

Wellbeing Questions for FS Conference (based on WEMWBS, ELSA and SDQ)

Yes a lot quite a lot only a little not at all

In the last week, have you helped someone else?

I know what my 'gifts' are.

In the last week have I got annoyed with people and shown it.

I can get angry and lose my temper.

I love playing outside with other people.

I usually do as I am told.

People generally like me.

I can describe how I am feeling most of the time.

I like to complete FS projects and my attention is good.

I find it difficult to make new friends.

I can cope with difficulties and they do not make it harder for those around me.

I do not feel competent at Forest School skills.

Notes on own current well-being

What is it we are measuring – well-being means many things to many people and organisations – is it the process or the outcomes we are interested in.....*what is well being?*

Who am I doing the measurement for? Is it for my own reflective practise, for the learners learning (for a good thoughtful blog on reflective FS practise see www.forestschooled.com), for funders, to persuade my organisation of 'value'??????

Small Woods Association in Wales run a well-being group – see <https://www.facebook.com/CoedLleol/?fref=ts> For a thoughtful piece on why and what to measure regarding well-being see http://www.internationaljournalofwellbeing.org/index.php/ijow/article/viewFile/89/238?origin=publication_detail

For an overview of a number of psychological measures see <https://psychology-tools.com/> and a good literature review see <http://www.coramvoice.org.uk/sites/default/files/Measuring%20Wellbeing%20FINA%20L.pdf>

Here are some **How**s to measure and assess well-being available on the internet.
Well-being and personal social development assessments that have been used in Forest School and outdoor learning – based on some of the more generic measures widely used and outlined in the next sections;

PEMS+ (personal, environment, motivational, social/collaborative and enterprise/initiative indicators) based on Burnworthy RESPECT system and developed by Bishops Wood Centre then ACE Wild – an Erasmus European outdoor learning project. Uses a five point system under each of these categories – see <http://www.acewild.eu/> free downloads with spreadsheets to help with analysis, also includes; *strengths and difficulties questionnaire, serial picture analysis, NPC, Mood Imagery, Social Return On Investment, Pebble Voting* and other methods. Pros and Cons of each tool are discussed. A useful resource to look at a variety of tried and tested evaluative tools in outdoor learning in Netherlands, Germany and UK.

Leuven Well Being and Involvement scales – used in many early years Forest School settings – see <https://www.milton-keynes.gov.uk/children-young-people-families/professor-ferre-laevers>

Granada Learning Emotional Literacy Support Assistant - used in many primary schools – costs but useful questionnaires – see <https://www.gl-assessment.co.uk/products/emotional-literacy/> used at Oxford Rd Community School Forest School, Reading, Emily Williams (case study on FSA Knowledge pages)

Life Effectiveness Questionnaire – see <http://www.wilderdom.com/leq.html> a comprehensive resource with free downloads – relates to personal social development and leadership in an outdoor context.

Bradford West Forest School Evaluation Project/Kindling Play – see <http://kindlingplayandtraining.co.uk/wp-content/uploads/2011/08/Bradford-West-Forest-Schools-Reflections-and-Evaluation.pdf> this project uses a variety of evaluative techniques – from questionnaires through to child dialogue, pictures and personal writings

Mental health difficulties and behavioural measures;

Strengths and Difficulties Questionnaire - see <http://www.sdqinfo.com> (an adaptable assessment tool)

Spence Child Anxiety Scale – can be used to look at subscales of physical injury fears, generalised anxiety, obsessive compulsive, social phobia, panic (agoraphobia), separation anxiety see http://www.scaswebsite.com/1_1_.html for free downloadable scales and questionnaires (can be good for ideas)

Weinberg Affective Screening scale see <http://www.scalesandmeasures.net/files/files/Weinberg%20Screening%20Affective%20Scale.pdf> and for an explanation see <http://www.depressedchild.org/weinberg%20chapter.htm> (this questionnaire has some useful pointers – interpretations do need professional input)

Children's Depression Inventory - The CDI is used to measure the cognitive, affective and behavioral signs of depression in children and adolescents between the ages of 7 and 17. The CDI is used to scale the severity of depressive symptoms in children. There are five subscales within the assessment that measure different components of depression: **Anhedonia** (inability or decreased ability to experience joy); Negative self-esteem (belief that you are not good at anything); Ineffectiveness (lack of motivation or inability to complete tasks); Interpersonal problems (difficulty making and keeping close relationships); Negative mood (irritability or anger). This tool is only used by mental health professionals. See <http://www.minddisorders.com/Br-Del/Child-Depression-Inventory.html> for details

Life satisfaction and well-being;

Huebner Student Life Satisfaction Scale see

https://ww2.cas.sc.edu/psyc/sites/default/files/directory_files/... for explanation and for the tool see <http://www.midss.org/content/students-life-satisfaction-scale>

*Short Warwick Edinburgh Mental Well-Being. See

<http://www2.warwick.ac.uk/fac/med/research/platform/wemwbs/> (used much in the NHS – see <http://www.nhs.uk/Tools/Documents/Wellbeing%20self-assessment.htm>)

NHS measures take into account 5 factors that boost mental well being;

- **Connect** – connect with the people around you: [Connect for mental wellbeing](#).
- **Be active** – Find an activity that you enjoy. [Get active for mental wellbeing](#).
- **Keep learning** – learning new [Learn for mental wellbeing](#).
- **Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. [Give for mental wellbeing](#).
- **Be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. [Mindfulness for mental wellbeing](#).

New Philanthropy Capital well being measure – see <http://www.thinknpc.org/our-work/our-services/npcs-well-being-measure-2/> costs to get analysis but some useful questionnaires

Self-perceptions and self-worth;

Harter Self-Perception Profile for Children see

<https://portfolio.du.edu/SusanHarter/page/44199> a commonly used measurement for adolescents and children – and free download!

Rosenburg Self-esteem scale – see

<http://www.wwnorton.com/college/psych/psychsci/media/rosenberg.htm> for the questionnaire been used for many years in many sectors

Peer relationships;

Asher & Wheeler Loneliness and Social Dissatisfaction Scale see

<http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Childrens-Loneliness-and-Social-Dissatisfaction-Scale1.pdf>

Parker & Asher Friendship Quality see http://www.ncace.web.unc.edu/files/2012/06/NC-ACE-talk-on-Friendship_Steve-Asher_10-31-11.pdf a useful list of social indicators

Kouwenberg et al. Best Friend Index

Overall social competence and 'generic social and emotional skills';

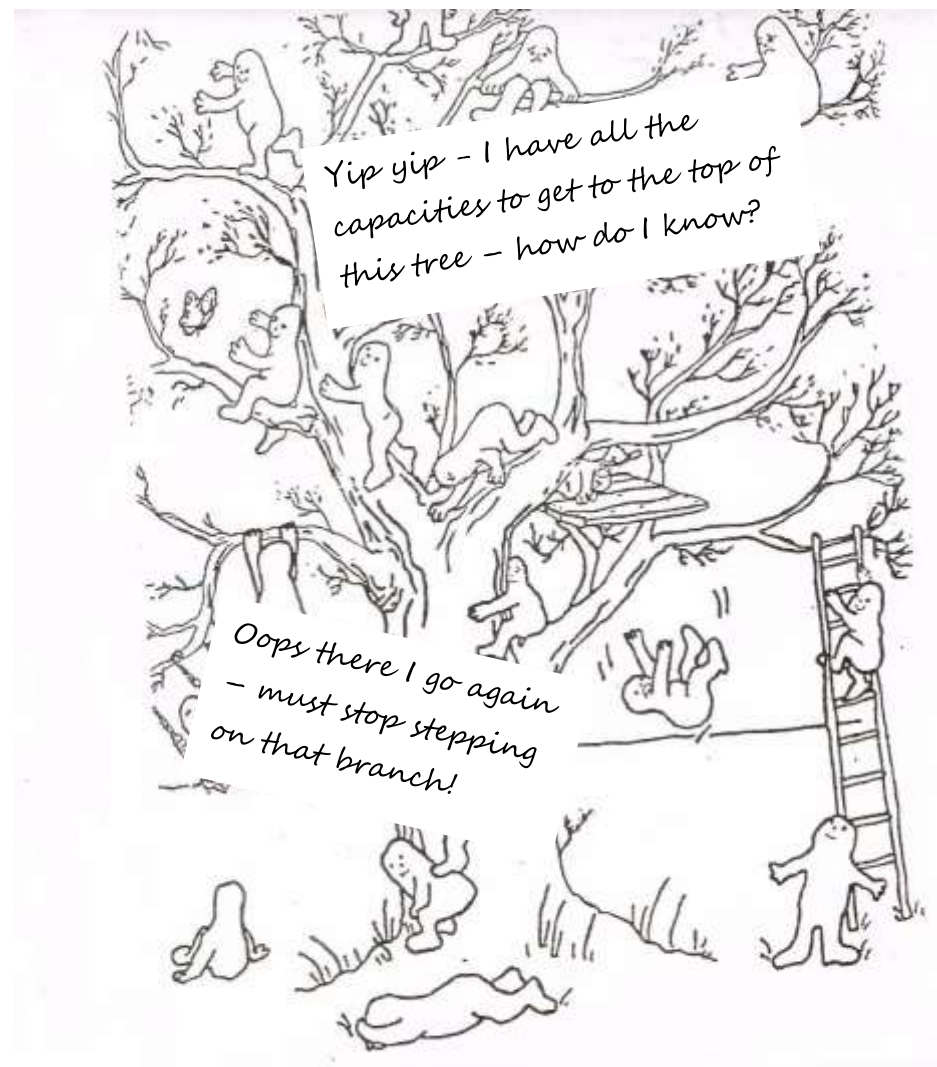
Gresham and Elliott Social Skills Improvement System see

http://ronellekriegerprofile.weebly.com/uploads/7/4/8/4/7484534/social_skills_improvement_system.pdf for overview (cannot be downloaded for free)

Walker-McConnell Scale of Social Competence and Merrell School Social Behavior Scales - commonly used in school systems – costs to download

Merrell School Social Behavior Scales - commonly used in school systems – can be downloaded from the internet at a cost

Well-Being in Forest School What do we want to measure, Why and How?



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