
SDQ STRENGTHS & DIFFICULTIES QUESTIONNAIRES

Tobia, V., & Marzocchi, G. M. (2017). The Strengths and Difficulties Questionnaire-Parents for Italian school-aged children: Psychometric properties and norms. *Child Psychiatry & Human Development*.

Tobia, V., Gabriele, M. A. & Marzocchi, G. M. (2011). Norme italiane dello Strengths and Difficulties Questionnaire (SDQ): Il comportamento dei bambini italiani valutato dai loro insegnanti. *Disturbi di attenzione e iperattività*, 6, 167-174

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What is it?

Questionnaires etc.
View & Download

Scoring the SDQ

Uses

SDQ vs other Q's

Articles

Norms

The SDQ is part of the DAWBA family of mental health measures. Read about DAWBA [here](#).
As of September 2016, you can [search 4000 SDQ-related articles](#) from over 100 countries.

SDQ

Information for researchers and professionals about the Strengths & Difficulties Questionnaires

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Please note that Strengths and Difficulties Questionnaires, whether in English or in translation, are **copyright documents that are not in the public domain**. As such, they may not be modified in any way (e.g. changing the wording of questions, adding questions or administering only subsets of questions). This is to ensure that the SDQ is fully comparable across studies and settings. Similarly, to ensure high quality and consistency, unauthorized translations are not permitted. Paper versions may be downloaded and subsequently photocopied without charge by individuals or non-profit organizations provided they are not making any charge to families.

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Caratteristiche principali:

- Focus sui punti di forza e di debolezza
- Brevità → utilizzo per screening o ricerca
- Prospettiva multi-informant → soggetto, genitori, insegnante
- Adattamento e norme nazionali per differenti paesi → possibilità di studi comparativi
- Possibile utilizzo per la verifica dell'efficacia di un intervento
- Necessità di approfondimento su problematiche specifiche

Descrizione generale dello strumento

- Questionario (25 items; 5 scale)
 - Versione self-report per soggetto (11-17; >18 anni)
 - Versioni per genitori/insegnanti (2-4; 4-17; > 18 anni)
- Domande relative all'impatto del problema
- Domande di follow-up

NB: la scelta della versione dello strumento da utilizzare dipende dal contesto.

Strumenti disponibili in Italiano:

Italian

Single-sided version without impact supplement

- One-sided SDQ for parents or educators of 2-4 year olds
- One-sided SDQ for parents or teachers of 4-17 year olds
- One-sided self-rated SDQ for 11-17 year olds
- **s18+** One-sided SDQ for **self-report** by those aged 18 and over
- **il18+** One-sided SDQ for **informant** report on those aged 18 and over

Double-sided version with impact supplement

- **P2-4** - SDQ and impact supplement for the parents of 2-4 year olds
- **P4-17** - SDQ and impact supplement for the parents of 4-17 year olds
- **T2-4** - SDQ and impact supplement for the educators of 2-4 year olds
- **S11-17** - SDQ and impact supplement for self-completion by 11-17 year olds
- **T4-17** - SDQ and impact supplement for the teachers of 4-17 year olds
- **il18+** SDQ and impact supplement for **informant** report on those aged 18 and over
- **s18+** SDQ and impact supplement for **self-report** by those aged 18 and over

Follow-up version (the default is to ask about 'clinic visits': email youthinmind@gmail.com for versions asking about other interventions)

- **P4-17 FOLLOW-UP** - SDQ, follow-up questions and impact supplement for the parents of 4-17 year olds
- **T4-17 FOLLOW-UP** - SDQ, follow-up questions and impact supplement for the teachers of 4-17 year olds
- **S11-17 FOLLOW-UP** - SDQ, follow-up questions and impact supplement for self-completion by 11-17 year olds

Composizione dello strumento

- Scelta degli item a partire da questionari già esistenti (Rutter, 1967) e ampliamento sulla base dei criteri dei principali manuali psicodiagnostici.
- 5 item relativi agli aspetti positivi del funzionamento del bambino **20** per i comportamenti disfunzionali.



Uno sguardo al questionario (vedi in cartella)

- *Versione semplice*
- Versione con supplemento
- Versione con domande di follow-up

- Valutati su una scala Likert a tre punti
 - 0 = non vero
 - 1 = parzialmente vero
 - 2 = assolutamente vero

- 5 Scale con 5 item ciascuna
 - Sintomi emotivi → EMO: 3, 8, 13, 16, 24
 - Problemi comportamentali → CON: 5, 7R, 12, 18, 22 (minore affidabilità)
 - Iperattività – difficoltà a mantenere la concentrazione → HYPER: 2, 10, 15, 21R, 25R
 - Difficoltà nelle relazioni con i pari → PEER: 6, 11R, 14R, 19, 23 (minore affidabilità)
 - Comportamenti prosociali → PROS: 1, 4, 9, 17, 20

R= codifica «rovesciata»

Composizione delle scale

- **TOTAL SCORE:** somma delle quattro scale cliniche
- **Nei campioni ad alto rischio:** valutazione delle singole scale
- **Nei campioni a basso rischio:**
 - **Disturbi internalizzanti:** EMO + PEER
 - **Disturbi esternalizzanti:** COND + HYPER
 - **Comportamenti prosociali:** PROS


Norme italiane

SDQ: Normative SDQ Data from Italy

Parent SDQ data

Parent SDQs were completed on 1,917 children and young people aged 6-15 year olds attending schools in Northern Italy.


The details of the study are described in Tobia, V., & Marzocchi, G. M. (2017). The Strengths and Difficulties Questionnaire-Parents for Italian school-aged children: Psychometric properties and norms. *Child Psychiatry & Human Development*. doi: 10.1007/s10578-017-0723-2

 **Parent SDQ: Sample means, standard deviations and percentiles, split by gender and age band.**

Teacher SDQ data

Teacher SDQs were completed on 3,302 children and young people aged 3-15 year olds attending schools in the Milan area (excluding pupils with language problems, learning difficulties or poor school attendance).

The details of the study are described in Tobia, V., Gabriele, M.A., Marzocchi, G.M. (2011). Norme italiane dello Strengths and Difficulties Questionnaire (SDQ): Il comportamento dei bambini italiani valutato dai loro insegnanti. *Disturbi di attenzione e iperattività*, **6**, 167-174.

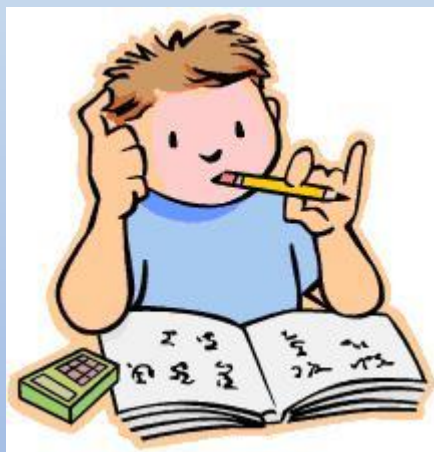
 **Teacher SDQ: Sample means and standard deviations, split by gender and age band.**

Modalità di scoring

- Invertire gli item «R»
- Calcolare le somme di scala, totali e di dimensione
- **Distinguendo per genere e classe scolastica (!)**
→ Verificare sulla tabella delle norme italiane il punteggio di cut-off relativo all'80°, 90° e 95° percentile
- tra 80° - 90° → valore borderline- subclinico
- tra 90° - 95° → alto rischio
- oltre 95° → rischio molto alto

Grazie per l'attenzione...





Esercitazione