

# **DRAWING AND TALKING**

**Strengths and Difficulties Questionnaire  
Handbook**

## WHAT IS THE SDQ CLINICAL ASSESSMENT TOOL

The Strengths and Difficulties Questionnaire (SDQ) is a clinically recognised emotional and behavioural screening questionnaire (which can be used with all ages, both children and adults). There are versions for the parent/guardian to complete, the child/adult and a member of staff/supporting practitioner to complete. Research has shown that it is a reliable and valid tool. It is concise and easy to use and it gives a score that indicates when difficulties may be present.

The form has 5 separate subscales for different aspects of problems or behaviours some positive others negative:

- Emotional problems
- Conduct
- Hyperactivity
- Peer problems
- Prosocial behaviour

**Scores are added together to produce a total overall difficulties score.** The questionnaire then asks for the impact of the behaviour to be rated to determine whether it is chronic, how much distress it causes, the level of social impairment and the burden to others.

The information gathered will be used as:

- An indicator to track the levels of difficulties the individual is experiencing and any improvements that are made
- A guide for putting in place the appropriate support services

### USING THE SDQ

- To work out the Total Difficulties Score you need to add up all of the scores (except for Prosocial). This will give you a number out of 40.
- You will notice the Prosocial scale is different from the rest. Prosocial can be seen as the 'strengths' part of the SDQ.
- **For the most up to date resources and alternative resources, please see the SDQ website: [www.sdqinfo.org](http://www.sdqinfo.org)**

# STRENGTH AND DIFFICULTIES QUESTIONNAIRE (SDQ)

## QUESTIONS

	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?

# STRENGTH AND DIFFICULTIES QUESTIONNAIRE (SDQ) IMPACT SUPPLEMENT

Overall, do you think that this 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 the 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 the child's everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
PEER RELATIONSHIPS	<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"/>

- Do the difficulties put a burden on you or the class 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"/>

## SDQ QUESTIONNAIRE SCORING

	Not True	Somewhat True	Certainly True	Total Score
<b>Emotional Problems Scale</b>				
ITEM 3: Often complains of headaches	0	1	2	
ITEM 8: Many worries	0	1	2	
ITEM 13: Often unhappy, downhearted	0	1	2	
ITEM 16: Nervous or clingy in new situations	0	1	2	/10
ITEM 24: Many fears, easily scared	0	1	2	
<b>Conduct Problems Scale</b>				
ITEM 5: Often has temper tantrums or hot tempers	0	1	2	
ITEM 7: Generally obedient	2	1	0	
ITEM 12: Often fights with other children	0	1	2	
ITEM 18: Often lies or cheats	0	1	2	/10
ITEM 22: Steals from home, school or elsewhere	0	1	2	
<b>Hyperactivity Scale</b>				
ITEM 2: Restless, overactive	0	1	2	
ITEM 10: Constantly fidgeting or squirming	0	1	2	
ITEM 15: Easily distracted, concentration wanders	0	1	2	
ITEM 21: Thinks things out before acting	2	1	0	/10
ITEM 25: Sees tasks through to the end	2	1	0	
<b>Peer Problems Scale</b>				
ITEM 6: Rather solitary, tends to play alone	0	1	2	
ITEM 11: Has at least one good friend	2	1	0	
ITEM 14: Generally liked by other children	2	1	0	
ITEM 19: Picked on or bullied by other children	0	1	2	
ITEM 23: Gets on better with adults than with other children	0	1	2	/10
<b>Prosocial Scale</b>				
ITEM 1: Considerate of other people's feelings	0	1	2	
ITEM 4: Shares readily with other children	0	1	2	
ITEM 9: Helpful if someone is hurt	0	1	2	
ITEM 17: Kind to younger children	0	1	2	/10
ITEM 20: Often volunteers to help others	0	1	2	

## SDQ IMPACT SCORING

	Not at all	Only a little	A medium amount	A great deal	Total Score
<b>Parent Report</b>					
Difficulties upset or distress child	0	0	1	2	<b>/10</b>
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>Teacher/Staff Report</b>					
Difficulties upset or distress child	0	0	1	2	<b>/6</b>
Interfere with PEER RELATIONS	0	0	1	2	
Interfere with CLASSROOM LEARNING	0	0	1	2	
<b>Self Report</b>					
Difficulties upset or distress child	0	0	1	2	<b>/10</b>
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	

If answered 'No' to the first question on the Impact Supplement, scores are automatically 0.

**Total Difficulties Score** = Emotional problems + Conduct problems + Hyperactivity + Peer problems. This score is out of 40. **Not Prosocial score.**

<b>Total Difficulties Score</b>	<b>/40</b>
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- **Externalising Score** = Conduct problems + Hyperactivity. Out of 20.
- **Internalising Score** = Emotional problems + Peer problems. Out of 20.

**Drawing and Talking is most effective with those who score high or very high on both Emotional problems and Peer problems.**

# SDQ RECORD SHEET

Name: \_\_\_\_\_

Scale	Close to Average										Slightly Raised (Slightly Lowered)					High (Low)					Very High (Very Low)																					
	P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Total Difficulties</b>	P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Emotional Symptoms</b>	T	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Conduct Problems</b>	S	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Hyperactivity</b>	P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Peer Problems</b>	T	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Prosocial Behaviour</b>	S	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Impact Score</b>	P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Colour Code</b>	P	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Before intervention</b>	T	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>Immediately after intervention</b>	S	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
<b>One Term after intervention</b>	S	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

<b>Colour Code</b>	<b>Date</b>	<b>Colour</b>
Before intervention		
Immediately after intervention		
One Term after intervention		

