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# Emotionally Friendly Schools

## Workshop 2

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## **Assessing Children's Needs: How to identify the social, emotional and mental health needs of children and young people using checklists and standardised assessments.**

*Accurately identifying a child's needs is the cornerstone of being able to help them.*

This is a practical workshop, providing you with the opportunity to look at a range of assessment tools included within the EFS Manual.

Activities promoting discussion will allow you to consider:

- Which tools to select when
- How to score up and interpret the results
- How you might share the information
- How you use tools to measure progress and response to interventions



# Why use assessment tools?



Talk to the person next to you for 1 minute and be prepared to feedback some ideas.....



# Why use assessment tools?

**Assessments provide us with the capacity to:**

- Clearly identify the child's needs
- Highlight which interventions will help the child make the most progress
- Share information with others to develop a shared understanding of the child's needs
- Aid referrals to additional and targeted services (e.g. Educational Psychology, Child and Adolescent Mental Health Service)
- Measure the impact of interventions

**Before we can help the children in our school, we first need to accurately identify their strengths and needs**



# How might we use assessment tools?

## 1. One Off Assessment:

Can be used for a one off assessment. When would this be useful?

## 2. Baseline Measure for Tracking:

Why would this be useful? How would you use it as a tracker document?

## 3. IEP/ Individual target generating tool:

How might an assessment be used in this way?





# Choosing an assessment

- For many schools, measuring children's emotional wellbeing can seem challenging.
- **Ten** highly regarded assessments have been identified and selected for inclusion in the manual, to help you succeed in identifying the best tools for measuring and understanding children's emotional wellbeing.
- All of the assessments included have been identified as being effective measures by both Public Health England and the Education Endowment Foundation.

## **SPECTRUM Database**

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/measuring-essential-skills/spectrum-database/>

Public Health England; Evidence Based Practice Unit (2016) Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges

Assessment	Usability			Key areas			Website
	Age range (years)	Use	Rated by	1	2	3	
Boxall Profile	4-18	Paper/ online	Teacher	Attachment	Locus of control	Underdeveloped skills	<a href="https://www.nurtureuk.org/publications/boxall-profile">https://www.nurtureuk.org/publications/boxall-profile</a> <a href="https://boxallprofile.org/">https://boxallprofile.org/</a> (online tool)
Child and Youth Resilience Measure	5 – 25+	Paper	Child / teacher / parent	Resilience	Family relationships / support	Peer relationships / support	See sources for further information
Emotional Literacy	7-16	Paper	Child / teacher / parent	Emotional literacy	Social Skills	Motivation	<a href="https://www.gl-assessment.co.uk/products/emotional-literacy/">https://www.gl-assessment.co.uk/products/emotional-literacy/</a>
Kidscreen	8-18	Paper	Child	Wellbeing	Relationships	Autonomy	<a href="http://www.kidscreen.org">www.kidscreen.org</a>
Multidimensional Student's Life Satisfaction Scale (MSLSS)	8 - 18	Paper	Child	Life satisfaction	Perception of school	Perception of self	See sources for further information
Pupil Attitudes to Self and School (PASS)	4-18	Online	Child	Perceptions of school	Self-esteem	Motivation	<a href="http://www.gl-assessment.co.uk">www.gl-assessment.co.uk</a>
Strengths and Difficulties Questionnaire(SDQ)	4-16	Paper / online	Child / teacher/ parent	Emotional state	Problem behaviours	Attention	<a href="http://www.sdqinfo.org">www.sdqinfo.org</a>
Schools and Student's Health Education (SHEU) Surveys	7-19	Paper / online	Child	Customisable to your needs	Wellbeing	Perceptions of school	<a href="http://www.sheu.org.uk">www.sheu.org.uk</a>
Social Skills Improvement System (SSiS)	3-18	Paper	Child	Social skills	Problem behaviours	Self-esteem	<a href="http://www.pearsonclinical.co.uk">www.pearsonclinical.co.uk</a>
Stirling Children's Wellbeing Scale	8-15	Paper	Child	Emotional State	Outlook	Social Desirability	See sources for further information
Warwick and Edinburgh Mental Wellbeing Scale	13+	Paper	Young Person	Wellbeing	Measuring the impact of intervention		<a href="http://www.warwick.ac.uk/fac/sci/med/research/platform/wemwbs">www.warwick.ac.uk/fac/sci/med/research/platform/wemwbs</a>



# Choosing an assessment tool

Some points to consider when choosing an assessment tool...

- Suitable age range? Is it accessible to all students, might some pupils need additional support to access self-report measures e.g. those with literacy difficulties.
- TRIANGULATION
- For more individual assessments may want to more closely consider what information we want to find out and choose more targeted measures e.g. The Boxall Profile looks more specifically at attachment related behaviours.
- Practical considerations e.g. paper vs. online measure.





# Choosing an assessment

## These assessments can be used at one of three levels:

1. For individual children who have been identified as experiencing particular difficulties
2. For groups of children that teachers and staff may have concerns about
3. For the whole school

## These assessments will help your school to:

- Identify an overall profile of emotional wellbeing at the whole school and classroom level.
- Provide early and efficient identification of children in school who are experiencing elevated levels of wellbeing difficulties.
- Measure and demonstrate the impact of an intervention or programme over a period of time



# Scoring activity

Assessments, example scoring and 'how to' guides:

**SDQ**

**Boxall**

**Emotional Literacy Scales**

**Child and Youth Resiliency Measure**

Work in pairs to score up and begin to interpret one to two of the assessments.

*Discuss and ask questions – we're here to help!*



# Using assessment tools

- How did you find that activity?
- How was interpreting the assessment?
- How would you share the information – with staff, parents, the young person?
- How would you use it to review progress?






**Any questions?**



# THANK YOU!

Please fill in our very quick evaluation (workshop 3)

Contact us at: [emotionallyfriendlyschools@salford.gov.uk](mailto:emotionallyfriendlyschools@salford.gov.uk)

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