

Crib Sheet for Teachers (Secondary schools)

Checklist

The points below provide a quick checklist of important considerations for teachers before pupils begin the survey. Each point is covered in more detail in the crib sheet that follows, which we strongly encourage you to read.

Have you:

- Read through the crib sheet?
- Printed out a copy of the crib sheet in order to introduce the survey to the students on the survey day?
- Viewed the short WMF introductory video, and arranged for it to be shown to pupils?
- Trialled the survey yourself?
- Made other arrangements for the pupils who have been opted out of the survey by their parents, and for those who finish early?
- Ensure that you have correct survey passwords for your class, for each pupil who is permitted to complete the survey?
- Set up the survey on school computers? E.g. making the survey link available as a shortcut on students' desktops or as a link on the school's intranet.
- Made sure those pupils who usually have additional assistance in the classroom have this in place for the survey (e.g. their teaching assistant).

Crib Sheet for Teachers

Background and general guidance

Thank you very much for being involved in the HeadStart evaluation. This study aims to investigate the best ways to support young people's emotional wellbeing and their ability to manage when experiencing difficulties. To help you introduce the survey to each class, we have provided a crib sheet below.

The survey will take about 30-40 minutes but some students may finish it much earlier (i.e. within 10-15 minutes). Because of this, it would be great if you could think of possible activities that the early finishers can do in advance. These may include (but are not limited to): reading a book, designing a poster, or looking at specific websites. If the survey takes place away from a regular lesson, it may be a case of simply sending the early finishers back to their regular classroom.

On the other hand, some students may find it harder to understand the survey questions hence take a little longer. It is important that you allow them time and space to understand the questions and offer a helping hand only when asked. More importantly, please avoid looking at the students' answers as they are confidential.

Sometimes students may find some of the survey questions abstract and struggle to imagine such scenarios. To help with this, we have provided a section on 'frequently asked questions' at the end of this document. You may also find it useful to give examples that might be familiar to the student (i.e. Imagine you came out from class late and you are alone, will xx ask you to join in?).

Some students may find it hard to understand the response options, if so please remind them that the response options range in severity (i.e. from disagree to agree or from never to always).

Some children may have difficulty reading the items due to the font size, if so please remind them that they can zoom in by pressing "Ctrl + Plus sign" and zoom out by pressing "Ctrl + Minus sign".

To help students with reading difficulties or special education needs you may want to have a print out of the survey and read the questions for them (or have a teaching assistant or learning mentor do this with them). If this is the chosen option, please support students in understanding the question but make sure they are given space to select their answer privately (e.g., look away or move away).

To help students who are struggling with English, please consider having teaching assistants present or whatever usual support they are given to support any language difficulties. Please also note that one of the questionnaires, the Strengths and Difficulties Questionnaire (SDQ), is available in a number of

different languages which you can download from the SDQ website:

<http://www.sdqinfo.com/py/sdqinfo/b0.py>

If there is any technical problem with the website (i.e. if the website stops responding), please direct the students back to the password page and allow them to put their passwords again. By pressing the "next" button, they can get back to where they were.

Introducing children to the Wellbeing Measurement Framework (WMF): A crib sheet for schools staff introducing the survey

This section gives an introduction to the survey covering some of the key details. **We have also created a short video to introduce pupils to the survey (2 minutes 50 seconds long), which can be found on the [HeadStart Learning website](#).** This video was created by young people for others who may complete the survey, and as such can be helpful in explaining the survey to pupils.

You can also use the suggested description below verbatim or as a general guide of the points to cover. The students will also see a version of this information on the screen before they agree to participate.

“Our school is taking part in a big project called HeadStart with lots of other schools from six areas of the country. The aim of HeadStart is to give support to all children and young people to improve their wellbeing and also to support those who may need some extra help coping with difficulties.

On the computer, you will be asked to complete a questionnaire about your feelings, friendships, home life and school life. Please do not rush. Some of you may finish the questionnaire in 10 minutes and some can take up to 30-40 minutes.

If you finish a bit early, please [\[please insert an activity for students who finish early to do\]](#). Please do not talk and disturb others.

Your answers will be kept private by the people running the project. Your parents and your teacher have been told that you are answering questions but they will not see your answers.

If you do not want to take part that's absolutely fine, you don't have to do it. Just let me know that you don't want to take part before we start.

Or if you start to take part and then change your mind, that's fine as well. Just let me know that you don't want to carry on.

While others are completing the survey, you can do [\[please insert an activity for students who will not take part, this might be the same activity as for students who finish early\]](#).

In the survey, some words are highlighted in green and underlined. That means you can hover your mouse over it and see an explanation of the word. If you do not understand any of the questions, please raise your hand and I/we will try to explain it as much as possible. It is not a test and there are no right or wrong answers. That means that all the answers are personal to you, so I would please ask you to be quiet and focus on your own screen. If there are any questions you don't feel happy answering you don't have to answer them, just leave them blank.

If completing the questions makes you think you might need some support about the kinds of things the survey covers, please speak to [please insert an appropriate contact name (e.g. me, school nurse, SENCo, counsellor etc.)]

To start the survey, please insert your unique password where it says "Password" and click next. Now read the first page of the survey and if you are happy to answer the survey tick "I have read the above and consent to take part in this survey".

If you do not want to take part in the survey, please raise your hand."

At the end of the survey you might also want to reiterate the point about the support that's available within the school:

"Thanks for taking the time to take part in the survey. As I said before you started, if completing the questions has made you think you might need some support, please speak to [please insert an appropriate contact name (e.g. me, school nurse, SENCo, counsellor etc.)]"

Glossary of some survey words and phrases

- **Accused of** - "I am often accused of lying or cheating" → Being told that you did something which you haven't.
- **"At school, I decide things like class activities or rules"** → As a teacher, you may be better placed to give examples. If a student struggles to understand this question, please provide examples from your class.
- **Attention** - "I finish the work I'm doing. My attention is good" → Being able to stick to one task.
- **Concentration** → Being able to focus.
- **Feeling close to** - "I've been feeling close to other people" → Having good relationship with others. This might include friendships or relationships with your family.
- **Fidgeting or squirming** - "I am constantly fidgeting or squirming" → Move around a lot.
- **Home life** → Family life.
- **"I do things at home that make a difference (i.e. make things better)"** → Do anything to improve things at home, such as helping around the house, helping a family member etc.
- **"I do things that make a difference (i.e. make things better)"** → Help others.
- **"I have goals and plans for the future"** → As a teacher, you may be better placed to give examples. If a student struggles to understand this question, please provide examples where the student might have set goals, please allow them to think of long-term goals.
- **"I've been able to make up my own mind about things"** → I can make decisions for myself.
- **"I've been dealing with problems well"** → I have been managing my problems well.
- **"In the last month, how often have you felt confident about your ability to handle your personal problems?"** → In the last month, how often have you thought that you are able to work through your problems?
- **"In the last month, how often have you felt that things were going your way?"** → In the last month, how often have you felt that things were going as you want them to go?

- “In the last month, how often have you felt that you were unable to control the important things in your life?” → In the last month, how often have you found you have no power over things going on in your life?
- **Leisure activities** → Hobbies.
- **Minor/definite/severe** - (response options on one of the questionnaire) → Low / medium / high.
- “...miss you if you weren't in school” → Wonder where you are and/or be disappointed if you are not there.
- **Nervous** - “I am nervous in new situations. I easily lose confidence” → Feeling anxious.
- **Optimistic** - “I've been feeling optimistic about the future” → Hopeful.
- **Partner** - “...pick you for a partner” → Pick you to be part of a team or a group.
- **Piling Up** - “In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?” → how often have you felt that you had so many problems that you could not overcome them.
- **Restless** – “I am restless, I cannot stay still for long” → unable to stay still.
- “...share things with you” → Share both physical things (i.e. pencil, book) and information.
- “Sometimes I get involved in things later I wish I could get out of” → Sometimes I regret things that I do.
- **Somewhat true** - (response option on one of the questionnaire) → Partly true, partly not true.
- **Thinking clearly** - “I've been thinking clearly” → Being able to focus on thoughts.
- **Useful** – “I've been feeling useful” → Helpful.
- **Volunteer** – “I often volunteer to help others (parents, teachers, children)” → Offer to help others without being asked.
- **Young carer** - Young carer is children and young persons under 18 who provide or intend to provide care, assistance or support to another family member. They carry out, often on a regular basis, significant or substantial caring tasks and assume a level of responsibility which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care, support or supervision.

Frequently asked questions by the children

1) Why am I being asked to fill in this survey?

This will help us to learn about young people's mental health and emotional wellbeing. It will help your school to find out the best ways of helping young people to have good mental health and emotional wellbeing.

2) Who will see the answers I give?

The survey is anonymous. This means no one at your school will see the answers you give. Your answers go to the research team. They put all children and young people's answers together so that they can learn about how children and young people are feeling across the whole school.

As no one in your school will see your answers, if you need to talk to someone about your feelings, you need to speak to a teacher or another adult you trust in school.

3) Is the project just for kids with problems or for everyone?

This project is for all children and young people. We all need to look after our mental and emotional health, just like we need to look after our physical health.

4) Will the survey affect us?

Answering the survey won't have immediate effects on you. But, we hope that the survey will help your school to learn about how to better support children and young people's emotional wellbeing.

5) Why do you have the young carer question? What do you want to know?

We want to make sure we understand the feelings of lots of different children and young people. Some children and young people are young carers this means they provide regular or ongoing care to a family member who has an illness, disability, mental health condition or drug/alcohol dependency. We want to make sure we understand how young carers feel so we can learn what help and support they might need.

6) Some of the questions are very similar – is that a trick?

Some questions may sound very similar, but it's not a trick. Some questions may ask the same thing in different ways so that we can make sure we really understand how children and young people are feeling.

7) Is this a test?

No, this isn't a test. There are no right or wrong answers. The survey is just interested in learning about your thoughts and feelings.

8) Do I have to answer every question?

If you don't want to answer a question, that's ok. It's your choice which questions you answer. If you don't want to answer a question, just leave it blank and move onto the next one.

9) How will the HeadStart programme help other people in the future?

The HeadStart programme is trying to find the best way to help children stay mentally healthy, manage stress and worries, do well at school, avoid getting involved in risky behaviour (such as drug use, drinking too much alcohol or anti-social behaviour) and enjoy life.