

Manual  
5-15R  
(Five-To-Fifteen-Revised)

Nordic questionnaire for evaluation of development and behavior  
in children and adolescents

#### Background and history

This is the manual for the upgraded and re-standardized version of the 5-15 parent and teacher questionnaires - that is 5-15R.

Below is a brief description of the construction and standardization of the original 5-15 parent questionnaire from 2004, followed by a description of the upgrade and re-standardization of the revised version from 2016.

The parent questionnaire, 5-15, was developed in response to a growing need for a research-based (benchmarked and standardized) instrument for examining children and adolescents with developmental and behavioral problems. The questionnaire aimed at helping clinicians identify and measure cognitive, language, and motor impairment as well as social, emotional, and behavioral problems. The target group was children and adolescents between the ages of 5 and 15 with various types of developmental and behavioral problems – in particular children with ADHD, autism spectrum disorders, as well as language and communicative disorders.

The 5-15 parent questionnaire was developed in order to give professionals access to how parents perceive daily life functioning in their children – that is, information about the child's strengths and weaknesses as well as developmental level relative to that of other children of similar age and gender.

The FTF questionnaire is one of the few instruments developed in the Nordic countries and the result of a prolonged work effort in a cross-disciplinary Nordic research group primarily consisting of psychologists, child- and adolescent psychiatrists, and pediatricians. In 2004, the research group presented the instrument, its psychometric properties, and clinical relevance in a special edition of *European Child and Adolescent Psychiatry*. See references below:

**European Child and Adolescent Psychiatry, Volume 13, issue 3, 2004**

**Kadesjö, B., Janols, L-O, Korkman, M., Michelsson, K., Strand, G., Trillingsgaard, A., & Gillberg, C.** (2004). FTF (Five to Fifteen): The development of a parent questionnaire for the assessment of AD/HD and comorbid conditions. *European Child and Adolescent Psychiatry*, *13*, Supplement 3, 3—13.

**Korkman, M., Jaakkola, M., Ahlroth, A., Pesonen, A-E., Turunen, M-M.** (2004). Screening of Developmental Disorders in Five-Year-Olds Using the Five to Fifteen Questionnaire: A Validation Study. *European Child and Adolescent Psychiatry*, *13*, Supplement 3, 31—38.

**Trillingsgaard, A., Damm, D., Sommer, S., Jepsen, J.R.M., Østergaard, O., Frydenberg, M., & Thomsen, P.H.** (2004). Developmental Profiles on basis of the Five To Fifteen parent

questionnaire. Clinical validity and utility of the FTF in a child psychiatric sample. European Child and Adolescent Psychiatry, *13*, Supplement 3, 39—49.

**Airaksinen, E., Michelsson, K., & Jokela, V.** (2004). The occurrence of inattention, hyperactivity, impulsivity and coexisting symptoms in a population study of 471 6-8-year old children based on the Five to Fifteen parent questionnaire. European Child and Adolescent Psychiatry, *13*, Supplement 3, 23—30

**Bohlin, G., & Janols, L-O.** (2004). Behavioural problems and psychiatric symptoms in 5 - 13 year-old Swedish children - a comparison of parent ratings on the FTF (Five To Fifteen) with the ratings on CBCL (Child Behavior Checklist). European Child and Adolescent Psychiatry, *13*, Supplement 3, 14—22.

The original questionnaire was developed by Björn Kadesjö, Lars-Olof Janols and Christopher Gillberg (Sweden); Marit Korkman and Katarina Mickelsson (Finland); Gerd Strand (Norway) and Anegen Trillingsgaard (Denmark).

On the basis of a Swedish population study by Kadesjö et al. (2004) norms were developed and published. The research group made the questionnaire, the manual, and the 2004 norms available for professionals free-of-charge.

In 2007 the web portal [www.5-15.org](http://www.5-15.org) was established and professionals with basic statistical knowledge and a clinical background were able to apply to become a 5-15.org user. At 5-15.org professionals could download questionnaires, input parent responses, and convert data to norm-based tables and graphs – with percentiles and profiles across the 5-15 domains. It was also possible to download and print a results sheets showing statistical and graphical representation of scores in relation to the norm sample.

The 5-15 questionnaire has been extensively used in the Nordic countries and, in addition to being available in the Nordic languages and English, is now also available in Estonian, Spanish, and Russian.

### Five-To-Fifteen Revised (5-15R)

The Nordic research group has just finished upgrading the parent questionnaire. Today the 5-15 research group consists of several of the original developers of the 5-15 from 2004 plus a number of new experts within the field.

The present upgrade includes:

1. Inclusion of a teacher questionnaire. The 5-15 items pertain to aspects of child and adolescent functioning that should also be evident outside the family context (e.g., in school), and therefore teachers are considered valuable informants in the assessment of the areas covered by the 5-15. In addition, multi-informant ratings are generally recommended in the clinical assessment and are assumed to contribute to a higher level of reliability.
2. Upward extension of the age range: In recognition of the fact child developmental issues more often than not continue beyond childhood and need continued monitoring, several items from the 5-15 questionnaire have been revised to match an extended age range (5-17 years).

3. Inclusion of impact questions: Impact questions have been added after each domain as problems or symptom count are not always consistent with the parents' experience of impairment.

Presentation of the 5-15R questionnaires

The 5-15R questionnaires (i.e., the parent and the teacher versions) include 181 statements that can be endorsed as "Does not apply"; "Applies sometimes or to some extent" or "Definitely applies".

The 181 statements in the teacher questionnaire are basically identical to those in the parent version, but 'child' has been substituted by 'pupil' where relevant. A number of statements concerning reading and math skills are only rated in children/pupils above a certain grade level.

The 181 statements are arranged into eight general domains covering motor skills, executive functions (including attention), perception, memory, language and communication, learning competencies, social skills, and emotional/behavioral problems. The eight domains are further divided into a number of subdomains.

The following constitutes an overview of the domains and subdomains covered by the instrument:

- MOTOR SKILLS
  - Gross motor skills
  - Fine motor skills
- EXECUTIVE FUNCTIONS
  - Attention and concentration
  - Hyperactivity and impulsivity
  - Passiveness/inactivity
  - Planning/organizing
- PERCEPTION
  - Relation in space
  - Time concepts
  - Body perception
  - Perception of forms and figures
- MEMORY
- LANGUAGE AND COMMUNICATION
  - Comprehension
  - Expressive language skills
  - Verbal communication
- LEARNING SKILLS
  - Reading, spelling, and writing
  - Math
  - Learning new skills and applying knowledge in relation to school
  - The child's ability to solve different types of problems at school and his/her way of encountering a learning situation
- SOCIAL SKILLS
- MENTAL HEALTH PROBLEMS
  - Internalizing
  - Externalizing
  - Obsessive-compulsive actions or thoughts

The impact questions were formulated in general terms such as "Do problems with X interfere your child's daily function" (parents) or "Do problems with X interfere with your pupil's function in school" (teachers) to be rated as "Not at all" (0), "A little" (1), "Quite a lot" (2) or "A great deal" (3).

Impact questions were placed immediately after domains, with the exception of the executive function domain, where separate impact questions were included after subdomains.

New norms for the 5-15R parent and teacher questionnaire

In 2012, researchers from Aarhus University collected data for the revised 5-15R parent questionnaire and the 5-15R teacher questionnaire. The project was supported by a research grant from the TrygFonden.

Statistics Denmark selected an age- and gender stratified simple random sample (approximately 1%) of the population of children between the ages of 5 and 17 years living in Denmark at the time of the data collection. Subsequently, the children's parents were invited by mail to complete the parent questionnaire and encouraged to forward the teacher questionnaire to their child's primary teacher. A total of 4,258 parent questionnaires (2,116 boys and 2,142 girls) were included in the study. The majority of the children were of Danish descent, and comparisons between responders and the background population indicated small differences only with respect to parental labour force participation and income. For 1,298 (of the 4,258) children a teacher questionnaire was also returned – equivalent to 638 boys and 660 girls. The majority of teachers came from primary and lower secondary schools (77% public, 13% private, 2% special education, and 3% continuation), 3% came from kindergarten-equivalent facilities and 2% from upper secondary schools.

The results from this comprehensive study of the revised 5-15R parent questionnaire indicated that scores on domains, subdomains, and impact questions had acceptable psychometric properties (internal consistency, inter-rater reliability, test-retest reliability and convergent validity). Scores on the 5-15R teacher questionnaire had psychometric properties comparable to those of the parent questionnaire, indicating that the teacher questionnaire is appropriate in the examination of children and adolescents. Extension of the age range to include 16- to 17-year-olds had no influence on the results, which supports that the 5-15R questionnaire is applicable for older age groups. The impact questions yielded information above and beyond that provided by symptom count alone and appeared to increase the ability of the FTF to identify at risk children and adolescents.

In charge of the standardization study was Rikke Lambek and Anegen Trillingsgaard. The research results were published in 2015. See reference below (further details are found in the article).

**Lambek, R. & Trillingsgaard (2015)** Elaboration, validation and standardization of the five to fifteen (FTF) questionnaire in a Danish population sample. *Research in Developmental Disabilities*, 38, 161-170. doi: 10.1016/j.ridd.2014.12.018

Online versions of the 5-15R parent and teacher questionnaires at [www.5-15.org](http://www.5-15.org)

By the end of 2016, the upgraded parent questionnaire and the new teacher questionnaire will be available at the web portal [www.5-15.org](http://www.5-15.org). The questionnaires can only be administered and scored according to the new norms, which will replace 2004 norms.

As a novel feature, it is now possible to mail a link to parents or teachers and have them open a questionnaire online and answer it electronically – paper versions will still be available at [www.5-15.org](http://www.5-15.org) as will the option to enter scores from the paper version manually and convert to norm-based graphs etc.

Access to the questionnaires and the online resources requires registration as a professional user at [www.5-15.org](http://www.5-15.org) where further details are available. Users who are already registered will be informed about the changes in due time. Guidelines for electronic administration and scoring of 5-15R will be available at [www.5-15.org](http://www.5-15.org).

#### Other questionnaires at [www.5-15.org](http://www.5-15.org)

At [www.5-15.org](http://www.5-15.org), an infant version of the parent questionnaire: '2-5. Nordisk formulär för utredning av barns utveckling och beteende', a version for children between the age of 2 and 5, is also available. This questionnaire is still under construction and norms are not yet available. Presently, the questionnaire should be applied as an interview guide with parents about regarding developmental and behavioral problems in 2- to 5-year-olds. At present only a Swedish version is available. In charge of this questionnaire is Björn Kadesjö, Camela Miniscalco, Bibbi Hagberg and Christopher Gillberg (Sweden), and Anu Haavisto (Finland).

A self-report version for 10- to 16-year-olds is also under construction. In charge of the self-report version is Aud Bredesen and Geir Høstmark (Norway).

#### 5-15.org is a nonprofit organisation

It has been of crucial importance to the developers and the research group, which presently maintain and develop the instrument, that the questionnaires will continue to be available free of charge to clinicians and researchers within the field.

Maintenance and development is supported by:

GNC (Gillberg Neuropsychiatry Center, Sweden), NevSom (Norwegian Resource Center for Neurodevelopmental Disorders and Hypersomnia), and Aarhus University, Denmark.

## Appendix

Table 1: 5-15R: Domains and subdomains

<b>Domains</b>	<b>Statements</b>	<b>Subdomains</b>	<b>Statements</b>
Motor skills	1-17	Gross motor skills	1-7
		Fine motor skills	8-17
Executive functions	18-42	Attention and concentration	18-26
		Overactivity and impulsivity	27-35
		Passivity and inactivity	36-39
		Planning and organizing	40-42
Perception	43-60	Perception of space and directions	43-47
		Concepts of time	48-51
		Perception of own body	52-56
		Perception of visual forms and figures	57-60
Memory	61-71	Memory	61-71
Language	72-92	Comprehension of spoken language	72-76
		Expressive language	77-89
		Verbal communication	90-92
Learning	93-121	Reading and writing	93-100
		Arithmetic	101-105
		General learning	106-109
		Coping with learning	112-121
Social skills	122-148	Social skills	122-148
Emotional/behavioral difficulties	149-181	Internalisation	149-160
		Acting out	161-173
		Obsessive actions or thoughts	174-181

Table 2: Cut-off scores in relation to the 90 and 98 percentiles (%)

**Boys - answered by parents**

Age group	5-7 yo		8-11 yo		12-15 yo		16-17 yo	
	90 %	98 %	90 %	98 %	90 %	98 %	90 %	98 %
Motor skills	0,47	0,85	0,44	1	0,35	0,91	0,29	0,71
Executive functions	0,76	1,4	0,84	1,4	0,86	1,34	0,76	1,32
Perception	0,49	0,75	0,39	0,86	0,31	0,89	0,19	0,78
Memory	0,64	1,09	0,54	1	0,55	1,18	0,46	1
Language	0,38	1,14	0,33	0,83	0,38	0,86	0,28	0,72
Learning	-	-	0,8	1,48	0,96	1,46	0,81	1,52
Social skills	0,39	1	0,44	1,13	0,44	1,06	0,41	1,11
Emotional/behavioral difficulties	0,3	0,67	0,33	0,71	0,28	0,76	0,33	0,73

**Boys - answered by teachers**

Age group	5-7 yo		8-11 yo		12-15 yo		16-17 yo	
	90 %	98 %	90 %	98 %	90 %	98 %	90 %	98 %
Motor skills	0,65	1,13	0,53	1,41	0,46	1,12	0,3	0,71
Executive functions	1,12	1,64	0,95	1,36	1,02	1,52	0,96	1,16
Perception	0,45	1,17	0,33	0,72	0,39	1,12	0,19	1
Memory	0,95	1,64	0,64	1,36	0,73	1,45	0,48	1,27
Language	0,57	1,19	0,48	1,19	0,47	1,3	0,52	0,91
Learning			0,85	1,46	1,07	1,81	1,04	1,47
Social skills	0,59	1,3	0,63	1,22	0,72	1,15	0,37	0,86
Emotional/behavioral difficulties	0,25	0,73	0,28	0,64	0,29	0,7	0,12	0,18

**Girls - answered by parents**

Age group	5-7 yo		8-11 yo		12-15 yo		16-17 yo	
	90 %	98 %	90 %	98 %	90 %	98 %	90 %	98 %
Motor skills	0,35	0,68	0,23	0,59	0,23	0,58	0,18	0,71
Executive functions	0,58	1,15	0,53	1,22	0,52	1,06	0,48	1,1
Perception	0,39	0,67	0,28	0,58	0,17	0,53	0,16	0,43
Memory	0,55	1,05	0,37	1,09	0,37	0,91	0,45	0,91
Language	0,33	0,95	0,24	0,79	0,19	0,69	0,2	0,71
Learning			0,5	1,31	0,56	1,22	0,51	1,41
Social skills	0,23	0,67	0,22	0,74	0,22	0,81	0,22	0,67
Emotional/behavioral difficulties	0,24	0,54	0,27	0,62	0,27	0,62	0,27	0,68

**Girls - answered by teachers**

Age group	5-7 yo		8-11 yo		12-15 yo		16-17 yo	
	90 %	98 %	90 %	98 %	90 %	98 %	90 %	98 %
Motor skills	0,35	0,93	0,29	0,76	0,18	0,59	0,16	0,56
Executive functions	0,42	0,87	0,5	1,12	0,48	1	0,52	1
Perception	0,27	0,61	0,16	0,94	0,14	0,49	0,07	0,36
Memory	0,55	1,18	0,45	1,32	0,32	1	0,36	0,91
Language	0,33	0,67	0,37	1,26	0,33	0,67	0,17	0,31
Learning			0,67	1,52	0,57	1,33	0,61	1
Social skills	0,26	0,67	0,26	1,31	0,26	0,89	0,37	0,81
Emotional/behavioral difficulties	0,15	0,4	0,17	0,53	0,18	0,46	0,24	0,71

Table 3: Subdomain median, average and standard deviation (SD) for gender and age groups

**Boys - answered by parents**

Subdomains	Age	Median	Average	SD	N
Gross motor skills	5-7 yo	0,04	0,13	0,27	499
	8-11 yo	0,03	0,14	0,3	666
	12-15 yo	0,03	0,11	0,26	633
	16-17 yo	0,02	0,1	0,24	318
Fine motor skills	5-7 yo	0,2	0,23	0,27	497
	8-11 yo	0,08	0,17	0,27	666
	12-15 yo	0	0,13	0,25	633
	16-17 yo	0	0,1	0,22	318
Attention and concentration	5-7 yo	0,22	0,34	0,41	494
	8-11 yo	0,23	0,41	0,48	666
	12-15 yo	0,22	0,41	0,5	633
	16-17 yo	0,1	0,33	0,49	318
Overactivity and impulsivity	5-7 yo	0,18	0,32	0,4	499
	8-11 yo	0,1	0,23	0,37	666
	12-15 yo	0,04	0,17	0,31	633
	16-17 yo	0	0,14	0,28	318
Passivity and inactivity	5-7 yo	0,08	0,21	0,34	497
	8-11 yo	0,12	0,29	0,43	666
	12-15 yo	0,21	0,32	0,45	633
	16-17 yo	0,1	0,29	0,44	318
Planning and organizing	5-7 yo	0,19	0,33	0,42	494
	8-11 yo	0,15	0,32	0,45	666
	12-15 yo	0,09	0,26	0,47	633
	16-17 yo	0,06	0,19	0,41	317
Perception of space and directions	5-7 yo	0,07	0,14	0,23	498
	8-11 yo	0,01	0,09	0,21	666
	12-15 yo	0,02	0,06	0,2	633
	16-17 yo	0,02	0,06	0,18	318
Concepts of time	5-7 yo	0,5	0,55	0,48	499
	8-11 yo	0,03	0,25	0,4	666
	12-15 yo	0,04	0,14	0,35	633
	16-17 yo	0,02	0,09	0,27	318
Perception of own body	5-7 yo	0,07	0,15	0,25	498
	8-11 yo	0,05	0,15	0,29	666
	12-15 yo	0,04	0,11	0,26	633
	16-17 yo	0,03	0,09	0,27	318
Perception of visual forms and figures	5-7 yo	0,01	0,1	0,23	499
	8-11 yo	0,03	0,08	0,2	666
	12-15 yo	0,03	0,08	0,24	633
	16-17 yo	0,01	0,05	0,22	318
Memory	5-7 yo	0,18	0,26	0,3	495
	8-11 yo	0,09	0,19	0,26	665
	12-15 yo	0,09	0,19	0,29	632
	16-17 yo	0,01	0,15	0,24	317
Comprehension of spoken language	5-7 yo	0,09	0,21	0,33	499
	8-11 yo	0,01	0,16	0,31	665
	12-15 yo	0,04	0,15	0,33	633
	16-17 yo	0,03	0,13	0,33	317



Expressive language	5-7 yo	0,07	0,14	0,26	498
	8-11 yo	0	0,08	0,2	665
	12-15 yo	0,01	0,09	0,19	633
	16-17 yo	0,01	0,06	0,16	317
Verbal communication	5-7 yo	0,08	0,2	0,37	498
	8-11 yo	0,05	0,16	0,35	666
	12-15 yo	0,05	0,17	0,37	633
	16-17 yo	0,03	0,11	0,3	317
Reading and writing	5-7 yo	-	-	-	0
	8-11 yo	0,12	0,32	0,49	607
	12-15 yo	0,13	0,33	0,49	633
	16-17 yo	0,11	0,28	0,44	318
Arithmetic	5-7 yo	-	-	-	0
	8-11 yo	0,05	0,19	0,41	606
	12-15 yo	0,05	0,27	0,51	633
	16-17 yo	0,02	0,18	0,41	316
General learning	5-7 yo	-	-	-	0
	8-11 yo	0,04	0,15	0,34	607
	12-15 yo	0,01	0,16	0,35	632
	16-17 yo	0,03	0,14	0,35	317
Coping with learning	5-7 yo	-	-	-	0
	8-11 yo	0,11	0,32	0,44	605
	12-15 yo	0,1	0,31	0,44	632
	16-17 yo	0,01	0,25	0,43	317
Social skills	5-7 yo	0,04	0,14	0,24	499
	8-11 yo	0,04	0,14	0,26	666
	12-15 yo	0,04	0,13	0,26	633
	16-17 yo	0	0,13	0,26	318
Internalisation	5-7 yo	0,03	0,08	0,18	499
	8-11 yo	0,03	0,11	0,21	666
	12-15 yo	0,02	0,09	0,21	633
	16-17 yo	0,01	0,09	0,2	318
Acting out	5-7 yo	0,07	0,16	0,26	499
	8-11 yo	0,05	0,16	0,26	666
	12-15 yo	0,01	0,13	0,24	633
	16-17 yo	0,01	0,12	0,26	318
Obsessive actions or thoughts	5-7 yo	0,02	0,07	0,17	499
	8-11 yo	0,02	0,07	0,2	666
	12-15 yo	0,02	0,08	0,21	633
	16-17 yo	0,01	0,06	0,18	318

**Boys - answered by teachers**

Subdomains	Age	Median	Average	SD	N
Gross motor skills	5-7 yo	0,13	0,23	0,35	120
	8-11 yo	0,01	0,17	0,37	233
	12-15 yo	0,03	0,15	0,31	216
	16-17 yo	0,02	0,09	0,22	49
Fine motor skills	5-7 yo	0,1	0,22	0,32	121
	8-11 yo	0,01	0,19	0,32	235
	12-15 yo	0,01	0,16	0,33	213
	16-17 yo	0,02	0,09	0,19	50
Attention and concentration	5-7 yo	0,22	0,43	0,55	121
	8-11 yo	0,22	0,42	0,5	237
	12-15 yo	0,22	0,47	0,58	219
	16-17 yo	0,02	0,35	0,5	58
Overactivity and impulsivity	5-7 yo	0,05	0,27	0,43	122
	8-11 yo	0,1	0,28	0,44	237
	12-15 yo	0,01	0,17	0,31	220
	16-17 yo	0,01	0,11	0,28	58
Passivity and inactivity	5-7 yo	0,14	0,42	0,58	122
	8-11 yo	0,15	0,35	0,49	237
	12-15 yo	0,17	0,47	0,61	220
	16-17 yo	0,07	0,31	0,52	58
Planning and organizing	5-7 yo	0,11	0,36	0,57	119
	8-11 yo	0,09	0,24	0,43	232
	12-15 yo	0,08	0,27	0,5	216
	16-17 yo	0,05	0,2	0,46	55
Perception of space and directions	5-7 yo	0,02	0,14	0,32	118
	8-11 yo	0,01	0,07	0,17	232
	12-15 yo	0,02	0,09	0,28	213
	16-17 yo	0,01	0,05	0,15	52
Concepts of time	5-7 yo	0,04	0,29	0,43	119
	8-11 yo	0,01	0,14	0,31	235
	12-15 yo	0,03	0,12	0,33	217
	16-17 yo	0,02	0,1	0,31	55
Perception of own body	5-7 yo	0,04	0,14	0,3	117
	8-11 yo	0,01	0,13	0,28	233
	12-15 yo	0,01	0,14	0,31	212
	16-17 yo	0,03	0,09	0,23	51
Perception of visual forms and figures	5-7 yo	0,01	0,12	0,28	119
	8-11 yo	0,01	0,12	0,29	234
	12-15 yo	0,01	0,15	0,36	211
	16-17 yo	0,02	0,08	0,27	53
Memory	5-7 yo	0,09	0,29	0,42	119
	8-11 yo	0,09	0,19	0,32	234
	12-15 yo	0	0,21	0,38	214
	16-17 yo	0,02	0,17	0,31	52
Comprehension of spoken language	5-7 yo	0,02	0,27	0,44	122
	8-11 yo	0,02	0,21	0,38	236
	12-15 yo	0,01	0,19	0,39	219
	16-17 yo	0,01	0,12	0,31	57
Expressive language	5-7 yo	0	0,14	0,28	121
	8-11 yo	0,01	0,11	0,23	236
	12-15 yo	0,02	0,12	0,3	219
	16-17 yo	0	0,1	0,24	58

Verbal communication	5-7 yo	0,08	0,23	0,44	122
	8-11 yo	0,08	0,22	0,43	237
	12-15 yo	0,06	0,2	0,43	220
	16-17 yo	0,04	0,14	0,36	58
Reading and writing	5-7 yo	1,12	-	-	1
	8-11 yo	0,11	0,36	0,5	215
	12-15 yo	0,12	0,37	0,53	220
	16-17 yo	0,02	0,24	0,44	54
Arithmetic	5-7 yo	-	-	-	0
	8-11 yo	0,01	0,17	0,38	207
	12-15 yo	0,01	0,27	0,53	215
	16-17 yo	0,04	0,26	0,54	56
General learning	5-7 yo	0,67	-	-	1
	8-11 yo	0,02	0,24	0,43	216
	12-15 yo	0,07	0,27	0,49	219
	16-17 yo	0,05	0,2	0,44	59
Coping with learning	5-7 yo	1,2	-	-	1
	8-11 yo	0,11	0,3	0,42	215
	12-15 yo	0,11	0,35	0,5	220
	16-17 yo	0,04	0,25	0,42	58
Social skills	5-7 yo	0,06	0,22	0,33	122
	8-11 yo	0,07	0,2	0,32	236
	12-15 yo	0,04	0,2	0,33	219
	16-17 yo	0,01	0,11	0,23	57
Internalisation	5-7 yo	0	0,08	0,14	115
	8-11 yo	0,01	0,07	0,15	223
	12-15 yo	0,01	0,1	0,21	211
	16-17 yo	0	0,04	0,08	54
Acting out	5-7 yo	0	0,13	0,26	120
	8-11 yo	0	0,12	0,25	232
	12-15 yo	0	0,1	0,24	215
	16-17 yo	0,01	0,04	0,12	54
Obsessive actions or thoughts	5-7 yo	0,01	0,07	0,18	122
	8-11 yo	0,01	0,08	0,25	236
	12-15 yo	0	0,06	0,2	220
	16-17 yo	0	0,02	0,06	58

**Girls - answered by parents**

Subdomains	Age	Median	Average	SD	N
Gross motor skills	5-7 yo	0,05	0,15	0,28	505
	8-11 yo	0,02	0,1	0,23	670
	12-15 yo	0,03	0,1	0,25	679
	16-17 yo	0,03	0,11	0,26	285
Fine motor skills	5-7 yo	0,08	0,14	0,21	505
	8-11 yo	0,01	0,07	0,18	670
	12-15 yo	0,02	0,05	0,14	680
	16-17 yo	0,01	0,05	0,18	286
Attention and concentration	5-7 yo	0,11	0,24	0,36	505
	8-11 yo	0,08	0,24	0,38	668
	12-15 yo	0,02	0,23	0,38	680
	16-17 yo	0,03	0,2	0,38	286
Overactivity and impulsivity	5-7 yo	0,11	0,24	0,34	505
	8-11 yo	0,01	0,15	0,28	670
	12-15 yo	0,01	0,1	0,22	680
	16-17 yo	0,01	0,08	0,22	286
Passivity and inactivity	5-7 yo	0,06	0,15	0,31	504
	8-11 yo	0,02	0,2	0,36	669
	12-15 yo	0,09	0,23	0,37	680
	16-17 yo	0,02	0,21	0,38	286
Planning and organizing	5-7 yo	0,11	0,24	0,38	502
	8-11 yo	0,07	0,17	0,34	669
	12-15 yo	0,04	0,14	0,34	680
	16-17 yo	0,03	0,1	0,31	286
Perception of space and directions	5-7 yo	0,05	0,1	0,2	506
	8-11 yo	0,03	0,07	0,18	668
	12-15 yo	0,02	0,07	0,18	680
	16-17 yo	0,03	0,08	0,22	286
Concepts of time	5-7 yo	0,48	0,51	0,45	505
	8-11 yo	0,08	0,22	0,37	668
	12-15 yo	0,01	0,08	0,23	680
	16-17 yo	0,02	0,05	0,17	286
Perception of own body	5-7 yo	0,02	0,1	0,23	506
	8-11 yo	0,03	0,08	0,19	669
	12-15 yo	0,02	0,06	0,19	680
	16-17 yo	0,01	0,04	0,14	286
Perception of visual forms and figures	5-7 yo	0,02	0,05	0,18	504
	8-11 yo	0,01	0,03	0,17	668
	12-15 yo	0,01	0,02	0,1	680
	16-17 yo	0,01	0,03	0,16	286
Memory	5-7 yo	0,09	0,21	0,27	503
	8-11 yo	0,09	0,15	0,26	667
	12-15 yo	0	0,13	0,22	680
	16-17 yo	0,01	0,14	0,23	285
Comprehension of spoken language	5-7 yo	0,08	0,18	0,29	506
	8-11 yo	0,03	0,11	0,28	668
	12-15 yo	0,03	0,09	0,25	680
	16-17 yo	0,02	0,09	0,26	285
Expressive language	5-7 yo	0,03	0,11	0,24	505
	8-11 yo	0	0,07	0,19	668
	12-15 yo	0,01	0,06	0,15	680
	16-17 yo	0,01	0,06	0,15	285

Verbal communication	5-7 yo	0,05	0,14	0,31	505
	8-11 yo	0,04	0,11	0,3	668
	12-15 yo	0,02	0,08	0,26	679
	16-17 yo	0,02	0,08	0,29	286
Reading and writing	5-7 yo	-	-	-	0
	8-11 yo	0,01	0,18	0,38	616
	12-15 yo	0,01	0,15	0,32	680
	16-17 yo	0,03	0,15	0,33	286
Arithmetic	5-7 yo				0
	8-11 yo	0,03	0,23	0,43	615
	12-15 yo	0,01	0,26	0,46	678
	16-17 yo	0,06	0,27	0,5	286
General learning	5-7 yo	-	-	-	0
	8-11 yo	0,03	0,11	0,28	616
	12-15 yo	0,04	0,12	0,3	680
	16-17 yo	0,02	0,12	0,34	286
Coping with learning	5-7 yo	-	-	-	0
	8-11 yo	0,01	0,19	0,34	617
	12-15 yo	0,02	0,19	0,34	679
	16-17 yo	0,01	0,16	0,34	286
Social skills	5-7 yo	0,04	0,09	0,19	506
	8-11 yo	0,01	0,08	0,2	668
	12-15 yo	0	0,08	0,21	680
	16-17 yo	0	0,07	0,18	285
Internalisation	5-7 yo	0,03	0,09	0,17	505
	8-11 yo	0,03	0,11	0,21	668
	12-15 yo	0,01	0,11	0,22	680
	16-17 yo	0,03	0,12	0,25	286
Acting out	5-7 yo	0,07	0,13	0,21	505
	8-11 yo	0,01	0,12	0,21	668
	12-15 yo	0	0,1	0,2	680
	16-17 yo	0,02	0,09	0,2	286
Obsessive actions or thoughts	5-7 yo	0,01	0,03	0,13	506
	8-11 yo	0,01	0,05	0,17	668
	12-15 yo	0,01	0,04	0,13	680
	16-17 yo	0,01	0,03	0,13	286

**Girls - answered by teachers**

Subdomains	Age	Median	Average	SD	N
Gross motor skills	5-7 yo	0,02	0,17	0,3	126
	8-11 yo	0,01	0,14	0,31	252
	12-15 yo	0,02	0,1	0,25	211
	16-17 yo	0,02	0,1	0,28	46
Fine motor skills	5-7 yo	0	0,08	0,16	128
	8-11 yo	0	0,05	0,21	256
	12-15 yo	0,01	0,04	0,15	215
	16-17 yo	0	0,02	0,06	49
Attention and concentration	5-7 yo	0,02	0,17	0,32	129
	8-11 yo	0,04	0,19	0,35	260
	12-15 yo	0	0,2	0,39	220
	16-17 yo	0	0,17	0,34	51
Overactivity and impulsivity	5-7 yo	0	0,09	0,18	129
	8-11 yo	0	0,09	0,23	260
	12-15 yo	0	0,07	0,2	220
	16-17 yo	0,02	0,08	0,2	51
Passivity and inactivity	5-7 yo	0,07	0,24	0,43	129
	8-11 yo	0,06	0,21	0,41	260
	12-15 yo	0,06	0,22	0,39	220
	16-17 yo	0,04	0,2	0,39	51
Planning and organizing	5-7 yo	0,03	0,09	0,22	126
	8-11 yo	0,03	0,1	0,33	260
	12-15 yo	0,03	0,11	0,29	220
	16-17 yo	0,02	0,08	0,26	48
Perception of space and directions	5-7 yo	0,04	0,09	0,19	126
	8-11 yo	0	0,07	0,24	248
	12-15 yo	0,01	0,05	0,17	218
	16-17 yo	0	0,02	0,09	48
Concepts of time	5-7 yo	0,03	0,2	0,33	128
	8-11 yo	0,02	0,09	0,26	255
	12-15 yo	0,02	0,06	0,19	219
	16-17 yo	0,01	0,05	0,2	49
Perception of own body	5-7 yo	0,01	0,04	0,11	128
	8-11 yo	0,02	0,06	0,23	257
	12-15 yo	0,01	0,03	0,14	220
	16-17 yo	0,01	0,03	0,08	48
Perception of visual forms and figures	5-7 yo	0,01	0,05	0,18	127
	8-11 yo	0	0,05	0,22	255
	12-15 yo	0,01	0,03	0,16	216
	16-17 yo	0	0,01	0,04	48
Memory	5-7 yo	0,01	0,18	0,3	126
	8-11 yo	0	0,13	0,31	257
	12-15 yo	0	0,11	0,24	219
	16-17 yo	0	0,09	0,21	49
Comprehension of spoken language	5-7 yo	0,05	0,14	0,27	129
	8-11 yo	0,01	0,17	0,39	260
	12-15 yo	0,03	0,14	0,31	219
	16-17 yo	0,02	0,06	0,15	51
Expressive language	5-7 yo	0	0,09	0,2	129
	8-11 yo	0	0,1	0,25	260
	12-15 yo	0,01	0,06	0,14	220
	16-17 yo	0	0,04	0,09	51

Verbal communication	5-7 yo	0,03	0,1	0,28	129
	8-11 yo	0,03	0,13	0,39	257
	12-15 yo	0,03	0,1	0,3	220
	16-17 yo	0,01	0,03	0,11	50
Reading and writing	5-7 yo				0
	8-11 yo	0,01	0,19	0,41	238
	12-15 yo	0,03	0,14	0,33	220
	16-17 yo	0,01	0,09	0,26	51
Arithmetic	5-7 yo				0
	8-11 yo	0,04	0,23	0,46	234
	12-15 yo	0,03	0,19	0,41	215
	16-17 yo	0,03	0,15	0,38	48
General learning	5-7 yo				0
	8-11 yo	0,02	0,22	0,43	239
	12-15 yo	0,04	0,18	0,38	220
	16-17 yo	0,01	0,13	0,27	51
Coping with learning	5-7 yo				0
	8-11 yo	0,01	0,18	0,34	239
	12-15 yo	0,03	0,18	0,35	220
	16-17 yo	0	0,11	0,25	51
Social skills	5-7 yo	0,03	0,09	0,17	129
	8-11 yo	0,04	0,11	0,27	260
	12-15 yo	0	0,09	0,2	220
	16-17 yo	0	0,1	0,2	50
Internalisation	5-7 yo	0,01	0,08	0,15	121
	8-11 yo	0,01	0,08	0,19	250
	12-15 yo	0,01	0,11	0,22	210
	16-17 yo	0,01	0,12	0,27	47
Acting out	5-7 yo	0	0,05	0,15	128
	8-11 yo	0	0,07	0,2	258
	12-15 yo	0	0,05	0,12	219
	16-17 yo	0,01	0,08	0,17	48
Obsessive actions or thoughts	5-7 yo	0,01	0,01	0,05	129
	8-11 yo	0,01	0,03	0,18	259
	12-15 yo	0	0,02	0,1	219
	16-17 yo	0,01	0,03	0,08	51