# CITY UNIVERSITY OF NEW YORK New York City Department of Parks

# School of Public Health and Recreation (NYC Parks)

**Physical Activity and Redesigned Community Spaces (PARCS) Study**

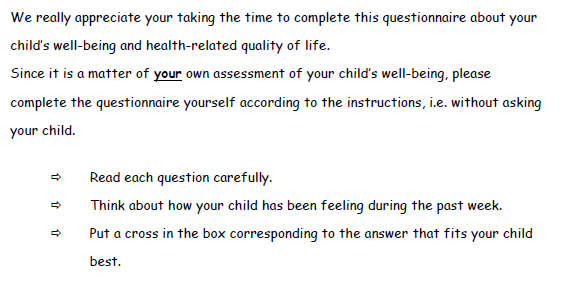
**ANNUAL PARTICIPANT SURVEY**

**Survey Section 4. Parent-Child Dyad Supplement**

***Health-Related Quality of Life in children and adolescents***

*KINDL- Revised questionnaire to assess Health-Related Quality of Life in children and adolescents. Available:* [*http://www.kindl.org/english/*](http://www.kindl.org/english/)*. Accessed September 22, 2016.*

***4a. Health-related quality of life: children age 3-6***



**During the past week…**

**Never Seldom Sometimes Often All the time**

218. …my child felt ill… (a\_xind1)

219. …my child had a headache (a\_xind2)

or tummy ache

220. …my child was worn out (a\_xind3)

221. …my child felt strong and

full of energy (a\_xind4)

**During the past week…**

**Never Seldom Sometimes Often All the time**

222. …my child had fun

and laughed a lot (a\_xind5)

223. …my child didn’t feel

much like doing anything (a\_xind6)

224. …my child felt alone (a\_xind7)

225. …my child felt scared or

unsure of him or herself (a\_xind8)

226. …my child was proud of

him or herself (a\_xind9)

227. …my child felt on top of

the world (a\_xind10)

228. …my child felt pleased with

him or herself (a\_xind11)

229. …my child had lots of good

ideas (a\_xind12)

230. …my child got along well

with us as parents (a\_xind13)

231. …my child felt fine at

home (a\_xind14)

232. …we quarreled at home (a\_xind15)

233. …my child felt that I was

bossing him or her around (a\_xind16)

234. …my child played with friends (a\_xind17)

**During the past week…**

**Never Seldom Sometimes Often All the time**

235. …my child was liked by other

kids (a\_xind18)

236. …my child got along

well with his or her friends (a\_xind19)

237. …my child felt different

from other children (a\_xind20)

238. …my child coped well with

the assignments set in nursery

school/kindergarten/school (a\_xind21)

239. …my child enjoyed nursery

school/kindergarten/school (a\_xind22)

**240. my child worried about his/her**

**These 2 questions in bold were from the Health-related quality of life questionnaire for children ages 7-17**

**future (a\_xind23)**

**241. my child was afraid of bad marks**

**or grades (a\_xind24)**

242. …my child looked forward to

nursery school/kindergarten/school (a\_xind23)

243. …my child made lots of

mistakes when doing minor

assignments or homework (a\_xind24)

244. …my child was moody and

whined a lot (a\_xind25)

245. …my child had a healthy appetite (a\_xind26)

246. …I managed to show patience

and understanding towards my child (a\_xind27)

247. …my child felt under pressure(a\_xind28)

**During the past week…**

**Never Seldom Sometimes Often All the time**

248. …my child slept soundly (a\_xind29)

249. …my child romped around and (a\_xind30)

was very active

250. my child kept bursting into tears (a\_xind31)

251. my child was cheerful (a\_xind32)

and in a good mood

252. my child was alert and able (a\_xind33)

to concentrate well

253. my child was easily distracted (a\_xind34)

and absent-minded

254. my child enjoyed being with (a\_xind35)

other children

255 I had to give my child a telling-off (a\_xind36)

256. I praised my child (a\_xind37)

257. my child had problems with

teachers, kindergarten staff or other

child-minders (a\_xind38)

258. my child was nervous and fidgety (a\_xind39)

259. my child was lively and energetic (a\_xind40)

260. my child complained of being

in pain (a\_xind41)

261. my child was sociable and out-going (a\_xind42)

262. my child succeeded at everything

he set out to do (a\_xind43)

**During the past week…**

**Never Seldom Sometimes Often All the time**

263. my child became dissatisfied easily (a\_xind44)

264. …my child cried bitterly (a\_xind45)

265. …my child lost his temper quickly (a\_xind46)

Steps:

1. Click on link: <https://www.kindl.org/english/analysis/>
2. Download file called “01\_Analysis Files Generic.zip”
3. In the zip folder, open file called “kiddy\_kindl\_p\_Jul2017.pdf”
   1. This file contains SPSS code and scoring rules for questions 218-265 excluding questions 240 and 241
   2. Questions 240 and 241 are from the questionnaire intended for children aged 7-17 (in the zip folder file called “kid\_kiddo\_kindl\_p\_Jul2017.pdf”)
      1. Question 240 is coded as a\_xind23
      2. Question 241 is coded as a\_xind24

kiddy\_kindl\_p\_Jul2017.pdf:

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* \*\*\*Children's version for Kiddo KINDL \*\*\*kiddo\_kindl\_c.

\*\*\*\*\*\*\*\*\*Recoding of raw scores.

\*Negativly pooled items.

RECODE a\_kind1 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind1.

RECODE a\_kind2 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind2.

RECODE a\_kind3 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind3.

RECODE a\_kind6 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind6.

RECODE a\_kind7 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind7.

RECODE a\_kind8 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind8.

RECODE a\_kind15 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind15.

RECODE a\_kind16 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind16.

RECODE a\_kind20 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind20.

RECODE a\_kind23 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind23.

RECODE a\_kind24 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind24.

RECODE a\_kind26 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind26.

RECODE a\_kind27 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind27.

RECODE a\_kind29 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind29.

RECODE a\_kind30 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind30.

RECODE a\_kind31 (5=1) (4=2) (3=3) (2=4) (1=5) INTO a\_xind31.

\*correctly pooled items.

RECODE a\_kind4 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind4.

RECODE a\_kind5 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind5.

RECODE a\_kind9 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind9.

RECODE a\_kind10 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind10.

RECODE a\_kind11 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind11.

RECODE a\_kind12 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind12.

RECODE a\_kind13 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind13.

RECODE a\_kind14 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind14.

RECODE a\_kind17 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind17.

RECODE a\_kind18 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind18.

RECODE a\_kind19 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind19.

RECODE a\_kind21 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind21.

RECODE a\_kind22 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind22.

RECODE a\_kind28 (5=5) (4=4) (3=3) (2=2) (1=1) INTO a\_xind28.

EXECUTE.

VARIABLE LABELS



a\_xind2 '... I had a headache or tummy-ache'

a\_xind3 '... I was tired and worn-out'

a\_xind4 '... I felt strong and full of energy'

a\_xind5 '... I had fun and laughed a lot'

a\_xind6 '... I wad bored'

a\_xind7 '... I felt alone'

a\_xind8 '... I was scared'

a\_xind9 '... I was proud of myself'

a\_xind10 '... I felt on top of the world'

a\_xind11 '... I felt pleased with myself'

a\_xind12 '... I had lots of good ideas'

a\_xind13 '... I got on well with my parents'

a\_xind14 '... I felt fine at home'

a\_xind15 '... we quarrelled at home'

a\_xind16 '... my parents stopped me from doing certain things' a\_xind17 '... I played with my friend' a\_xind18 '... other kids liked me'

a\_xind19 '... I got along well with my friends'

a\_xind20 '... I felt different from other people'

a\_xind21 '... doing the schoolwork was easy'

a\_xind22 '... I enjoyed my lessons'

a\_xind23 '... I worried about my future'

a\_xind24 '... I worried about getting bad marks or grades' a\_xind26 '... I was afraid that my illness might get worse'



a\_xind28 '... I was able to cope well with my illness'

a\_xind29 '... my parents treated me like a baby because of my illness' a\_xind30 '... I wanted nobody to notice my illness'

a\_xind31 '... I missed something at school because of my illness'.

VALUE LABELS

a\_xind1 a\_xind2 a\_xind3 a\_xind6 a\_xind7 a\_xind8 a\_xind15 a\_xind16 a\_xind20 a\_xind23 a\_xind24

a\_xind26 a\_xind27 a\_xind29 a\_xind30 a\_xind31

1 'all the time'

2 'often'

* 'sometimes'

4 'seldom'

5 'never'.

EXECUTE.

VALUE LABELS

a\_xind4 a\_xind5 a\_xind9 a\_xind10 a\_xind11 a\_xind12 a\_xind13 a\_xind14 a\_xind17 a\_xind18 a\_xind1 a\_xind21 a\_xind22 a\_xind28

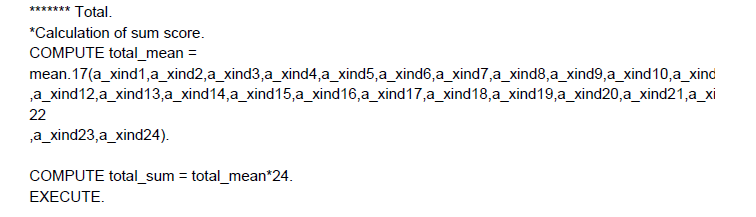
* 'never'

2 'seldom'

3 'sometimes'

4 'often'

5 'all the time'.

EXECUTE.

\*Calculation of scale transformed to 100.

COMPUTE total\_100 = ((total\_sum-24)/96)\*100.

EXECUTE.

* Scale "Physical Well-being". \*Calculation of sum score.

COMPUTE pw\_mean = mean.3(a\_xind1, a\_xind2, a\_xind3, a\_xind4).

COMPUTE pw\_sum = pw\_mean\*4.

EXECUTE.

\*Calculation of scale transformed to 100.

COMPUTE pw\_100 = ((pw\_sum-4)/16)\*100.

EXECUTE.

* Scale "Emotional well-being". \*Calculation of sum score.

COMPUTE ew\_mean = mean.3(a\_xind5, a\_xind6, a\_xind7, a\_xind8).

COMPUTE ew\_sum = ew\_mean\*4.

EXECUTE.

\*Calculation of scale transformed to 100.

COMPUTE ew\_100 = ((ew\_sum-4)/16)\*100.

EXECUTE.

* Scale "Self-esteem". \*Calculation of sum score.

COMPUTE se\_mean = mean.3(a\_xind9, a\_xind10, a\_xind11, a\_xind12).

COMPUTE se\_sum = se\_mean\*4.

\*Calculation of scale transformed to 100.

COMPUTE se\_100 = ((se\_sum-4)/16)\*100.

EXECUTE.

* Scale "Family". \*Calculation of sum score.

COMPUTE fa\_mean = mean.3(a\_xind13, a\_xind14, a\_xind15, a\_xind16).

COMPUTE fa\_sum = fa\_mean\*4.

EXECUTE.

\*Calculation of scale transformed to 100.

COMPUTE fa\_100 = ((fa\_sum-4)/16)\*100.

EXECUTE\*\*\*\*\* Scale "Friends" \*Calculation of sum score.

COMPUTE fr\_mean = mean.3(a\_xind17, a\_xind18, a\_xind19, a\_xind20).

COMPUTE fr\_sum = fr\_mean\*4.

EXECUTE.

\*Calculation of scale transformed to 100.

COMPUTE fr\_100 = ((fr\_sum-4)/16)\*100.

EXECUTE.

* Scale "School". \*Calculation of sum score.

COMPUTE sc\_mean = mean.3(a\_xind21, a\_xind22, a\_xind23, a\_xind24).

COMPUTE sc\_sum = sc\_mean\*4.

EXECUTE.

\*Calculation of scale transformed to 100.

COMPUTE sc\_100 = ((sc\_sum-4)/16)\*100.

EXECUTE.

\*\*\*\*\*Scale "Additional Scale chronic-generic".

\*Calculation of sum score.

COMPUTE cg\_mean = mean.5(a\_xind26, a\_xind27, a\_xind28, a\_xind29, a\_xind30, a\_xind31).

COMPUTE cg\_sum = cg\_mean\*6.

EXECUTE.

\*Calculation of scale transformed to 100.

COMPUTE cg\_100 = ((cg\_sum-6)/24)\*100.

EXECUTE.

VARIABLE LABELS

total\_mean 'KINDL - Total Quality of life mean'

total\_sum 'KINDL - Total Quality of life sum'

total\_100 'KINDL - Total Quality of life 100'

pw\_mean 'KINDL - Physical Well-being mean'

pw\_sum 'KINDL - Physical Well-being sum'

pw\_100 'KINDL - Physcial Well-being 100'

ew\_mean 'KINDL - Emotional Well-bein gmean'

ew\_sum 'KINDL - Emotional Well-being sum'

ew\_100 'KINDL - Emotional Well-being 100'

se\_mean 'KINDL - Self-esteem mean'

se\_sum 'KINDL - Self-esteem sum'

se\_100 'KINDL - Self-esteem 100'

fa\_mean 'KINDL - Family mean'

fa\_sum 'KINDL - Family sum'

fa\_100 'KINDL - Family 100'

`

fr\_mean 'KINDL - Friend meanfr\_sum 'KINDL - Friends sum'

fr\_100 'KINDL - Friends 100'

sc\_mean 'KINDL - School mean'

sc\_sum 'KINDL - School sum'

sc\_100 'KINDL - School 100'

cg\_mean 'KINDL - chronic-generic mean'

cg\_sum 'KINDL - chronic-generic sum'

cg\_100 'KINDL - chronic-generic 100'.

EXECUTE.

SORT CASES BY id.

EXECUTE.

***The Strengths and Difficulties Questionnaire (SDQ)***

*What is the SDQ? Available:* [*http://www.sdqinfo.org/a0.html*](http://www.sdqinfo.org/a0.html)*. Accessed September 22, 2016, 2016.*

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behavior over the last six months or this school year.

**Not true Somewhat true Certainly true**

266. considerate of other people’s feelings

267. Restless, overactive, cannot stay still for long   

268. Often complains of headaches, stomach-aches   

or sickness

269. Shares readily with other children,   

for example toys, treats, pencils

270. Often loses temper   

271. Rather solitary. Prefers to play alone   

272. Generally well behaved, usually does what   

adults request

273. Many worries or often seems worried   

274. Helpful if someone is hurt, upset or feeling ill   

**Not true Somewhat true Certainly true**

275. Constantly fidgeting or squirming   

276. Has at least one good friend   

277. Often fights with other children or   

bullies them

278. Often unhappy, depressed or tearful   

279. Generally liked by other children   

280. Easily distracted, concentration wanders   

281. Nervous or clingy in new situations   

282. Kind to younger children   

**283. Often lies or cheats** (Taken from SDQ questionnaire for children aged 4-10)

284. Picked on or bullied by other children   

285. Often offers to help others   

(parents, teachers, other children)

286. Can stop and think things out before acting   

**287. Steals from home, school or elsewhere** (Taken from SDQ questionnaire for children aged 4-10)

288. Gets along better with adults than with   

other children

289. Many fears, easily scared   

290. Good attention span, sees work   

through to the end

291. Often argumentative with adults   

292. Can be spiteful to others   

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**Scoring the Strengths & Difficulties Questionnaire for 2-4 year olds**

In most respects, the SDQ for 2-4 year olds is scored in an identical way to the SDQ for 4-17 year olds, and we therefore suggest that you start by reading those instructions. The only differences are:

* The wording of two items on the ‘conduct’ scales is markedly different in the questionnaire for 2-4 year olds compared to the questionnaire for 4-17 (but the scoring stays the same). One further hyperactivity item is softened slightly in the 2-4 year old questionnaire. These three items are highlighted in Table 1.
* Large population-based surveys in the UK suggest slightly different population norms for 2-4 year olds compared to older children. The provisional proposed banding of SDQ scores for 2-4 year olds is shown in Table 3.

**Table 1: Scoring the SDQ for 2-4 year olds**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Not | Somewhat | Certainly |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | True | True | True |
|  | **Emotional problems scale** | | | | | | | | | | | | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **2** |
|  | ITEM 3: Often complains of headaches… | | | | | | | | | | | | | 0 | 1 |
|  | ITEM 8: Many worries… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 13: Often unhappy, downhearted… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 16: Nervous or clingy in new situations… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 24: Many fears, easily scared | | | | | | | | | | | | | 0 | 1 | **2** |
|  | **Conduct problems Scale** | | | | | | |  | | | | | |  |  |  |
|  | ITEM 5: Often has temper tantrums or hot tempers | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 7: Generally obedient… | | | | | | | | | | | | | **2** | 1 | 0 |
|  | ITEM 12: Often fights with other children… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 18: | Often argumentative with adults *[REPLACES: Often lies* | | | | | | | | | |  |  | 0 | 1 | **2** |
|  |  |  | *or cheats]* | | |  |  | | |  |  |  |  |  |  |  |
|  | ITEM 22: | Can be spiteful to others *[REPLACES: Steals from home,* | | | | | | | | | | |  | 0 | 1 | **2** |
|  |  |  | *school or elsewhere]* | | | | | | |  |  |  | |  |  |  |
|  | **Hyperactivity scale** | | | |  | | | | | | | | |  |  |  |
|  | ITEM 2: Restless, overactive… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 10: Constantly fidgeting or squirming | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 15: Easily distracted, concentration wanders | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 21: | Can stop and think things out before acting *[SOFTENED* | | | | | | | | | |  | | **2** | 1 | 0 |
|  |  |  | *VERSION OF: Thinks things out before acting]* | | | | | | | |  | | |  |  |  |
|  | ITEM 25: Sees tasks through to the end… | | | | | | | | | | | | | **2** | 1 | 0 |
|  | **Peer problems scale** | | | | | |  | | | | | | |  |  |  |
|  | ITEM 6: Rather solitary, tends to play alone | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 11: Has at least one good friend | | | | | | | | | | | | | **2** | 1 | 0 |
|  | ITEM 14: Generally liked by other children | | | | | | | | | | | | | **2** | 1 | 0 |
|  | ITEM 19: Picked on or bullied… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 23: Gets on better with adults than with other children | | | | | | | | | | | | | 0 | 1 | **2** |
|  | **Prosocial scale** | | | | | | | | | | | | |  |  |  |
|  |  | | |  | | | | | | | | | |  |  | **2** |
|  | ITEM 1: Considerate of other people's feelings | | | | | | | | | | | | | 0 | 1 |
|  | ITEM 4: Shares readily with other children… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 9: Helpful if someone is hurt… | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 17: Kind to younger children | | | | | | | | | | | | | 0 | 1 | **2** |
|  | ITEM 20: Often volunteers to help others… | | | | | | | | | | | | | 0 | 1 | **2** |

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**Total difficulties score**: This is generated by summing scores from all the scales except theprosocial scale. The resultant score ranges from 0 to 40, and is counted as missing of one of the 4 component scores is missing.

**Generating impact scores**

When using a version of the SDQ that includes an ‘impact supplement’, the items on overall distress and impairment can be summed to generate an impact score that ranges from 0 to 10 for parent--report, and from 0 to 6 for teacher-report.

The impact score for 2-4 year olds is calculated in an identical way to the SDQ score for 4-17 year olds. The only change is that, as highlighted below, the item on ‘Classroom learning’ for 4-17 year olds becomes ‘Learning’ for 2-4 year olds.

**Table 2: Scoring the SDQ impact supplement**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | Not | Only a | A medium | A great |
|  |  |  |  |  |  | at all | little | amount | deal |
|  | **Parent report:** |  | | | |  |  |  |  |
|  | Difficulties upset or distress child | | | | | 0 | 0 | 1 | 2 |
|  | Interfere with HOME LIFE | | | | | 0 | 0 | 1 | 2 |
|  | Interfere with FRIENDSHIPS | | | | | 0 | 0 | 1 | 2 |
|  | Interfere with | | ~~CLASSROOM~~ | | LEARNING | 0 | 0 | 1 | 2 |
|  | Interfere with LEISURE ACTIVITIES | | | | | 0 | 0 | 1 | 2 |
|  | | | | | |  |  |  |  |
|  | **Teacher report:** | | |  | |  |  |  |  |
|  | Difficulties upset or distress child | | | | | 0 | 0 | 1 | 2 |
|  | Interfere with PEER RELATIONS | | | | | 0 | 0 | 1 | 2 |
|  | Interfere with | | ~~CLASSROOM~~ | | LEARNING | 0 | 0 | 1 | 2 |
|  |  |  |  |  |  |  |  |  |  |

Responses to the questions on chronicity and burden to others are not included in the impact score. When respondents have answered ‘no’ to the first question on the impact supplement (i.e. when they do not perceive themselves as having any emotional or behavioural difficulties), they are not asked to complete the questions on resultant distress or impairment; the impact score is automatically scored zero in these circumstances.

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**Cut-points for SDQ scores for 2-4 year olds: provisional banding**

The bands for the SDQ for 4-17 year olds are defined such that around 10% of children are ‘high’ or ‘very high’ in a general population UK sample, with this figure of 10% chosen to reflect the prevalence of psychiatric disorder in that population. For 2-4 year olds, we unfortunately lack the kind of large, nationally-representative sample that informed the SDQ banding for 4-17 year olds. Pending the collection of such data, we have therefore created a **provisional** banding of SDQ scores for 2-4 year olds drawing on two sources of information:

* **Estimate of the prevalence of disorder in 2-4 year olds in the UK general population**:The ‘Preschool to School Study’in outer London in 1973 found 7% with amoderate to severe disorder and a further 15% with a mild disorder.
* **Data on the distribution of SDQ scores in 2-4 year olds**: we used data from 11,592children aged 2-3 whose parents had completed the SDQ for 2-4 year olds. This total sample was made up of 1353 children 3 in Dumfries, Scotland, and 10,239 aged 30

months in Glasgow Scotland. We also used data from 10,004 children aged 4 whose

teachers had completed the SDQ for 2-4 year olds. See <http://sdqinfo.org/UK3yearNorm.html>for further details of these samples and for an acknowledgement of the individuals and organisations involved.

We have used the SDQ distribution data to propose a **provisional** banding of SDQ scores for 2-4 year olds. In doing so, we have sought cut-points such that around 80% of children are ‘close to average’, 12% ‘slightly raised’, 4% ‘high’ and 4% ‘very high’ (or, for the prosocial scale, 80% are close to average, 12% ‘slightly lowered’, 4% ‘low’ and 4% ‘very low’). Similar cut-points were observed for parent SDQs collected in a smaller American sample (N=307) of 2-4 year olds.

**Table 3: Provisional banding of SDQ scores for 2-4 year olds**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Provisional four-band categorisation** | | | |
|  |  |  |  | Close to | Slightly | High | Very high |
|  |  |  |  | average | raised | (/Low) | (very low) |
|  |  |  |  |  | (/slightly |  |  |
|  |  |  |  |  | lowered) |  |  |
|  | **Parent completed SDQ** |  | |  |  |  |  |
|  | Total difficulties score | | | 0-12 | 13-15 | 16-18 | 19-40 |
|  | Emotional problems score | | | 0-2 | 3 | 4 | 5-10 |
|  | Conduct problems score | | | 0-3 | 4 | 5 | 6-10 |
|  | Hyperactivity score | | | 0-5 | 6 | 7 | 8-10 |
|  | Peer problems score | | | 0-2 | 3 | 4 | 5-10 |
|  | Prosocial score | | | 7-10 | 6 | 5 | 0-4 |
|  | Impact score | | | 0 | 1 | 2 | 3-10 |
|  | **Teacher completed SDQ** | |  |  |  |  |  |
|  | Total difficulties score | | | 0-10 | 11-14 | 15-17 | 18-40 |
|  | Emotional problems score | | | 0-2 | 3 | 4 | 5-10 |
|  | Conduct problems score | | | 0-2 | 3 | 4 | 5-10 |
|  | Hyperactivity score | | | 0-4 | 5-6 | 7 | 8-10 |
|  | Peer problems score | | | 0-2 | 3-4 | 5 | 6-10 |
|  | Prosocial score | | | 5-10 | 4 | 3 | 0-2 |
|  | Impact score | | | 0 | 1 | 2 | 3-10 |

Note that to turn this into a 3-band solution, simply combine the highest two categories.

***Parent PA / Parenting SOS***

The next questions are going to ask you about some of the things you may have around your house and how much you use them. Please think about items both **inside** and **outside** your house. Read each item and circle the best answer for you. We are interested in what you do, what you have, and how you feel. Take your time and answer as accurately as possible.

293. How many working televisions are in your house?

0 1 2 3 4 5 6 7 more –

If you do not have any TVs in your household, skip to question 297

294. Does your child have a TV in his/her bedroom?

Yes No

295. Do you have a TV in your bedroom?

Yes No

296. Do you have a TV in your kitchen?

Yes No

297. On an average day, how many minutes do you spend watching TV, movies or videos?

----------------

298. How often is the TV in your home on when people are at home?

very rarely rarely sometimes often very often always

299. How many video game systems (X-box, Gameboy, PlayStation, Nintendo DS, Wii) are in your house? [This does not include computers.]

0 1 2 3 4 5 6 7 other ----

**If you do not have any video game systems in your household, skip to question 300**

1. Does your child have a video game system in his/her room?

Yes No

1. On an average day, how many minutes do you or another adult in your house spend playing video games?

---------------

1. How many computers (laptop or desktop) are in your house?

0 1 2 3 4 5 6 7 other---

1. Does your family have a dog?

Yes No

**If you do not have any dogs in your household, skip the next question**

1. How often does your child play with your dog outside?

Never very rarely rarely sometimes often very often

1. **Please fill in the bubble that best represents how often you use each item while at home: very rarely, rarely, sometimes, often or very often. If you do not have an item at home, please mark “do not have.”**

very rarely rarely sometimes often very often do not have

a. Stationery exercise equipment      

(Bike, treadmill, elliptical)

b.Weight lifting/ resistance training      

equipment (free weights, nautilus,

total gym)

c.Workout DVDs/videos      

d.Shoes for running/walking      

e.Exercise/yoga mat      

f.Adult bicycle      

g.Bicycle trailer      

(for hauling kids or groceries)

h.Jogging stroller      

i.Canoe/kayak      

j.Skiis (water or snow)      

1. **Please fill in the bubble that best represents how often your child uses each item while at home: very rarely, rarely, sometimes, often or very often. If you do not have an item at home, please mark “do not have.” For example, if you do not have tumbling mats at your house, but you do have a snow sled that is used once or twice a year, you should mark “do not have” for the mats and “very rarely” for the sled.**

**Very rarely Rarely Sometimes Often Very often Do Not Have**

a.basketball hoop      

b.climbing structure      

c.balancing surface (balancing      

beams, boards)

d.playhouse      

e.sandbox      

f.slide      

g.swing (swing, rope)      

h. pool ( permanently      

installed in-ground or above)

i. trampoline      

j. balls (soccer, baseball      

kick foam, basketball etc)

k. baseball equipment      

(bat, mit, tee)

l. hockey sticks      

m. racquets (tennis      

badminton)

n. soccer/hockey goal      

**306. Please fill in the bubble that best represents how often your child uses each item while at home: very rarely, rarely, sometimes, often or very often. If you do not have an item at home, please mark “do not have.” For example, if you do not have tumbling mats at your house, but you do have a snow sled that is used once or twice a year, you should mark “do not have” for the mats and “very rarely” for the sled.**

**very rarely rarely sometimes often very often do not have**

o. yard games (croquet,      

horse shoes)

p. bicycle/ tricycle/ balance      

bike

q. skates (roller/inline/ice)      

r. push/pull toys (wagon,      

wheelbarrow, dump truck, etc)

s. jumping play equipment      

(jump ropes, hula hoops,

mini trampolines)

t. twirling play equipment      

(ribbons, scarves, batons)

u. tumbling mats      

v. buckets or shovels      

w. Frisbee or activity disc      

x. sand/water table      

y. snow sled      

The next set of items is about the rules around your house. We are interested in what **you** do and how **you** feel. Please read each item and select the best answer for you. Take your time and answer as accurately as possible. Your responses are important to use.

1. **Circle the answer that describes how often your child is allowed to do each of the following activities while playing inside your house. For example, we don’t have a swing or rope in the house and we don’t want the kids swinging on anything else, so they are not allowed to swing on anything while playing.**

a.hopping, skipping or galloping anytime sometimes never

b.running around anytime sometimes never

c.chasing anytime sometimes never

d.rough housing or wrestling - anytime sometimes never

e. jumping from a height - anytime sometimes never

f. flipping (somersault) or tumbling anytime sometimes never

g. climbing anytime sometimes never

h. swinging or hanging - anytime sometimes never

i.balancing - anytime sometimes never

j. piling up pillows and jumping

on them - anytime sometimes never

k. throwing, kicking or

bouncing a ball – anytime sometimes never

**Strongly disagree Disagree Not sure Agree Strongly agree**

1. When my child is inside the house     

his/her play should be calm and quiet

1. When inside the house, my child can     

use toys and equipment for physically

active play (gross motor activities like

running, jumping, hopping or tumbling)

**How often do you…**

**Never very rarely rarely sometimes often very often**

1. ask your child to calm down      

his/her indoor play?

1. ask your child not to run when      

(s)he is playing outside?

1. ask your child to try and stay      

clean when playing outside?

1. let your child play outside      

on hot days?

1. let your child play outside      

on cold days?

1. ask your child to calm down      

his/her outdoor play?

1. ask your child not to get his/her      

clothes dirty while (s)he is playing outside?

1. ask your child not to play in      

puddles when (s)he is playing outside?

1. Do you limit the amount of time your child watches Tv, videos, or movies during the week (Monday-Friday)?

Yes No (If no, skip to #318)

1. About how much time is (s)he allowed to watch each weekday?

--------------------------------- (please report total minutes)

1. Do you limit the amount of time your child watches TV, videos or movies on the weekend (Saturday-Sunday)

Yes No (If no, skip to #320)

1. About how much time is (s)he allowed to watch each weekend day?

-------------------------------- (please report total minutes)

1. Do you limit the amount of time your child palys video games during the week (Monday- Friday)?   
    Yes No (If no, skip to #322)
2. About how much time is (s)he allowed to play video games during the weekday?

-------------------------------------- (please report total minutes)

1. Do you limit the amount of time your child plays video games on the weekend (Saturday-Sunday)?

Yes No (If no, skip to #324)

1. About how much time is (s)he allowed to play video games on the weekend day?

------------------------------ (please report total minutes)

Please fill in the bubble that best describes how often you do each of the following things; **never, very rarely, rarely, sometimes, often**, or **very often**.

**How often do you…**

**Never very rarely rarely sometimes often very often**

1. offer TV, video, or movie time to      

your child as a reward for good behavior?

1. take away TV, video, or movie time      

as a punishment for bad behavior?

1. offer sports or physical activities to      

your child as a reward for good behavior?

1. use sports or physical activities      

to get your child to do something? (for

example: “You can’t go outside to play

until you eat your peas.”)

**Please read each of the following statements and then fill in the bubble that best describes how much you agree or disagree with that statement: strongly disagree, disagree, neither agree not disagree, agree, or strongly agree.**

**I tightly monitor the time my child…**

**Strongly disagree disagree not sure agree strongly agree**

1. watches TV or videos during the week     

(Monday-Friday)

1. watches TV or videos on the weekend     

(Saturday-Sunday)

**I tightly monitor the time my child…**

**Strongly disagree disagree not sure agree strongly agree**

1. plays videos gmaes during the week     

(Monday-Friday)

1. plays video games on the weekend     

(Saturday-Sunday)

1. How many days per week does your family have the television on during breakfast?

0 1 2 3 4 5 6 7

1. How many days per wek does your family have the television on during the evening meal?

0 1 2 3 4 5 6 7

**How often…**

**Never very rarely rarely sometimes often very often**

1. does your child get extra Tv, video or      

movie time as a reward?

1. does your child get extra outside time      

as a reward?

**How often… Never very rarely rarely sometimes often very often**

1. do you use TV time to control your      

child’s behavior? (example: “If you

don’t stop that you will not be able to

watch TV today.”)

1. do you use sports or physical activities to     

control your child’s behavior? (example:

“If you don’t stop that you will not be

able to go to karate tonight.”)

1. do you take outside time away from      

your child for bad behavior?

**We are interested in what you do and how you feel. Please read each item and select the best answer for you. Take your time and answer as accurately as possible. Your responses are important to us.**

**For the following items please read each statement and fill in the bubble which best describes how much you agree or disagree with that statement: strongly disagree, disagree, neither agree nor disagree, agree or strongly agree.**

**Strongly disagree disagree not sure agree strongly agree**

1. My child needs my help getting out     

the toys or equipment (s)he likes to

play with outside.

1. My child enjoys being physically     

active.

1. I have control over how much TV my child     

watches.

1. Other adults in my child’s life make it     

hard to get my child to be physically active.

1. My child would rather play inside     

than outside.

1. My family is physically active.     
2. I enjoy watching TV/movies     

with my child.

**Each week, how often (on average) do you participate in moderate or vigorous physical activities or sports? Moderate or vigorous physical activities get you breathing harder and your heart beating faster. Examples include: walking briskly, hiking, jogging or running, dancing, yard work, swimming, aerobics and basketball.**

1. How often do you participate in moderate or vigorous physical activities or sports each week?

------------------------------------------ (If you do not, skip to # 347)

1. About how many minutes each time?

---------------------

1. How much do you enjoy physical activities or sports?

Don’t enjoy sort of enjoy really enjoy thoroughly enjoy

1. How much do you enjoy watching TV or movies during your free time?

Don’t enjoy sort of enjoy really enjoy thoroughly enjoy

1. How often does your family use physical activities or sports as a form of family recreation? (For example, going on bike rides together, hiking, ice skating)

Rarely once in a while relatively often frequently

1. How often do you go to your child’s sporting events, lessons, or other organized physical activities with them? (For example, watch your child perform in a dance recital, swim meets, or practice)

Rarely sometimes usually almost always

1. How valuable is it to you that your child be physically active?

Not valuable of little value moderately valuable valuable very valuable

1. During the past year has an adult in your family paid fees so your child could take lessons, classes or play sports involving moderate or vigorous physical activity?) (For example, dance, soccer, karate, basketball, swimming, gymnastics, horseback riding)

Yes No (If no, skip to #354)

1. For how many activities have you or other adults paid fees?

-------------

1. How much do you use your own behavior to encourage your child to be physically active?

* I don’t use my own behavior to encourage my child to be active.
* I rarely use my own behavior to encourage my child to be active.
* I often use my own behavior to encourage my child to be active.
* I constantly use my own behavior to encourage my child to be active.

1. How important is it to you to be actively involved in your child’s sporting events?

* It is not particularly important to me to be involved
* It is sort of important to me to be involved
* It is important to me to be involved
* It is extremely important to me to be involved

1. How active are you in enrolling your child in sports?

* I rarely enroll my child in sports.
* I enroll my child once in a while.
* I frequently enroll my child I sports.
* I go out of my way to enroll my child in sports.

1. During the last month, how many times have you taken your child to play at a park?

---------------------------

**For the following items, please read each statement and fill in the bubble which best describes how much you agree or disagree with that statement: strongly disagree, disagree, neither agree nor disagree, agree or strongly agree.**

**Strongly disagree Disagree Not sure Agree Strongly agree**

1. My child does not like being     

physically active.

1. I am in charge of how much     

TV my child watches during his/her

free time at home.

1. When inside, my child can easily     

get toys that are used for physically

active play.

1. When outside, my child can get     

toys or equipment without help from

an adult.

**Strongly disagree Disagree Not sure Agree Strongly agree**

1. My child would rather watch     

TV than play a sport or active game

1. I can get my child to be physically     

active at home.

1. Other adults in my child’s life make     

it hard to enforce household rules about

TV viewing.

1. I like being physically active with     

my child.

**The next questions are about some of the things that you and your child do during a typical week. We are interested in what you do and how you feel. Please read each item and select the best answer for you. Take your time and answer as accurately as possible. Your responses are important to us.**

**During the past 7 days, about how many hours did your child spend watching TV, videos, or movies? Please report separately for weekdays and weekend days. Estimate to the nearest .5 hour.**

1. Total hours for last 5 weekdays (Mon-Fri):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Total hours for the last 2 weekend day (Sat-Sun)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**On the scale provided, fill in the bubble that best describes how often you do each of the following during a typical week: never, very rarely, rarely, sometimes, often, or very often.**

**During a typical week, how often…**

**Never very rarely rarely sometimes often very often**

1. do you tell your child how

sedentary habits can be unhealthy?      

1. do you watch TV or videos      

with your child?

1. do you send your child outside      

to play so you can get things done

around the house?

1. do you take your child to the      

park to the play?

During the past 7 days, about how many hours did your child spend playing outside? Please report separately for weekdays and weekend days. Estimate to the nearest .5 hour.

1. Total hours for last 5 weekdays (Mon-Fri)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Total hours for last 2 weekend days (Sat-Sun)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. During the past 7 days, about how many hours did your child spend doing an organized sport, class or lessons that included vigorous physical activity?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Estimate to the nearest .5 hour)

**Please fill in the bubble that best represents how often each of the following things happen during a typical week: never, very rarely, rarely, sometimes, often or very often.**

**During a typical week, how often…**

**Never Very rarely Rarely Sometimes Often Very often**

1. do you tell your child that physical      

activity is good for health?

1. does your behavior encourage      

your child to be sedentary?

1. do you praise your child for      

participating in sports or physical

activities?

1. do you turn on the TV, a video,      

or movie for your child when the

weather is bad? (For example, raining,

too hot, too cold)

1. do you say things to encourage your      

child to do physical activities or play

sports?

1. How do you rate your child’s level of physical activity, compared to others the same age and sex?

* much less than others
* somewhat less than others
* about the same as others
* somewhat more than others
* much more than others

**Please fill in the bubble that best represents how often each of the following things happen during a typical week: never, very rarely, rarely, sometimes, often or very often.**

**During a typical week, how often…**

**Never Very rarely Rarely Sometimes Often Very often**

1. does your child hear you say that you      

were too tired to be active?

1. does your child see you watching TV      

or movies?

1. do you play sports, active games, or do      

other physical activities with your child?

1. do you try to get your child to play      

outside when the weather is nice?

1. do you transport your child to a      

place where (s)he can be physically

active of play sports?

1. What does your child usually do when (s) he has a choice about how to spend free time?

* almost always chooses activities like TV, reading, listening to music, or computers
* usually chooses activites like TV, reading, listening to music or computers
* just as likely to choose TV and reading as active games or sports.
* usually chooses activities like bicycling, dancing, outdoor games, or active sports
* almost always chooses activities like bicycling, dancing, outdoor games, or active sports

**Please fill in the bubble that best represents how often each of the following things happen during a typical week: never, very rarely, sometimes, often or very often.**

**During a typical week, how often…**

**Never very rarely rarely sometimes often very often**

1. does your child hear you talk about      

participating in a sport or being physically

active?

1. does your child see you doing, or going      

to do something that is physically active?

(for example, walking, biking, playing sports)

1. do you turn on the TV, a video, or movie      

for your child so you can get things done

around the house?

1. do you try to get your child to be      

physically active instead of watching TV?

1. do you say things to encourage your      

child to spend less time being sedentary?

**Please fill in the bubble that best represents how important each of the following this is to you: unimportant, of little importance, moderately important, important or very important.**

**How important is it for your child…**

**Not important Of little importance Moderately Important Important Very Important**

1. to participate in sports?     
2. to be physically active when     

(s)he grows up?