



RESULTADOS DEL AÑO 2024

**PROGRAMA UNIDOS POR LA COMUNIDAD
PRE Y POST SDQ
CEBG MARÍA LATORRE
PANAMÁ NORTE**

KINDERGARTEN THROUGH SIXTH GRADE STUDENTS

446

boys and girls

In 2024, from kindergarten to sixth grade at CEBG MARÍA LA TORRE received the PASO ADELANTE program.

91%

evaluated

of the boys and girls participating in the Paso Adelante Program were evaluated pre and post intervention to measure the results of the Program, according to the teachers

406

sample

A sample of boys and girls was selected to evaluate whether the difficulties observed by teachers before the intervention improved after the implementation of the first year of the Step Forward Program and whether prosocial behavior improved.

SAMPLE EVALUATED PRE-IMPLEMENTATION BY GRADE

Degree	Girls	Children	Total
Garden	20	32	52
First	19	11	30
Second	23	38	61
Third	35	22	57
Room	28	28	56
Fifth	31	27	58
Sixth	39	53	92
Grand Total	195	211	406

Of the sample, **211 (52%) are girls** and **195 (48%) are boys** Participants in the Paso Adelante Program have been evaluated pre- and post-intervention to measure the results of the Program, by the teachers of each grade using the **Skills and Difficulties Questionnaire (SDQ in English)**.

Theory of Change

aims to increase students' social and academic success and reduce behavioral problems by promoting social-emotional competence and self-regulation skills. The Paso Adelante Program is a universal, research-based program designed for classroom use to:

- Increase students' academic success.
- Reduce problem behaviors.
- Promote socio-emotional competence and self-regulation.

SDQ TEST FOR EARLY DETECTION

The Skills and Difficulties Questionnaire (SDQ) is a screening test . This means it is designed to perform an initial screening and **detect potential risk factors** .

LATER ON, IT WILL BE NECESSARY TO CORROBORATE AND COMPLETE THE EVALUATION IN DEPTH WITH OTHER INSTRUMENTS.

HOWEVER, IT IS A REALLY VALUABLE STARTING ELEMENT

Punctuation

A score of 16 or higher indicates emotional or behavioral difficulties and requires further evaluation. (Abnormal)

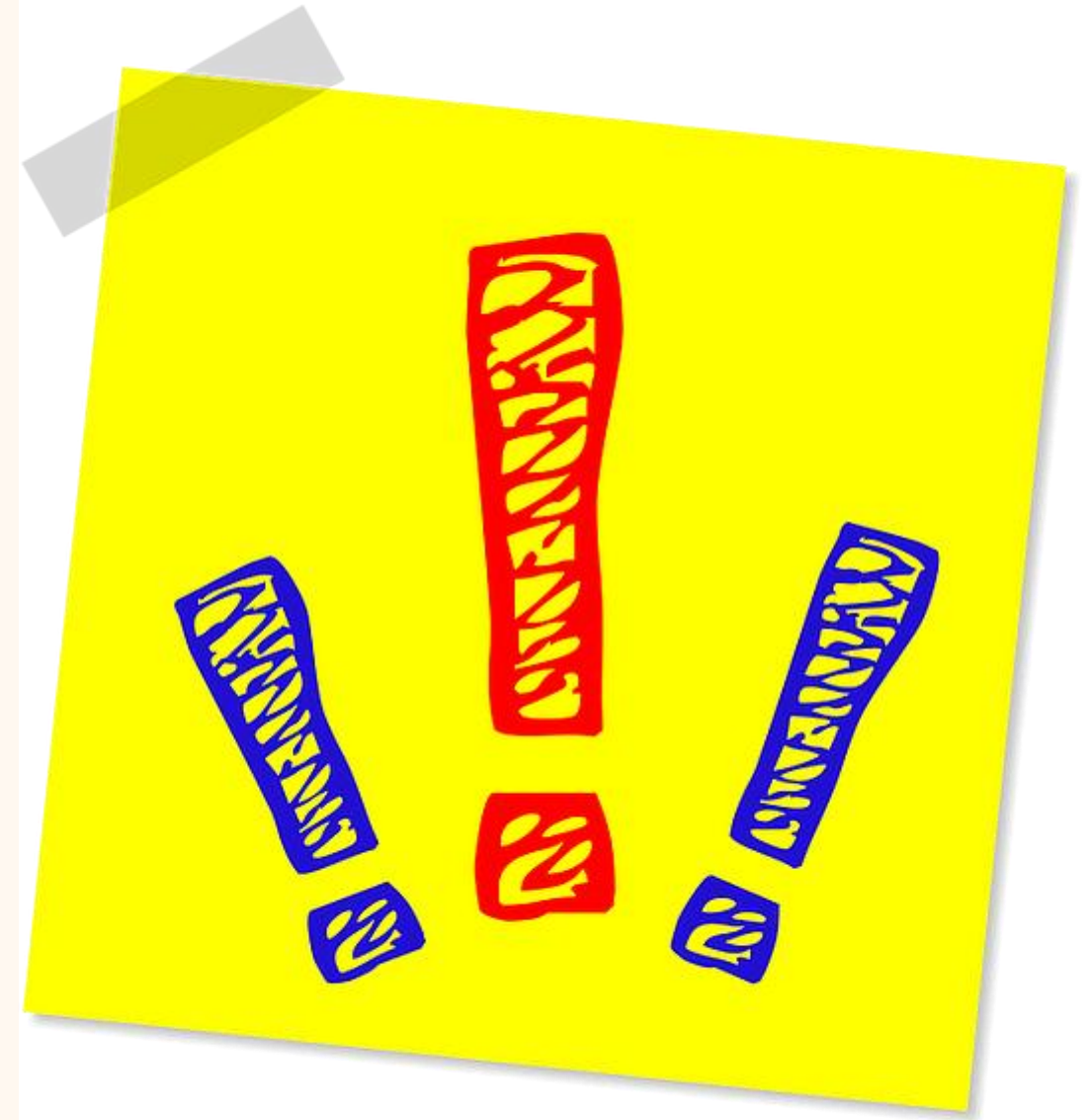
Application

This questionnaire is especially useful for administration to a normal child population in routine settings, such as primary care clinics or at school.

Benefit

In this way, conditions that might not otherwise have been identified can be detected early.

[This photo](#) by Unknown Author is licensed under [CC BY-SA](#)



EMOTIONAL SYMPTOMS (INCREASED 1%)

" **375** CHILDREN (**92%**) HAVE A NORMAL SCORE ON THE EMOTIONAL SYMPTOMS SCALE, **15 CHILDREN (3.7%)** HAVE **SCORES** ON THE BORDERLINE AND **16 CHILDREN (3.9%)** OBTAINED AN ABNORMAL SCORE OR HAD EMOTIONAL PROBLEMS" POST IMPLEMENTATION.

Pre-Intervention

- **378** Boys and Girls obtained Normal Score
- **16** Boys and Girls Obtained a Limit Score
- **12** Children Obtained Abnormal Score

Post Intervention

- **375** Boys and Girls Obtained Normal Score
- **15** Boys and Girls Obtained a Limit Score
- **16** Children Obtained Abnormal Score

BEHAVIORAL PROBLEMS (DECREASED 1%)

"**328 CHILDREN (81%)** HAVE A NORMAL SCORE ON THE BEHAVIOR PROBLEMS SCALE, **27 CHILDREN (7%)** HAVE BORDERLINE SCORES AND **51 CHILDREN (12%)** HAVE AN ABNORMAL SCORE OR HAVE BEHAVIOR PROBLEMS" POST IMPLEMENTATION.

Alert group

Pre-Intervention

- **320** Boys and Girls Obtained Normal Score
- **31** Boys and Girls Obtained a Limit Score
- **55** Children Obtained Abnormal Score

Post Intervention

- **328** Boys and Girls obtained Normal Score
- **27** Boys and Girls Obtained a Limit Score
- **51** Children Obtained Abnormal Score

HYPERACTIVITY (DECREASED 2%)

" **330 CHILDREN (81%)** HAVE A NORMAL SCORE ON THE HYPERACTIVITY SCALE, **31 CHILDREN (8%)** HAVE BORDERLINE SCORES AND **45 CHILDREN (11%)** HAVE AN ABNORMAL SCORE OR HAVE HYPERACTIVITY PROBLEMS" IN THE FIRST YEAR OF IMPLEMENTATION.

Pre-Intervention

- **324** Boys and Girls obtained Normal Score
- **28** Boys and Girls Obtained a Limit Score
- **54** Children obtained Abnormal Score

Post Intervention

- **330** Boys and Girls Obtained Normal Score
- **31** Boys and Girls Obtained a Limit Score
- **45** Children Obtained Abnormal Score

PROBLEMS WITH COLLEAGUES (DECREASED BY 2%)

" **363 CHILDREN (89%)** HAVE A NORMAL SCORE ON THE PROBLEMS WITH PEERS SCALE, **17 CHILDREN (4%)** HAVE SCORES ON THE BORDERLINE AND **26 CHILDREN (6%)** HAVE AN ABNORMAL SCORE OR PROBLEMS WITH PEERS" IN THE FIRST YEAR OF IMPLEMENTATION.

Pre-Intervention

- **330** Boys and Girls Obtained Normal Score
- **43** Boys and Girls Obtained a Limit Score
- **33** Children obtained Abnormal Score

Post Intervention

- **363** Boys and Girls obtained **Normal Score**
- **17** Boys and Girls Obtained a **Limit Score**
- **26 Children obtained Abnormal**

TOTAL DIFFICULTIES

(DECREASE OF 6%)

PRE-IMPLEMENTATION

302 CHILDREN HAD A NORMAL LEVEL

POST IMPLEMENTATION

326 CHILDREN OBTAINED A NORMAL LEVEL

80% NORMAL

(6% IMPROVEMENT)

PRE-IMPLEMENTATION

49 CHILDREN HAD A LIMITATION LEVEL

POST IMPLEMENTATION

35 CHILDREN OBTAINED A LEVEL AT THE LIMIT

9% AT THE LIMIT

RECOMMEND TRIPLE P GROUP

(3% IMPROVEMENT)

PRE-IMPLEMENTATION

55 CHILDREN HAD AN ABNORMAL LEVEL

POST IMPLEMENTATION

45 CHILDREN AT AN ABNORMAL LEVEL

ALERT: 11% REQUIRE SPECIFIC EVALUATION

RECOMMEND TRIPLE P GROUP

2% IMPROVEMENT

According to a sample of 91% evaluated pre vs post implementation by teachers in the year 2024



TOTAL DIFFICULTIES REDUCE WITH THE STEP FORWARD PROGRAM

- Before the Program **302 Children (74%)** had a Normal Difficulty **Score** , after the intervention **326 children (80%) had a Normal Score (a 6% improvement)** .
- **49 Children (12%)** had a Borderline Score at the beginning of the Program and now **35 children (9%)** have a Borderline score **(3% improvement)**
- Before the Program, 55 children (13%) had an abnormal score; now, 45 children (11%) have an abnormal score, which gives us an early warning to treat or refer them separately. **(2% improvement)**

Suggestion

After establishing the Population Profile in the **Year 2024 of** the Program, **11% of the children** evaluated require differentiated attention to improve Difficulties in the Alert Level and **9%** of the children are at the Borderline Level.

PROSOCIAL SCALE (INCREASED 7%)

PRE-IMPLEMENTATION

299 CHILDREN HAD A NORMAL LEVEL

POST IMPLEMENTATION

327 CHILDREN OBTAINED A
NORMAL LEVEL

80% NORMAL

(7% IMPROVEMENT IN CHILDREN
EVALUATED)

PRE-IMPLEMENTATION

70 CHILDREN HAD A LEVEL AT THE LIMIT

POST IMPLEMENTATION

51 CHILDREN OBTAINED A LEVEL
AT THE LIMIT

13% AT THE LIMIT

(5% IMPROVEMENT)

PRE-IMPLEMENTATION

37 CHILDREN HAD AN ABNORMAL LEVEL

POST IMPLEMENTATION

28 CHILDREN AT AN ABNORMAL LEVEL

ALERT: 7% REQUIRE EVALUATION
RECOMMEND TRIPLE P GROUP

(2% IMPROVEMENT)

According to a sample of 91% of the kindergarten population evaluated in 2024 by teachers

It has been observed that it is necessary to continue implementing the PASO ADELANTE program to further improve **pro-social skills** and reduce difficulties.

Suggestion

Continue programs that develop prosocial skills and combat difficulties, emphasizing more individualized support for cases identified in year 3.

SUGGESTION:

81 STUDENTS ARE STARTING TO TAKE THE GROUP TRIPLE P PROGRAM
ACCORDING TO SDQ TEST RESULTS

Priority 1 Triple P Group	45
THIRD A	3
ROOM A	4
ROOM B	22
FIRST TO	5
FIFTH A	2
FIFTH C	2
SECOND B	1
SECOND C	2
SIXTH A	1
SIXTH B	2
SIXTH C	1

Priority 2 Triple P Group	35
ROOM A	2
ROOM B	5
GARDEN B	2
FIRST TO	2
FIFTH A	1
FIFTH C	2
SECOND B	2
SECOND C	6
SIXTH A	4
SIXTH B	3
SIXTH C	3
THIRD A	1
THIRD B	2

Priority 3 Triple P Group	1
SIXTH B	1