

Chapter 2.

Administration and Scoring

This chapter provides specific procedures for administering and scoring the SDQ-II. Administration directions are followed by instructions for calculating individual scale and total raw scores and for converting these scores into standard score metrics—percentiles and nonnormalized *T* scores.

Administration Instructions

The following administration procedures were used for the collection of SDQ-II data for the norm tables and research described in subsequent chapters. Hence, it is important to follow these procedures carefully to ensure that results are comparable to those described in the Manual. Although described for group administration, the procedures are essentially the same for individual administration.

Standard Administration Procedure

Instructions for completing the SDQ-II are printed on the first page of the Questionnaire and are readily understood by students in the age range for which the SDQ-II was designed.

- Give a copy of the SDQ-II Questionnaire (see Figure 12 for a sample page) and make sure that each student has a pencil with an eraser. (The SDQ-II may be completed in ink, but doing so makes it more difficult for students to change responses.) Ask the students to complete the identifying and background information at the top of the front page. *Make sure that none of the students opens the Questionnaire until instructed to do so.*
- Tell the students that their responses will be kept confidential and will not be made public. It is the responsibility of the examiner to honor this promise. If some aspect of this assurance is not applicable, it should be omitted, but these special circumstances should be noted. These circumstances may affect student responses.
- The instructions on the front of the Questionnaire should be read aloud before the students begin responding to the items. Ask the students to listen and follow along while you read aloud the instructions on the front page. Do not allow questions until after you have read the first sample item. Students are often confused at the end of the second paragraph, but this confusion usually clears up after the examples are given and explained. It may be useful to hold up the instrument when reading the third paragraph and to point to the six response blanks and headings before reading the material in parentheses after Example 1. Briefly pause after reading the instructions for Example 3 to allow students to mark their answers. Very few students have problems responding to Example 3, and most understand how to mark their answers. Nevertheless, make sure the

students understand how to respond. Before allowing students to begin, be sure that all questions have been answered.

- When you are ready to begin, say: **Turn over the page and begin. Once you have started, PLEASE DO NOT TALK.** Be sure to stop any talking, commenting, and deliberate or unconscious vocalization.
- If there are any questions, go to the individual student. If a student has trouble understanding a few words or expressions, paraphrase the expression without changing the meaning of the sentence. Ask the student to answer it as well as he or she can. If the student has trouble with a number of words or expressions or has another problem which cannot be quickly and easily rectified, simply indicate the problem on the front of the first page and thank the student.
- Occasionally, a student marks the answer to one or more items in the wrong place on the Questionnaire. The layout of the SDQ-II makes this mistake unlikely, but if it happens, simply tell the student to cross out the incorrect response and substitute the correct response. If this has occurred for a large number of responses, it may be necessary to transfer the correct responses to a new questionnaire.

Although this standard administration procedure works well in most settings, early experience indicated that the Questionnaire may cause problems for students who do not have an adequate command of written English. For these students, reading the items aloud may be helpful. This read-aloud procedure may also be useful when administering the SDQ-II to large groups where it is necessary that students finish in a reasonable amount of time or at approximately the same time. In these cases, use the following Read-Aloud Administration Procedure.

Read-Aloud Administration Procedure

This procedure is adapted from those used for the SDQ-I for which items are always read aloud.

- The read-aloud procedure begins the same as the standard procedure. The students are given copies of the Questionnaire and assured of the confidentiality of their responses. Toward the end of the instructions, after the statement, "Do not leave out any of the sentences," add the following statements:

When we turn to the next page, I will read the sentences aloud. The reason for reading them aloud is to be sure that everyone spends the same amount of time on each item and that everyone finishes at the same time. We will be going quite fast, and you will have to mark your answer immediately. Then listen to the next sentence. If you fall behind, leave out the sentences you have not done. Listen to the sentence I am reading and answer that one. I will allow you time at the end to go back to any sentences that you have left out.

- When you are ready to begin, say: **Turn over the page and begin. Once you have started, PLEASE DO NOT TALK.** Be sure to stop any talking, commenting, and deliberate or unconscious vocalization.
- After the students have turned the page, begin reading the sentences in a clear, strong voice. Read the sentence number before the start of each sentence. The sentences should be read at a fairly rapid and steady pace (approximately eight sentences per minute). Read the sentence twice without any pause. Then pause

briefly and begin reading the next sentence. Students may be surprised at how fast you are reading the sentences, but they will quickly keep pace.

- Do not stop to answer any questions once you have begun reading the sentences. If a student interrupts you during the administration of the items to ask the meaning of a word or the interpretation of an item, ask the student to wait until you have finished reading all the sentences. The student should be encouraged to continue with the other items and leave the problem item until the end.

There may be a few students who do not keep pace with the administration, no matter how often they are encouraged to do so. If they persist after several reminders, it is best to allow them to proceed at their own pace. Allow such students time to complete the SDQ-II after all the sentences have been read aloud, and check to see that they have had no problems. Similarly, there may be students who want to go ahead of the administration, particularly if the pace of administration is not reasonably fast. Once again, encourage them to stay with the group, but allow them to proceed at their own pace if they persist.

- After you have completed reading all the sentences, say:

Now I will give you a minute or two to go back to any sentences which you left out. Be sure you have *one*, and only one, answer for each sentence. Please do this now. When you have completed all the sentences, put your paper face up on your desk and wait quietly for the rest to finish. If there are any questions about completing the sentences, hold up your hand, and I will come to you.

- If there are any questions, go to the individual student. If a student has trouble understanding a few words or expressions, paraphrase the expression without changing the meaning of the sentence. Ask the student to answer it as well as he or she can. If the student has trouble with a number of words or expressions or has another problem which cannot be quickly and easily rectified, simply indicate the problem on the front of the first page and thank the student.
- Occasionally, a student marks the answer to one or more items in the wrong place on the Questionnaire. The layout of the SDQ-II makes this mistake unlikely, but if it happens, simply tell the student to cross out the incorrect response and substitute the correct response. If this has occurred for a large number of responses, it may be necessary to transfer the correct responses to a new questionnaire.

Scoring Instructions

Responses to the SDQ-II may be conveniently scored with the SDQ-II Scoring and Profile Booklet. The booklet provides for the calculation of the 11 individual scale raw scores and a Total Self-Concept raw score. Calculation of each of the scores is described below.

Calculating Individual Raw Scores

Complete the identifying information at the top of the SDQ-II Scoring and Profile Booklet by copying the information from the front of the student's SDQ-II Questionnaire.