

## Quantitative Tests – LSL – Denmark

In the LSL, the area of social behavior is assessed. This area captures how well a child cooperates with others, follows rules, and resolves conflicts. It evaluates the child's ability to act considerately and empathetically while respecting social norms. Additionally, conflict behavior is assessed, specifically whether the child avoids conflicts or handles them constructively. This test method has also been conducted for the project as an external assessment by the teacher. All subscales have a (positive) maximum score of 15 – the higher the score on each subscale, the better! Unlike the SDQ, no cut-off scores or categorizations are used in this test battery.

The following table provides an overview and aids in later understanding:

Subscale	Maximum value (positive)
Self-perception/Introspection	15
Cooperation	15
Self control	15
Empathy	15
Appropriate self-assertion	15
Social contact	15

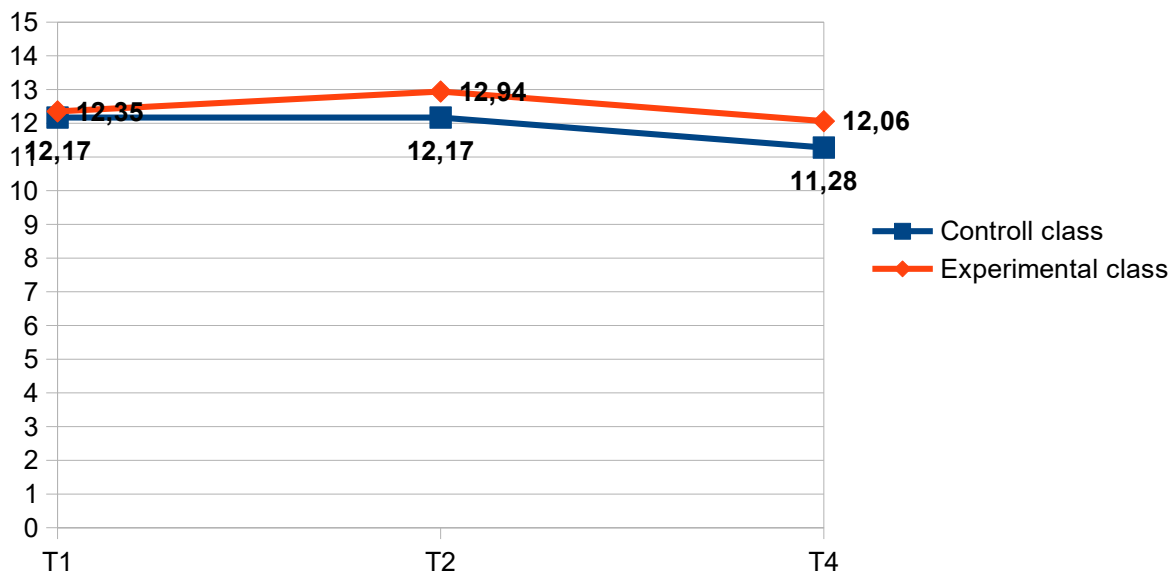
In the LSL test, T1, T2, and T4 were compared. The upcoming graphs first provide a comparison between the two groups, followed by a breakdown of the results from the two tests for the experimental class (Friskole) from T1 to T4.

In the comparison between the experimental and control classes, there are no distinct differences. Both groups develop quite similarly. However, two categories show a differentiating effect.

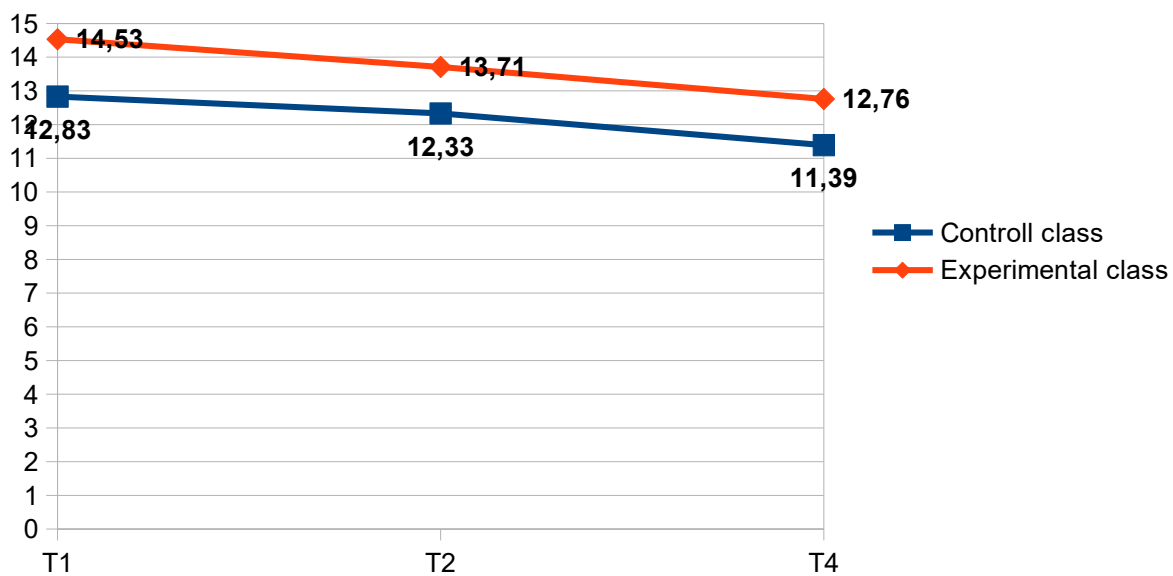
In the LSL, the experimental class shows a large effect in the „self-assertion“ subscale, while the control class continuously deteriorates. A similar pattern is observed in the „Social Contact“ subscale, where the control group's negative trend is particularly noticeable.

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LSL - Introspection

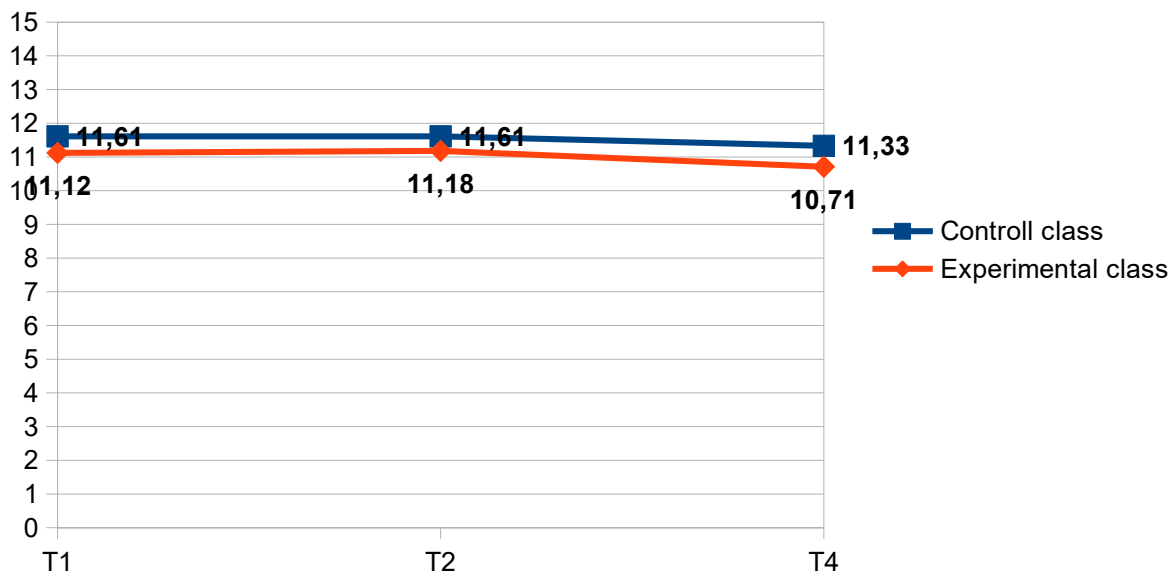


LSL - Cooperation

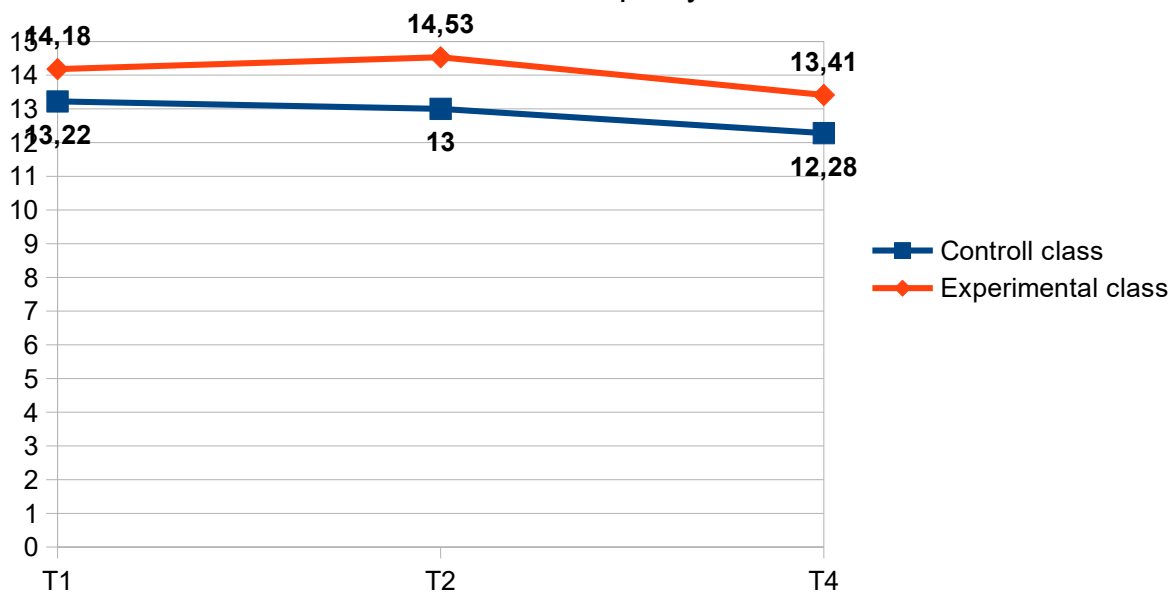


## Quantitative Tests – LSL – Denmark

LSL - Self-control

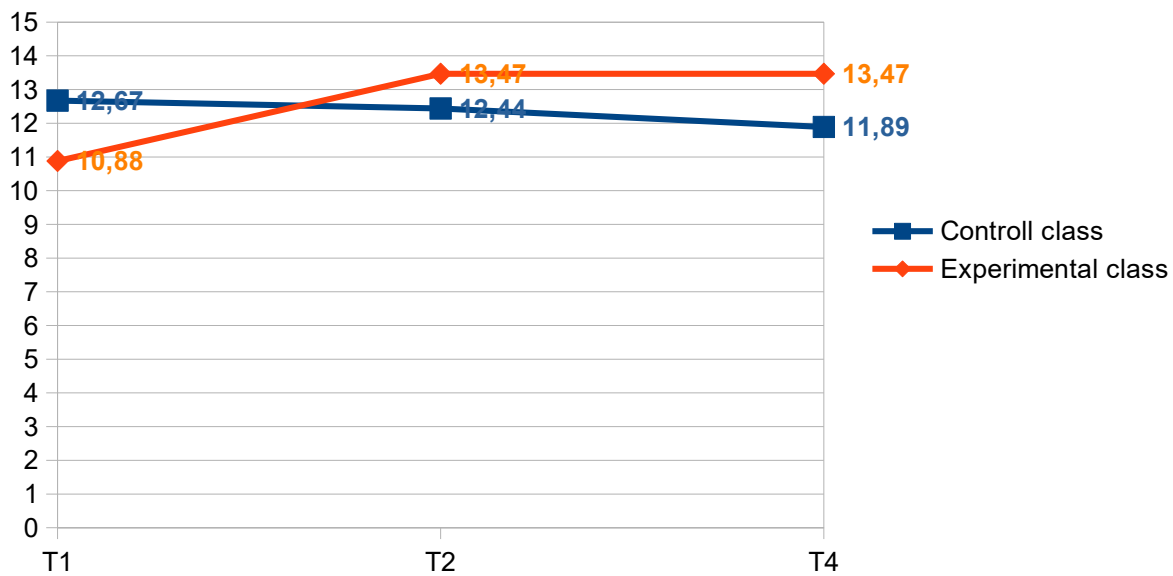


LSL - Empathy



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LSL - Self-assertion



LSL - Social contact

