

Table 6: Mean SDQ ratings (*and standard deviations*) of the orthodox Jewish sample, a national sample, and a sample of orthodox Jewish 3-4 year olds.

	YG	OG	All G	YB	OB	All B	All Y	All O	All	Signi-ficant effects of	3-4 year olds	
Number(Parents)+	M J	2954 50	2191 48	5145 98	2901 59	2252 35	5153 94	5855 109	4443 83	10298 192	99	
P Total difficulties	M J	7.9 5.4 6.5 4.2	7.6 5.6 4.3 4.8	7.8 5.5 5.5 4.6	9.3 6.0 7.3 5.0	8.8 5.9 6.8 5.6	9.1 6.0 7.1 5.3	8.6 5.7 7.0 4.6	8.2 5.8 5.4 5.3	8.4 5.8 6.3 5.0	G*	6.6 4.2
P Emotional	M J	2.0 1.9 1.7 1.9	2.1 2.1 0.9 1.4	2.0 2.0 1.3 1.7	1.8 2.0 1.8 2.0	1.8 1.9 1.6 1.7	1.8 2.0 1.8 1.9	1.9 2.0 1.8 2.0	1.9 2.0 1.2 1.5	1.9 2.0 1.5 1.8	A*	1.6 1.5
P Conduct	M J	1.5 1.5 1.1 1.8	1.4 1.7 0.8 1.3	1.5 1.6 0.9 1.5	1.8 1.8 1.5 1.7	1.6 1.8 1.3 2.0	1.7 1.8 1.4 1.8	1.6 1.7 1.3 1.7	1.5 1.7 1.0 1.6	1.6 1.7 1.2 1.7		1.6 1.5
P Hyperactivity	M J	3.1 2.5 2.5 2.1	2.6 2.3 1.6 1.9	2.9 2.4 2.1 2.0	4.1 2.8 2.5 1.9	3.8 2.7 2.7 2.0	4.0 2.7 2.6 1.9	3.6 2.7 2.5 1.9	3.2 3.8 2.1 2.0	3.5 2.6 2.3 2.0		2.4 1.9
P Peer relations	M J	1.3 1.6 1.2 1.6	1.5 1.6 0.8 1.3	1.4 1.6 1.0 1.4	1.5 1.7 1.1 1.5	1.6 1.7 1.3 1.8	1.5 1.7 1.2 1.6	1.4 1.7 1.1 1.6	1.5 1.7 1.0 1.5	1.5 1.7 1.0 1.5		1.0 1.3
P Prosocial++	M J	8.9 1.4 8.3 1.8	8.8 1.5 8.8 1.8	8.9 1.4 8.5 1.8	8.4 1.7 8.2 1.9	8.3 1.7 8.3 1.7	8.4 1.7 8.2 1.9	8.6 1.6 8.2 1.9	8.6 1.6 8.6 1.8	8.6 1.6 8.4 1.8		7.5 1.9
Number(Teachers)+	M J	2433 83	1702 93	4135 176	2368 108	1705 71	4073 179	4801 192	3407 164	8208 356	236	
T Total difficulties	M J	5.6 5.3 5.3 3.7	5.0 5.4 3.9 4.5	5.3 5.3 4.5 4.2	8.0 6.2 5.3 4.2	7.6 6.5 10.5 6.7	7.8 6.3 7.3 5.9	6.7 5.9 5.3 4.0	6.3 6.1 6.9 6.5	6.6 6.0 6.0 5.4	G***, A***, AxG***	7.8 5.4
T Emotional	M J	1.5 1.9 1.3 1.8	1.3 1.9 1.0 1.5	1.4 1.9 1.1 1.7	1.5 1.9 0.8 1.5	1.3 1.9 3.0 2.8	1.4 1.9 1.7 2.3	1.5 1.9 1.0 1.6	1.3 1.9 1.8 2.4	1.4 1.9 1.4 2.1	G***, A***, AxG***	1.4 2.0
T Conduct	M J	0.6 1.3 0.7 0.9	0.7 1.4 0.4 0.8	0.6 1.3 0.5 0.9	1.2 1.8 0.8 1.2	1.2 1.9 2.2 2.2	1.2 1.8 1.3 1.8	0.9 1.6 0.7 1.1	0.9 1.7 1.2 1.8	0.9 1.6 0.9 1.5	G***, A***, AxG***	1.5 1.9
T Hyperactivity	M J	2.2 2.4 2.7 2.1	1.9 2.2 1.6 2.0	2.1 2.3 2.1 2.1	3.8 3.0 2.2 1.9	3.4 2.9 3.0 2.0	3.7 3.0 2.5 2.0	2.9 2.8 2.4 2.0	2.6 2.7 2.2 2.1	2.9 2.8 2.3 2.1	G*, AxG***	3.2 2.3
T Peer relations	M J	1.2 1.7 1.4 1.2	1.2 1.6 1.4 1.6	1.2 1.6 1.4 1.4	1.5 1.8 1.6 1.5	1.6 1.9 2.4 1.9	1.5 1.9 1.9 1.7	1.4 1.8 1.5 1.4	1.4 1.8 1.8 1.8	1.4 1.8 1.6 1.6	G, A*. AxG**	1.7 1.8
T Prosocial++	M J	8.0 2.1 7.3 1.9	8.8 1.5 8.8 1.8	7.9 2.1 8.2 2.0	6.7 2.5 7.3 2.3	6.4 2.5 5.9 2.6	6.6 2.5 6.7 2.4	7.2 2.4 7.3 2.1	7.1 2.4 7.6 2.6	7.2 2.4 7.4 2.4	A***, AxG***	6.8 2.6

***p<.001, **p<.01, *p<.05

M=Meltzer (national UK) sample, J=Jewish sample, P=Parent, T=Teacher; Significant effects column: A=Age, G=Gender; NB High score on prosocial=LESS disturbed, high score on all others=more disturbed; YG=younger girls(5-10), OG=older girls (11-15) YB-younger boys; OB=older boys

+Numbers of questionnaires received. In some cases numbers in particular analyses were fewer, due to incomplete data.

++Unlike the other (difficulties) scales, a low score on the prosocial measure suggests the presence of difficulties.