06/2018		20	16		10	10
306			10 Female	NZ European			Alfriston	Year 10		26/03/2018	2	3		3	2		30/07/2018		0	0		6	5
307			9 Male	Maori			Mangere	Year 10		1/04/2018	5	7		1	0		5/06/2018		6	7		4	3
308			6 Male	Pacific			Mangere	Year 9		5/04/2018	9	2		2	2		10/07/2018		8	6		3	3
309			5 Male	Pacific			Papatoetoe	Year 9		12/04/2018	10	10		5	6		11/08/2018		5	6		5	7
310			8 Female	Maori			Papatoetoe	Year 9		20/04/2018	10	16		0	0		20/09/2018		8	9		0	0
311			6 Female	Maori			Papatoetoe	Year 9		30/04/2018	11	17		4	5		12/10/2018		6	15		2	3
312			5 Male	Asian			Papatoetoe	Year 9		2/05/2018	11	7		3	3		7/07/2018		5	6		7	9
			8 Male	Pacific			Papatoetoe	Year 9		20/05/2018	6	15		10	10		22/07/2018		12	10		10	10
			10 Male	Pacific			Papatoetoe	Year 9		23/05/2018	8	9		6	7		2/10/2018		0	0		9	8
			9 Male	Pacific			Tamaki	Year 10		26/05/2018	30	25		2	3		26/08/2018		28	27		8	3
			6 Male	Maori			Tamaki	Year 9		1/06/2018	30	40		7	4		30/09/2018		39	40		10	7
			5 Female	Pacific			Mangere	Year 10		5/06/2018	9	8		3	4		5/10/2018		0	0		7	4
			8 Female	Maori			Mangere	Year 10		12/06/2018	12	12		2	1		10/10/2018		10	9		8	9
			7 Male	Cook Island Maori			Tamaki	Year 10		20/06/2018	12	11		5	5		11/09/2018		2	3		8	8
			10 Female	Pacific			Kelston Girls	Year 10		30/06/2018	6	7		6	4		20/09/2018		3	1		4	5
			12 Female	Pacific			Kelston Girls	Year 10		2/07/2018	12	20		7	8		12/10/2018		1	0		9	9
			11 Female	Pacific			Kelston Girls	Year 9		23/07/2018	11	8		7	6		7/10/2018		8	5		9	10
			5 Female	Pacific			Kelston Girls	Year 9		23/07/2018	17	20		9	10		22/11/2018		2	5		10	10
			5 Female	Pacific			Kelston Girls	Year 10		26/07/2018	22	23		5	7		2/10/2019		3	2		9	10
			6 Male	Pacific			Tamaki	Year 9		1/08/2018	4	2		7	8		26/11/2018		0	2		9	8
			5 Female	Pacific			Kelston Girls	Year 10		5/08/2018	0	1		4	4		30/11/2018		0	0		6	5
			8 Female	Pacific			Kelston Girls	Year 10		12/08/2018	2	3		2	4		5/11/2018		2	1		5	6
			6 Female	Pacific			Kelston Girls	Year 10		20/08/2018	10	8		7	4		10/12/2018		6	5		7	8
			5 Female	Pacific			Kelston Girls	Year 10		30/08/2018	4	2		8	4		11/12/2018		2	3		10	10
			8 Female	Pacific			Tamaki	Year 9		2/09/2018	9	15		6	7		20/12/2018		6	4		9	8
			10 Male	Pacific			Tamaki	Year 9		20/09/2018	23	24		5	6		12/12/2018		11	17		9	10
			9 Male	Pacific			Tamaki	Year 9		23/09/2018	9	2		5	6		7/12/2018		3	0		8	9
			6 Male	Samoa			Tamaki	Year 9		26/09/2018	1	1		6	7		22/01/2019		0	0		9	9
			5 Female	Maori			Mangere	Year 10		1/10/2018	12	7		1	3		2/01/2019		3	2		5	4
			8 Female	Pacific			Kelston Girls	Year 10		5/10/2018	10	9		8	6		26/01/2019		0	1		7	6
			7 Male	Maori			Papatoetoe	Year 9		12/10/2018	5	0		10	10		30/01/2019		2	3		5	7
			10 Male	Tongan			Papatoetoe	Year 9		20/10/2018	10	23		6	5		5/01/2019		1	0		7	9
			12 Female	Maori			Alfriston	Year 10		30/10/2018	9	8		7	8		10/02/2019		6	7		9	10
			11 Female	Samoa			Kelston Girls	Year 9		1/11/2018	0	5		7	8		11/02/2019		5	5		10	7
			5 Male	Cook Island Maori			Mangere	Year 9		5/11/2018	2	5		2	5		20/02/2019		7	7		7	7

Above is an example of a populated SWiS reporting template (YWiSS and MASSiSS have a slightly different template with a mid-point assessment):

- Note the importance of inputting the assessment date for both the pre and post SDQ assessment into the SDQ reporting template.
- Please contact Oranga Tamariki if you would like an excel copy of this.
- The reporting template should be submitted on behalf of the provider. We want to receive one reporting template per service provider with all social workers SDQs on the same template, not receive one from each social worker.
- Depending on the provider an administrator may collate the information for this SDQ reporting template.

## FAQ

### 1. What is SDQ used for?

Evaluating outcomes and change: The SDQ is an appropriate measurement tool for SWiS, YWiSS and MASSiSS as it is internationally validated and can be used to track levels of change (and hence success of an intervention).

Screening: The SDQ helps identify areas in which the child or young person may need assistance. This helps to get the best outcomes.

### 2. What use Oranga Tamariki will make of all this data that you are going to be reporting on?

Oranga Tamariki is collecting this data as an assessment of the SWiS service. Currently we do not have a quantitative data set for assessing the effectiveness of the service. Ultimately, we want to get more investment into the service so we can recruit more social workers. We need robust evidence to support bids to Treasury and the government for further investment in the service.

The SDQ data will not sit in isolation; it will be used in conjunction with qualitative evidence and backed up by the findings from various evaluations completed over the years.

### 3. At what stage is the SDQ implemented in the SWiS process?

The SDQ should be undertaken at the start of a students' journey on the service and then re-tested at their exit point from the service to measure change in the areas asked about it.

- It is recommended to do the pre SDQ during the Strengths and Needs assessment (see toolkit for more info on this) However, it is up to the provider when the pre SDQ is done. Some have decided to implement it on referral, others when they are gaining the consent of parents, and others still when they are developing the intervention plans for the child.
- The SDQ post is used to help inform case closure. It will be difficult to get parents to fill out the form after case closure as their child is no longer receiving the service.

### 4. Who fills out the SDQ?

The SDQ consists of three questionnaires that are filled out: one by a parent, one by the teacher, and one by the student (dependant on age). Please note that the parent and teacher are both required to fill out the SDQ.

### 5. Having difficulties getting parents and teachers to fill out the SDQ?

In some instances it can be difficult getting parents and teachers to fill out the SDQ. Postcards have been distributed to providers that may be a useful conversation starter with families/whānau (these postcards are in English on one side, and te reo Māori on the other).

### 6. Do we do a mid-point assessment?

As mentioned above the SDQ assessment is required at the pre and post phase of the intervention. A mid-point is not required but if you have a long intervention then you may want to do an additional assessment at the mid-point of the intervention.

### 7. What about group programmes?

There is no requirement to use the SDQ for children only on group programmes as the SDQ will only show change for interventions of length, so the focus of its use is on individual case work.

### 8. What if a child/young person does not have the SDQ assessment done?

The SDQ is mandatory. However, if the social worker has safety concerns implementing the SDQ or the parent lacks comprehension (i.e. literacy skills) and cannot complete the questionnaire then it will

not be required. If the SDQ is not used you must inform your supervisor/manager and provide an explanation in the case notes.

#### **9. What is the reporting process?**

When you have completed filling out the SDQ Reporting Template (version 2: October 2018) send it to your Partnering for Outcomes Advisor, with the names of clients and social workers removed. (Please include the name of your organisation and the name of service when naming the reporting template i.e. Barnardos Lower Hutt - SWiS SDQ reporting template.xlsx).

The Excel reporting templates will be processed/calculated at National Office.

This will then be returned to you by your Partnering for Outcomes Advisor to discuss as part of your feedback process.

#### **10. Separate reporting templates for SWiS, YWiSS, and MASSiSS**

If your organisation delivers both SWiS and YWiSS/MASSiSS or delivers all three please use separate reporting templates for each service.

#### **11. Requesting the SDQ Reporting Template (version 2: October 2018)**

Please contact either your Partnering for Outcomes Advisor or the Pā Harakeke Community Team if you need the SDQ Reporting Template [Thomas.McGloin@ot.govt.nz](mailto:Thomas.McGloin@ot.govt.nz)

#### **12. How are the outcome measures in the provider return calculated?**

The following is a rundown of the measures and their calculations, note that all results will be calculated at National Office and relayed back to you by your Partnering for Outcomes Advisor.

The following are the four measures:

- Percentage increase in pro-social skills - teacher
- Percentage increase in pro-social skills - parent/caregiver
- Percentage decrease in total difficulties - teacher
- Percentage decrease in total difficulties - parent/caregiver

We are measuring the percentage of children who have a decrease in total difficulties and an increase in pro-social skills, captured from the perspective of the parent and teacher. Please note that the first year of SDQ reporting will be used to establish a baseline in evidence.

#### **13. What about the percentage improvement in SDQ (School Impact) score from pre-intervention outcome measure in the provider return?**

The percentage improvement in SDQ (School Impact) score from pre-intervention measure is not required but may be used in the future.

#### **14. SDQ was developed in the United Kingdom by a UK psychiatrist. How culturally responsive/appropriate is such a tool in Aotearoa NZ?**

We understand the issue of cultural responsiveness. To mitigate this we have translated the SDQ questionnaires into te reo Māori (these are located on the sdqinfo website [see bullet-point 16 for the link]). This is not a complete fix for this issue as a word for word translation loses some nuance/meaning of the language, however, the translation was requested by a number of organisations and it provides an option where there was not previously one.

The SDQ is currently being translated into Samoan.

### **15. When is SDQ mandatory?**

From 1 July 2018 SDQ reporting is now mandatory for SWiS, YWiSS and MASSiSS. The SDQ reporting will be 6 monthly, with the first official reporting date 5 December 2018.

### **16. Useful links to websites: sdqinfo, sdqscore, sdqadmin**

- <http://www.sdqinfo.com/> provides an overview of SDQ as well as having the SDQ questionnaires.
- <http://www.sdqscore.org/Amber> is where the paper-based questionnaires are scored.
- <https://admin.sdqscore.org/Login> the administrator, or person who manages the SDQ within the provider, can create new 'UserIDs' for social workers so they can score the SDQ. NB: this link has a link to a PDF with instructions on creating 'UserIDs'.