

Pupil Wellbeing audits and measures

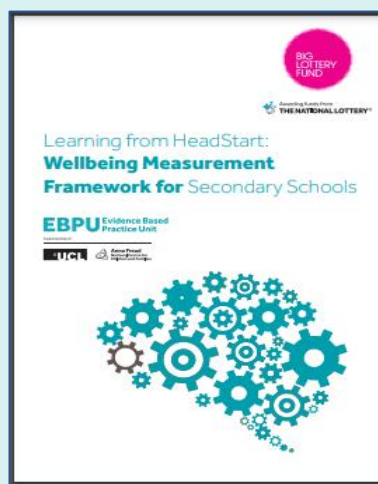
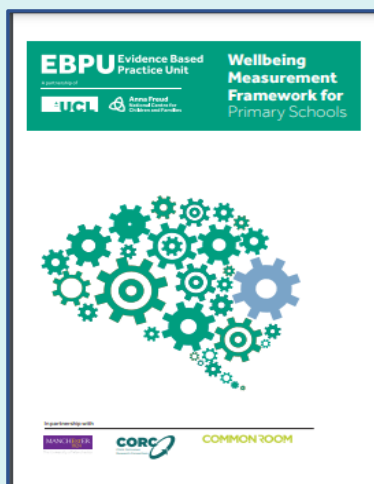
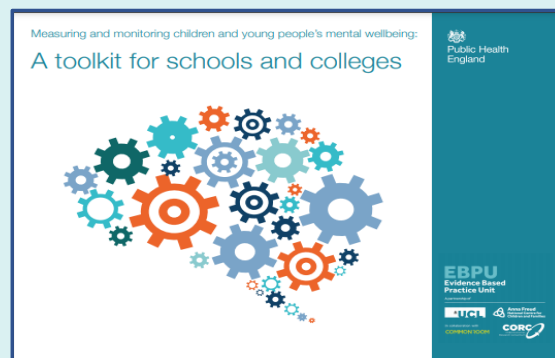
Overview description

This chapter seeks to direct the reader to a comprehensive range of measures which explore a child/young person's emotional wellbeing.

In the first instance, when concerned about children and young people's wellbeing it is important to consider setting-wide approaches to mental health and wellbeing. Please see **Section Two of this toolkit** for an overview and a selection of audits and measures.

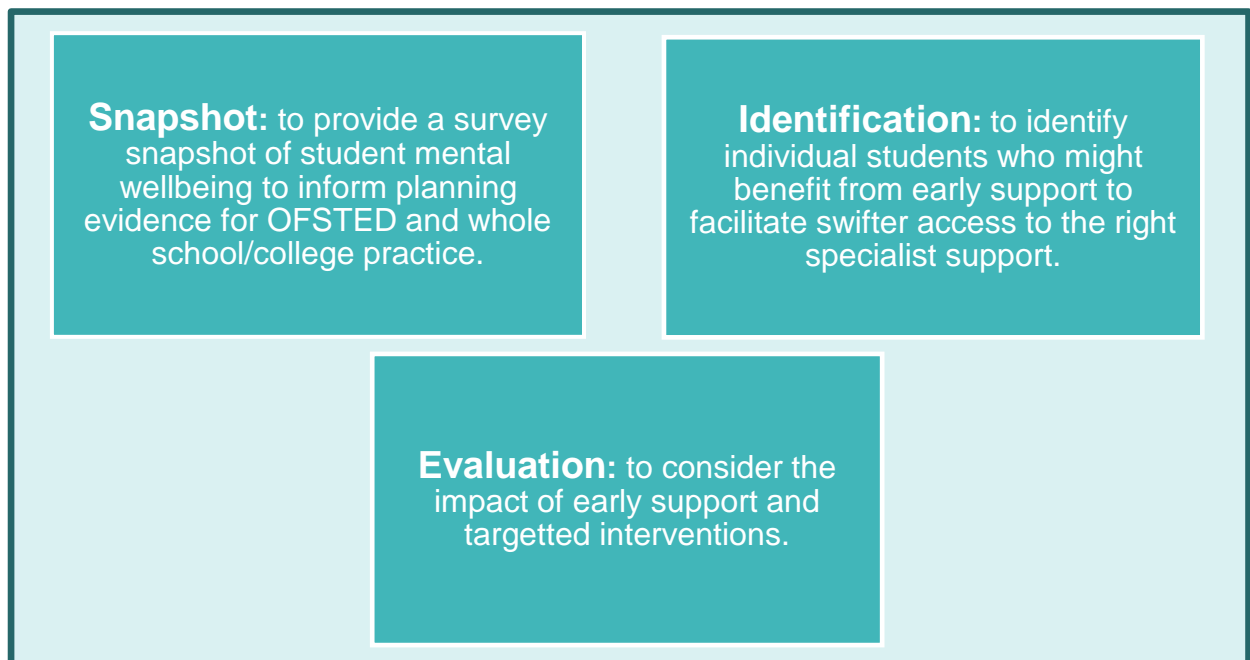
However, there will be occasions where it will be helpful to explore specific aspects of a child/young person's social and emotional skills and/or wellbeing. Fortunately, there is a wealth of scales and tools which are available and have already been organised and collated into helpful toolkits by EBP (Evidence Based Practice Unit) which is a partnership with partners such as University of Manchester, UCL, Anna Freud National centre for Children and Families and CORC, Child Outcomes Research Consortium).

This Chapter, therefore, merely seeks to direct the reader to the following four extremely helpful documents available via the provided websites. An overview of contents is provided below to help readers identify where to target their reading.

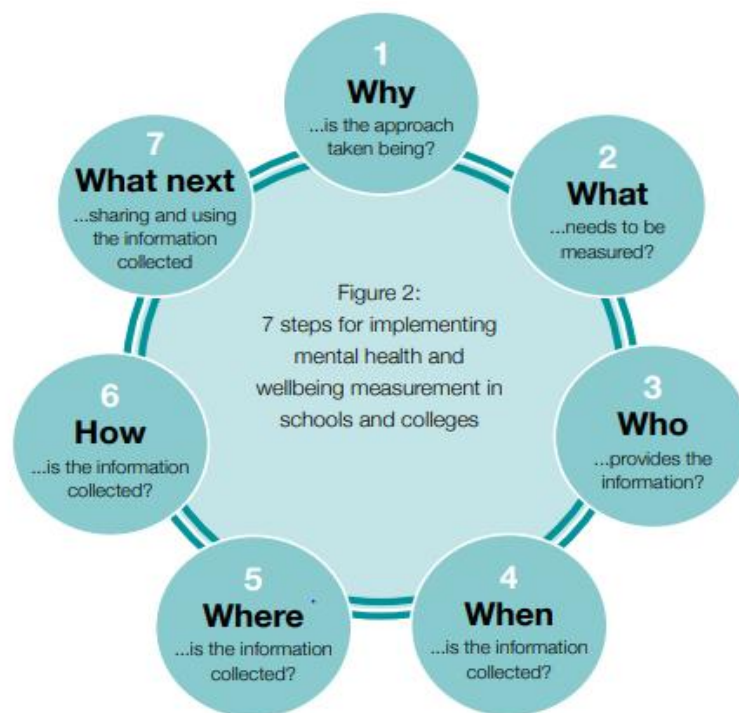


Why might schools and colleges want to measure mental wellbeing?

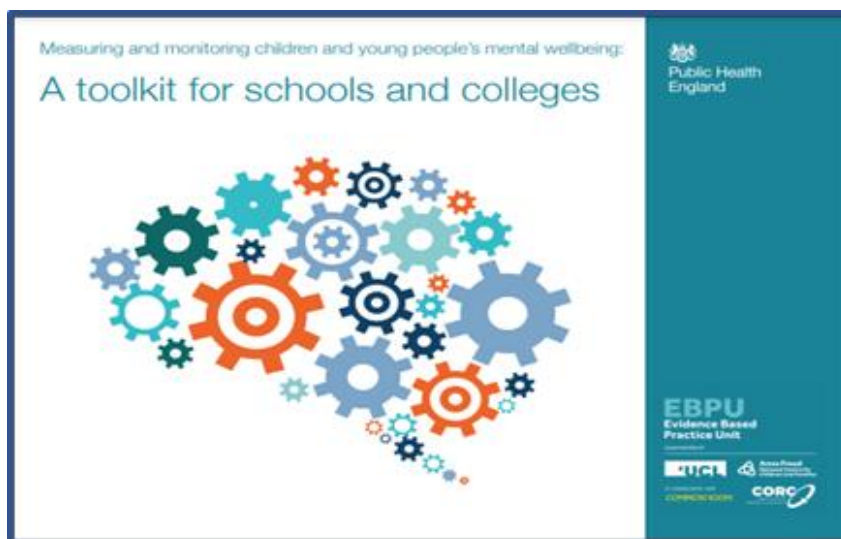
The toolkit states that there are 3 key purposes for which schools and colleges might wish to measure wellbeing.



It also sets out seven steps to think about when thinking about using an instrument and selecting it. (taken from page 9)



Measuring and Monitoring Children and Young People's Mental Wellbeing: A Toolkit for Schools and Colleges



A Public Health England document.

Written by EBPU in association with UCL, Anna Freud, CORC and Common Room.

<https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

The aim of this toolkit is to make schools and college staff aware of the range of validated instruments that can be used to measure and monitor student mental wellbeing.

Section One	Explores what is meant by mental wellbeing, why schools and colleges might measure wellbeing and provides seven steps for implementation.
Section Two	Sets out some practice examples
Section Three	Offers practical advice for introducing wellbeing instruments to students
Appendix B	Is a compendium of validated instruments which can be used to measure students' subjective mental wellbeing.

The Compendium of Validated Instruments

The compendium aims to summarise positive mental health and wellbeing measures. These measures were identified through a rapid review of existing literature on mental health and wellbeing and through consultations and discussions with schools and colleges. The measures did not have to be peer reviewed but they were only included if:

- They were suitable for use by children and young people;
- They were considered feasible to use in educational settings (i.e., not too long or requiring specific equipment);


- They were not unduly burdensome in terms of time taken to administer;
- They included items measuring positive wellbeing (as opposed to only mental ill health or emotional/behavioural difficulties).

For each measure, the following details (where available) are included:

- ❖ Name
- ❖ Information on copyright
- ❖ Key reference for wider reading
- ❖ Brief description of the measure
- ❖ Age range the measure is suitable for
- ❖ Response options
- ❖ Number of scales and subscales
- ❖ Costs
- ❖ Contact details
- ❖ Example items

An example of a page is:

(Child) Outcome Rating Scale: (CORS / ORS)



Description

The CORS / ORS are an overall measure of psychological distress. They are very brief, consisting of only 4 items.

Age Range

CORS for: **age 6-12**
ORS for: **age 13 and older**


Response Options

Child report: 10cm line with happy face at one end and sad face at the other, respondent asked to put mark on line. Session rating scale: 10cm line, respondent asked to put mark on line

Scales and Subscales


- 1 Child report of distress
(though may be completed by other)
- 2 Session rating scale
Response to curriculum demands

Example Items

 **CORS:**


Child report:


- Me (how am I doing?)
- Family (how are things in my family?)


 **ORS:**


Child report:


- Individually (Personal wellbeing)
- Interpersonally (Family, close relationships)




 **Copyright**
© 2000, Scott D. Miller and Barry L. Duncan.

 **Key Reference**
Duncan, B. L., Miller, S., Sparks, J. (2000). The Children's Outcome Rating Scale. Chicago.

 **Contact details**
info@scottcmiller.com

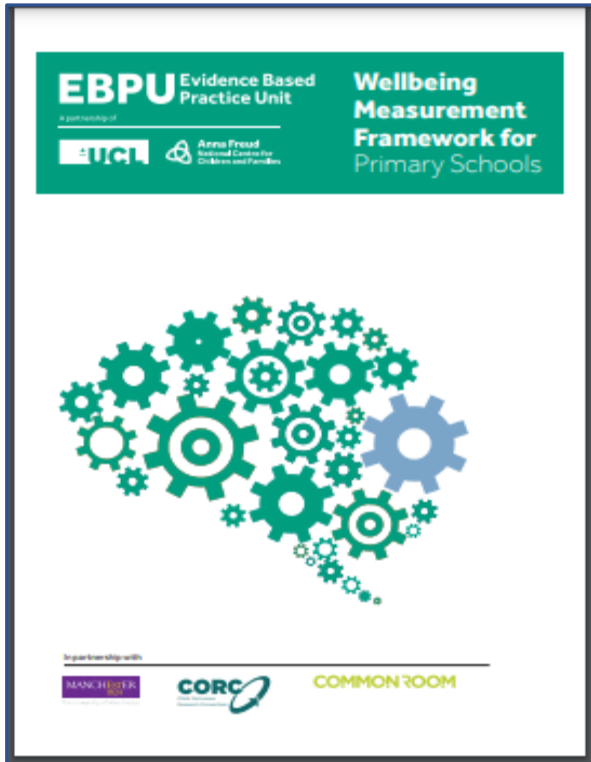
 **Cost**
Free for paper version, fee for use of electronic version with automatic scoring. Prospective users should seek permission. This is obtained by registering to use the copyrighted scale by the online registering form: <http://scott-d-miller-ph-d.myshopify.com/collections/performance-metrics/products/performance-metrics-licenses-for-the-ors-and-ors>

Compendium of positive mental health and wellbeing instruments

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Wellbeing Measurement Framework for Primary Schools



Written by EBP in association with University of Manchester, Anna Freud, CORC and Common Room.

This is a set of questionnaires that can be used to measure wellbeing and resilience in children.

All references for the scales are provided so readers can check scoring/permissions.

https://www.corc.uk.net/media/1506/primary-school-measures_310317_forweb.pdf

Questionnaires:

- ❖ Me and my feelings
- ❖ Student's life satisfaction scale
- ❖ Student Resilience Survey

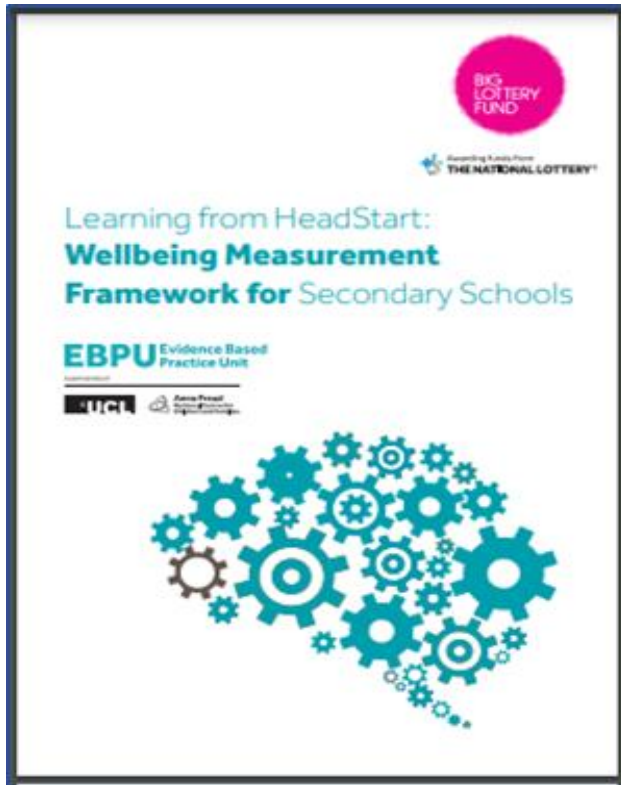
Example page

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 notices	<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"/>
Tumble 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 shout 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 think things are positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

© Copyright: Primary, Secondary, Special, Homeopathy, Early Childhood and Family

Wellbeing Measurement Framework for Primary Schools

Wellbeing Measurement Framework for Secondary Schools



https://www.corc.uk.net/media/1517/blf17_20-second-school-measuresbl-17-03-17b.pdf

Headstart Document funded by Big Lottery.
Written by EBP in association with University of Manchester, UCL, Anna Freud, CORC and Common Room.

This is a set of questionnaires that can be used to measure wellbeing and resilience in young people.

All references for the scales are provided so readers can check scoring/permissions.

Questionnaires:

- ❖ The short Warwick-Edinburgh Mental Wellbeing Scale
- ❖ Strengths and Difficulties Questionnaire
- ❖ Trait Emotional Intelligence Questionnaire – Adolescent short form – self-regulation subscale.
- ❖ Perceived stress scale
- ❖ Student Resilience Survey

Example page

PERCEIVED STRESS SCALE (PSS)

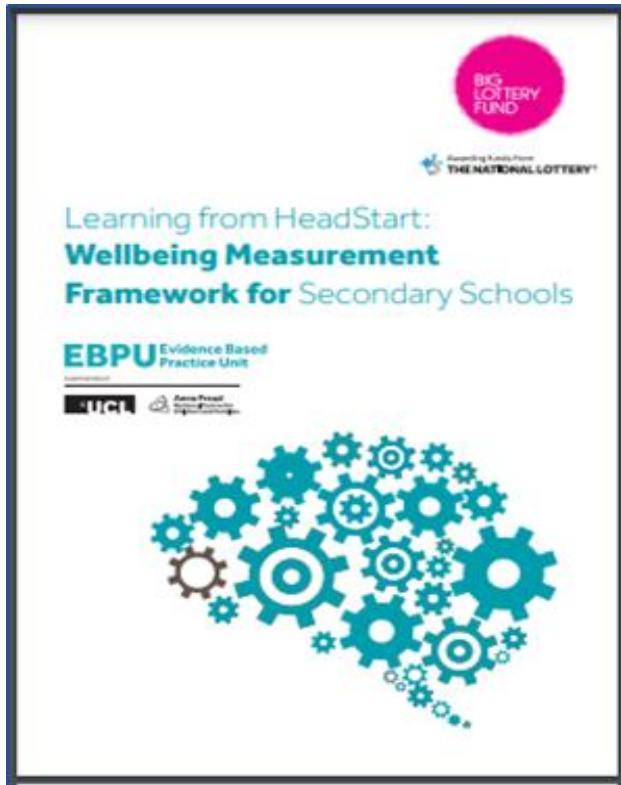
The questions in this scale ask you about your feelings and thoughts during the last month. In each case, please indicate with a tick how often you feel or thought a certain way.

STATEMENTS	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
In the last month, how often have you felt that you were unable to control the things that happened to you?				
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 felt that things were going your way?				
In the last month, how often have you felt difficulties were piling up on top of you to the point that you could not cope?				

Have you or have you ever been a young carer?
Young carers are children and young people under 18 who provide care or support for a family member who has a disability, chronic illness, mental health condition or drug/alcohol dependence.

Yes
 No

Wellbeing Measurement Framework for Colleges



Headstart Document funded by Big Lottery. Written by EBPU in association with University of Manchester, UCL, Anna Freud, CORC and Common Room.

This is a set of questionnaires that can be used to measure wellbeing and resilience in young people.

All references for the scales are provided so readers can check scoring/permissions.

https://www.corc.uk.net/media/1507/college-measures_310317_forweb.pdf

Questionnaires:

- ❖ **General Population – clinical outcomes in routine evaluation**
- ❖ **The Warwick-Edinburgh Mental Wellbeing Scale**
- ❖ **Student Resilience Survey**
- ❖ **Perceived stress scale**
- ❖ **Trait Emotional Intelligence Questionnaire – Adolescent short form – self-regulation subscale.**

Example page

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. Think quickly but carefully. There are no right or wrong answers.

statements	1	2	3	4	5	6	7
I find it hard to control my feelings							
I'm angry my mind often							
You able to deal with stress							
I've controlled my anger when I had to							
Difficult when I get stressed or through other stress I can't get it out of							
Try to control my thoughts and not let my feelings control things							