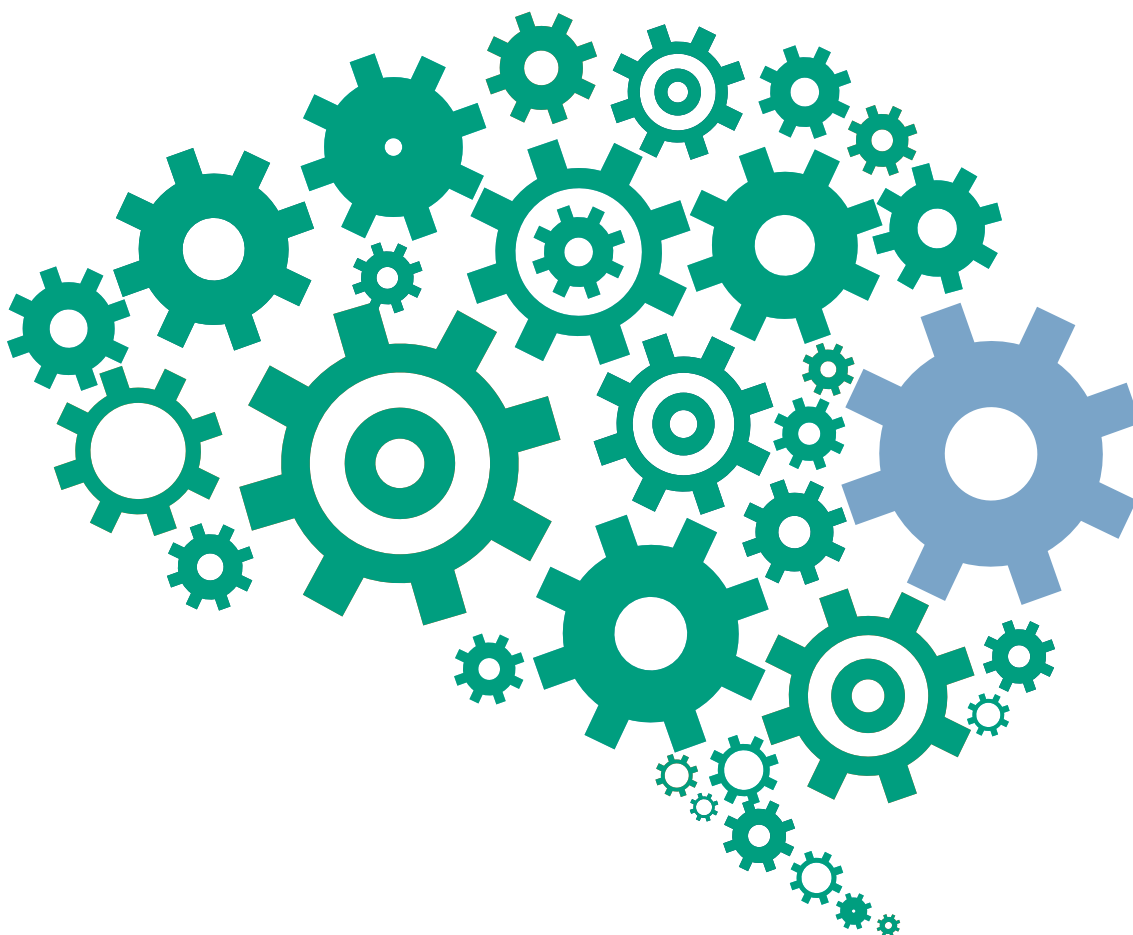


EBPU Evidence Based Practice Unit

A partnership of



Wellbeing Measurement Framework for Primary Schools



In partnership with



CONTENTS

About the wellbeing measurement framework for primary schools	3
Me and my feelings (M&MF)	4
Students' Life Satisfaction Scale (SLSS)	5
Student Resilience Survey (SRS)	6
Useful reading	9

The measures included in this booklet are suggestions for age-appropriate measures to use with primary 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 PRIMARY 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 9–11 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

ME AND MY FEELINGS

Below is a questionnaire which is going to ask you how you feel. There are no right or wrong answers. You should just pick the answer which is best for you.

STATEMENT	NEVER	SOMETIMES	ALWAYS
I feel lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am unhappy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nobody likes me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have problems sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wake up in the night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am shy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry when I am at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I hit out when I am angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do things to hurt people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am calm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I break things on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank You!

© Deighton, Patalay, Vostanis, Tymms, Humphrey, Belsky, Wolpert and Fonagy

STUDENTS' LIFE SATISFACTION SCALE

We would like to know what thoughts about life you have had during the past several weeks. Think about how you spend each day and night and then think about how your life has been during most of this time. Here are some questions that ask you to indicate your satisfaction with your overall life. Tick the box next to each statement that indicates the extent to which you agree or disagree with that statement. It is important to know what you REALLY think, so please answer the questions the way you really think, not how you should think. This is NOT a test. There are NO right or wrong answers.

STATEMENT	STRONGLY DISAGREE	MODERATELY DISAGREE	MILDLY DISAGREE	MILDLY AGREE	MODERATELY AGREE	STRONGLY AGREE
My life is going well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life is just right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to change many things in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I had a different kind of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have what I want in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My life is better than most kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Huebner, E. S. (1991). Initial development of the Students' Life Satisfaction Scale. *School Psychology International*, 12, 231–243.

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

MEASURES OF MECHANISMS SUPPORTING GOOD OUTCOMES

STUDENT RESILIENCE SURVEY (SRS)

Please read every statement carefully and circle the answer that fits you best.

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	

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 can work out my problems	1	2	3	4	5
I can do most things if I try	1	2	3	4	5
There are many things that I do well	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

ME AND MY FEELINGS

Deighton, J., Tymms, P., Vostanis, P., Belsky, J., Fonagy, P., Brown, A., Martin, A., Patalay, P. & Wolpert, W. (2013). The development of a school-based measure of child mental health. *Journal of Psychoeducational Assessment*, 31(3), 247–257.

Wolpert, M., Deighton, J., Patalay, P., Martin, A., Fitzgerald, N.F., Demir, E.,...Meadows, P. (2011). *Me and My School: Findings from the National Evaluation of Targeted Mental Health in Schools 2008–2011*. (Research Report DFE-RR177). Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184060/DFE-RR177.pdf.

STUDENT LIFE SATISFACTION SCALE

Huebner, E. S. (1991). Further validation of the students' life satisfaction scale: The independence of satisfaction and affect ratings. *Journal of Psychoeducational Assessment*, 9(4), 363–368.

Huebner, E. S. (1991). Initial development of the Students' Life Satisfaction Scale. *School Psychology International*, 12(3), 231–243.

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.