SDQ ASSESSMENT RESULTS USER GUIDE

Generating Reports in SDQcohort

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SDQ
cohort

Introduction

SDQcohort is a web-based application created and maintained by Youthinmind, that gives you the option to view SDQ assessment results, from both SDQscore (answered on paper) and SDQplus (answered online), for an individual child, for a selected group or for a whole cohort.

Compatible browsers include Chrome, FireFox, Microsoft Edge. This guide uses Chrome.

The Youthinmind team is grateful for your feedback on this User Guide. Let us know how we can improve this user guide by emailing us at, sdqtraining@youthinmind.com.

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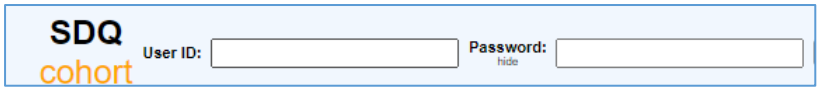
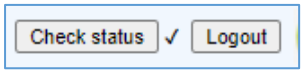
Accessing SDQcohort

1. Login with your UserID and Password.

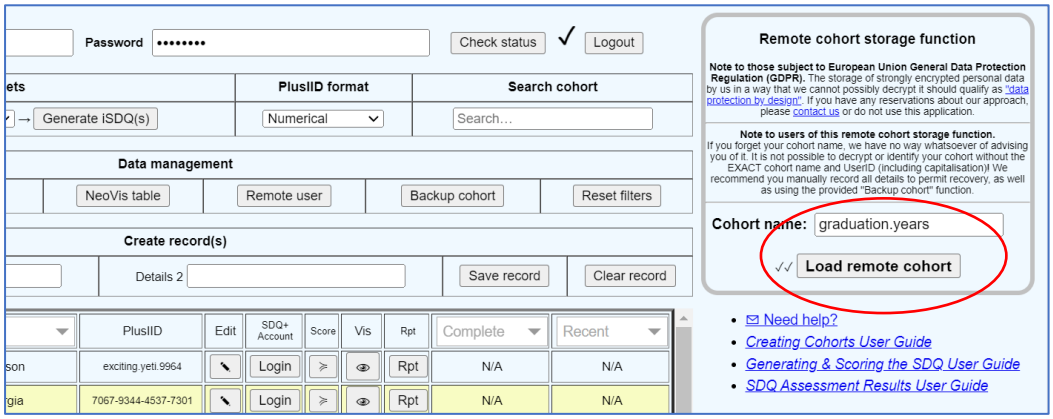
Click ***hide*** if you do not want your password displayed on screen.



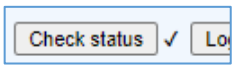
2. Click the ***Check status*** button, a tick signifies the login details are correct.

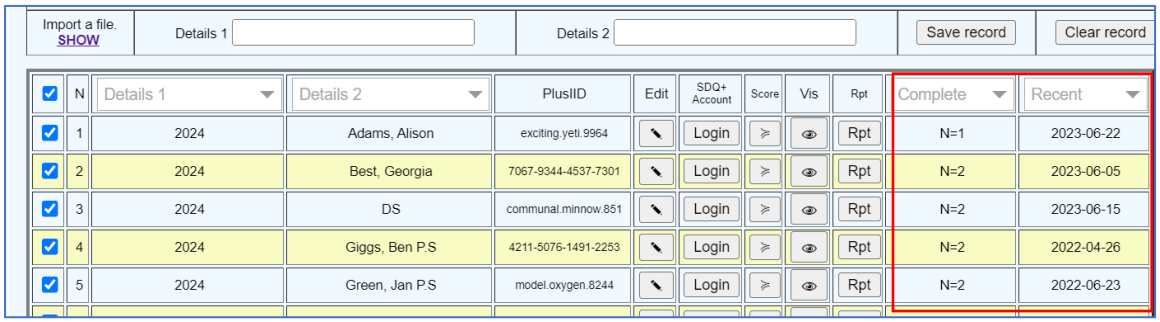


3. In the ***Cohort name*** field, type in the cohort name (must be exact) and click ***Load remote cohort***.



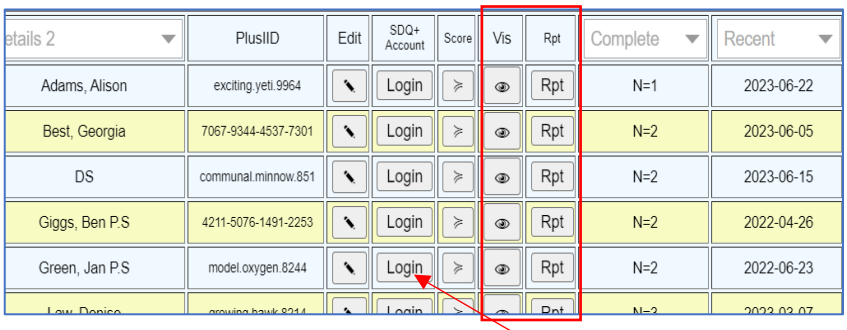
4. When clicked a second time the ***Check status*** tool updates the ***Complete*** column to show the number of completed assessments for an individual. The ***Recent*** column displays the date of the last SDQ.





SDQplus Reports & Results for an Individual

The shortcut tools are a quick way to view an individual's SDQ reports and data results.



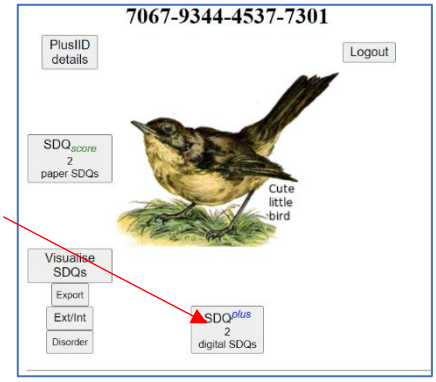
etails 2	PlusIID	Edit	SDQ+ Account	Score	Vis	Rpt	Complete	Recent
Adams, Alison	exciting.yeti.9964		Login			Rpt	N=1	2023-06-22
Best, Georgia	7067-9344-4537-7301		Login			Rpt	N=2	2023-06-05
DS	communal.minnow.851		Login			Rpt	N=2	2023-06-15
Giggs, Ben P.S	4211-5076-1491-2253		Login			Rpt	N=2	2022-04-26
Green, Jan P.S	model.oxygen.8244		Login			Rpt	N=2	2022-06-23

Shortcut Tools
Rpt – to **view** the Technical, the Readable & A.I Inquiry Table for each SDQplus assessment.
Vis – a data comparison table. Shows all SDQ scores for an individual.

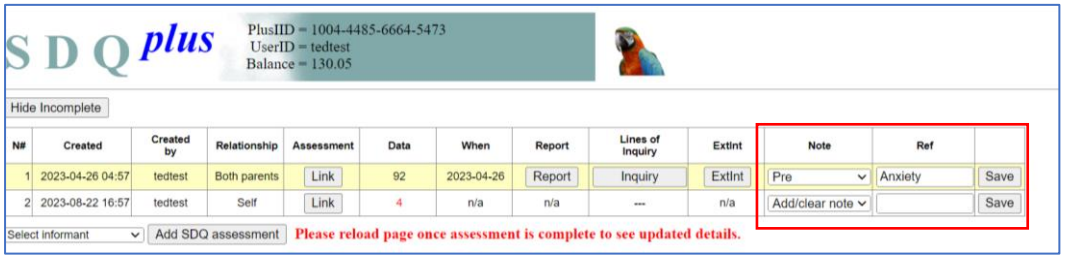
Printing & Downloading SDQplus Reports

1. To access an individual young person's SDQ account click the associated ***Login*** button.

2. For individual SDQplus reports, click the ***SDQplus # digital SDQs*** button. This takes you to the SDQplus list detailed below.



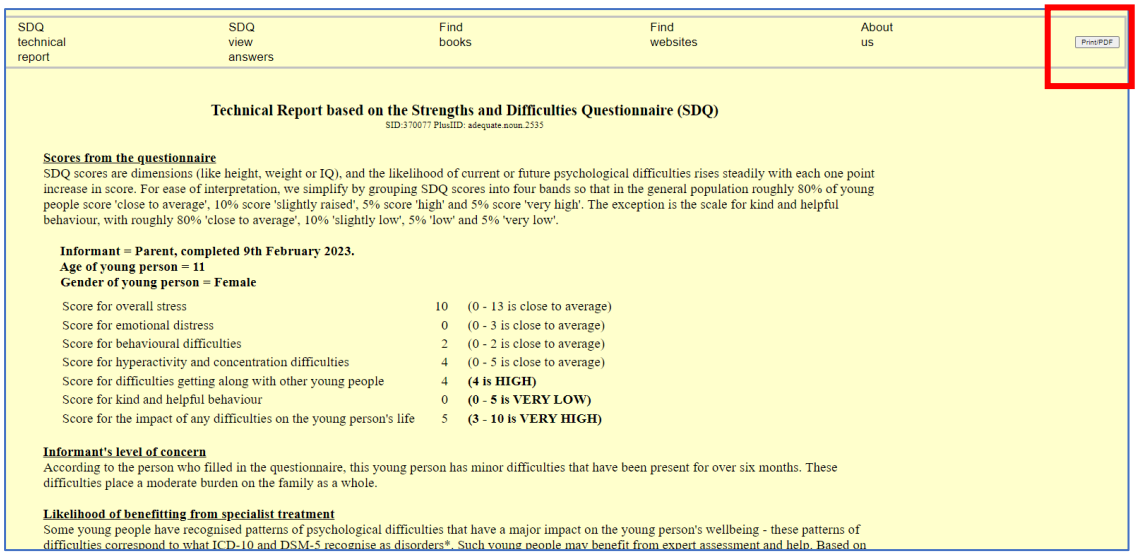
In the example below, row 1 within the SDQplus list ("parrot page") displays the *Report* button indicating a completed SDQ. The *Relationship* column identifies the informant. The *Created* column shows the date the SDQ was generated, the *When* column the date the SDQ was completed or scored. To add a note, use the drop-down arrow, select the option & click Save. The reference box is limited to 10 characters, click Save to save your entry.



The 2nd row displays n/a in both the *Report* and *When* columns and a red 4 in the *Data* column, indicating that a SDQ assessment has been generated, but not accessed. Whereas the Link in this row can be sent out to the informant (or the user can copy the link into the address bar to access the SDQ), the link **should not** be accessed for rows displaying a Report as results data could be altered and the When date will update to the last date of entry.

3. To print or download the Technical Report, the Readable Report or the list of answers, click the ***Report*** button in the relevant row.

Technical Report (suitable for the professional) – Print/PDF link top right.



SDQ technical report | SDQ view answers | Find books | Find websites | About us | Print/PDF

Technical Report based on the Strengths and Difficulties Questionnaire (SDQ)

SID:370077 PlusIID: adequate.noun.2535

Scores from the questionnaire

SDQ scores are dimensions (like height, weight or IQ), and the likelihood of current or future psychological difficulties rises steadily with each one point increase in score. For ease of interpretation, we simplify by grouping SDQ scores into four bands so that in the general population roughly 80% of young people score 'close to average', 10% score 'slightly raised', 5% score 'high' and 5% score 'very high'. The exception is the scale for kind and helpful behaviour, with roughly 80% 'close to average', 10% 'slightly low', 5% 'low' and 5% 'very low'.

Informant = Parent, completed 9th February 2023.
Age of young person = 11
Gender of young person = Female

Score for overall stress	10	(0 - 13 is close to average)
Score for emotional distress	0	(0 - 3 is close to average)
Score for behavioural difficulties	2	(0 - 2 is close to average)
Score for hyperactivity and concentration difficulties	4	(0 - 5 is close to average)
Score for difficulties getting along with other young people	4	**(4 is HIGH)**
Score for kind and helpful behaviour	0	**(0 - 5 is VERY LOW)**
Score for the impact of any difficulties on the young person's life	5	**(3 - 10 is VERY HIGH)**

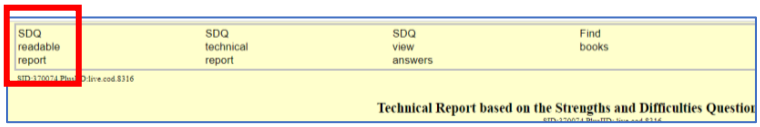
Informant's level of concern

According to the person who filled in the questionnaire, this young person has minor difficulties that have been present for over six months. These difficulties place a moderate burden on the family as a whole.

Likelihood of benefitting from specialist treatment

Some young people have recognised patterns of psychological difficulties that have a major impact on the young person's wellbeing - these patterns of difficulties correspond to what ICD-10 and DSM-5 recognise as disorders*. Such young people may benefit from expert assessment and help. Based on

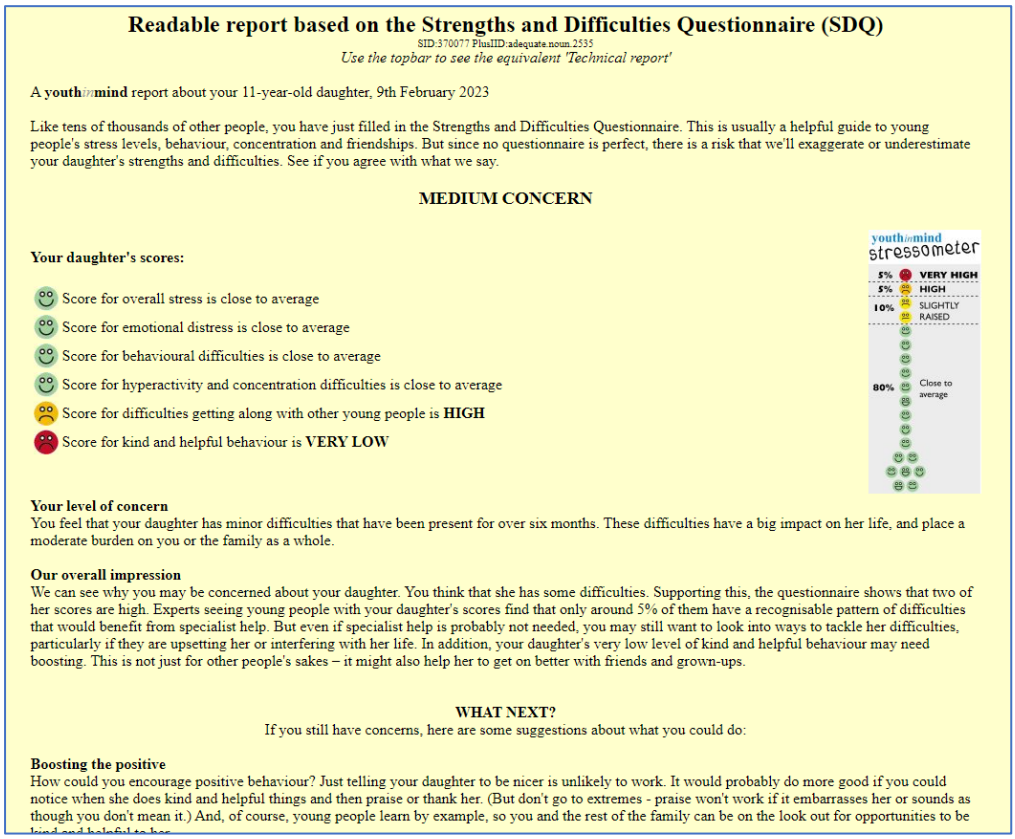
Access to the Readable Report is via the link top left on the Technical Report.



SDQ readable report | SDQ technical report | SDQ view answers | Find books

Technical Report based on the Strengths and Difficulties Questior

Readable Report – uses traffic light visuals and language that directly addresses the informant. A more suitable report to share with informants if you so wish.



Readable report based on the Strengths and Difficulties Questionnaire (SDQ)

SID:370077 PlusIID:adequate.noun.2535

Use the topbar to see the equivalent 'Technical report'

A **youth**in**mind** report about your 11-year-old daughter, 9th February 2023

Like tens of thousands of other people, you have just filled in the Strengths and Difficulties Questionnaire. This is usually a helpful guide to young people's stress levels, behaviour, concentration and friendships. But since no questionnaire is perfect, there is a risk that we'll exaggerate or underestimate your daughter's strengths and difficulties. See if you agree with what we say.

MEDIUM CONCERN

Your daughter's scores:

- Score for overall stress is close to average
- Score for emotional distress is close to average
- Score for behavioural difficulties is close to average
- Score for hyperactivity and concentration difficulties is close to average
- Score for difficulties getting along with other young people is **HIGH**
- Score for kind and helpful behaviour is **VERY LOW**

youth in mind stressometer
5% VERY HIGH
5% HIGH
10% SLIGHTLY RAISED
80% Close to average

Your level of concern

You feel that your daughter has minor difficulties that have been present for over six months. These difficulties have a big impact on her life, and place a moderate burden on you or the family as a whole.

Our overall impression

We can see why you may be concerned about your daughter. You think that she has some difficulties. Supporting this, the questionnaire shows that two of her scores are high. Experts seeing young people with your daughter's scores find that only around 5% of them have a recognisable pattern of difficulties that would benefit from specialist help. But even if specialist help is probably not needed, you may still want to look into ways to tackle her difficulties, particularly if they are upsetting her or interfering with her life. In addition, your daughter's very low level of kind and helpful behaviour may need boosting. This is not just for other people's sakes – it might also help her to get on better with friends and grown-ups.

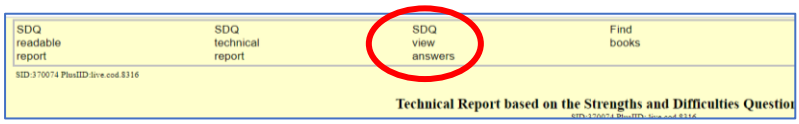
WHAT NEXT?

If you still have concerns, here are some suggestions about what you could do:

Boosting the positive

How could you encourage positive behaviour? Just telling your daughter to be nicer is unlikely to work. It would probably do more good if you could notice when she does kind and helpful things and then praise or thank her. (But don't go to extremes - praise won't work if it embarrasses her or sounds as though you don't mean it.) And, of course, young people learn by example, so you and the rest of the family can be on the look out for opportunities to be

To view the answers to a SDQ click the ***SDQ view answers*** link at the top of the Technical or Readable report.



Completed SDQ Responses

Using traffic light visuals with positive answers in green and negative answers in red. Answers that are "Somewhat True" will always be highlighted in yellow and always give a score of 1, however those answers in red and green can score either a 0 or a 2 depending on how the question is worded and to which subscale the question belongs (see SDQ Band Scores and Variables pages 13-14).

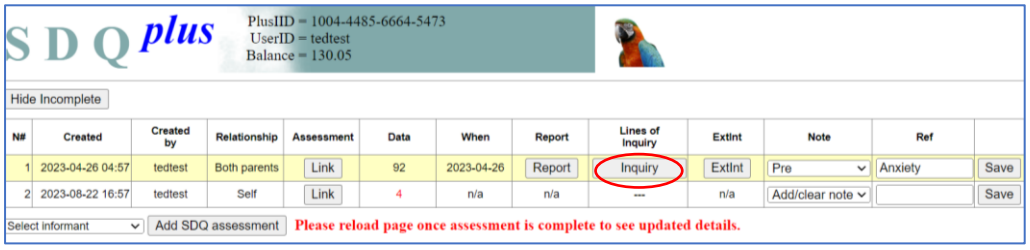
Informant = Parent, completed 9th February 2023.
Age of young person = 11
Gender of young person = Female

Category	Question	Response	Value
Emotional symptoms score	Often complains of headaches, stomach-aches or sickness	Not True	0
	Many worries or often seems worried	Not True	0
	Often unhappy, depressed or tearful	Not True	0
	Nervous in new situations, easily loses confidence	Not True	0
	Many fears, easily scared	Not True	0
Conduct problems score	Often loses her temper	Not True	0
	Generally well behaved, usually does what adults request	Not True	2
	Often fights with other young people or bullies them	Not True	0
Hyperactivity score	Restless, overactive, cannot stay still for long	Not True	0
	Constantly fidgeting or squirming	Not True	0
	Easily distracted, her concentration wanders	Not True	0
	Thinks things out before acting	Not True	2
	Good attention span, sees chores or homework through to the end	Not True	2
Peer problems score	Would rather be alone than with other young people	Not True	0
	Has at least one good friend	Not True	2
	Generally liked by other young people	Not True	2
	Picked on or bullied by other young people	Not True	0
	Gets along better with adults than with other young people	Not True	0
Prosocial score	Considerate of other people's feelings	Not True	0
	Shares readily with other young people, for example CD's, games, food	Not True	0
	Helpful if someone is hurt, upset or feeling ill	Not True	0
	Kind to younger children	Not True	0
	Often offers to help others (parents, teachers, children)	Not True	0
Impact	Overall, do you think that [name of person being described] has difficulties in any of the following areas: emotions, concentration, behaviour or being able to get along with other people?	Yes - minor difficulties	-
	How long have these difficulties been present?	6-12 months	-
	Do the difficulties upset or distress her?	A medium amount	1
	Home life	A medium amount	1
	Friendships	A medium amount	1

The Print/PDF button (top right) allows you to print or download and save each report separately. To close the reports, click the X on the relevant tab at the top of your screen.

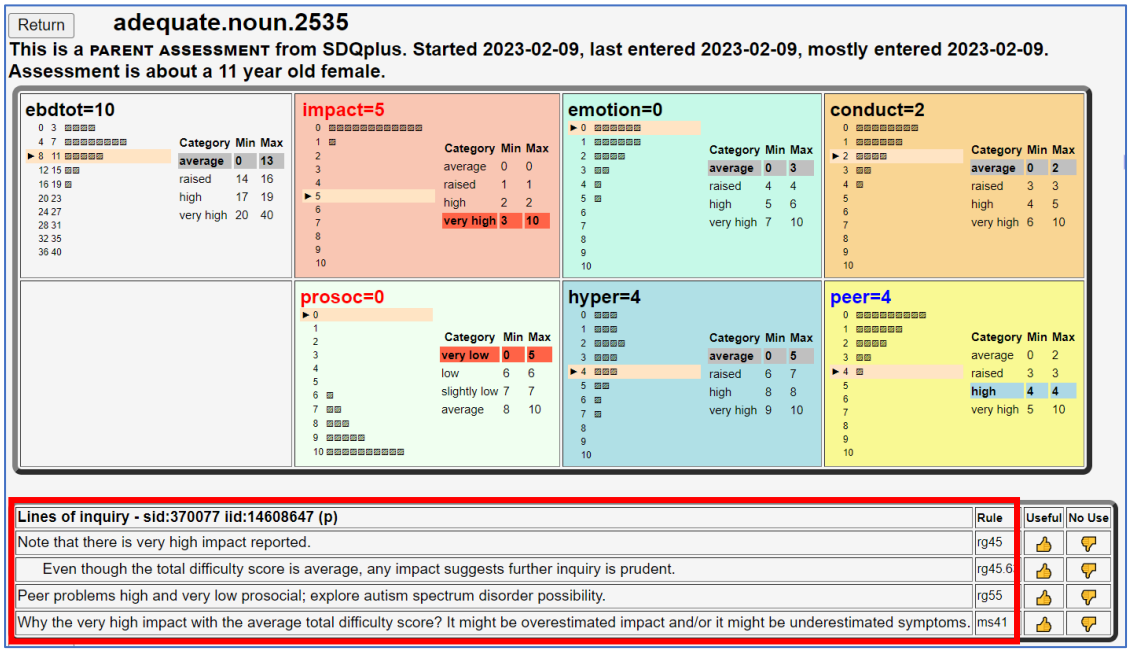
Lines of Inquiry Table

To display the SDQ result as a table click the *Inquiry* button.



The band scores are shown for the ebdtot (emotional behavioural difficulties total), the Impact score (additional questions at the end of the 25 core questions) and for the subscales. Note that whilst the

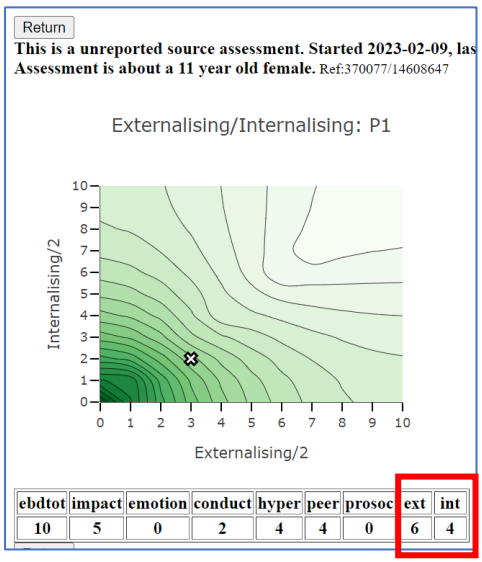
difficulties subscales (emotion, conduct, hyper & peer) are used to calculate the ebdtot score, the prosocial score measuring strengths (kind & helpful behaviour towards others) and the impact score do not contribute to the ebdtot score and are both stand-alone categories.



Lines of Inquiry is a rule-based expert system application that suggests "lines of Inquiry" for professionals based on SDQ data. Close the table or use *Return* to go back to the SDQplus list.

ExtInt Chart

Click ext/int button to view the Externalised and Internalised Behaviours Chart.



INFORMATION: The chart used in the example records a score of 6 out of a possible 20 for externalised behaviours (ext = conduct score + hyper score). Internalised behaviours (int = emotion score + peer score) is recorded as 4 out of 20.

With regards to the plot, both ext. and int. scores are divided by two and if an odd number rounded down (hence, in this example, the plot is 3 for externalised behaviour and 2 for internalised behaviour). The dark green area indicates where average scores would appear – this area differs according to informant type.

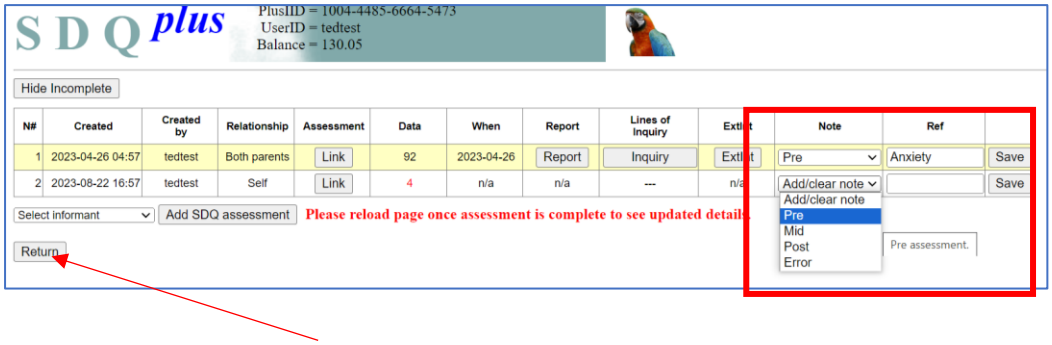
Click *Return* to close the chart and return to the SDQplus list.

Adding a Note/Reference to the SDQplus Assessment List (parrot page)

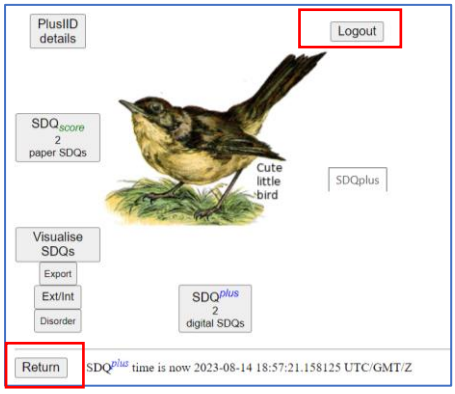
To distinguish between pre and post assessment, it is now possible to record a note in the SDQ assessments list. This note will also be recorded within the cohort export spreadsheet and Visualisation table. Click on the dropdown arrow, to select from the options shown below.

The Ref box will allow you to record up to ten characters.

IMPORTANT to click the Save button otherwise this information will not be saved.



Return on the parrot page takes you back to the child's main account page (the "bird page").

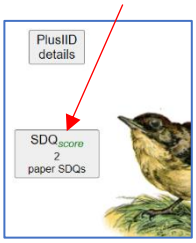


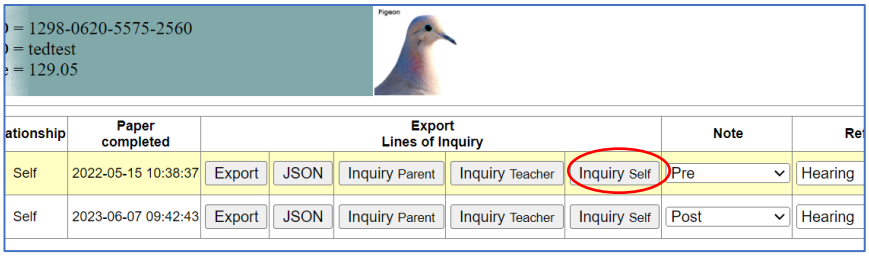
From here ***Return*** or ***Logout*** will return you to the cohort page.

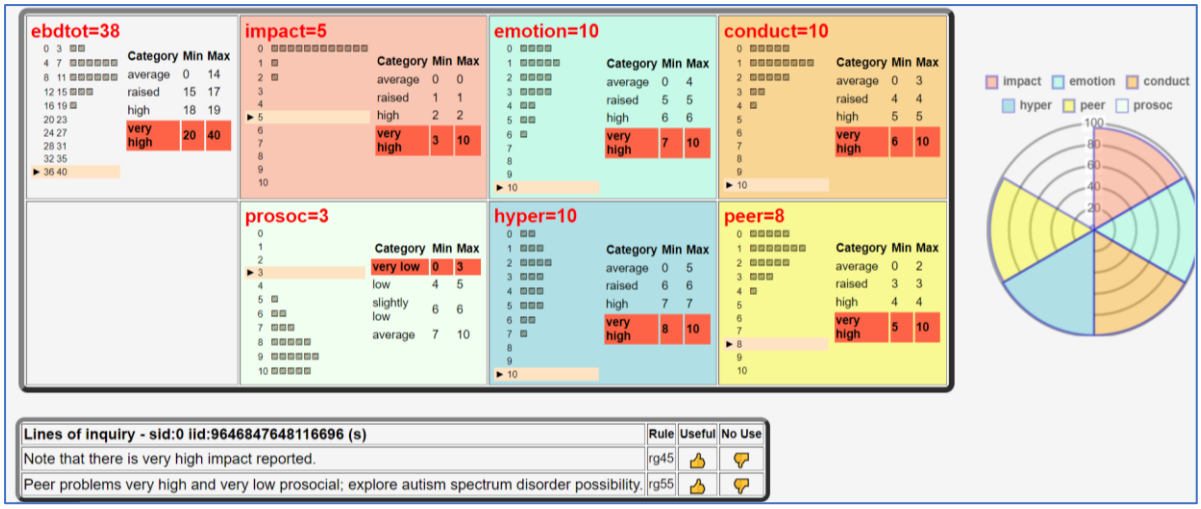
SDQScore Reports (paper-based assessment results)

You can re-access the SDQscore report if you did not save it first time around, but please be aware you will incur a $0.25 charge (however, the Lines of Inquiry table is available to view free of charge).

Click the *SDQscore # paper SDQs* button & then select the relevant Inquiry button.

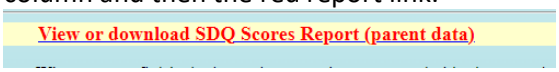






More information about the Lines of Inquiry Table is on pages 5.

However, if you do need to revisit the report click the SDQ button within SDQ Interview column and then the red report link.



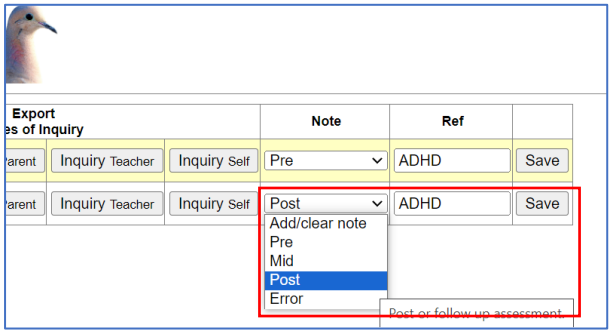
View the report or save as a PDF file by clicking the Save button (on the top right of the screen).

Adding a Note/Reference to the SDQscore Assessment List (pigeon page)

To distinguish between pre and post assessment, it is now possible to record a note in the SDQ assessments list. This note will also be recorded within the cohort export spreadsheet and Visualisation table. Click on the dropdown arrow, to select from the options shown below.

The Ref box will allow you to record up to ten characters (useful for adding initials of the practitioner responsible for sending out the assessment).

IMPORTANT to click the Save button otherwise this information will not be saved.

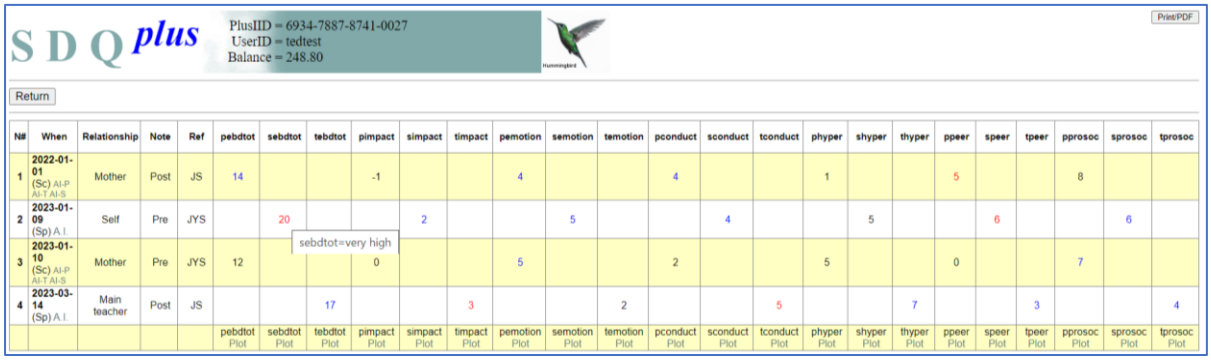


Comparison Results for an Individual (SDQplus & SDQscore)

The *SDQ Visualise* group of tools provide comparison results for an individual.

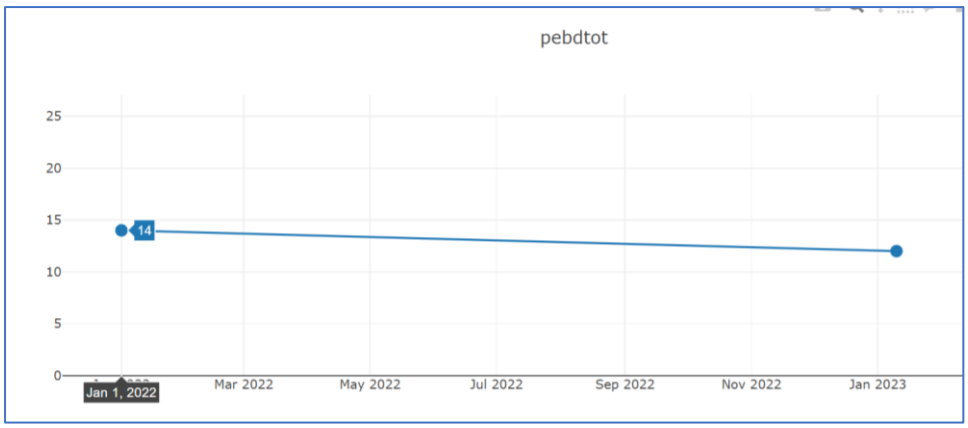
1. Click the **SDQ Visualise button** for a colour coded table of results that shows very high scores (or very low prosocial) in red, high and raised scores in blue and average scores in black.

Placing your cursor on a score produces a tool-tip informing you as to which band category the score falls. The column headings used in this table are explained on page 14, *Main SDQ Variables*.

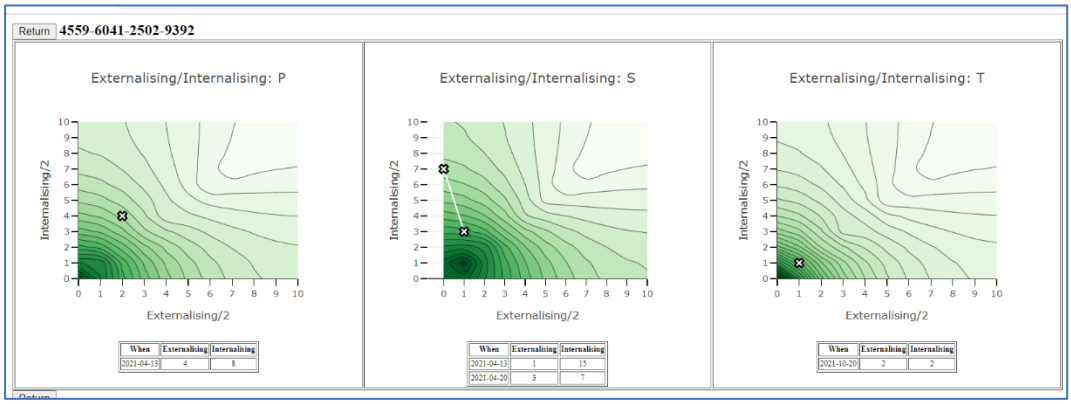


N#	When	Relationship	Note	Ref	pebdtot	sebdtot	tebdtot	pimpact	simpact	timpact	pemotion	semotion	temotion	pconduct	sconduct	tconduct	phyper	shyper	thyper	ppeer	speer	tpeer	pprosoc	sprosoc	tprosoc
1	2022-01-01 (Sc) AI-P AI-T AI-S	Mother	Post	JS	14			-1			4			4			1			5			8		
2	2023-01-09 (Sp) A.I.	Self	Pre	JYS		20			2			5			4			5			6			6	
3	2023-01-10 (Sc) AI-P AI-T AI-S	Mother	Pre	JYS	12			0			5			2			5			0			7		
4	2023-03-14 (Sp) A.I.	Main teacher	Post	JS			17			3			2			5			7			3			4
					pebdtot Plot	sebdtot Plot	tebdtot Plot	pimpact Plot	simpact Plot	timpact Plot	pemotion Plot	semotion Plot	temotion Plot	pconduct Plot	sconduct Plot	tconduct Plot	phyper Plot	shyper Plot	thyper Plot	ppeer Plot	speer Plot	tpeer Plot	pprosoc Plot	sprosoc Plot	tprosoc Plot

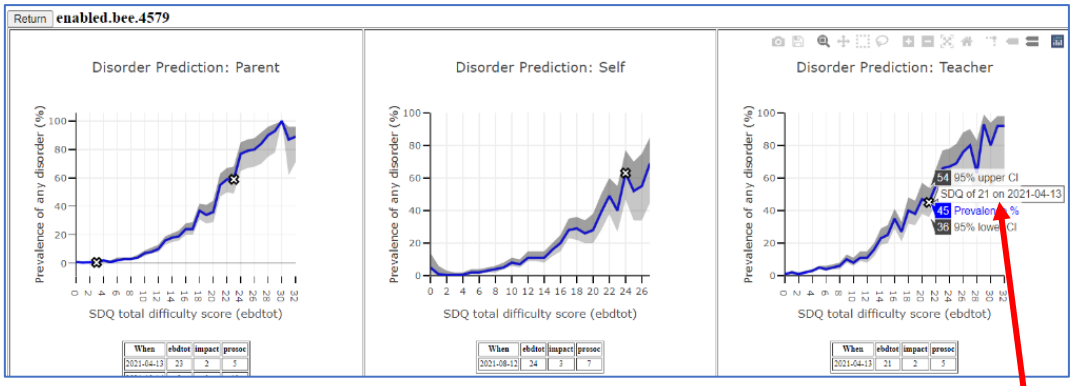
The Plot link beneath each column, produces a chart to track any changes in scores over time. The example below shows the emotional behavioural difficulties total (ebdtot) from a parent informant. The first SDQ produced an ebdtot score of 14 (raised band) in January 2022. The second SDQ, scored in January 2023, produced a score of 12; a drop of 2 increment points which now puts the total score in the average banding category.



2. Click the **Ext/Int** button to view externalising and internalising behaviours charts for all three informant types (more information on page 6).



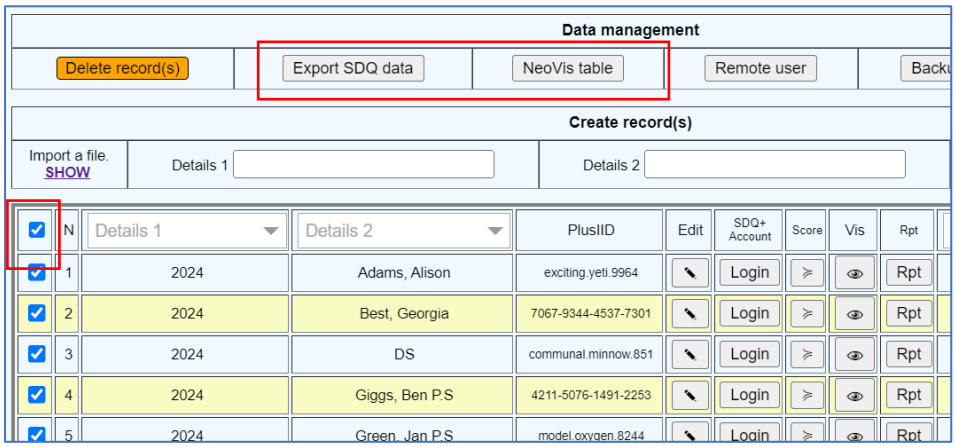
3.Click the **Disorder** button to view charts that plot the likelihood of a child developing a mental health disorder.



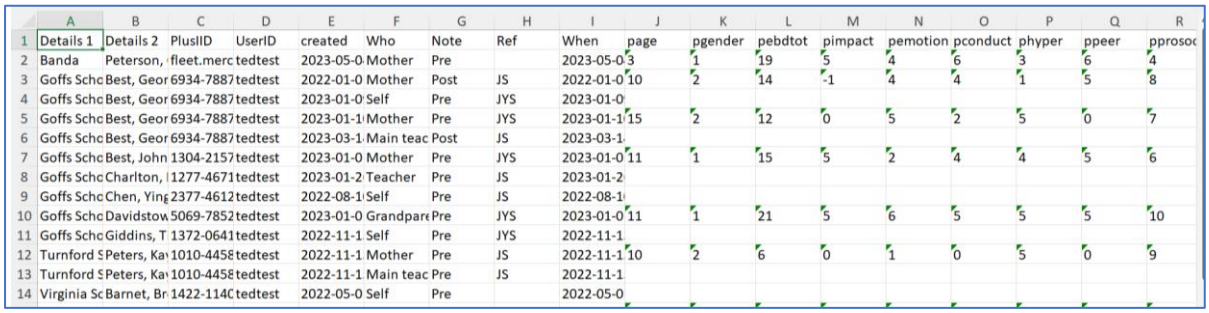
Placing the cursor over the plot mark shows the % prevalence of a mental health disorder (blue text). The upper & lower confidence intervals (black text) record the parameters within which the score falls and are based on a wide SDQ sample study.

Comparison Results for a Whole Cohort

Ensure all rows are selected by clicking the top check box on the cohort page.



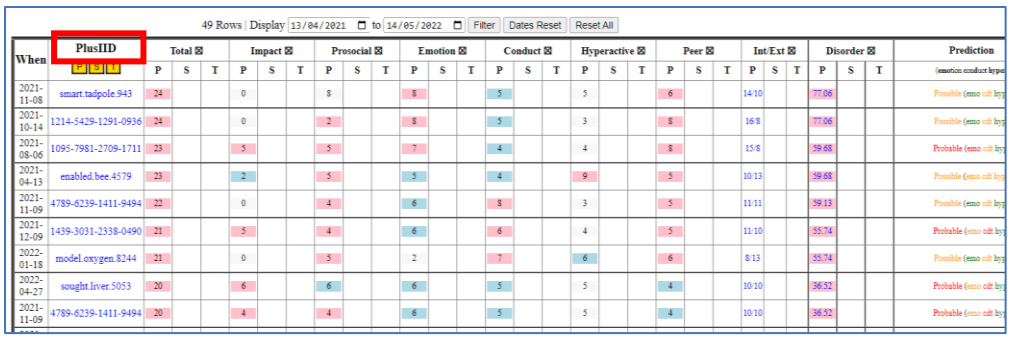
Export SDQ data – produces a spreadsheet (xlsx. file) showing SDQ scores for overall stress (ebdtot), impact and the five subscales. If you have a lot of assessment data, give the export time to download.



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Details 1	Details 2	PlusID	UserID	created	Who	Note	Ref	When	page	pgender	pebdtot	pimpact	pemotion	pconduct	phyper	ppeer	pprosoc
2	Banda	Peterson,	fleet.merc	tedtest	2023-05-0	Mother	Pre		2023-05-0	3	1	19	5	4	6	3	6	4
3	Goffs Schc	Best, Geor	6934-7887	tedtest	2022-01-0	Mother	Post	JS	2022-01-0	10	2	14	-1	4	4	1	5	8
4	Goffs Schc	Best, Geor	6934-7887	tedtest	2023-01-0	Self	Pre	JYS	2023-01-0									
5	Goffs Schc	Best, Geor	6934-7887	tedtest	2023-01-1	Mother	Pre	JYS	2023-01-1	15	2	12	0	5	2	5	0	7
6	Goffs Schc	Best, Geor	6934-7887	tedtest	2023-03-1	Main teac	Post	JS	2023-03-1									
7	Goffs Schc	Best, John	1304-2157	tedtest	2023-01-0	Mother	Pre	JYS	2023-01-0	11	1	15	5	2	4	4	5	6
8	Goffs Schc	Charlton,	1277-4671	tedtest	2023-01-2	Teacher	Pre	JS	2023-01-2									
9	Goffs Schc	Chen, Ying	2377-4612	tedtest	2022-08-1	Self	Pre	JS	2022-08-1									
10	Goffs Schc	Davidstow	5069-7852	tedtest	2023-01-0	Grandpare	Pre	JYS	2023-01-0	11	1	21	5	6	5	5	5	10
11	Goffs Schc	Giddins, T	1372-0641	tedtest	2022-11-1	Self	Pre	JYS	2022-11-1									
12	Turnford S	Peters, Ka	1010-4458	tedtest	2022-11-1	Mother	Pre	JS	2022-11-1	10	2	6	0	1	0	5	0	9
13	Turnford S	Peters, Ka	1010-4458	tedtest	2022-11-1	Main teac	Pre	JS	2022-11-1									
14	Virginia Sc	Barnet, Br	1422-114C	tedtest	2022-05-0	Self	Pre		2022-05-0									

Age is recorded in column J. Gender recorded in column K (0=n/a, 1=male, 2=female, 3=TGNC). Column headings begin with the informant type; p=parent, s=self, t=teacher (see page 14).

NeoVis table – produces an interactive table that allows you to sort by highest or lowest scores in each column. Click *PlusIID* to group by this, the only identifier of the child. Clicking the PlusIID blue link will take you to the child's SDQplus account (bird page).

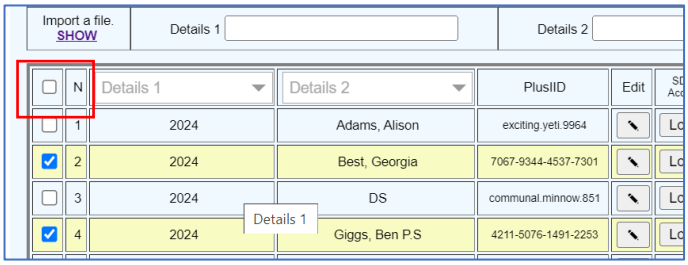


Key to colour coding: pink = VERY HIGH (VERY LOW for Prosocial), blue = HIGH or raised scores (LOW or slightly low for Prosocial), cream = Average scores.

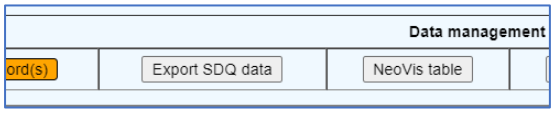
Using the Filter Tool for Comparison Results for a Group or Individual

The cohort filter tool can be used with the *NeoVis table* or *Export SDQ data* tools to view comparison data for a group or just one individual.

1. Click the top check box to deselect all options, then check the boxes of those rows you want to display.



2. When the ***Export SDQ data*** button or ***NeoVis*** *button* is clicked the results will appear for <u>only</u> the selected children.



Remote Access to Individual SDQplus Accounts – STAFF USE ONLY

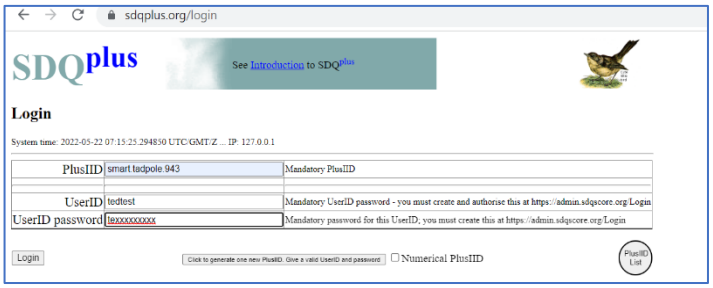
There may be occasions when you need to give members of staff access to a particular child's account but want to deny them access to the cohort records. If this is the case, direct the staff member to the SDQplus stand-alone site detailed below.

1. The remote user enters the following information on the login page at, https://sdqplus.org/login.

The PlusIID assigned to the child.

The UserID and UserID password used to login to the cohort in which the PlusIID appears.

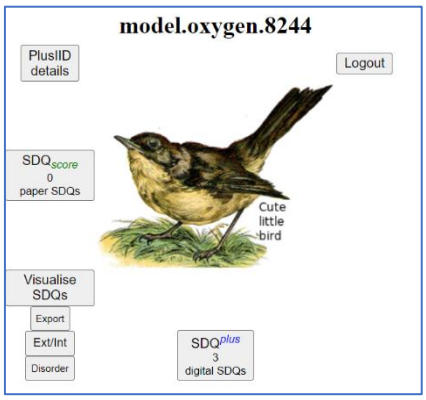
<u>BUT NO NEED FOR THE COHORT NAME</u>



2. Clicks *Login* to view an individual child's account.

From here the remote user/practitioner can:

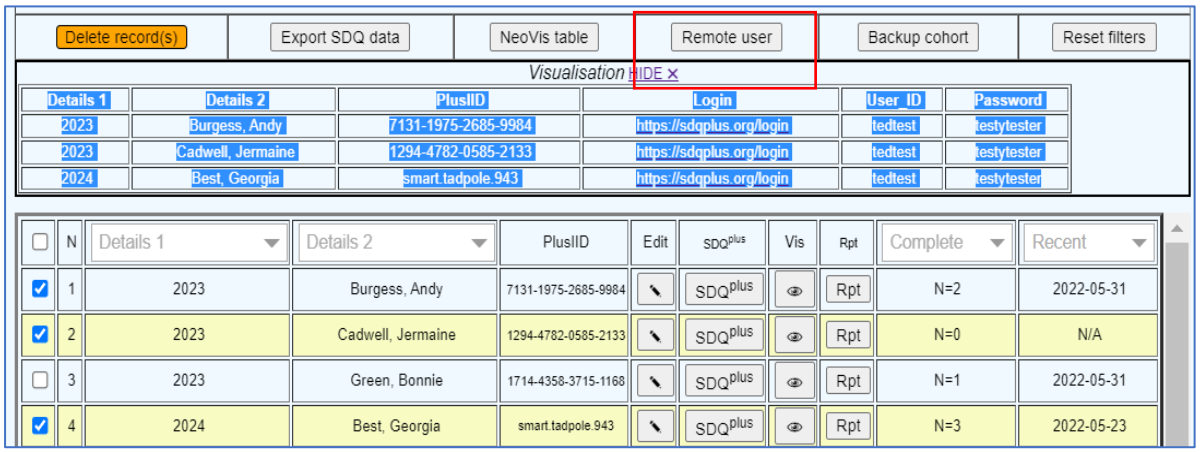
- Generate the electronic SDQ & view related reports (SDQplus tools)
- Transcribe answers from SDQ paper assessments & view reports (SDQscore tools)
- View comparison data from both SDQplus & SDQscore (SDQ visualise tools)



Remote User Tool – SDQplus tickets for staff only

This SDQcohort tool produces swiftly and accurately all the required information (listed in previous section above) that you need to pass to the remote user/practitioner.

1. Check only the rows that you require (top box beside N deselects/selects all).



2. Click Remote User button highlighted in screen shot above.
3) Copy the highlighted remote user tickets and paste in an email to the practitioner/member of staff.

Details 1	Details 2	PlusID	Login	User_ID	Password
2023	Burgess, Andy	7131-1975-2685-9984	https://sdqplus.org/login	tedtest	texxxxxxx
2023	Cadwell, Jermaine	1294-4782-0585-2133	https://sdqplus.org/login	tedtest	texxxxxxx
2024	Best, Georgia	smart.tadpole.943	https://sdqplus.org/login	tedtest	texxxxxxx

To remove the information from screen click the X that appears above the tickets.

Visualisation HIDE ✕

SDQ Range of Scores & Banding Categories

SDQ Cut off Scores & Banding for 4-18 years

SDQ Scores: Scale for Parent Informants									
Parent	ebdtot	impact	emotion	conduct	hyper	peer		Parent	prosocial
SDQ Average Scale	0-13	0	0-3	0-2	0-5	0-2		SDQ Average Scale	8-10
SDQ Raised Scale	14-16	1	4	3	6-7	3		SDQ Slightly Low Scale	7
SDQ High Scale	17-19	2	5-6	4-5	8	4		SDQ Low Scale	6
SDQ Very High Scale	20-40	3-10	7-10	6-10	9-10	5-10		SDQ Very Low Scale	0-5
SDQ Scores: Scale for Teacher Informants									
Teacher	ebdtot	impact	emotion	conduct	hyper	peer		Teacher	prosocial
SDQ Average Scale	0-11	0	0-3	0-2	0-5	0-2		SDQ Average Scale	6-10
SDQ Raised Scale	12-15	1	4	3	6-7	3-4		SDQ Slightly Low Scale	5
SDQ High Scale	16-18	2	5	4	8	5		SDQ Low Scale	4
SDQ Very High Scale	19-40	3-6	6-10	5-10	9-10	6-10		SDQ Very Low Scale	0-3
SDQ Scores: Scale for Self-Informants									
Self	ebdtot	impact	emotion	conduct	hyper	peer		Self	prosocial
SDQ Average Scale	0-14	0	0-4	0-3	0-5	0-2		SDQ Average Scale	7-10
SDQ Raised Scale	15-17	1	5	4	6	3		SDQ Slightly Low Scale	6
SDQ High Scale	18-19	2	6	5	7	4		SDQ Low Scale	4-5
SDQ Very High Scale	20-40	3-10	7-10	6-10	8-10	5-10		SDQ Very Low Scale	0-3

SDQ Cut off Scores and Banding for pre-school children - 2-4 years

SDQ Scores: Scale for Parent Informants (preschool – 2-4yrs)									
Parent	ebdtot	impact	emotion	conduct	hyper	peer		Parent	prosocial
SDQ Average Scale	0-12	0	0-2	0-3	0-5	0-2		SDQ Average Scale	7-10
SDQ Raised Scale	13-15	1	3	4	6	3		SDQ Slightly Low Scale	6
SDQ High Scale	16-18	2	4	5	7	4		SDQ Low Scale	5
SDQ Very High Scale	19-40	3-10	5-10	6-10	8-10	5-10		SDQ Very Low Scale	0-4
SDQ Scores: Scale for Teacher Informants (preschool – 2-4yrs)									
Teacher	ebdtot	impact	emotion	conduct	hyper	peer		Teacher	prosocial
SDQ Average Scale	0-11	0	0-2	0-2	0-4	0-2		SDQ Average Scale	5-10
SDQ Raised Scale	12-15	1	3	3	5-6	3-4		SDQ Slightly Low Scale	4
SDQ High Scale	16-18	2	4	4	7	5		SDQ Low Scale	3
SDQ Very High Scale	19-40	3-6	5-10	5-10	8-10	6-10		SDQ Very Low Scale	0-2

More information on how the SDQ is scored can be found on our website at,
https://www.sdqinfo.org/

Main SDQ Variables

Variable	Explanation
page	Age of child/young person from the parent SDQ (2 to 17)
pgender	Gender of child/young person from the parent SDQ – 0 'n/a' 1 'Male' 2 'Female' 3 'TGNC'
pconduct	Conduct or disruptive behaviour problems score from the parent SDQ
pebdtot	Total emotional and behavioural difficulties from the parent SDQ
pemotion	Emotional symptoms (e.g., anxiety and depression) score from the parent SDQ
phyper	Hyperactivity and inner tension score from the parent SDQ
pimpact	Impact score (either social impairment or distress) from the parent SDQ
ppeer	Problems with peer relationships from the parent SDQ
pprosoc	Presence of helpful and kind activities from the parent SDQ
sage	Age of child/young person from the self-report (11 to 17)
sgender	Gender of child/young person from the self-report SDQ – 0 'n/a' 1 'Male' 2 'Female' 3 'TGNC'
sconduct	Conduct or disruptive behaviour problems score from the self-report
sebdtot	Total emotional and behavioural difficulties from the self-report
semotion	Emotional symptoms (e.g., anxiety and depression) score from the self-report
shyper	Hyperactivity and inner tension score from the self-report
simpact	Impact score (either social impairment or distress) from the self-report
speer	Problems with peer relationships from the self-report
sprosoc	Presence of helpful and kind activities from the self-report
tage	Age of child/young person from the teacher SDQ (2 to 17)
tgender	Gender of child/young person from the teacher SDQ – 0 'n/a' 1 'Male' 2 'Female' 3 'TGNC'
tconduct	Conduct or disruptive behaviour problems score from the teacher SDQ
tebdtot	Total emotional and behavioural difficulties from the teacher SDQ
temotion	Emotional symptoms (e.g., anxiety and depression) score from the teacher SDQ
thyper	Hyperactivity and inner tension score from the teacher SDQ
timpact	Impact score (either social impairment or distress) from the teacher SDQ
tpeer	Problems with peer relationships from the teacher SDQ
tprosoc	Presence of helpful and kind activities from the teacher SDQ

Other SDQcohort guides include:
Creating Cohorts User Guide
Generating & Scoring the SDQ User Guide

For advice or assistance please email us at,
sdqtraining@youthinmind.com