Wellbeing Measurement for Schools
Modular surveys

Emotional strengths and skills

CORC
Child Outcomes
Research Consortium

An **Anna Freud** project

Evidence Based Practice Unit

A partnership of

Anna Freud

UCL

Contents

About Wellbeing Measurement for Schools

Wellbeing Measurement for Schools (WMfS) is a comprehensive approach that allows schools to understand areas of strength and challenge for their pupils and staff. The approach is suitable for pupils in the older year groups in primary and all secondary aged pupils.

Developed by CORC, a project of Anna Freud, this approach builds on many years of experience using questionnaires and surveys to measure and understand children and young people's mental health and wellbeing in schools and services.

Wellbeing Measurement for Schools modular surveys

Our WMfS modular resources support schools to design their own questionnaires and surveys to understand more about their pupils' wellbeing. Each module collates tried and tested sets of questions covering different areas of wellbeing. These are grouped into five broad areas:

- emotional health
- emotional strengths and skills
- relationships
- school life
- help and support

We provide guidance to help schools use these questionnaires in a range of ways with different groups of pupils. This includes:

- a step-by-step guide to developing and running your own survey.
- resources and recommendations for making the most of the results of your survey
- guidance about using questionnaires to identify need and evaluate the impact of interventions and support.

More from Wellbeing Measurement for Schools

Our WMfS staff survey helps schools understand the wellbeing of staff, how staff feel about the support systems in schools, their knowledge of mental health and wellbeing and their confidence to support pupils.

Our team can also provide tailored support to individual schools and groups of schools to help them to measure and understand mental health and wellbeing. You can find out more on our website.

Our support includes:

- bespoke consultancy to build your approach
- workshops and training sessions
- data analysis and reporting

Contact **corc@annafreud.org** for details and costs.

Anna Freud 5 Steps to Mental Health and Wellbeing

Our free 5 Steps framework provides evidence-based materials and a framework for promoting wellbeing in your setting.

Understanding need is one of our 5 Steps towards a whole-school or whole-college approach to mental health and wellbeing.

The simplest way to understand what pupils need to support their mental wellbeing is to ask them. Using questionnaires and surveys can help schools and colleges to better understand:

- the range and level of need in the setting
- how supported pupils feel
- what is driving mental wellbeing and mental ill-health in school or college
- any additional support pupils need for their mental health and wellbeing.

This can help schools and colleges to identify:

- pupils who are experiencing or at risk of developing mental ill-health
- suitable support to address pupils' needs
- how pupils' needs change over time.

Introducing regular surveys and consistently creating opportunities to gather pupil voice can enhance the ability of a school or college to understand the wellbeing of its community.

Our Wellbeing Measurement for Schools guidance and resources support schools to do this.

Using this booklet

This booklet includes a set of questionnaires, chosen to help schools understand the emotional strengths and skills of their pupils. We have included instructions for scoring the questionnaires. More information about the scores and what they mean is available on our website.

The questionnaires can be used to 'temperature check' how cohorts of pupils are feeling. Schools can also use the questionnaires to identify pupils who may be struggling and to help evaluate the impact of support and interventions.

The questionnaires can be used individually or together. Schools may want to select questionnaires from other booklets in this series and combine them to form a longer survey. We recommend that schools use all items within each questionnaire and keep the wording the same to enable accurate scoring.

A step-by-step guide is provided on our website.

Emotional strengths and skills are those attributes that help young people to respond to and manage life's challenges.

In this booklet, we include three short questionnaires to help schools understand three aspects of pupils' emotional strengths and skills:

▶ **Emotion regulation** – being able to manage emotions

▶ **Emotional literacy** – being able to recognise and understand own emotions and the emotions of others

▶ **Coping** – being able to deal with problems and difficulties

▶ **Empowerment** – having a voice and being able to take steps to overcome difficulties

Emotion regulation[1]

Please answer by selecting 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.

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

[1] 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. https://doi.org/10.1111/j.1467-9507.2006.00355.x

Emotion regulation – scoring and interpretation

1 Each statement receives a score

Some statements (3, 4 and 6) are positively worded. These items are positively scored, meaning the score is the same as the number that is circled. Other statements (1, 2 and 5) are negatively worded. These items are reverse scored, meaning they are scored opposite to the number that is circled. For instance, if the respondent circles 7, the score for the item would be 1 (see the example scoring table).

2 Total the scores

Total the scores each statement receives. The total score indicates the pupil's levels of emotion regulation. Higher scores indicate higher levels of emotion regulation.

Example scoring:

	Statement	Disagree						Agree	Score	Scoring
1	I find it hard to control my feelings	1	2	3	4	5	(6)	7	2	Reverse scored
2	I change my mind often	1	2	(3)	4	5	6	7	5	Reverse scored
3	I'm able to deal with stress	1	2	3	4	5	(6)	7	6	Positively scored
4	I can control my anger when I want to	1	2	(3)	4	5	6	7	3	Positively scored
5	Sometimes, I get involved in things later I wish I could get out of	(1)	2	3	4	5	6	7	7	Reverse scored
6	I try to control my thoughts and not worry too much about things	1	2	3	4	(5)	6	7	5	Positively scored
								Total Score	**28**	

Understanding your results

Pupils who score more highly are likely to be better able to regulate their emotions. Pupils who have lower scores may need support to do this.

On our website you can find more information to help you put the scores in context. Where possible we provide examples of how other children and young people have scored to help schools make comparisons.

Coping[2]

Think about a problem or something that went wrong. What did you do?

	Statement	Never	Sometimes	A lot
1	You tried to think of different ways to solve the problem	◯	◯	◯
2	You did not want to think about it	◯	◯	◯
3	You thought about what others might do	◯	◯	◯
4	You tried your best to make things better	◯	◯	◯
5	You avoided the problem or where it happened	◯	◯	◯
6	You asked someone to help	◯	◯	◯
7	You tried hard to fix the problem	◯	◯	◯
8	You did things to stop thinking about it	◯	◯	◯
9	If it were your fault, you would say you were sorry	◯	◯	◯

[2] Maybery, D., Steer, S., Reupert, A., & Goodyear, M. J. (2008). The Kids Coping Scale. Stress and Health, 25(1), 31–40. https://doi.org/10.1002/smi.1228

Coping – scoring and interpretation

Each item is scored from 0 (never) to 2 (a lot).

The scale gives a score for three different types of coping:

- problem-focused coping (items 1, 4, 7 and 9)
- emotion-focused coping (items 2, 5 and 8)
- seeking social support (items 3 and 6)

Add up the scores for the relevant items to give total scores.

	Statement	Never	Sometimes	A lot	
1	You tried to think of different ways to solve the problem	0	1	(2)	**Problem-focused coping**
2	You did not want to think about it	0	(1)	2	**Emotion-focused coping**
3	You thought about what others might do	(0)	1	2	**Seeking social support**
4	You tried your best to make things better	0	1	(2)	**Problem-focused coping**
5	You avoided the problem or where it happened	0	(1)	2	**Emotion-focused coping**
6	You asked someone to help	(0)	1	2	**Seeking social support**
7	You tried hard to fix the problem	0	1	(2)	**Problem-focused coping**
8	You did things to stop thinking about it	0	(1)	2	**Emotion-focused coping**
9	If it were your fault, you would say you were sorry	(0)	1	2	**Seeking social support**
			Totals		
		Problem-focused coping		6	
		Emotion-focussed coping		3	
		Seeking social support		0	
		Total		9	

Empowerment and problem solving[3, 4]

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

	Statement	Never				Always
1	I do things at home that make a difference (i.e., make things better)	1	2	3	4	5
2	I help my family make decisions	1	2	3	4	5
3	At school, I decide things like class activities and rules	1	2	3	4	5
4	I do things at school that make a difference (i.e., make things better)	1	2	3	4	5
5	I can work out my problems	1	2	3	4	5
6	I can do most things if I try	1	2	3	4	5
7	There are many things that I do well	1	2	3	4	5
8	When I need help, I find someone to talk to	1	2	3	4	5
9	I know where to go for help when I have a problem	1	2	3	4	5
10	I try to work out problems by talking about them	1	2	3	4	5
11	I have goals and plans for the future	1	2	3	4	5
12	I think I will be successful when I grow up	1	2	3	4	5

[3] Lereya, S. T., 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(1). https://doi.org/10.1186/s13034-016-0132-5

[4] Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. Health Education, 107(6), 575–599. https://doi.org/10.1108/09654280710827957

Empowerment and problem solving – scoring and interpretation

1 Responses to these items give scores for four different areas: participation in home and school, self-esteem, problem solving and goal setting.

2 Scores for each area are added together.

Example scoring

	Statement	Never				Always	
1	I do things at home that make a difference (i.e., make things better)	1	**(2)**	3	4	5	Participation in home and school
2	I help my family make decisions	**(1)**	2	3	4	5	Participation in home and school
3	At school, I decide things like class activities and rules	1	**(2)**	3	4	5	Participation in home and school
4	I do things at school that make a difference (i.e., make things better)	1	2	**(3)**	4	5	Participation in home and school
5	I can work out my problems	1	2	3	**(4)**	5	Self-esteem
6	I can do most things if I try	1	2	**(3)**	4	5	Self-esteem
7	There are many things that I do well	1	2	3	**(4)**	5	Self-esteem
8	When I need help, I find someone to talk to	**(1)**	2	3	4	5	Problem solving
9	I know where to go for help when I have a problem	1	**(2)**	3	4	5	Problem solving
10	I try to work out problems by talking about them	**(1)**	2	3	4	5	Problem solving
11	I have goals and plans for the future	1	2	3	**(4)**	5	Goal setting
12	I think I will be successful when I grow up	1	2	3	4	**(5)**	Goal setting

Area	Score
Participation in home and school	8
Self-esteem	11
Problem solving	4
Goal setting	9

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CORC
Child Outcomes Research Consortium
An **Anna Freud** project

The Child Outcomes Research Consortium (CORC) brings together organisations and individuals committed to using and improving evidence to improve children and young people's mental health and wellbeing. We are experts in measuring mental health outcomes.
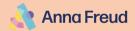
Founded in 2002 by a group of mental health professionals determined to understand the impact of their work, today our network includes mental health providers, education settings, cultural and community services, local authorities, professional bodies and research institutions from across Europe and beyond.

CORC holds data relating to mental health and wellbeing outcomes of more than 400,000 children and young people in the UK. We support others to gather and understand their own data. We build expertise about using this information to improve support.

www.corc.uk.net

Evidence Based Practice Unit
A partnership of

Anna Freud   **UCL**

Founded in 2006 as an academic group in the Faculty of Brain Sciences at UCL (within the Department of Clinical, Educational and Health Psychology) in collaboration with Anna Freud, the Evidence Based Practice Unit bridges cutting-edge research and innovative practice in children's mental health.

We conduct research, develop tools, provide training, evaluate interventions and disseminate evidence across four themes:

Risk - what is the range of contexts and conditions that put a child or young person at risk of mental ill-health?

Resilience - what is it that enables some children to cope better than others in difficult circumstances?

Change - what influences change in children's mental health and wellbeing over time?

Choice - what is the positive impact of children, families and practitioners making decisions together, and what are the ways this can happen?

www.ucl.ac.uk/evidence-based-practice-unit