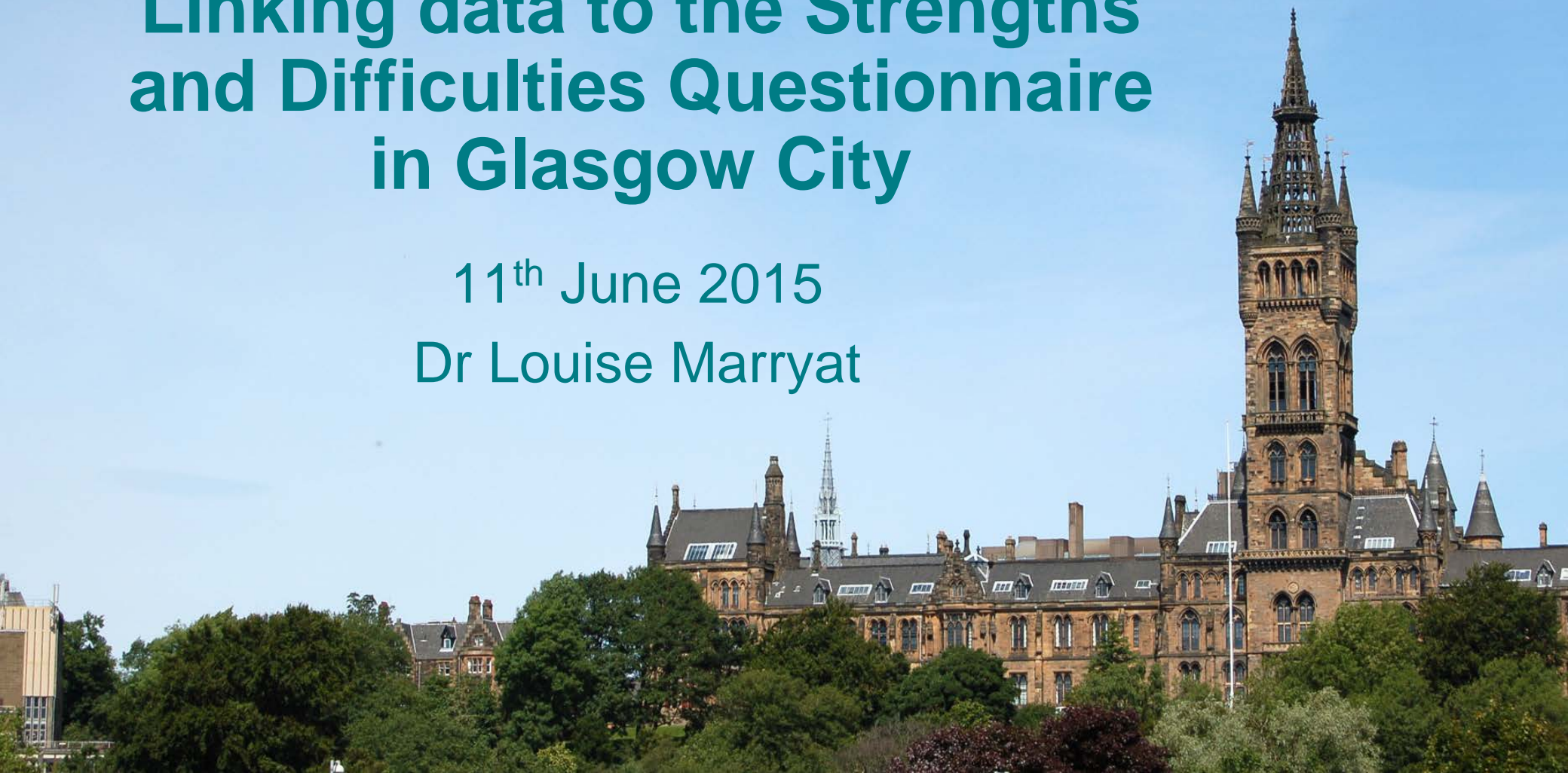




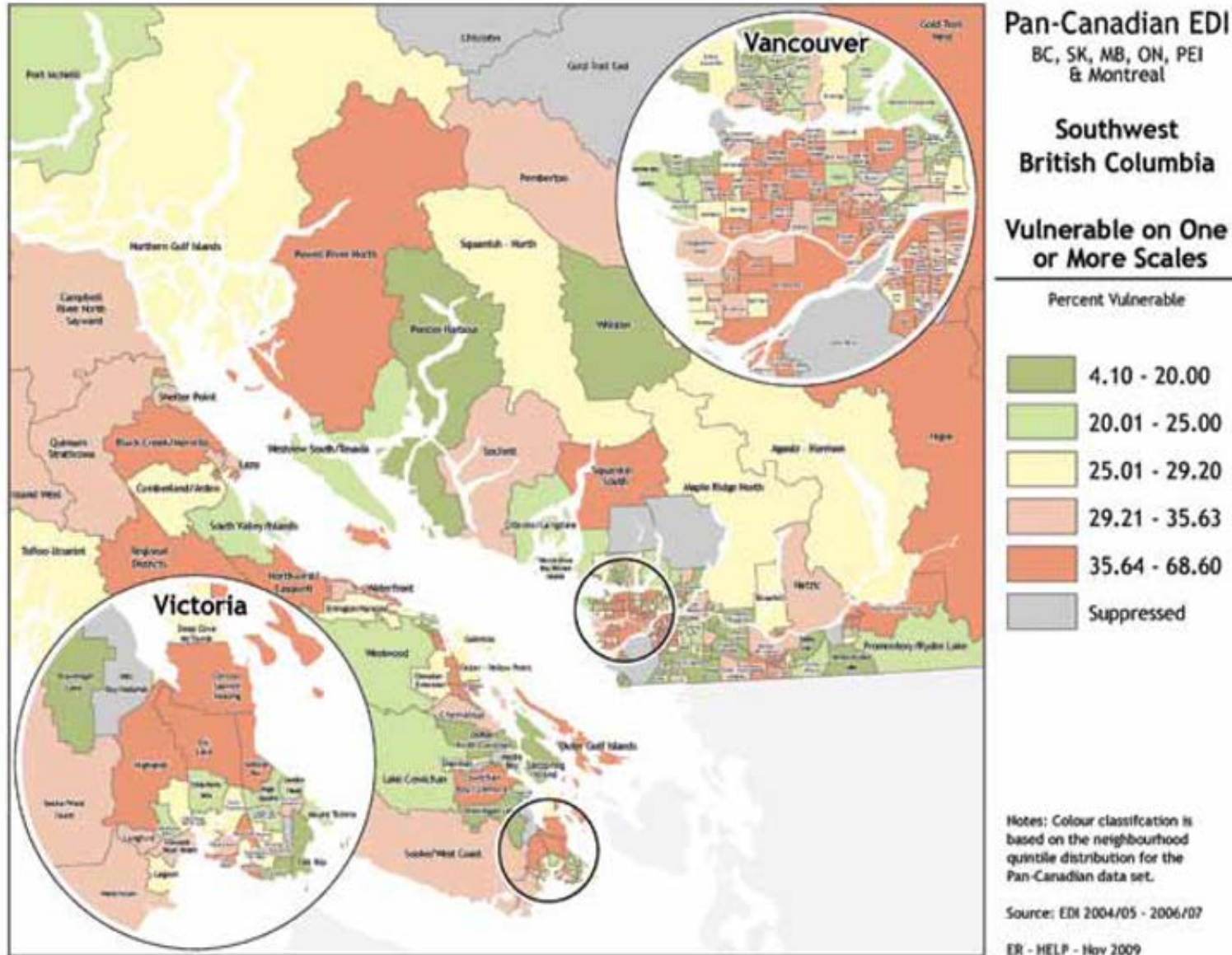
# Linking data to the Strengths and Difficulties Questionnaire in Glasgow City

11<sup>th</sup> June 2015

Dr Louise Marryat



**Figure 2. Map of developmental health according to neighbourhood in Greater Vancouver and Greater Victoria**



Inspired by the work of Clyde Hertzman using the Early Development Index (EDI)





- **To communicate the strengths and difficulties of individual children**
- **To profile the social and emotional functioning of Glasgow children at school entry (and beyond)**
- **To assess whether things are getting better (or worse) over time**
- **To assess change over time for groups of children – and the effect of interventions**



- **Originally developed as a psychiatric screening tool**
- **A brief behavioural screening questionnaire for 2-16 year olds.**
- **NOT a diagnostic tool**
- **3 versions – parent, teacher, self-complete**
- **25 questions**





Emotional Symptoms



Conduct problem



Hyperactivity/inattention



Peer Relationships



Pro-social skills



# SDQ Collection in Glasgow City

## 30 months

- Completed by parents
- Administered by Health Visitors

## Nursery

- Completed by nursery staff

## P3

- Completed by class teachers

## P6

- Completed by children (self-complete)

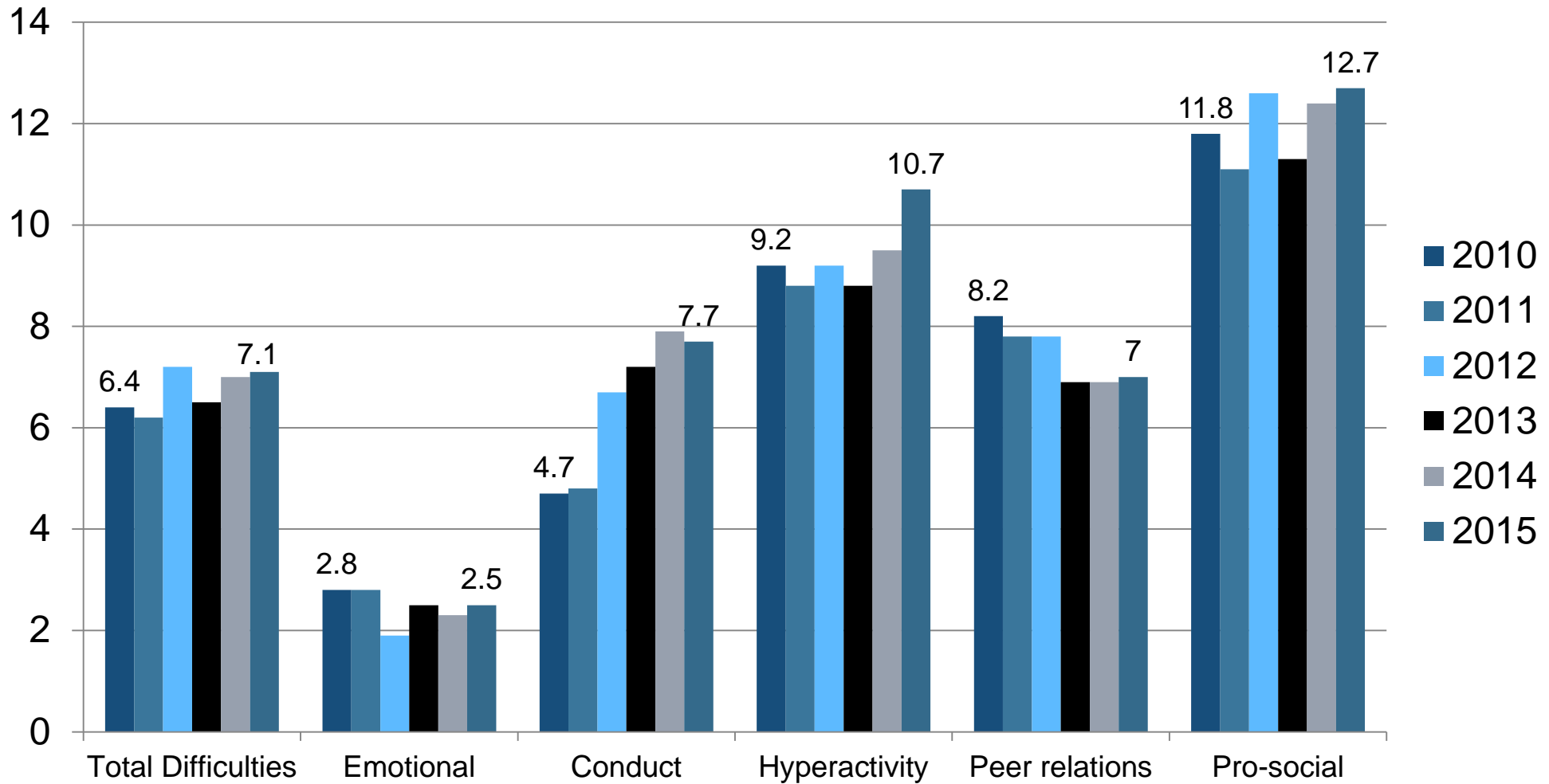


# Data collection so far...

Year	Age at data collection						
	4-5	5-6	6-7	7-8	8-9	9-10	10-11
2010	Cohort 1 (4124)						
2011	Cohort 2 (4142)						
2012	Cohort 3 (4093)			Pilot (300)		Pilot (290)	
2013	Cohort 4 (5043)			Cohort 1 (4403)		4436	
2014	Cohort 5 (6009)			Cohort 2 (5454)		4556	
2015	Cohort 6 (6013)			Cohort 3 (5466)		4768	
2016				Cohort 4 (?)		Cohort 1 (?)	
2017				Cohort 5 (?)		Cohort 2 (?)	



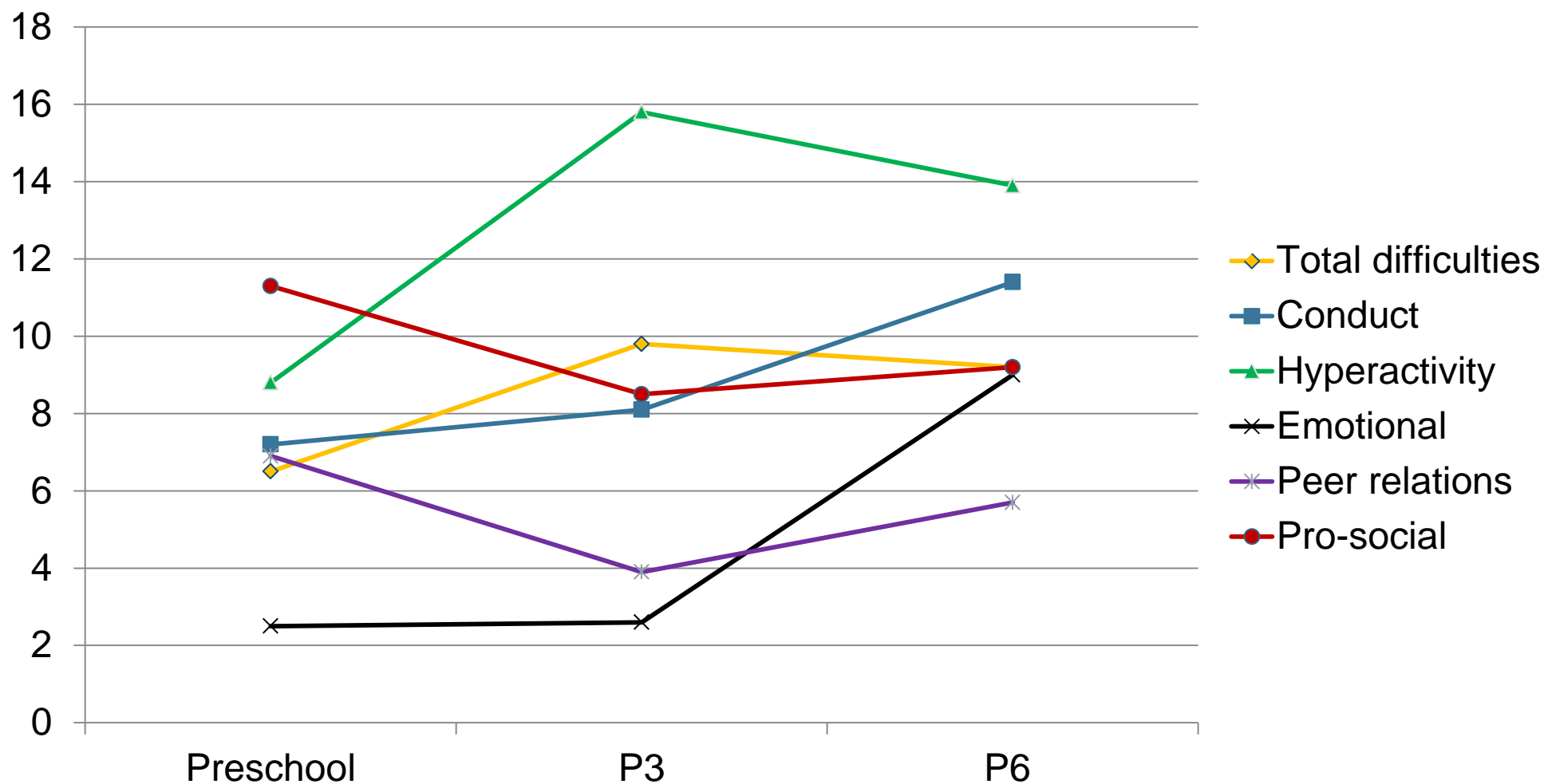
# Preschool “Likely Difficulties” on subscales by year: 2010 to 2015







# 2013 Percentage of children with “Likely Difficulties” by stage



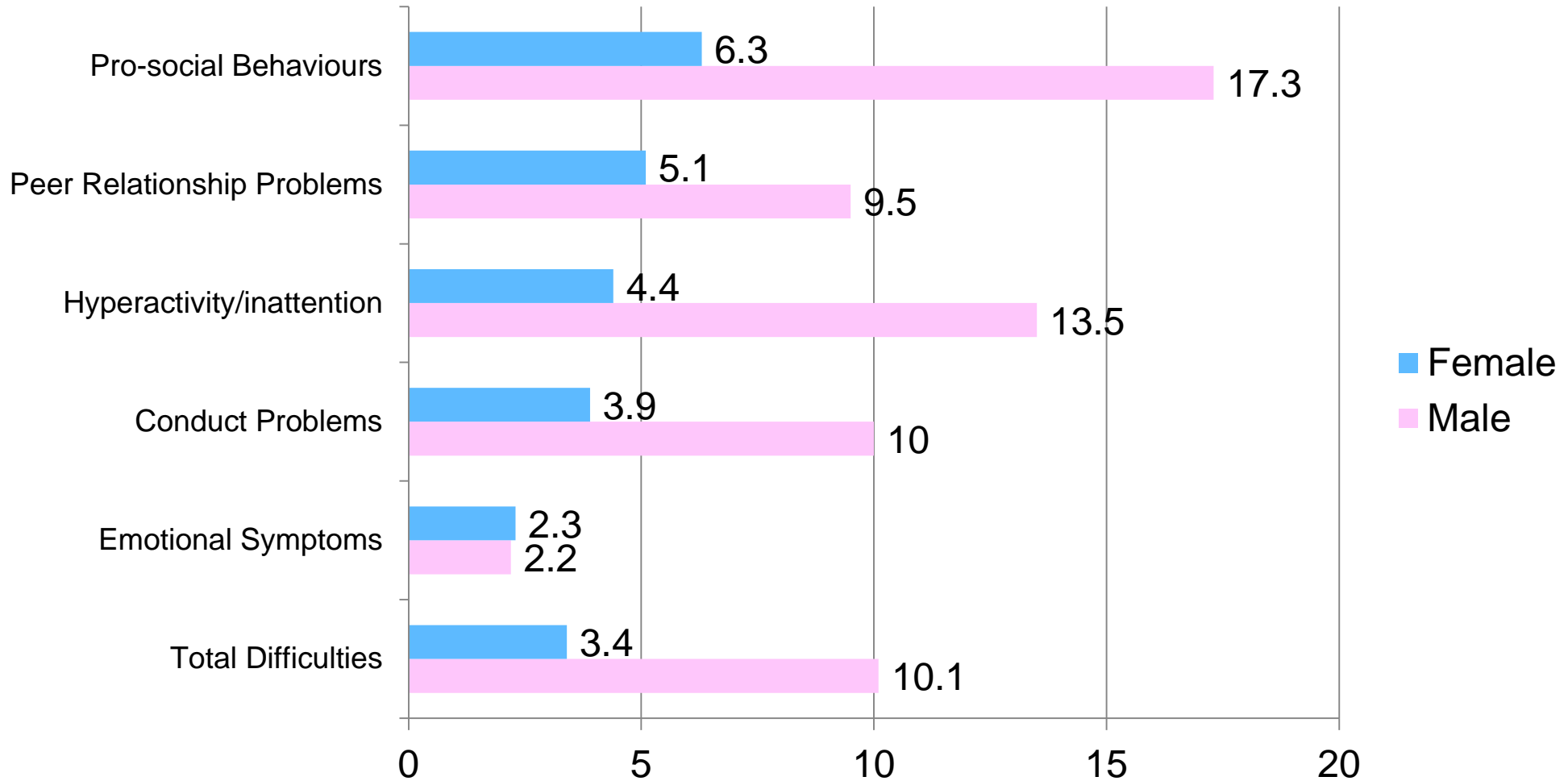




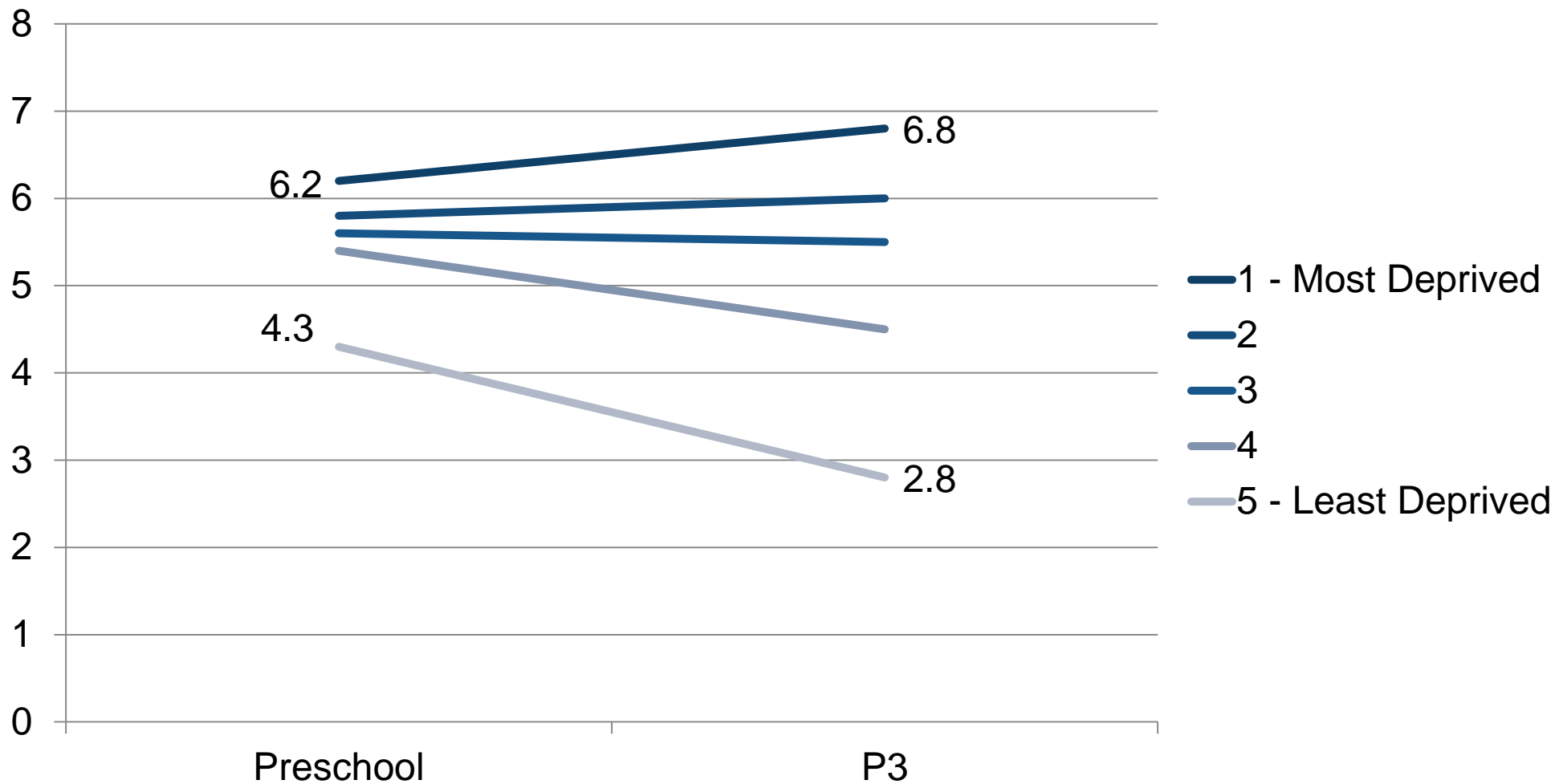
## Education (SEEMIS) data



# SEEMIS Data: 2012/13: Preschool girls vs. boys likely difficulties



# SEEMIS Data: Mean total difficulties score by area deprivation (SIMD)



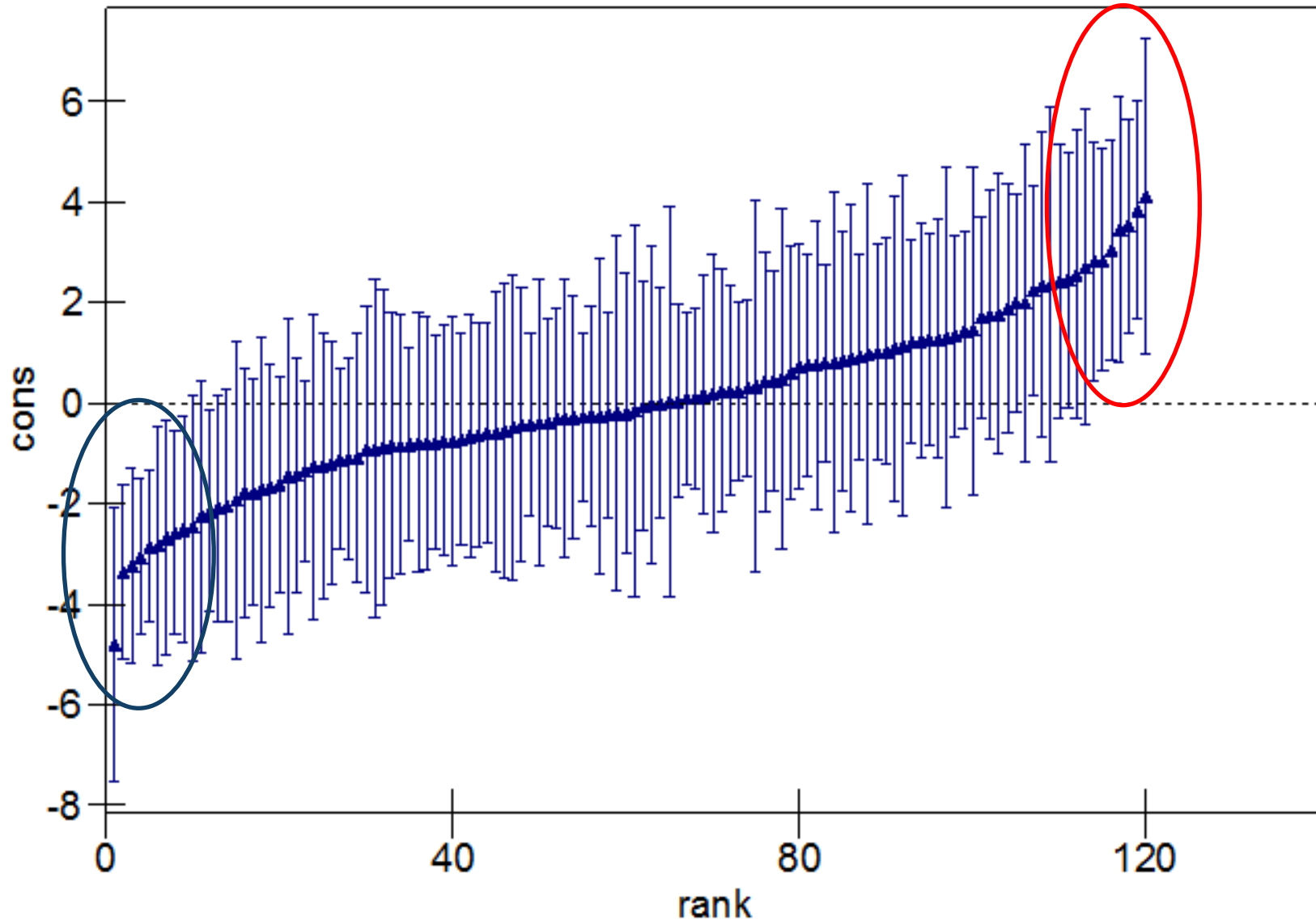


## School level data





# Do schools make a difference to social, emotional and behavioural development?





# You were more likely to increase your total difficulties score (get worse!) by P3 if:

Male

White UK  
ethnicity

Looked After  
by  
Preschool

Lower  
Baseline  
score

School with  
higher levels  
of FSMs

Smaller  
school



# Who are the children most likely to have difficulties at P3?

3x higher for boys

Almost 4x higher for children who had likely difficulties at nursery

Odds of having 'likely difficulties' at P3

3.5x higher for children who were living in the most deprived areas at nursery

2.5x higher for children who had 'Looked After' status by P3



## Social work data

- **Difficult population to examine**
- **2.3% preschoolers ever Looked After**
- **Combined 3 years data**
- **Overall difficulties 3x higher for LA children**
- **LA away from home more likely to have Emotional Symptoms**
- **LA at home increased Conduct problems**
- **No difference in hyperactivity levels by type of LA...genetic?**





## Police Scotland data





- **In conjunction with MRC SPHSU**
- **Early results suggest relationship between violent crime and conduct problems...only for boys**
- **LA children have poorer overall difficulties if in area with high levels drug supply and serious assault offences**



**NHS data**



# Predictors of social, emotional & behavioural difficulties at preschool

Area of high deprivation at birth

Smoking in pregnancy

High risk status (HPI) @ 6-8wks

First child



## SDQ & intervention attendance



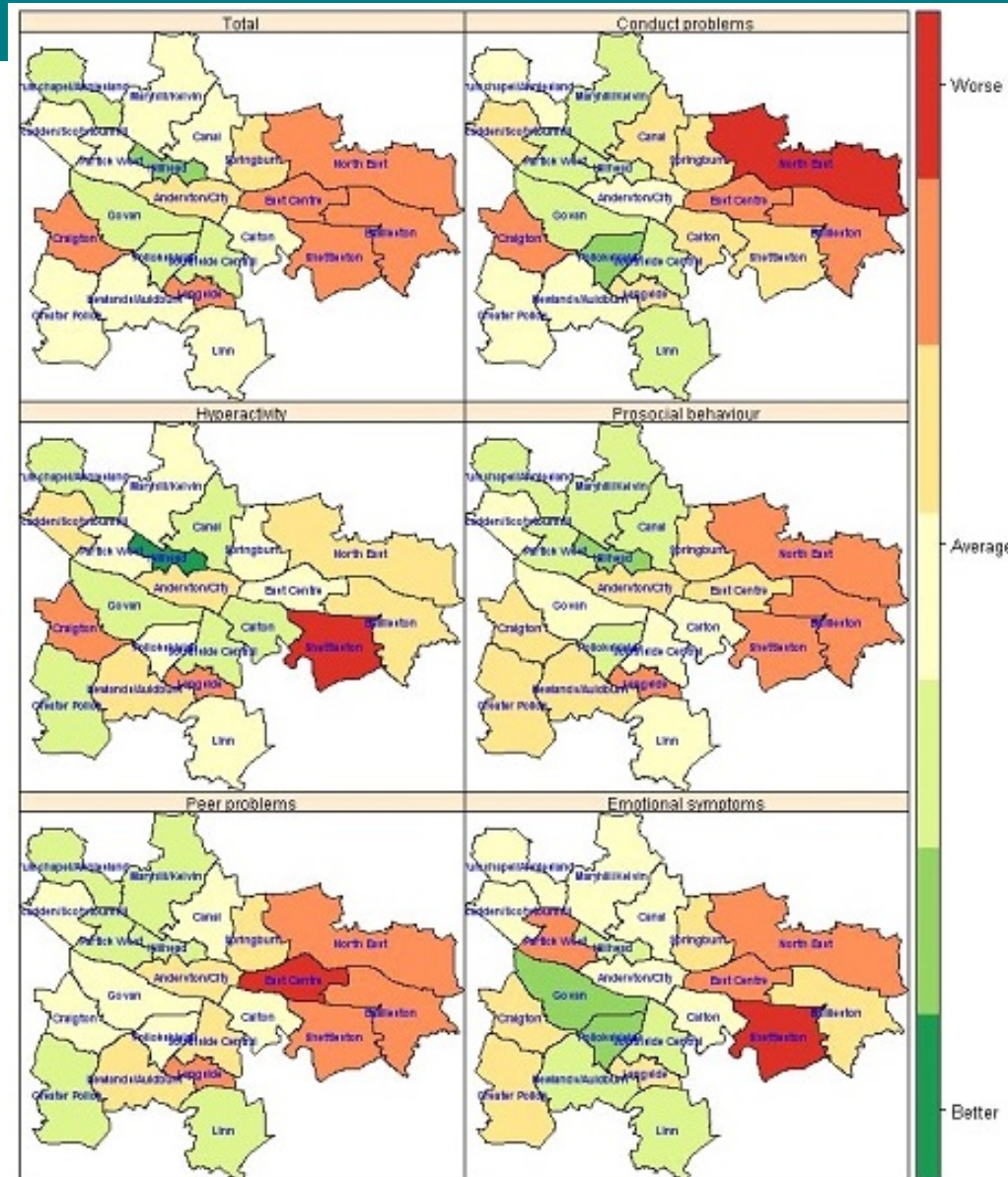
- **63.4% of parents of children starting school attended a TP seminar**
- **Parents were less likely to attend if:**
  - From an ethnic minority background
  - Had a child with hyperactivity/inattention difficulties



## Area level data



# 2010-12: Preschool maps of difficulties (adjusted)





- **No standardised number for children!**
- **Overly cautious about data sharing**
- **Long term funding is difficult to obtain**
- **Lack of quantitative skills necessary**





2  
years

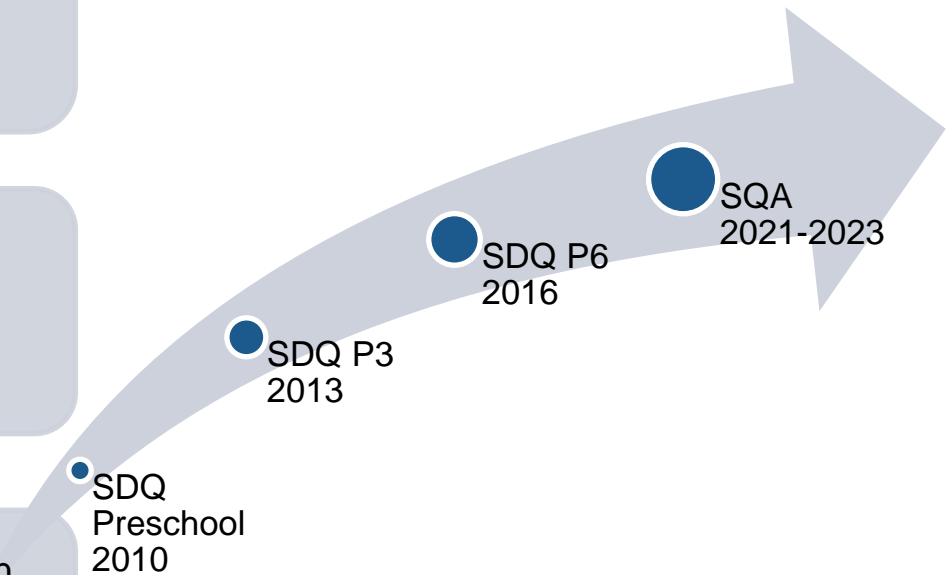
- Look at progress of smaller groups e.g. LAC
- 8 years of nursery SDQ – identify trends
- Link 30m data with preschool
- Full primary school trajectories
- Psychiatric tests @P7

5  
years

- SQA results in relation to development at Primary school
- Trajectories of development for Looked After children

10  
years

- Post-school destinations in relation to development at Primary school
- Evaluate the impact of various initiatives e.g. FNP; Big Noise



- The EY establishment and School staff, parents and children and who took part
- Morag Gunion, Amanda Kerr, Dr Michele McClung, Sheila Hunter, Heather Douglas, and City of Glasgow Education Services
- Prof. Phil Wilson, Dr Lucy Thompson, Dr Jane White and Fiona Sim
- Kim Jones, Sheena McGowan, Elsa Ekevall & Kelly Chung
- Dr Sarah Barry and Dr Alex McConnachie, Robertson Centre for Biostatistics
- Dr Anne Ellaway & colleagues, MRC Social and Public Health Sciences Unit
- Dr Graham Connelly, CELSIS
- Mark Hollinsworth, Strathclyde Police Statistical Unit



**Thank you.**

[louise.marryat@glasgow.ac.uk](mailto:louise.marryat@glasgow.ac.uk)



**@Imarryat**

**[www.glasgow.ac.uk/psfevaluation](http://www.glasgow.ac.uk/psfevaluation)**