

Assessing Wellbeing in Schools

An Educator's Practical Guide to Measuring Wellbeing

Megan Bates & David M. Boren

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Megan Bates

Brigham Young University

Megan Bates is a teacher candidate at Brigham Young University where she is currently earning her Elementary Education degree and Teaching English to Speakers of Other Languages certification. Her research centers on positive education and its practical application to schools. When she is not studying, researching, or teaching, Megan enjoys spending time with her family, writing creative fiction, and trying new things.



David M. Boren

Brigham Young University

David is a former public school teacher and administrator. Currently he is an assistant professor in the Department of Educational Leadership and Foundations at Brigham Young University. He is the director of the BYU School Leadership Program that prepares educators as school and district-level leaders. His research focuses on trust, distributed leadership, deeper learning, leader preparation, leader development, and wellbeing in schools. In his free time he loves to hike, camp, fish, run, swim, and hang out with his wife Sherrie and their five kids.



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Introduction

The Purpose of This Resource

Thank you for your interest in improving wellbeing in schools. This resource will help you establish a foundational knowledge for effectively utilizing wellbeing principles, measures, and interventions to support your school's potential to flourish. Before you begin, please note this resource is not intended as a comprehensive compilation of wellbeing resources and materials. We purposefully chose a wide variety of valid, reliable, school-friendly measures and interventions for you to consider and implement in the desire you share with us to improve wellbeing at your school.

We encourage you to use this resource to supplement your personal research. It may provide a starting point for further learning that will enable you to become the wellbeing expert in your various contexts. The references for each consideration, measure, and intervention are directly below its corresponding section. We encourage you to review each original source as you consider applying this research in your life and in your school. Similarly, the bulleted summary at the end of each consideration section should be used as a reminder of important content and should not undermine the necessity of reading each section and performing your own research. We hope this report provides the information and support you need as you improve your personal as well as your school's wellbeing.

If there are wellbeing measures, interventions, research, or general feedback you would like us to be aware of, please email them to meganwasden@gmail.com.

Why Is Wellbeing Important in Schools?

What is Wellbeing?

Considerations: How Does Wellbeing Function in Life



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Why Is Wellbeing Important in Schools?

There are many ways to answer this question: Why is wellbeing important in schools? We could focus on impacts of wellbeing on test scores or classroom management. We could illustrate the advantages relating to productivity, classroom communities, or teacher relationships. While we will touch on many of these benefits, the most important reason to care about wellbeing is that we, as leaders, have been trusted with the world's most valuable resource: children. Each student who frustrates us, confuses us, delights us, and impresses us has intrinsic worth and potential. It is a sobering and significant stewardship to be a part of the classroom/school community life that prepares children to "[inherit] resources of the race, and to use [their] own powers for social ends" (Dewey, 1897, p. 78). Thus we should focus first and foremost on wellbeing because we truly care about the students entrusted to us, recognize our moral obligation to nurture those within our stewardship, and want the best for them both now and in the future.

Traditionally schools have focused on students' current needs or short-term victories (e.g., mastery by the end of a unit or term, likelihood of graduation, etc.). However, these short-term items fall short in benefiting students compared with the life-long advantages of wellbeing. Ed Diener (2011) wrote,

[Happiness] is emotional capital we can spend in the pursuit of other attractive outcomes. Research shows that happy people live longer, succumb to fewer illnesses, stay married longer, commit fewer crimes, produce more creative ideas, work harder and better on the job, make more money, and help others more. (p. 20)

Fostering and teaching wellbeing is a way to show students and educators we care about them and want to support them by enabling them with short- and long-term benefits. It means depositing knowledge and dispositions into an account that may someday fund their future marriage, health, profession, creativity, and success. Isn't that what we really want for each student?

But why does wellbeing need to be specifically prioritized in schools? Schools touch nearly everyone from faculty and students to parents and community leaders. Schools have the potential to share humanity's resources while enabling youth; including wellbeing in our students' educational experiences can naturally extend established purposes of schooling. Overall wellbeing enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction and leads to flourishing of individuals, communities, and nations (Buecker et al., 2018). Simply put, those who feel better can learn better. Research has found that "inducing positive emotions (such as joyfulness, love, or appreciation) enlarges cognitive perspectives and enhances the ability of individuals to attend to more information, make richer interpretations, and experience higher levels of creativity and productivity" (Cameron, 2012, p. 26). Our best learners and teachers are those who have the skills, resources, and environments necessary for them to experience wellbeing and reap the benefits of feeling good and learning more. Even more benefits are connected to individual aspects of wellbeing.

Facets of wellbeing, such as gratitude, hope, and emotional regulation, have been found to improve academic performance across several areas. For example, students with high levels of hope can make adaptive attributions and overcome failure by making corrections. Thus failure ceases to be a long-term detriment to their self-worth. Similarly, gratitude increases students' satisfaction with school and propels them in making and pursuing intrinsic goals. Gratitude is positively correlated with "higher GPAs, greater absorption in meaningful activities, more life satisfaction, and more social integration." In addition, emotional regulation helps students get along with peers and teachers, exhibit

prosocial behaviors, and adjust to new classrooms (Furlong, Gilman, & Huebner, 2014). Thus both generally and specifically, wellbeing gives our students a happy though competitive advantage both inside and outside the classroom.

Students are not the only ones who benefit from wellbeing on the agenda. Teachers who persist with low levels of personal wellbeing are more exhausted, more cynical, and more distant from their students. They question their own self-efficacy, limit their own achievements, are demotivated when faced with challenges, and are more likely to experience burn-out. In contrast, teachers who enjoy wellbeing are better able to interact, teach, and achieve (Bentea, 2017). In some cases, prioritizing wellbeing may only require a few changes to classrooms, procedures, and priorities, but these changes can lead to long-lasting positive impacts for both students and teachers.

Wellbeing does not spontaneously grow in the sidewalk cracks of time between class assignments and teacher meetings. If we are not deliberate about teaching and fostering wellbeing, students will grow up without knowing wellbeing is within their internal locus of control. Shawn Achor (2010) observed,

What was going on here [at Harvard] was that like so many people in contemporary society, along the way to gaining their superb educations, and their shiny opportunities, they had absorbed the wrong lessons. They had mastered formulas in calculus and chemistry. They had read great books and learned world history and become fluent in foreign languages. But they had never formally been taught how to maximize their brains' potential or how to find meaning and happiness. (p.14).

We have the opportunity to formally teach our students to maximize their potential, and prioritizing their wellbeing is a good place to start. Your first step in enabling your students and educators with the power of wellbeing is to assess it. Then respond to the assessment in ways informed by research and adapted to your context. The resources that follow will help you start or continue your efforts to optimize your school's potential as a place of learning and flourishing.

Section Summary

- Prioritizing wellbeing is one way to nurture the whole child.
- Wellbeing provides life-long advantages in health, work, relationships, and creativity.
- The far-reaching influence of schools can be more easily adapted to foster wellbeing throughout the entire community.
- Wellbeing improves students' academic performance, behavior, social integration, and satisfaction.
- Wellbeing improves teachers' ability to interact with students, teach concepts, face challenges, and avoid burnout.

Suggestions for Further Research

Achor, S. (2010). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. Corwin.

Bentea, C. (2017). Teacher self-efficacy, teacher burnout and psychological well-being. *The European Proceedings of Social & Behavioural Sciences*, 1128–1136. <https://edtechbooks.org/-PGj>

Boren, D. M. (2019). Teacher well-Being: Principals supporting a smooth ride. *Leader Magazine*, Winter, 5-9.

Buecker, S., Nuraydin, S., Simonsmeier, B., Schneider, M. & Luhmann, M. (2018). Subjective well-being and academic achievement: A meta-analysis. *Journal of Research in Personality* 74. <https://edtechbooks.org/-PHzN>

Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance* (2nd ed.). Berrett-Koehler.

CASEL. (n.d.). Home Page. <https://edtechbooks.org/-PGj>

Dewey, J. (1987). My pedagogic creed. *The School Journal*, 54(3), 77–80.

Diener, E., & Biswas-Diener, R. (2011). *Happiness: Unlocking the mysteries of psychological wealth*. Blackwell.

Furlong, M. J., Gilman, R., & Huebner, E. S. (2014). *Handbook of positive psychology in schools* (2nd ed.). Routledge.

IPEN. (n.d.). Home page. <https://edtechbooks.org/-PGj>



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What is Wellbeing?

To understand wellbeing, we need to understand its origin in the field of positive psychology. Much of what we know about wellbeing is attributed to Martin Seligman, with roots in the study of happiness. Seligman is not only the founder of the science that studies happiness, but also the strongest critic of the word. Seligman (2011) wrote, "I actually detest the word happiness, which is so overused that it has become almost meaningless . . . The first step in positive psychology is to dissolve the monism of 'happiness' into more workable terms" (p. 9). He dissolved the happiness monism into a three part formula: positive emotions + engagement + meaning = happiness. This three pronged approach to happiness became his authentic happiness theory. With additional time and research, Seligman adapted his focus from *happiness* to *wellbeing* by creating the influential PERMA framework, with five principles: positive emotion, engagement, meaning, positive relationships, and accomplishment. Each principle can be independently measured, contributes to wellbeing, and is sought for its own intrinsic value.

As the field of positive psychology has grown, so have its theories about wellbeing. Tom Rath, co-author of *Wellbeing: The Five Essential Elements*, considered overall happiness as a product of wellbeing in five distinct areas of life. He explained,

Wellbeing is about the combination of our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in what we have contributed to our communities. Most importantly, it's about how these five elements interact. (Rath & Harter, 2014, p.4).

Furthermore, he argued, long-term happiness is really about the positive short-term decisions we make in relation to our finances, relationships, physical health, community, and career.

Psychologist Ed Diener thought of happiness more simply: "Happiness is the name we put on thinking and feeling positively about one's life." What really matters, he continued, is psychological wealth which takes into account "life satisfaction and happiness, spirituality and meaning in life, positive attitudes and emotions, loving social relationships, engaging activities and work, values and life goals to achieve them, physical and mental health, [and] material sufficiency to meet our needs" (Diener & Biswas-Diener, 2011, pp. 4-6).

Ryff and Keyes (1995) defined psychological wellbeing as the combination of six dimensions: autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self-acceptance. Each of these components is designed to lead to positive functioning. Thus their model focuses more on eudaimonic wellbeing than hedonic traditions that argue wellbeing is about gratification and positive emotions. Eudaimonic wellbeing argues that happiness comes from meaning, rather than gratification and positive emotions (Goodman, Disabato, Kashdan, & Kauffman, 2017).

Another train of thought, beginning with Greenspoon and Saklofske (2001), views wellbeing as contingent on two factors: psychopathology (PTH) and subjective wellbeing (SWB). Rather than factors at opposing ends of the same spectrum, these are an integrated system building on the idea that wellbeing is not simply the absence of mental illness and struggle. More current research continues to support this model of wellbeing and differentiate among the four distinct groups that emerge on a dual factor system, "positive mental health (high SWB, low PTH), vulnerable (low SWB, low PTH), symptomatic but content (high SWB, high PTH) and troubled (low SWB, high PTH)" (Lyons, Huebner, Hills &

Shinkareva, 2012, p.183). For more information on this model of dual factors or dual continua of wellbeing, see our [“Wellbeing on Dual Continua”](#) section.

With countless researchers and authors thinking about wellbeing in such varied ways, you may have difficulty grasping what wellbeing means to your school. The references below can help you understand additional models of wellbeing to consider in making your decisions. The variety of assessments and associated definitions of wellbeing allows you to measure the facets of wellbeing that are most important to your school community. We hope these resources serve as a foundation for more customized definitions and measures of wellbeing which ultimately result in flourishing for students, teachers, parents, and school communities now and into the future.

Section Summary

- Several different models and theories have been proposed for wellbeing.
- Martin Seligman's PERMA framework argues that wellbeing is a combination of positive emotion, engagement, meaning, relationships, and accomplishment.
- Some researchers consider wellbeing from a domain-based perspective: as the result of flourishing across different domains of life: social, emotional, occupational, spiritual, physical, etc.
- The variety of definitions for wellbeing allows you to decide which framework and facets are most important to your context.

Suggestions for Further Research

Child and Family Services Reviews. (n.d.). ACYF framework for social and emotional well-being.

<https://edtechbooks.org/-mVd>

Diener, E., & Biswas-Diener, R. (2011). *Happiness: Unlocking the mysteries of psychological wealth*. Blackwell.

Goodman, F. R., Disabato, D. J., Kashdan, T. B., & Kauffman, B. S. (2017). Measuring well-being: A comparison of subjective well-being and PERMA. *The Journal of Positive Psychology, 13* (4), n.p. <https://doi.org/10.1080/17439760.2017.1388434>

Greenspoon, P. J., & Saklofske, D. H. (2001). [Toward an Integration of Subjective Well-being and Psychopathology](#). *Social Indicators Research, 54*(1), 81–108. <https://edtechbooks.org/-PGj>

IPPA. (n.d.). *Home*. <https://www.ippanetwork.org/>

Lyons, M. D., Huebner, E. S., Hills, K. J., & Shinkareva, S. V. (2012). The dual-factor model of mental health. *Canadian Journal of School Psychology, 27*(2), 183–196. <https://doi.org/10.1177/0829573512443669>

Penn Arts & Sciences. (n.d.). *Positive Psychology Center*. <https://ppc.sas.upenn.edu/>

Penn Arts & Sciences. (n.d.). *Video Lectures by Leading Scholars*. <https://edtechbooks.org/-xCKP>

Rath, T., & Harter, J. K. (2014). *Wellbeing: The five essential elements*. Gallup.

Rusk, R. D., & Waters, L. (2014). A psycho-social system approach to well-being: Empirically deriving the five domains of positive functioning. *The Journal of Positive Psychology, 10*(2), 141-152. <https://edtechbooks.org/-PGj>

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719–727. <https://edtechbooks.org/-Gkr>

Seligman, M. E. (2011). *Flourish*. Free Press.

Kern, M. L., Benson, L., Steinberg, E. A., & Steinberg, L. (2016). The EPOCH Measure of Adolescent Well-Being. *Psychological Assessment, 28*(5), 586-597. <https://edtechbooks.org/-qfDr>



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Considerations: How Does Wellbeing Function in Life

Wellbeing from a Growth Mindset

Wellbeing must be approached with a growth mindset (Dweck, 2008). In applying this research to wellbeing, we must recognize that a student's or educator's wellbeing is not a fixed aspect of the individual's personality. By emphasizing that anyone's wellbeing can improve with effort and with a focus on the process, individuals will see a greater increase in wellbeing than they could achieve with a product-focused fixed mindset.

Similarly, a wellbeing measurement score should not be used to categorize a school or an individual, but should be seen as a starting place for further exploration and progression. Michael Fullan (2011), the Global Leadership Director of New Pedagogies for Deep Learning, advised,

Do testing, but do less of it and, above all, position assessment primarily as a strategy for improvement, not as a measure of external accountability. Wrap this around with transparency of practice and results and you will get more accountability all round. (p. 9)

Utilizing wellbeing measurement scores to inform progress can help school leaders and individuals select wellbeing strengths on which to capitalize. Educators who use wellbeing scores to rank schools do so at the risk of their educators' and students' psychological safety, as many may become more likely to inaccurately report their wellbeing. Furthermore, there is a correlation between low socioeconomic status and low levels of wellbeing (see section on Wellbeing and Socioeconomic Considerations). Consequently, ranking schools by their wellbeing scores would not only be counterproductive and harmful to the psychological safety of the school, but would disadvantage the already disadvantaged. Instead, position the data you collect to leverage individual and organizational growth and capacity.

Section Summary

- Our beliefs about ability shape our efforts. Growth mindsets strengthen confidence in the ability to improve characteristics; to decrease depression, anxiety, and aggression; and to improve academic performance.
- Educators should view wellbeing from a growth mindset: (a) use scores to help schools improve and capitalize on their strengths, and (b) do not categorize schools based on wellbeing scores.

Suggestions for Further Research

Dweck, C. S. (2008). *Mindset: The new psychology of success*. Ballantine Books.

Fullan, M. (2011). *Choosing the wrong drivers for whole system reform*. Centre for Strategic Education, 1-22.

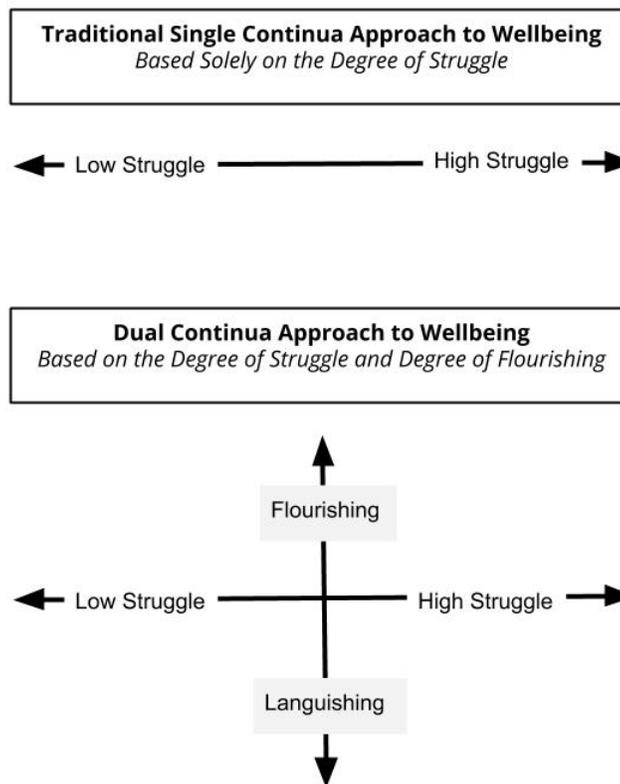
Miu, A. S., & Yeager, D. S. (2015). Preventing symptoms of depression by teaching adolescents that people can change: Effects of a brief incremental theory of personality intervention at 9-month follow-up. *Clinical Psychological Science*, 3(5), 726–743. <https://edtechbooks.org/-SjMf>

Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children’s motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33-52. <https://edtechbooks.org/-PGj>

Yeager, D. S., Trzesniewski, K. H., & Dweck, C. S. (2012). An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion. *Child development*, 84(3), 970-88

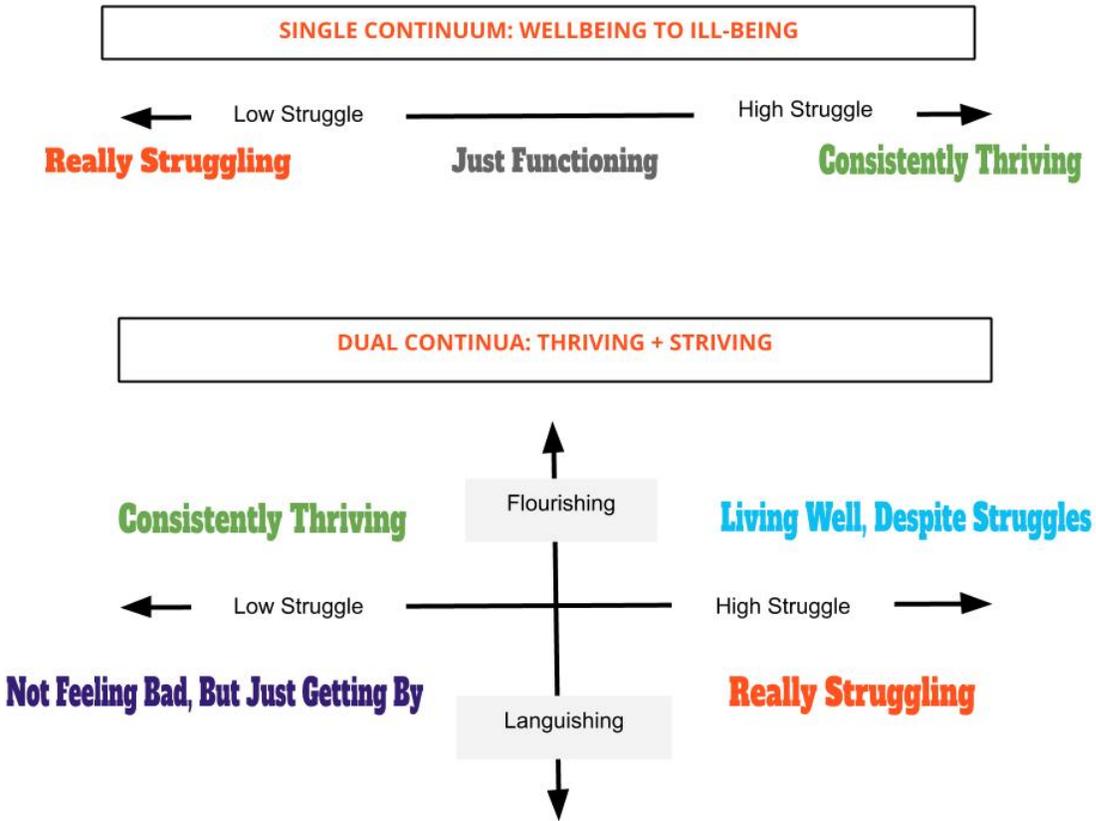
Wellbeing Viewed on Dual Continua

Many traditional approaches to wellbeing view an individual’s wellbeing on a single continuum based on their degree of mental or emotional struggle, defining wellbeing as solely contingent on the challenges faced. However, current research in the field of positive psychology supports wellbeing as measured on two continua: the degree to which an individual is struggling and the degree to which they are flourishing. Using both continua, struggling and flourishing, provides a more accurate depiction of an individual's experience. This approach supports the reality that many individuals experience wellbeing (flourish) despite challenges (e.g., mental illness) and takes into account the self-efficacy of those who live happily despite challenges. The diagram below illustrates the fundamental differences between the traditional single continuum and dual continua models.

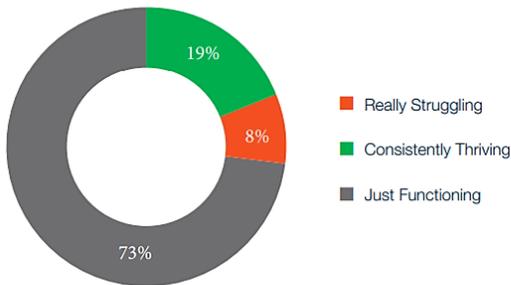


One study at TheWellbeingLab surveyed over 2,000 employees using a similar dual continua model (see graphic to the right). On the single continuum model, only three groups emerged: “really struggling,” “just functioning,” and “consistently thriving.” On the dual continua model, researchers found that two separate groups emerged from the “just functioning” cohort, which represented 73% of all employees (TheWellbeingLab & Australian HR Institute, 2018). These

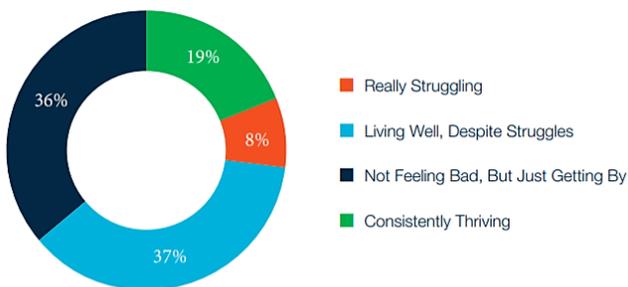
two groups, represented by the descriptors “living well despite struggles” (light blue) and “not feeling bad, but just getting by” (dark blue), represented the experience of 37% and 36% of employees respectively (see chart below).



SINGLE CONTINUUM: WELLBEING TO ILL-BEING

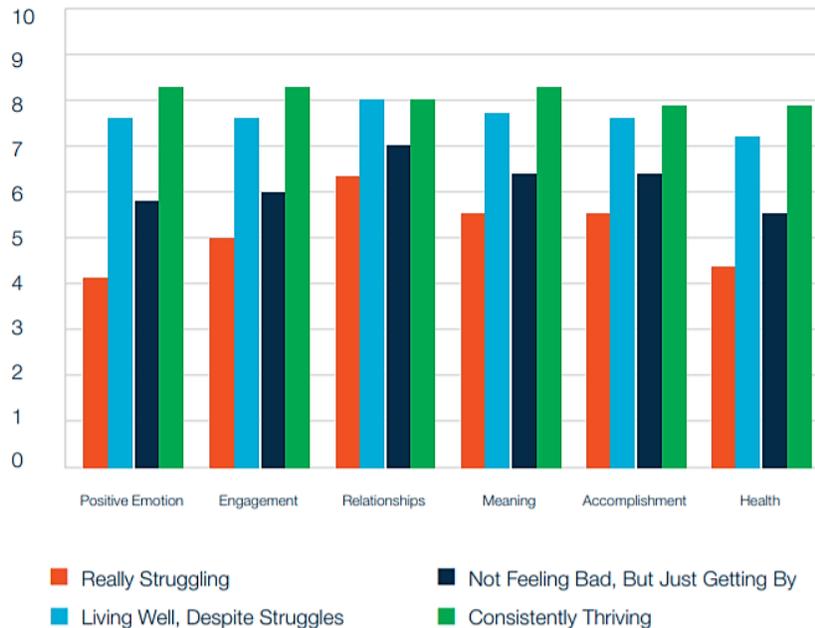


DUAL CONTINUUM: THRIVING + STRIVING



Acknowledging the two distinct groups that emerged from those normally classified as “just functioning” is crucial to support and foster individual wellbeing. Those who are “living well despite struggles” share more characteristics with thriving individuals. They enjoy more positive emotions, engagement, relationships, meaning, achievement, and health than those who are “not feeling bad, but just getting by.” The graphic below illustrates how the levels of each PERMAH factor for those who are “living well despite struggles” (the light blue bar) are closer to those who are “consistently thriving” (green bar) than to those who are “not feeling bad, but just getting by” (dark blue bar).

STATE OF WORKPLACE WELLBEING BY PERMAH INDIVIDUAL FACTORS



As this study shows, individuals demonstrating resilience and experiencing wellbeing despite struggles (“living well despite struggles”) do not need the same types of support as those succumbing to challenges. These resilient teachers and students do not need to be convinced of the importance and power of wellbeing as they already prioritize and experience wellbeing in their lives. Consequently, they may simply need support to recognize new resources and practice with the tools they already use to increase their wellbeing. Comparatively, those whose struggles negatively impact their wellbeing (“not feeling bad but just getting by”) can greatly benefit from learning about the importance of prioritizing wellbeing and gaining new tools to take control of and increase their wellbeing.

By conveying to students and employees that thriving is possible despite struggles, you help create the psychological safety needed to talk about challenges and reduce the negatively associated stigmas. Conversely, without recognizing it is possible to simultaneously struggle and thrive, employees and students may feel pressure to inaccurately report their wellbeing and cover up challenges they experience (McQuaid, n.d.). Viewing wellbeing on dual continua can help you better tailor support to individuals and cultivate a school culture where internal states of wellbeing need not be controlled by external struggles.

Section Summary

- Wellbeing exists on dual continua of flourishing and struggling.
- Viewing Wellbeing on dual continua can help you better tailor interventions and resources to the individual needs of teachers and students. For example, some flourish despite high levels of struggle (“living Well, despite struggles”) and experience wellbeing similar to those who are flourishing. These individuals do not need the same type of support as those who are languishing and experiencing high levels of struggle.
- Emphasizing that it is possible to thrive despite struggles helps foster psychological safety in schools and create an internal, rather than external, locus of control over personal wellbeing.

Suggestions for Further Research

Keyes, C. L. (2013). Mental health as a complete state: How the salutogenic perspective completes the picture. *Bridging Occupational, Organizational and Public Health*, 179-192. <https://edtechbooks.org/-PGj>

McQuaid, M. (n.d.). Are our wellbeing measures doing more harm than good? Podcast and cheatsheet with Dr. Peggy Kern. <https://edtechbooks.org/-RrW>

TheWellbeingLab & Australian HR Institute. (2018). *The Wellbeing Lab 2018 Workplace Survey: The State of Wellbeing in Australian Workplaces* (Publication).

The visuals included in this section are included with permission from *The WellbeingLab 2018 Workplace Survey: The State of Wellbeing in Australian Workplaces* by Michelle McQuaid. Refer to <https://www.michellemcquaid.com/> for more resources relating to this and other wellbeing topics.

Wellbeing Impacted by the System

Individual wellbeing must be considered as existing within a system. Systems-informed positive psychology (SIPP) merges positive psychology with the holistic nature of systems science. SIPP acknowledges that systems influence the individual. Siokou (2016), a pioneer of this line of thought, explained, “Rather than seeing contextual factors as noise, [SIPP] embraces these factors and helps us understand all the different pieces that affect the individual in their daily life” (n.p.). Thus amid our individual efforts to improve our own and others’ wellbeing, our progress can be hindered or propelled forward by the organizations to which we belong. Kern, a colleague of Siokou, also a pioneer leader in SIPP, illustrated this point:

At the individual level there’s a range of positive psychology interventions that you can do to improve your own wellbeing. But if you’re working in a very dysfunctional place, even the best people are going to struggle over time, and so you need structures that will support you to really flourish. (Kern & McQuaid, n.d., n.p.)

Considering the impact of the system on wellbeing, we have included several measures and tools designed to assess and improve your school’s organizational culture.

SIPP recognizes that systems are dynamic and responsive to change, and that even though individuals are responsible for the parts of the system they influence, their environment is often out of their control (Kern, 2017). When working to improve the wellbeing of your students and educators, you must consider the systems they work within daily and recognize how these systems impact their wellbeing. Additionally, SIPP recognizes that wellbeing looks different as experienced by different people. Consequently, schools should focus on helping students and staff develop the skills to maintain their own personal balance of wellbeing (rather than attempting unsustainable constant improvement).

Furthermore, we must recognize that much of wellbeing comes from our interactions with others and can be significantly improved by a positive system. Focusing too much on our personal wellbeing may do more harm than good. Kern observed, “One of the biggest findings in the wellbeing research is that other people matter, and yet today most of the positive psychology interventions being studied are very individually focused rather than [responsive to] the ways in which our experiences are socially constructed” (Kern & McQuaid, date, page). Researchers Kern and McQuaid recommended creating a systems map to help you visualize how your initiative will impact the system, better understand and identify the pressures and values, know where to focus your attention, and analyze in which direction to move forward (Kern & McQuaid). An example of a systems map is included in the “Suggestions for Further Research” section below. As you will notice, systems maps can vary in focus, purpose, and organization. For example, Baker (2016) has recommended mapping relational energy by recording how each person in your system affects your energy from “very energizing” to “neutral” to “very deenergizing.”

However a map is organized, the goal is the same: to highlight the various factors interacting in a system and how they influence each other. If individual interventions or measures aren’t providing the improvements you hoped for, consider improving the interactive systems.

Section Summary

- Wellbeing exists within systems that either hinder or enhance your efforts to increase individual wellbeing.
- Wellbeing does not look the same to everyone.
- Your wellbeing goal should not expect constant improvement but emphasize reliable balance and self-efficacy.
- Consider utilizing a systems map.

Suggestions for Further Research

Baker, W. (2016, September 30). The more you energize your coworkers, the better everyone performs.

<https://edtechbooks.org/-dDxz>

Leverage Networks. (n.d.). The systems thinker. <https://thesystemsthinker.com/>

Kern, P. (2017, March 9). Tenets of positive systems science. *Systems Informed Positive Psychology Blog*.

www.peggykern.org/systems-informed-positive-psychology-blog

Kern, P., & McQuaid, M. (n.d.). Peggy Kern on is positive psychology too focused on the individual? (Podcast).

www.michellemcquaid.com/podcast/mppw43-peggy-kern/.

Murphy, J., & Louis, K. S. (2018). *Positive school leadership: Building capacity and strengthening relationships*. Teachers College Press.

Siokou, C. (2016, August 29). Introducing positive systems science. *Systems Informed Positive Psychology Blog*.

www.peggykern.org/systems-informed-positive-psychology-blog.

For examples of systems maps, use the following link to the Foresight Mental Capital and Wellbeing Project (2008).

Systems maps. The Government Office for Science, London. <https://edtechbooks.org/-Ypf>

Wellbeing and Socioeconomic Considerations

Systems can either foster or impede efforts to increase individual wellbeing. For example, low socioeconomic status places individuals in a system correlated to lower levels of psychological health and greater likelihood of mental illness in children (Ge, 2017). The connection between low SES and decreased wellbeing has also been observed in adults (Kaplan, Shema, & Leite, 2008). The interaction between SES and wellbeing highlights the importance of viewing wellbeing on dual continua and as part of a system. Children from low SES backgrounds (systems) face more struggles than their middle class peers. However, by viewing wellbeing on dual continua, educators can help these children realize they have the same potential to thrive as their peers, even as their struggles increase in number or size.

Delving into the relationship between SES and wellbeing, researchers have found that the SES impact on wellbeing may be determined by a single condition: parent involvement. Researchers in China discovered “socioeconomic status does not have a significant effect on well-being when social support is taken into consideration” (Chu, Li, Li, & Han, 2015, p.159). Another study found that with mediation of parent involvement within positive parent and child relationships, socioeconomic status was not significantly related to child wellbeing (Ge, 2017). However, a similar study qualified the generalization:

[Although] parental involvement does act as a valuable source of familial social capital and also operates to reduce the harmful effect of childhood poverty . . . parental involvement was not sufficient to completely cancel the negative association between poverty and education; instead it acted as a “partial” mediator. (Hango, 2005, p.14)

As these studies show, the effects of poverty on child wellbeing can be reduced through parent involvement. Living in a low socioeconomic system does not impact children as much as absence of an active parent in their life. While the research is rather recent, involving parents in the conversation of wellbeing can be helpful in empowering children from low SES backgrounds. Consider how the parents of your students can take part in your school’s program of wellbeing.

Section Summary

- Low socioeconomic status is correlated with lower levels of wellbeing, but viewing wellbeing as dual continua means these children can still flourish despite opposition.
- Parent Involvement has the greatest impact on child wellbeing, mediating some of the negative effects of low socioeconomic status. Consider involving parents in your school’s wellbeing efforts.

Suggestions for Further Research

Chu, X., Li, Y., Li, Z., & Han, J. (2015). Effects of socioeconomic status and social support on well-being. *Applied Economics and Finance*, 2(3). <https://edtechbooks.org/-PGj>

Ge, T. (2017). Effect of socioeconomic status on children’s psychological well-being in China: The mediating role of family social capital. *Journal of Health Psychology*. <https://edtechbooks.org/-ntj>

Hango, D. (2005). Parental investment in childhood and educational qualifications: Can greater parental involvement mediate the effects of socioeconomic disadvantage? *Centre for Analysis of Social Exclusion* (98) 1371-1390. <https://edtechbooks.org/-PGj>

Kaplan, G. A., Shema, S. J., & Leite, C. M. (2008). Socioeconomic determinants of psychological well-being: The role of income, income change, and income sources during the course of 29 years. *Annals of epidemiology*, 18(7), 531-537.



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A Measure Suited for Your School

Researchers have found no “right way” to measure wellbeing, “The evidence suggests that there is little consistent agreement on how well-being should be measured, how instruments should be designed or which dimensions should be included” (Linton, Dieppe, & Medina-Lara, 2016). Thus you must be the wellbeing expert in your context. You know the students, faculty, and staff whose lives this work will touch. All the advice given must be considered generalizable rather than prescriptive.

Consider the purpose and strengths of each measure. Short measures tend to offer “quick global snapshots of wellbeing,” while longer ones tend to “provide a more comprehensive assessment” (Linton, Dieppe, & Medina-Lara, 2016, p.). Measures that focus on specific aspects of wellbeing, like gratitude or hope, are “conceptually narrower and, as a result, are better equipped to facilitate more focused assessment” (Linton, Dieppe, & Medina-Lara, 2016, p.). If you are just beginning to measure wellbeing, a global and general assessment might provide the broad view needed to help orient you to your school’s wellbeing situation. Once you have done this, you may benefit from identifying specific areas that need attention in your context and using a specific measure to assess these areas. For example, if after a short, general assessment you find a specific grade level seems to be struggling, consider talking with the teachers and staff about what they have noticed and what they think may help. If as a team you decide to focus on gratitude, use a gratitude measure to track the effectiveness of your interventions.

Consider the available resources, such as time, money, and personnel. For example, pressures on time and personnel will necessitate shorter measures. In addition, the length and content factors can result in response burden for participants. Response burden leads to “lower response rates, reduced completion, and reduced data quality” (Rolstad, Adler, & Ryden, 2011, n.p.). Consider the literacy abilities of your population, which may limit which measure you administer, the languages you administer it in, and whether you administer it online or with paper and pen. Consider how often you want to administer the measure: “More frequent measurement will allow more detailed tracking of levels of well-being, picking up on short-term variation in response to particular events and seasons” (NEF, date, p. 15). Consider the consent you will need from parents, students, and staff. For example, asking for parental consent for students to take the survey anonymously may cause difficulty in identifying struggling individuals and implementing specific Tier 2 or Tier 3 interventions on their behalf.

When considering your resources, you must recognize that no measure is truly “free.” There are several necessities that affect the ultimate cost of administering and responding to a survey, including personnel, facilities, equipment, materials, expertise to interpret results, and opportunity cost. If a district doesn’t have the personnel, equipment, or expertise to administer, analyze, and respond to the results of a measure, a “free” measure may end up costing more than you anticipate after paying for the resources and reports. Thus while several measures included in this resource are “free,” you must think critically about the needs and resources of your school to determine the ultimate costs. Paying for a service that can accurately interpret your results could end up actually being cheaper and much more effective.

After considering your resources, focus on what you can control. Start with small wins to build momentum. You must “avoid undue burden on students or staff” and focus on “the domains which [your school has] the capacity to influence” and “what consequential action might be taken as a result” (EBPU et al., date, p. 9). Be sure that you are prepared to act on what you measure. For example, you may choose to focus on gratitude for your students not only because it will benefit your students, but also because your school is positioned to help in y and z ways. When you have completed

these considerations, our intervention resource can help you in deciding what factors of wellbeing you are prepared to improve with targeted interventions.

Finally, consider ways to measure wellbeing outside of the tools listed here. For example, qualitative measures such as interviews, focus groups, or narratives can help fill in missing pieces of information (Renata, 2019). After taking a general census sample, consider disaggregating the data to look at similarities across demographics and populations. Disaggregating data can help you make the most of each survey as you look for significant differences involving genders, races, ethnicities, grade levels, and socio-economic status (National Center, 2012). Consider using multiple measures and triangulating the results to better pinpoint your school's strengths (betterevaluation, DATE). These tools will help you get as much information about your school's wellbeing as possible so that your decisions are informed by accurate data and information.

Section Summary

- There is no one right way to measure wellbeing. Use what you know about your context to inform your choice.
- Consider the purpose of each measure. Your resources will affect how often you measure and whether you decide to survey students and staff anonymously.
- Each measure should be focused on an aspect of wellbeing that you can influence through interventions. Be prepared to act on what you learn.
- Consider using qualitative as well as quantitative measures, disaggregating your data and triangulating results from multiple measures to get as much information as possible.

Suggestions for Further Research

Better Evaluation. (n.d.). *Triangulation*. <https://edtechbooks.org/-pcF>

EBPU et al. (date). Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges. *Public Health England*. <https://edtechbooks.org/-EQi>

Linton, M., Dieppe, P., & Medina-Lara, A. (date). Review of 99 self-report measures for assessing well-being in adults: Exploring dimensions of well-being and developments over time. *BMJ Open* 2016;6:e010641. <https://doi.org/10.1136/bmjopen-2015-010641>

National Center for Mental Health Promotion and Youth Violence Prevention. (2012). National Center Brief: The Importance of Disaggregating Student Data (pp. 1–5).

NEF. (date). Measuring well-being: A guide for practitioners. <https://edtechbooks.org/-uCJC>

Rolstad, S., Alder, J., Ryden, A. (2011). Response burden and questionnaire length: Is shorter better? A Review and Meta-analysis. *Value in Health*. 14(8), <https://edtechbooks.org/-sYB>

Renata, R. (2019). What are qualitative measurements? <https://edtechbooks.org/-lqZ>.

Ethical Considerations

Necessary Permission

Implementation

Application of Data



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Ethical Considerations

Before beginning to measure wellbeing, consider the ethical principles that govern your work. For example, it is important to get parental consent and child assent. Researchers abide by the practice of “consent trumps assent . . . refusal trumps acceptance” (Felzmann, 2009, pp.104-105). Even if a child assents to participating in research, their parent’s lack of consent prevents the child’s participation. Similarly, a child who does not want to participate does not need to, even if their parent has given permission. Thus both a parent’s and the child’s cooperation are required to include a child in research. These principles can guide you as to the importance of obtaining such clearance.

Remember that administering a survey is a type of intervention that may unearth some difficult emotions in students and staff. Rusk observed, “There needs to be appropriate channels of psychological support in place for respondents. I have seen first hand that getting adults and children to complete wellbeing questionnaires can get them thinking and raise some unpleasant emotions” (personal communication, September 4, 2019). Prepare to offer psychological support to students who face difficult emotions involved with the measure you use. School counselors, psychologists, and parents can be valuable in mediating such difficulties.

In addition to involving parents, consider engaging district level and community level stakeholders as part of your wellbeing team. Not only can they help you note additional ethical concerns, but their involvement can help the process move forward in ways that are best for the school and community. For example, community members and district level educators can help you consider relevant political and cultural factors in your area. As you carefully read through each item of the survey, their added perspective can help ensure that none of statements could be offensive to any of the cultures in your area.

Finally, be sure to comply with all FERPA and legal regulations. Be intentional about how and with whom you share wellbeing scores. As mentioned in the Wellbeing from a Growth Mindset section, wellbeing scores should never be treated as academic scores: they should not be used to compare schools or rank students. Share scores only when doing so is in the child’s best interest, complies with regulations, and has the potential to help inform future wellbeing interventions.

Section Summary

- Gather and value parental and child consent.
- As administering a survey is a type of intervention, be prepared to offer emotional support.
- Engage community and district leaders as part of your wellbeing team. Ensure there are no items on your survey(s) that could be offensive to groups or cultures in your community.
- Comply with all FERPA and legal regulations. Be intentional and thoughtful about how you use wellbeing scores. Incorrect use can damage wellbeing and break trust.

Suggestions for Further Research

Felzmann, H. (2009). Ethical issues in school-based research. *Research Ethics*, 5(3), 104–109.
<https://doi.org/10.1177/174701610900500304>

SRCD. (2007). Ethical standards for research with children. *Society for Research in Child Development*.
<https://edtechbooks.org/-Dpx>

US Department of Education. (2018). Family Educational Rights and Privacy Act (FERPA). <https://edtechbooks.org/-rzDE>.



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Necessary Permission

Written in the survey's description or in the resources linked below is the information on how to get permission to use each survey. You may notice that the surveys with online scoring and special training require fees. However, many surveys have been placed in the public domain or have been licensed for noncommercial/educational use. You are free to use these in your schools. You are not required to contact the author, but you may want to do so to request ideas for implementation and analysis. Authors tend to be interested in the impacts of their work, and your use is a notable impact. Below is a short form letter you can use to start the conversation.

Form Letter

Dear _____

I am a/the (position) at (school). I recently came across your work related to wellbeing and your survey, which I understand is (in public domain/licensed for educational use). I would appreciate any advice you have on implementing this survey and analyzing its results. My team and I plan to administer this test to our (population number and type) over a period of (duration of use) in hopes of measuring (objective). We welcome any thoughts and insights you are willing to share regarding the use of your resource.

Thank you,

(Name)

Whether you use this form letter or write your own, be sure to identify who you are and indicate the material you want to use, as well as indicating how, where, and for how long you plan use it (Copyrightlaws.com, date). Be sure to be clear, concise, and specific. More examples can be found through the links on Copyrightlaws.com (see reference below).

Section Summary

- More information on how to get proper access to a measure can be found in each survey's written description and resources.
- For surveys in the public domain, permission from the author or copyright holder is not required. However, corresponding with the author enables you to ask for advice on how to administer or interpret a particular survey.
- When contacting the author/owner, be sure to identify who you are and what material you want to use, in addition to where, how, and for how long you plan to use it.

Suggestions for Further Research

Copyright Permissions Sample Letter. (2019). *Copyrightlaws.com: Copyright Courses and Education in Plain English*. <https://edtechbooks.org/-RovG>.

Research Guides. (2019). Dissertation format and submission: Getting survey permissions. *University of Houston-Clear Lake*. <https://edtechbooks.org/-xABU>.

Stim, R. (2019). Welcome to the public domain. *Stanford Copyright and Fair Use Center*. <https://edtechbooks.org/-KCO>.



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Implementation

Kern, in an interview with McQuaid, concerned with guiding principles for embedding positive education in schools, remarked, “I wouldn’t say there are specific steps to take but rather key principles and processes to consider” (McQuaid, n.d.). One of the first principles Kern mentioned was that leaders should become familiar with the science of wellbeing. Being familiar with the science, not just the interventions, can help you avoid the trap of “learning just enough positive psychology to be dangerous” (McQuaid). Knowing the science can enable you to direct your efforts so they yield long-lasting change.

Kern recommended leaders involve staff early and often to create shared ownership (McQuaid, n.d.). Driving the wellbeing conversation alone puts a heavy load on a single leader: Change is slower, and wellbeing initiatives are more likely to end when the leader leaves. Consider creating a school leadership team to help facilitate the change process: “As principals strategically leverage ratios and build leaders around them, their energies and efforts will be distributed, multiplied, and improved throughout the school” (Jensen, Boren, & Murphy, 2019). Your school leadership team should include teachers, as they are closest to the students affected by your decisions. Choose teachers who are influential with their colleagues, embrace the school vision, champion your key processes, and think systematically about school needs (Jensen, Boren & Murphy, 2019).

Like wellbeing initiatives, a school’s wellbeing vision should not be driven solely by the principal. A vision co-created with stakeholders, with ownership, not merely buy-in, can survive despite any one leader or individual leaving. As part of creating ownership, give those on your teams meaningful assignments, and make sure there is equality in your meetings (Jensen, Boren & Murphey).

A teacher who isn’t on your leadership team can be engaged as a wellbeing advocate. Shawn Achor’s (2018) research affirmed the importance of creating wellbeing advocates from every seat. He observed, “When we are brave enough to expand power to others, suddenly we find that a huge weight is lifted off our shoulders, increasing our power to lift even heavier loads” (p. 114). You may invite classroom teachers to educate parents about why schools need to foster wellbeing. With parents and teachers engaged, your efforts are more likely to reach every child and to continue. You can accomplish more for your school’s wellbeing as you empower more people to help you in the change process. Allow your enthusiasm to be infectious. Create ownership and empower your faculty, students, and staff to become wellbeing leaders who can share your load and strengthen your efforts.

After enlisting your teams and wellbeing advocates, create a shared vocabulary and vision. Rachel Powell, a business professional and specialist in applied positive psychology advises organizations to begin their efforts at promoting wellbeing by creating a common language. In her organization, Xero, she created a leadership team that worked together to define wellbeing according to their values. This common language helped unite stakeholders with their wellbeing efforts (Powell & McQuaid, date). Similarly, Richard DuFour (2016), an educational researcher specializing in professional learning communities, commented,

It is difficult enough to bring these concepts to life in a school or district when there is a shared understanding of their meaning. It is impossible when there is not common understanding and the terms mean very different things to different people within the same organization (p. 19).

After gathering your wellbeing team, come to a consensus about what wellbeing looks like in your setting. Create a common language based on your values and research-based evidence. Consider using some of the principles of appreciative inquiry as you create your language and goals. Then, use this language often with your teachers, students, and staff. Not only will doing so help unify your efforts, it will also help empower your wellbeing advocates to be a more active part of your clarified purpose.

Section Summary

- Create buy-in and recruit wellbeing leaders from throughout your school.
- Create a common language to unify your definition and vision of wellbeing.

Suggestions for Further Research

Achor, S. (2018). *Big potential: How transforming the pursuit of success raises our achievement, happiness, and well-being*. Currency.

DuFour, R. (2016). *Learning by doing: A handbook for professional learning communities at work*. Solution Tree Press.

Jensen, J. N., Boren, D. M., & Murphy, T. (2019). The why and the what of the school leadership team: A bicycle worth riding. *Impact Journal*, 20(1), 30-37.

Jensen, J. N., Boren, D., & Murphy, T. (n.d.). Soil, water, and weeds: The “how” of the school leadership team. *Impact Journal*. 20(2), 6-12.

McQuaid, M. (n.d.). Making positive education work (Podcast series). <https://edtechbooks.org/-KgyN>.

Powell, R., & McQuaid, M. (date). Can you make wellbeing ripple throughout your workplace? (Podcast with Rachael Powell). <https://edtechbooks.org/-barr>



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Application of Data

As you use the data collected with these measures to leverage individual and school growth and capacity, consider the following approaches.

Appreciative Inquiry

Consider integrating appreciative inquiry and a strengths-based perspective into your professional learning communities or your traditional multi-tiered response to intervention (RTI). Appreciative inquiry, created and popularized by Cooperrider, is a strengths-based approach to change (Center for Appreciative Inquiry, date), aligned with the main tenant of positive psychology through its focus on the positive. Rather than focusing on fixing problems and attacking weaknesses with a deficit mindset, appreciative Inquiry seeks to capitalize on existing strengths. Research by Achor (2018) supports the neurological power that results from focusing on the positive:

Too many managers highlight the point of weakness or areas for improvement first, before highlighting the positive. From the perspective of the brain, this tells the employee that the manager cares not about their strengths but their weaknesses; not their growth but their deficits. Thus the brain believes that their positive behaviors do not matter. And what does not matter does not get repeated. (p. 127).

Attention directs brain focus and shapes behavior. For example, focusing on “not being upset,” causes the brain to attend to the negative emotions being avoided rather than positive emotions that may replace them. Consequently, we may miss opportunities to foster positive emotions if we are too focused on avoiding the negative. This principle of brain focus is one of the reasons why appreciative inquiry has been found to increase buy-in; enable creativity; improve business efficiency and output; revitalize commitment, enthusiasm, and engagement; and “work across all types of organizational sectors, from for-profit to the social sector” (Champlain College, n.d., n.p.).

Appreciative Inquiry consists of five D's: definition, discovery, dream, design, and destiny. First, inquirers *define* the strength or positive focus of their investigation. Then they *discover* particular moments that have involved these strengths and share them with others to define the life-giving forces. Life-giving forces are “elements or experiences within the organization’s past and/or present that represent the organization’s strengths when it is operating at its very best” (Center for Appreciative Inquiry, 2016, n.p.). Next coworkers envision, or *dream*, the future they want to create by capitalizing on these strengths, *design* that future into reality, and reevaluate how accurately their design leads them to their envisioned *destiny* (The Center for Appreciative Inquiry, 2016). A similar appreciative inquiry-based model, SOAR, focuses on strengths by asking particular questions: “What are our greatest *strengths*? What are our best *opportunities*? What is our preferred future [or *aspirations*]? What are the measurable *results* that will tell us we’ve achieved that vision of the future?” (emphasis added; ASO, 2016). It is important to note that in appreciative inquiry and SOAR models, problems are reframed, not ignored.

Focusing on the positive can help energize you, your educators, and your students to reframe problems, create positive change, and increase wellbeing. For example, a principal using an appreciative inquiry approach would focus on the school’s high levels of engagement, rather than on the low levels of positive emotion. Teachers and school leaders would gather to discuss moments when they have noticed engagement in their students. This strengths-focused discussion would help energize and prepare them to discuss needed changes. After teachers and school leaders had

shared these stories with each other, they would begin to design and implement interventions to help their students become even more engaged. The low levels of positive emotion in their students' experiences wouldn't be ignored, but would be reframed as opportunities for growth. Teachers and school leaders would also discuss times when they had observed their students expressing positive emotions, identify the life-giving moments that enabled these positive emotions, and seek ways to foster more of these experiences.

Response to Intervention

Positive psychology and response to intervention (RTI) can be complementary as you endeavor to increase the wellbeing of all your students. The general measures you administer should be "reviewed on a regular basis and in a systematic manner" (Sugia, date, page no), allowing you to notice patterns of wellbeing changes over time, keep track of improvements, and quickly respond to information. For example, you may notice overall decreases in wellbeing towards the end of terms for teachers and students. Recognizing this pattern can help you take proactive and preventive action to improve future end of terms. However, be aware the measuring wellbeing too often can lead to response bias.

In order to do any Tier 2 interventions, you will need to identify struggling students. One way to do this is to identify students on their surveys rather than administering the surveys anonymously. However, removing anonymity may have some unintended ethical and response consequences and thus may require obtaining different kinds of permissions. See the section Ethical Considerations and Wellbeing from a Growth Mindset for more information. Tier 2 interventions involving wellbeing could include administering an additional, more detailed, survey to better understand the situation or applying a more specialized intervention.

Administering measures is not the only way to identify students who could benefit from a Tier 2 intervention. As in most studies involving human subjects, numbers often don't tell the complete or perfectly accurate story. Just as academic assessments can have a margin of error, so can wellbeing measures. So trust your observations. If your teachers seem to be struggling with hope, try a researched-backed hope-based intervention. If the misbehavior of a class of students seems to be due to poor engagement, try a research-backed engagement intervention. As the wellbeing expert in your context, learning to rely on your observations to note patterns and trends can help you intervene in appropriate ways.

Section Summary

- Appreciative inquiry and the Soar model consider strengths, rather than adopting a deficit mindset, to energize change. Instead of ignoring or focusing on weaknesses, you can reframe them to focus on what you want for your school.
- Strengths-based approaches increase buy-in, promote creativity, and lead to other positive results. These methods more readily focuses the brain's attention towards a positive goal.
- Consider integrating a strengths-based approach into your PLCs or into a multi-tiered response to intervention model.

Suggestions for Further Research

Achor, S. (2018). *Big potential: How transforming the pursuit of success raises our achievement, happiness, and well-being*. Currency.

ASO Service Quality Division. (2016). Strengths, opportunities, aspirations, results (SOAR) analysis. <https://edtechbooks.org/-kYC>

Champlain College. (n.d.). *Better results, happier people*. <https://edtechbooks.org/-lzEt>

Sugai, G. (date). School-wide positive behavior support and response to intervention. RTI Action Network: A Program of the National Center for Learning Disabilities. <http://www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior>

The Center for Appreciative Inquiry. (2016). What is appreciative inquiry (AI)? <https://edtechbooks.org/-IRT>

The Center for Appreciative Inquiry. (2016). Generic processes of appreciative inquiry. <https://edtechbooks.org/-FQZ>



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Measures of Child Wellbeing

Tools to Measure the General Wellbeing of Children & Adolescents

Measures are listed from short to long in length of administration (based on the shortest form). Each title is hyperlinked to a corresponding section with more information. All measures are reliable and valid.

Free Measures of Child Wellbeing in a General Setting



Name of Measure	Intended Participants	Length	Pros	Cons
Gratitude Measures	Children	3 items 6 items 16 or 44 items	-Chrono-perspective of wellbeing from combining gratitude with life satisfaction and hope	-No single valid and reliable gratitude measure; combination with life satisfaction required
Warwick-Edinburgh Mental Well-being scale (WEMWBS)	Youth 13 yrs+ and adults	7 items/ 14 items	-available in over 25 languages -widely used in UK, Iceland, Spain	-Requires registration
Positive and Negative Affect Schedule for Children (PANAS-C)	Children	10 items/20 items	-Includes shortened 10-item version	-Assesses only positive and negative emotions

EPOCH Measure of Adolescent Well-being	Adolescents	20 items	<ul style="list-style-type: none"> -Specifically adapted from Seligman's PERMA model for youth -Freely available, requiring registration -Available in Chinese, German, Spanish, and Turkish
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Priced Measures of Child Wellbeing in a General Setting



Name of Measure	Intended Participants	Length	Pros	Cons/Price
Six Seconds Youth Version (SEI-YV)	2nd-12th graders	99 items/ 15-20 minutes	<ul style="list-style-type: none"> -Available in multiple languages -Scoring is done by developer with validated norms -Recommended by CASEL -provides a general overview of 37 social/emotional skills 	<ul style="list-style-type: none"> -Costs \$5 per student plus certification/ course fees -Long: 99 items and 4 short answer questions

Gratitude Measures
Warwick-Edinburgh Mental Well-being scale (WEMWBS)
Positive and Negative Affect Schedule for Children (PANAS-C)
EPOCH Measure of Adolescent Well-being
Six Seconds Youth Version (SEI-YV)



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Gratitude Measures



Measuring gratitude in children is difficult, as many researchers believe that gratitude isn't fully developed until a child is 7 to 10 years old depending on environmental and individual factors (Froh et al., 2011). However, gratitude is linked to positive emotions, healthy functioning, and adaptive social behaviors. In addition, measuring gratitude, life satisfaction, and hope can provide a unique chrono-perspective on wellbeing. Gratitude focuses on past wellbeing, life satisfaction deals with current wellbeing, and hope refers to wellbeing directed at the future. For these reasons, gratitude should be considered as a relevant facet of wellbeing.

Researchers have looked at three adult gratitude measures and considered their efficacy with children: the Gratitude Questionnaire-6 (GQ-6), the Gratitude Adjective Checklist (GAC), and the Gratitude Resentment and Appreciation Test (GRAT). Their research provided "preliminary support . . . for the use of the GQ-6, GAC, and GRAT-short form with 14- to 19-year-olds, with one small exception: The GAC demonstrated lower correlations with NA in this study" (Froh et al., 2011, p. 320). They recommended that researchers exclude Item 6 when using the GQ-6 with youth. The GRAT short-form should not be used with 10-13-year-olds. The GQ-6 has 6 items, the GAC has 3 items, and the GRAT has 44 or 16 items depending on form. All scales are rated on a Likert scale and require the proper permission and citation for use.

Pros for Schools

Can be combined with life Satisfaction and hope measures to provide a 3-pronged chronological view of wellbeing: gratitude as a past-oriented perspective, life satisfaction as a present-oriented perspective, and hope as a future-oriented perspective of wellbeing.

Cons for Schools

Researchers recommend using multiple measures to gain information on one facet of wellbeing

Suggestions for Further Research

Froh J. J., Fan J., Emmons R. A., Bono G., Huebner E.S., Watkins P. (2011). Measuring gratitude in youth: Assessing the psychometric properties of adult gratitude scales in children and adolescents. *Psychological Assessment*, 23(2), pp. 311–324. <https://edtechbooks.org/-NYQ>

MIDSS (date). The Gratitude Questionnaire (GQ-6). *Measurement Instrument Database for the Social Sciences* <https://edtechbooks.org/-YHa>.

MIDSS. Gratitude Resentment and Appreciation Test (GRAT) (Revised GRAT and Short Form GRAT). *Measurement Instrument Database for the Social Sciences*, <https://edtechbooks.org/-kTsX>.



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Warwick-Edinburgh Mental Well-being scale (WEMWBS)

Audience: Child

Cost: Free



This wellbeing scale has been used on local and national levels. Countries such as England, Scotland, and Iceland have used it to measure national wellbeing. It contains “a 14 item scale with 5 response categories, summed to provide a single score ranging from 14-70. The items are all worded positively and cover both feeling and functioning aspects of mental wellbeing” (Warwick-Edinburgh Mental Wellbeing, 2015, n.p.). This scale is available in Dutch, French, German, Greek, Italian, Japanese, Spanish, Brazilian, and a variety of other languages. The Shorter Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS) is a more concise 7-item version. Both scales strictly focus on wellbeing and cannot be used to assess mental illness in students. Non-commercial use of this scale requires registration; commercial organizations should contact Isla Millar at ventures@warwick.ac.uk.

Pros for Schools

14 questions
Shorter 7-question version available
Translated into many languages
Valid and reliable

Cons for Schools

Requires registration
Not specifically designed for students

Suggestions for Further Research

Warwick Medical School. (2015). *Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)*. <https://edtechbooks.org/-clg>





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Access it online or download it at <https://open.byu.edu/wellbeing/WEMWBS>.

Positive and Negative Affect Schedule for Children (PANAS-C)

Audience: Child

Cost: Free



This assessment, similar to the Positive and Negative Affect Schedule (PANAS) for adults, is a valid and reliable tool to assess the frequency of positive and negative emotions in children. While it is often used to assess anxiety and depression in youth, it can also be used to assess the positive emotions that contribute to wellbeing. The PANAS-C consists of 29 self-report questions children can respond to on a 5-point Likert scale according to the frequency they experienced each emotion during the past week. There is a shortened 10-item version of this schedule which is similar in validity and is more efficient to administer.

Pros for Schools

29 questions with a shortened version of 10 questions
Reliable and valid
For children

Cons for Schools

Assesses only positive and negative emotions

Suggestions for Further Research

Ebesutani, C., Regan, J., Smith, A., Reise, S., Higa-McMillan, C., & Chorpita, B. F. (2012). [The 10-item positive and negative affect schedule for children, child and parent shortened versions: Application of item response theory for more efficient assessment](#). *Journal of Psychopathology and Behavioral Assessment*, 34(2), 191–203. doi: 10.1007/s10862-011-9273-2.

Laurent, J., Catanzaro, S. J., Joiner, T. E., Jr., Rudolph, K. D., Potter, K. I., Lambert, S., Osborne, L., & Gathright, T. (1999). A measure of positive and negative affect for children: Scale development and preliminary validation. *Psychological Assessment*, 11(3), 326–338. <https://edtechbooks.org/-eiJx>



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EPOCH Measure of Adolescent Well-being



The EPOCH Measure of Adolescent Well-being follows the EPOCH definition of wellbeing as an amalgam of five: engagement, perseverance, optimism, connectedness, and happiness. Students complete this 20-item survey by responding on a 5-point Likert scale to statements such as “I feel happy . . . In uncertain times, I expect the best . . . I am a hard worker” (Kern). This measurement has been tested with adolescents of different socioeconomic situations across Australia and the United States, including juvenile offenders, students, and patients in hospitals. It requires a citation for any publication, and completion of a registration form on Kern’s website (linked below) for use.

Pros for Schools

20 questions
Valid and reliable
Tested across different socioeconomic conditions
Available in Chinese, German, Spanish, and Turkish

Cons for Schools

No online programs to assist in administering or scoring

Suggestions for Further Research

Kern, P. (n.d.). Questionnaires. www.peggykern.org/questionnaires.html



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Access it online or download it at <https://open.byu.edu/wellbeing/EPOCH>.

Six Seconds Youth Version (SEI-YV)



The Six Seconds Youth Version measure comes highly recommended by CASEL (The Collaborative for Academic, Social, and Emotional Learning). It assesses 37 different aspects of social and emotional learning ranging from health, resilience, self-efficacy, life satisfaction, commitment, and connection, to collaboration. For a complete list, refer to the further research section below (Access, 2018). Appropriate for 2nd to 12th graders, it contains 99 questions on a 5-point Likert scale from *almost never* to *almost always*, with four open response questions; it can be completed in about 15 to 20 minutes. The open response questions ask students to complete sentences like “Emotional intelligence is important because . . . Emotional intelligence is” It also has a designated place for students to leave further comments. It is available in English, Spanish, Chinese, Italian, Arabic, and Lithuanian. The Six Seconds Youth Measure is scored by a computer that uses “an algorithm which standardizes the measures using validated international norms” (Access, 2018). Administering this tool requires a certification obtained through courses which require an admissions fee; also there is a five dollar cost per student. Six Seconds offers a few grants to cover the costs of this tool.

Pros for Schools

Recommended by CASEL
Assesses 37 social and emotional skills
2nd to 12th grade
Available in English, Spanish, Chinese, Italian, Arabic, Lithuanian
Scored by a computer using validated international norms
Reliable and valid

Cons for Schools

Charge of \$5 per student plus certification and course fees for required adult certification.
99 Likert style items/4 short-answer questions
20 minutes to complete

Suggestions for Further Research

Measuring SEL. (2018). Access assessment guide: Six Seconds Youth Version (SEI-YV). <https://edtechbooks.org/-cmQ>

Six Seconds: The Emotional Intelligence Network. (n.d.). SEI Youth Version. <https://edtechbooks.org/-JyT>



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Access it online or download it at <https://open.byu.edu/wellbeing/SEI-YV>.

Measures of Child Wellbeing at School

Tools to Measure the Wellbeing of Children and Adolescents at School

Measures are listed from short to long in length of administration (based on the shortest form). Each title is hyperlinked to a corresponding section with more information. All measures are reliable and valid.

Free Measures of Child Wellbeing in a School Setting



Name of Measure	Intended Participants	Length	Pros	Cons
Children's Hope Scale	8-16 year olds	6 items	Based on Snyder's Hope Theory Extensively tested in schools	Available only in English
Multidimensional Students' Life Satisfaction Scale (MSLSS) (Long & Brief Form)	8-18 year olds	6 items 40 items	Provides specific measures regarding family, friends, living environment, and school Can be combined with hope and gratitude measures to provide a 3-pronged chronological view of wellbeing	
Students' Life Satisfaction Scale (SLSS)	8-18 year olds	7 items	Can be combined with hope and gratitude measures to provide a 3-pronged chronological view of wellbeing	Provides little specific information about school-specific variables.

The Stirling Children's Well-being Scale (SCWBS).	8-15 year olds	12 items	Provides short and holistic overview of wellbeing	Few, if any, available translations
Me and My Feelings (M&MF).	8+ year olds	16 items		No available translations
Me and My School Questionnaire (M&MS).	8+ year olds	16 items	Provides an overview of emotional and behavioral aspects of wellbeing	No available translations Not yet widely tested
Student Subjective Wellbeing Questionnaire (SSWQ).	11-14 year olds	16 items	Provides a short holistic overview of wellbeing Used with Renshaw's Teacher Subjective Wellbeing Questionnaire (TSWQ) can allow for greater continuity across populations	Few, if any, available translations
The Psychological Sense of School Membership (PSSM) (Adapted).	8+ year olds	18 items	Widely used Version specifically adapted for a larger age range of students One adaptation here, but several variations available Multiple translations available	
Social Emotional Health Survey-Primary (SEHS-P).	5-8 graders (and possible younger)	20 items	CoVitality Screener associated through Mosaic Network Inc. Secondary form can allow for continuity across grades (SEHS-S) Widely tested Provides comprehensive view of wellbeing Free without use of the screener Widely tested Provides comprehensive view of wellbeing	CoVitality Screener typically costs \$500 (set up with custom configuration and training fee) and \$1.25 per student

The School Attitude Questionnaire	Children (specifically tested with 11-13 year-olds)	22 items	Provides a general overview of students' attitude with the option to pinpoint specific school strengths	Can be difficult to isolate each specific variable's effect Different dimensions of students' attitudes not evenly distributed
The PedsQL Measurement Model	2-18 year olds	23 items	Has a parent proxy report option Available in multiple languages	Translations may not have "undergone a full linguistic validation process" (ePROVIDE, 2019)
Social Emotional Health Survey- Secondary (SEHS-S)	7-12 graders	36 items	Widely tested Provides comprehensive view of wellbeing CoVitality Screener associated with this measure through Mosaic Network Inc. Primary form can allow continuity across grades (see SEHS-P) Free without use of the screener	The CoVitality Screener typically costs \$500 (set up with custom configuration and training fee) and \$1.25 per student
The Student Resilience Survey (SRS)	7+ year olds	47 items	Widely tested in England Broad view of wellbeing and resilience across 12 subscales	Available only in English

Priced Measures of Child Wellbeing in a School Setting



Name of Measure	Intended Participants	Length	Pros	Cons/Price
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<u>Holistic Student Assessment (HSA)</u>	3rd-12th graders	30 items or 10 min 61 items or 20 min	Available in 14 languages (more provided upon request) Scores compared to national norms Scores returned in a secure, dynamic dashboard (can be aggregated for different populations) Scores returned within a week of administration	Fee charged by the developer for use.
<u>Flourishing at School Survey (FAS)</u>	Students and staff	62 questions or 30 minutes	Valid and reliable Has student and staff module Tested with over 7,500 students Interprets and returns results in an online dynamic dashboard (can be aggregated for different populations)	Approximately \$2500 base rate (includes 50 faculty accounts), \$5 per student, and \$50 for every additional faculty account

Children's Hope Scale
Multidimensional Students' Life Satisfaction Scale (MSLSS)
Students' Life Satisfaction Scale (SLSS)
The Stirling Children's Well-being Scale (SCWBS)
Me and My Feelings (M&MF)
Me and My School Questionnaire (M&MS)
Student Subjective Wellbeing Questionnaire (SSWQ)
The Psychological Sense of School Membership (PSSM) (Adapted)
Social Emotional Health Survey-Primary (SEHS-P)
The School Attitude Questionnaire
The PedsQL Measurement Model
Social Emotional Health Survey-Secondary (SEHS-S)
The Student Resilience Survey (SRS)
Holistic Student Assessment (HSA)
Flourishing at School Survey (FAS)



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Children's Hope Scale



This hope scale measures children's hope through their perceptions of their ability to reach their goals, as "children are goal directed and . . . their goal-related thoughts can be understood according to two components: agency and pathways" (Snyder et al., 1997, p. 400). Agency is the ability to work towards a goal, and pathways indicates the capacity to find a way towards the goal. The Children's Hope Scale has six items on a 6-point Likert scale and is suitable for children ages 8 to 16. It is free and requires only the proper citations to use. It is reliable and valid, having been extensively tested in schools (Snyder et al., 1997).

Pros for Schools

Wide age range (8-16)
Combines with life satisfaction and gratitude measures for a 3-pronged chronological view of wellbeing: gratitude as past oriented, life satisfaction as present oriented, and hope as future oriented.

Cons for Schools

Available only in English

Suggestions for Further Research

RAND. (2018). Children's Hope Scale (CHS). <https://edtechbooks.org/-ftfM>.

Snyder, C. R., Hoza, B., Pelham, W. E., Rapoff, M., Ware, L., Danovsky, M., Highberger, L., Ribinstein H., & Stahl, K. J. , (1997)[The development and validation of the Children's Hope Scale.](#) *Journal of Pediatric Psychology*, 22(3), 399–421.





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Access it online or download it at <https://open.byu.edu/wellbeing/Hope>.

Multidimensional Students' Life Satisfaction Scale (MSLSS)

Long & Brief Form



The Multidimensional Students' Life Satisfaction Scale is an extended version of the Students' Life Satisfaction scale mentioned above. It focuses on life satisfaction, but unlike its predecessor it divides satisfaction into different domains: family, friends, school, living environment, and self. The long form of this measurement contains 40 items on a 6-point scale; the brief form has six items. This measurement is free and requires only the proper citation for use. It is appropriate for 8 to 18 year olds.

Pros for Schools

Provides specific measures regarding family, friends, living environment, and school
Includes a long and a brief form
Can be combined with life satisfaction and gratitude measures for a 3-pronged chronological view of wellbeing: gratitude as past oriented, life satisfaction as present oriented, and hope as future oriented.

Cons for Schools

Long form is significantly longer and takes more time to complete

Suggestions for Further Research

CORC. (n.d.). Multidimensional Student's Life Satisfaction Scale (MSLSS). <https://edtechbooks.org/-qHa>

Huebner, E. S. (1994). Preliminary development and validation of a multidimensional life satisfaction scale for children. *Psychological Assessment, 6*, 149-158. <https://edtechbooks.org/-xeY>

Huebner, E. S., Laughlin, J. E., Ash, C., & Gilman, R. (1998). Further validation of the Multidimensional Students' Life Satisfaction Scale. *Journal of Psychoeducational Assessment, 16*, 118-134. <https://edtechbooks.org/-Nez>

Gilman, R., Huebner, E. S., & Laughlin, J. E. (2000). [A first study of the multidimensional students' life satisfaction scale with adolescents](#). *Social Indicators Research, 52*, 135-160.

Seligson, J. L., Huebner, E. S., & Valois, R. F. (2003). [Preliminary validation of the brief multidimensional students' life satisfaction scale \(BMSLSS\)](#). *Social Indicators Research*, 61, 121-145.

Zullig, K. J., Huebner, E. S., Gilman, R., Patton, J. M., & Murray, K. A. (2005). [Validation of the brief multidimensional students' life satisfaction scale among college students](#). *American Journal of Health Behaviour*, 29, 206-214.



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Students' Life Satisfaction Scale (SLSS)



The Students' Life Satisfaction Scale measures students' satisfaction with life independently from other domains. The SLSS includes seven self-report statements which students answer on a 6-point scale from *strongly disagree* to *strongly agree*. It's designed specifically for students 8 to 18 years old. This measurement tool is free for school use and requires only a citation for use in any publication. A study of over 600 third to sixth graders found that "the SLSS does not appear to display differential psychometric properties as a function of a child's race, at least with respect to black and white elementary school age children" (Huebner, 1995, pp. 320-321). Similarly, "satisfaction scores did not differ as a function of age, grade, or gender," which further supports this tool's reliability (Huebner, 1991).

Pros for Schools

Easy and fast to administer
Strong validity & reliability
Combined with life satisfaction and gratitude measures, provides a 3- pronged chronological view of wellbeing: gratitude as past oriented, life satisfaction as present oriented, and hope as future oriented.

Cons for Schools

Provides little information about school-specific variables.

Suggestions for Further Research

Huebner, E. (1991). Initial development of the Student's Life Satisfaction Scale. <https://doi.org/10.1177/0143034391123010>

Huebner, E. (1995). The Students' Life Satisfaction Scale: An assessment of psychometric properties with Black and White elementary school students. *Social Indicators Research*, 34(3), 315-323. <https://edtechbooks.org/-nqnk>

Measurement Instrument Database for the Social Sciences (n.d.). Students' Life Satisfaction Scale. <https://edtechbooks.org/-RhC>



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Access it online or download it at <https://open.byu.edu/wellbeing/SLSS>.

The Stirling Children's Well-being Scale (SCWBS)



This wellbeing scale was designed by the Stirling Council of Educational Psychology Service, in the United Kingdom, to assess wellbeing in students Ages 8 to 15. The scale presents 12 positive statements that students rank on a 5-point Likert scale based on the frequency that the statement applies in their life. It has been tested in over 18 schools, and an adapted version has been used in Bangladesh. It is positively worded and focuses on psychological and emotional wellbeing.

Pros for Schools

Provides short and holistic overview of wellbeing

Cons for Schools

Suggestions for Further Research

Haque, M., & Imran, M. (2016). Adaptation of Stirling Children's Well Being Scale (SCWBS) in Bangladesh context. *Bangladesh Journal of Biological Science*, 25, 161-167.

Liddle, I., & Carter, G. F. (2015). Emotional and psychological well-being in children: The development and validation of the Stirling Children's Well-being Scale. *Educational Psychology in Practice*, 31(2), 174–185. <https://doi.org/10.1080/02667363.2015.1008409>





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Me and My Feelings (M&MF)



The Me and My Feelings survey is appropriate for elementary students as young as Age 8. Its 16 self-report questions address wellbeing through two domains: emotional and behavioral difficulties. Students reply on a 3-point Likert scale (never, sometimes, always) according to the frequency they relate to statements such as “I feel lonely . . . I get very angry . . . I am calm . . . I worry when I am at school” (Wellbeing Measurement). This survey is reliable, valid, and sensitive to change. It requires citing for use in publications and contact (EBPU@annafreud.org) before use (Wellbeing Measurement).

Pros for Schools

16 questions
Valid and reliable
Free

Cons for Schools

No available translations

Suggestions for Further Research

CORC. (n.d.). *Wellbeing Measurement Framework for Primary Schools*. Retrieved from <https://edtechbooks.org/-oKI>

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*, 31:247. DOI: 10.1177/0734282912465570

Patalay, P., Deighton, J., Fonagy, P., Vostanis, P., & Wolpert, M. (2014). Clinical validity of the Me and My School questionnaire: a self-report mental health measure for children and adolescents. *Child and Adolescent Psychiatry and Mental Health*, 8(17), [doi: 10.1186/1753-2000-8-17](https://doi.org/10.1186/1753-2000-8-17)





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Access it online or download it at https://open.byu.edu/wellbeing/M_ME.

Me and My School Questionnaire (M&MS)



Me and My School Questionnaire is designed to assess emotional and behavioral difficulties in students Ages 8 and older. Its 16 items were specifically designed “so that younger children could easily read and comprehend [them]” (Moffa et al., 2019, p.3). Statements such as “I feel lonely” are rated on a Likert scale (EEF). The questionnaire has been tested in schools across the United States and the UK.

Pros for Schools

Provides an overview of emotional and behavioral aspects of wellbeing

Cons for Schools

No available translations
Not yet widely tested

Suggestions for Further Research

EEF. Me and My School Questionnaire: Measures Database. *Education Endowment Foundation*, <https://edtechbooks.org/-gzK>.

Moffa, K, Wagle, R., Dowdy, E., Palikara, O., Castro, S., Dougherty, D., & Furlong, M. J. (2019). [The Me and My School Questionnaire: Examining the cross-cultural validity of a children’s self-report mental health measure](#), *International Journal of School & Educational Psychology*, <https://edtechbooks.org/-PGj>

Praveetha, P., Deighton, J., Fonagy, P., Vostanis, P., & Wolpert, M. (2014). [Clinical validity of the Me and My School questionnaire: A self-report mental health measure for children and adolescents](#). *Child and Adolescent Psychiatry and Mental Health*. <https://edtechbooks.org/-lJBp>





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Student Subjective Wellbeing Questionnaire (SSWQ)



Created by Tyler Renshaw, the Student Subjective Wellbeing Questionnaire provides a holistic view of wellbeing across four domains: joy of learning, school connectedness, education purpose, and academic efficacy. The questionnaire consists of 16 positively stated items that students rank on a 4-point Likert scale, representing the frequency that statement is true in their life. It is appropriate for students Ages 11-14. Renshaw has also created a [Teacher Subjective Wellbeing Questionnaire](#) which can be used in conjunction with this survey for greater continuity across populations.

For more information about Dr. Renshaw’s work, visit his website which can be found [here](#).

Pros for Schools

Used with Dr. Renshaw’s [Teacher Subjective Wellbeing Questionnaire](#) enables greater continuity across populations

Provides short but holistic overview of wellbeing

Cons for Schools

Few, if any, available translations

Suggestions for Further Research

(n.d.). Measures. <https://edtechbooks.org/-ueNo>.

OFS. (2018). Student Subjective Wellbeing Questionnaire (SSWQ): Measure and user guide. <https://osf.io/48av7/>.

Student Subjective Wellbeing Questionnaire: Measures database. (n.d.). Retrieved from <https://edtechbooks.org/-slq>





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The Psychological Sense of School Membership (PSSM) (Adapted)



Since its creation in 1993, The Psychological Sense of School Membership has been widely used to measure students' sense of belonging at school. An adapted version of this measure, specifically modified to be developmentally appropriate for younger students, is the focus of this section. This version has 18 items appropriate for students Age 8 and older. Rather than statements, the items are in the form of questions: For example, "Are teachers interested in students like you?" (Wagle et al., 2018, p. 574). Students rank each question on a 6-point Likert scale ranging from *yes* to *no*. This version has been tested with over 2,500 students in the United States, United Kingdom, and China.

Pros for Schools

Cons for Schools

Widely used
Focus version specifically adapted for larger age range of students
Several additional variations available
Multiple translations available

Suggestions for Further Research

Goodenow, C. (1993). [The psychological sense of school membership among adolescents: Scale development and educational correlates](https://edtechbooks.org/-PGj). *Psychology in the Schools*, 30, 79–90. <https://edtechbooks.org/-PGj>

Wagle, R., Dowdy, E., Yang, C., Palikara, O., Castro, S., Nylund-Gibson, K., & Furlong, M. J. (2018). [Preliminary investigation of the psychological sense of school membership scale with primary school students in a cross-cultural context](https://doi.org/10.1177/0143034318803670). *School Psychology International*, 39(6), 568–586. <https://doi.org/10.1177/0143034318803670>





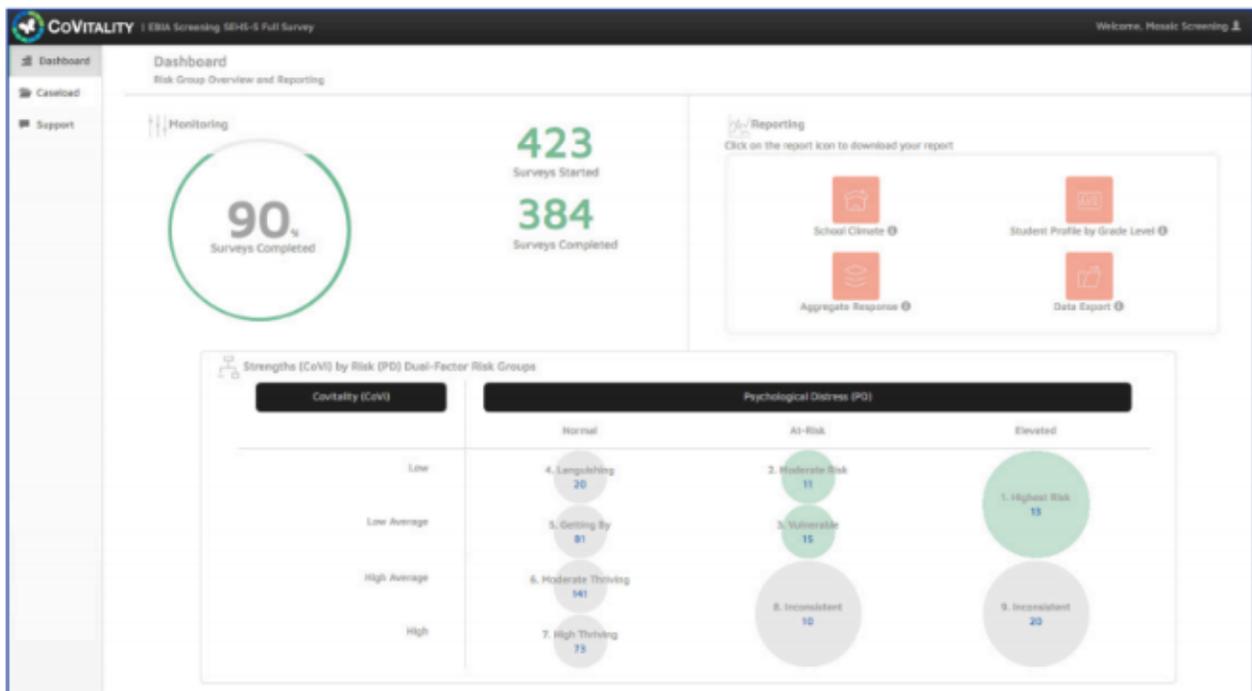
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Social Emotional Health Survey-Primary (SEHS-P)



The SEHS-P has 20 items that measure gratitude, optimism, zest, persistence, and prosocial behavior (Project CoVitality). This survey is appropriate for students in Grades 5-8 and possibly younger. Students respond to each item on a 4-point Likert scale: for example, “I am lucky to go to my school” (Furlong). It is reliable and valid. A version is available specifically for secondary students. This survey can be administered through Mosaic Network Inc.’s CoVitality Screener. Though it requires a substantial purchase, this app allows students to take the survey online and receive results in real time. The screener compiles their responses into an intuitive report that facilitating insights on individual and group wellbeing (see image to the right). All data are secure and comply with HIPAA and FERPA. It also includes additional scales, making it optimal for universal screenings for school well being. To review the SEHS-P, [click here](#).



Pros for Schools

Cons for Schools

20 items
Comprehensive view of wellbeing
Widely tested
Secondary form allowing for continuity across grades (SEHS-S)
Associated Covatlity App available through Mosaic Network Inc. (Includes fee)

The CoVitality Screener typically costs \$500 (set up with custom configuration and training fee) and \$1.25 per student

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Suggestions for Further Research

Furlong, M. (n.d.). Project CoVitality: Social Emotional Health Survey-Primary. Retrieved December 19, 2018, from <https://edtechbooks.org/-Lfg>

Furlong, M. (2016). Project CoVitality. Retrieved from <https://edtechbooks.org/-Pdt>.

Mosaic Network Inc. (n.d.). Covitality. Retrieved from <http://www.covitalityapp.com/>.

Project CoVitality. (n.d.). Measures. Retrieved October 29, 2019, from <https://edtechbooks.org/-AxeQ>.

SEHS System. (n.d.). Social-Emotional Health Survey system. <http://www.sehss.com/>.

For a more complete list of relevant academic articles, [click here](#).



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The School Attitude Questionnaire



The School Attitude Questionnaire assesses students' attitudes towards school for the domains of "Belongingness to School, School Image, Loneliness at School, Teaching, Testing and Feedback-Giving Activities, and Reluctance" (Seker, 2011, p.241). Each of the 22 items is a statement specifically related to one of these domains. Responses are measured on a 5-point Likert scale from *strongly agree* to *strongly disagree*. The questionnaire's reliability and validity were assessed using a sample of 362 elementary students from 11 to 13 years old. Findings asserted that "there were significant correlations between students' school attitude scores and related factors" (Seker, 2011, p.249). However, this study noted that The School Attitude Questionnaire "can be used widely and not just within the population tested in this study" (Seker, 2011, p.255). This questionnaire requires citing properly as well as contacting the author for permission.

Pros for Schools

Specifically tested with elementary school students
Reliable and valid
General overview of students' attitude with option to highlight specific school strengths: "When the questionnaire items are analysed, it was possible to pinpoint situations in which school attitudes are positive" (Seker, 2011, p.254).

Cons for Schools

Effects of specific variables sometimes difficult to isolate: "The effect of variables, such as the school program and academic success, are not directly reflected in the questionnaire" (Seker, 2011, p.255).
Dimensions of students' attitudes unevenly distributed: "The cognitive, affective and behavioural dimensions of attitude are not equally distributed throughout the questionnaire" (Seker, 2011, p.255).

Suggestions for Further Research

Åžeker, H. (2011). Developing a questionnaire on attitude towards school. *Learning Environments Research*, 14. <https://doi.org/10.1007/s10984-011-9096-9>



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The PedsQL Measurement Model



The PedsQL assesses wellbeing from a clinical perspective across four domains: physical, emotional, social, and school functioning. It includes a model for children Ages 2 to 18 and a separate parent proxy report. It is reliable and valid, and it is responsive to clinical changes over time. It contains 23 items rated on a 0-4 Likert scale by the frequency each statement accurately describes the child’s life. The PedsQL can be completed in about 4 minutes. It has been previously used in a sleep and wellbeing intervention for elementary students (Quach, 2011). This questionnaire has been translated into multiple languages, including broadcast Spanish. It is free for non-academic use, which would probably include most school leaders (ePROVIDE, 2019).

Pros for Schools

Cons for Schools

Proxy report option

Valid and reliable

Appropriate for Ages 2-18

Available in multiple languages

Short (23 items/4 items)

No cost

Some translations lack “full linguistic validation process” (ePROVIDE, 2019)

Suggestions for Further Research

ePROVIDE. (2019, October). Pediatric Quality of Life Inventory™ (PedsQL™). <https://edtechbooks.org/-Dke>

Quach, J., Hiscock, H., Ukoumunne, O.C., Wake, M. (2011). A brief sleep intervention improves outcomes in the school entry year: A randomized controlled trial. *Pediatrics, American Academy of Pediatrics*, pediatrics.aappublications.org/content/128/4/692. doi: 10.1542/peds.2011-0409

Varni, J.W. (1998-2020). About the model. PedsQL™ (Pediatric Quality of Life Inventory™) www.pedsq1.org/about_pedsq1.html

Varni, J.W. (1998-2020). Limited use license. *PedsQL™ (Pediatric Quality of Life Inventory™)*, www.pedsq1.org/pedsq12.html



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Social Emotional Health Survey-Secondary (SEHS-S)

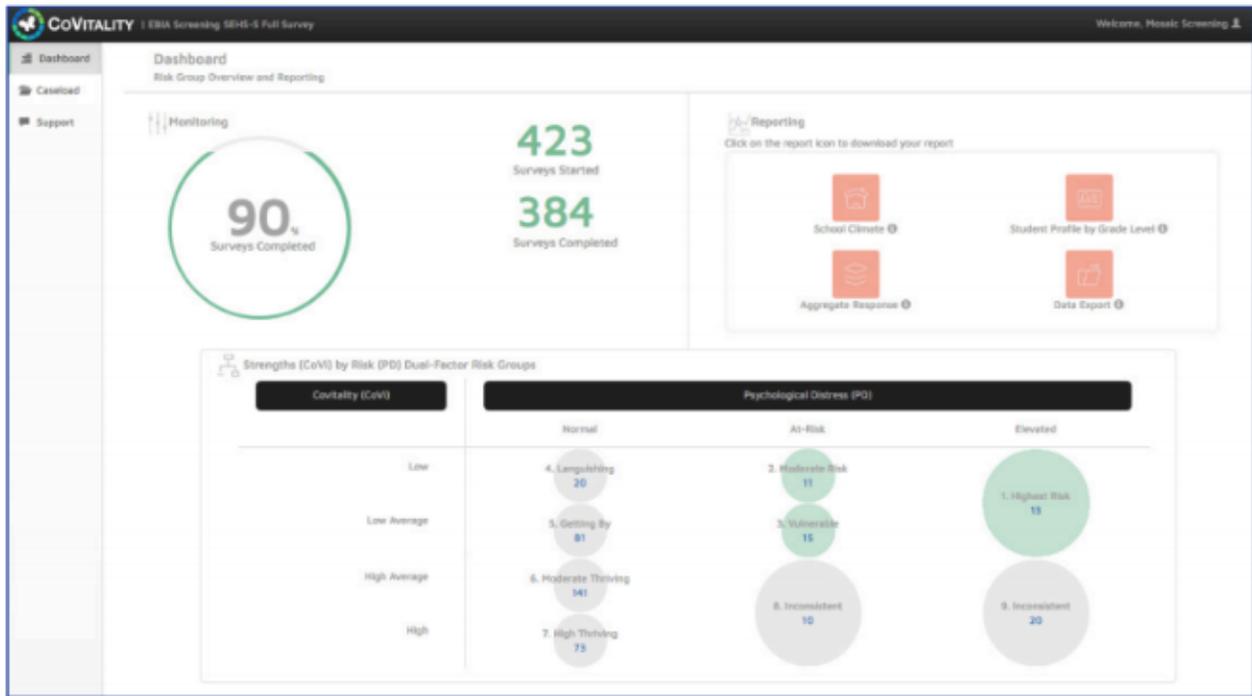


The SEHS-S assesses 12 subscales across four traits: belief-in-self, belief-in others, emotional competence, and engaged living. These 12 subscales include emotional regulation, empathy, self-control, self-efficacy, persistence, self-awareness, optimism, zest, gratitude, family coherence, peer support and school support. It is appropriate for students in Grades 7 to 12. The SEHS-S has 36 self-report items on a 4-point Likert scale: For example, “When I try to solve a math problem, I will not stop until I find a solution,” and “I have a friend my age who really cares about me” (Project CoVitality). This survey has been widely tested across the United States, Australia, Korea, and Japan.

Social-Emotional Health Model



This survey can be administered through Mosaic Network Inc.'s CoVitality Screener. Purchasing this app allows students to take the survey online with results available in real time. The screener compiles students' responses into an intuitive report providing insights into individual and group wellbeing (see image to the right). All data are secure and comply with HIPAA and FERPA. Additional scales make this instrument optimal for universal screenings for school wellbeing.



Pros for Schools

- Widely tested
- Comprehensive view of wellbeing
- Measures subscales across several traits
- Primary form enables continuity across grades (SEHS-P)
- Associated Covitality App available through Mosaic Network Inc. (requires fee)

Cons for Schools

- CoVitality Screener typical cost of \$500 for set up with custom configuration and training fee, plus \$1.25 per student

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Suggestions for Further Research

Furlong, M. (n.d.). Project CoVitality: Social Emotional Health Survey-Secondary. <https://edtechbooks.org/-wmUM>

Measuring SEL. (n.d.). Access assessment guide: Social Emotional Health Survey-Secondary. <https://edtechbooks.org/-Mjz>

Mosaic Network Inc. (n.d.). Covitality. <http://www.covitalityapp.com/>.

Project CoVitality. (n.d.). Measures. <https://edtechbooks.org/-AxeQ>.

For a more complete list of relevant academic articles, [click here](#).



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Access it online or download it at https://open.byu.edu/wellbeing/SEHS_S.

The Student Resilience Survey (SRS)



The Student Resilience Survey is recommended by the Child Outcomes Research Consortium, an organization in the United Kingdom dedicated to assessing wellbeing. This survey is part of a packet of various resources available to gather information about the whole child, not just the child’s academic performance (Wellbeing Measurement Framework). Its 47 self-report questions, answered on a 5-point Likert scale, are appropriate for any child 7 years or older.

This tool focuses on wellbeing and resilience across 12 subscales: “Communication and cooperation, self-esteem, empathy, problem solving, goals and aspirations, family connection, school connection, community connection, autonomy experience, pro-social peers, meaningful participation in community activity and peer support” (CORC). A study involving 7,663 children across England recorded that “results supported the construct validity of the 10 factors of the scale and provided evidence for acceptable reliability of all the subscales” and that “correlations showed that all the student resilience subscales were negatively associated with mental health difficulties, global subjective distress and impact on health . . . [also that] family connection, self-esteem, problem solving and peer support were negatively associated with all the mental health outcomes” (Lereya et al., 2016). The SRS requires only a citation for use.

Pros for Schools

27 questions
Valid and reliable

Cons for Schools

Measures only wellbeing and resilience
Available only in English

Suggestions for Further Research

CORC. *Wellbeing Measurement Framework*. <https://edtechbooks.org/-opCv>.

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](https://doi.org/10.1186/s13034-016-0132-5). *Child and adolescent psychiatry and mental health*, 10, 44. <https://doi.org/10.1186/s13034-016-0132-5>

Sun, J., & Stewart, D. (2007). [Development of population-based resilience measures in the primary school setting](https://doi.org/10.1186/s13034-016-0132-5). *Health Education*, 7(6), 575-599.



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Access it online or download it at <https://open.byu.edu/wellbeing/SRS>.

Holistic Student Assessment (HSA)



This assessment was developed at The PEAR Institute: Partnerships in Education and Resilience at McLean Hospital and Harvard Medical School. Based on The PEAR Institute’s Clover Model, a developmental process theory by PEAR Director Gil Noam, this assessment focuses on the balance between active engagement, assertiveness, belonging, and reflection. Consistent with these categories, the HSA is a youth self-report survey that assesses students’ social emotional strengths and challenges across three domains: resiliencies (action orientation, emotional control, assertiveness, trust, empathy, reflection, and optimism); relationships (relationships with peers, relationships with adults); and learning and school engagement (learning interest, critical thinking, perseverance, academic motivation, and school bonding). With this coverage the HSA provides an extensive overview of the student’s social and emotional development.



From Knowing Every Child to Knowing Every System:
The HSA Dashboard

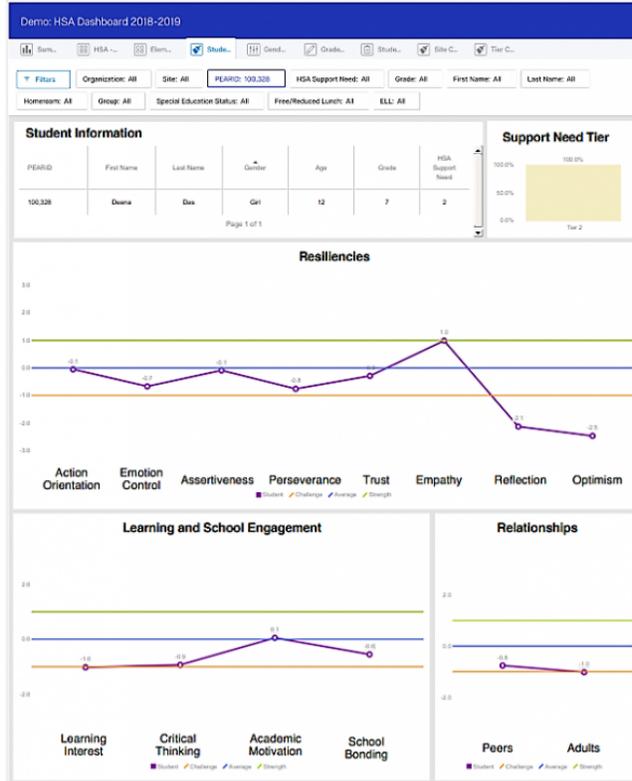
Aggregate Data Reporting

Filters Available to Sort Data



The HSA has both a long and a short version. The long version, consisting of 61 items (measuring scales from all three domains (resiliencies, relationships, and learning and school engagement) requires 20 minutes administration time. The short version, HSA Core, consists of 30 items (measuring only the resiliency domain) and can be administered in 10 minutes. Both versions are reliable and valid. For more specific information on its reliability and validity, RAND lists several studies which detail their specific findings. The HSA is appropriate for Grades 3-12 and is available in 14 different languages. A per-student survey fee is required for use, and “cost of survey implementation depends on number of participants and wraparound training services requested by the school or program” (Access Assessment Guide). Scores are analyzed by The PEAR Institute and are returned within one week as online access to a secure, dynamic data dashboard containing individual student portraits and an aggregate dashboard for school, program, or school district. “Scores are compared to national norms by age and gender for youth ages 9 to 18” (Access Assessment Guide). The images to the right are a sample portrait and dashboard.

Sample HSA Portrait



Pros for Schools

Has a long and a short version
 Reliable and valid
 Includes Grades 3-12
 Available in 14 different languages (more upon request)
 Scores compared to national norms
 Scores returned within one week of administration

Cons for Schools

Long version requires 20 minutes to complete (61 items)
 Requires purchase

Images in this sections are used with permission by [The PEAR Institute](http://ThePEARInstitute.com).

Suggestions for Further Research

Allen, P. J., Thomas, K., Triggs, B., & Noam, G. (2017). The Holistic Student Assessment (HSA) technical report. *The PEAR Institute: Partnerships in Education and Resilience*.

The PEAR Institute (n.d.). Holistic student Assessment. <https://edtechbooks.org/-ERr>.

Malti, T., Zuffianò, A., & Noam, G. (2017). Knowing every child: Validation of the Holistic Student Assessment (HSA) as a measure of social-emotional development. *Prevention Science*. <https://edtechbooks.org/-PGj>

Measuring SEL. (n.d.). Access assessment guide: Holistic Student Assessment (HSA). <https://edtechbooks.org/-qfRa>

Noam, G., Malti, T., & Guhn, M. (2012). From clinical-developmental theory to assessment: The Holistic Student Assessment tool. *International Journal of Conflict and Violence*, 6(2), 201–213.

Noam, G.G., & Triggs, B. (2018) The clover model: A developmental process theory of social-emotional development. <https://edtechbooks.org/-QcQC>

RAND. (n.d.). Holistic Student Assessment (HSA). <https://edtechbooks.org/-KbN>



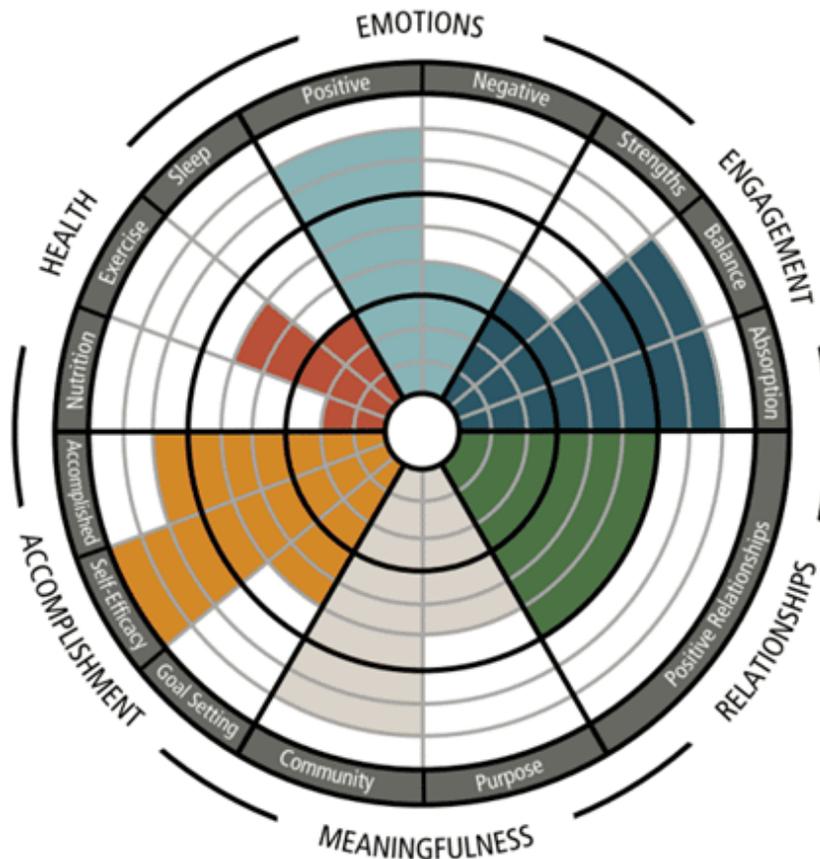
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Access it online or download it at <https://open.byu.edu/wellbeing/HSA>.

Flourishing at School Survey (FAS)

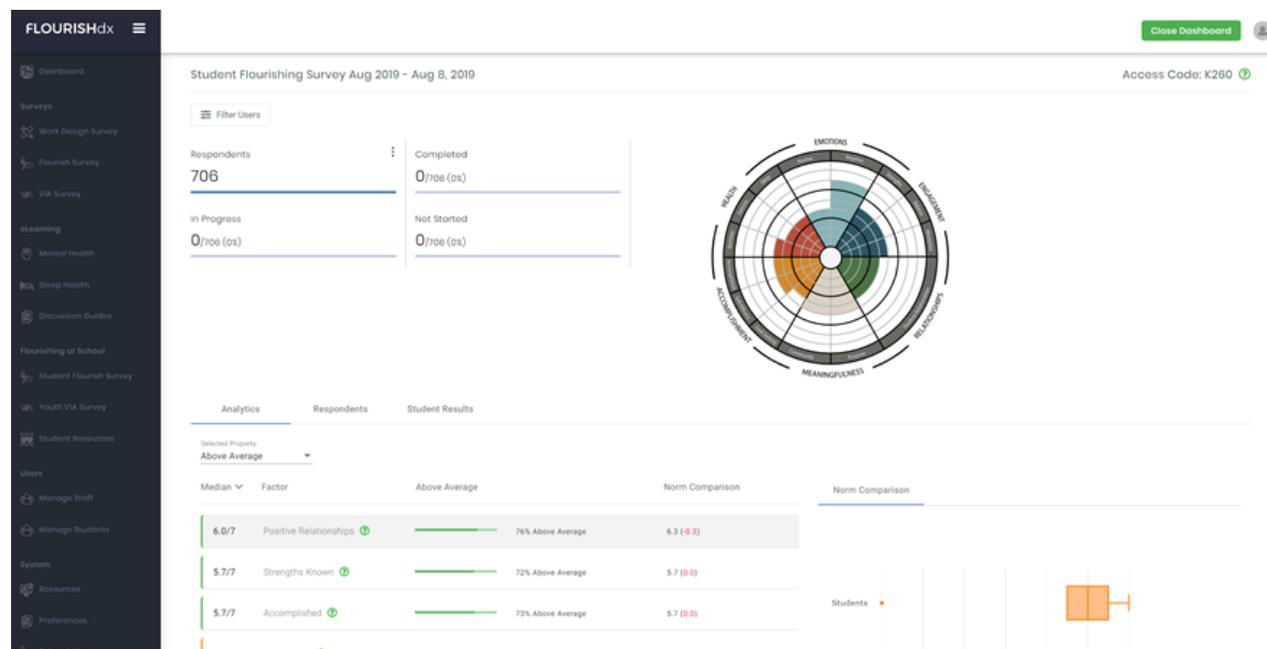


This survey is a cloud-based software system, part of a full set of resources published by Flourishing at School. The FAS defines flourishing by domains similar to the common Perma construct: which includes positive emotions, engagement, positive relationships, meaningfulness, and accomplishment, as well as physical health measures like exercise, sleep, and nutrition.



The newly released 2.0 version, which is integrated with VIA character strengths, contains 62 multiple-choice questions and can be completed in approximately 30 minutes. Results are compared to a large normative sample. A student and staff module can allow greater continuity between populations. The validity of this assessment was established “in

collaboration with researchers from Murdoch University (Perth, Western Australia) in two studies comprising a total of 15 Australian secondary schools and more than 7,500 students” (Assessment Manual). The \$2,500 base rate includes 50 faculty accounts; \$50 is charged for each additional account and \$5 for every student account. This annual subscription “allows for the unlimited use of the included surveys (VIA and Flourish for Students, plus VIA, Flourish and Work Design surveys for faculty)” (J. Schie, personal communication, November 5, 2019). The results are interpreted and returned as a dynamic dashboard (see example below).



Pros for Schools

- Valid and reliable
- Student and staff modules
- Tested with over 7,500 students across 15 Australian schools
- Interprets results as an online school summary report

Cons for Schools

Approximate \$2500 base rate (50 faculty accounts), \$5 per student, and \$50 for every additional faculty account

The visuals included in this section are included with permission from *Flourishing at School* by Jason van Schie. Refer to www.flourishingatschool.com/ for more resources relating to this measure.

Suggestions for Further Research

Flourishing at School. *Assessment Manual*. www.flourishingatschool.com/.





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Access it online or download it at <https://open.byu.edu/wellbeing/FAS>.

Measures of Adult Wellbeing

Tools to Measure the General Wellbeing of Adults

Measures are listed from **short to long** (based on the shortest form) in terms of length of Administration, and each title is **hyperlinked** to a corresponding section with more information. All measures are **reliable and valid** and intended for **adults**.

Free Measures of Adult Wellbeing in a General Setting



Name of Measure	Length	Pros	Cons
Subjective Happiness Scale (SHS)	4 items		Only 10% related to life circumstances Currently under review
The Satisfaction with Life Scale (SWL)	5 items	Available in multiple languages Comparable to national norms to contextualize wellbeing scores	Possibly too short for robust understanding of individual wellbeing (5-items)
Contentment with Life Assessment Scale (CLAS)	5 items	Comparatively in-depth focus of life satisfaction: contentment, fulfillment, and self-discrepancies	Possibly too short for robust understanding (5-items) Less widely tested than other measures
Flourishing Scale (FS)	8 items	Translations are available	Possibly too short for robust understanding (8-items)
The Oxford Happiness Questionnaire (OHQ)	8 items	Both long and short versions Widely used	

29
items

Comprehensive and Brief Inventory of Thriving (CIT & BIT).	10 items 54 items	Both long and short versions Covers multiple domains Translations available
Mental Health Continuum Short and Long Form (MHC-SF).	14 items 40 items	Multiple translations available Used mostly with adults but can be used with 12-18-year-olds Extensive overview with relatively few items
Positive and Negative Affect Schedule (PANAS).	20 items	Has partner scale for children (see PANAS-C) Multiple translations available (French, German, Swedish)
The PERMA Profiler	23 items	General overview of wellbeing Widely used

Subjective Happiness Scale (SHS)
The Satisfaction with Life Scale (SWL)
Contentment with Life Assessment Scale (CLAS)
Flourishing Scale (FS)
The Oxford Happiness Questionnaire (OHQ)
Comprehensive and Brief Inventory of Thriving (CIT & BIT)
Mental Health Continuum Short and Long Form (MHC-SF)
Positive and Negative Affect Schedule (PANAS)
The PERMA Profiler





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Access it online or download it at <https://open.byu.edu/wellbeing/Adult>.

Subjective Happiness Scale (SHS)



The SHS, which assesses self-perceptions of happiness, had its reliability and validity proven in 14 studies of adults, college students, and high school students (Lyubomirsky & Lepper, 1999, p. 137). This measure is based on the theoretical Happiness Pie Equation that attributes half of your potential happiness to your genes, ten percents to your life circumstances, and forty percent to your choices (Lyubomirsky, 2018). It consists of four self-report questions. This theoretical equation for wellbeing has come under recent criticism for its research sources and its accuracy in allocating only 10% of happiness to result from life circumstances. Current research shows the percentage may be higher and may vary greatly depending on the individual. Similarly, this model has been criticized for being overly simplified (McQuaid, Brown, & Rohrer, 2018). However, how this criticism impacts the survey is still unknown.

- **Pros for Schools** **Cons for Schools**

Statement that only 10% of happiness is related to life circumstances is under review *

Suggestion for Further Research

Brown, N. J. L., & Rohrer, J. M. (2018). Re-slicing the “happiness pie”: A re-examination of the determinants of well-being. <https://edtechbooks.org/-BZS>

Lyubomirsky, S., & Lepper, H. (1999). [A measure of subjective happiness: Preliminary reliability and construct validation](#). *Social Indicators Research*, 46, 137-155.

*McQuaid, M. (host). (n.d.). Do we have the equation for happiness wrong? Podcast with Nick Brown [audio podcast episode]. In *Making Positive Psychology Work*. <https://edtechbooks.org/-dcs>

Lyubomirsky, S. (2020). Subjective Happiness Scale (SHS). <https://edtechbooks.org/-QgR>

Lyubomirsky, S. (2018). Subjective Happiness Scale (SHS). <https://edtechbooks.org/-iiG>



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Access it online or download it at <https://open.byu.edu/wellbeing/SHS>.

The Satisfaction with Life Scale (SWL)



The SWL measures self-perceptions of individual life satisfaction, correlated with mental health, subjective quality of life, and likelihood to attempt suicide. Individuals respond to five items a 7-point Likert scale. It has been used in studies of emotional regulation in several schools (Quoidbach et al., 2010). This test has high internal consistency and test-retest correlations (Pavot & Diener, 2008). It is available in multiple languages. The article “Well-being Assessment: An Evaluation of Well-being Scales for Public Health and Population Estimates of Well-being Among US Adults” compares it to national norms, providing several charts with the mean scores across demographic groups to help individuals contextualize their wellbeing scores. For example, figures show that men Ages 18-24 have a mean score of 3.5. Thus an individual in this demographic with a score of 3.8 would be lightly above average. The website <https://eddiener.com/> includes more information and articles on this and other scales.

“The scale is copyrighted but you are free to use it without permission or charge by all professionals (researchers and practitioners) as long as you give credit to the authors of the scale: Ed Diener, Robert A. Emmons, Randy J. Larsen and Sharon Griffin as noted in the 1985 article in the *Journal of Personality Assessment*” (eddiener.com).

Pros for Schools

Available in multiple languages
Article cited above provides national norms to contextualize scores

Cons for Schools

Possibly too short for a robust understanding of individual wellbeing (5-items)

Suggestions for Further Research

Diener. Website. <https://eddiener.com/>

Kobau, R., Sniezek, J., Zack, M. M., Lucas, R. E., & Burns, A. (2010). Well-being assessment: An evaluation of well-being scales for public health and population estimates of well-being among US adults. *Applied Psychology: Health and Well-being*, 2(3), 272-297. <https://edtechbooks.org/-DSR>

MIDSS. The Satisfaction with Life Scale (SWL). *Measurement Instrument Database for the Social Sciences*. <https://edtechbooks.org/-wABp>.

Pavot, W., & Diener, E. (2008). The Satisfaction With Life Scale and the emerging construct of life satisfaction. *The Journal of Positive Psychology*, 3(2), 137-152. <https://edtechbooks.org/-XdJs>

Quoidbach, J., Berry, E., & Hansenne, M. & Mikolajczak, M. (2010). [Positive emotion regulation and well-being: Comparing the impact of eight savoring and dampening strategies](#). *Personality and Individual Differences*, 49, 368-373. <https://edtechbooks.org/-PGj>



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Access it online or download it at <https://open.byu.edu/wellbeing/SWL>.

Contentment with Life Assessment Scale (CLAS)



This scale assesses wellbeing through measuring contentment and fulfillment, along with the self-discrepancies individuals feel towards their life. It is a brief 5-item survey with responses on a 7-point scale. Appropriate for anyone, it requires only a citation for use. Test reliability can be found in Lavallee et al. (2007).

Pros for Schools

Cons for Schools

Possibly too short for a robust understanding (5-items)
Less tested than other measures

Suggestions for Further Research

Lavallee, L. F., Hatch, P. M., Michalos, A. C., & McKinley, T. (2007). [Development of the contentment with life assessment scale \(CLAS\): Using daily life experiences to verify levels of self-reported life satisfaction](#). *Social Indicators Research*, 83, 201-244.

MIDSS. Contentment with Life Assessment Scale (CLAS). *Measurement Instrument Database for the Social Sciences*. www.midss.org/content/contentment-life-assessment-scale-clas



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Access it online or download it at <https://open.byu.edu/wellbeing/CLAS>.

Flourishing Scale (FS)



The Flourishing Scale measures wellbeing by the PERMA model, modified to include self-esteem, purpose, and optimism. This scale contains eight items. It is reliable and valid and has been shown to be appropriate for any adult. If it is used in any publication, proper citation is required. We recommend visiting Ed Diener’s website for information and articles on this and other scales.

Pros for Schools

Free
Valid and reliable
Translations available

Cons for Schools

Possibly too short for robust understanding (8-items)
Not specific to workplaces

Suggestions for Further Research

Diener, E. (n.d.). <https://eddiener.com/>

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research, 39*, 247-266.

MIDSS. Flourishing Scale (FS). *Measurement Instrument Database for the Social Sciences*. www.midss.org/content/flourishing-scale-fs-0





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Access it online or download it at <https://open.byu.edu/wellbeing/FS>.

The Oxford Happiness Questionnaire (OHQ)



The Oxford Happiness Questionnaire, designed to measure individual happiness, is based on the Oxford Happiness Inventory (OHI). The OHQ is valid and reliable; researchers found “a battery of personality variables known to be associated with well-being [that] were stronger for OHQ than for the OHI” (Hills & Argyle, 2001, p. 1073). This questionnaire has 29 self-report statements for responses on a 6-point Likert scale. A shortened 8-item version is also available. The OHQ has been used in several studies including a study of mindfulness and wellbeing (St-Louis et al., 2018).

Pros for Schools

29 questions
shortened 8-item version available
Widely used

Cons for Schools

Suggestions for Further Research

Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: A compact scale for the measurement of psychological well-being. *Personality and Individual Differences, 33*(7), 1073–1082. <https://edtechbooks.org/-pDz>

St-Louis, A., Verner-Filion, J., Bergeron, C.M., Vallerand, R.J. (2016). Passion and mindfulness: Accessing adaptive self-processes. *The Journal of Positive Psychology, 13*(2), 155-164. <https://edtechbooks.org/-RuIB>





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Access it online or download it at <https://open.byu.edu/wellbeing/OHQ>.

Comprehensive and Brief Inventory of Thriving (CIT & BIT)



Two purposes have been stated for the Inventory of Thriving :“(1) to measure a broad range of psychological well-being constructs and represent a holistic view of positive functioning; and (2) to predict important health outcomes . . . useful for researchers and health practitioners” (Diener, n.d., n.p.). The comprehensive version has 54 items divided over seven domains which cover 18 subscales: Relationship (support, community, trust, respect, loneliness, belonging), Engagement, Mastery (skills, learning, accomplishment, self-efficacy, self-worth), Autonomy (control), Meaning (meaning and purpose), Optimism, Subjective Well-Being (life satisfaction, positive feelings, negative feelings). The brief version has 10 items. Multiple translations are available. There is no charge for all noncommercial uses as long as appropriate credit is given to authors (see citation below). We recommend visiting Diener’s website for information and articles on this and other scales.

Pros for Schools

Cons for Schools

Translations available
Comprehensive view of wellbeing
Both long and short versions

Suggestions for Further Research

Diener. Website. <https://eddiener.com/>

Su, R., Tay, L., & Diener, E. (2014). The development and validation of Comprehensive Inventory of Thriving (CIT) and Brief Inventory of Thriving (BIT). *Applied Psychology: Health and Well-Being*. <https://doi.com/10.1111/aphw.12027>



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Access it online or download it at https://open.byu.edu/wellbeing/CIT_BIT.

Mental Health Continuum Short and Long Form (MHC-SF)



This instrument measures emotional, social, and psychological wellbeing via 14 items that participants respond to on a 6-point Likert scale from *never* to *every day*. Items are summed for a total score out of 70, with higher scores indicating greater wellbeing. It is available in French, Korean, Chinese, Japanese, Dutch, Norwegian, Swedish, and Finnish, with more translations coming as researchers continue to translate it for their use. It has been used in hundreds of studies over the two decades since its creation. There is also a longer form with 40 items.

Pros for Schools

Cons for Schools

Multiple translations available
Although used primarily with adults, also useful for 12-18-year-olds
Extensive overview of wellbeing for = relatively few items
Long and short forms available

Suggestions for Further Research

Keyes, C. L. M. (2009). Atlanta: Brief description of the Mental Health Continuum short form (MHC-SF).

<https://edtechbooks.org/-gEPU>

Lee Kum Sheung Center for Health and Happiness. Mental Health Continuum Short Form. <https://edtechbooks.org/-DqM>.





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Access it online or download it at https://open.byu.edu/wellbeing/MHC_SF.

Positive and Negative Affect Schedule (PANAS)



The PANAS measures wellbeing through two mood scales: one measuring positive affect (emotions) and the other measuring negative affect. Participants respond to its 20 items on a 5-point Likert scale according to how often they have experienced specific emotions over the past week. The PANAS has moderately good reliability and validity (Watson, 1988), and it has been used in a variety of dissertations and articles (statistics solutions). Available in French, German, and Swedish as well as English, it can be used with no cost without the necessity of contacting the American Psychological Association Permissions Office for non-profit research purposes (Mapi Research Trust).

Pros for Schools

Cons for Schools

Has a partner scale for children (see PANAS-C)
Multiple translations available

Suggestions for Further Research

Mapi Research Trust. (n.d.). Positive and Negative Affect Schedule (PANAS). Retrieved from <https://edtechbooks.org/-VvT>

Positive and Negative Affect Schedule (PANAS). (n.d.). Retrieved from <https://edtechbooks.org/-yttt>

Watson, D., Clark, L. A., & Tellegen, A. (1988). [Development and validation of brief measures of positive and negative affect: the PANAS scales](#). *Journal of Personality and Social Psychology*, 54(6), 1063.





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Access it online or download it at <https://open.byu.edu/wellbeing/PANAS>.

The PERMA Profiler



The PERMA profiler is designed to measure the general wellbeing of adults according to Seligman’s PERMA model. This questionnaire measures positive and negative emotions, engagement, relationships, meaning, accomplishment, and health. Participants respond to 23 items on a 10-point Likert scale: For example, “In general, how often do you feel joyful? . . . How often do you lose track of time while doing something you enjoy?” (Kern, n.d., n.p.). This measure is free for any noncommercial use as long as the appropriate credits are given, but administrators are requested to read through the [PERMA Profiler document and register](#) before using the measure. Participants can take the PERMA profiler online by registering at <https://edtechbooks.org/-kQI>.

Pros for Schools

Provides a general overview of wellbeing
Widely used

Cons for Schools

Suggestions for Further Research

Butler, J., & Kern, M. L. (2016). [The PERMA-Profiler: A brief multidimensional measure of flourishing](#). *International Journal of Wellbeing*, 6(3), 1–48. <https://doi.org/10.5502/ijw.v6i3.526>

Kern, P. (n.d.). Questionnaires. <https://edtechbooks.org/-vYoE>.

Pezirkianidis, C., Stalikas, A., Lakioti, A., & Yotsidi, V.(2019). Validating a multidimensional measure of wellbeing in Greece: Translation, factor structure, and measurement invariance of the PERMA Profiler. *Current Psychology*. <https://edtechbooks.org/-Xwzt>

Wammerl, M., Jaunig, J., Mairunteregger, T. & Streit, P. (2019). The German Version of the PERMA-Profiler: Evidence for Construct and Convergent Validity of the PERMA theory of Well-Being in German Speaking Countries. *Journal of Well-Being Assessment*, 3(2-3), 75-96. <https://edtechbooks.org/-Zbty>



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Access it online or download it at <https://open.byu.edu/wellbeing/PERMA>.

Measures of Adult Wellbeing at Work

Tools to Measure Adult Wellbeing Specific to Workplaces

Measures are listed from short to long in administration time (based on the shortest form). Each title is hyperlinked to a corresponding section with more information. All measures are reliable and valid, and they are intended for adults.

Free Measures of Adult Wellbeing in a Work Setting



Name of Measure	Length	Pros	Cons
Teacher Subjective Wellbeing Questionnaire (TSWQ)	8 items	Short holistic overview of wellbeing Can be utilized with Student Subjective Wellbeing Questionnaire (Renshaw, n.d.) for greater continuity across populations	Few, if any, available translations
Job-related Affective Wellbeing Scale (JAWS)	20 items 30 items	Widely used outside field of education Multiple translations	Measures only one domain of wellbeing
The Workplace PERMA-Profiler	23 items	Follows PERMA construct and provides overview of wellbeing Translated and validated in Japanese	
Job Satisfaction Survey (JSS)	36 items	Widely used Multiple translations	Measures only one domain of wellbeing

Priced Measures of Adult Wellbeing in a Work Setting



Name of Measure	Length	Pros	Cons/ Price
The Gallup Q12 Employee Engagement Questionnaire	12 items	Measured outcomes related to specific work benefits Widely used Available in different languages	Requires purchase: Online calculator to estimate school's cost. Focuses only on engagement—one factor of the PERMA model of wellbeing
The PERMAH Workplace Survey	2-3 minutes	Scores returned in real time through online dashboard Widely used Comprehensive view of wellbeing Individual use can continue after license period has ended	Requires purchase of 3, 6, or 12 month license at \$497, \$797, or \$997 respectively Unlimited use during license period
Psychological Capital Questionnaire (PCQ)	12 items 24 items	Overview of wellbeing Outcomes related to specific work benefits Available in multiple languages	Priced according to use and services \$2 per person (minimum 50) to produce paper copies Free qualified research permission with form Click here for more payment options.
Maslach Burnout Inventory: Educator's Survey (MBI-ES)	22 items or 10-15 minutes	Available in different languages Specific to educators in workplaces	Priced according to use and services \$2.50 per person to reproduce paper copies or use Mind Garden's Transform System (minimum purchase 50 or 20 respectively). More options click here Focuses more on burnout than wellbeing

[Click here](#) for more payment options.

Teacher Subjective Wellbeing Questionnaire (TSWQ)
Job-related Affective Well-being Scale (JAWS)
The Workplace PERMA-Profilier
Job Satisfaction Survey (JSS)
The Gallup Q12 Employee Engagement Questionnaire
The PERMAH Workplace Survey
Psychological Capital Questionnaire (PCQ)
Maslach Burnout Inventory: Educator's Survey (MBI-ES)



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Teacher Subjective Wellbeing Questionnaire (TSWQ)



The TSWQ measures teacher wellbeing across two subscales: school connectedness and teaching efficacy. The subscales can be used independently or combined to create an overall wellbeing score. Teachers rank eight positive statements on an 8-point Likert scale representing frequency the statement is true in their life: For example, “I am a successful teacher” or “I feel like people at this school care about me” (Measure and User Guide, n.d., n.p.). Tyler Renshaw’s [Student Subjective Wellbeing Questionnaire](#) can be used with this questionnaire for greater continuity across populations. For more information about Renshaw’s work, visit his website [here](#).

Pros for Schools

Short holistic overview of wellbeing
Use with Renshaw’s [Student Subjective Wellbeing Questionnaire](#) to enable greater continuity across populations

Cons for Schools

Few, if any, available translations

Suggestions for Further Research

Renshaw, T., Long, A., & Cook, C. (2015). [Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire](#). *School Psychology Quarterly, 30*, 289-306. <https://doi.org/10.1037/spq0000112>

Renshaw, T. (n.d.). Measures. <https://edtechbooks.org/-ueNo>.

[Teacher Subjective Wellbeing Questionnaire \(TSWQ\). \(2018\). Measure and user guide.](#)
<https://osf.io/h7m46/https://osf.io/h7m46/>





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Access it online or download it at <https://open.byu.edu/wellbeing/TSWQ>.

Job-related Affective Well-being Scale (JAWS)



Similar to the [Job Satisfaction Survey \(JSS\)](#), the Job-related Affective Well-being Scale (JAWS) solely focuses on the work domain of wellbeing. It assesses the emotional reactions people feel towards their work. It has 30 questions, one for each emotion, and asks participants to rate how often they have experienced that emotion on a 5 point likert scale. There is a shortened 20 item version as well, which Dr. Spector more frequently uses in his research. Both versions have been translated into multiple versions. It is free to use for educational and noncommercial purposes as long as you share the results and any translations you create with Dr. Spector at pspector@usf.edu.

Pros for Schools

- Multiple translations
- Widely used outside the field of education

Cons for Schools

- Only measures one domain of wellbeing

Suggestion for Further Research

Spector, P. E. (n.d.). Job-related Affective Well-being Scale JAWS. Retrieved November 12, 2019, from <https://edtechbooks.org/-jPiS>.



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Access it online or download it at <https://open.byu.edu/wellbeing/JAWS>.

The Workplace PERMA-Profiler



The Workplace PERMA-Profiler is designed to assess wellbeing according to Seligman’s PERMA model, which includes “Five core element[s] [related to] psychological well-being and happiness” (Pascha, date, page no.). These elements are positive emotions (feeling good), engagement (finding flow), relationships (authentic connections), meaning (purposeful existence), and achievement (sense of accomplishment). The survey also takes into account the importance of health and the frequency of negative emotions. Participants respond to 23 self-report questions on a 10-point Likert scale from *not at all* to *completely*. To use this profiler without charge requires completion of a wellbeing measures registration form found at www.peggykern.org/questionnaires.html.

Pros for Schools

23 questions
Translated into Japanese

Cons for Schools

Suggestions for Further Research

Pascha, M. (2018). The PERMA Model: Your scientific theory of happiness. Positive Psychology Program: Your One-Stop PP Resource! <https://edtechbooks.org/nLV>

Kern, P. (n.d.). Questionnaires. Peggy's Website, www.peggykern.org/questionnaires.html.

Watanabe, K., Kawakami, N., Shiotani, T., Adachi, H., Matsumoto, K., Imamura, K., Matsumoto, K., Yamagami, F., Fusejima, A., Muraoka, T., Kagami, T., Shimazu, A. & Kern, M. L. (2018). [The Japanese Workplace PERMA-Profiler: A validation study among Japanese workers](#). *Journal of occupational health*, 60(5), 383–393. doi:10.1539/joh.2018-0050-OA





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Access it online or download it at https://open.byu.edu/wellbeing/PERMA_Profiler.

Job Satisfaction Survey (JSS)



Similar to the Job Satisfaction Survey (JSS), the Job-Related Affective Well-Being Scale (JAWS) focuses solely on the work aspect of wellbeing, assessing the emotional reactions people feel towards their work. The scale includes 30 items, one for each emotion, asking participants to rate how often they have experienced that emotion on a 5-point Likert scale. There is a shortened 20-item version as well, which Spector, creator of this scale, uses more frequently in his research. Both versions have been translated into multiple languages. It is free to use for educational and noncommercial purposes if the user shares the results and any new translations with Spector at pspector@usf.edu.

Pros for Schools

Multiple translations
Widely used outside field of education

Cons for Schools

Measures only one domain of wellbeing

Suggestions for Further Research

Spector, P. E. (n.d.). Job-Related Affective Well-Being Scale JAWS. <https://edtechbooks.org/-jPiS>.

StatisticsSolutions. (n.d.). Job Satisfaction Survey (JSS). Retrieved November 12, 2019, from <https://edtechbooks.org/-RfcM>.





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Access it online or download it at <https://open.byu.edu/wellbeing/JSS>.

The Gallup Q12 Employee Engagement Questionnaire



This Questionnaire was designed by Gallup researchers to help employers assess their employees' level of engagement. As indicated by the PERMA model (Seligman, date), engagement is a primary factor in an individual's overall wellbeing. Research has found employee engagement, as measured by this survey, leads to less turnover, lower absenteeism, and higher employee productivity. The Q12 Employee Engagement Questionnaire has 12 questions scored on a 5-point Likert scale. Questions range from "In the last seven days, have you received recognition or praise for doing good work?" to "Does the mission/purpose of your company make you feel your job is important?" (SHRM, 2010). This instrument is available in over 30 languages and requires a purchase for use. [This online calculator](#) can help you estimate your school's cost.

Pros for Schools

Measured outcomes related to specific work benefits
Widely used
Available in many languages

Cons for Schools

Requires purchase, online guide to estimate school's cost
Focuses only on engagement—one factor of PERMA wellbeing model

Suggestions for Further Research

Gallup. (2016). Gallup Q12 Employee Engagement Survey <https://edtechbooks.org/-SjUj>

SHRM. (2010). The Gallup Q12 Employee Engagement Questionnaire. *H.R. Magazine*. <https://edtechbooks.org/-BwL>





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Access it online or download it at <https://open.byu.edu/wellbeing/Q12>.

The PERMAH Workplace Survey



Kern and McQuaid created an online version of [the Workplace PERMA-Profiler](#) called The PERMAH Workplace Survey. It measures positive emotion, engagement, relationships, meaning, accomplishment, and health, along with questions relating to self-determination theory. It takes 2-3 minutes to complete and is available in Arabic and English, with more translations to be completed. This version requires the purchase of a 3, 6, or 12 month license costing \$497, \$797, or \$997 respectively. A license may be used as often and by as many people as desired throughout its duration. An expired license can be renewed or the licensee’s data can be de-identified . . . as a .csv file” (The Wellbeing Lab). After the license expires, the organization’s employees can continue to monitor their personal wellbeing with this tool at no cost. With the purchase of any license, scores will be delivered in real time through an online dashboard, which includes “the number of individuals surveyed, aggregate scores for teams and the overall organization and downloadable reports” (R.Caradine, personal communication, November 12, 2019). All responses are anonymous, and the data are de-identified. This survey has been used with more than 13,000 teachers

Pros for Schools

Cons for Schools

-
- Scores returned in real time through an online dashboard
 - Widely used
 - Comprehensive view of wellbeing
 - Availability for individuals to continue to monitor personal wellbeing after license expiration
-

Suggestions for Further Research

The Wellbeing Lab. (n.d.). Organization version. PERMAH Survey. <https://edtechbooks.org/LMC>





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Access it online or download it at <https://open.byu.edu/wellbeing/PERMAH>.

Psychological Capital Questionnaire (PCQ)



Psychological capital has been defined as follows:

An individual's positive psychological state of development . . . characterized by: having confidence (self efficacy) to take on and put in the necessary effort to succeed at challenging tasks; making a positive attribution (optimism) about succeeding now and in the future; persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Luthans, Avolio, Avey, & Norman, 2007, p. 3).

The Psychological Capital Questionnaire measures wellbeing as a function of four emotions and dispositions: hope, efficacy, resilience, and optimism. Participants respond to 24 statements on a 6- point Likert scale based on the degree to which they agree with the statement. The PCQ is specifically designed for working adults, relevant to “multiple performance outcomes in the workplace, lower employee absenteeism, less employee cynicism and intentions to quit, and higher job satisfaction, commitment, and organizational citizenship behaviors” (PCQ). There is also a less widely used short version (PSQ-12) with 12 items (Kamei et al., 2018). The PSQ is available in a variety of languages and requires purchase for use.

Pros for Schools

Provides overview of wellbeing
Measures outcomes related to specific work benefits
Available in multiple language

Cons for Schools

Price depends on type of use and services: to reproduce paper copies, \$2 per person (minimum purchase 50)
A research permission form qualifies applicant for free use.

[Click here](#) for more payment options.

Suggestions for Further Research

Kamei, H., Ferreira, M. C., Valentini, F., Peres, M. F. P., Kamei, P. T., & Damásio, B. F. (2018). [Psychological Capital Questionnaire - Short Version \(PCQ-12\): evidence of Validity of The Brazilian Version](#). *Psico-USF*, 23(2), 203–214. doi: 10.1590/1413-82712018230202

Luthans, F., Avolio, B., Avey, J., & Norman, S. (2007). Positive Psychological Capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology* 60, 541–572. Accessed from University of Nebraska at Lincoln Leadership Institute Faculty Publications. <https://edtechbooks.org/-NbNN>

Mind Garden. (n.d.). Psychological Capital Questionnaire (PCQ) - Assessments, tests. <https://edtechbooks.org/-uMa>



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Access it online or download it at <https://open.byu.edu/wellbeing/PCQ>.

Maslach Burnout Inventory: Educator's Survey (MBI-ES)



The Maslach Burnout Inventory: Educator's Survey, a specialized version of the Maslach Burnout Inventory (MBI), was specifically designed for educators including teachers, administrators, staff members, and volunteers working in an educational setting. Focused on individuals' work environment, this survey assesses emotional exhaustion, depersonalization, and personal accomplishment, including educators' feelings about their students, their work, and their successes. Responses to this survey's 22 self-report questions are on a 7-point Likert scale according to the frequency the individual identifies with each statement: For example, "I have accomplished many worthwhile things in this job," or "I feel emotionally drained from my work" (MBI). It can be completed in 10-15 minutes. It is available in several languages and requires purchase for use.

Pros for Schools

Available in different languages
Specific to educators in workplaces

Cons for Schools

Price depends on type of use and services. Users can reproduce paper copies or use Mind Garden's Transform System for \$2.50 per person (minimum purchase 50 or 20 respectively).
Focuses more on burnout than wellbeing

[Click here](#) for more payment options.

Suggestions for Further Research

Maslach, C., Jackson, S. E., & Schwab. R. (n.d.) Maslach Burnout Inventory - Educators Survey (MBI-ES) - Assessments, tests. *Mind Garden*. www.mindgarden.com/316-mbi-educators-survey.





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Access it online or download it at https://open.byu.edu/wellbeing/MBI_ES.

Measures of Cultural Wellbeing

Tools to Measure a School’s Cultural Wellbeing

Measures are listed from **short to long** (based on the shortest form) in terms of length of Administration, and each title is **hyperlinked** to a corresponding section with more information. All measures are **reliable and valid**.

Free Measures of Cultural Wellbeing in a School Setting



Name of Measure	Intended Participants	Length	Pros	Cons
School Culture Triage Survey	Teachers and Administrators	17 items	Simple scoring Wide use	Assesses only teachers’ and administrators’ perspectives of cultural behaviors
My Class Inventory- Short Form (MCI-SF)	Elementary school students	18 items 25 items	2 versions Simple scoring Can be combined with teacher version to allow a broader view of culture	Limited responses; all are “yes no” questions
School-Level Environment Questionnaires (SLEQ)	Teachers	21 items 56 items	Tested across South Africa, Australia, and USA Shorter version available	Shorter version not yet tested widely
The Omnibus T-Scale	Teachers	26 items	Widely tested in elementary schools	Measures only one factor: trust of school climate

My Class Inventory- Short Form for Teachers (TMCI-SF)	Teachers	30 items or 8 minutes	Multiple versions with slightly different scales increase flexibility Combined with student version enables broader view of culture	
Individualised Classroom Environment Questionnaire (ICEQ)	Students	50 items	Short form and preferred environment form available	Doesn't account for the larger school environment influence
ED School Climate Surveys (EDSCLES)	Students (5th-12th grade) Teachers Staff Parents	73 items 83 items 104 items 43 items (respectively see left)	- Multiple forms for different populations English and Spanish versions Tested with large sample Comprehensive view of culture	No overall scores for parent survey, emergency management, and readiness subtopics Not designed for below Grade 5

Priced Measures of Cultural Wellbeing in a School Setting



Name of Measure	Intended Participants	Length	Pros	Cons/Price
Student Engagement Instrument (SEI)	6th-12th graders and school staff	35 items or 18-22 minutes	Online Platform Has been used with Grades 3-5 and college aged students	Not yet priced—cost eventually available here .
Classroom Environment Scale	Teachers and Students (middle school and older)	90 items	Three separate forms Available in several languages Comprehensive view of cultural wellbeing	Price conditional on type of use and services Can reproduce paper copies or use Mind Garden's Transform System for \$2.50 per person (minimum purchase 50 or 20 respectively). Discount for higher quantities. Click

here for more payment options.
Long (90 items)

School Culture Triage Survey
My Class Inventory-Short Form (MCI-SF)
School-Level Environment Questionnaires (SLEQ)
The Omnibus T-Scale
My Class Inventory-Short Form for Teachers (TMCI-SF)
Individualised Classroom Environment Questionnaire (ICEQ)
ED School Climate Surveys (EDSCLES)
Student Engagement Instrument (SEI)
Classroom Environment Scale



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Access it online or download it at <https://open.byu.edu/wellbeing/Cultural>.

School Culture Triage Survey



This survey measures three cultural behaviors: professional collaboration, affiliative and collegial relationships, and self-determination/efficacy. It was designed for teachers and administrators, with 17 self-report statements scored on a 5-point Likert scale based on the frequency of occurrence. Such statements include the following: “Teachers and staff discuss instructional strategies and curriculum issues” and “Our school schedule reflects frequent communication opportunities for teachers and staff” (Wagner, 2006, p. 43). Scoring is simple, adding up total points for each question. Scoring information given in advance may affect staff responses. The School Culture Triage Survey has been used in schools “across the United States and Canada.” A correlation has been found between high survey scores and higher state assessment scores (Wagner, 2006, p.42). Only a citation is required for use.

Pros for Schools

Cons for Schools

Simple scoring
Widely used

Assesses only teachers’ and administrators’ perspectives of cultural behaviors

Suggestions for Further Research

Wagner, C. R. (2006). [The school leader's tool for assessing and improving school culture](#). *Principal Leadership*, 7, 41-44.





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Access it online or download it at <https://open.byu.edu/wellbeing/Triage>.

My Class Inventory-Short Form (MCI-SF)



The My Class Inventory-Short Form asks students 25 yes or no questions about five domains of their classroom environment: friction, competitiveness, satisfaction, difficulty, and cohesion. It was designed for elementary school students and tested in schools across Australia. A study done with 2,800 upper elementary students in the United States improved this form by creating an 18-item measure that was found to be more reliable than the original version. This shorter form measures friction, competitiveness, satisfaction, and cohesion. Both measures are scored the same way: A *yes* response is 3 points, a *no* is 1 point, and an invalid response is scored as 2. Some items are reverse scored and marked with an *R*. The inventory requires only a citation for use.

Pros for Schools

2 versions
Simple scoring
Can be combined with the teacher version to allow a broader view of culture

Cons for Schools

Limited responses as each item is answered with yes or no

Suggestions for Further Research

Fisher, D. L., & Fraser, B. J. (1981). [Validity and use of the my class inventory](https://edtechbooks.org/-PGj). *Science Education*, 65(2), 145-156. <https://edtechbooks.org/-PGj>

Sink, Christopher & R. Spencer, Lisa. (2005). [My Class Inventory-Short Form as an Accountability Tool for Elementary School Counselors to Measure Classroom Climate](https://doi.org/10.5330/prsc.9.1.y720844684111402). *Professional School Counseling*, 9, 37-48. <https://doi.org/10.5330/prsc.9.1.y720844684111402>.





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Access it online or download it at https://open.byu.edu/wellbeing/MCI_SF.

School-Level Environment Questionnaires (SLEQ)

School-Level Environment Questionnaire (SLEQ) and Revised School-Level Environment Questionnaire



The SLEQ is specifically designed to measure teachers' perceptions of their school environment. Due to the evolving nature of the research, a few of the original items and scales have been changed. The SLEQ currently measures student support, affiliation, professional interest, staff freedom, participatory decision making, innovation, resource adequacy, and work pressure. The questionnaire consists of 56 items, each scored on a 5-point Likert scale. The SLEQ is reliable and valid, and it has been used in school studies in Australia, South Africa, and the United States. A shorter revised version is available with 21 items across five subscales: Collaboration, Decision Making, Instructional Innovation, Student Relations, and School Resources. This shorter questionnaire, which tests teacher perceptions of those categories, was found to be reliable and valid when tested with 2,558 teachers in elementary, middle, and high schools across "a large urban school district in the southwestern United States as part of a larger survey" (Johnson, Stevens, & Zvoch, 2007, p.835). The questionnaire is free, requiring only a citation for use.

Pros for Schools

Tested across South Africa, Australia, and USA
Shorter version available

Cons for Schools

Shorter version not yet tested widely

Suggestions for Further Research

Fisher, D. L., & Fraser, B. J. (1990). Validity and use of the School-Level Environment Questionnaire.

<https://edtechbooks.org/-gqgw>.

Johnson, B., Stevens, J. J., & Zvoch, K. (2007). [Teachers Perceptions of School Climate: A Validity Study of Scores From the Revised School Level Environment Questionnaire](#). *Educational and Psychological Measurement*, 67(5), 833-844.

doi:10.1177/0013164406299102



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Access it online or download it at <https://open.byu.edu/wellbeing/SLEQ>.

The Omnibus T-Scale



The Omnibus T-Scale measures teachers' trust in principals, clients (both parents and students), and colleagues. It defines trust as consisting of five factors: benevolence, reliability, competence, honesty, and openness. This survey contains 26 Likert items and has been tested in elementary schools in the U.S. Midwest. It can be used free of charge; the scoring key is online at <https://edtechbooks.org/-FYEx>.

Pros for Schools

Widely tested in elementary schools

Cons for Schools

Measures only one factor (trust) of school climate

Suggestions for Further Research

Hoy, W. K. (n.d.). Faculty trust: The Omnibus T-Scale. <https://edtechbooks.org/-FYEx>

Hoy, W., & Tschannen-Moran, M. (2002). [The conceptualization and measurement of faculty trust in schools: The omnibus T-scale](#). In C. Miskel & W. K. Hoy, (Eds.), *Studies in leading and organizing schools*, pp. 181-208. University of South Florida.



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Access it online or download it at <https://open.byu.edu/wellbeing/Omnibus>.

My Class Inventory-Short Form for Teachers (TMCI-SF)



Similar to the [My Class Inventory-Short Form](#) for students, this teacher version measures satisfaction, friction, competitiveness, difficulty, and cohesion. However, the form for teachers also measures school counseling impact. It contains 30 items on a 5-point Likert scale and can be completed in about 8 minutes. The TMCI-SF requires only a citation for use. It has been found to be reliable and valid when tested with teachers across grade levels throughout the United States; several modified versions have been created, tested, and also found to be reliable and valid. More information on one modified version can be found in the research section below (Sink & Spencer, 2007).

Pros for Schools

Cons for Schools

Multiple versions with slightly different scales allow for more flexibility
Can be combined with the student version to enable a broader view of culture

Suggestions for Further Research

Sink, C., & Spencer, L. (2007). Teacher version of the My Class Inventory-Short Form: An accountability tool for elementary school counselors. *Professional School Counseling, 11*(2), 129-139. <https://edtechbooks.org/-nxLF>

Villares, E., Mariani, M., Sink, C. A., & Colvin, K. (2016). [Multilevel Confirmatory Factor Analysis of the Teacher My Class Inventory-Short Form](#). *Measurement and Evaluation in Counseling and Development, 49*(4), 263-273. <https://doi.com/10.1177/0748175616639107>





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Access it online or download it at https://open.byu.edu/wellbeing/TMCI_SF.

Individualised Classroom Environment Questionnaire (ICEQ)



The ICEQ was designed to assess student perceptions across five scales: personalization, participation, independence, investigation, and differentiation. These scales cover three dimensions: relationship, personal development, and system maintenance/system change. Ten items are provided for each of the five scales. A short form is available consisting of 25 items and a form that measures preferred classroom environment. The ICEQ has been used in schools across Australia and requires only a citation for use.

Pros for Schools

Cons for Schools

Short form with preferred environment form available

Doesn't account for influence of larger school environment

Suggestions for Further Research

J. Fraser, Barry. (1981). [Validity and Use of Individualized Classroom Environment Questionnaire](#). American Educational Research Association, Los Angeles, April 1981.

Wheldall, K., Beaman, R., & Mok, M. (1999). [Does the Individualized Classroom Environment Questionnaire \(ICEQ\) Measure Classroom Climate?](#) *Educational and Psychological Measurement*, 59(5), 847-854. <https://edtechbooks.org/-PGj>





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Access it online or download it at <https://open.byu.edu/wellbeing/ICEQ>.

ED School Climate Surveys (EDSCLES)



The Ed School Climate Surveys are four different tests which measure wellbeing across four populations: instructional staff, non-instructional staff, middle to high school students (Grades 5-12), and parents. Each test covers three main domains: engagement, safety, and environment. The engagement domain measures three subtopics: cultural and linguistic competence, relationship, and school participation. The safety domain includes five: emotional safety, physical safety, bullying/cyberbullying, substance abuse, and emergency readiness/ management. The final domain, environment, measures subtopics of physical environment, instructional environment, physical health, mental health, and discipline.

There are slight differences among the tests. The tests for students and parents do not measure physical health. The parent/guardian survey and the emergency management and readiness subtopic in the safety domain are not designed to produce overall scores but can be examined at the individual item level. The student survey has 73 items in an English and a Spanish version. The instructional staff survey has 83 items, the non-instructional staff survey has 104 (a few of them exclusively for principals), and the parent survey has 43 items in both Spanish and English versions.

According to the National Center for Education Statistics (2016) Benchmark study, “The survey platform is designed to be downloadable free of charge and provides user-friendly school climate reports” (p.3). No permission is required. The reliability and validity of these surveys were tested throughout “16 sites, containing 50 public schools” (National Center for Education Statistics, 2016, p.3).

Pros for Schools

Multiple forms for different populations
 English and Spanish versions
 Tested with a large sample
 Comprehensive view of culture

Cons for Schools

No overall scores for parent survey and emergency management and readiness subtopic
 Not designed for students below Grade 5.

Suggestions for Further Research

National Center for Education Statistics. (2016). ED School Climate Surveys (EDSCLS) National Benchmark Study 2016 (EDSCLS Pilot Test 2015 Report, pp. 1-96, Rep.).

National Center on Safe and Supportive Learning Environments. (n.d.). ED School Climate Surveys (EDSCLES).
<https://edtechbooks.org/-upyz>

National Center on Safe and Supportive Learning Environments. (n.d.). EDSCLES frequently asked questions.
<https://edtechbooks.org/-Wqmi>



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Access it online or download it at <https://open.byu.edu/wellbeing/EDSCLES>.

Student Engagement Instrument (SEI)



Cognitive and psychological engagement is the focus of this instrument, intended for students in Grades 6-12 along with school staff. The first SEI version included 30 items relating to cognitive engagement, how students perceive their school experience; and 26 items relating to psychological engagement, how connected they felt. These 56 questions were grouped into six subscales: Teacher–Student Relationships, Control and Relevance of Schoolwork, Peer Support for Learning, Future Aspirations and Goals, Family Support for Learning, and Extrinsic Motivation. Students answered each item on a 4-point Likert scale (Appleton, Christenson, Kim, & Reschly, 2006). SEI has been recently adapted as a shorter version containing 35 items. It is available through the University of Minnesota as the Engage SEI online platform.

Pros for Schools

Online Platform
Has been used with students Grades 3-5 and with college age students

Cons for Schools

The online version of this survey is not yet priced. When it has been, you can find the cost [here](#).

Suggestions for Further Research

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). [Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument](#). *Journal of School Psychology, 44*(5), 427–445. <https://doi.org/10.1016/j.jsp.2006.04.002>

RAND. (2018). Student Engagement Instrument (SEI). <https://edtechbooks.org/-RuS>

University of Minnesota. (n.d.). Check & connect Student Engagement Intervention Model: Institute on Community Integration. <https://edtechbooks.org/-cQUp>



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Access it online or download it at <https://open.byu.edu/wellbeing/SEI>.

Classroom Environment Scale



This scale measures overall classroom climate across three dimensions with nine subscales. The relationship dimension includes subscales measuring involvement, affiliation, and teacher support. The personal growth/goal orientation dimension includes task orientation and competition. The system maintenance and change dimension includes order and organization, rule clarity, teacher control, and innovation. The Classroom Environment Scale is available in three different forms. Form R measures student and teacher perceptions of classroom climate; Form I asks participants about their preferred ideal environment, and Form E assesses students' and teachers' expectations for their classroom environment. The 90 items on this scale can be completed in approximately 15 minutes. The Classroom Environment Scale is appropriate for classrooms middle school and above and is available in several languages. It requires a purchase for use, at costs that vary according to which manuals, online resources, and reports are desired. The right to administer the survey on paper can be purchased at \$2.50 per person.

Pros for Schools

Three separate forms
Available in several languages
Comprehensive view of cultural wellbeing

Cons for Schools

Long (90 items)
Price depends on type of use and services.
Paper copies or use of Mind Garden's Transform System for \$2.50 per person (minimum 50 or 20 respectively).
Discount for higher quantities.

[Click here](#) for more payment options.

Suggestions for Further Research

Classroom Environment Scale (CES). (n.d.). <https://edtechbooks.org/ikro>

Trickett, E. J., & Moos, R. H. (2002). Classroom Environment Scale. <https://edtechbooks.org/hYbv>



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Access it online or download it at <https://open.byu.edu/wellbeing/CES>.

Other Resources

The surveys in this collection are only a small cross section of the measures available for school use. The following resources, papers, and databases can assist you in finding additional measures.

Cox, J., Foster, B., & Bamat, D. (2019). *A review of instruments for measuring social and emotional learning skills among secondary school students* (REL 2020–010). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. <http://ies.ed.gov/ncee/edlabs>

Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., and Mooney, K. (2011). *Measuring student engagement in upper elementary through high school: A description of 21 instruments*. (Issues & Answers Report, REL 2011–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <http://ies.ed.gov/ncee/edlabs>.

Harvard T. H. Chan School of Public Health. (2017). Repository of positive psychological well-being scales. Retrieved from <https://edtechbooks.org/-rqq>.

Linton, M, Dieppe P, & Medina-Lara A. (2016). [Review of 99 self-report measures for assessing well-being in adults: Exploring dimensions of well-being and developments over time](#). *BMJ Open* 6:e010641. <https://doi.org/10.1136/bmjopen-2015-010641>

National Center on Safe and Supportive Learning Environments. (n.d.). *School Climate Survey compendium*. Retrieved from <https://edtechbooks.org/-hBFK>

Glossary



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