

Quantitative Tests – SDQ – Individual Results (pupil no. 21, Germany)

The SDQ served as the main element of the study from day one. It was used to categorise all pupils. On the basis of the individual subscales (prosocial behaviour, emotional problems, behavioural problems, behavioural problems with peers, hyperactivity and the total problem score (all subscales except prosocial behaviour) and the corresponding cut-off values, pupils were divided into groups (normal, borderline, conspicuous).

A table follows so that this is clear to the reader in the rest of the report:

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 scores help to assess children's behaviour and emotional health and identify whether they may need support.

As soon as the overall difficulties or one of the subscales reaches the 'conspicuous' range, there is a need for closer observation.

The same applies to the other areas (normal, borderline).

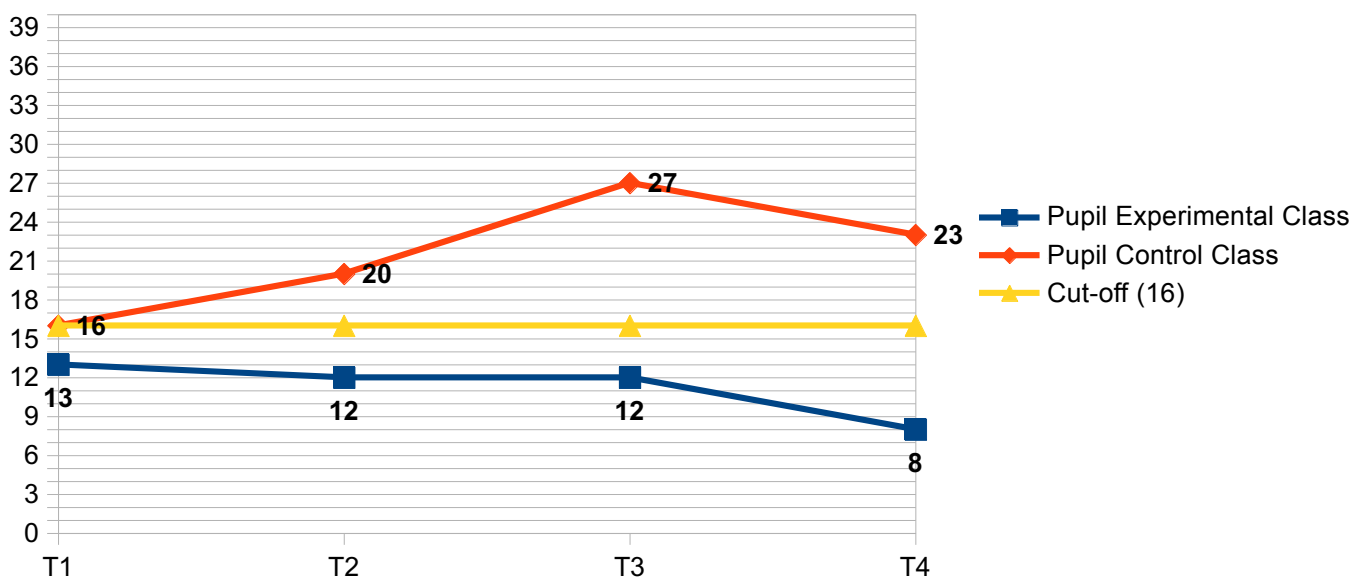
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There once was a boy who could not sit still. Eyes gliding from side to side taking everything in he remarked on all which was happening in class. A constant trouble maker. Then one day a storyteller came and a fairytale unfolded in front of his ears. His mouth closed, his eyes sparkled and he sat still for 40 minutes. Pupil no.21's diagnosis: ADHS.

For the teller who knew nothing about his diagnosis he was a delight with his imagination, his intelligent remarks and his curious questions.

In this study, pupil no.21 was compared to another pupil from a control class. Both were tested as „pupils at risk“.

SDQ Overall Problem Value

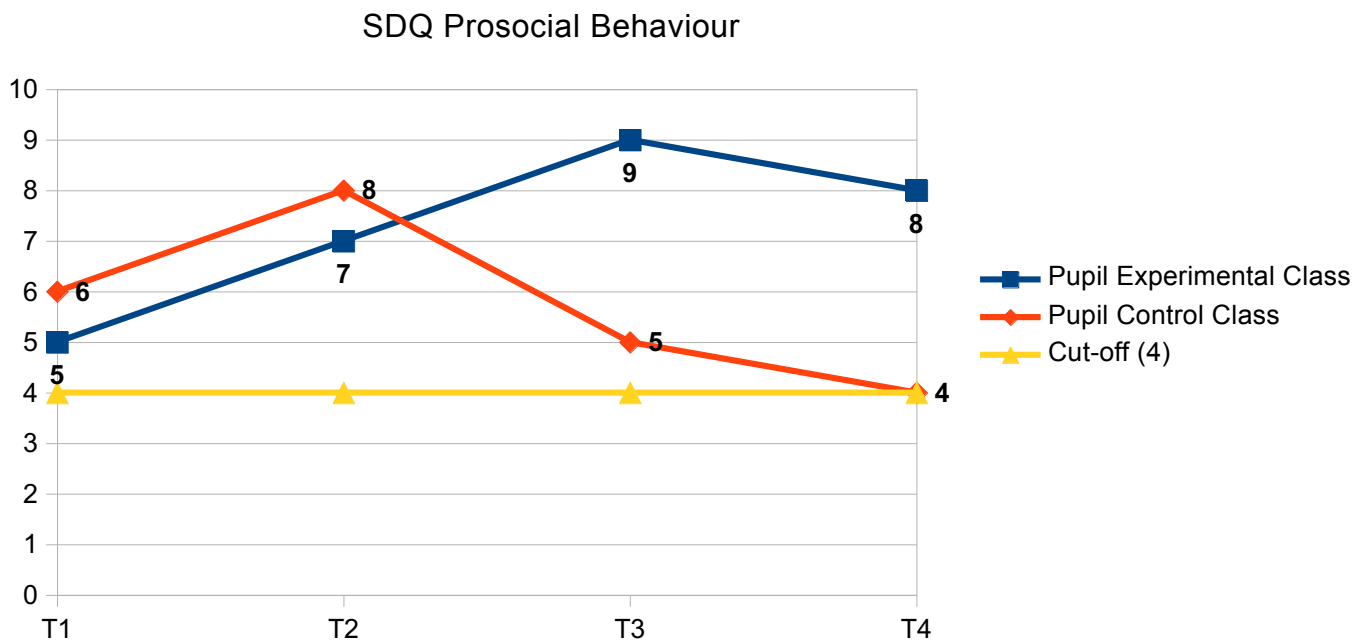


The overall problem value is calculated from the summed values of the subscales (emotional problems, behavioural problems, behavioural problems with peers/peers and hyperactivity – prosocial behaviour is excluded). The highest and therefore worst value is 40 – the lower the value, the better the result of the overall group. The cut-off is 16; therefore, a score of 16 is to be understood as 'conspicuous'.

Pupil no.21 (with ADHD) of the experimental class (EC) starts off less stressed and his development over the four test periods is very positive. In test period 4 (T4) he is even in the 'normal range'.

The pupil in the control class (CC) is already in the critical zone (conspicuous) at the start of the test and increases to values that are worrying. Further subscales need to be looked at here.

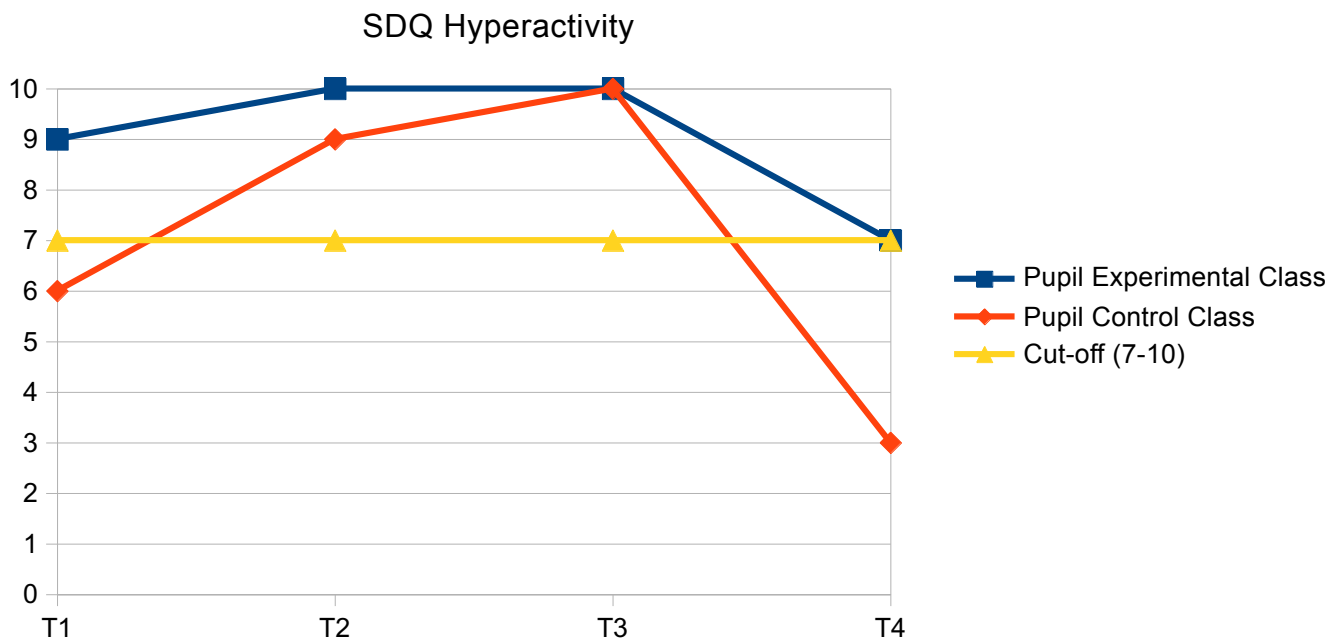
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Prosocial behaviour refers to the strengths of individual pupils and should be considered separately from the other categories. The maximum value is 10 points and represents the maximum. If the value falls below the cut-off of 4 points, it is considered 'conspicuous'. The higher the score, the better the prosocial behaviour.

Pupil no. 21 improves continuously whereas the control class student deteriorates so much that he reaches in test series 4 the value of 4.

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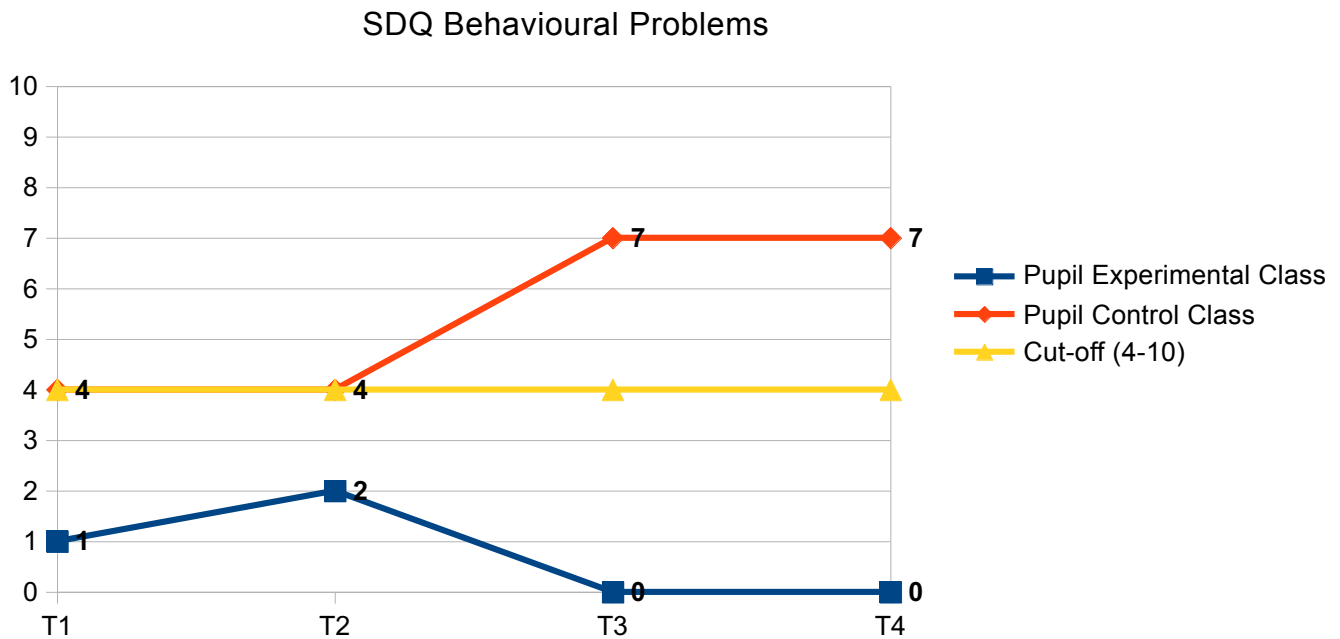


The hyperactivity category refers to the two pupils. The maximum value is 10 points. If the value is above the cut-off of 7 points, it is considered 'conspicuous'.

Pupil no. 21 was diagnosed with ADHS that shows in the high ranking of the teacher of test no 1,2 and 3 but then the improvement takes place and shows an enormous effect at the end of the project.

The student of the control class improves also throughout the three years.

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The behavioural problems category shows a maximum value of 10 points. If the value is above the cut-off of 4 points, it is considered 'conspicuous'.

If we look at the two pupils with regard to the behavioural problems subscale, the stress level (as assessed by the teacher) increases significantly for the pupil in the control class and remains stable (7 points).

According to the teacher's assessment, pupil no.21 in the experimental class no longer shows any behavioural problems from test period 3 onwards.