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Assessment of mental health
difficulties: a systematic review of
the SDQ

Key questions

- Why is assessment for SEMh difficulties in Deaf Young People important?
- What conclusions can we draw from previous studies into the Strengths and Difficulties Questionnaire?
- How can we move forward?

What percentage of deaf young people will develop a social, emotional or mental health difficulty?

- 5%
- 10%
- 20%
- 50%

Mental Health and Deafness

- depression, aggression, oppositional defiant disorder and conduct disorder and less consistently anxiety, somatization and delinquency “(Stevenson et al, 2015, p477)
Theunissen SCPM et al (2014)
- “low self – esteem, poor social emotional adjustment,... [and] compromised psychological wellbeing compared to hearing peers.” (Anmyr, 2015, p610).
- Polat (2003) discovered a higher prevalence of SEMh difficulties within deaf children ages 12-18 than those ages 4-11 years of age.

Strengths and Difficulties Questionnaire (SDQ)

- The one page questionnaire comes in three parts, one to be completed by the “parents, teachers or youths” (DfE, 2015, p6)
- The questionnaire, when scored, produces information relating to the youth’s “emotional symptoms, conduct problems, hyperactivity inattention, peer problems and prosocial behaviours” (Goodman, 2001, p1337)
- Translations
- CAMHs / Play therapy
- Department for Education

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I get very angry and often lose my temper	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am constantly fidgeting or squirming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am often accused of lying or cheating	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of the SDQ with Deaf Young People

- Specific syndromes (Dammeyer, 2012) and conditions (Timmerman et al 2007)
- The difference between mainstream and provision based school placements for Deaf children (Vetter et al, 2010),
- The impact of early identification upon behaviour in middle childhood (Stevenson et al, 2010),
- Translated from English into AUSLAN (Cornes and brown, 2012)
- Translated from English into BSL (Roberts et al, 2015)
- Hintermair (2007) found it to be “a valid yet economical screening procedure to identify endangered children at an early age, and to refer them to more exact diagnosis and subsequent advice and therapy.” (p320)

Cultural variances in SDQ results

- Translated into: German in 2002 (Woerner et al), Swedish (Smedje et al, 1999), Dutch (Muris et al, 2003; van Windenfelt et al, 2003), Arabic (Thabet et al, 2000), British Sign Language (Roberts et al, 2015) and Australian Sign Language (Cornes & Brown, 2012).
- Impact of translation
- “questionnaires cannot simply be translated linguistically but also need to be adapted culturally to maintain their content validity.” (Roberts et al, 2015, p21)
- Auditory - oral to signed language translation
- Translation between languages and culture.



Impact of Incomplete Results

- Parents
- Teachers
- Young People

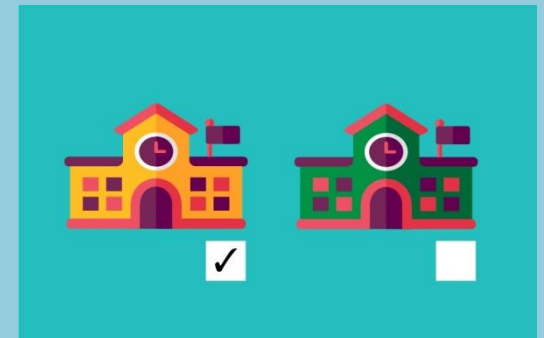


Response Rates

- Original study (96 – 70%)
- Hintermair (35.5%)
- Demographic of those who choose not to return questionnaires.

Impact of school choice upon SEMh in Deaf children.

- Hintermair (2007) and Dammeyer (2009) focused on school's for the Deaf
- Anmyr et al (2015, p613) 2015, “no significant difference in SDQ scores were found ..between different types of school,”
- Van Eldik et al (2004), Mejstad et al (2009) children who attended schools for the deaf had significantly fewer SEMh problems than their mainstream counterparts.
- CRIDE annual report (2015, p6) 78% mainstream schools, 1% are supported at home, 7% in mainstream schools with resourced provisions, 3% in specialist schools for Deaf young people, 12% special needs schools.



Moving Forward

- Due to the complex nature of children's hearing status' the SDQ is not appropriate for use with all children.
- Based upon recent research it would be appropriate to introduce the SDQ to professionals working with Deaf children as well as other assessments such that can form a part of their mental health assessment tool kits.
- www.sdq.info.org
- However, future research is needed.

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