

# 5 Steps: Understanding Need Q&A

A review of the questions sent to the panel during the seminar Q&A.

Topics include:

- 5 Steps seminars and materials
- Measurement and survey guidance
- Measures for pupils with additional needs
- Measures for young children
- Measures for young adults
- Research / Fact checking
- Parents and carers
- Cultural context

## 5 Steps seminars and materials

**Q: How do we book ourselves on the future webinars planned?**

A: The next 3 seminars can all be booked on the links below:

- [5 Steps: Supporting Staff seminar - 7th January 2021](#)
- [5 Steps: Promoting Wellbeing seminar – 4th March 2021](#)
- [5 Steps: Working Together seminar – 29th April 2021](#)

**Q: I missed session 1 and wondered how I can access?**

A: All of the 5 Steps seminar recordings and materials will be made available to access on our website [here](#).

## Measurement and survey guidance

**Q: How might schools access the survey described by Dr Rebecca Somerfield, and is there a cost involved?**

A: You can find the Wellbeing Measurement Framework [here](#) which will give you the information you need about the surveys. (Rebecca's school did this survey as part of a supported project, rather than independently).

**Q: How do you choose which survey to use?**

A: There are lots of considerations that might inform the survey you choose. We would always recommend using a survey that has been tried and tested before so that you know it is valid and reliable. You will also want to think about the kinds of area you are interested in – for example, is it mental health difficulties, or wellbeing, or peer relationships, that you are most interested in?

The length and the age appropriateness of the questions might also be a consideration, as well as if you have to pay for the survey.

See the [Using measurement tools to understand pupil's mental health needs booklet](#) and this [CORC webpage](#) for more information.

You might also find this PHE and CORC [toolkit](#) helpful.

**Q: Are SDQs good for using across a cohort or best for individual use?**

A: SDQs have been used for both purposes. The SDQ is used as a screening tool but is also included in a number of population-based studies. More information about the SDQ is available [here](#).

**Q: What benefits have been seen in schools from these surveys and data collection?**

A: Schools/Colleges we have worked with have described finding comparisons to national data useful because this allows them to compare their pupils and get a sense of the strengths and needs of their pupils. They have been able to use this information to plan the kind of support they provide in school. Others have described being able to share results with Ofsted, Governors and parents/carers to demonstrate that they prioritise wellbeing in the school/college.

**Q: Would you say that the wellbeing measurement tool could be used outside of school environment - for example across a local authority area?**

A: Yes potentially. We have had instances where schools/colleges across a local authority have participated. In these cases, the surveys have still been completed in schools/colleges. Potentially the survey can be completed outside school time, but some thought then needs to be given to how the survey completion should be supported, and how to ensure the survey is completed by all (or most) intended recipients.

## Measures for pupils with additional needs

**Q: I work with SEN schools, which measures would you advise using with this population?**

A: This might depend on the specific age and needs of the students but one measure we recently tested in schools was the Child Outcomes Rating Scale, which is short and easy to use. Another of the less complex measures in the Me and My Feelings Questionnaire. Both can be found on the [CORC website](#).

## Measures for young children

**Q: Are there tools available to be used with children aged 4-7 years? (or as young as pre-school?)**

A: There are a limited number of tools available for younger children. Many of these are completed by a parent/carer or an adult that knows the child well. The [SDQ](#) can be completed by parents/carers or teachers for children from the age of 2, and the [YCORS](#) tool is designed for under 5s. The CORC website allow you to filter tools to identify those that could be used with younger children.

## Measures for young adults

**Q: What are useful tools for 16-19 year olds?**

A: For young people in this age group, there are a wide range of tools available. Some tools designed for younger people are suitable for this age group as are some tools that are designed for adult populations.

## Research / Fact checking

**Q: Just checking - only 17% DO NOT have a MH problem, across their whole life? Diagnosable?**

A: Yes, you can find the paper this is based on [here](#).

**Q: Under half of ALL children seek support from teacher? Or from the group experiencing problems?**

A: Of those who experience problems, around half will seek help from teachers.

**Q: The NHS digital report states how the 16% of children have a 'probable mental disorder'. How do they distinguish probable vs possible? and what are the range of disorders that this represents?**

A: You can find details of the approach taken in this [report](#).

## Parents and carers

**Q: Do parents need to be involved in these surveys with primary school aged children?**

A: We usually go through a consent process with parents/carers. We also issue a privacy notice letting them know what data we are processing, how and why.

**Q: Are there any parent questionnaires you can use to measure young children's mental health and wellbeing?**

A: Yes, many measures have a parent/carer report too. The SDQ does, as does the mood and feelings questionnaire. Some available measures are summarised in this [document](#).

## **Cultural context**

### **Q: Any advice on working with families/communities with language or cultural differences and views of mental health?**

A: Some of our schools have shared that working more closely with parents/carers to communicate what the surveys are for, and why they are a focus, through events or picking up discussions in parents' evenings is sometimes helpful, rather than simply sending info home if there are language barriers or possible cultural differences.

### **Q: Are these evaluations also relevant to Scottish schools?**

A: Yes. Generally, Scotland has made more progress in incorporating this kind of approach nationally, but the measures are still relevant, and many of the questionnaires included in our tools feature in Scottish studies.

### **Q: Are the questionnaires valid to give to schools in other countries or are translated versions available?**

A: It depends on which measures. Some questionnaires have been translated into a number of languages (e.g. SDQ and the Kidscreen quality of life measure). Others have not, and some caution should be used in interpreting results from surveys translated into a new language for the first time. Ideally these need to be validated in the new language.