

**(A) Means and standard deviations for British parent-completed SDQs based on a community sample of 2 and 3-year-olds split by gender**

**Symptom scores (N=11,592)**

	<b>Mean scores (Standard deviation)</b>		
	<b>Girls (N=5627)</b>	<b>Boys (N=5965)</b>	<b>Total (N=11,592)</b>
Total difficulty score	6.8 (4.7)	7.8 (5.2)	7.3 (5.0)
Emotional score	1.1 (1.3)	1.1 (1.3)	1.1 (1.3)
Behavioural score	1.9 (1.7)	2.1 (1.8)	2.0 (1.8)
Hyperactivity score	2.7 (2.1)	3.2 (2.3)	2.9 (2.3)
Peer problems score	1.2 (1.4)	1.4 (1.5)	1.3 (1.4)
Prosocial score	8.3 (1.6)	7.8 (1.9)	8.1 (1.8)

**Impact score (N=1353)** *[only available for the Dumfries sample, not the two Glasgow samples]*

	<b>Mean scores (Standard deviation)</b>		
	<b>Girls (N=655)</b>	<b>Boys (N=698)</b>	<b>Weighted total (N=1353)</b>
Total difficulty score	0.2 (0.8)	0.4 (1.2)	0.3 (1.2)

**(B) Frequency distribution for British parent-reported SDQs based on a community sample of 2 and 3-year-olds split by gender**

**Total difficulties score (N=11,592)**

Score	Girls (N=5627)		Boys (N=5965)		Total (N=11,592)	
	%	cumul %	%	cumul %	%	cumul %
0	4.6%	4.6%	3.7%	3.7%	4.1%	4.1%
1	5.3%	9.9%	4.6%	8.3%	4.9%	9.1%
2	7.7%	17.6%	6.4%	14.7%	7.0%	16.1%
3	8.5%	26.1%	6.9%	21.6%	7.7%	23.8%
4	9.2%	35.4%	8.0%	29.6%	8.6%	32.4%
5	9.1%	44.4%	8.4%	38.0%	8.7%	41.1%
6	8.7%	53.1%	8.2%	46.2%	8.4%	49.5%
7	8.2%	61.4%	8.2%	54.3%	8.2%	57.7%
8	7.6%	68.9%	7.4%	61.7%	7.5%	65.2%
9	6.2%	75.1%	6.6%	68.2%	6.4%	71.6%
10	5.5%	80.7%	5.9%	74.1%	5.7%	77.3%
11	4.2%	84.8%	4.7%	78.8%	4.5%	81.7%
12	3.6%	88.5%	3.9%	82.8%	3.8%	85.5%
13	2.8%	91.2%	3.7%	86.4%	3.2%	88.8%
14	2.3%	93.5%	2.7%	89.2%	2.5%	91.3%
15	1.3%	94.8%	2.3%	91.5%	1.8%	93.1%
16	1.2%	96.0%	2.1%	93.5%	1.7%	94.7%
17	1.1%	97.1%	1.4%	94.9%	1.3%	96.0%
18	0.6%	97.7%	1.2%	96.1%	0.9%	96.9%
19	0.6%	98.3%	1.0%	97.2%	0.8%	97.7%
20	0.5%	98.8%	0.6%	97.8%	0.6%	98.3%
21	0.3%	99.1%	0.6%	98.4%	0.5%	98.7%
22	0.3%	99.3%	0.4%	98.7%	0.3%	99.0%
23	0.3%	99.6%	0.4%	99.1%	0.3%	99.3%
24	0.1%	99.7%	0.1%	99.2%	0.1%	99.5%
25-40	0.3%	100.0%	0.8%	100.0%	0.5%	100.0%

**Emotional problems score (N=11,592)**

Score	Girls (N=5627)		Boys (N=5965)		Total (N=11,592)	
	%	cumul %	%	cumul %	%	cumul %
0	40.7%	40.7%	42.2%	42.2%	41.5%	41.5%
1	30.6%	71.4%	30.3%	72.6%	30.5%	72.0%
2	16.3%	87.7%	15.8%	88.4%	16.1%	88.0%
3	6.9%	94.5%	6.2%	94.6%	6.5%	94.6%
4	3.4%	97.9%	3.0%	97.7%	3.2%	97.8%
5	1.3%	99.2%	1.3%	99.0%	1.3%	99.1%
6	0.6%	99.7%	0.6%	99.5%	0.6%	99.6%
7	0.2%	99.9%	0.2%	99.7%	0.2%	99.8%
8-10	0.1%	100.0%	0.3%	100.0%	0.2%	100.0%

**Conduct problems score (N=11,592)**

Score	Girls (N=5627)		Boys (N=5965)		Total (N=11,592)	
	%	cumul %	%	cumul %	%	cumul %
0	22.4%	22.4%	20.5%	20.5%	21.5%	21.5%
1	25.3%	47.7%	22.7%	43.2%	23.9%	45.4%
2	22.0%	69.7%	21.3%	64.5%	21.6%	67.0%
3	14.7%	84.4%	16.0%	80.5%	15.4%	82.4%
4	7.5%	91.8%	8.7%	89.2%	8.1%	90.5%
5	4.7%	96.5%	5.5%	94.6%	5.1%	95.5%
6	1.6%	98.1%	2.6%	97.2%	2.1%	97.6%
7	1.1%	99.2%	1.5%	98.6%	1.3%	98.9%
8	0.5%	99.7%	0.9%	99.5%	0.7%	99.6%
9-10	0.3%	100.0%	0.5%	100.0%	0.4%	100.0%

**Hyperactivity score (N=11,592)**

Score	Girls (N=5627)		Boys (N=5965)		Total (N=11,592)	
	%	cumul %	%	cumul %	%	cumul %
0	18.1%	18.1%	13.0%	13.0%	15.5%	15.5%
1	15.8%	33.9%	13.4%	26.4%	14.5%	30.1%
2	18.3%	52.1%	16.5%	43.0%	17.4%	47.4%
3	15.9%	68.1%	16.3%	59.3%	16.1%	63.5%
4	13.0%	81.0%	14.4%	73.7%	13.7%	77.3%
5	9.2%	90.3%	10.7%	84.4%	10.0%	87.3%
6	4.1%	94.4%	6.4%	90.9%	5.3%	92.6%
7	2.7%	97.1%	3.9%	94.8%	3.3%	95.9%
8	1.5%	98.6%	2.6%	97.3%	2.1%	97.9%
9	0.8%	99.4%	1.4%	98.7%	1.1%	99.1%
10	0.6%	100.0%	1.3%	100.0%	0.9%	100.0%

**Peer problems score (N=11,592)**

Score	Girls (N=5627)		Boys (N=5965)		Total (N=11,592)	
	%	cumul %	%	cumul %	%	cumul %
0	42.0%	42.0%	37.1%	37.1%	39.5%	39.5%
1	24.5%	66.5%	23.3%	60.4%	23.9%	63.4%
2	18.3%	84.8%	19.4%	79.8%	18.9%	82.3%
3	8.1%	92.9%	10.0%	89.9%	9.1%	91.3%
4	4.5%	97.4%	5.5%	95.4%	5.0%	96.3%
5	1.6%	99.0%	2.6%	98.0%	2.1%	98.5%
6	0.8%	99.8%	1.4%	99.4%	1.1%	99.6%
7-10	0.3%	100.0%	0.6%	100.0%	0.4%	100.0%

**Prosocial behaviour score (N=11,592)**

Score	Girls (N=5627)		Boys (N=5965)		Total (N=11,592)	
	%	cumul %	%	cumul %	%	cumul %
0-1	0.3%	0.3%	0.6%	0.6%	0.5%	0.5%
2	0.3%	0.5%	0.7%	1.3%	0.5%	0.9%
3	0.5%	1.1%	1.2%	2.5%	0.9%	1.8%
4	1.1%	2.2%	2.5%	5.0%	1.8%	3.6%
5	4.0%	6.1%	6.6%	11.6%	5.3%	8.9%
6	7.9%	14.0%	11.1%	22.7%	9.5%	18.5%
7	12.7%	26.7%	14.8%	37.5%	13.8%	32.2%
8	19.2%	45.9%	18.4%	55.8%	18.8%	51.0%
9	25.6%	71.5%	22.5%	78.3%	24.0%	75.0%
10	28.5%	100.0%	21.7%	100.0%	25.0%	100.0%

**Impact score (N=1353)** *[only available for the Dumfries sample, not the two Glasgow samples]*

Score	Girls (N=655)		Boys (N=698)		Weighted total (N=1353)	
	%	cumul %	%	cumul %	%	cumul %
0	91.8%	91.8%	87.0%	87.0%	89.3%	89.3%
1	3.8%	95.6%	4.6%	91.6%	4.2%	93.5%
2	1.5%	97.1%	3.4%	95.0%	2.5%	96.0%
3	0.8%	97.9%	1.6%	96.6%	1.2%	97.2%
4	1.2%	99.1%	1.3%	97.9%	1.3%	98.5%
5	0.8%	99.9%	0.7%	98.6%	0.7%	99.2%
6-10	0.2%	100.0%	1.4%	100.0%	0.8%	100.0%

**(C) Correlation coefficients between subscales for British parent-reported SDQs based on a community sample of 2 and 3-year-olds: plus comparison with correlations between subscales on older children**

**Correlations between subscales on Early-Years SDQ for 2-4 year olds (N=11,300) /Not available for Glasgow sample A]**

	<b>Total difficulties</b>	<b>Emotional</b>	<b>Conduct</b>	<b>Hyper-activity</b>	<b>Peer</b>	<b>Prosocial</b>	<b>Impact†</b>
<b>Total difficulties</b>	1						
<b>Emotional</b>	0.60	1					
<b>Conduct</b>	0.79	0.32	1				
<b>Hyperactivity</b>	0.82	0.28	0.55	1			
<b>Peer</b>	0.65	0.33	0.33	0.34	1		
<b>Prosocial</b>	-0.50	-0.19	-0.39	-0.42	-0.39	1	
<b>Impact†</b>	0.46	0.24	0.37	0.38	0.28	-0.29	1

All correlations  $p < 0.0001$  for significance. † Only available for the Dumfries sample (N=1353)

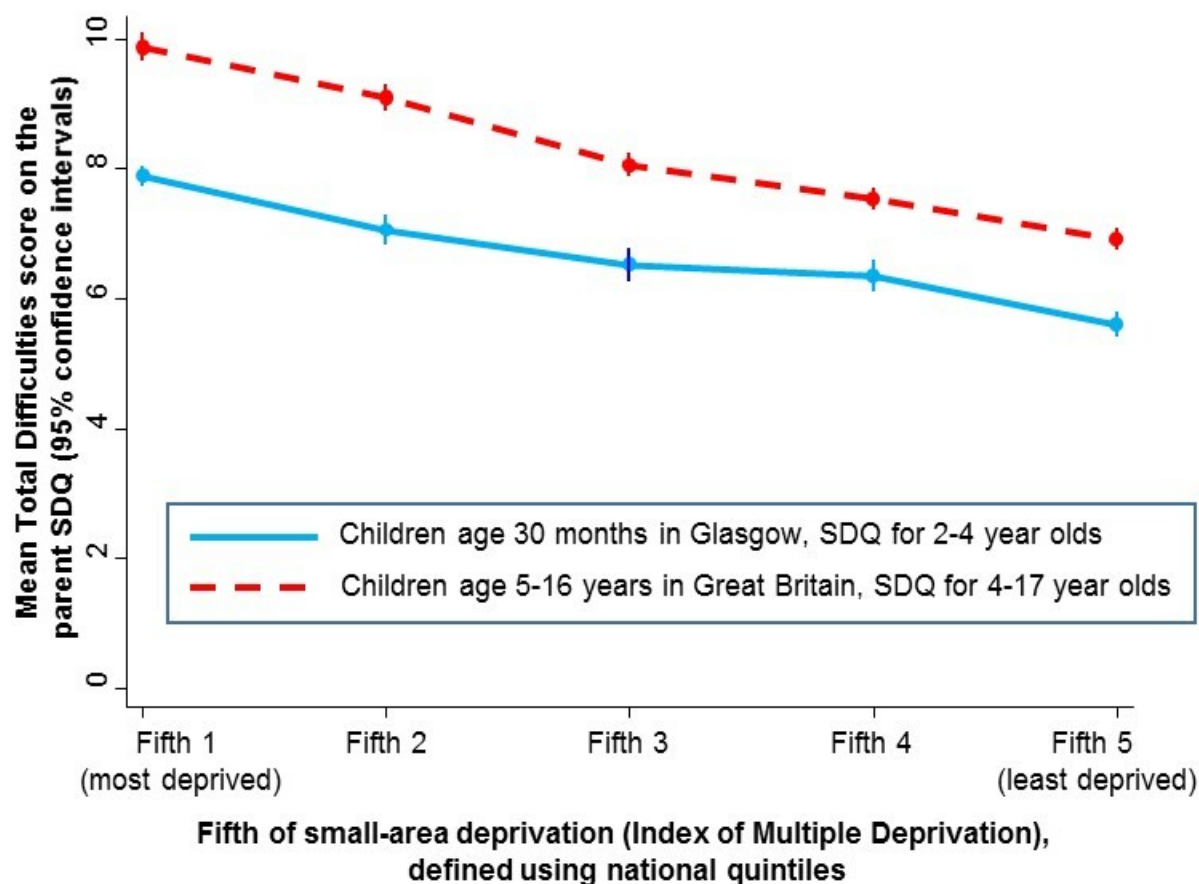
**FOR COMPARISON: Correlations between subscales on SDQ for 4-17 year olds (N=18,224)**

	<b>Total difficulties</b>	<b>Emotional</b>	<b>Conduct</b>	<b>Hyper-activity</b>	<b>Peer</b>	<b>Prosocial</b>	<b>Impact†</b>
<b>Total difficulties</b>	1						
<b>Emotional</b>	0.70	1					
<b>Conduct</b>	0.74	0.33	1				
<b>Hyperactivity</b>	0.79	0.30	0.52	1			
<b>Peer</b>	0.67	0.44	0.33	0.30	1		
<b>Prosocial</b>	-0.40	-0.16	-0.44	-0.34	-0.24	1	
<b>Impact†</b>	0.58	0.44	0.40	0.40	0.46	-0.29	1

All correlations  $p < 0.0001$  for significance. † These data come from the British Child and Adolescent Mental Health Surveys of 1999 and 2004. These were two nationally-representative samples of British children aged 5-15 (1999) and 5-16 (2004).

**(D) Association between area deprivation and total difficulty SDQ scores in a community sample of 2 and 3-year-olds: plus comparison with correlations between subscales on older children**

**Fifths of area deprivation and mean total difficulties scores in (a) 2 year olds, and (b) 4-16 year olds**



Sample of 30-month old children based on Glasgow sample B: N= 9947

Sample of 4-16 year olds comes from the British Child and Adolescent Mental Health Surveys of 1999 and 2004 (N=18,209). These were two nationally-representative samples of British children aged 5-15 (1999) and 5-16 (2004).