



Spanish norms for the Strengths & Difficulties Questionnaire (SDQ³⁻⁴)

for 3 and 4-year-old schoolchildren

Parents' and teachers' versions

Table of contents

Description of the sample	2
Norms for children aged 3	3
Parents' questionnaire: means and standard deviations	3
Parents' questionnaire: subgroups for raw scores	3
Parents' questionnaire: frequency distribution of raw scores.....	4
Teachers' questionnaire: means and standard deviations.....	8
Teachers' questionnaire: subgroups for raw scores	8
Teachers' questionnaire: frequency distribution of raw scores	9
Norms for children aged 4	13
Parents' questionnaire: means and standard deviations	13
Parents' questionnaire: subgroups for raw scores	13
Parents' questionnaire: frequency distribution of raw scores.....	14
Teachers' questionnaire: means and standard deviations.....	18
Teachers' questionnaire: subgroups for raw scores	18
Teachers' questionnaire: frequency distribution of raw scores	19

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Description of the sample

Parents' sample

The initial sample consisted of 2,283 children from 54 schools (25.9% semi-public and 74.1% public) randomly selected from the census of 3-year-old pre-schoolers in Barcelona (Spain) for the year 2009-10. A double-phase design was followed. In the first phase of the screening, 1,341 families (58.7%) with children aged 3 agreed to participate: 33.6% were of high socioeconomic status, 43.1% medium and 23.3% low; 50.9% were boys. There were no sex ($p=.951$) differences between those who agreed to participate and those who did not, but semi-public schools refused to participate significantly more than public ones ($p<.001$), and high socioeconomic status (SES) families participated more than those of low status ($p<.001$). Mothers answered the SDQ in 41.0% of cases, fathers in 6.8% and both parents filled out the same questionnaire in 52.2% of cases.

In the second phase, all children with a positive screening score for behavioural problems and a random sample of 30% of children with a negative screening score were invited to continue. The final second-phase sample included 622 families (10.6% of those invited declined to participate in the second phase). No differences were found on comparing participants and refusals by sex ($p=.82$) or by type of school ($p=.85$). Ninety-four teachers from 54 schools answered the SDQ3-4. Children's mean age was 3.0 (SD=0.16), 311 were boys (50%) and 89.5% were white, while 33.0% were of high socioeconomic status, 45% medium, and 23% low.

Questionnaires were administered in Castilian and in Catalan; 85.7% of the parents and 80.4% of the teachers answered the questionnaires in Catalan.

Children showing intellectual disability or pervasive developmental disorders and families with difficulties with Spanish or Catalan, without a primary caregiver that could report about the child, or which were moving to another city within the coming year were excluded (75 children).

Data for 4-year-old children correspond to the assessment at the one-year follow-up; 599 questionnaires were available for parents and 607 for teachers.

The norms in this document have been weighted in accordance with the sample design.

Norms for children aged 3

Parents' questionnaire: means and standard deviations

PARENTS' REPORTS Scale	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	Mean	(SD)	Mean	(SD)	Mean	(SD)
Emotional symptoms	1.55	(1.61)	1.57	(1.64)	1.52	(1.57)
Conduct problems	2.61	(1.85)	2.55	(1.81)	2.68	(1.88)
Hyperactivity	3.83	(2.48)	3.51	(2.39)	4.15	(2.53)
Peer problems	1.39	(1.61)	1.34	(1.49)	1.44	(1.73)
Prosocial	2.16	(1.67)	1.92	(1.60)	2.39	(1.70)
Total difficulties (emot.+cond.+hyp.+peer)	9.38	(5.25)	8.94	(5.06)	9.79	(5.41)
Impact-distress	0.24	(0.94)	0.18	(0.76)	0.30	(1.08)
Internalizing (emotional+peer)	2.94	(2.66)	2.90	(2.58)	2.97	(2.73)
Externalizing (conduct+hyper.)	6.45	(3.67)	6.05	(3.58)	6.83	(3.71)

Parents' questionnaire: subgroups for raw scores

PARENTS' REPORTS Scale	Total (N=1341)			Girls (N=658)			Boys (N=683)		
	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal
Emotional symptoms	0-2	3	4-10	0-2	3	4-10	0-1	2-3	4-10
Conduct problems	0-3	4	5-10	0-3	4	5-10	0-3	4	5-10
Hyperactivity	0-5	6	7-10	0-4	5-6	7-10	0-5	6-7	8-10
Peer problems	0-2	3	4-10	0-1	2	3-10	0-2	3	4-10
Prosocial	0-3	4	5-10	0-2	3	4-10	0-3	4	5-10
Total difficulties (emot.+conduct+hyper.+peer)	0-12	13-16	17-40	0-11	12-14	15-40	0-13	14-16	17-40
Impact-distress	0	1	2-10	0	1	2-10	0	1	2-10
Internalizing (emotional+peer)	0-4	5-6	7-20	0-4	5-6	7-20	0-4	5-6	7-20
Externalizing (conduct+hyper.)	0-8	9-10	11-20	0-8	9-10	11-20	0-9	10-11	12-20

Borderline = Percentile 80; Abnormal = Percentile 90.

Parents' questionnaire: frequency distribution of raw scores

PARENTS' REPORTS	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Emotional symptoms						
0	31.0	31.0	31.3	31.3	30.7	30.7
1	26.6	57.6	26.4	57.7	26.9	57.6
2	21.2	78.8	19.8	77.5	22.6	80.2
3	10.0	88.8	10.7	88.2	9.4	89.6
4	5.3	94.1	5.3	93.5	5.3	94.9
5	3.1	97.2	3.8	97.3	2.3	97.2
6	1.5	98.7	1.2	98.5	1.8	99
7	0.4	99.1	0.8	99.3	0.1	99.1
8	0.6	99.7	0.5	99.8	0.7	99.8
9	0.1	99.8	0.3	100.1	0.0	99.8
10	0.1	99.9	0.0	100.1	0.1	99.9

PARENTS' REPORTS	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Conduct problems						
0	13.0	13.0	14.0	14.0	12.0	12.0
1	17.8	30.8	17.8	31.8	17.8	29.8
2	20.2	51.0	18.9	50.7	21.4	51.2
3	20.3	71.3	21.8	72.5	18.8	70.0
4	13.0	84.3	13.9	86.4	12.2	82.2
5	8.3	92.6	7.3	93.7	9.3	91.5
6	5.0	97.6	4.4	98.1	5.6	97.1
7	1.3	98.9	0.8	98.9	1.9	99.0
8	0.5	99.4	0.8	99.7	0.3	99.3
9	0.6	100	0.5	100	0.7	100
10	0.0	100	0.0	100	0.0	100

PARENTS' REPORTS	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Hyperactivity						
0	7.7	7.7	9.2	9.2	6.3	6.3
1	11.5	19.2	13.0	22.2	10.0	16.3
2	13.6	32.8	15.0	37.2	12.3	28.6
3	16.5	49.3	18.2	55.4	14.8	43.4
4	14.7	64.0	15.0	70.4	14.4	57.8
5	12.1	76.1	10.2	80.6	14.0	71.8
6	8.1	84.2	6.9	87.5	9.3	81.1
7	6.4	90.6	5.3	92.8	7.3	88.4
8	4.9	95.5	4.0	96.8	5.7	94.1
9	2.4	97.9	1.7	98.5	3.1	97.2
10	2.2	100	1.7	100	2.8	100

PARENTS' REPORTS	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Peer problems						
0	39.8	39.8	39.4	39.4	40.2	40.2
1	21.7	61.5	22.1	61.5	21.4	61.6
2	17.8	79.3	19.2	80.7	16.4	78.0
3	10.0	89.3	10.5	91.2	9.5	87.5
4	5.9	95.2	5.0	96.2	6.8	94.3
5	2.1	97.3	2.0	98.2	2.2	96.5
6	1.6	98.9	1.1	99.3	2.2	98.7
7	0.6	99.5	0.8	100	0.4	99.1
8	0.1	99.6	0.0	100	0.1	99.2
9	0.3	100	0.0	100	0.6	100
10	0.0	100	0.0	100	0.0	100

PARENTS' REPORTS	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Prosocial						
0	17.4	17.4	21.8	21.8	13.2	13.2
1	22.6	40.0	24.5	46.3	20.9	34.1
2	22.1	62.1	21.8	68.1	22.5	56.6
3	17.0	79.1	14.3	82.4	19.5	76.1
4	11.4	90.5	10.7	93.1	12.0	88.1
5	6.2	96.7	4.9	98.0	7.5	95.6
6	2.0	98.7	1.2	99.2	2.8	98.4
7	0.9	99.6	0.8	100.0	1.0	99.4
8	0.3	99.9	0.2	100	0.4	99.8
9	0.1	100	0.0	100	0.1	100
10	0.0	100	0.0	100	0.0	100

PARENTS' REPORTS	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Impact-distress						
0	90.3	90.3	91.6	91.6	89.0	89.0
1	3.8	94.1	4.1	95.7	3.5	92.5
2	2.4	96.5	2.0	97.7	2.7	95.2
3	1.5	98.0	1.1	98.8	2.0	97.2
4	0.8	98.8	0.3	99.1	1.4	98.6
5	0.4	99.2	0.5	99.6	0.3	98.9
6	0.5	99.7	0.2	99.8	0.8	99.7
7	0.1	99.8	0.2	100.0	0.0	99.7
8	0.2	100	0.2	100	0.2	99.9
9	0.1	100	0.0	100	0.2	100
10	0.1	100	0.0	100	0.2	100

PARENTS' REPORTS Internalizing	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	15.9	15.9	15.7	15.7	16.2	16.2
1	18.8	34.7	18.9	34.6	18.6	34.8
2	18.4	53.1	17.8	52.4	18.9	53.7
3	15.0	68.1	17.2	69.6	12.9	66.6
4	9.9	78.0	8.8	78.4	11.0	77.6
5	7.2	85.2	7.2	85.6	7.2	84.8
6	4.6	89.8	4.4	90.0	4.8	89.6
7	2.8	92.6	2.7	92.7	2.9	92.5
8	2.7	95.3	2.4	95.1	2.9	95.4
9	1.9	97.2	2.3	97.4	1.5	96.9
10	1.0	98.2	1.2	98.6	0.9	97.8
11	0.7	98.9	0.5	99.1	1.0	98.8
12	0.3	99.2	0.3	99.4	0.3	99.1
13	0.2	99.4	0.2	99.6	0.3	99.4
14	0.1	99.5	0.3	99.9	0.0	99.4
15-20	0.2	100	0.0	100	0.4	100

PARENTS' REPORTS Externalizing	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	2.8	2.8	3.1	3.1	2.6	2.6
1	4.6	7.4	6.0	9.1	3.4	6.0
2	6.2	13.6	7.0	16.1	5.4	11.4
3	8.6	22.2	9.5	25.6	7.8	19.2
4	11.2	33.4	11.8	37.4	10.7	29.9
5	9.1	42.5	9.8	47.2	8.4	38.3
6	11.8	54.3	11.3	58.5	12.3	50.6
7	10.6	64.9	11.5	70.0	9.7	60.3
8	7.9	72.8	7.6	77.6	8.2	68.5
9	7.9	80.7	7.2	84.8	8.5	77.0
10	5.5	86.2	4.9	89.7	6.0	83.0
11	4.3	90.5	3.1	92.8	5.6	88.6
12	2.8	93.3	1.7	94.5	4.0	92.6
13	2.3	95.6	1.8	96.3	2.8	95.4
14	1.6	97.2	1.8	98.1	1.5	96.9
15	1.0	98.2	0.8	98.9	1.2	98.1
16	0.7	98.9	0.5	99.4	0.9	99.0
17	0.4	99.3	0.3	99.7	0.6	99.6
18	0.2	99.5	0.5	100	0.0	99.6
19	0.3	99.8	0.2	100	0.4	100
20	0.0	100	0.0	100	0.0	100

PARENTS' REPORTS Total difficulties	Total (N=1341)		Girls (N=658)		Boys (N=683)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	1.1	1.1	1.2	1.2	1.0	1.0
1	1.7	2.8	2.0	3.2	1.5	2.5
2	3.4	6.2	4.0	7.2	2.9	5.4
3	4.5	10.7	4.4	11.6	4.6	10.0
4	6.5	17.2	7.6	19.2	5.4	15.4
5	5.2	22.4	5.8	25.0	4.7	20.1
6	9.1	31.5	8.9	33.9	9.3	29.4
7	9.6	41.1	10.2	44.1	9.0	38.4
8	8.8	49.9	9.0	53.1	8.7	47.1
9	6.4	56.3	6.0	59.1	6.9	54.0
10	7.6	63.9	7.6	66.7	7.6	61.6
11	6.4	70.3	7.8	74.5	5.1	66.7
12	6.0	76.3	6.1	80.6	5.9	72.6
13	4.6	80.9	3.2	83.8	5.9	78.5
14	3.2	84.1	2.7	86.5	3.7	82.2
15	3.6	87.7	4.0	90.5	3.2	85.4
16	2.0	89.7	1.4	91.9	2.6	88.0
17	2.7	92.4	1.8	93.7	3.5	91.5
18	1.9	94.3	1.7	95.4	2.1	93.6
19	1.4	95.7	1.4	96.8	1.5	95.1
20	0.6	96.3	0.5	97.3	0.7	95.8
21	1.0	97.3	0.3	97.6	1.6	97.4
22	0.4	97.7	0.3	97.9	0.4	97.8
23	0.5	98.2	0.6	98.5	0.4	98.2
24	0.3	98.5	0.2	98.7	0.4	98.6
25	0.2	98.7	0.2	98.9	0.3	98.9
26	0.5	99.2	0.8	99.7	0.3	99.2
27	0.1	99.3	0.3	100	0.0	99.2
28	0.2	99.5	0.0	100	0.4	99.6
29-40	0.3	100	0.2	100	0.2	100

Teachers' questionnaire: means and standard deviations

Teachers' questionnaires were applied in the second phase of a multi-sample design. The norms in this document have been weighted in accordance with the sample design.

The number of unweighted reports is N=625 (310 girls and 315 boys).

The number of weighted reports used for the estimation of means (plus standard deviations) and frequency distribution is N=1274 (630 girls and 644 boys).

TEACHERS' REPORTS Scale	Total (N=625)		Girls (N=315)		Boys (N=315)	
	Mean	(SD)	Mean	(SD)	Mean	(SD)
Emotional symptoms	1.33	(1.73)	1.31	(1.77)	1.35	(1.70)
Conduct problems	1.87	(2.04)	1.72	(1.95)	2.02	(2.12)
Hyperactivity	3.16	(2.82)	2.58	(2.60)	3.72	(2.92)
Peer problems	1.46	(1.68)	1.37	(1.61)	1.56	(1.73)
Prosocial	3.22	(2.27)	2.67	(2.19)	3.76	(2.22)
Total difficulties (emot.+cond.+hyp.+peer)	7.82	(5.65)	6.98	(5.47)	8.64	(5.71)
Impact-distress	0.37	(0.93)	0.29	(0.87)	0.45	(0.99)
Internalizing (emotional+peer)	2.79	(2.84)	2.68	(2.91)	2.90	(2.77)
Externalizing (conduct+hyper.)	5.03	(4.12)	4.30	(3.92)	5.74	(4.20)

Teachers' questionnaire: subgroups for raw scores

TEACHERS' REPORTS Scale	Total (N=625)			Girls (N=315)			Boys (N=315)		
	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal
Emotional symptoms	0-2	3	4-10	0-1	2-3	4-10	0-2	3	4-10
Conduct problems	0-3	4	5-10	0-2	3-4	5-10	0-3	4	5-10
Hyperactivity	0-5	6-7	8-10	0-4	5	6-10	0-5	6-7	8-10
Peer problems	0-2	3	4-10	0-1	2	3-10	0-2	3	4-10
Prosocial	0-4	5	6-10	0-4	5	6-10	0-5	6	7-10
Total difficulties (emot.+conduct+hyper.+peer)	0-11	12-15	16-40	0-10	11-15	16-40	0-12	13-15	16-40
Impact-distress	0	1	2-10	0	1	2-10	0	1	2-10
Internalizing (emotional+peer)	0-4	5-6	7-20	0-4	5-6	7-20	0-4	5-6	7-20
Externalizing (conduct+hyper.)	0-8	9-10	11-20	0-6	7-9	10-20	0-9	10	11-20

Borderline = Percentile 80; Abnormal = Percentile 90.

Teachers' questionnaire: frequency distribution of raw scores

TEACHERS' REPORTS Emotional symptoms	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	46.2	46.2	47.8	47.8	44.7	44.7
1	19.9	66.1	19.5	67.3	20.2	64.9
2	13.4	79.5	13.3	80.6	13.5	78.4
3	8.9	88.4	7.9	88.5	9.8	88.2
4	4.9	93.3	2.7	91.2	7.0	95.2
5	3.4	96.7	4.9	96.1	1.9	97.1
6	1.6	98.3	2.7	98.8	0.5	97.6
7	1.3	99.6	0.8	99.6	1.7	99.3
8	0.4	99.9	0.0	99.6	0.8	100.0
9	0.1	100.0	0.2	99.8	0.0	100.0
10	0.1	100.0	0.2	100.0	0.0	100.0

TEACHERS' REPORTS Conduct problems	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	34.6	34.6	37.8	37.8	31.4	31.4
1	19.8	54.4	19.8	57.6	19.8	51.2
2	15.8	70.2	14.2	71.8	17.3	68.5
3	8.9	79.1	9.7	81.5	8.1	76.6
4	7.8	86.9	6.5	88.0	9.2	85.8
5	6.1	93.0	5.7	93.7	6.5	92.3
6	3.7	96.7	4.0	97.7	3.4	95.7
7	2.0	98.7	1.4	99.1	2.5	98.2
8	0.6	99.3	0.5	99.6	0.8	99.0
9	0.5	99.8	0.5	100.0	0.6	99.6
10	0.2	100.0	0.0	100.0	0.5	100.0

TEACHERS' REPORTS Hyperactivity	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	21.0	21.0	25.4	25.4	16.6	16.6
1	16.5	37.5	21.6	47.0	11.5	28.1
2	13.2	50.7	11.4	58.4	14.9	43.0
3	9.7	60.4	10.1	68.5	9.3	52.3
4	8.9	69.3	10.5	79.0	7.3	59.6
5	9.5	78.8	7.1	86.1	11.8	71.4
6	7.6	86.4	5.2	91.3	10.0	81.4
7	3.5	89.9	1.4	92.7	5.4	86.8
8	3.7	93.6	2.5	95.2	4.8	91.6
9	3.9	97.5	3.0	98.2	4.8	96.5
10	2.6	100.0	1.7	100.0	3.4	100.0

TEACHERS' REPORTS	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Peer problems						
0	40.1	40.1	41.2	41.2	39.1	39.1
1	20.0	60.1	19.7	60.9	20.4	59.5
2	17.4	77.5	20.9	81.8	14.0	73.5
3	9.1	86.6	8.2	90.0	10.0	83.5
4	6.9	93.5	3.8	93.8	10.0	93.5
5	3.3	96.8	2.5	96.3	4.0	97.5
6	1.6	98.4	2.2	98.5	0.9	98.4
7	1.4	99.8	1.4	99.9	1.4	99.8
8-10	0.1	100.0	0.0	100.0	0.2	100.0

TEACHERS' REPORTS	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Prosocial						
0	15.5	15.5	21.4	21.4	9.8	9.8
1	13.5	29.0	16.6	38.0	10.4	20.2
2	10.7	39.7	13.3	51.3	8.2	28.4
3	13.6	53.3	12.4	63.7	14.9	43.3
4	14.0	67.3	11.1	74.8	16.8	60.1
5	17.1	84.4	16.6	91.4	17.5	77.6
6	8.4	92.8	4.1	95.5	12.6	90.2
7	3.4	96.2	1.9	97.4	4.8	95.0
8	2.8	99.0	1.6	99.0	4.0	99.0
9	0.7	99.7	0.5	99.5	0.9	99.9
10	0.2	100.0	0.5	100.0	0.0	100.0

TEACHERS' REPORTS	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Impact-distress						
0	12.0	82.3	87.2	87.2	77.5	77.5
1	12.3	6.3	3.6	90.8	9	86.5
2	11.6	6.2	5.7	96.5	6.8	93.3
3	7.8	3.4	1.6	98.1	5.1	98.4
4	8.3	0.9	0.8	98.9	1.0	99.4
5	7.6	0.6	1.1	100.0	0.2	99.6
6-10	8.4	0.2	0.0	100.0	0.5	100.0

TEACHERS' REPORTS	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Internalizing						
0	24.3	24.3	26.5	26.5	22.2	22.2
1	17.7	42.0	17.9	44.4	17.4	39.6
2	15.4	57.4	15.5	59.9	15.2	54.8
3	11.3	68.7	12.4	72.3	10.3	65.1
4	8.2	76.9	6.5	78.8	10.0	75.1
5	6.8	83.7	5.7	84.5	7.9	83.0
6	4.2	87.9	4.6	89.1	3.9	86.9
7	4.7	92.6	3.0	92.1	6.4	93.3
8	2.4	95.0	2.4	94.5	2.3	95.6
9	1.4	96.4	1.7	96.2	1.1	96.7
10	1.8	98.2	1.9	98.1	1.7	98.4
11	0.2	98.4	0.0	98.1	0.5	98.9
12	1.2	99.6	1.4	99.5	0.9	99.8
13	0.2	99.8	0.2	99.7	0.2	100.0
14-20	0.2	100.0	0.4	100.0	0.0	100.0

TEACHERS' REPORTS	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Externalizing						
0	12.0	12.0	13.5	13.5	10.6	10.6
1	12.3	24.3	16.7	30.2	8.1	18.7
2	11.6	35.9	13.5	43.7	9.8	28.5
3	7.8	43.7	9.2	52.9	6.4	34.9
4	8.3	52.0	7.1	60.0	9.5	44.4
5	7.6	59.6	8.9	68.9	6.4	50.8
6	8.4	68.0	4.8	73.7	12.0	62.8
7	5.5	73.5	7.3	81.0	3.7	66.5
8	5.1	78.6	3.5	84.5	6.7	73.2
9	4.6	83.2	4.0	88.5	5.1	78.3
10	6.5	89.7	4.3	92.8	8.7	87.0
11	2.2	91.9	0.5	93.3	3.9	90.9
12	2.3	94.2	1.3	94.6	3.3	94.2
13	1.8	96.0	1.7	96.3	1.9	96.1
14	1.3	97.3	1.6	97.9	0.9	97.0
15	1.9	99.2	1.9	99.8	1.9	98.9
16	0.2	99.4	0.0	99.8	0.5	99.4
17	0.3	99.7	0.2	99.9	0.5	99.9
18	0.2	99.9	0.2	100.0	0.2	100.0
19	0.1	100.0	0.0	100.0	0.0	100.0
20	0.1	100.0	0.0	100.0	0.1	100.0

TEACHERS' REPORTS Total difficulties	Total (N=625)		Girls (N=310)		Boys (N=315)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	4.1	4.1	4.2	4.2	4.2	4.2
1	8.9	13.0	5.1	9.3	7.0	11.2
2	10.6	23.6	6.5	15.8	8.6	19.8
3	8.9	32.5	6.9	22.7	7.9	27.7
4	9.0	41.5	5.6	28.3	7.3	35.0
5	8.4	49.9	5.5	33.8	6.9	41.9
6	4.9	54.8	6.4	40.2	5.7	47.6
7	6.8	61.6	5.8	46.0	6.3	53.9
8	6.0	67.6	6.4	52.4	6.2	60.1
9	6.7	74.3	4.5	56.9	5.6	65.7
10	3.5	77.8	7.0	63.9	5.3	71.0
11	2.5	80.3	7.6	71.5	5.1	76.1
12	4.8	85.1	4.2	75.7	4.5	80.6
13	1.4	86.5	5.1	80.8	3.3	83.9
14	1.4	87.9	3.4	84.2	2.4	86.3
15	1.1	89.0	3.0	87.2	2.0	88.3
16	2.7	91.7	3.4	90.6	3.1	91.4
17	1.6	93.3	1.9	92.5	1.7	93.1
18	1.4	94.7	3.1	95.6	2.3	95.4
19	0.6	95.3	1.4	97.0	1.0	96.4
20	2.5	97.8	0.6	97.6	1.6	98.0
21	0.8	98.6	0.6	98.2	0.7	98.7
22	0.2	98.8	0.2	98.4	0.2	98.9
23	0.8	99.6	0.2	98.6	0.5	99.4
24	0.2	100	0.2	98.8	0.2	99.6
25	0.0	100	0.8	99.6	0.4	100
26-40	0.0	100	0.6	100	0.3	100

Norms for children aged 4

Parents' questionnaire: means and standard deviations

PARENTS' REPORTS Scale	Total (N=599)		Girls (N=297)		Boys (N=302)	
	Mean	(SD)	Mean	(SD)	Mean	(SD)
Emotional symptoms	1.03	(1.439)	0.95	(1.389)	1.11	(1.485)
Conduct problems	2.08	(1.779)	1.89	(1.683)	2.26	(1.853)
Hyperactivity	3.22	(2.471)	2.77	(2.253)	3.65	(2.600)
Peer problems	.95	(1.408)	0.89	(1.308)	1.00	(1.500)
Prosocial	1.78	(1.641)	1.49	(1.560)	2.05	(1.674)
Total difficulties (emot.+cond.+hyp.+peer)	7.27	(4.964)	6.51	(4.632)	8.02	(5.170)
Impact-distress	.29	(0.889)	0.19	(0.776)	.38	(0.981)
Internalizing (emotional+peer)	1.98	(2.435)	1.85	(2.339)	2.11	(2.523)
Externalizing (conduct+hyper.)	5.29	(3.533)	4.67	(3.297)	5.91	(3.653)

Parents' questionnaire: subgroups for raw scores

PARENTS' REPORTS Scale	Total (N=599)			Girls (N=297)			Boys (N=302)		
	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal
Emotional symptoms	0-1	2	3-10	0-1	2	3-10	0-1	2	3-10
Conduct problems	0-3	4	5-10	0-2	3	4-10	0-3	4	5-10
Hyperactivity	0-4	5-6	7-10	0-4	5	6-10	0-5	6	7-10
Peer problems	0-1	2	3-10	0-1	2	3-10	0-1	2	3-10
Prosocial	0-2	3	4-10	0-2	3	4-10	0-2	3	4-10
Total difficulties (emot.+conduct+hyper.+peer)	0-10	11-13	14-40	0-9	10-12	13-40	0-11	12-14	15-40
Impact-distress	0	1	2-10	0	1	2-10	0	1	2-10
Internalizing (emotional+peer)	0-2	3-4	5-20	0-2	3-4	5-20	0-3	4	5-20
Externalizing (conduct+hyper.)	0-7	8-9	10-20	0-7	8	9-20	0-8	9	10-20

Borderline = Percentile 80; Abnormal = Percentile 90.

Parents' questionnaire: frequency distribution of raw scores

PARENTS' REPORTS Emotional symptoms	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	49.4	49.4	52.9	52.9	46.0	46.0
1	25	74.4	24.2	77.1	25.8	71.8
2	12.4	86.8	10.4	87.5	14.2	86
3	6.5	93.3	5.4	92.9	7.6	93.6
4	2.3	95.6	2.7	95.6	2.0	95.6
5	2.7	98.3	3.7	99.3	1.7	97.3
6	0.8	99.1	0.0	99.3	1.7	99
7	0.5	99.6	0.7	100	0.3	99.3
8	0.3	100	-	-	0.7	100
9	-	-	-	-	-	-
10	-	-	-	-	-	-

PARENTS' REPORTS Conduct problems	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	24.2	24.2	25.6	25.6	22.8	22.8
1	17.5	41.7	20.5	46.1	14.6	37.4
2	22.0	63.7	22.2	68.3	21.9	59.3
3	15.9	79.6	15.5	83.8	16.2	75.5
4	9.8	89.4	8.4	92.2	11.3	86.8
5	6.5	95.9	4.0	96.2	8.9	95.7
6	2.2	98.1	2.4	98.6	2.0	97.7
7	1.3	99.4	1.0	99.6	1.7	99.4
8	0.3	99.7	0.3	100	0.3	99.7
9	0.2	100	-	-	0.3	100
10	-	-	-	-	-	-

PARENTS' REPORTS Hyperactivity	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	14.5	14.5	17.5	17.5	11.6	11.6
1	15.9	30.4	18.5	36.0	13.2	24.8
2	14.0	44.4	16.2	52.2	11.9	36.7
3	13.5	57.9	12.1	64.3	14.9	51.6
4	12.4	70.3	12.1	76.4	12.6	64.2
5	12.5	82.8	11.1	87.5	13.9	78.1
6	6.5	89.3	5.7	93.2	7.3	85.4
7	4.7	94	4.0	97.2	5.3	90.7
8	2.3	96.3	1.0	98.2	3.6	94.3
9	2.2	98.5	1.3	99.5	3.0	97.3
10	1.5	100	0.3	100	2.6	100

PARENTS' REPORTS Peer problems	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	53.6	53.6	55.6	55.6	51.7	51.7
1	22.2	75.8	20.2	75.8	24.2	75.9
2	12	87.8	12.1	87.9	11.9	87.8
3	6.5	94.3	7.7	95.6	5.3	93.1
4	2.7	97	2.4	98	3	96.1
5	1.2	98.2	0.7	98.7	1.7	97.8
6	0.8	99	0.7	99.4	1	98.8
7	0.7	99.7	0.7	100	0.7	99.5
8	0.2	99.9	-	-	0.3	99.8
9	0.2	100	-	-	0.3	100
10	-	-	-	-	-	-

PARENTS' REPORTS Prosocial	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	26.4	26.4	33.3	33.3	19.5	19.5
1	25.4	51.8	26.6	59.9	24.2	43.7
2	18.5	70.3	16.2	76.1	20.9	64.6
3	14.4	84.7	12.8	88.9	15.9	80.5
4	8.7	93.4	6.4	95.3	10.9	91.4
5	4.5	97.9	3.4	98.7	5.6	97
6	1.2	99.1	0.7	99.4	1.7	98.7
7	0.3	99.4	0.0	99.4	0.7	99.4
8	0.5	99.9	0.3	99.7	0.7	100
9	0.2	100	0.3	100	-	-
10	-	-	-	-	-	-

PARENTS' REPORTS Impact-distress	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	86.3	86.3	90.9	90.9	81.7	81.7
1	6.4	92.7	4.4	95.3	8.3	90
2	3.8	96.5	2.4	97.7	5.3	95.3
3	1.2	97.7	1.0	98.7	1.3	96.6
4	1.3	99.0	0.7	99.4	2.0	98.6
5	0.7	99.7	0.3	99.7	1.0	99.6
6	0.2	99.9	0.0	99.7	0.3	100
7	0.0	99.9	0.0	99.7	-	-
8	0.2	100	0.3	100	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-

PARENTS' REPORTS	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Internalizing						
0	33.4	33.4	36	36	30.8	30.8
1	21.7	55.1	22.6	58.6	20.9	51.7
2	16.7	71.8	15.2	73.8	18.2	69.9
3	8.3	80.1	8.4	82.2	8.3	78.2
4	7.0	87.1	5.7	87.9	8.3	86.5
5	4.5	91.6	3.4	91.3	5.6	92.1
6	2.8	94.4	3.7	95	2.0	94.1
7	2.0	96.4	2.0	97	2.0	96.1
8	1.2	97.6	1.3	98.3	1.0	97.1
9	0.5	98.1	0.3	98.6	0.7	97.8
10	0.5	98.6	0.3	98.9	0.7	98.5
11	0.3	98.9	0.0	98.9	0.7	99.2
12	0.3	99.2	0.3	99.2	0.3	99.5
13	0.2	99.4	0.3	99.5	0.0	99.5
14	0.2	99.6	0.3	100	0.0	99.5
15	0.2	99.8	-	-	0.3	99.8
16	0.2	100	-	-	0.3	100
17-20	-	-	-	-	-	-

PARENTS' REPORTS	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Externalizing						
0	7.3	7.3	9.1	9.1	5.6	5.6
1	7.7	15.0	8.1	17.2	7.3	12.9
2	9.8	24.8	12.8	30.0	7.0	19.9
3	9.3	34.1	12.1	42.1	6.6	26.5
4	9.3	43.4	10.1	52.2	8.6	35.1
5	12.9	56.3	12.5	64.7	13.2	48.3
6	10.4	66.7	9.1	73.8	11.6	59.9
7	7.3	74.0	5.4	79.2	9.3	69.2
8	7.8	81.8	6.7	85.9	8.9	78.1
9	6.3	88.1	6.4	92.3	6.3	84.4
10	4.5	92.6	3.0	95.3	6.0	90.4
11	2.2	94.8	2.0	97.3	2.3	92.7
12	0.8	95.6	0.3	97.6	1.3	94.0
13	1.3	96.9	0.7	98.3	2.0	96.0
14	1.2	98.1	0.7	99.0	1.7	97.7
15	1.2	99.3	0.7	99.7	1.7	99.4
16	0.2	99.5	0.3	100	0.0	99.4
17	0.2	99.7	-	-	0.3	99.7
18	0.2	100	-	-	0.3	100
19-20	-	-	-	-	-	-

PARENTS' REPORTS Total difficulties	Total (N=599)		Girls (N=297)		Boys (N=302)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	4.7	4.7	5.1	5.1	4.3	4.3
1	6.0	10.7	8.1	13.2	4.0	8.3
2	6.3	17	8.8	22.0	4.0	12.3
3	7.3	24.3	8.1	30.1	6.6	18.9
4	6.8	31.1	8.4	38.5	5.3	24.2
5	8.3	39.4	8.4	46.9	8.3	32.5
6	9.2	48.6	9.4	56.3	8.9	41.4
7	9.8	58.4	8.4	64.7	11.3	52.7
8	8.0	66.4	6.4	71.1	9.6	62.3
9	5.7	72.1	6.1	77.2	5.3	67.6
10	6.5	78.6	5.1	82.3	7.9	75.5
11	3.5	82.1	3.4	85.7	3.6	79.1
12	3.7	85.8	3.0	88.7	4.3	83.4
13	2.7	88.5	2.4	91.1	3.0	86.4
14	2.0	90.5	1.7	92.8	2.3	88.7
15	2.5	93.0	3.0	95.8	2.0	90.7
16	2.2	95.2	0.7	96.5	3.6	94.3
17	0.8	96.0	1.0	97.5	0.7	95
18	0.5	96.5	1.0	98.5	0.0	95
19	0.5	97.0	0.0	98.5	1.0	96
20	1.0	98.0	0.7	99.2	1.3	97.3
21	0.8	98.8	1.0	100	0.7	98
22	0.0	98.8	-	-	0.0	98
23	0.0	98.8	-	-	0.0	98
24	0.5	99.3	-	-	0.7	98.7
25	0.3	99.6	-	-	0.7	99.4
26	0.3	100	-	-	0.7	100
27-40	-	-	-	-	-	-

Teachers' questionnaire: means and standard deviations

TEACHERS' REPORTS Scale	Total (N=607)		Girls (N=304)		Boys (N=303)	
	Mean	(SD)	Mean	(SD)	Mean	(SD)
Emotional symptoms	1.43	(1.743)	1.39	(1.726)	1.47	(1.762)
Conduct problems	1.78	(2.121)	1.60	(1.891)	1.97	(2.317)
Hyperactivity	3.27	(2.895)	2.60	(2.573)	3.95	(3.042)
Peer problems	1.30	(1.572)	1.29	(1.508)	1.30	(1.636)
Prosocial	2.96	(2.263)	2.38	(2.048)	3.55	(2.317)
Total difficulties (emot.+cond.+hyp.+peer)	7.79	(5.719)	6.88	(5.220)	8.70	(6.052)
Impact-distress	0.43	(0.952)	0.27	(0.699)	0.59	(1.129)
Internalizing (emotional+peer)	2.73	(2.699)	2.69	(2.606)	2.77	(2.794)
Externalizing (conduct+hyper.)	5.06	(4.352)	4.19	(3.903)	5.93	(4.605)

Teachers' questionnaire: subgroups for raw scores

TEACHERS' REPORTS Scale	Total (N=607)			Girls (N=304)			Boys (N=303)		
	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal	Normal	Borderline	Abnormal
Emotional symptoms	0-2	3	4-10	0-2	3	4-10	0-2	3	4-10
Conduct problems	0-2	3-4	5-10	0-2	3	4-10	0-3	4	5-10
Hyperactivity	0-5	6-7	8-10	0-4	5	6-10	0-6	7-8	9-10
Peer problems	0-1	2	3-10	0-2	3	4-10	0-1	2-3	4-10
Prosocial	0-4	5	6-10	0-3	4	5-10	0-4	5	6-10
Total difficulties (emot.+conduct+hyper.+peer)	0-11	12-15	16-40	0-10	11-13	14-40	0-12	13-16	17-40
Impact-distress	0	1	2-10	0	1	2-10	0	1	2-10
Internalizing (emotional+peer)	0-4	5-6	7-20	0-4	5-6	7-20	0-4	5-6	7-20
Externalizing (conduct+hyper.)	0-8	9-10	11-20	0-6	7-9	10-20	0-9	10-12	13-20

Borderline = Percentile 80; Abnormal = Percentile 90.

Teachers' questionnaire: frequency distribution of raw scores

TEACHERS' REPORTS Emotional symptoms	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	40.0	40.0	41.8	41.8	38.3	38.3
1	24.2	64.2	22.4	64.2	26.1	64.4
2	14.2	78.4	14.1	78.3	14.2	78.6
3	9.4	87.8	9.9	88.2	8.9	87.5
4	5.4	93.2	6.6	94.8	4.3	91.8
5	3.0	96.2	2.0	96.8	4.0	95.8
6	2.0	98.2	2.0	98.8	2.0	97.8
7	1.2	99.4	0.7	99.5	1.7	99.5
8	0.3	99.7	0.0	99.5	0.7	100
9	0.0	99.7	0.0	99.5	--	--
10	0.3	100	0.7	100	--	--

TEACHERS' REPORTS Conduct problems	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	38.4	38.4	41.8	41.8	35.0	35.0
1	18.8	57.2	15.8	57.6	21.8	56.8
2	14.2	71.4	16.1	73.7	12.2	69.0
3	10.9	82.3	10.9	84.6	10.9	79.9
4	6.3	88.6	7.2	91.8	5.3	85.2
5	4.3	92.9	3.3	95.1	5.3	90.5
6	2.8	95.7	3.0	98.1	2.6	93.1
7	1.8	97.5	1.0	99.1	2.6	95.7
8	1.3	98.8	0.0	99.1	2.6	98.3
9	1.0	99.8	1.0	100	1.0	99.3
10	0.3	100	--	--	0.7	100

TEACHERS' REPORTS Hyperactivity	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	20.6	20.6	27.3	27.3	13.9	13.9
1	14.7	35.3	17.1	44.4	12.2	26.1
2	12.2	47.5	12.8	57.2	11.6	37.7
3	12.4	59.9	11.5	68.7	13.2	50.9
4	10.0	69.9	7.9	76.6	12.2	63.1
5	9.2	79.1	10.2	86.8	8.3	71.4
6	4.8	83.9	3.6	90.4	5.9	77.3
7	4.4	88.3	3.6	94.0	5.3	82.6
8	4.1	92.4	2.6	96.6	5.6	88.2
9	3.6	96.0	1.3	97.9	5.9	94.1
10	4.0	100	2.0	100	5.9	100

TEACHERS' REPORTS	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Peer problems						
0	42.3	42.3	42.1	42.1	42.6	42.6
1	22.4	64.7	23.0	65.1	21.8	64.4
2	17.0	81.7	14.1	79.2	19.8	84.2
3	8.6	90.3	11.2	90.4	5.9	90.1
4	4.6	94.9	5.3	95.7	4.0	94.1
5	2.6	97.5	2.6	98.3	2.6	96.7
6	1.6	99.1	1.3	99.6	2.0	98.6
7	0.7	99.6	0.3	100	1.0	99.6
8	0.2	99.8	--	--	0.3	99.8
9	0.0	99.8	--	--	0.0	99.8
10	0.2	100	--	--	0.3	100

TEACHERS' REPORTS	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Prosocial						
0	18.0	18.0	26.0	26.0	9.9	9.9
1	14.2	32.2	14.8	40.8	13.5	23.4
2	12.5	44.7	12.5	53.3	12.5	35.9
3	15.2	59.9	17.8	71.1	12.5	48.4
4	14.5	74.4	12.8	83.9	16.2	64.6
5	12.2	86.6	8.6	92.5	15.8	80.4
6	6.8	93.4	3.6	96.1	9.9	90.3
7	4.0	97.4	3.0	99.1	5.0	95.3
8	1.5	98.9	1.0	100	2.0	97.3
9	0.7	99.6	--	--	1.3	98.6
10	0.7	100	--	--	1.3	100

TEACHERS' REPORTS	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Impact-distress						
0	77.3	77.3	83.6	83.6	71.0	71.0
1	10.2	87.5	8.9	92.5	11.6	82.6
2	8.2	95.7	5.6	98.1	10.9	93.5
3	2.0	97.7	1.0	99.1	3.0	96.4
4	1.5	99.2	1.0	100	2.0	98.4
5	0.5	99.7	--	--	1.0	99.3
6	0.3	100	--	--	0.7	100
7	--	--	--	--	--	--
8	--	--	--	--	--	--
9	--	--	--	--	--	--
10	--	--	--	--	--	--

TEACHERS' REPORTS	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Internalizing						
0	23.7	23.7	24.7	24.7	22.8	22.8
1	17.3	41.0	15.1	39.8	19.5	42.3
2	16.1	57.1	16.8	56.6	15.5	57.8
3	12.0	69.1	12.8	69.4	11.2	69.0
4	7.9	77.0	8.6	78.0	7.3	76.3
5	8.4	85.4	8.6	86.6	8.3	84.6
6	3.1	88.5	3.0	89.6	3.3	87.9
7	5.1	93.6	4.6	94.2	5.6	93.5
8	2.5	96.1	2.6	96.8	2.3	95.8
9	1.5	97.6	1.3	98.1	1.7	97.5
10	1.3	98.9	0.0	99.4	1.3	98.8
11	0.3	99.2	0.0	99.4	0.7	99.5
12	0.3	99.5	0.3	99.7	0.3	99.8
13	0.0	99.5	0.0	99.7	0.0	99.8
14	0.2	99.7	0.3	100	0.0	99.8
15	0.0	99.7	--	--	0.0	99.8
16	0.0	99.7	--	--	0.0	99.8
17	0.0	99.7	--	--	0.0	99.8
18	0.2	100	--	--	0.3	100
19-20	--	--	--	--	--	--

TEACHERS' REPORTS	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
Externalizing						
0	13.2	13.2	17.4	17.4	8.9	8.9
1	11.2	24.4	13.2	30.6	9.2	18.1
2	10.7	35.1	13.2	43.8	8.3	26.4
3	10.4	45.5	9.9	53.7	10.9	37.3
4	8.7	54.2	8.9	62.6	8.6	45.9
5	9.2	63.4	7.9	70.5	10.6	56.5
6	4.6	68.0	4.6	75.1	4.6	61.1
7	5.9	73.9	6.6	81.7	5.3	66.4
8	3.8	77.7	2.0	83.7	5.6	72.0
9	5.3	83.0	4.6	88.3	5.9	77.9
10	4.1	87.1	3.0	91.3	5.3	83.2
11	3.3	90.4	2.3	93.6	4.3	87.5
12	1.8	92.2	1.3	94.9	2.3	89.8
13	2.5	94.7	2.3	97.2	2.6	92.4
14	1.8	96.5	1.6	98.8	2.0	94.4
15	1.6	98.1	1.0	99.8	2.3	96.7
16	0.0	98.1	0.0	99.8	0.0	96.7
17	1.0	99.1	0.3	100	1.7	98.4
18	0.2	99.3	--	--	0.3	98.7
19	0.3	99.6	--	--	0.7	99.4
20	0.3	100	--	--	0.7	100

TEACHERS' REPORTS Total difficulties	Total (N=607)		Girls (N=304)		Boys (N=303)	
	%	Cumul.%	%	Cumul.%	%	Cumul.%
0	5.4	5.4	6.9	6.9	4.0	4.0
1	5.4	10.8	7.6	14.5	3.3	7.3
2	7.4	18.2	9.2	23.7	5.6	12.9
3	6.4	24.6	7.2	30.9	5.6	18.5
4	7.1	31.7	5.3	36.2	8.9	27.4
5	10.7	42.4	11.2	47.4	10.2	37.6
6	6.4	48.8	7.2	54.6	5.6	43.2
7	6.4	55.2	7.2	61.8	5.6	48.8
8	5.6	60.8	4.6	66.4	6.6	55.4
9	5.6	66.4	6.3	72.7	5.0	60.4
10	4.4	70.8	4.3	77.0	4.6	65.0
11	5.8	76.6	4.9	81.9	6.6	71.6
12	4.8	81.4	4.3	86.2	5.3	76.9
13	4.3	85.7	3.6	89.8	5.0	81.9
14	2.3	88.0	1.6	91.4	3.0	84.9
15	1.5	89.5	1.0	92.4	2.0	86.9
16	2.1	91.6	1.3	93.7	3.0	89.9
17	2.5	94.1	2.3	96.0	2.6	92.5
18	1.0	95.1	0.7	96.7	1.3	93.8
19	1.0	96.1	1.0	97.7	1.0	94.8
20	0.8	96.9	0.7	98.4	1.0	95.8
21	0.8	97.7	0.7	99.1	1.0	96.8
22	0.3	98.0	0.0	99.1	0.7	97.5
23	0.2	98.2	0.3	99.4	0.0	97.5
24	0.3	98.5	0.0	99.4	0.7	98.2
25	0.0	98.5	0.0	99.4	0.0	98.2
26	0.5	99.0	0.3	99.7	0.7	98.9
27	0.2	99.2	0.3	100	0.0	98.9
28	0.3	99.5	--	--	0.7	99.5
29	0.2	99.7	--	--	0.3	99.8
30	0.0	99.7	--	--	0.0	99.8
31	0.0	99.7	--	--	0.0	99.8
32	0.0	99.7	--	--	0.0	99.8
33	0.0	99.7	--	--	0.0	99.8
34	0.0	99.7	--	--	0.0	99.8
35	0.0	99.7	--	--	0.0	99.8
36	0.0	99.7	--	--	0.0	99.8
37	0.0	99.7	--	--	0.0	99.8
38	0.2	100	--	--	0.3	100
39-40	--	--	--	--	--	--