Quantitative Tests – SDQ – Denmark

The SDQ has served as the primary element of the study from day one, being used to categorize all students. Based on its individual subscales (prosocial behavior, emotional problems, behavioral problems, peer problems, hyperactivity, and the total difficulty score (all subscales except prosocial behavior) and the associated cut-off values, students were divided into groups (normal, borderline, notable).

To make this comprehensible for readers in the following report, a table is provided:

SDQ (Subscale)	Maximum value	Cutoff normal	Cutoff borderline	Cutoff conspicuous
Prosocial behaviour	10	6-10	5	0-4
Emotional problems	10	0-3	4	5-10
Behavioural problems	10	0-2	3	7-10
Behavioural problems with peers	10	0-2	3	4-10
Hyperactivity	10	0-5	6	7-10
Total problem score (all subscales except prosocial behaviour)	40	0-11	12-15	16-40

These values help assess children's behavior and emotional health, identifying whether they may need support. Once the total difficulty score or any of the subscales reaches the „notable" range, this warrants closer observation. The same applies to the other categories (normal, at-risk).

Quantitative Tests – SDQ – Denmark

As not all test data was available for the Danish control group, only T2 to T4 could be compared for the SDQ.

SDQ - Prosocial behavior
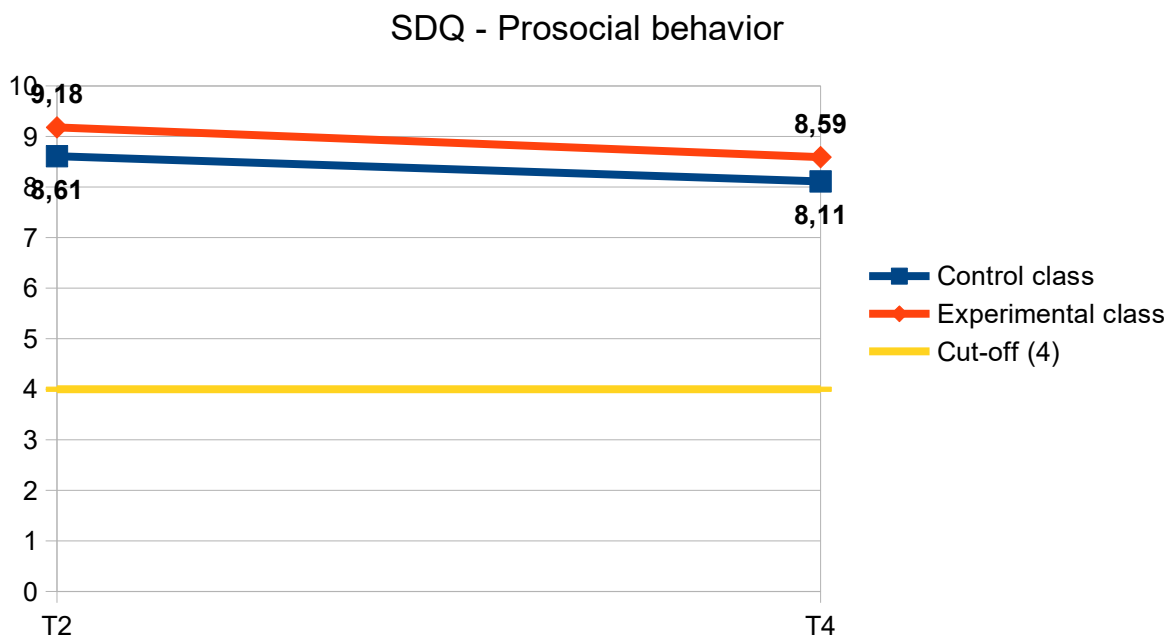
Prosocial behavior reflects individual students' strengths and is considered separately from the other categories. The maximum score is 10 points, representing the highest possible outcome. If the score falls below the cut-off of 4 points, it is classified as „notable."

Both groups deteriorate almost linearly. However, the experimental group is significantly more stressed than the control group at the beginning.

Quantitative Tests – SDQ – Denmark

SDQ - Emotional problems
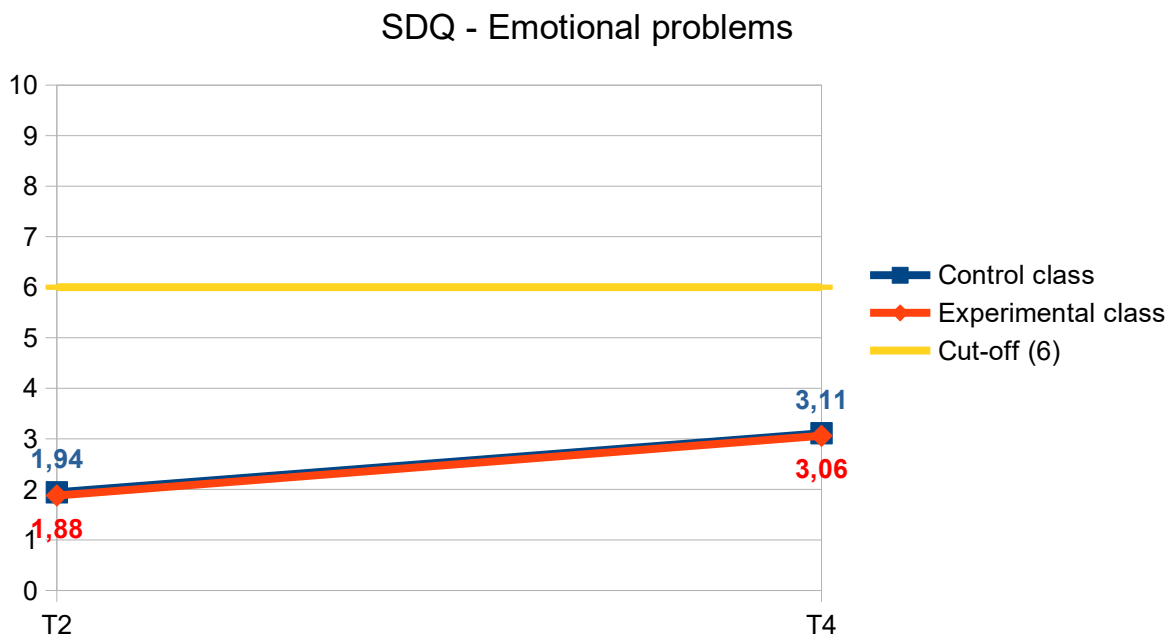
The emotional problems category applies to all students in the tested classes. The maximum score is 10 points. If the score exceeds the cut-off of 6 points, it is classified as „notable."

The two classes rise almost equally in the category, which is negative for the "Emotional problems" subscale. It can be understood that there is a similar effect based on the graph, but the following values can be determined based on the pooled standard deviation and the resulting effect size:

Control group: d= 0.56 = medium effect (negative)

Experimental group: d= = very small effect (negative)

Quantitative Tests – SDQ – Denmark

SDQ - Behavioral problems
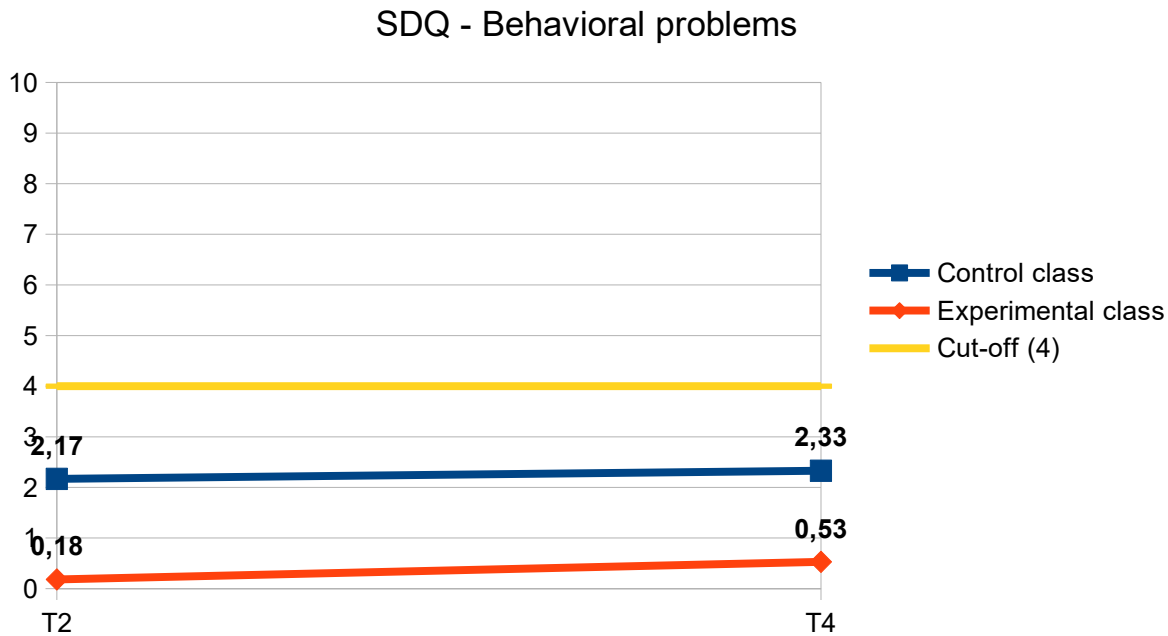
The behavioral problems category has a maximum score of 10 points.
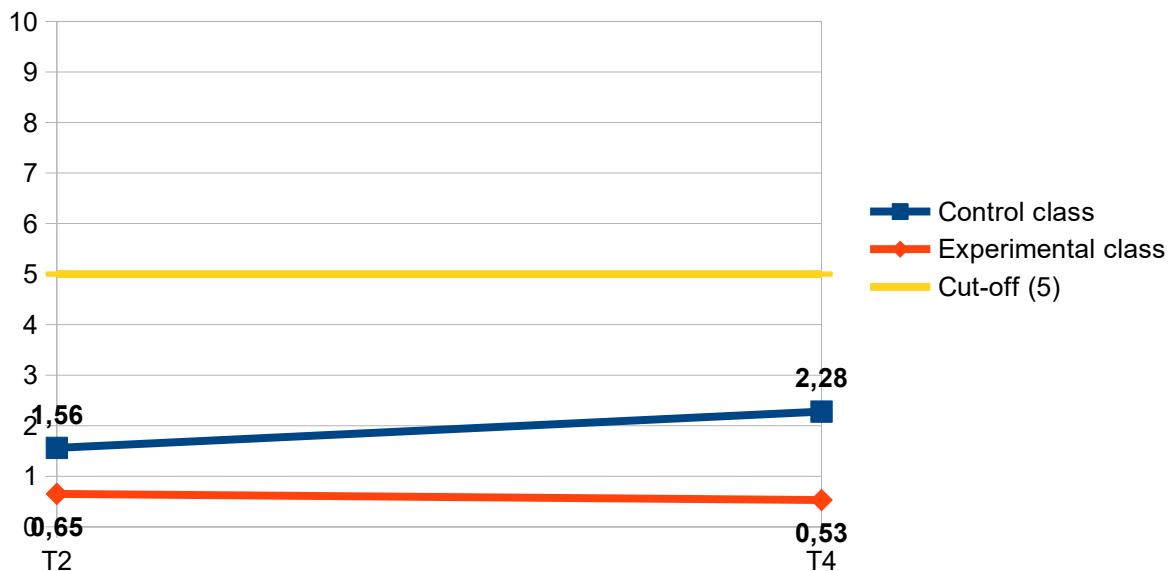If the score exceeds the cut-off of 4 points, it is classified as „notable."

While the control group remains relatively stable, the value of the experimental group increases and is therefore negatively impacted.

Control group: d= 0.06 = small effect (negative)

Experimental group: d= very small effect (negative)

Quantitative Tests – SDQ – Denmark

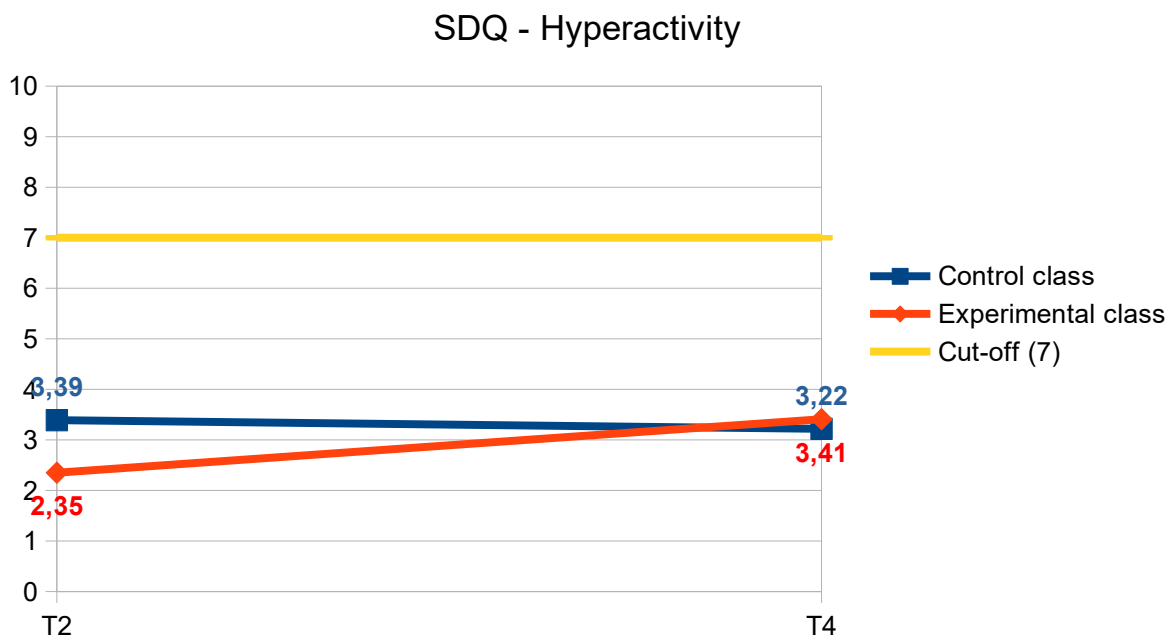## SDQ - Behavioral problems with peers

The peer problems category has a maximum score of 10 points.
If the score exceeds the cut-off of 5 points, it is classified as „notable."

The control class deteriorates in its dealings with peers.
The value increases noticeably. Even if the experimental group
only decreases slightly, this result must be recognized as positive.

Control group: d= 0.36 = moderate effect (negative)

Experimental group: d= = very small effect (positive)

Quantitative Tests – SDQ – Denmark
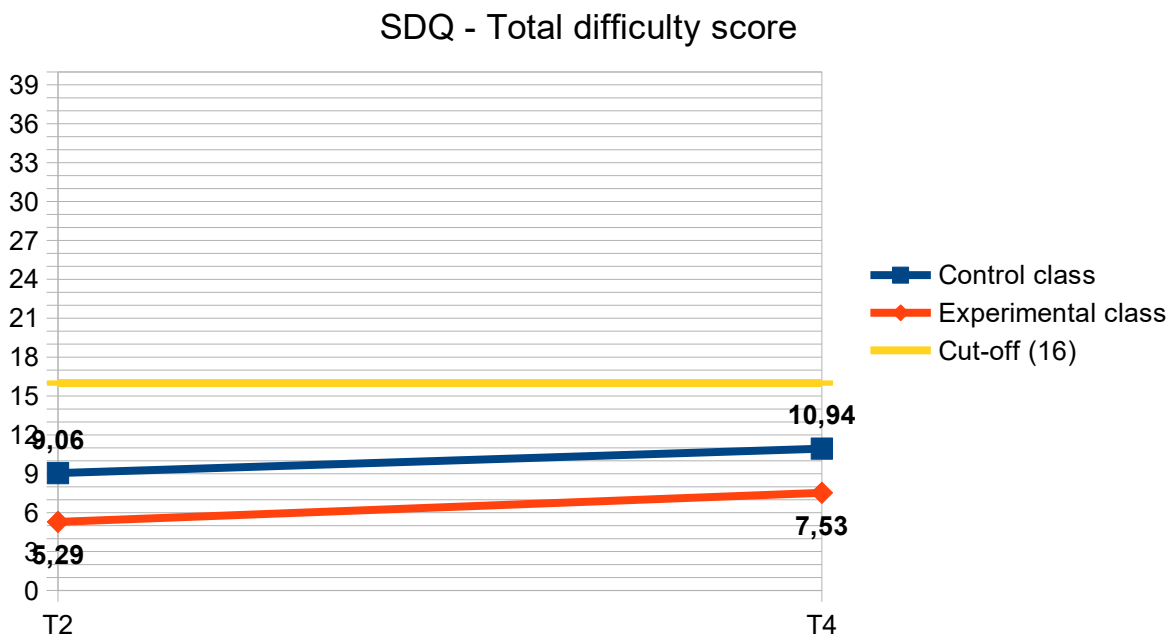
SDQ - Hyperactivity

The hyperactivity category applies to all students in the tested classes.
The maximum score is 10 points. If the score exceeds the cut-off of 7 points,
it is classified as „notable."

The control class remains relatively stable within the two measurement
periods and even decreases slightly. The experimental group increases
(negatively) during the two periods.

Quantitative Tests – SDQ – Denmark

SDQ - Total difficulty score

The total difficulty score (overall problem value) is calculated by summing the
 values of the subscales (emotional problems, behavioral problems, peer problems,
and hyperactivity – prosocial behavior is excluded from this score).
The highest and thus poorest possible score is 40, while a lower score indicates
a better result for the overall group. The cut-off is set at 16, meaning that reaching
a score of 16 is considered „notable."

In contrast to the individual subscales, the total problem score is
also elevated, but shows a more stable development as far as the
experimental group is concerned.