

Report 03: Changes in children and young people's emotional and behavioural difficulties through one month of COVID-19 restrictions

Date: 27 July 2020

*Report Authors: Elaine Gallagher, Eibhlin
Walsh, Clodhna O' Connor & Jennifer
McMahon*



NIHR | Applied Research Collaboration
Oxford and Thames Valley

NIHR | Oxford Health Biomedical
Research Centre



The Co-SPACE Study

Background

COVID-19 has caused major disruptions to the lives of families, through social distancing, school closures and lock-down. This is also a rapidly changing situation where different pressures will arise for children, young people and their families over time. While research has provided valuable information about how parents can support their children's mental health in general, we know little about what is most effective in the current, changing context.

The Co-SPACE project is tracking the mental health of school-aged children and young people aged 4-18 years throughout the COVID-19 crisis. An online survey is sent out and completed on a monthly basis by parents/carers and young people (if aged 11-18 years) throughout the pandemic. The study has full ethical and data protection approval by the University of Limerick (ethical approval ref: 2020_04_22_EHS) and is fully GDPR compliant.

The findings will help identify what protects children and young people's mental health over time, and at particular stress points. Findings will be shared directly with health and education services, and government agencies to inform the development and provision of effective support for children and families.

Recruitment & Sample

The study sample has been recruited through a variety of means, including social media, distribution through partner organisations, networks and charities, the media and targeted online advertising. The self-selecting nature of recruitment means that *this will not be a nationally representative sample*. In the current report, 90.7% of all participants who completed the questionnaire at baseline were female. Furthermore, the majority of the baseline sample was employed, either part-time (27.5%) or full-time (31.1%), had an average income of <€68,000 (48.9%), and were white Irish (87.5%).

For the long-term, we aim to have representation across a wide range of socio-demographic and health factors (e.g., income, ethnicity, pre-existing mental/physical health difficulties) to investigate the experiences for different groups that may be particularly vulnerable during and after the pandemic.

We are keen to recruit as many families as possible to the study. Parents/carers can sign up and take part at any point: <https://www.i-teach.ie/copy-of-co-space-study>

Further information

For further information, or to request specific analyses, please contact the research team at <https://www.i-teach.ie/co-space-study>

Focus of this report

Participants

To date, over 1800 parents/carers and 400 adolescents have taken part in the Co- SPACE survey at baseline. Almost 200 parents/carers and 60 adolescents have taken part in the first follow up survey so far and we continue to collect data at baseline and on a monthly basis.

About one sixth of the participants who completed the baseline survey within the time window 10th April to 22nd May 2020, completed the survey again at follow up and completed all items on the measure reported here (Strengths and Difficulties Questionnaire; SDQ).

Parents/carers who completed the measure at follow up were more likely than those who did not to be female, not working (as opposed to working full time, or working part-time working), and have a household income that is lower than €68k. They were also more likely to be a parent of a primary school aged child (4-11 years), and a child with a pre-existing mental health difficulty or a child with special educational needs (SEN). In addition, parents/carers who completed the follow up reported that their child had less difficulties at baseline (as measured by the SDQ) than those who did not complete the follow up survey. This was true on all three of the SDQ categories (behaviour, restlessness, and emotions).

Where parents consented, adolescents were invited to complete the SDQ to document their own difficulties. 416 adolescents completed this measure at baseline and 58 of the participants who completed it within the above time-frame, also completed a 1-month follow up survey when invited to do so. These adolescents were aged between 11-18 years old, with an average age of just under 14-years-old, and were typically from white Irish households with parents (who completed the survey) that are not working, with a household income of less than €68k. Of these adolescents, about 18% of their parents/carers had reported that they have SEN and 19% have a pre-existing mental health condition. However, adolescents who did take part in the follow up did not report significantly different levels of emotional, behavioural or restless/attention difficulties than those who did not take part.

Data analysed

This report provides longitudinal data (data from more than one time period) from 194 parents/carers who took part in both the baseline questionnaire and the first follow up questionnaire. These participants

completed¹ the baseline questionnaire between 10/04/2020 and 22/05/2020. Each participant completed the follow up questionnaire approximately one month after having completed their baseline questionnaires.

In this report, we examined changes in parent/carer and adolescent self-reported emotional, behavioural and restless/attentional difficulties over a one-month period as COVID-19 restrictions has progressed.

This was examined for the following specific groups:

1. The whole sample
2. Primary school aged children
3. Secondary school aged children (parent and adolescent report)
4. Children by gender
5. Children with special educational needs
6. Children with a pre-existing mental health and/or neurodevelopmental condition
7. High- and low-income households
8. Parent working status (working or not working)
9. Family ethnicity (White Irish or other ethnicities)

Measurement of difficulties

This report uses the Strengths & Difficulties Questionnaire (SDQ) to measure emotional, behavioural and restless/attentional difficulties. This is a well validated questionnaire with excellent psychometric properties and there are versions for parents/carers and young people aged 11 and above to complete themselves.

- Emotional difficulties (emotional symptoms subscale): items relate to the child being worried, afraid, unhappy, clingy and having physical symptoms of anxiety (e.g. whether the child is “Often unhappy, down-hearted or tearful”, or has “many worries, often seems worried”).
- Behavioural difficulties (conduct problems subscale): items relate to the child doing what they are asked, having tantrums, fighting, lying or stealing things (e.g. whether the child “often lies, or cheats”, or is “generally obedient, usually does what adults request”).
- Restless/attentional difficulties (hyperactivity/inattention subscale): items relate to the child being restless, fidgety, distractible, impulsive and having a good attention span (e.g. whether the child “sees tasks through to the end, good attention span”, or is “restless, overactive, cannot stay still for long”).

Each subscale consists of 5 items, are summed to compute a total score, with a maximum possible score of 10 indicating the most severe difficulties.

¹ ‘Completion’ of the baseline survey is based on participants having completed items up to and including the pre-defined main outcome measure (the Strengths and Difficulties Questionnaire – parent reporting on child).

Key findings

Over a one-month period of COVID-19 restrictions:

- Parents/carers of primary school age children and parents/carers of secondary school age children report *no change* in their child's emotional, behavioural, and restless/attentional difficulties.
- Adolescents report *a reduction* in their own restless/attentional difficulties.
- Parents/carers of children with SEN and those with a pre-existing mental health difficulty report *a reduction* in their child's emotional difficulties and *no change* in behavioural or restless/attentional difficulties.
- Parents/carer of children with a pre-existing mental health condition report *a reduction* in their child's emotional difficulties and *no change* in behavioural or restless/attentional difficulties.

*** While changes were evident from baseline to follow up, these did not always constitute a 'meaningful change', in other words some changes were likely to be due to chance. Meaningful changes that were not likely to have been due to chance are reported as 'statistically significant' changes.

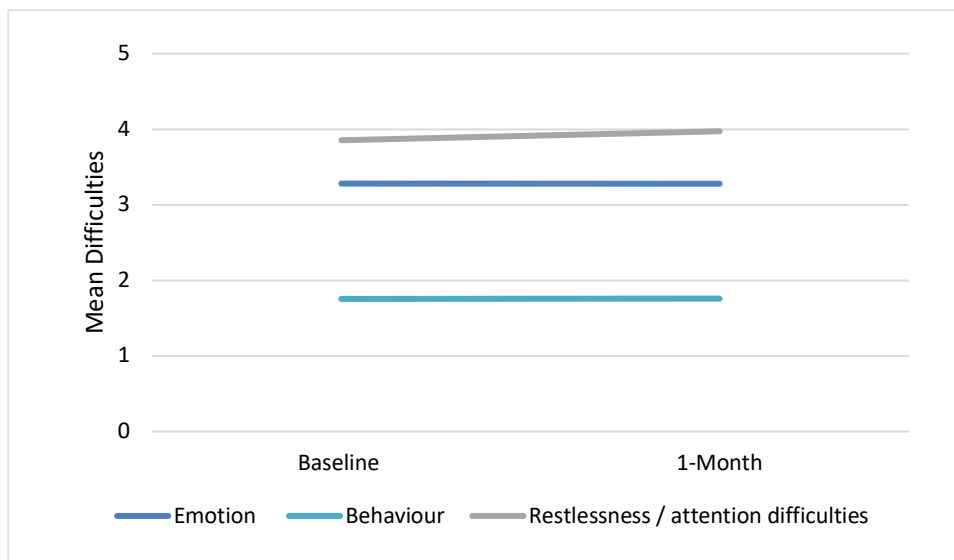
*** Difficulties scores within the 'normal range' are similar to about 80% of the population. Slightly elevated scores are similar to about 10% of the population. High scores are similar to about 5% of the population. Very high scores are similar to about 5% of the population.

Findings

1. The Whole Sample (ages 4-18 years)

Reminder: This sample is not nationally representative. Parents/carers and their children were typically from high-income, white Irish households, and parents/carers were typically working full- or part-time. Further demographic information about participants can be found at the end of the report.

Figure 1. Mean parent/carer reported SDQ emotion, behaviour and restlessness/attention scores at baseline and 1-month follow up



Parents/carers' reports of their child's emotional difficulties did not change (to a statistically significant extent) over a one-month period as COVID-19 restrictions progressed. A similar pattern was also found for children's behavioural and restless/attentional difficulties over a one-month period, with no statistically significant differences found. Behaviour and restlessness/attention difficulties average scores fell within the normal range (representative of 80% of the population), while emotion scores were slightly elevated and indicative of about 10% of the population, both at baseline and follow up.

2. Primary school aged children

Approximately 66% of parents/carers who completed the baseline survey and 67% of those who completed the follow up survey were parents of a primary school aged child (aged between 4- and 11-years-old).

Figure 2. Mean parent/carer reported SDQ emotion, behaviour and restlessness/attention score for primary school age children at baseline and 1-month follow up



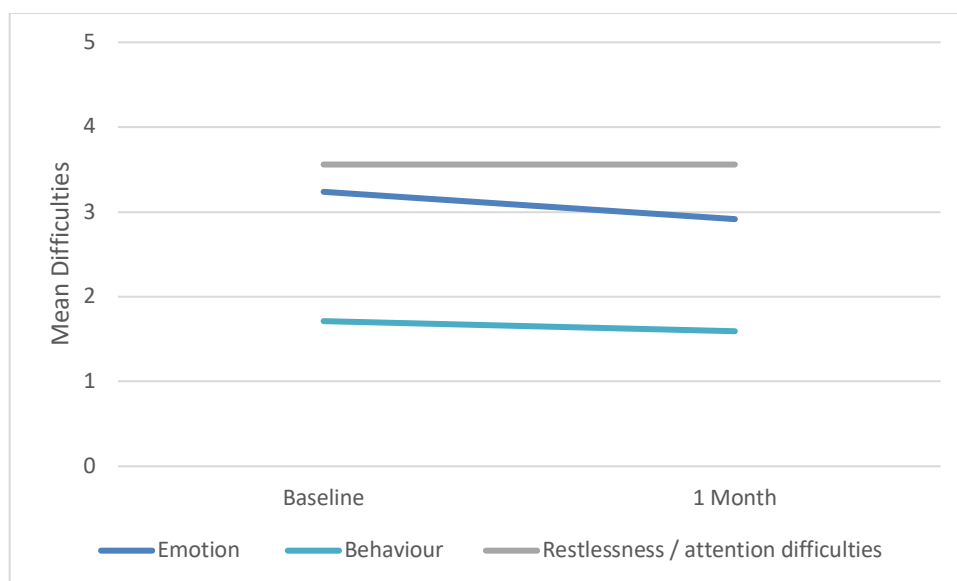
Parents/carers of primary school aged children reported no statistically significant increases in their child's emotional, behavioural, or restlessness/attention difficulties as COVID-19 restrictions progressed over a one-month period. Average scores for behaviour and restlessness/attention difficulties were within the normal range, however emotion scores were slightly elevated above the normal range and representative of about 10% of the population at both baseline and follow up.

3. Secondary school aged children

Approximately 34% of parents/carers who completed the baseline survey and 33% of those who completed the follow up survey were parents of a secondary school aged child (aged between 12-18 years).

a. Parent report

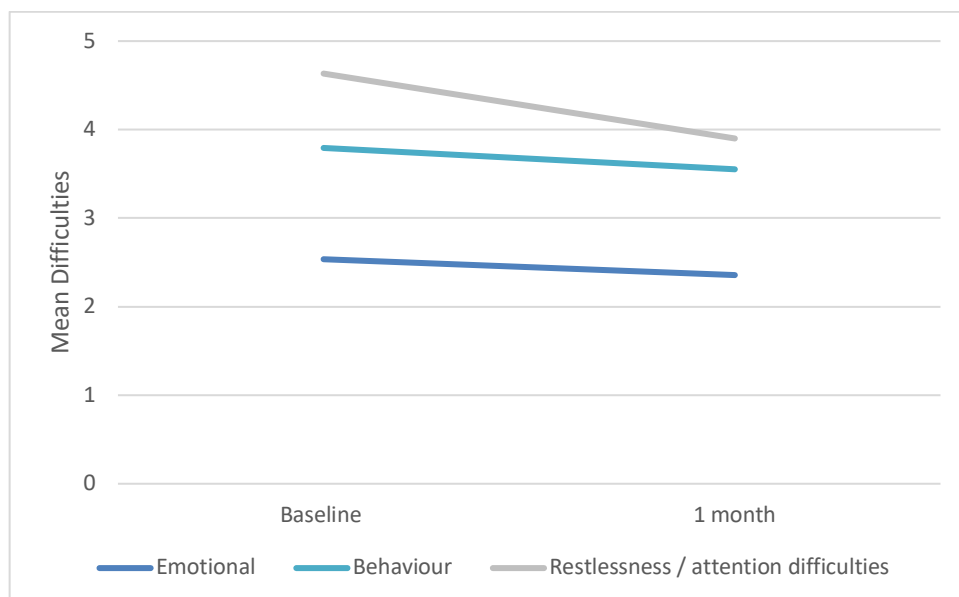
Figure 3. Mean parent/carer reported SDQ emotion, behaviour and restlessness/attention score for children and adolescents at baseline and 1-month follow up



Parents/carers of secondary school aged children reported a reduction in their child's emotional difficulties and behavioural difficulties. However, these reductions were not statistically significant. Restlessness / attention difficulties remained the same as COVID-19 restrictions progressed over a one-month period. Scores on behaviour difficulties and restlessness/attention difficulties were in the normal range from baseline to follow up. Average scores on emotion were elevated outside of the normal range at baseline but these had reduced to within the normal range by one month follow up.

b. Adolescent self-report

Figure 4. Mean self-reported SDQ emotion, behaviour and restlessness/attention score for adolescents at baseline and 1-month follow up

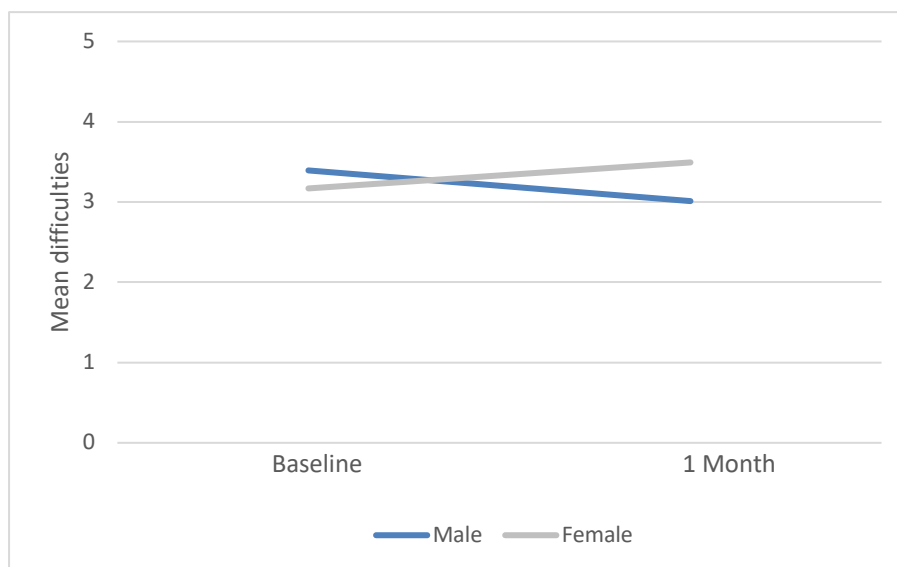


Adolescents themselves reported no statistically significant changes in emotional and behavioural difficulties over a one-month period as COVID-19 restrictions progressed. However, adolescents reported a statistically significant decrease in restlessness/attention difficulties over a one-month period as COVID-19 restrictions has progressed. Average scores were within the normal range at baseline and one month follow up.

3. Children by gender

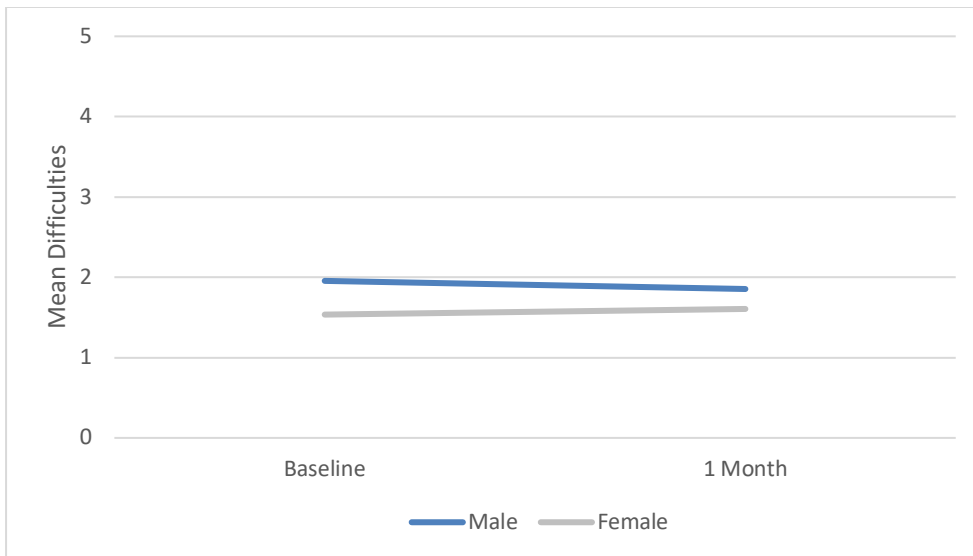
53% of the children and young people in the sample were identified as male and 45% as female.

Figure 5. Mean parent/carer reported SDQ emotion score for male and female children at baseline and 1-month follow up



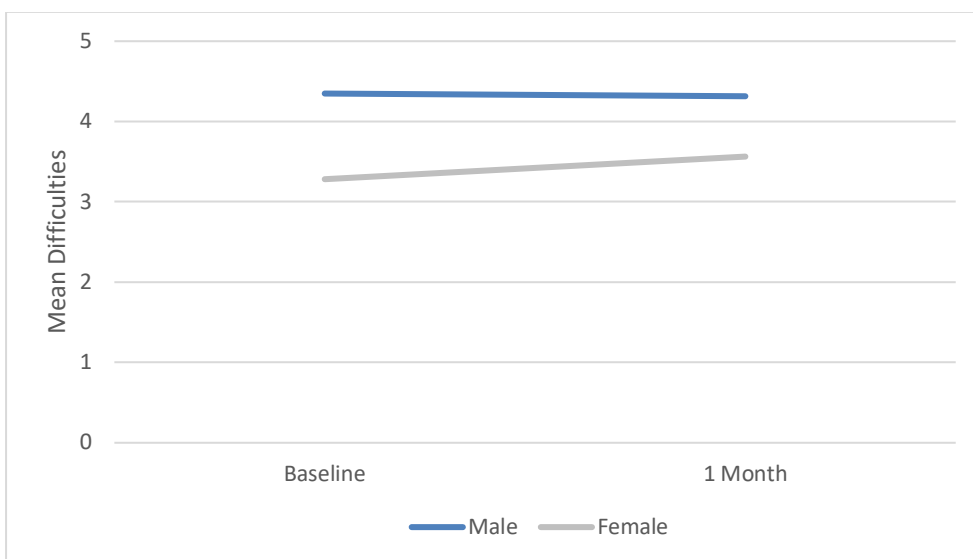
Neither parents/carers of females nor males reported a statistically significant change in emotional difficulties over a one-month period as COVID-19 restrictions progressed. Emotion scores increased for females and decreased for males from baseline to follow up. Average scores were slightly elevated above the normal range for both males and females at baseline and at follow up.

Figure 6. Mean parent/carer reported SDQ behaviour score for male and female children at baseline and 1-month follow up



Neither parents/carers of females nor males reported a statistically significant change in behavioural difficulties over a one-month period as COVID-19 restrictions progressed. Average scores were within the normal range.

Figure 7. Mean parent/carer reported SDQ restlessness/attention score for male and female children at baseline and 1-month follow up

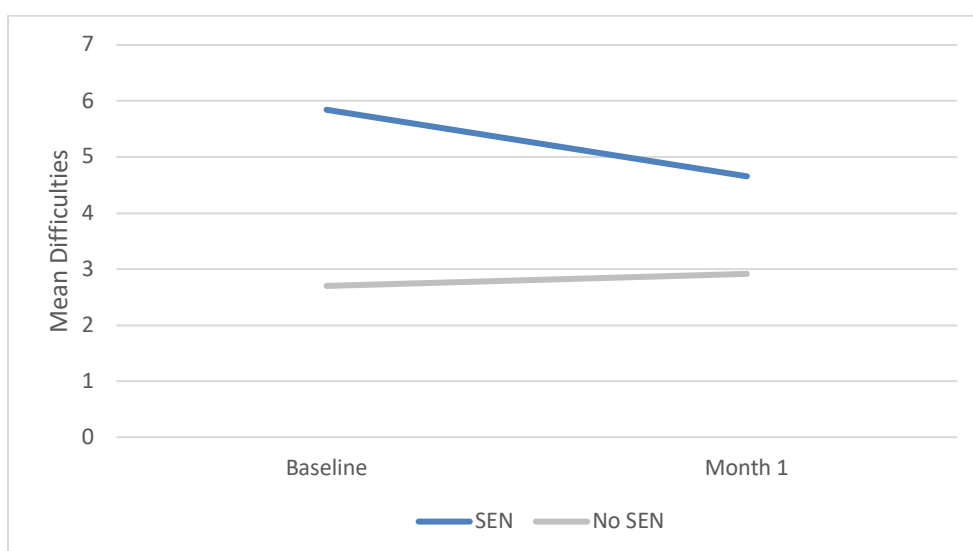


Parents/carers of both males and females reported no statistically significant change in restlessness/attention difficulties over a one-month period as COVID-19 restrictions progressed. Average scores were within the normal range.

4. Children with special educational needs (SEN)

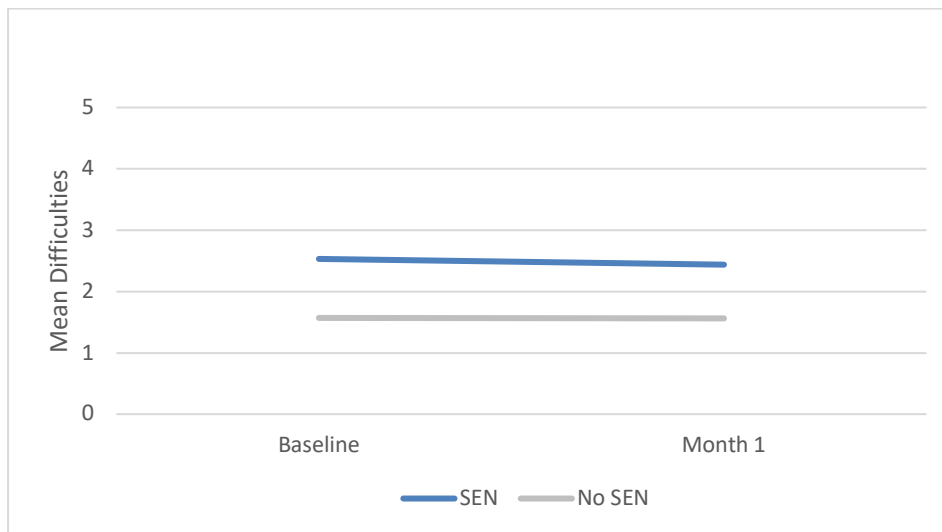
Approximately 13% of parents/carers who completed the baseline survey and 17% of parents/carers who completed the follow up survey reported that their child had a special educational need (SEN). These included social and emotional, communication and interaction, cognitive and learning and sensory or physical SEN.

Figure 8. Mean parent/carer reported SDQ emotion score for children with and without a SEN at baseline and 1-month follow up



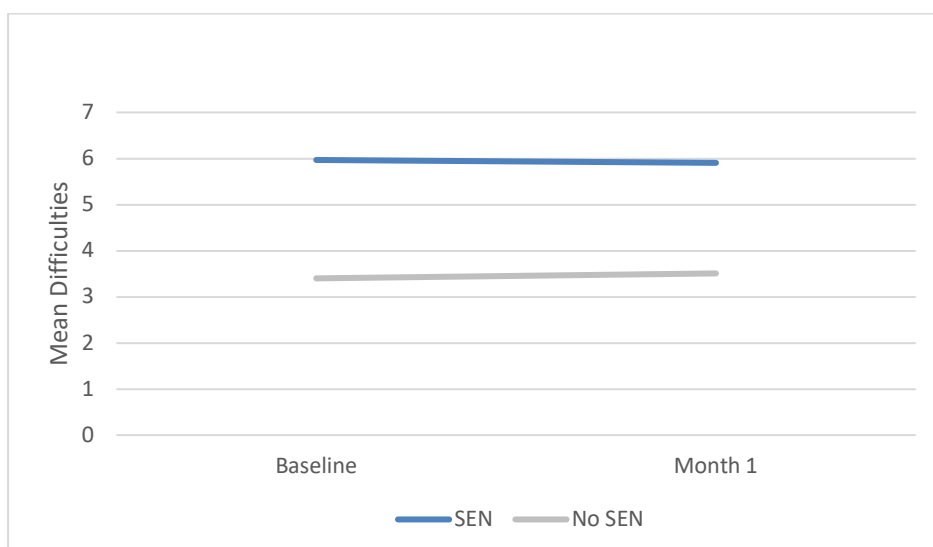
Parents/carers of children with SEN reported a statistically significant reduction in their child's emotional difficulties over a one-month period as COVID-19 restrictions progressed. In other words, this reduction is unlikely to have happened by chance. An interesting observation was that parents/carers of children without SEN did not report a statistically significant change in their child's emotional difficulties. Average scores for children with SEN were high at baseline (representative of about 5% of the population), but these had reduced to slightly raised (10% of the population) by one month follow up.

Figure 9. Mean parent/carer reported SDQ behaviour score for children with and without a SEN at baseline and 1-month follow up



Parents/carers of children with SEN or without SEN reported no significant changes in their child's behavioural difficulties over a one-month period as COVID-19 restrictions progressed. Scores for children with no SEN were within the normal range, while scores for children with SEN were slightly raised at both baseline and one month follow up.

Figure 10. Mean parent/carer reported SDQ restlessness/attention score for children with and without a SEN at baseline and 1-month follow up

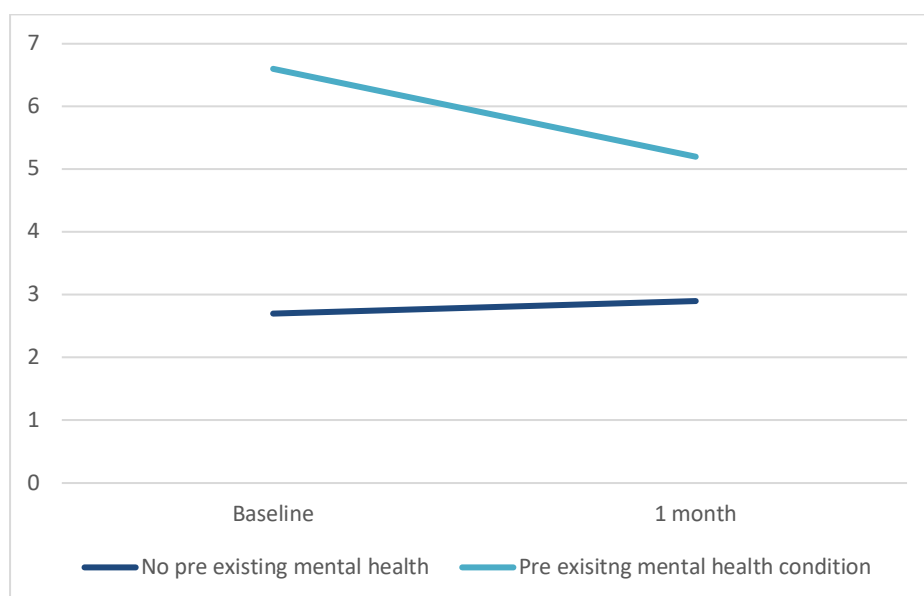


Parents/carers of children with SEN and without SEN reported no significant changes in their child's restlessness/attention difficulties over a one-month period as COVID-19 restrictions progressed. Scores for children with no SEN were within the normal range, while scores for children with SEN were slightly elevated at baseline and one month follow up.

5. Children with a pre-existing mental health/neurodevelopmental condition

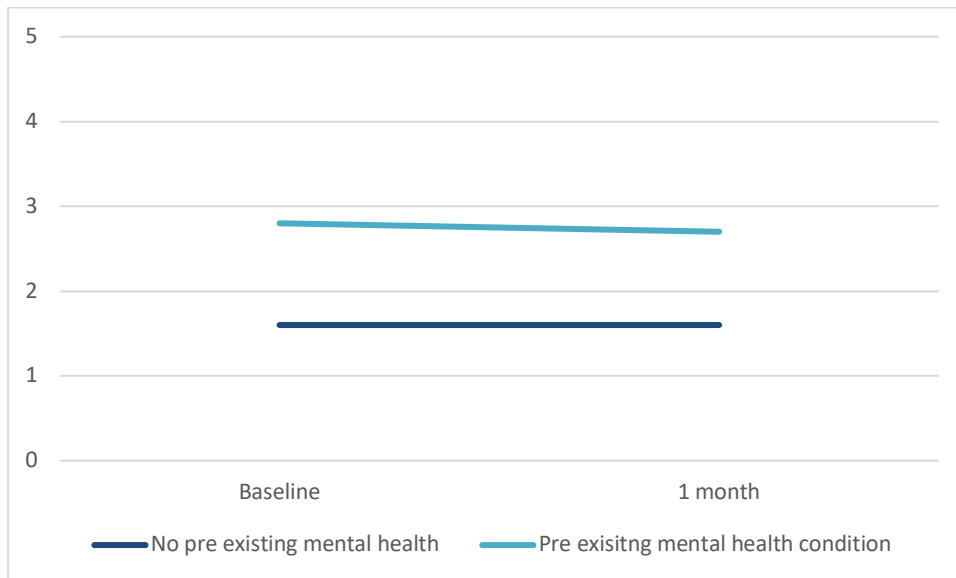
13.4% of parents who took part in both the baseline survey and follow up survey reported that their child had a clinical diagnosis of depression, and/or anxiety, and/or other mental health difficulty, and/or that that their child had a neurodevelopmental condition (attention deficit hyperactivity disorder, ADHD; autism spectrum disorder, ASD) prior to the COVID-19 pandemic.

Figure 11. Mean parent/carer reported SDQ emotion score for children with and without a pre-existing mental health difficulty at baseline and 1-month follow up



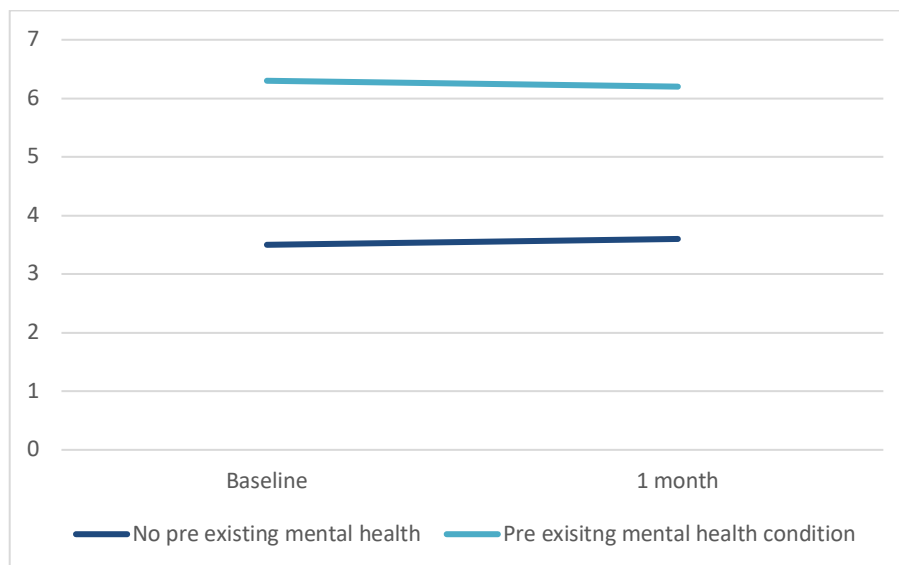
Parents/carers of children with a pre-existing mental health or neurodevelopmental condition reported a statistically significant reduction in their child's emotional difficulties over a 1-month period as COVID-19 restrictions progressed. In other words, this reduction was unlikely to be due to chance. Meanwhile, parents/carers of children with no pre-existing mental health or neurodevelopmental condition did not report a statistically significant change in their child's emotional difficulties over a 1-month period as COVID-19 restrictions progressed. Scores for children with no pre-existing mental health or neurodevelopmental condition were within the normal range, whereas they were slightly elevated above the normal range for those with a pre-existing condition at both baseline and one month follow up.

Figure 12. Mean parent/carer reported SDQ behaviour score for children with and without a pre-existing mental health difficulty at baseline and 1-month follow up



Parents/carers of children with a pre-existing mental health or neurodevelopmental condition and parents/carers of children with no pre-existing conditions reported no statistically significant change in their child’s behaviour difficulties. Scores for children with no pre-existing condition were within the normal range, while scores for children with a pre-existing condition were slightly raised above the normal range at baseline and one month follow up.

Figure 13. Mean parent/carer reported SDQ restlessness/attention score for children with and without a pre-existing mental health difficulty at baseline and 1-month follow up



Parents/carers of children with a pre-existing mental health or neurodevelopmental condition reported no statistically significant change in their child’s restless/attention difficulties over a one-month period as COVID-19 restrictions progressed. Scores were within the normal range for children with no pre-existing condition but were slightly raised

above the normal range for those with a pre-existing condition, at both baseline and one month follow up.

6. Higher and lower income households

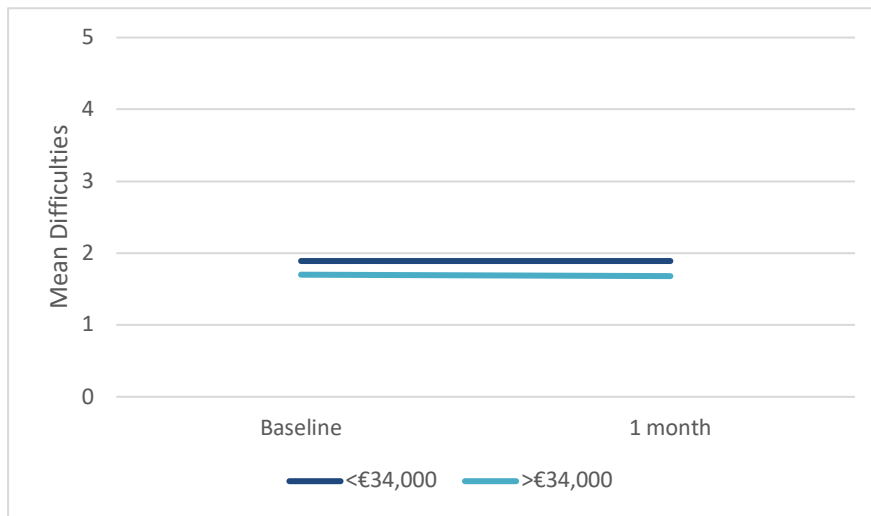
17% of parents/carers who completed the baseline questionnaire and the follow up questionnaire reported that they have a household income below €34,000 per annum. The national wage average per household was €45,256 in 2016 (CSO, 2016)

Figure 14. Mean parent/carer reported SDQ emotion score for children from higher- and lower-income households at baseline and 1-month follow up



Parents/carers of children from both higher- and lower-income households reported no statistically significant change in their child's emotion difficulties over a one-month period as COVID-19 restrictions progressed.

Figure 15. Mean parent/carer reported SDQ behaviour score for children from high- and low-income households at baseline and 1-month follow up



Parents/carers of children from lower-income and higher income households did not report a statistically significant change in their child’s behaviour difficulties from baseline to one month follow up.

Figure 16. Mean parent/carer reported SDQ restlessness/attention score for children from high- and low-income households at baseline and 1-month follow up

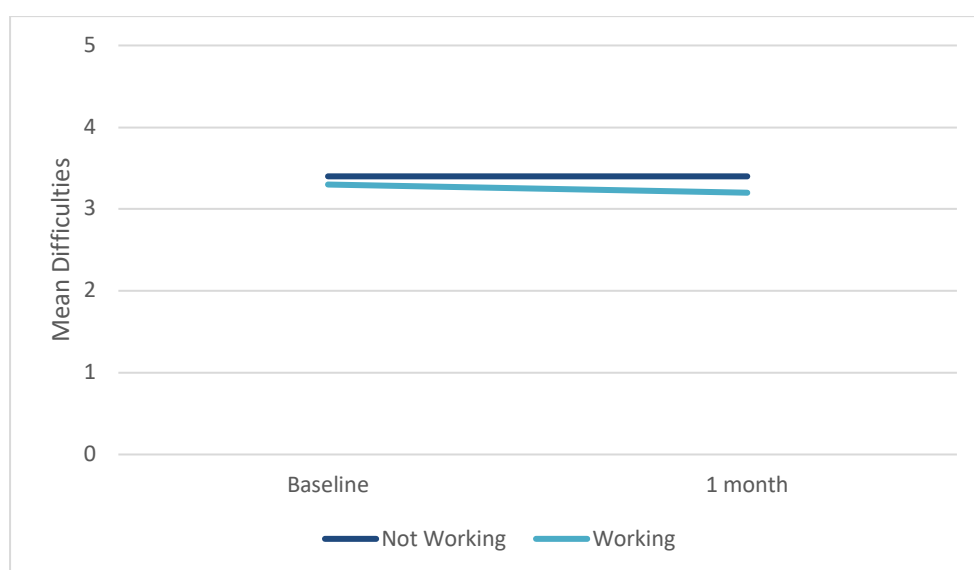


Parents/carers from lower-income and higher income households did not report a statistically significant change in their child’s restlessness/attention difficulties over a one month period as COVID-19 restrictions progressed.

7. Parent working status (working or not working)

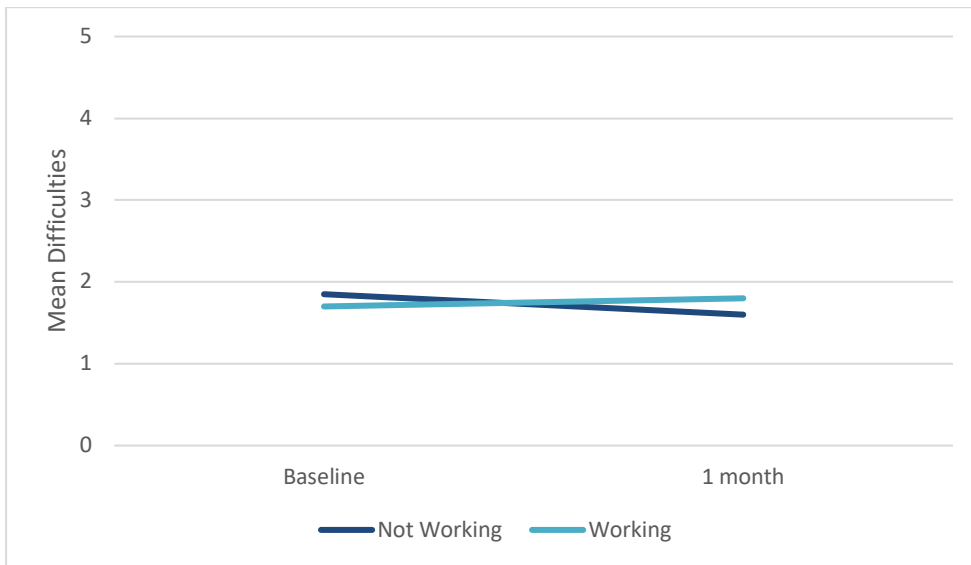
Approximately 51% of parents/carers who completed the baseline and follow up surveys had worked in the last week. There were no statistically significant differences amongst parents who worked or did not work.

Figure 17. Mean parent/carer reported SDQ emotion score for children of working and non-working parents at baseline and 1-month follow up



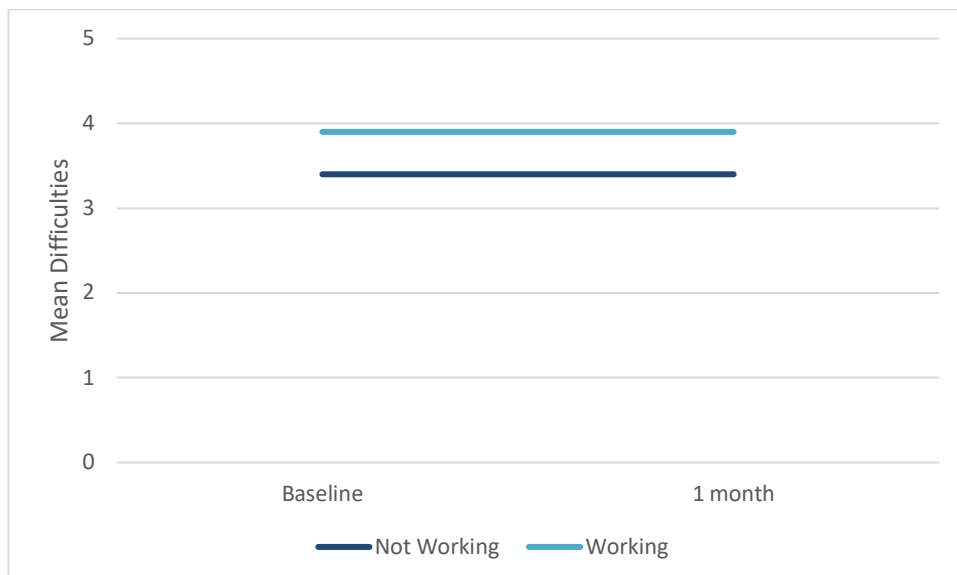
Neither parents/carers who are working, nor not working reported a statistically significant change in their child's emotion difficulties over a one-month period as COVID-19 restrictions progressed.

Figure 18. Mean parent/carer reported SDQ behaviour score for children of working and non-working parents at baseline and 1-month follow up



Parents/carers who are working and not working reported no statistically significant change in their child’s behaviour difficulties over a one-month period as COVID-19 restrictions progressed.

Figure 19. Mean parent/carer reported SDQ restlessness/attention score for children of working and non-working parents at baseline and 1-month follow up

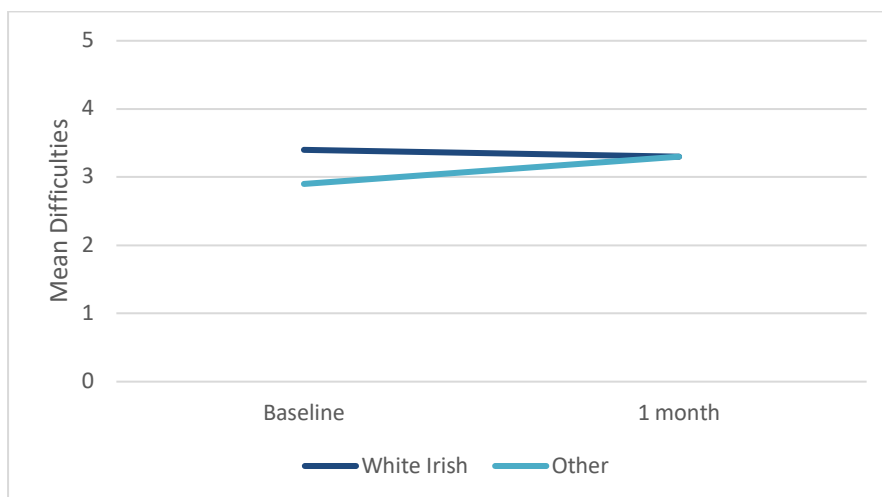


Parents/carers who are working and not working reported no change in their child’s restless/attention difficulties over a one-month period as COVID-19 restrictions has progressed.

8. Family ethnicity

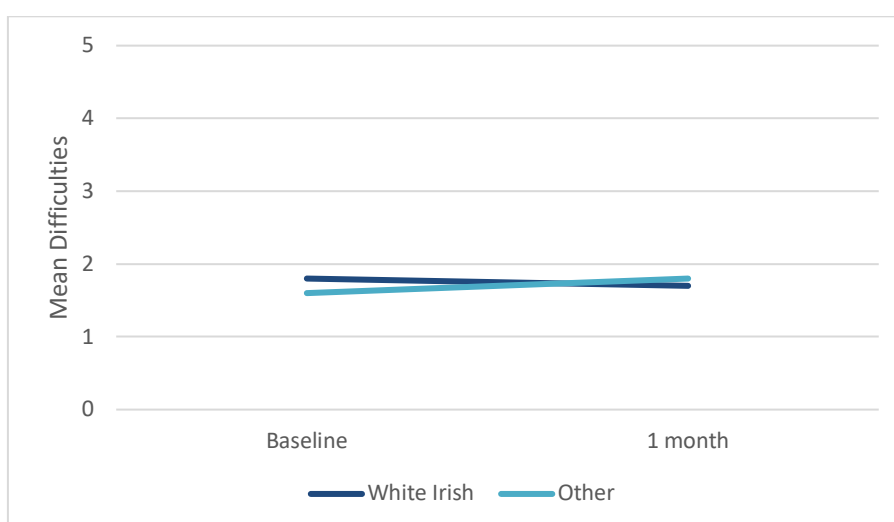
Approximately 87% of parents/carers who completed the baseline survey and follow up indicated that their ethnicity is White Irish. Patterns appeared to be consistent across family ethnicity. However, given the relatively small proportion of families from ethnic minority backgrounds, this finding must be interpreted with caution.

Figure 20. Mean parent/carer reported SDQ emotion score for children of white Irish parents and parents of other ethnicities at baseline and 1-month follow up



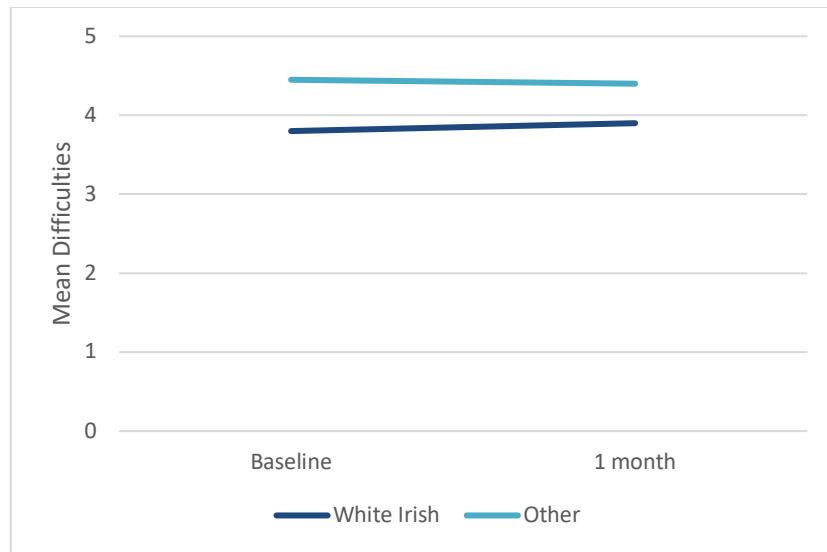
Neither White Irish parents/carers nor parents/carers of other ethnicities reported a statistically significant change in their child's emotion difficulties over a one-month period as COVID-19 restrictions progressed.

Figure 21. Mean parent/carer reported SDQ behaviour score for children of white Irish parents and parents of other ethnicities at baseline and 1-month follow up



Neither white Irish parents/carers nor parents/carers of other ethnicities reported a statistically significant change in their child's behaviour difficulties over a one-month period as COVID-19 restrictions progressed.

Figure 22. Mean parent/carer reported SDQ restlessness/attention score for children of white Irish parents and parents of other ethnicities at baseline and 1-month follow up



White Irish parents/carers and parents/carers of other ethnicities reported no statistically significant change in their child’s restless/attention difficulties over a one-month period as COVID-19 restrictions has progressed.

Appendix A

Participants' demographics (Whole sample)

		Baseline (All)		Follow up 1 (took part)		Follow up 1 (did not take part)		National Figures (%)*
		n	%	n	%	n	%	
Parent Gender	Female	1605	88.9	175	90.7	1430	89.9	-
	Male	183	10.1	17	8.8	148	9.3	-
	Other/Prefer not to say	17	1.0	1	0.5	16	0.8	-
Employment status								
Employment status	Not working	434	37.4	69	41.3	365	36.8	22.5
	Working full time	421	36.3	52	31.1	369	37.2	79.5*
	Working part time	304	26.2	46	27.5	258	26	16.6
Household income								
Household income	< €68,000	688	49.0	91	49.7	597	48.9	70.75
	> €68,000	580	41.2	75	41.0	505	41.3	29.25
	Prefer not to say	137	9.8	17	9.3	120	9.8	-
Child Gender								
Child Gender	Female	789	46.1	87	45.3	702	46.2	48
	Male	906	52.9	103	53.6	803	52.8	52
	Prefer not to say	18	1	2	1.1	16	1	-

Child age group	Child (4-11)	917	53.5	113	60.8	773	52.2	34.76**
	Adolescent (12-18)	796	46.5	73	39.2	709	46.8	62.24***
Mental health conditions	Any MH	238	12.5	37	19.1	201	11.8	2.6
	Depression	15	0.7	3	1.5	12	0.7	-
	Anxiety	60	3.8	13	6.7	47	2.8	-
	Other	21	1.6	3	1.5	18	1.1	-
	ASD	96	7.8	15	7.7	81	4.8	-
	ADHD	52	4	5	2.6	47	2.8	-
SEN	Any SEN	249	13.1	34	17.5	216	14.6	3.3
	Social/emotional	112	5.9	20	10.3	101	6.8	-
	Communication/interaction	87	4.5	16	8.2	76	5.0	-
	Cognitive/learning	126	6.6	15	7.7	116	7.7	-
	Sensory/physical	115	6.1	6	3.1	92	6.1	-
Ethnicity	White Irish	1473	87.5	168	87.5	1294	87.6	82.2
	Irish Traveller	1	0.1	0	0.0	1	0.1	0.7
	Any other white background	135	8.0	15	1.0	118	8.0	9.5

	African	5	0.3	2	1.0	3	0.2	1.23
	Any other Black background	1	0.1	0	0.0	1	0.1	0.1
	Chinese	5	0.3	0	0.0	5	0.3	0.4
	Any other Asian background	25	1.5	1	0.5	23	1.6	1.7
	Other (including mixed background)	26	1.5	6	3.1	20	1.4	1.5
	Prefer not to say	13	0.8	0	0.0	13	0.9	-
SDQ Score	Total	11.65 (7.09)		11.39 (7.03)		11.89 (7.13)		-
	Emotions	3.07 (2.59)		3.07 (2.58)		7.99 (2.46)		-
	Behaviours	2.0 (1.88)		1.93 (1.81)		5.27 (1.45)		-
	Restlessness/attention	4.37 (2.78)		4.29 (2.8)		7.17 (2.32)		-

*Q1 2020 estimate (see https://www.cso.ie/en/csolatestnews/pressreleases/2020pressreleases/presstatementlfsemploymentseriesq12020/_)

**5-9 years of age

***10-19 years of age

This data was extracted from the following sources on 28/07/2020:

[https://www.cso.ie/en/releasesandpublications/ep/pgpii/geographicalprofilesincomeireland2016/incomeireland/#:~:text=Employee%20income%20made%20up%20the,and%20state%20pensions%20\(6.5%25\).](https://www.cso.ie/en/releasesandpublications/ep/pgpii/geographicalprofilesincomeireland2016/incomeireland/#:~:text=Employee%20income%20made%20up%20the,and%20state%20pensions%20(6.5%25).)

https://www.cso.ie/en/media/csoie/releasespublications/documents/population/2017/Chapter_3_Age_and_sex_composition.pdf

<https://www.cso.ie/en/releasesandpublications/er/lr/liveregisterjune2020/>

<https://www.cso.ie/en/releasesandpublications/er/lr/liveregisterjune2020/>

<https://www.cso.ie/en/statistics/labourmarket/monthlyunemployment/#:~:text=If%20all%20claimants%20of%20the%20Pandemic%20Unemployment%20Payment%20who%20are,for%20females%20in%20June%202020.>

<https://www.cso.ie/en/csolatestnews/pressreleases/2020pressreleases/presstatementlfsemploymentseriesq12020/>

<https://www.cso.ie/en/releasesandpublications/ep/p-cp9hdc/p8hdc/p9tod/>
<https://statbank.cso.ie/px/pxeirestat/statire/SelectVarVal/Define.asp?Maintable=PEA01&PLanguage=0>
<https://statbank.cso.ie/px/pxeirestat/Statire/SelectVarVal/saveselections.asp>

Appendix B

Participants' demographics (Adolescent self-report sample)

		Baseline		Follow up 1 (took part)		Follow up 1 (did not take part)	
		n	%	n	%	n	%
Total sample		416	100	58	14	358	86
Child Age; Mean(sd)		14.42 (2.46)		13.69 (2.23)		14.44 (2.45)	
Parent employment status	Not working	167	40.1	24	41.4	115	38.2
	Working full time	97	23.3	19	32.8	71	23.5
	Working part time	152	36.5	15	25.9	115	38.2
Household income	< €68,000	197	47.9	27	51.9	142	47.3
	> €68,000	174	42.4	18	34.6	125	41.7
	Prefer not to say	45	9.7	13	13.5	33	11
Child Gender	Female	203	48.8	24	41.4	138	45.7
	Male	211	50.8	32	55.2	163	54
	Prefer not to say	2	0.4	1	1.7	1	0.3

Mental health conditions	Any MH	69	16.6	16	27.5	52	14.25
	Depression	5	1.2	1	1.7	5	1.4
	Anxiety	16	3.8	2	3.4	11	3.1
	Other	7	1.5	1	1.7	2	.6
	ASD	27	6.5	10	13.9	23	6.4
	ADHD	14	3.4	2	3.4	12	3.4
SEN	Any SEN	53	12.7	13	22.4	43	14.3
	Social/emotional	26	6.1	8	13.7	20	6.6
	Communication/interaction	17	4.0	7	12.1	9	3.0
	Cognitive/learning	29	6.9	5	8.6	24	8.0
	Sensory/physical	29	7.0	6	10.3	24	8.0
Ethnicity	White Irish	372	89.4	50	87.7	273	90.4
	Irish Traveller	0	0.0	0	0.0	0	0.0
	Any other White background	19	4.6	3	5.3	13	4.3
	African	1	0.2	1	1.7	0	0
	Any other Black background	0	0.0	0	0.0	0	0
	Chinese	1	0.2	0	0.0	1	0.3

	Any other Asian background	5	1.2	1	1.7	4	1.3
	Other (incl. mixed background)	16	3.8	2	3.4	10	3.3
	Prefer not to say	2	0.5	1	1.7	1	0.3
SDQ Scores	Total	10.20 (6.45)		9.79 (5.21)		9.21 (5.10)	
	Emotions	2.93 (2.52)		3.58 (2.74)		3.21 (2.67)	
	Behaviours	1.54 (1.66)		2.07 (1.84)		1.85 (1.65)	
	Restlessness/attention	3.74 (2.48)		4.10 (2.11)		4.07 (2.32)	