

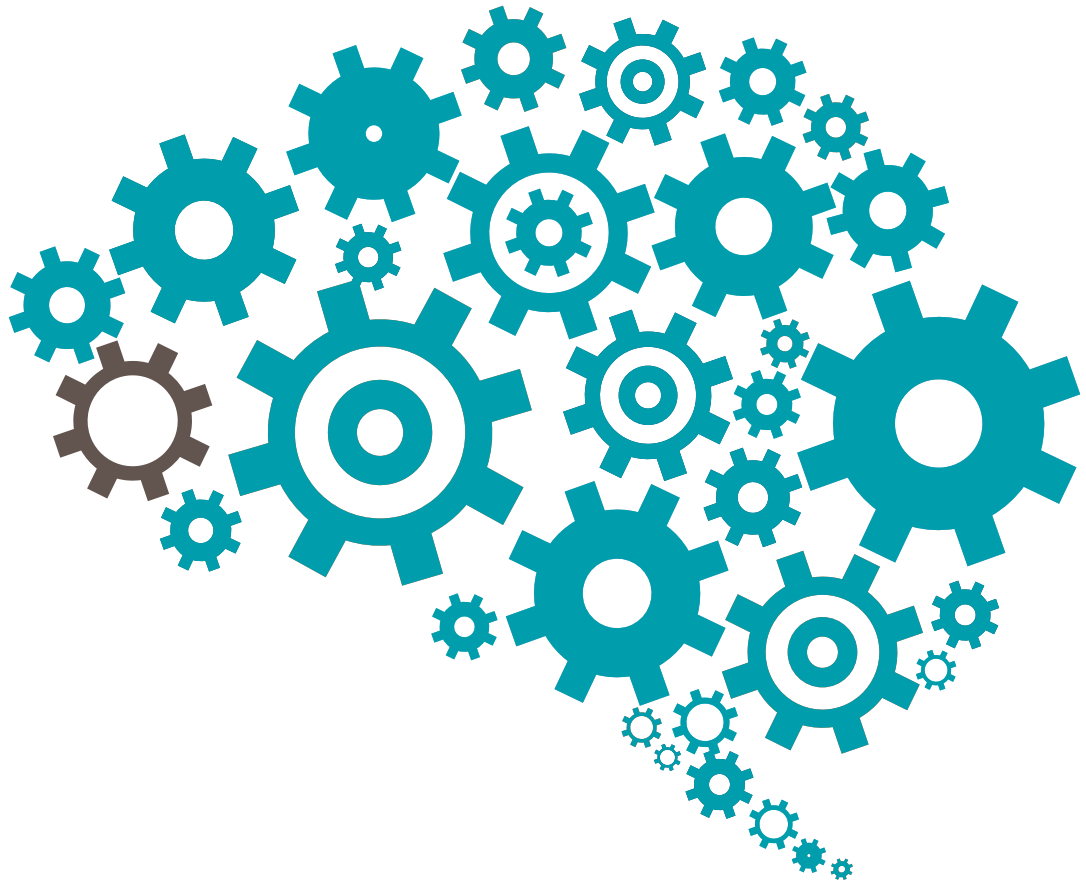
BIG
LOTTERY
FUND

Awarding funds from
THE NATIONAL LOTTERY®

Learning from HeadStart: **Wellbeing Measurement Framework for** Secondary Schools

EBPU Evidence Based
Practice Unit

A partnership of



The development of the wellbeing measurement framework has been a collective effort to support the mental wellbeing of 10 – 16 year olds.







HeadStart and the wellbeing measurement framework

This framework was developed in the context of the HeadStart programme, funded by the Big Lottery Fund. HeadStart aims improve the mental wellbeing of 10 – 16 year olds.

Development of the framework

The measures were selected by partnerships involved in HeadStart at the time of development in the following areas: Birmingham, Blackpool, Cornwall, Cumbria, Kent, Kingston Upon Hull, Knowsley, Lewisham, Middlesbrough, Newham, Southampton, and Wolverhampton. The process involved a series of facilitated workshops and consultation with wider networks including young people and schools. The measures were then piloted and refined.

This process was led by the Evidence Based Practice Unit (EBPU) in collaboration with the Child Outcomes Research Consortium (CORC), the Manchester Institute of Education and Common Room, as the organisations delivering the HeadStart Learning Programme. It is hoped that this approach will be taken up by schools across the UK and beyond.

Organisation	Role
	<p>The Big Lottery Fund is the largest distributor of money from the National Lottery. Every year it distributes around £600 million pounds for good causes, all thanks to the players of The National Lottery. A significant proportion of this funding goes on strategic programmes. HeadStart is one of those programmes.</p> <p> Awarding funds from THE NATIONAL LOTTERY®</p>
<p>EBPU Evidence Based Practice Unit</p> <p>A partnership of</p>  	<p>The Evidence Based Practice Unit (EBPU) bridges cutting-edge research and innovative practice in children's mental health and wellbeing. EBPU are the guardians of the academic rigour underpinning this measurement framework, now and in the future, and are committed to finding the best ways to use measurement of wellbeing to enhance support for children and families.</p>
 <p>The University of Manchester</p>	<p>Manchester Institute of Education work with schools to implement and evaluate practice to support wellbeing and social development. Working in close collaboration with EBPU they provide a system that allows online completion of the wellbeing measurement framework.</p>
 <p>Child Outcomes Research Consortium</p>	<p>CORC is the leading membership organisation that collects and uses evidence to improve children and young people's mental health and wellbeing. CORC members include mental health service providers, schools, professional bodies and research institutions from across Europe and beyond.</p>
COMMON ROOM	<p>Common Room represents the voice of children and young people with experience of mental or physical health challenges. Common Room has a network of young advisors that work with projects to help ensure that the views of young people inform research and practice.</p>

CONTENTS

About the wellbeing measurement framework for secondary schools	3
The Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS)	4
Strengths and Difficulties Questionnaire (SDQ) s11-17	5
Measures of mechanisms supporting good outcomes	7
Trait Emotional Intelligence Questionnaire – Adolescent Short Form (TEIQUE-ASF) – self-regulation subscale	7
Perceived Stress Scale (PSS)	8
Student Resilience Survey (SRS)	9
Useful reading	12

The measures included in this booklet are suggestions for age-appropriate measures to use with secondary school children.

Please note: This booklet is for reference use and information only. It is not intended for the survey to be completed in this booklet format.

ABOUT THE WELLBEING MEASUREMENT FRAMEWORK FOR SECONDARY SCHOOLS

What is it?

A set of questionnaires which can be used to measure wellbeing and resilience in children and young people.

How it works

The questionnaires are completed by students online (generally annually).

In this booklet a brief overview of each questionnaire is provided, as well as a full list of items, details of subscales and response options.

The questionnaires:

- Are suitable for a reading age of 11–16 years old and are possible to complete during a lesson
- Include a balance of positively and negatively worded questions
- Are considered to have acceptable psychometric properties (i.e. they are reliable, valid and sensitive to change).

Why it's helpful

Students' responses to the questionnaires:

- Provide a snapshot of the strengths and challenges students are facing, which can be used to target support
- Help schools to evaluate their interventions
- Send a positive message to parents and carers that the school is focused on students' wellbeing.

How it was developed

The questionnaires have been chosen to measure key aspects of wellbeing and resilience.

The original set of questionnaires was co-produced with project leads who are part of HeadStart, a programme trialling a range of initiatives for improving resilience in 10–16 year olds, funded by the Big Lottery.

Future use

The aim is that schools can use some or all of the questionnaires included in this survey and add other questions as relevant to their context.

For more information, contact:

ebpu@annafreud.org

THE SHORT WARWICK-EDINBURGH MENTAL WELLBEING SCALE (SWEMWBS)

Below are some statements about feelings and thoughts.

Please circle the answer that best describes your experience of each over the last 2 weeks

STATEMENTS	NONE OF THE TIME	RARELY	SOME OF THE TIME	OFTEN	ALL OF THE TIME
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

Short Warwick Edinburgh Mental Wellbeing Scale (SWEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2008, all rights reserved.

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ) S11-17

For each item, please tick the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months

Your Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Please turn over - there are a few more questions on the other side

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE (SDQ) S11-17

Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No	Yes- minor difficulties	Yes- definite difficulties	Yes- severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

• How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature

Today's Date

Thank you very much for your help

© Robert Goodman, 2005

MEASURES OF MECHANISMS SUPPORTING GOOD OUTCOMES

TRAIT EMOTIONAL INTELLIGENCE QUESTIONNAIRE – ADOLESCENT SHORT FORM (TEIQUE-ASF) – SELF-REGULATION SUBSCALE

Please answer by putting a circle around the number that best shows how much you agree or disagree with each sentence below. If you strongly disagree with a sentence, circle a number close to 1. If you strongly agree with a sentence, circle a number close to 7. If you're not too sure if you agree or disagree, circle a number close to 4. Work quickly, but carefully. There are no right or wrong answers.

STATEMENTS	DISAGREE							AGREE
I find it hard to control my feelings	1	2	3	4	5	6	7	
I change my mind often	1	2	3	4	5	6	7	
I'm able to deal with stress	1	2	3	4	5	6	7	
I can control my anger when I want to	1	2	3	4	5	6	7	
Sometimes, I get involved in things later I wish I could get out of	1	2	3	4	5	6	7	
I try to control my thoughts and not worry too much about things	1	2	3	4	5	6	7	

PERCEIVED STRESS SCALE (PSS)

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a tick how often you felt or thought a certain way.

STATEMENTS	0 NEVER	1 ALMOST NEVER	2 SOME TIMES	3 FAIRLY OFTEN	4 VERY OFTEN
In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last month, how often have you felt that things were going your way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you or have you ever been a young carer?

Young carers are children and young people under 18 who provide regular or ongoing care to a family member who has an illness, disability, mental health condition or drug/alcohol dependency.

Yes

No

STUDENT RESILIENCE SURVEY (SRS)

AT HOME, THERE IS AN ADULT WHO...	NEVER					ALWAYS
... is interested in my school work	1	2	3	4	5	
... believes that I will be a success	1	2	3	4	5	
... wants me to do my best	1	2	3	4	5	
... listens to me when I have something to say	1	2	3	4	5	

AT SCHOOL, THERE IS AN ADULT WHO...	NEVER					ALWAYS
... really cares about me	1	2	3	4	5	
... tells me when I do a good job	1	2	3	4	5	
... listens to me when I have something to say	1	2	3	4	5	
... believes that I will be a success	1	2	3	4	5	

AWAY FROM SCHOOL, THERE IS AN ADULT WHO...	NEVER					ALWAYS
... really cares about me	1	2	3	4	5	
... tells me when I do a good job	1	2	3	4	5	
... believes that I will be a success	1	2	3	4	5	
... I trust	1	2	3	4	5	

AWAY FROM SCHOOL...	NEVER					ALWAYS
... I am a member of a club, sports team, church group, or other group	1	2	3	4	5	
... I take lessons in music, arts, sports, or have a hobby	1	2	3	4	5	

STUDENT RESILIENCE SURVEY (SRS)

ARE THERE STUDENTS AT YOUR SCHOOL WHO WOULD...	NEVER			ALWAYS	
... choose you on their team at school	1	2	3	4	5
... tell you you're good at doing things	1	2	3	4	5
... explain the rules of a game if you didn't understand them	1	2	3	4	5
... invite you to their home	1	2	3	4	5
... share things with you	1	2	3	4	5
... help you if you hurt yourself	1	2	3	4	5
... miss you if you weren't at school	1	2	3	4	5
... make you feel better if something is bothering you	1	2	3	4	5
... pick you for a partner	1	2	3	4	5
... help you if other students are being mean to you	1	2	3	4	5
... tell you you're their friend	1	2	3	4	5
... ask you to join in when you are all alone	1	2	3	4	5
... tell you secrets	1	2	3	4	5

	NEVER			ALWAYS	
I do things at home that make a difference (i.e. make things better)	1	2	3	4	5
I help my family make decisions	1	2	3	4	5
At school, I decide things like class activities or rules	1	2	3	4	5
I do things at school that make a difference (i.e. make things better)	1	2	3	4	5
I feel bad when someone gets their feelings hurt	1	2	3	4	5
I try to understand what other people feel	1	2	3	4	5
When I need help, I find someone to talk to	1	2	3	4	5
I know where to go for help when I have a problem	1	2	3	4	5
I try to work out problems by talking about them	1	2	3	4	5
I have goals and plans for the future	1	2	3	4	5
I think I will be successful when I grow up	1	2	3	4	5

USEFUL READING

SHORT WARWICK-EDINBURGH MENTAL HEALTH WELLBEING SCALE

Stewart-Brown, S., Tennant, A., Tennant, R., Platt, S., Parkinson, J., & Weich, S. (2009). Internal construct validity of the Warwick-Edinburgh mental wellbeing scale (WEMWBS): A Rasch analysis using data from the Scottish health education population survey. *Health and Quality of Life Outcomes*, 7(1), 15–22.

STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: a research note. *Journal of Child Psychology and Psychiatry*, 38(5), 581–586.

Goodman, R. (2001). Psychometric properties of the Strengths and Difficulties Questionnaire (SDQ). *Journal of the American Academy of Child and Adolescent Psychiatry*, 40(11), 1337–1345.

TRAIT EMOTIONAL INTELLIGENCE QUESTIONNAIRE – ADOLESCENT SHORT FORM

Petrides, K. V., Sangareau, Y., Furnham, A., & Frederickson, N. (2006). Trait emotional intelligence and children's peer relations at school. *Social Development*, 15(3), 537–547.

PERCEIVED STRESS SCALE

Cohen, S., Kamarck, T., Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385–396.

Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan & S. Oskamp (Eds.), *The social psychology of health: Claremont symposium on applied social psychology*. Newbury Park, CA: Sage.

STUDENT RESILIENCE SURVEY

California Department of Education. (2004). California Healthy Kids Survey. America: California Safe and Healthy Kids program office.

Ladd, G.W., Kochenderfer, B. J. & Coleman, C.C. (1996). Friendship quality as a predictor of young children's early school adjustment. *Child Development*, 67, 1103–1118.

Lereya, T.S., Humphrey, N., Patalay, P., Wolpert, M. Böhnke, J.R., Macdougall, A., & Deighton, J. (2016). The student resilience survey: psychometric validation and associations with mental health. *Child and Adolescent Psychiatry and Mental Health*, 10(44), 1–15.-

Sun, J. & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education*, 107(6), 575–99.