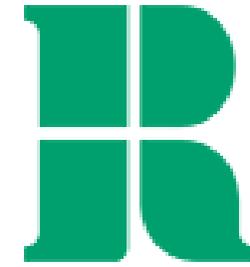


Utilizing a strength-
based approach
in the assessment
of secondary
school pupils'
socio-emotional
well-being in the
UK



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Background

- ▶ The promotion of mental health and psychological wellbeing is a key priority for education internationally (World Health Organisation, 2005).
- ▶ Research has indicated that even the absence of psychopathological symptoms does not imply positive mental health .
- ▶ The above findings are in accordance with the definition of health provided by the World Health Organization (WHO, 2005), where health is a state of complete, physical, mental, and social wellbeing, not merely the absence of a problem.
- ▶ This interplay between wellbeing and psychopathology is further supported by a growing literature that has identified factors that enable individuals to achieve adaptive developmental outcomes despite adversity (Masten, 2014; Shiner, Allen & Masten, 2017).

Why focus on the UK?

- ▶ It is estimated that one in five pupils in the UK experience mental health difficulties (Fink et al., 2015)
- ▶ Secondary schools can play an important role in the identification of mental health difficulties and the promotion of pupils' socio-emotional well-being (Bonell et al., 2014).
- ▶ In order to achieve this goal assessments of mental health and well-being that are empirically comprehensive and practically feasible are required.



The purpose of the study

- ▶ To validate a measure of students' psychological strengths, *Social Emotional Health Survey–Secondary* (SEHS-S) (Furlong, You et al., 2014) for use with UK secondary schools

Sample of the study

Number of participants	1096 secondary school students
Number of participating schools	5 mainstream public schools
Age range	11-16 (mean age 13.6)
Year range	Year 7-Year 11
Gender	81% male, 17% female

Measures

- ▶ *Social Emotional Health Survey–Secondary* (SEHS-S) (Furlong, You et al., 2014)

Procedures

- ▶ Pupils in their classes were asked to complete a set **anonymous** questionnaires which considers aspects of their socioemotional development
- ▶ The completion of the questionnaire did not take more than 40 minutes
- ▶ The protocol for this study was approved by the Research Ethics Committee at the University of Roehampton.
- ▶ Opt-out parental consent form: Parents have to return the form if they don't want their child to participate in the study.
- ▶ School staff were asked to complete a short evaluation questionnaire concerning various aspects of the use of the

Preliminary Findings-Reliability

	Reliability
Believe in Self	0.84
Believe in Others	0.82
Emotional competence	0.82
Engaged Living	.085
CoVitality Index	0.93

Preliminary Findings-CFAs

2 Subscales	.062
SRMR	.056
RMSEA	
Correlated	.048
Model	.066
SRMR	
RMSEA	
Second-order	.048
Covitality	.074
Model SRMR	
RMSEA	

Next steps of the study

- ▶ Three year longitudinal study due to start in October 2018 in the secondary schools that participated in the first phase of the study
- ▶ Evaluation of the long-term legacy of the use of SEHS-S in the UK schools that adopted the use of SEHS-S.

Discussion and implications for practitioners

- ▶ Preliminary analysis of the UK data shows good psychometric properties of the SEHS-S.
- ▶ 3 out of 5 secondary schools already adopted the use of the SEHS-S for the assessment of pupils' well-being.
- ▶ 85% of the staff in the secondary schools that participated in the study reported that they are highly likely to adopt the use of SEHS-S in their schools, mainly for the two following reasons:
 - ▶ strength-based approach in the assessment of pupils' well-being
 - ▶ Short administration time

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obrigado

Dank U

Merci

mahalo

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спасибо

Grazie

Thank
you

mauruuru

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos