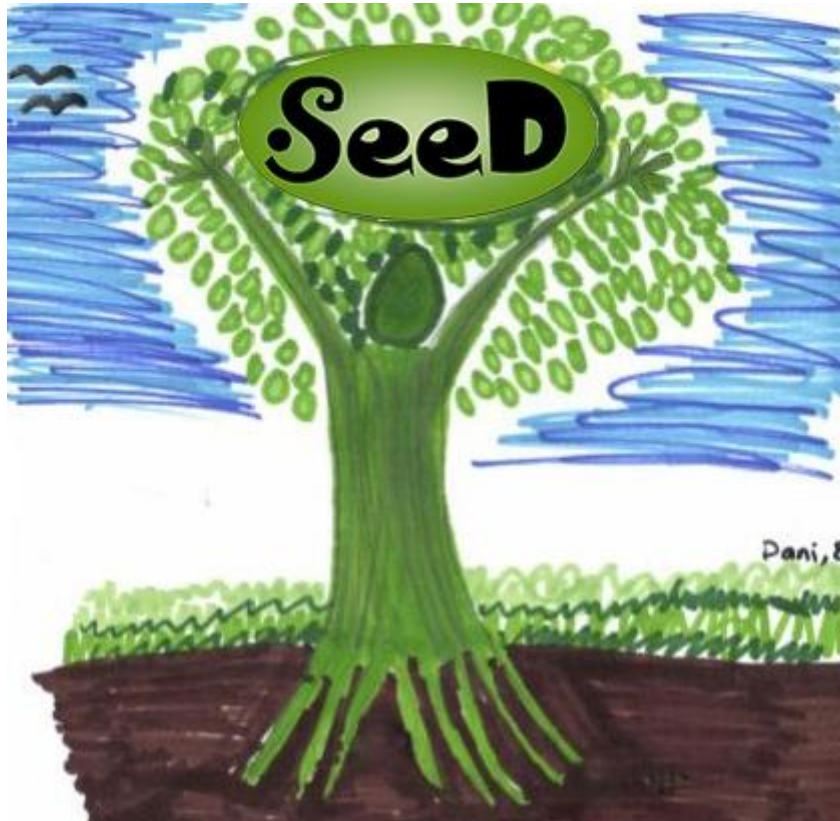


Social and Emotional Education and Development (SEED)



Statistical Report for School ID: XX

SECTION 1: PUPILS

Tue May 28

Report produced by Martina Messow and Alex McConnachie
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Social and Emotional
Education and Development (SEED)



Section 1: Pupil Data

Strengths and Difficulties Questionnaires (SDQs)

- 1.1 Primary 1 teacher completed SDQ scores
- 1.2 Primary 5 teacher completed SDQ scores
- 1.3 Primary 5 pupil completed SDQ scores

Primary 5 Pupil Self Complete Questionnaires

- 1.4 'About Me' Questions
- 1.5 Family Relationships
- 1.6 Family Activities
- 1.7 You and Your Friends
- 1.8 Materialism
- 1.9 How do you feel today?
- 1.10 School Experience
- 1.11 Teacher Pupil Relationships
- 1.12 Domain Scores

Tables

1.1 - 1.12: These tables display the same information as above in numeric form

Strengths and Difficulties Questionnaire (SDQ)

The following pages show information about responses to the Strengths and Difficulties Questionnaire, or SDQ from pupils' teachers and from P5 pupils themselves.

The SDQ is made up of five measures or 'subscales':

1. Emotional Symptoms
2. Conduct Problems
3. Hyperactivity/Inattention
4. Peer Relationship Problems
5. Prosocial Behaviour

In addition to these, the first four scores are added together to give a 'Total Difficulties' score.

Note: All domains are scored negatively with the exception of the Prosocial Behaviour Score. This means that higher scores indicate more problems on Total Difficulties, Emotional Symptoms, Conduct Problems, Hyperactivity and Peer Problems while lower scores indicate more problems on Prosocial Behaviour.

Strengths and Difficulties Questionnaire (SDQ)

What might high scores on the 'Difficulties' subscales mean?

Emotional Symptoms: Has many worries, often unhappy or tearful, nervous in new situations, easily scared.

Conduct Problems: Has temper tantrums, fights with other children, doesn't do as he/she is told, lies or cheats.

Hyperactivity: Is restless/fidgets, easily distracted, doesn't think before acting, poor attention span.

Peer problems: Is picked on by other children, difficulties forming friendships with children, solitary, not always liked by others.

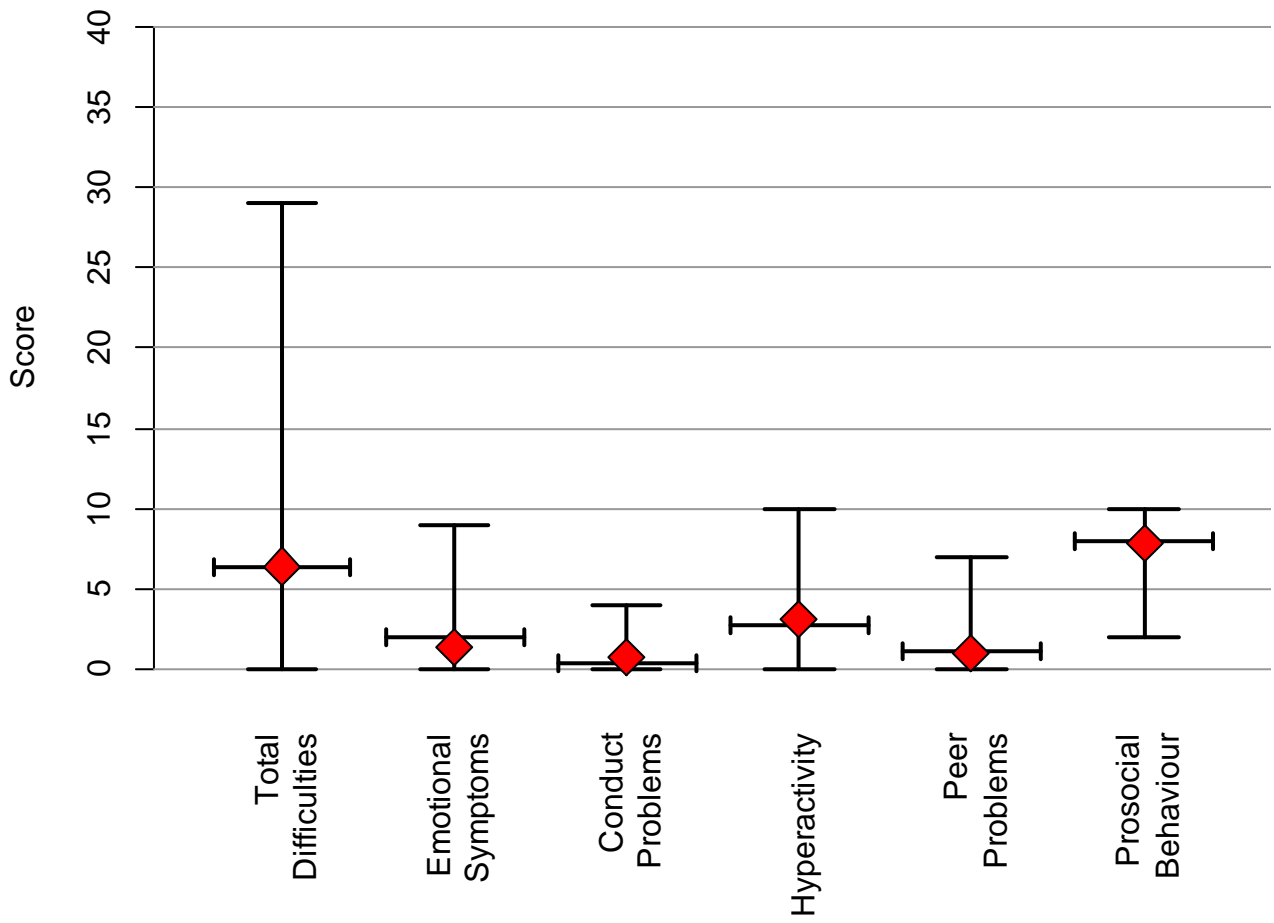
What might high scores on the 'Strengths' subscale mean?

Prosocial scale: Considerate of others' feelings, shares readily, helps/is kind to others.

The subscales all have a possible range of 0-10 and the Total Difficulties scale has a possible range of 0-40.

Pupils - School ID: XX

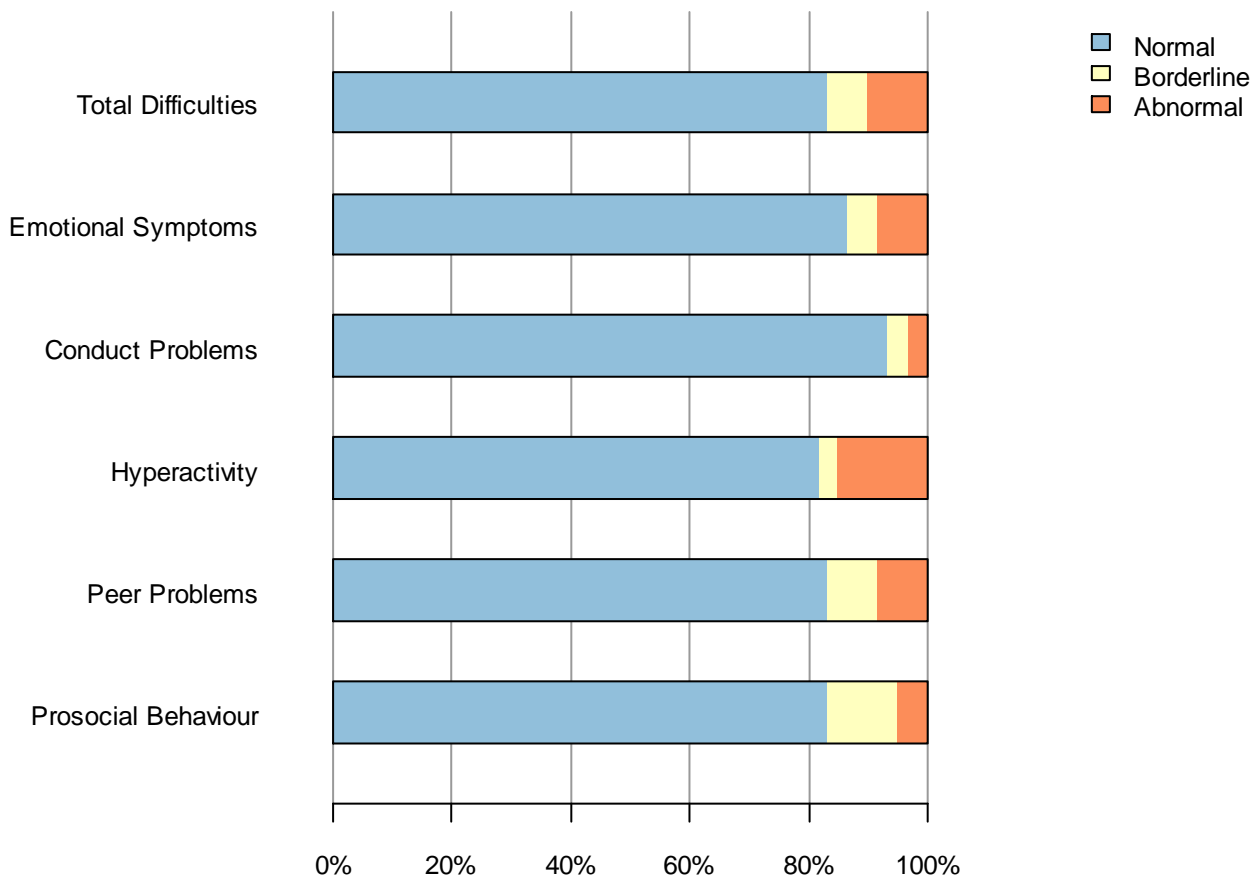
Figure 1.1.1: Primary 1 teacher completed SDQ scores.



Lines show the minimum, maximum and average scores for School ID: XX. Red diamonds show the average scores for all P1 pupils in the SEED study.

Pupils - School ID: XX

Figure 1.1.2: Primary 1 teacher completed SDQ categories.



We have retained the terminology 'normal', 'borderline' and 'abnormal' used by the developers of the SDQ to be clear and consistent with other information on the SDQ.

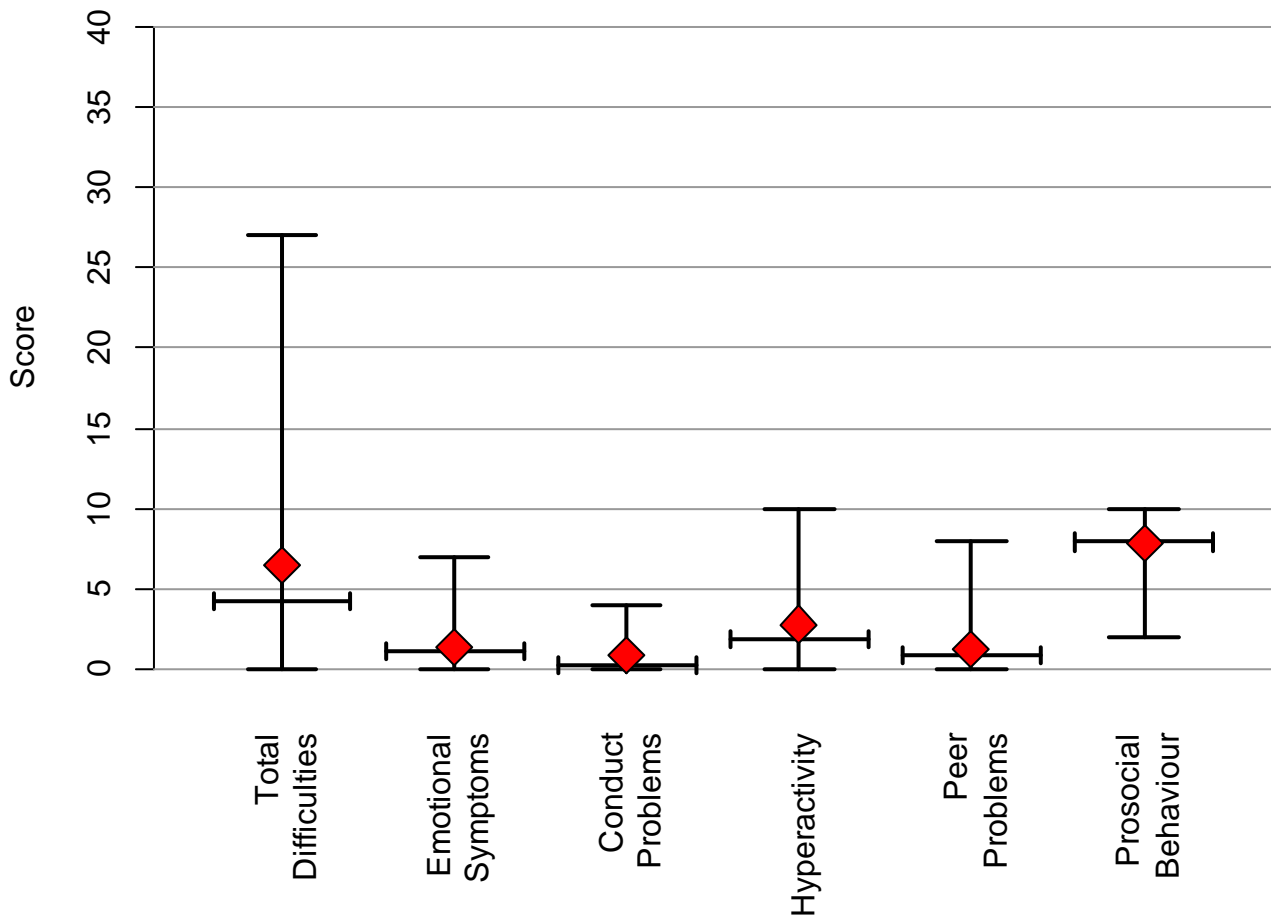
It is sometimes useful to classify SDQ scores in these bands to help identify the proportion of children that might need extra support but it should be remembered that this is only a rough guide and is not intended to be used to identify numbers of children with disorders or specific need.

Scores in the 'normal' band represent scores which are close to average. Significant problems are unlikely in this area. Scores in the 'borderline' band represent scores which may reflect significant problems in this area. Scores in the 'abnormal' band represent scores that reflect a substantial risk of significant problems in this area.

Previous research on the SDQ suggests that approximately 10% of a community sample scores in the 'abnormal' band on any given score with a further 10% scoring in the 'borderline' band.

Pupils - School ID: XX

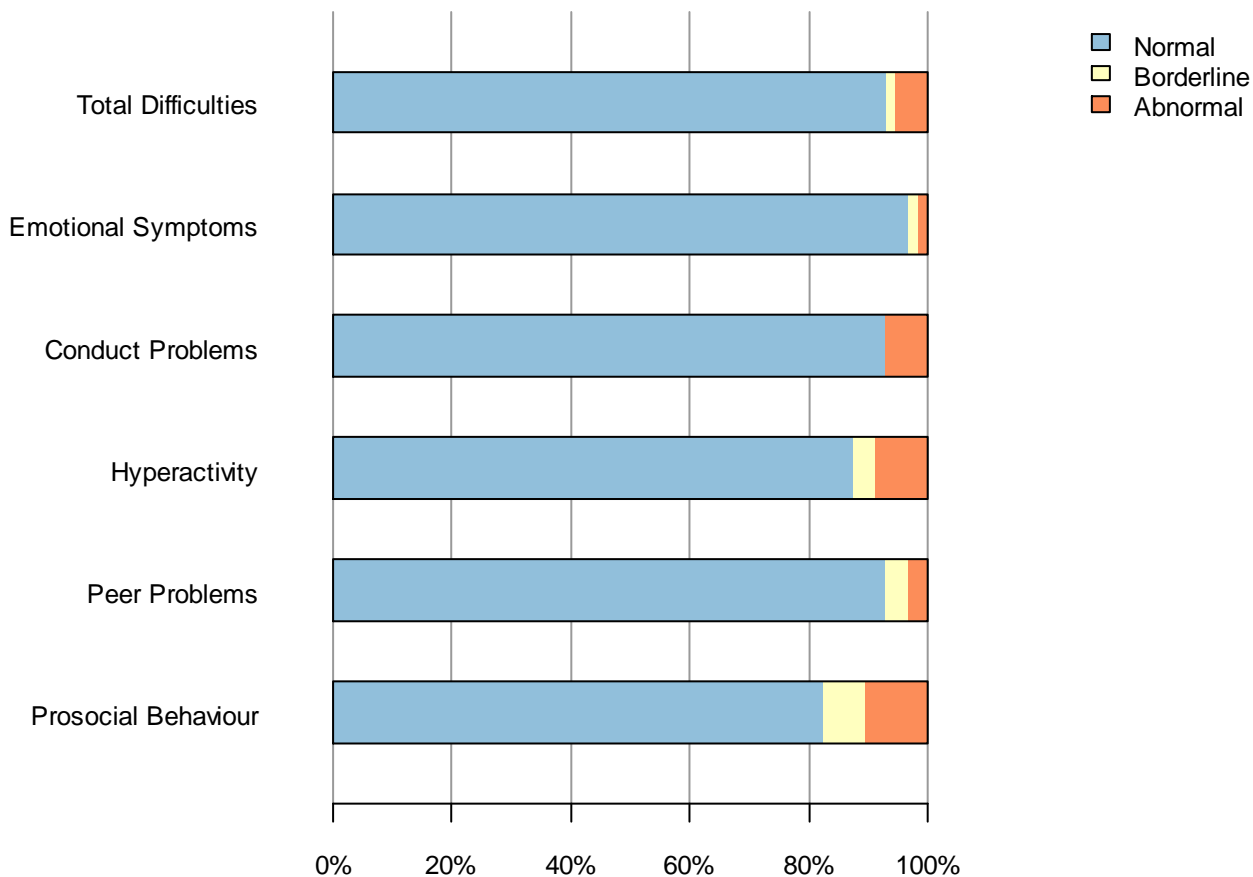
Figure 1.2.1: Primary 5 teacher completed SDQ scores.



Lines show the minimum, maximum and average scores for School ID: XX. Red diamonds show the average scores for all P5 pupils in the SEED study.

Pupils - School ID: XX

Figure 1.2.2: Primary 5 teacher completed SDQ categories.



We have retained the terminology 'normal', 'borderline' and 'abnormal' used by the developers of the SDQ to be clear and consistent with other information on the SDQ.

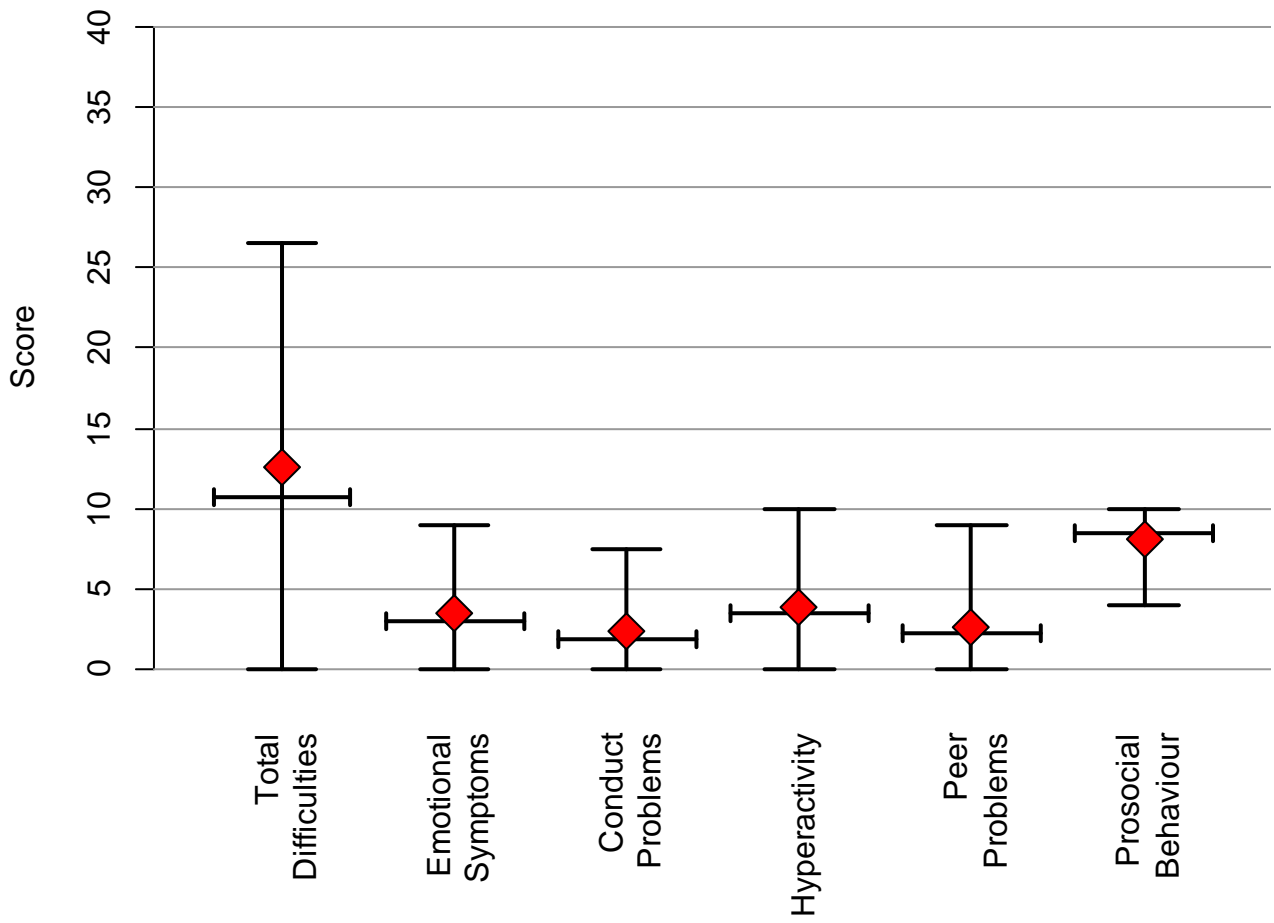
It is sometimes useful to classify SDQ scores in these bands to help identify the proportion of children that might need extra support but it should be remembered that this is only a rough guide and is not intended to be used to identify numbers of children with disorders or specific need.

Scores in the 'normal' band represent scores which are close to average. Significant problems are unlikely in this area. Scores in the 'borderline' band represent scores which may reflect significant problems in this area. Scores in the 'abnormal' band represent scores that reflect a substantial risk of significant problems in this area.

Previous research on the SDQ suggests that approximately 10% of a community sample scores in the 'abnormal' band on any given score with a further 10% scoring in the 'borderline' band.

Pupils - School ID: XX

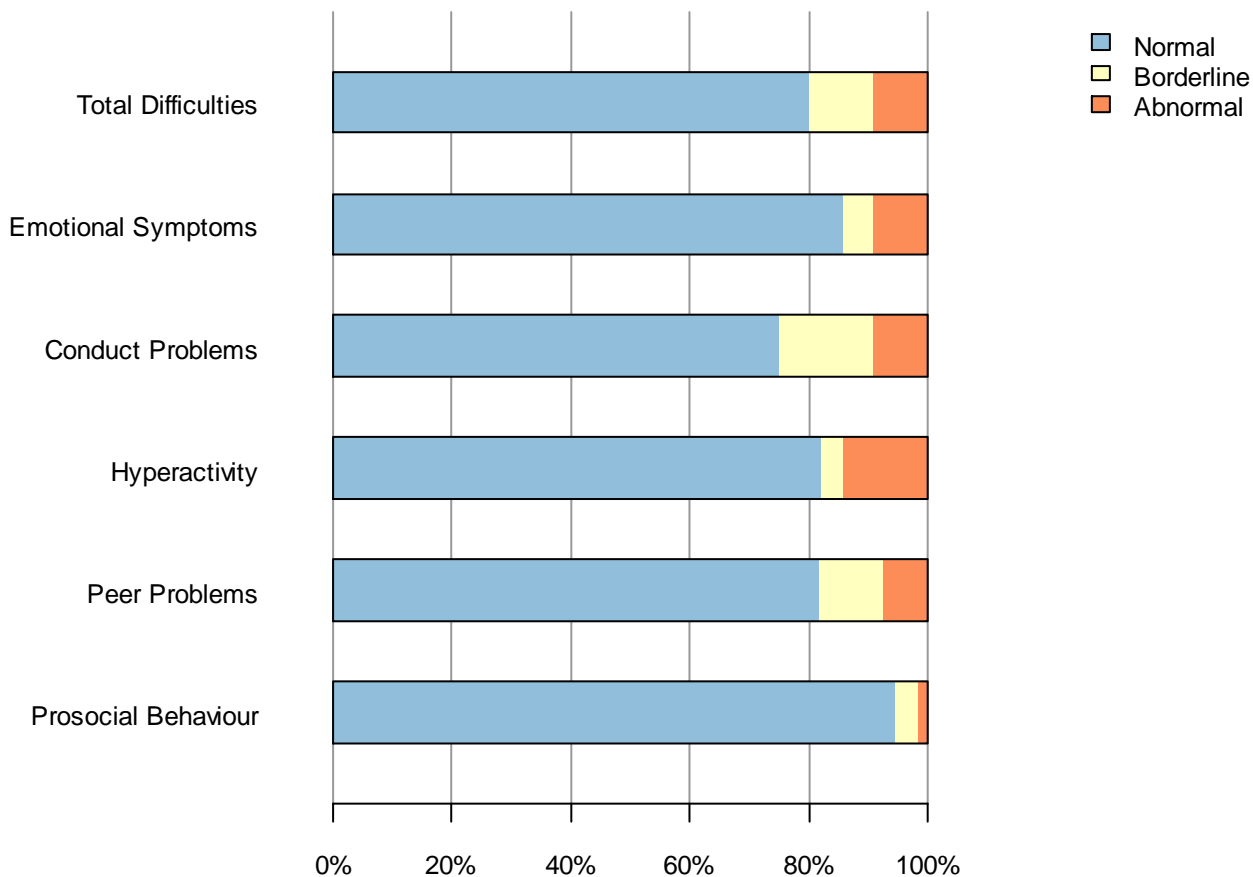
Figure 1.3.1: Primary 5 pupil completed SDQ scores.



Lines show the minimum, maximum and average scores for School ID: XX. Red diamonds show the average scores for all P5 pupils in the SEED study.

Pupils - School ID: XX

Figure 1.3.2: Primary 5 pupil completed SDQ categories.



We have retained the terminology 'normal', 'borderline' and 'abnormal' used by the developers of the SDQ to be clear and consistent with other information on the SDQ.

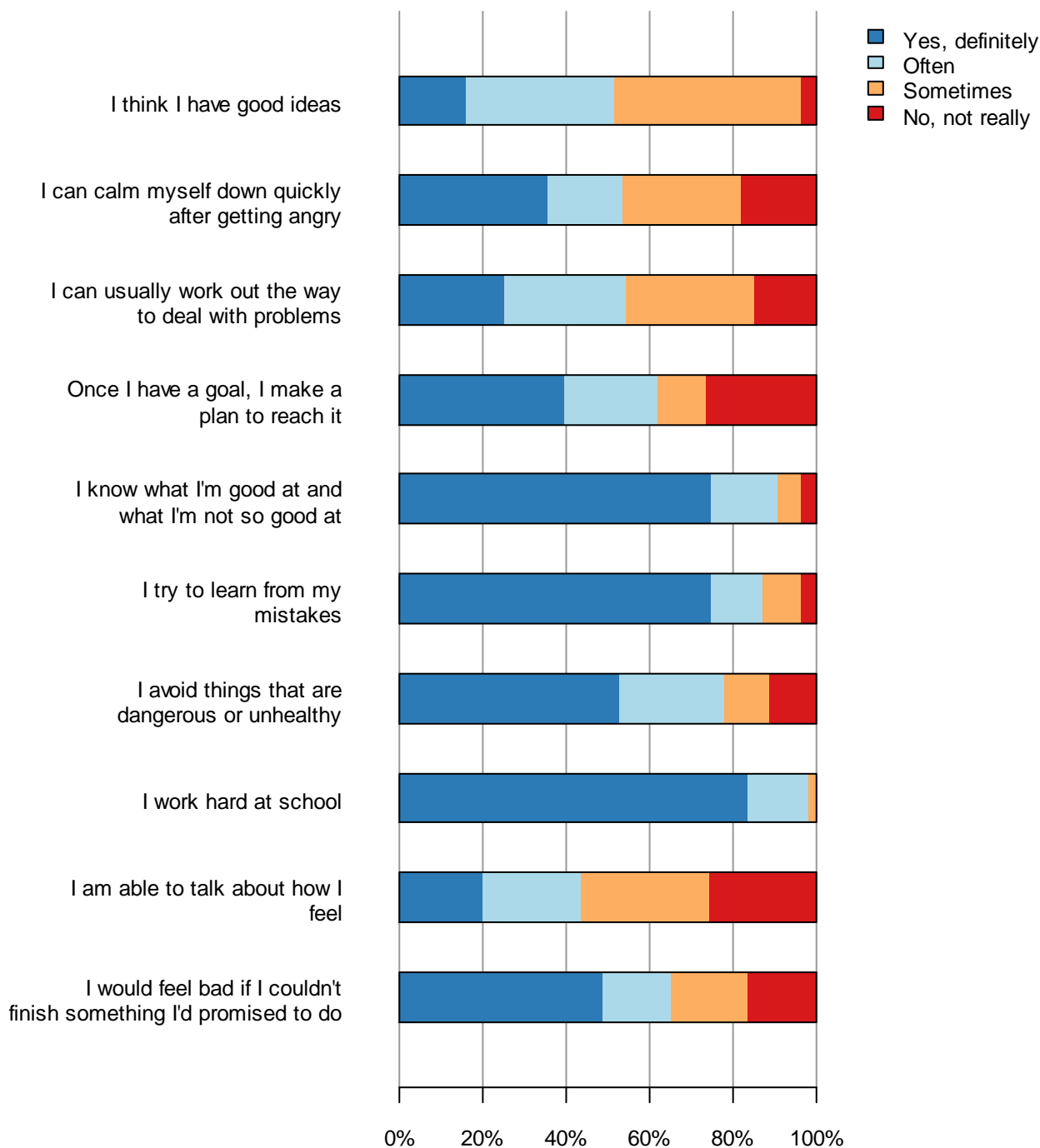
It is sometimes useful to classify SDQ scores in these bands to help identify the proportion of children that might need extra support but it should be remembered that this is only a rough guide and is not intended to be used to identify numbers of children with disorders or specific need.

Scores in the 'normal' band represent scores which are close to average. Significant problems are unlikely in this area. Scores in the 'borderline' band represent scores which may reflect significant problems in this area. Scores in the 'abnormal' band represent scores that reflect a substantial risk of significant problems in this area.

Previous research on the SDQ suggests that approximately 10% of a community sample scores in the 'abnormal' band on any given score with a further 10% scoring in the 'borderline' band.

Pupils - School ID: XX

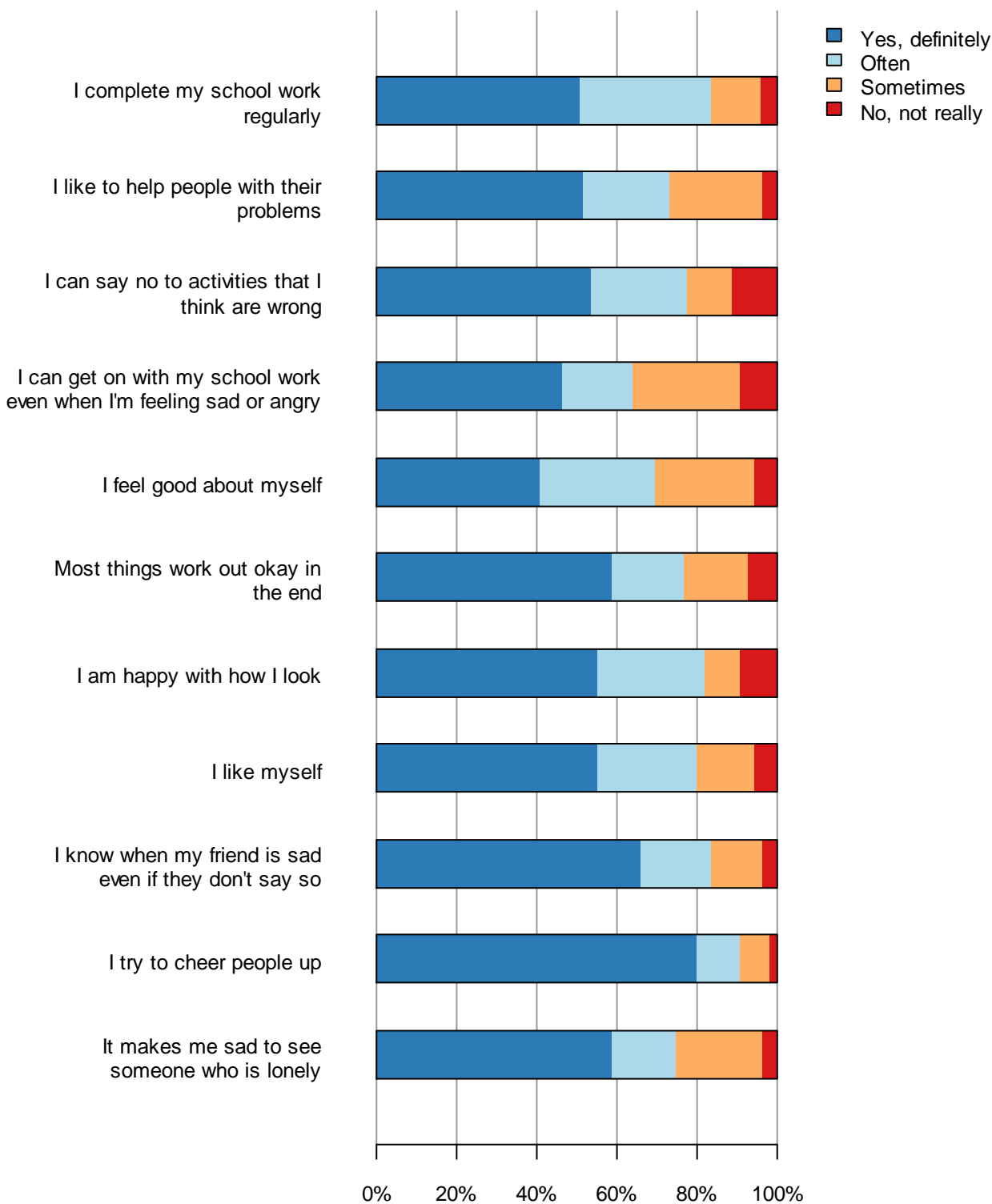
Figure 1.4.1: P5 pupil completed questionnaires - 'About Me' Questions. Positive questions, Part 1 (see below for explanation).



'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

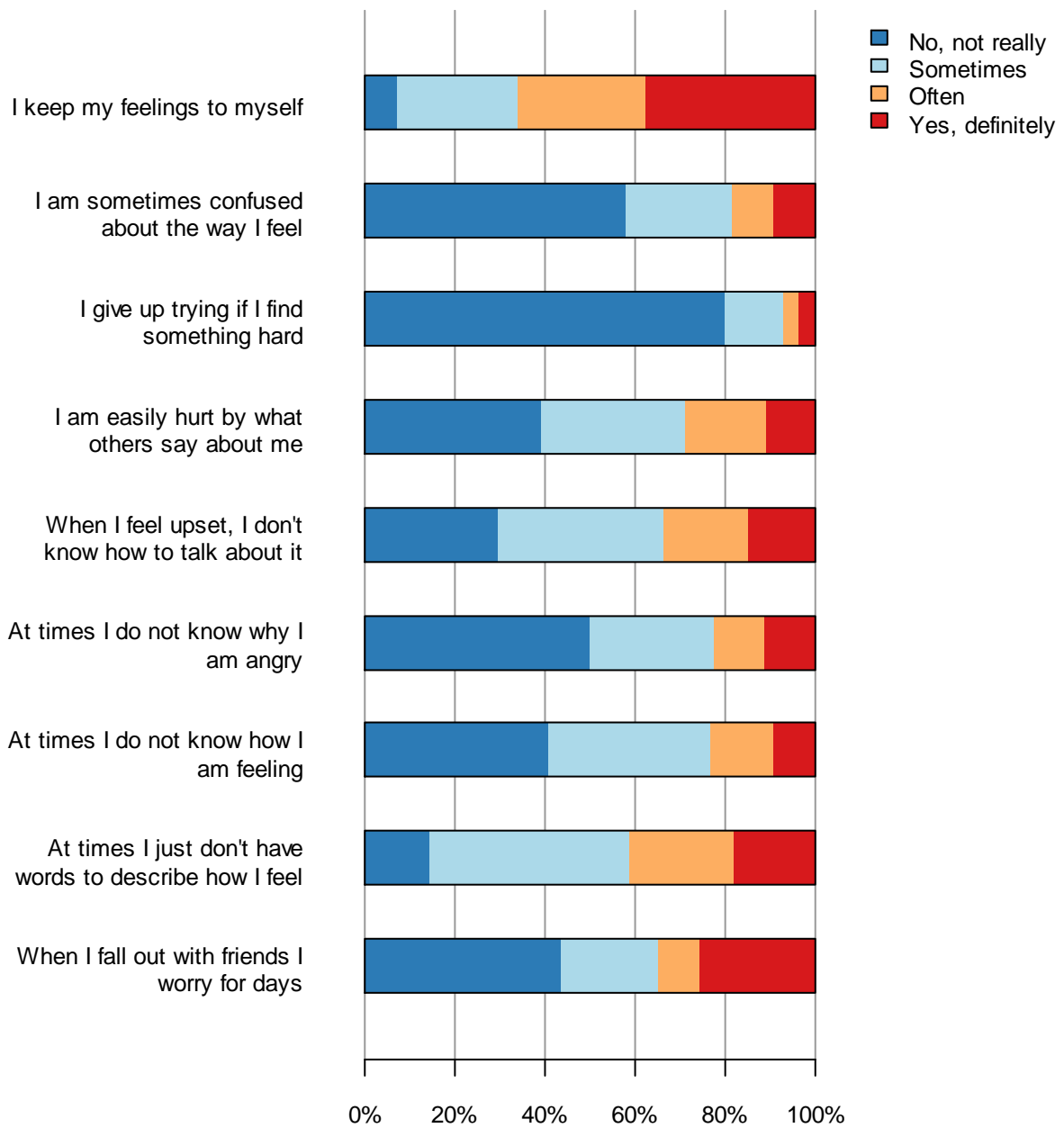
Figure 1.4.2: P5 pupil completed questionnaires - 'About Me' Questions. Positive questions, Part 2 (see below for explanation).



'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

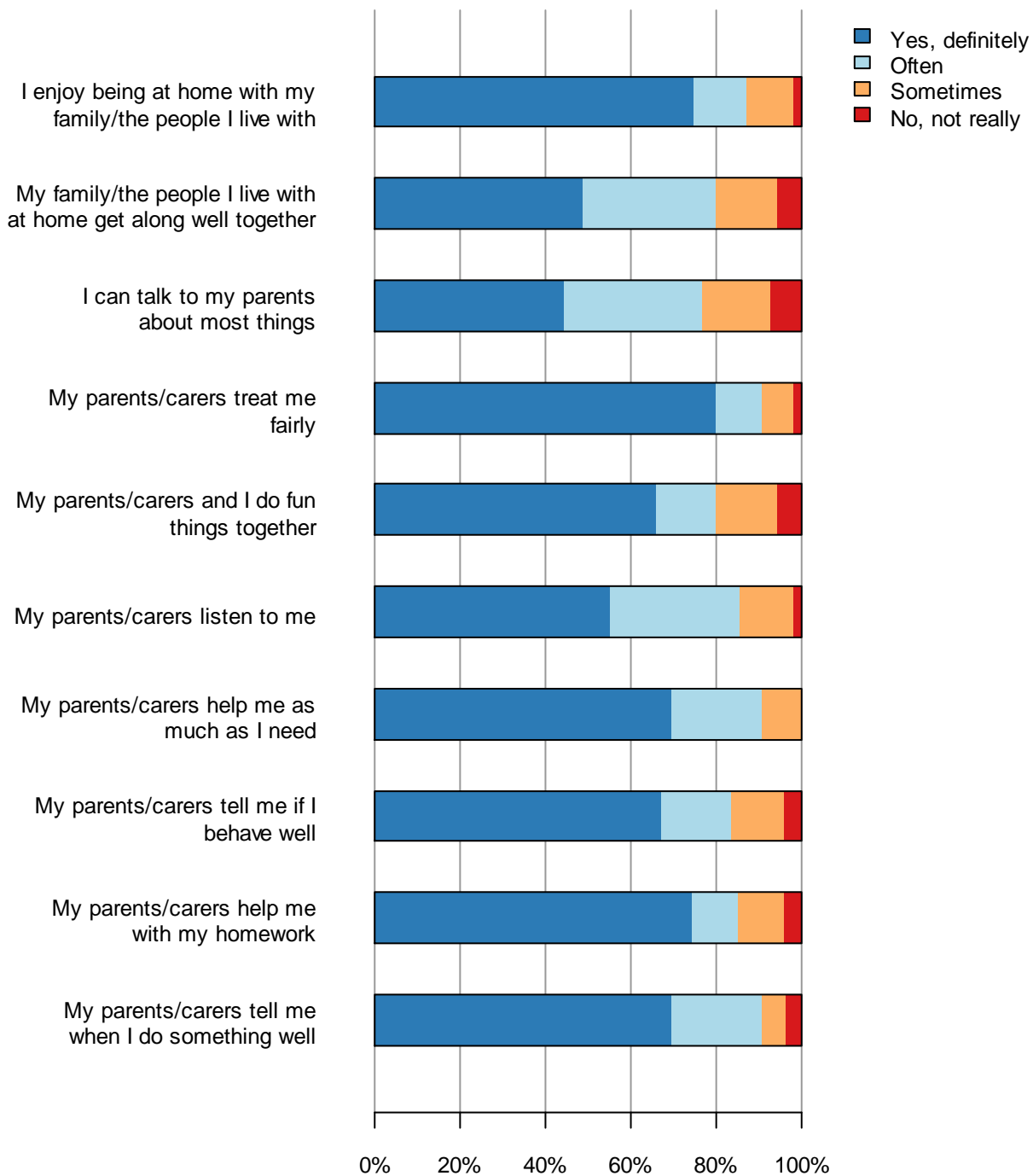
Figure 1.4.3: P5 pupil completed questionnaires - 'About Me' Questions. Negative questions (see below for explanation).



'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

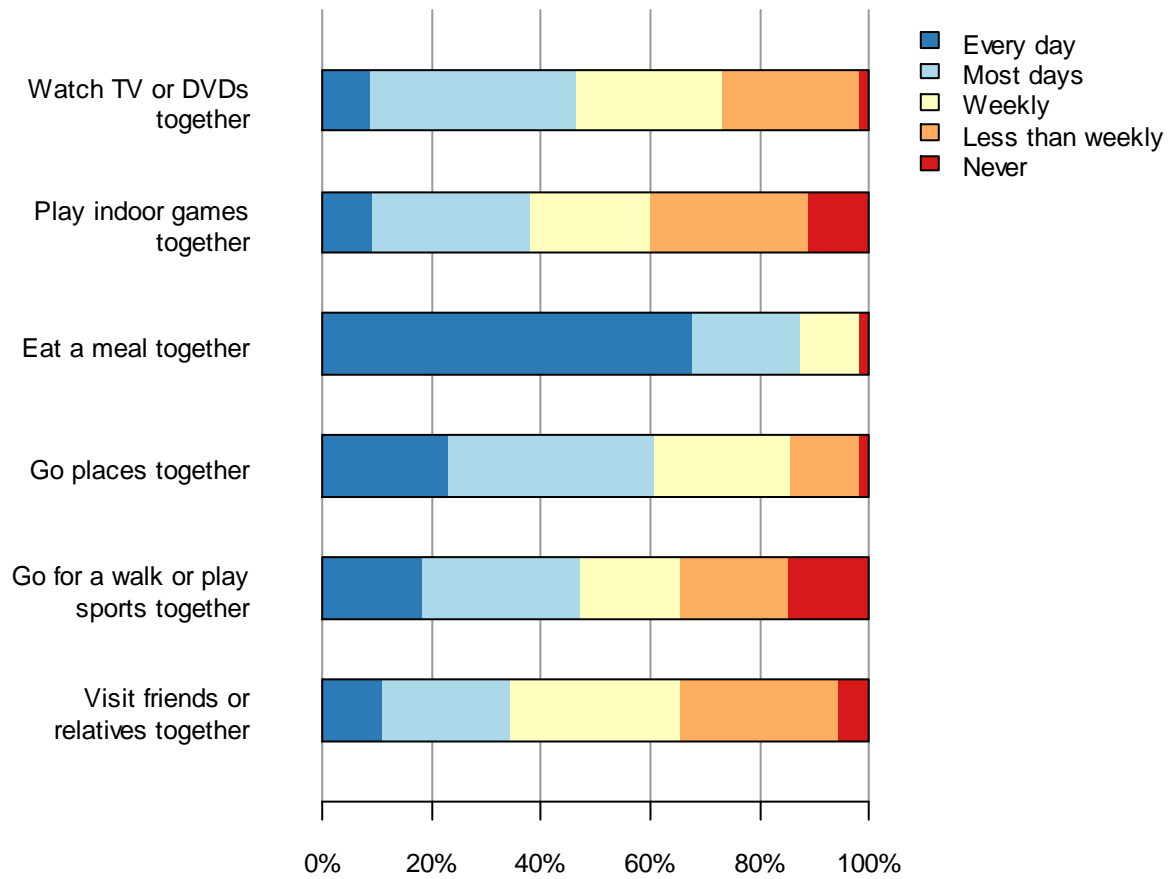
Pupils - School ID: XX

Figure 1.5: P5 pupil completed questionnaires - Questions About Family Relationships.



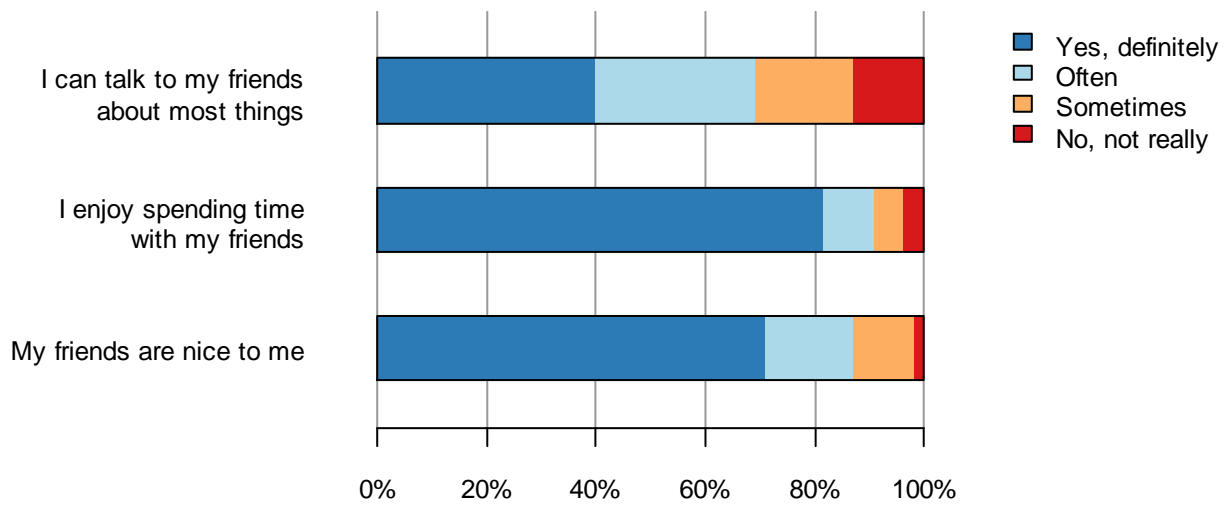
Pupils - School ID: XX

Figure 1.6: P5 pupil completed questionnaires - Questions About Family Activities.



Pupils - School ID: XX

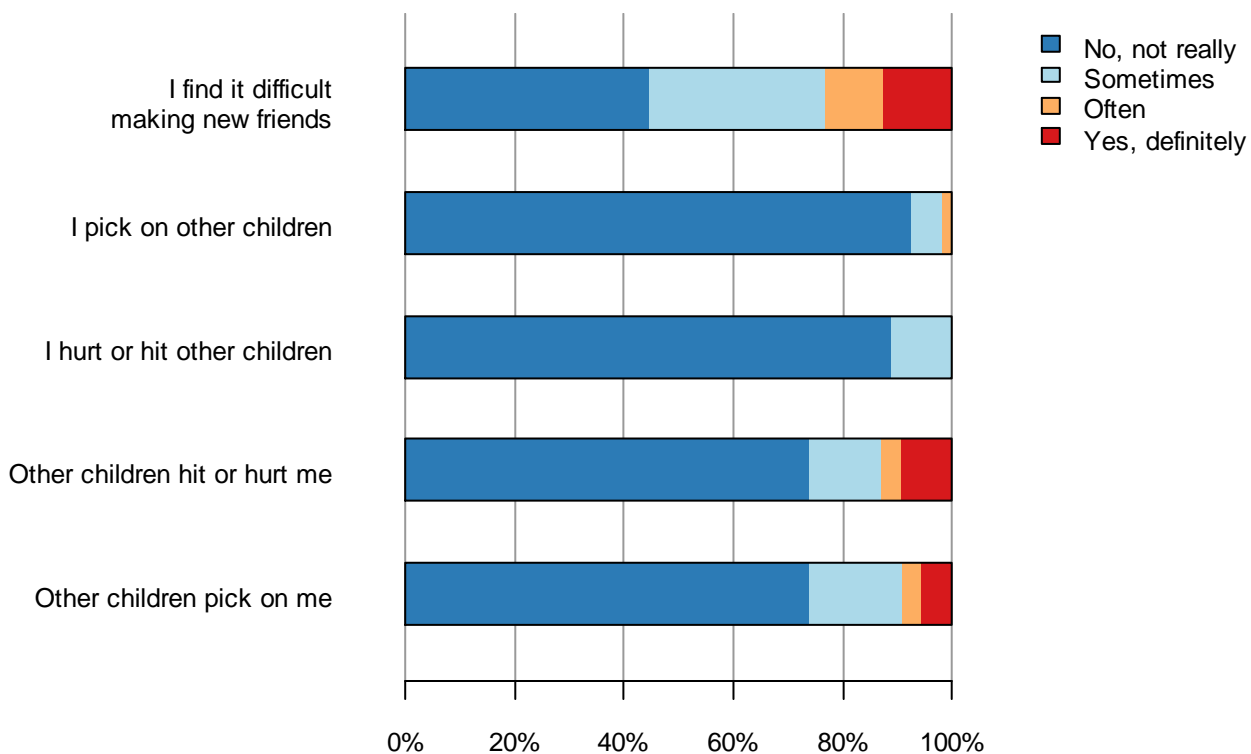
Figure 1.7.1: P5 pupil completed questionnaires - Questions About You and Your Friends. Positive questions (see below for explanation).



'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

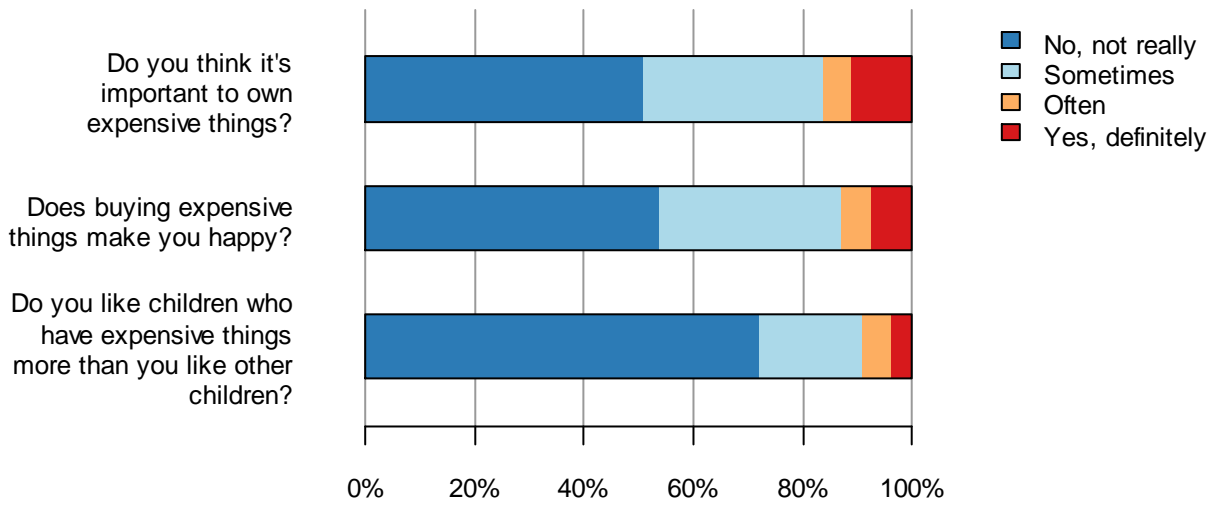
Figure 1.7.2: P5 pupil completed questionnaires - Questions About You and Your Friends. Negative questions (see below for explanation).



'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

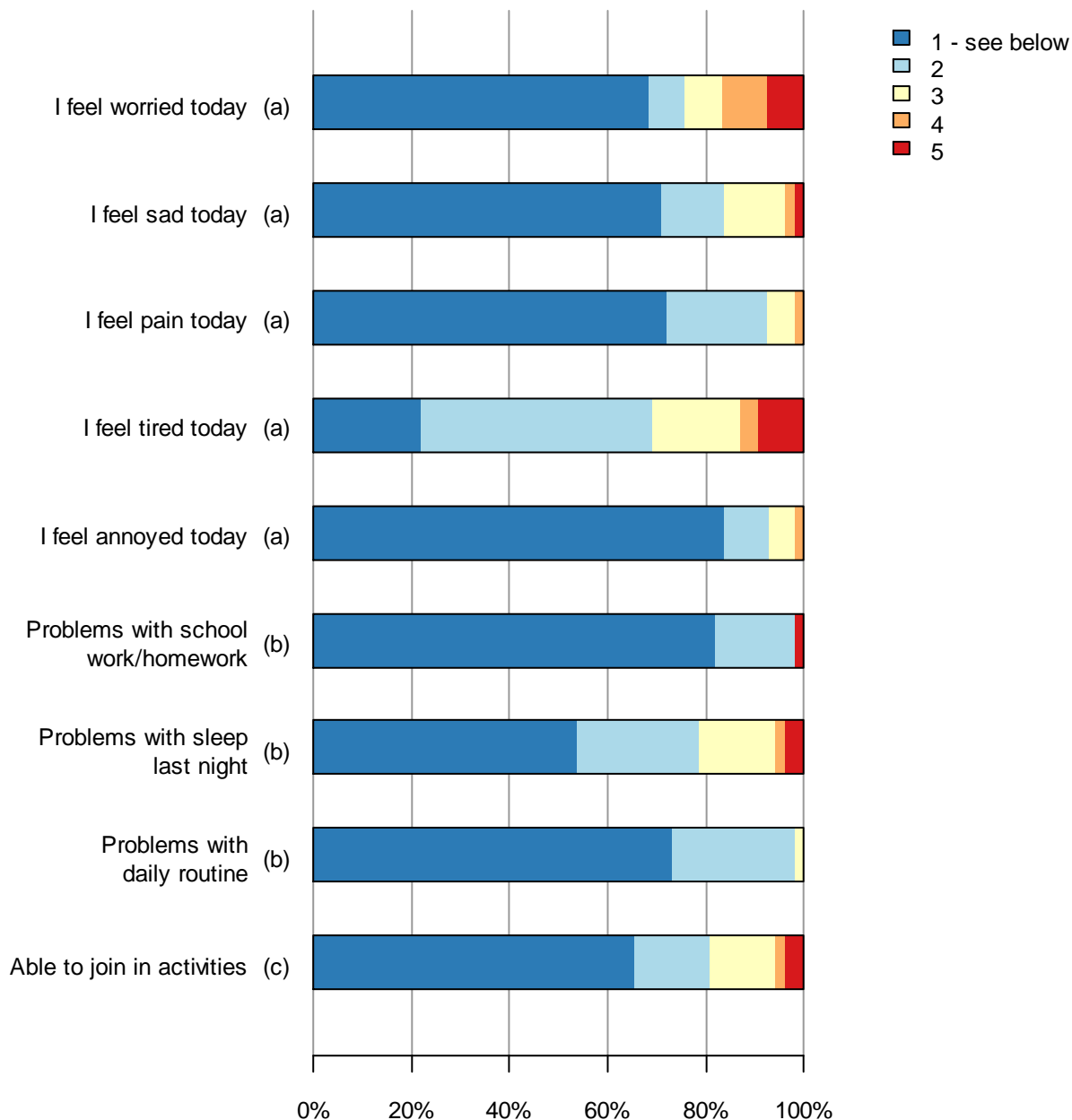
Pupils - School ID: XX

Figure 1.8: P5 pupil completed questionnaires - Questions About Materialism.



Pupils - School ID: XX

Figure 1.9: P5 pupil completed questionnaires - 'How do you feel today?' Questions.



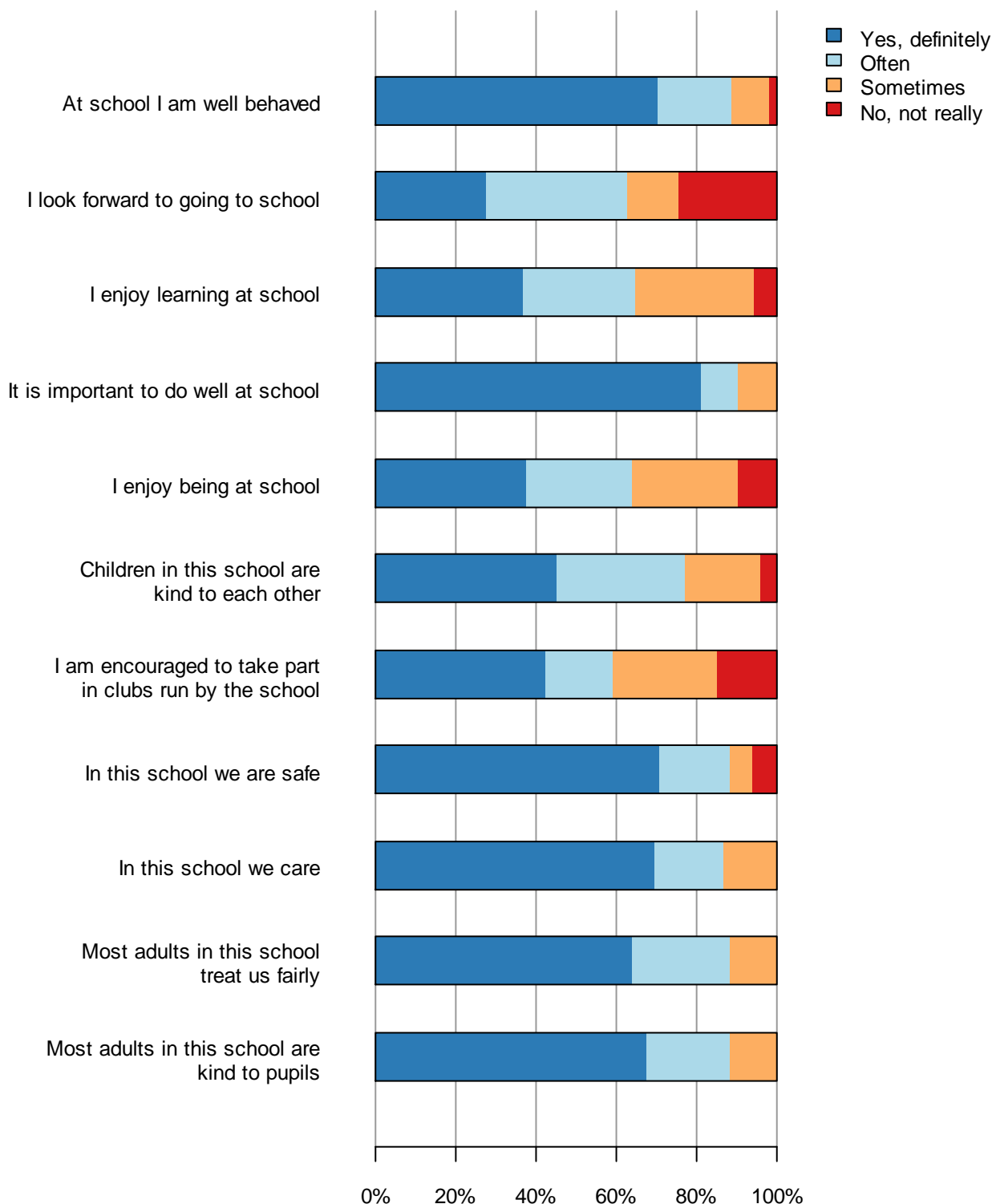
(a): 1 = I don't; 2 = A little; 3 = A bit; 4 = Quite; 5 = Very

(b): 1 = No problems; 2 = A few problems; 3 = Some problems; 4 = Many problems; 5 = Can't do it

(c): 1 = Any activities; 2 = Most activities; 3 = Some activities; 4 = Few activities; 5 = No activities

Pupils - School ID: XX

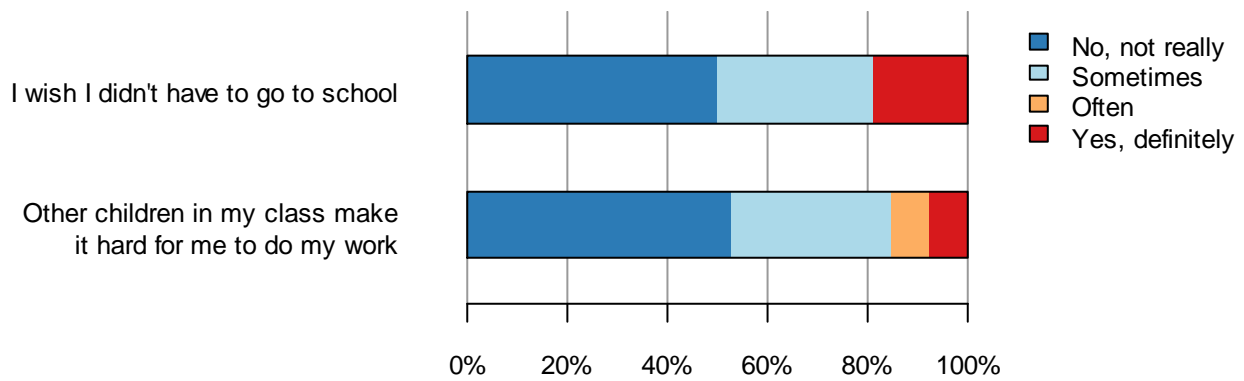
Figure 1.10.1: P5 pupil completed questionnaires - Questions About School Experience. Positive questions (see below for explanation).



'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

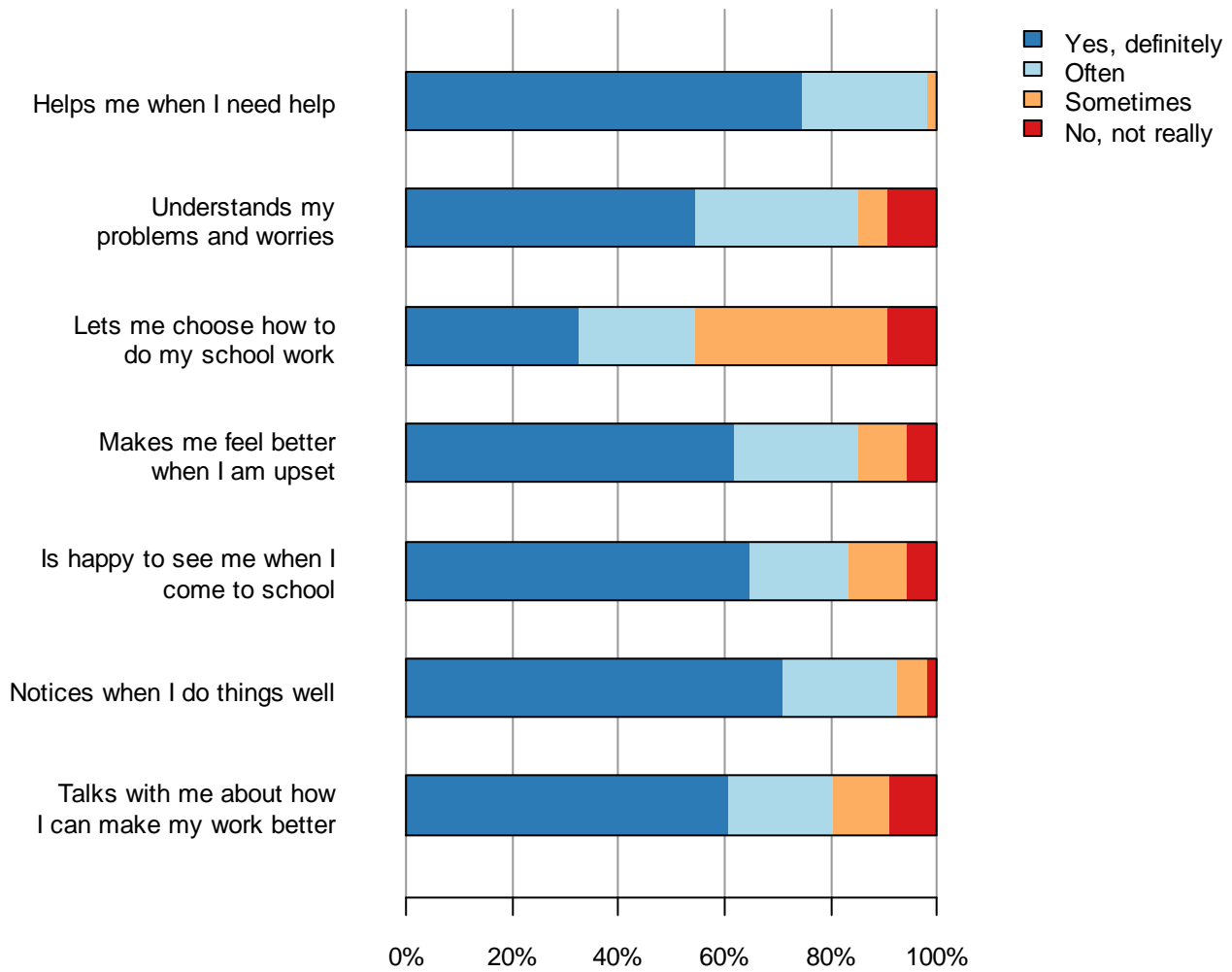
Figure 1.10.2: P5 pupil completed questionnaires - Questions About School. Negative questions (see below for explanation).



'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

Figure 1.11: P5 pupil completed questionnaires - Questions Teacher Pupil Relationships.



1.12 Domain Scores

Explanation of Domain Scores (Figs 1.12.1 and 1.12.2)

These results have been generated by grouping together items that are similar to give an overall view of children's skills within that area, or domain. The most important domains are explained here:

The first five domains form what we call the five "Social and Emotional Competencies":

Empathy (Social Awareness): being able to take the perspective of and empathize with others (includes questions like "I know when my friend is sad even if they don't say so" and "It makes me sad to see someone who is lonely")

Relationships Skills: communication; social engagement; working cooperatively; building relationships and resolving conflicts (includes questions like "I like to help people with their problems" and "I find it difficult making new friends")

Responsible Decision Making: problem-solving; situation analysis; personal, moral and ethical responsibility (includes questions like "I give up trying when I find something hard" and "I can say no to activities that I think are wrong")

Self Awareness: identifying emotions and recognising strengths, self-confidence, accurate self-perception (includes questions like "I keep my feelings to myself" and "I often do not know how I am feeling")

Self Management: impulse control; stress management; self-motivation and discipline; goal setting (includes questions like "I can calm myself down quickly after getting angry" and "When I feel upset, I don't know how to talk about it")

Other domains:

Experience of Peers: (includes questions like "Other children pick on you" and "My friends are nice to me")

Social Resilience: the ability to "bounce back" and cope with external stresses (includes questions like "I am easily hurt by what others say about me" and "I can get on with my school work even when I'm feeling sad or angry")

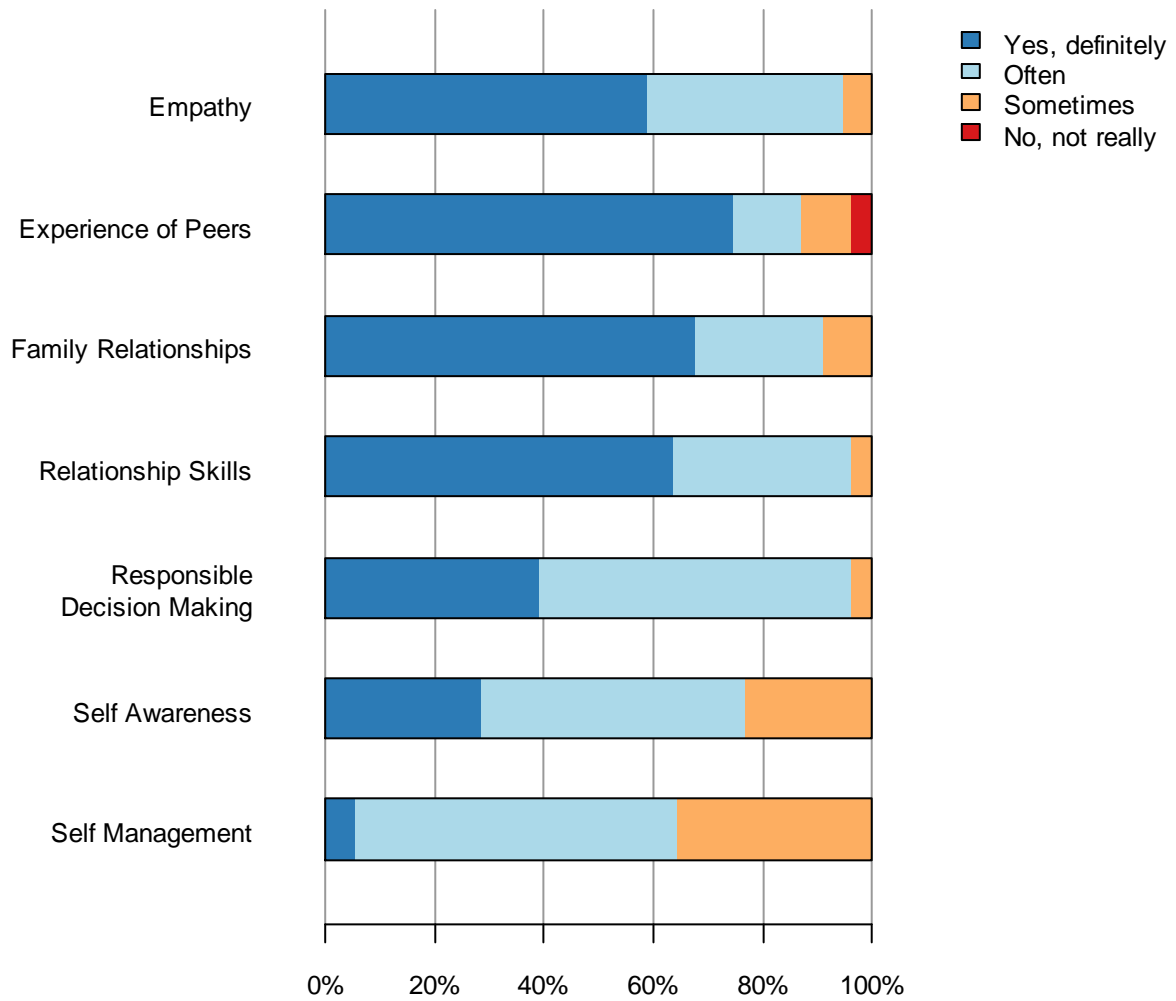
Self Esteem: an overall sense of self-worth or personal value (includes questions like "I feel good about myself" and "I think I have good ideas")

School Climate: perceptions of school as a kind, caring, safe environment (includes questions like "Children in this school are kind to each other" and "Most adults in this school treat us fairly")

School Belonging: connection with school, involvement in school activities, enjoyment of school (includes questions like "I look forward to going to school" and "I am encouraged to take part in clubs run by the school")

Pupils - School ID: XX

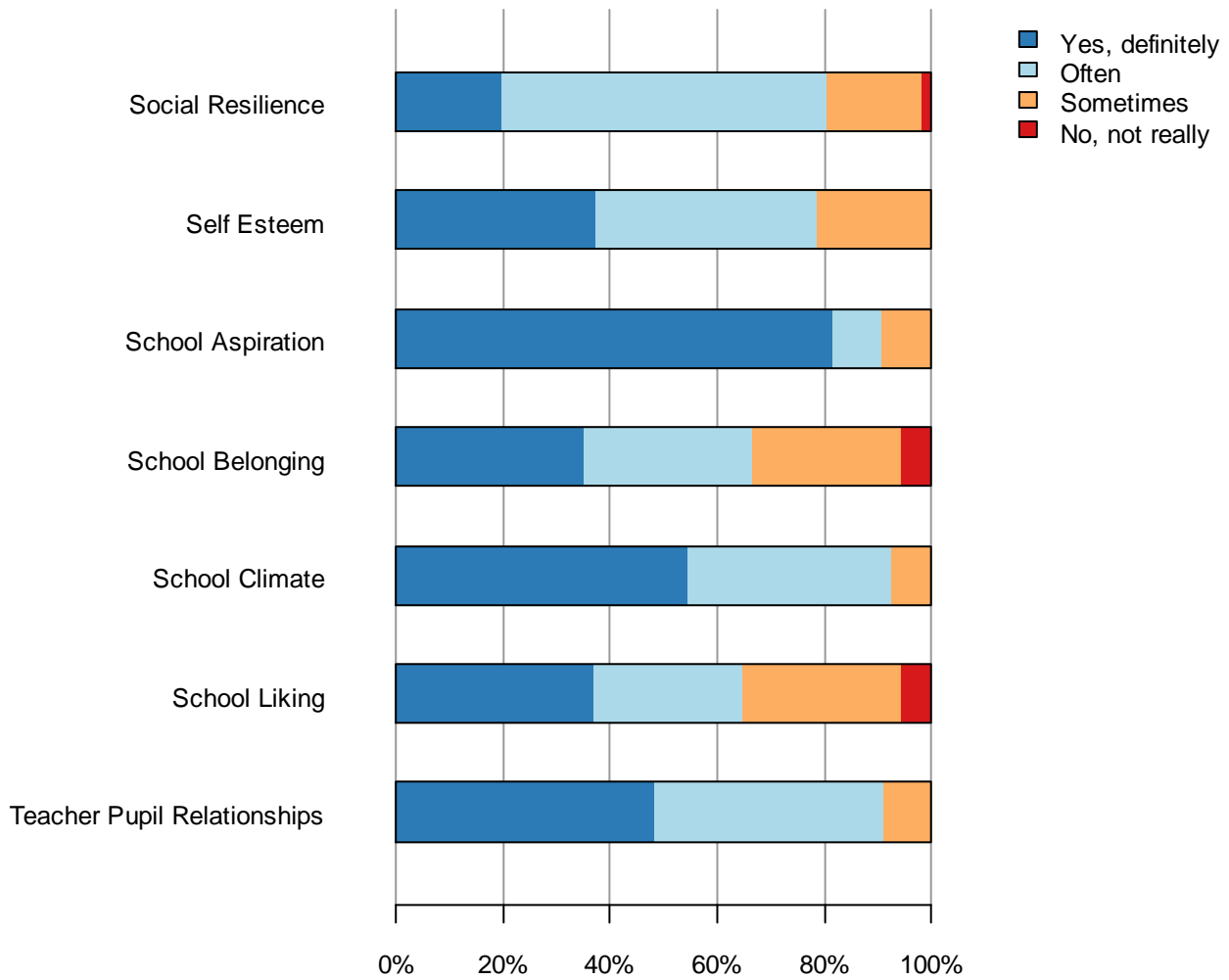
Figure 1.12.1: P5 pupil completed questionnaires - Domain Scores. Part 1



Domains scores are made up of several questions, each answered on a 4-point scale from 'No, not really' to 'Yes definitely'. The above categories correspond to the average response to questions on this scale, with some responses reversed depending on the wording of the question.

Pupils - School ID: XX

Figure 1.12.2: P5 pupil completed questionnaires - Domain Scores. Part 2



Domains scores are made up of several questions, each answered on a 4-point scale from 'No, not really' to 'Yes definitely'. The above categories correspond to the average response to questions on this scale, with some responses reversed depending on the wording of the question.

Pupils - School ID: XX

Table 1.1: Primary 1 teacher completed SDQ categories. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Total Difficulties	N(%) Normal	50 (83.3%)
	N(%) Borderline	4 (6.7%)
	N(%) Abnormal	6 (10.0%)
Emotional Symptoms	N(%) Normal	52 (86.7%)
	N(%) Borderline	3 (5.0%)
	N(%) Abnormal	5 (8.3%)
Conduct Problems	N(%) Normal	56 (93.3%)
	N(%) Borderline	2 (3.3%)
	N(%) Abnormal	2 (3.3%)
Hyperactivity	N(%) Normal	49 (81.7%)
	N(%) Borderline	2 (3.3%)
	N(%) Abnormal	9 (15.0%)
Peer Problems	N(%) Normal	50 (83.3%)
	N(%) Borderline	5 (8.3%)
	N(%) Abnormal	5 (8.3%)
Prosocial Behaviour	N(%) Normal	50 (83.3%)
	N(%) Borderline	7 (11.7%)
	N(%) Abnormal	3 (5.0%)

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Pupils - School ID: XX

Table 1.2: Primary 5 teacher completed SDQ categories. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Total Difficulties	N(%) Normal	53 (93.0%)
	N(%) Borderline	1 (1.8%)
	N(%) Abnormal	3 (5.3%)
Emotional Symptoms	N(%) Normal	55 (96.5%)
	N(%) Borderline	1 (1.8%)
	N(%) Abnormal	1 (1.8%)
Conduct Problems	N(%) Normal	53 (93.0%)
	N(%) Borderline	0 (0.0%)
	N(%) Abnormal	4 (7.0%)
Hyperactivity	N(%) Normal	50 (87.7%)
	N(%) Borderline	2 (3.5%)
	N(%) Abnormal	5 (8.8%)
Peer Problems	N(%) Normal	53 (93.0%)
	N(%) Borderline	2 (3.5%)
	N(%) Abnormal	2 (3.5%)
Prosocial Behaviour	N(%) Normal	47 (82.5%)
	N(%) Borderline	4 (7.0%)
	N(%) Abnormal	6 (10.5%)

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Pupils - School ID: XX

Table 1.3: Primary 5 pupil completed SDQ categories. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Total Difficulties	N(%) Normal	44 (80.0%)
	N(%) Borderline	6 (10.9%)
	N(%) Abnormal	5 (9.1%)
Emotional Symptoms	N(%) Normal	48 (85.7%)
	N(%) Borderline	3 (5.4%)
	N(%) Abnormal	5 (8.9%)
Conduct Problems	N(%) Normal	42 (75.0%)
	N(%) Borderline	9 (16.1%)
	N(%) Abnormal	5 (8.9%)
Hyperactivity	N(%) Normal	46 (82.1%)
	N(%) Borderline	2 (3.6%)
	N(%) Abnormal	8 (14.3%)
Peer Problems	N(%) Normal	45 (81.8%)
	N(%) Borderline	6 (10.9%)
	N(%) Abnormal	4 (7.3%)
Prosocial Behaviour	N(%) Normal	53 (94.6%)
	N(%) Borderline	2 (3.6%)
	N(%) Abnormal	1 (1.8%)

Program: SEED_main_v2_0.R.R produced on Tue May 28 15:46:40 2013

Pupils - School ID: XX

Table 1.4.1: P5 pupil completed questionnaires - 'About Me' Questions. Positive questions, Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I think I have good ideas	N(%) Yes, definitely	9 (16.1%)
	N(%) Often	20 (35.7%)
	N(%) Sometimes	25 (44.6%)
	N(%) No, not really	2 (3.6%)
I can calm myself down quickly after getting angry	N(%) Yes, definitely	20 (35.7%)
	N(%) Often	10 (17.9%)
	N(%) Sometimes	16 (28.6%)
	N(%) No, not really	10 (17.9%)
I can usually work out the way to deal with problems	N(%) Yes, definitely	14 (25.5%)
	N(%) Often	16 (29.1%)
	N(%) Sometimes	17 (30.9%)
	N(%) No, not really	8 (14.5%)
Once I have a goal, I make a plan to reach it	N(%) Yes, definitely	21 (39.6%)
	N(%) Often	12 (22.6%)
	N(%) Sometimes	6 (11.3%)
	N(%) No, not really	14 (26.4%)
I know what I'm good at and what I'm not so good at	N(%) Yes, definitely	42 (75.0%)
	N(%) Often	9 (16.1%)
	N(%) Sometimes	3 (5.4%)
	N(%) No, not really	2 (3.6%)
I try to learn from my mistakes	N(%) Yes, definitely	42 (75.0%)
	N(%) Often	7 (12.5%)
	N(%) Sometimes	5 (8.9%)
	N(%) No, not really	2 (3.6%)
I avoid things that are dangerous or unhealthy	N(%) Yes, definitely	29 (52.7%)
	N(%) Often	14 (25.5%)
	N(%) Sometimes	6 (10.9%)
	N(%) No, not really	6 (10.9%)
I work hard at school	N(%) Yes, definitely	46 (83.6%)
	N(%) Often	8 (14.5%)
	N(%) Sometimes	1 (1.8%)
	N(%) No, not really	0 (0.0%)
I am able to talk about how I feel	N(%) Yes, definitely	11 (20.0%)
	N(%) Often	13 (23.6%)
	N(%) Sometimes	17 (30.9%)
	N(%) No, not really	14 (25.5%)
I would feel bad if I couldn't finish something I'd promised to do	N(%) Yes, definitely	27 (49.1%)
	N(%) Often	9 (16.4%)
	N(%) Sometimes	10 (18.2%)
	N(%) No, not really	9 (16.4%)

'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

Table 1.4.2: P5 pupil completed questionnaires - 'About Me' Questions. Positive questions, Part 2. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I complete my school work regularly	N(%) Yes, definitely	28 (50.9%)
	N(%) Often	18 (32.7%)
	N(%) Sometimes	7 (12.7%)
	N(%) No, not really	2 (3.6%)
I like to help people with their problems	N(%) Yes, definitely	29 (51.8%)
	N(%) Often	12 (21.4%)
	N(%) Sometimes	13 (23.2%)
	N(%) No, not really	2 (3.6%)
I can say no to activities that I think are wrong	N(%) Yes, definitely	29 (53.7%)
	N(%) Often	13 (24.1%)
	N(%) Sometimes	6 (11.1%)
	N(%) No, not really	6 (11.1%)
I can get on with my school work even when I'm feeling sad or angry	N(%) Yes, definitely	26 (46.4%)
	N(%) Often	10 (17.9%)
	N(%) Sometimes	15 (26.8%)
	N(%) No, not really	5 (8.9%)
I feel good about myself	N(%) Yes, definitely	23 (41.1%)
	N(%) Often	16 (28.6%)
	N(%) Sometimes	14 (25.0%)
	N(%) No, not really	3 (5.4%)
Most things work out okay in the end	N(%) Yes, definitely	33 (58.9%)
	N(%) Often	10 (17.9%)
	N(%) Sometimes	9 (16.1%)
	N(%) No, not really	4 (7.1%)
I am happy with how I look	N(%) Yes, definitely	31 (55.4%)
	N(%) Often	15 (26.8%)
	N(%) Sometimes	5 (8.9%)
	N(%) No, not really	5 (8.9%)
I like myself	N(%) Yes, definitely	31 (55.4%)
	N(%) Often	14 (25.0%)
	N(%) Sometimes	8 (14.3%)
	N(%) No, not really	3 (5.4%)
I know when my friend is sad even if they don't say so	N(%) Yes, definitely	37 (66.1%)
	N(%) Often	10 (17.9%)
	N(%) Sometimes	7 (12.5%)
	N(%) No, not really	2 (3.6%)
I try to cheer people up	N(%) Yes, definitely	45 (80.4%)
	N(%) Often	6 (10.7%)
	N(%) Sometimes	4 (7.1%)
	N(%) No, not really	1 (1.8%)
It makes me sad to see someone who is lonely	N(%) Yes, definitely	33 (58.9%)
	N(%) Often	9 (16.1%)
	N(%) Sometimes	12 (21.4%)
	N(%) No, not really	2 (3.6%)

'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

Table 1.4.3: P5 pupil completed questionnaires - 'About Me' Questions. Negative questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I keep my feelings to myself	N(%) No, not really	4 (7.1%)
	N(%) Sometimes	15 (26.8%)
	N(%) Often	16 (28.6%)
	N(%) Yes, definitely	21 (37.5%)
I am sometimes confused about the way I feel	N(%) No, not really	32 (58.2%)
	N(%) Sometimes	13 (23.6%)
	N(%) Often	5 (9.1%)
	N(%) Yes, definitely	5 (9.1%)
I give up trying if I find something hard	N(%) No, not really	45 (80.4%)
	N(%) Sometimes	7 (12.5%)
	N(%) Often	2 (3.6%)
	N(%) Yes, definitely	2 (3.6%)
I am easily hurt by what others say about me	N(%) No, not really	22 (39.3%)
	N(%) Sometimes	18 (32.1%)
	N(%) Often	10 (17.9%)
	N(%) Yes, definitely	6 (10.7%)
When I feel upset, I don't know how to talk about it	N(%) No, not really	16 (29.6%)
	N(%) Sometimes	20 (37.0%)
	N(%) Often	10 (18.5%)
	N(%) Yes, definitely	8 (14.8%)
At times I do not know why I am angry	N(%) No, not really	27 (50.0%)
	N(%) Sometimes	15 (27.8%)
	N(%) Often	6 (11.1%)
	N(%) Yes, definitely	6 (11.1%)
At times I do not know how I am feeling	N(%) No, not really	23 (41.1%)
	N(%) Sometimes	20 (35.7%)
	N(%) Often	8 (14.3%)
	N(%) Yes, definitely	5 (8.9%)
At times I just don't have words to describe how I feel	N(%) No, not really	8 (14.3%)
	N(%) Sometimes	25 (44.6%)
	N(%) Often	13 (23.2%)
	N(%) Yes, definitely	10 (17.9%)
When I fall out with friends I worry for days	N(%) No, not really	24 (43.6%)
	N(%) Sometimes	12 (21.8%)
	N(%) Often	5 (9.1%)
	N(%) Yes, definitely	14 (25.5%)

'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

Table 1.5: P5 pupil completed questionnaires - Questions About Family Relationships. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I enjoy being at home with my family/the people I live with	N(%) Yes, definitely	42 (75.0%)
	N(%) Often	7 (12.5%)
	N(%) Sometimes	6 (10.7%)
	N(%) No, not really	1 (1.8%)
My family/the people I live with at home get along well together	N(%) Yes, definitely	27 (49.1%)
	N(%) Often	17 (30.9%)
	N(%) Sometimes	8 (14.5%)
	N(%) No, not really	3 (5.5%)
I can talk to my parents about most things	N(%) Yes, definitely	25 (44.6%)
	N(%) Often	18 (32.1%)
	N(%) Sometimes	9 (16.1%)
	N(%) No, not really	4 (7.1%)
My parents/carers treat me fairly	N(%) Yes, definitely	45 (80.4%)
	N(%) Often	6 (10.7%)
	N(%) Sometimes	4 (7.1%)
	N(%) No, not really	1 (1.8%)
My parents/carers and I do fun things together	N(%) Yes, definitely	37 (66.1%)
	N(%) Often	8 (14.3%)
	N(%) Sometimes	8 (14.3%)
	N(%) No, not really	3 (5.4%)
My parents/carers listen to me	N(%) Yes, definitely	31 (55.4%)
	N(%) Often	17 (30.4%)
	N(%) Sometimes	7 (12.5%)
	N(%) No, not really	1 (1.8%)
My parents/carers help me as much as I need	N(%) Yes, definitely	39 (69.6%)
	N(%) Often	12 (21.4%)
	N(%) Sometimes	5 (8.9%)
	N(%) No, not really	0 (0.0%)
My parents/carers tell me if I behave well	N(%) Yes, definitely	37 (67.3%)
	N(%) Often	9 (16.4%)
	N(%) Sometimes	7 (12.7%)
	N(%) No, not really	2 (3.6%)
My parents/carers help me with my homework	N(%) Yes, definitely	41 (74.5%)
	N(%) Often	6 (10.9%)
	N(%) Sometimes	6 (10.9%)
	N(%) No, not really	2 (3.6%)
My parents/carers tell me when I do something well	N(%) Yes, definitely	39 (69.6%)
	N(%) Often	12 (21.4%)
	N(%) Sometimes	3 (5.4%)
	N(%) No, not really	2 (3.6%)

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Pupils - School ID: XX

Table 1.6: P5 pupil completed questionnaires - Questions About Family Activities. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Watch TV or DVDs together	N(%) Every day	5 (8.9%)
	N(%) Most days	21 (37.5%)
	N(%) Weekly	15 (26.8%)
	N(%) Less than weekly	14 (25.0%)
	N(%) Never	1 (1.8%)
Play indoor games together	N(%) Every day	5 (9.1%)
	N(%) Most days	16 (29.1%)
	N(%) Weekly	12 (21.8%)
	N(%) Less than weekly	16 (29.1%)
	N(%) Never	6 (10.9%)
Eat a meal together	N(%) Every day	38 (67.9%)
	N(%) Most days	11 (19.6%)
	N(%) Weekly	6 (10.7%)
	N(%) Less than weekly	0 (0.0%)
	N(%) Never	1 (1.8%)
Go places together	N(%) Every day	13 (23.2%)
	N(%) Most days	21 (37.5%)
	N(%) Weekly	14 (25.0%)
	N(%) Less than weekly	7 (12.5%)
	N(%) Never	1 (1.8%)
Go for a walk or play sports together	N(%) Every day	10 (18.2%)
	N(%) Most days	16 (29.1%)
	N(%) Weekly	10 (18.2%)
	N(%) Less than weekly	11 (20.0%)
	N(%) Never	8 (14.5%)
Visit friends or relatives together	N(%) Every day	6 (10.9%)
	N(%) Most days	13 (23.6%)
	N(%) Weekly	17 (30.9%)
	N(%) Less than weekly	16 (29.1%)
	N(%) Never	3 (5.5%)
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Pupils - School ID: XX

Table 1.7.1: P5 pupil completed questionnaires - Questions About You and Your Friends. Positive Questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I can talk to my friends about most things	N(%) Yes, definitely	22 (40.0%)
	N(%) Often	16 (29.1%)
	N(%) Sometimes	10 (18.2%)
	N(%) No, not really	7 (12.7%)
I enjoy spending time with my friends	N(%) Yes, definitely	44 (81.5%)
	N(%) Often	5 (9.3%)
	N(%) Sometimes	3 (5.6%)
	N(%) No, not really	2 (3.7%)
My friends are nice to me	N(%) Yes, definitely	39 (70.9%)
	N(%) Often	9 (16.4%)
	N(%) Sometimes	6 (10.9%)
	N(%) No, not really	1 (1.8%)

'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

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Pupils - School ID: XX

Table 1.7.2: P5 pupil completed questionnaires - Questions About You and Your Friends. Negative Questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I find it difficult making new friends	N(%) No, not really	25 (44.6%)
	N(%) Sometimes	18 (32.1%)
	N(%) Often	6 (10.7%)
	N(%) Yes, definitely	7 (12.5%)
I pick on other children	N(%) No, not really	50 (92.6%)
	N(%) Sometimes	3 (5.6%)
	N(%) Often	1 (1.9%)
	N(%) Yes, definitely	0 (0.0%)
I hurt or hit other children	N(%) No, not really	49 (89.1%)
	N(%) Sometimes	6 (10.9%)
	N(%) Often	0 (0.0%)
	N(%) Yes, definitely	0 (0.0%)
Other children hit or hurt me	N(%) No, not really	40 (74.1%)
	N(%) Sometimes	7 (13.0%)
	N(%) Often	2 (3.7%)
	N(%) Yes, definitely	5 (9.3%)
Other children pick on me	N(%) No, not really	40 (74.1%)
	N(%) Sometimes	9 (16.7%)
	N(%) Often	2 (3.7%)
	N(%) Yes, definitely	3 (5.6%)

'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

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Pupils - School ID: XX

Table 1.8: P5 pupil completed questionnaires - Questions About Materialism. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Do you think it's important to own expensive things?	N(%) No, not really	28 (50.9%)
	N(%) Sometimes	18 (32.7%)
	N(%) Often	3 (5.5%)
	N(%) Yes, definitely	6 (10.9%)
Does buying expensive things make you happy?	N(%) No, not really	29 (53.7%)
	N(%) Sometimes	18 (33.3%)
	N(%) Often	3 (5.6%)
	N(%) Yes, definitely	4 (7.4%)
Do you like children who have expensive things more than you like other children?	N(%) No, not really	39 (72.2%)
	N(%) Sometimes	10 (18.5%)
	N(%) Often	3 (5.6%)
	N(%) Yes, definitely	2 (3.7%)

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Pupils - School ID: XX

Table 1.9: P5 pupil completed questionnaires - 'How do you feel today?' Questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I feel worried today	N(%) I don't	37 (68.5%)
	N(%) A little	4 (7.4%)
	N(%) A bit	4 (7.4%)
	N(%) Quite	5 (9.3%)
	N(%) Very	4 (7.4%)
I feel sad today	N(%) I don't	39 (70.9%)
	N(%) A little	7 (12.7%)
	N(%) A bit	7 (12.7%)
	N(%) Quite	1 (1.8%)
	N(%) Very	1 (1.8%)
I feel pain today	N(%) I don't	39 (72.2%)
	N(%) A little	11 (20.4%)
	N(%) A bit	3 (5.6%)
	N(%) Quite	1 (1.9%)
	N(%) Very	0 (0.0%)
I feel tired today	N(%) I don't	12 (21.8%)
	N(%) A little	26 (47.3%)
	N(%) A bit	10 (18.2%)
	N(%) Quite	2 (3.6%)
	N(%) Very	5 (9.1%)
I feel annoyed today	N(%) I don't	47 (83.9%)
	N(%) A little	5 (8.9%)
	N(%) A bit	3 (5.4%)
	N(%) Quite	1 (1.8%)
	N(%) Very	0 (0.0%)
Problems with school work/homework	N(%) No problems	45 (81.8%)
	N(%) A few problems	9 (16.4%)
	N(%) Some problems	0 (0.0%)
	N(%) Many problems	0 (0.0%)
	N(%) Can't do it	1 (1.8%)
Problems with sleep last night	N(%) No problems	28 (53.8%)
	N(%) A few problems	13 (25.0%)
	N(%) Some problems	8 (15.4%)
	N(%) Many problems	1 (1.9%)
	N(%) Can't do it	2 (3.8%)
Problems with daily routine	N(%) No problems	38 (73.1%)
	N(%) A few problems	13 (25.0%)
	N(%) Some problems	1 (1.9%)
	N(%) Many problems	0 (0.0%)
	N(%) Can't do it	0 (0.0%)
Able to join in activities	N(%) Any activities	34 (65.4%)
	N(%) Most activities	8 (15.4%)
	N(%) Some activities	7 (13.5%)
	N(%) Few activities	1 (1.9%)
	N(%) No activities	2 (3.8%)

Pupils - School ID: XX

Table 1.10.1: P5 pupil completed questionnaires - Questions About School Experience. Positive Questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

At school I am well behaved	N(%) Yes, definitely	38 (70.4%)
	N(%) Often	10 (18.5%)
	N(%) Sometimes	5 (9.3%)
	N(%) No, not really	1 (1.9%)
I look forward to going to school	N(%) Yes, definitely	15 (27.8%)
	N(%) Often	19 (35.2%)
	N(%) Sometimes	7 (13.0%)
	N(%) No, not really	13 (24.1%)
I enjoy learning at school	N(%) Yes, definitely	20 (37.0%)
	N(%) Often	15 (27.8%)
	N(%) Sometimes	16 (29.6%)
	N(%) No, not really	3 (5.6%)
It is important to do well at school	N(%) Yes, definitely	44 (81.5%)
	N(%) Often	5 (9.3%)
	N(%) Sometimes	5 (9.3%)
	N(%) No, not really	0 (0.0%)
I enjoy being at school	N(%) Yes, definitely	20 (37.7%)
	N(%) Often	14 (26.4%)
	N(%) Sometimes	14 (26.4%)
	N(%) No, not really	5 (9.4%)
Children in this school are kind to each other	N(%) Yes, definitely	24 (45.3%)
	N(%) Often	17 (32.1%)
	N(%) Sometimes	10 (18.9%)
	N(%) No, not really	2 (3.8%)
I am encouraged to take part in clubs run by the school	N(%) Yes, definitely	23 (42.6%)
	N(%) Often	9 (16.7%)
	N(%) Sometimes	14 (25.9%)
	N(%) No, not really	8 (14.8%)
In this school we are safe	N(%) Yes, definitely	37 (71.2%)
	N(%) Often	9 (17.3%)
	N(%) Sometimes	3 (5.8%)
	N(%) No, not really	3 (5.8%)
In this school we care	N(%) Yes, definitely	37 (69.8%)
	N(%) Often	9 (17.0%)
	N(%) Sometimes	7 (13.2%)
	N(%) No, not really	0 (0.0%)
Most adults in this school treat us fairly	N(%) Yes, definitely	34 (64.2%)
	N(%) Often	13 (24.5%)
	N(%) Sometimes	6 (11.3%)
	N(%) No, not really	0 (0.0%)
Most adults in this school are kind to pupils	N(%) Yes, definitely	36 (67.9%)
	N(%) Often	11 (20.8%)
	N(%) Sometimes	6 (11.3%)
	N(%) No, not really	0 (0.0%)

'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

Pupils - School ID: XX

Table 1.10.2: P5 pupil completed questionnaires - Questions About School Experience. Negative Questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I wish I didn't have to go to school	N(%) No, not really	27 (50.0%)
	N(%) Sometimes	17 (31.5%)
	N(%) Often	0 (0.0%)
	N(%) Yes, definitely	10 (18.5%)
Other children in my class make it hard for me to do my work	N(%) No, not really	28 (52.8%)
	N(%) Sometimes	17 (32.1%)
	N(%) Often	4 (7.5%)
	N(%) Yes, definitely	4 (7.5%)

'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

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Pupils - School ID: XX

Table 1.11: P5 pupil completed questionnaires - Questions About Teacher Pupil Relationships. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Helps me when I need help	N(%) Yes, definitely	41 (74.5%)
	N(%) Often	13 (23.6%)
	N(%) Sometimes	1 (1.8%)
	N(%) No, not really	0 (0.0%)
Understands my problems and worries	N(%) Yes, definitely	30 (54.5%)
	N(%) Often	17 (30.9%)
	N(%) Sometimes	3 (5.5%)
	N(%) No, not really	5 (9.1%)
Lets me choose how to do my school work	N(%) Yes, definitely	18 (32.7%)
	N(%) Often	12 (21.8%)
	N(%) Sometimes	20 (36.4%)
	N(%) No, not really	5 (9.1%)
Makes me feel better when I am upset	N(%) Yes, definitely	34 (61.8%)
	N(%) Often	13 (23.6%)
	N(%) Sometimes	5 (9.1%)
	N(%) No, not really	3 (5.5%)
Is happy to see me when I come to school	N(%) Yes, definitely	35 (64.8%)
	N(%) Often	10 (18.5%)
	N(%) Sometimes	6 (11.1%)
	N(%) No, not really	3 (5.6%)
Notices when I do things well	N(%) Yes, definitely	39 (70.9%)
	N(%) Often	12 (21.8%)
	N(%) Sometimes	3 (5.5%)
	N(%) No, not really	1 (1.8%)
Talks with me about how I can make my work better	N(%) Yes, definitely	34 (60.7%)
	N(%) Often	11 (19.6%)
	N(%) Sometimes	6 (10.7%)
	N(%) No, not really	5 (8.9%)

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Pupils - School ID: XX

Table 1.12.1: P5 pupil completed questionnaires - Domain Scores. Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Empathy	N(%) Yes, definitely	33 (58.9%)
	N(%) Often	20 (35.7%)
	N(%) Sometimes	3 (5.4%)
	N(%) No, not really	0 (0.0%)
Experience of Peers	N(%) Yes, definitely	41 (74.5%)
	N(%) Often	7 (12.7%)
	N(%) Sometimes	5 (9.1%)
	N(%) No, not really	2 (3.6%)
Family Relationships	N(%) Yes, definitely	38 (67.9%)
	N(%) Often	13 (23.2%)
	N(%) Sometimes	5 (8.9%)
	N(%) No, not really	0 (0.0%)
Relationship Skills	N(%) Yes, definitely	35 (63.6%)
	N(%) Often	18 (32.7%)
	N(%) Sometimes	2 (3.6%)
	N(%) No, not really	0 (0.0%)
Responsible Decision Making	N(%) Yes, definitely	22 (39.3%)
	N(%) Often	32 (57.1%)
	N(%) Sometimes	2 (3.6%)
	N(%) No, not really	0 (0.0%)
Self Awareness	N(%) Yes, definitely	16 (28.6%)
	N(%) Often	27 (48.2%)
	N(%) Sometimes	13 (23.2%)
	N(%) No, not really	0 (0.0%)
Self Management	N(%) Yes, definitely	3 (5.4%)
	N(%) Often	33 (58.9%)
	N(%) Sometimes	20 (35.7%)
	N(%) No, not really	0 (0.0%)

Domains scores are made up of several questions, each answered on a 4-point scale from 'No, not really' to 'Yes definitely'. The above categories correspond to the average response to questions on this scale, with some responses reversed depending on the wording of the question.

Pupils - School ID: XX

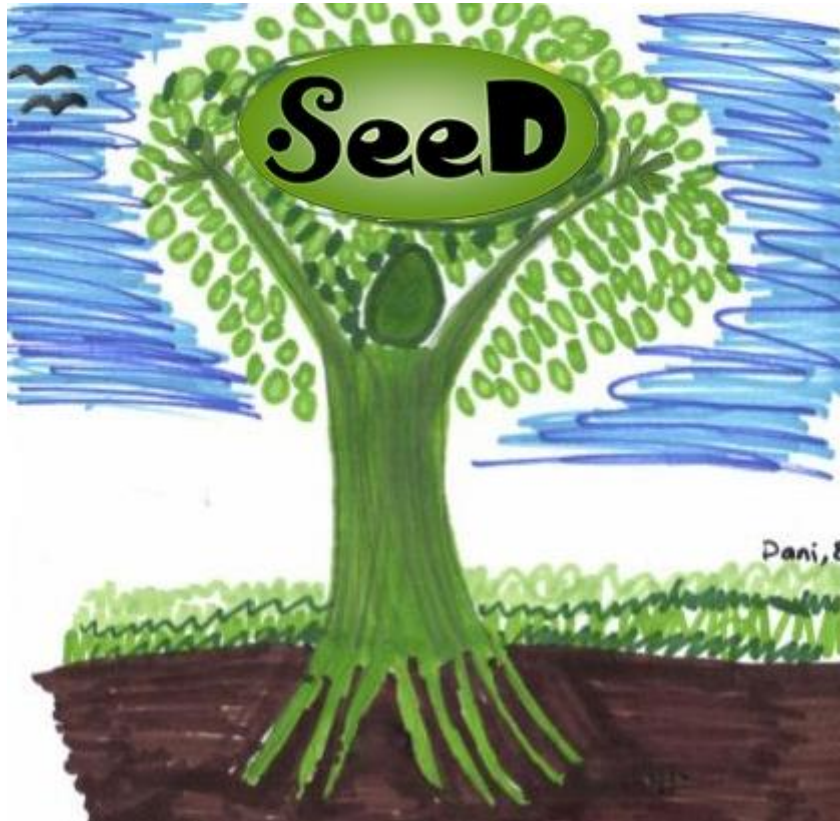
Table 1.12.2: P5 pupil completed questionnaires - Domain Scores. Part 2. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Social Resilience	N(%) Yes, definitely	11 (19.6%)
	N(%) Often	34 (60.7%)
	N(%) Sometimes	10 (17.9%)
	N(%) No, not really	1 (1.8%)
Self Esteem	N(%) Yes, definitely	21 (37.5%)
	N(%) Often	23 (41.1%)
	N(%) Sometimes	12 (21.4%)
	N(%) No, not really	0 (0.0%)
School Aspiration	N(%) Yes, definitely	44 (81.5%)
	N(%) Often	5 (9.3%)
	N(%) Sometimes	5 (9.3%)
	N(%) No, not really	0 (0.0%)
School Belonging	N(%) Yes, definitely	19 (35.2%)
	N(%) Often	17 (31.5%)
	N(%) Sometimes	15 (27.8%)
	N(%) No, not really	3 (5.6%)
School Climate	N(%) Yes, definitely	29 (54.7%)
	N(%) Often	20 (37.7%)
	N(%) Sometimes	4 (7.5%)
	N(%) No, not really	0 (0.0%)
School Liking	N(%) Yes, definitely	20 (37.0%)
	N(%) Often	15 (27.8%)
	N(%) Sometimes	16 (29.6%)
	N(%) No, not really	3 (5.6%)
Teacher Pupil Relationships	N(%) Yes, definitely	27 (48.2%)
	N(%) Often	24 (42.9%)
	N(%) Sometimes	5 (8.9%)
	N(%) No, not really	0 (0.0%)

Domains scores are made up of several questions, each answered on a 4-point scale from 'No, not really' to 'Yes definitely'. The above categories correspond to the average response to questions on this scale, with some responses reversed depending on the wording of the question.

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Social and Emotional Education and Development (SEED)



Statistical Report for School ID: XX

SECTION 2: STAFF

Tue May 28

Report produced by Martina Messow and Alex McConnachie
(Robertson Centre for Biostatistics)

SEED Research Team: Marion Henderson, Danny Wight,
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Social and Emotional
Education and Development (SEED)



Section 2: Staff Data

Staff Questionnaires

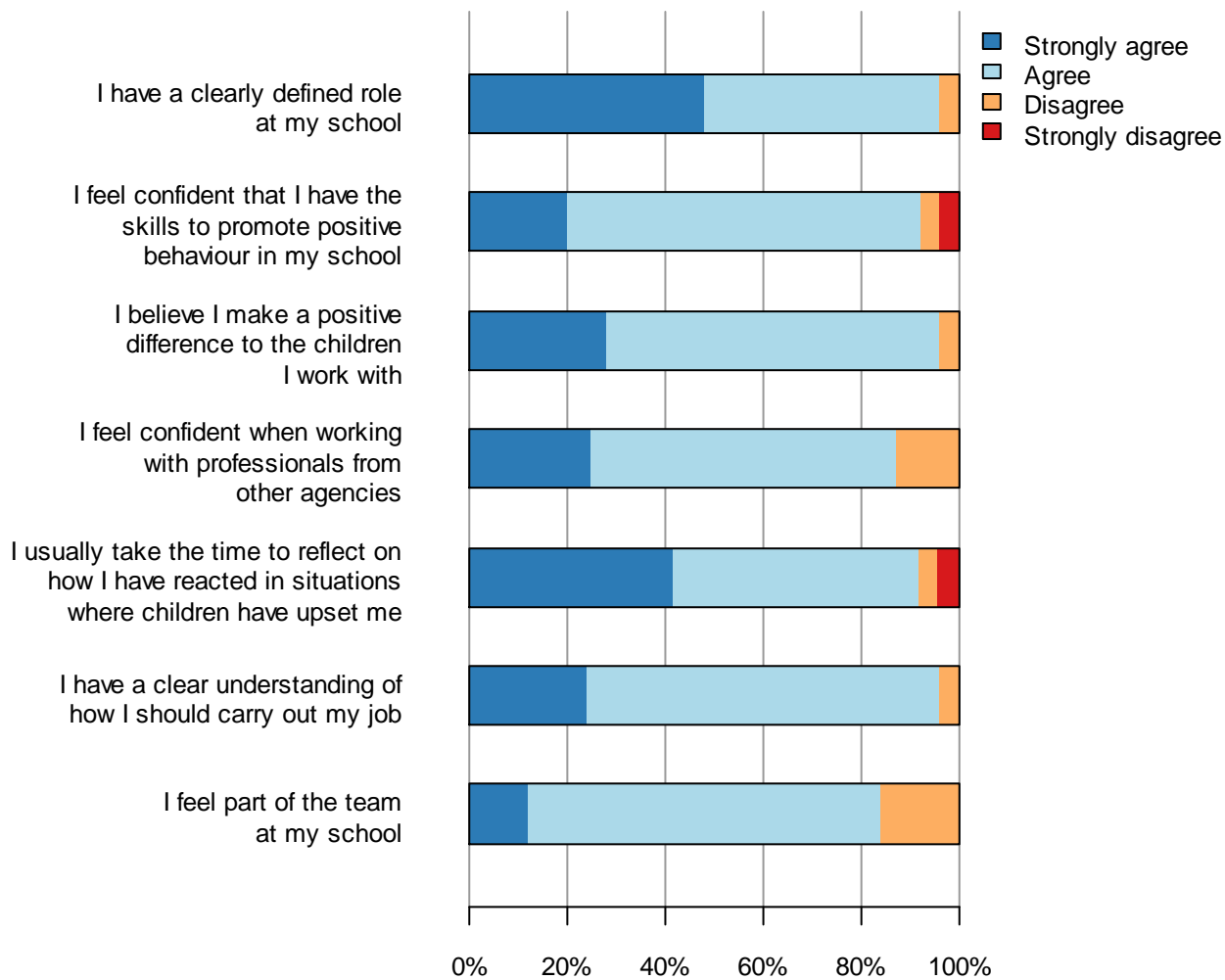
- 2.1 Perceptions of School Role
- 2.2 School Ethos
- 2.3 Management and Support
- 2.4 Pupils in your Class/School
- 2.5 The School's Role for Social and Emotional Wellbeing
- 2.6 Health at Work

Tables

- 2.1 - 2.6: These tables display the same information as above in numeric form

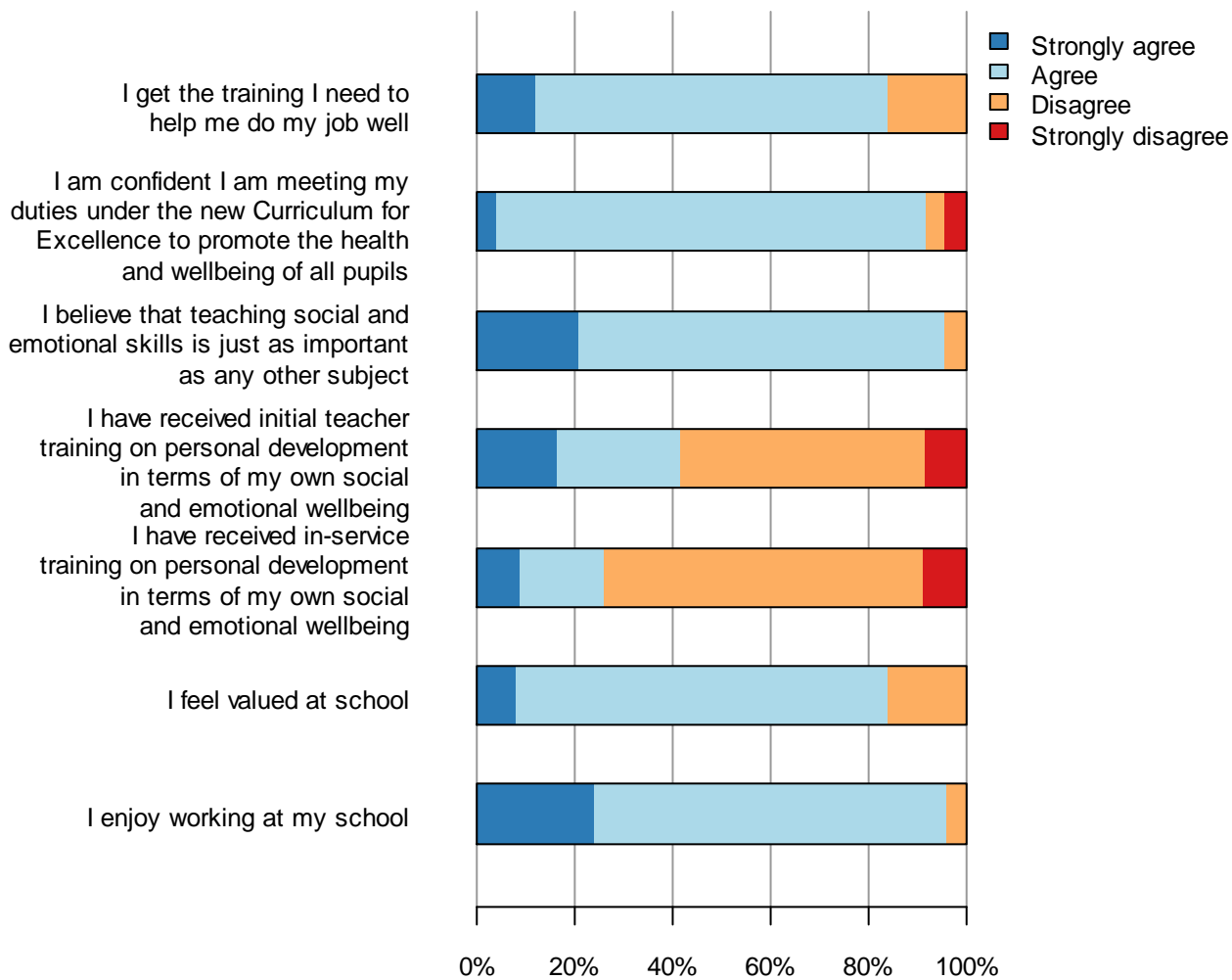
Staff - School ID: XX

Figure 2.1.1: Staff questionnaires - Perceptions of School Role. Part 1.



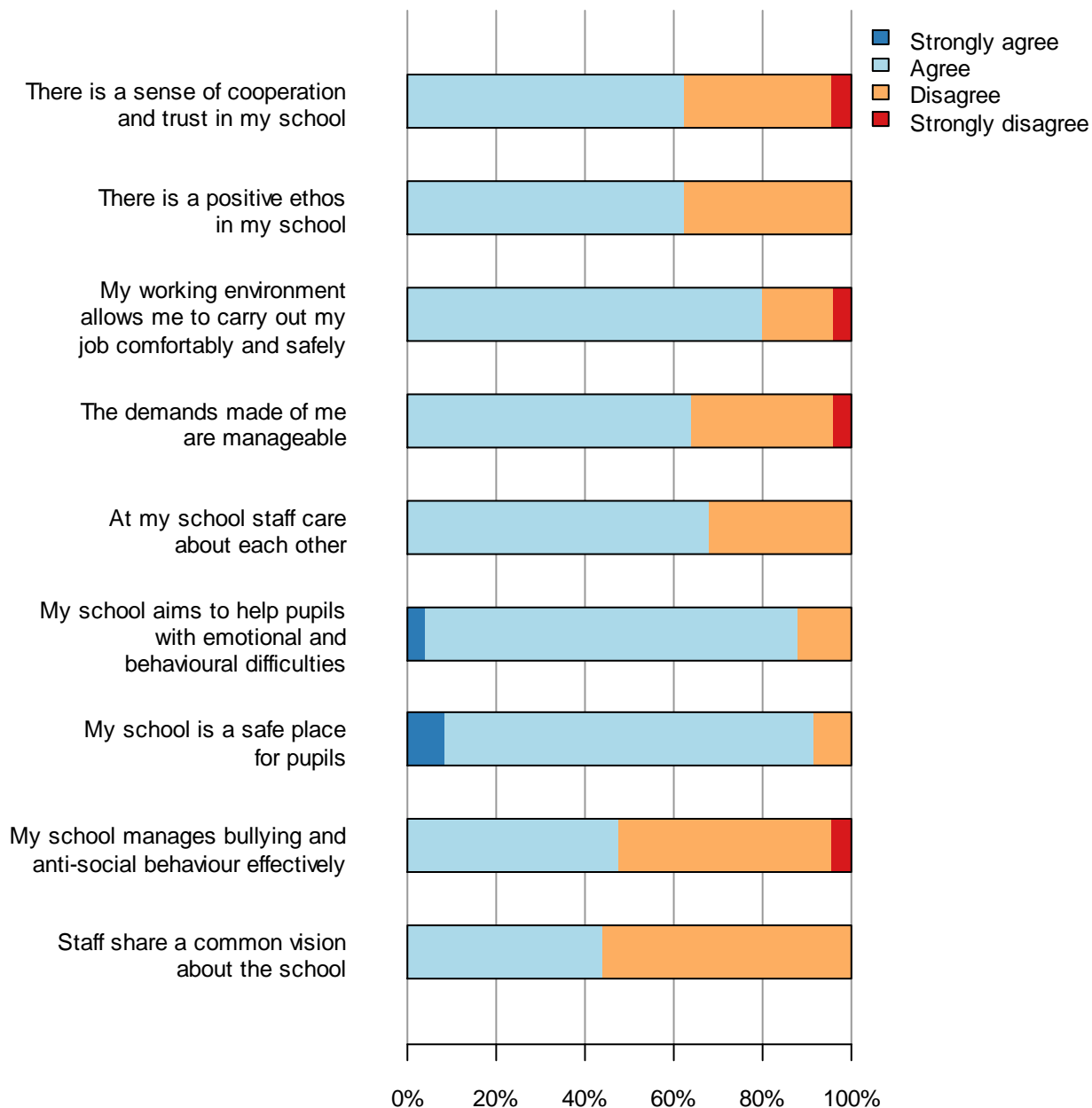
Staff - School ID: XX

Figure 2.1.2: Staff questionnaires - Perceptions of School Role. Part 2.



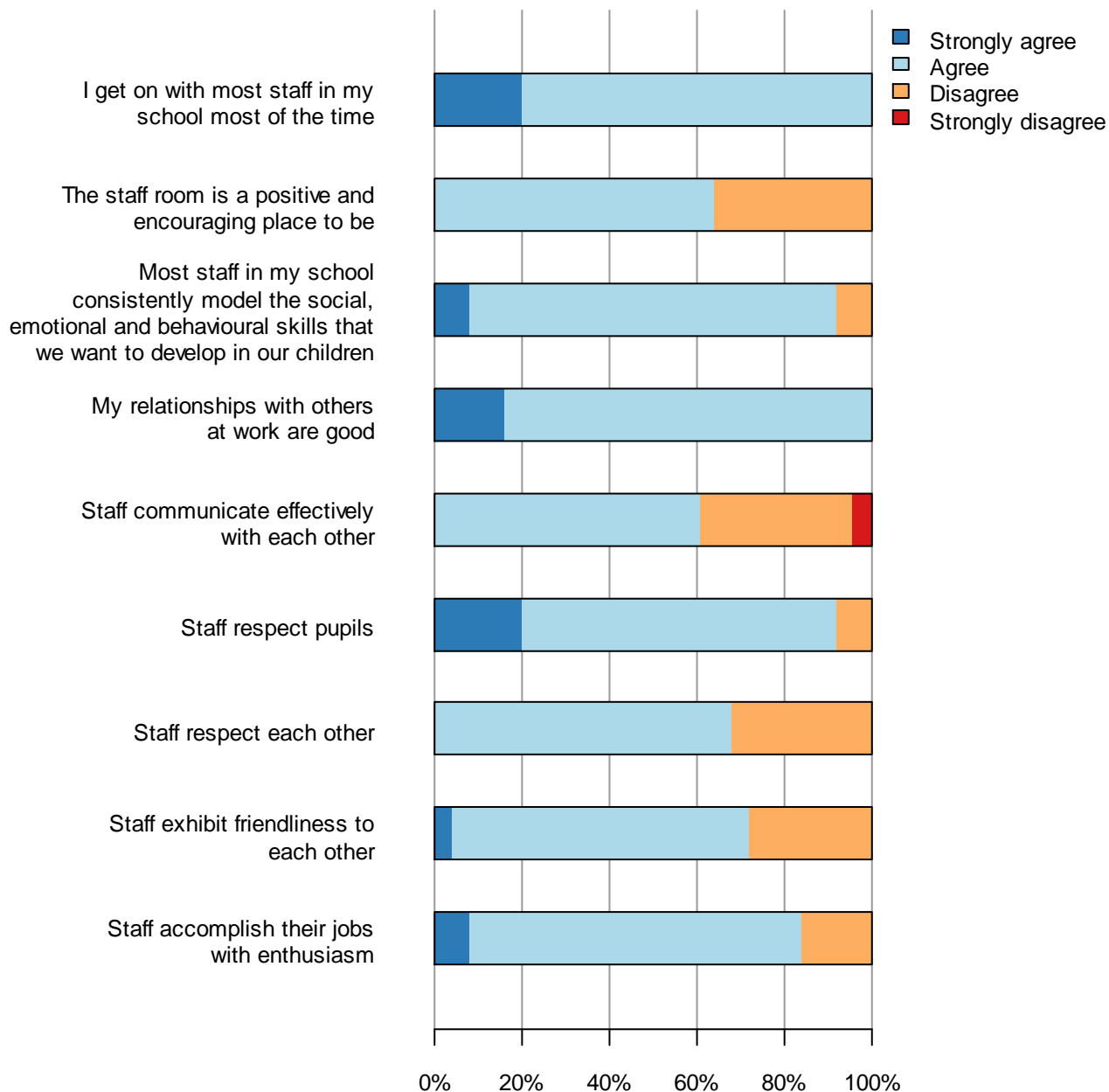
Staff - School ID: XX

Figure 2.2.1: Staff questionnaires - School Ethos. Part 1.



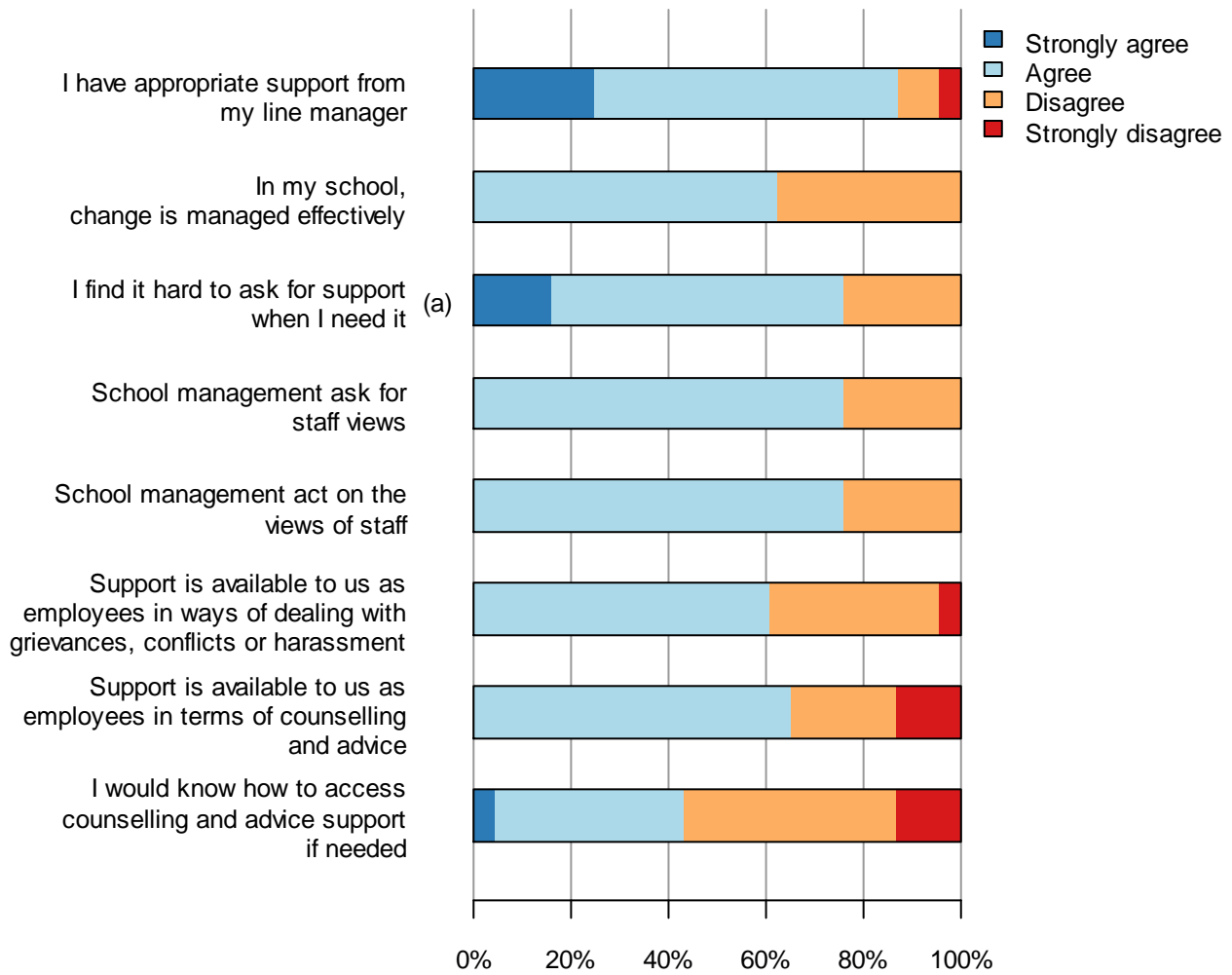
Staff - School ID: XX

Figure 2.2.2: Staff questionnaires - School Ethos. Part 2.



Staff - School ID: XX

Figure 2.3.1: Staff questionnaires - Management and Support. Part 1.



(a): Order reversed: Blue = Strongly disagree; Red = Strongly agree

Staff - School ID: XX

Figure 2.3.2: Staff questionnaires - Management and Support. Part 2.

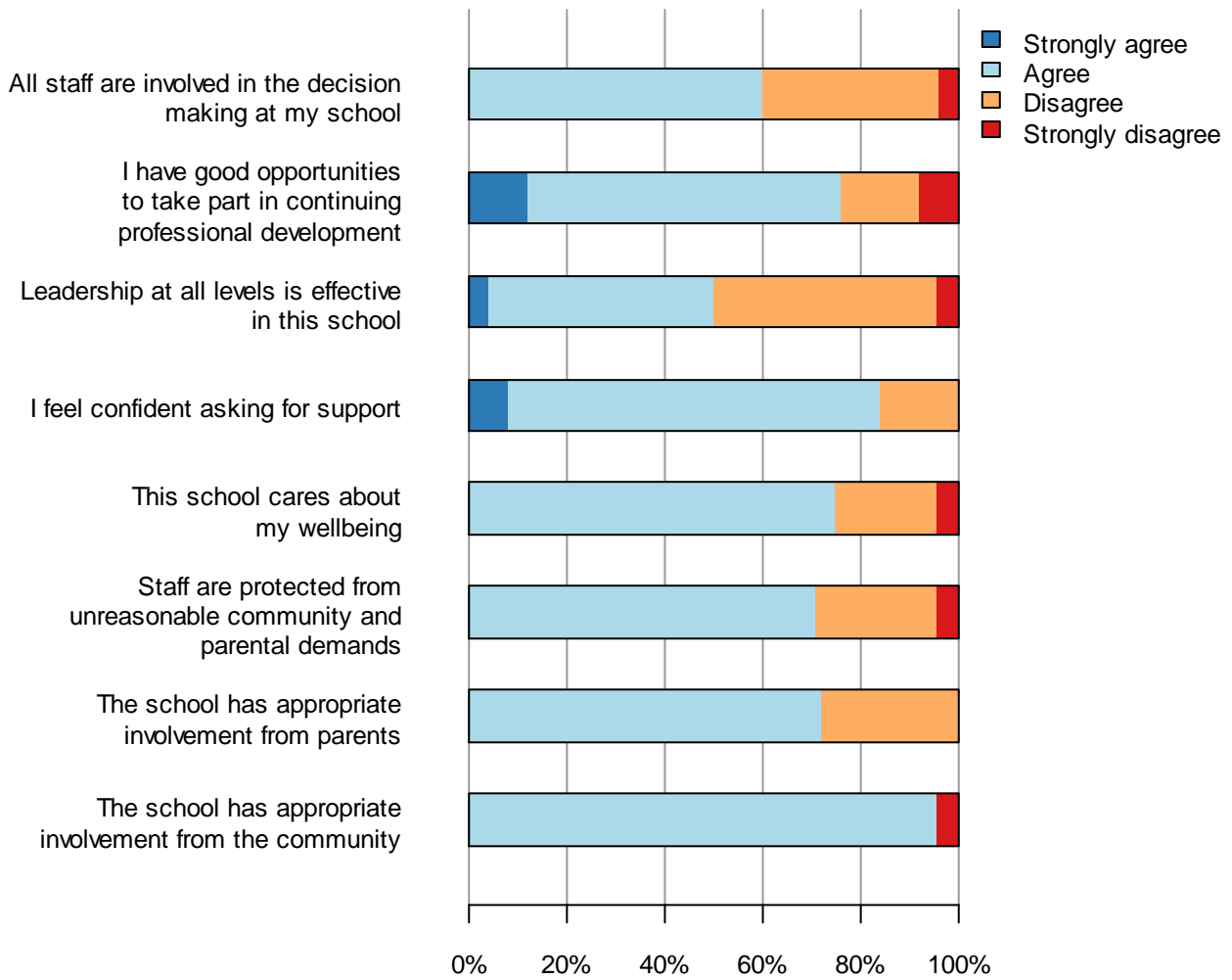
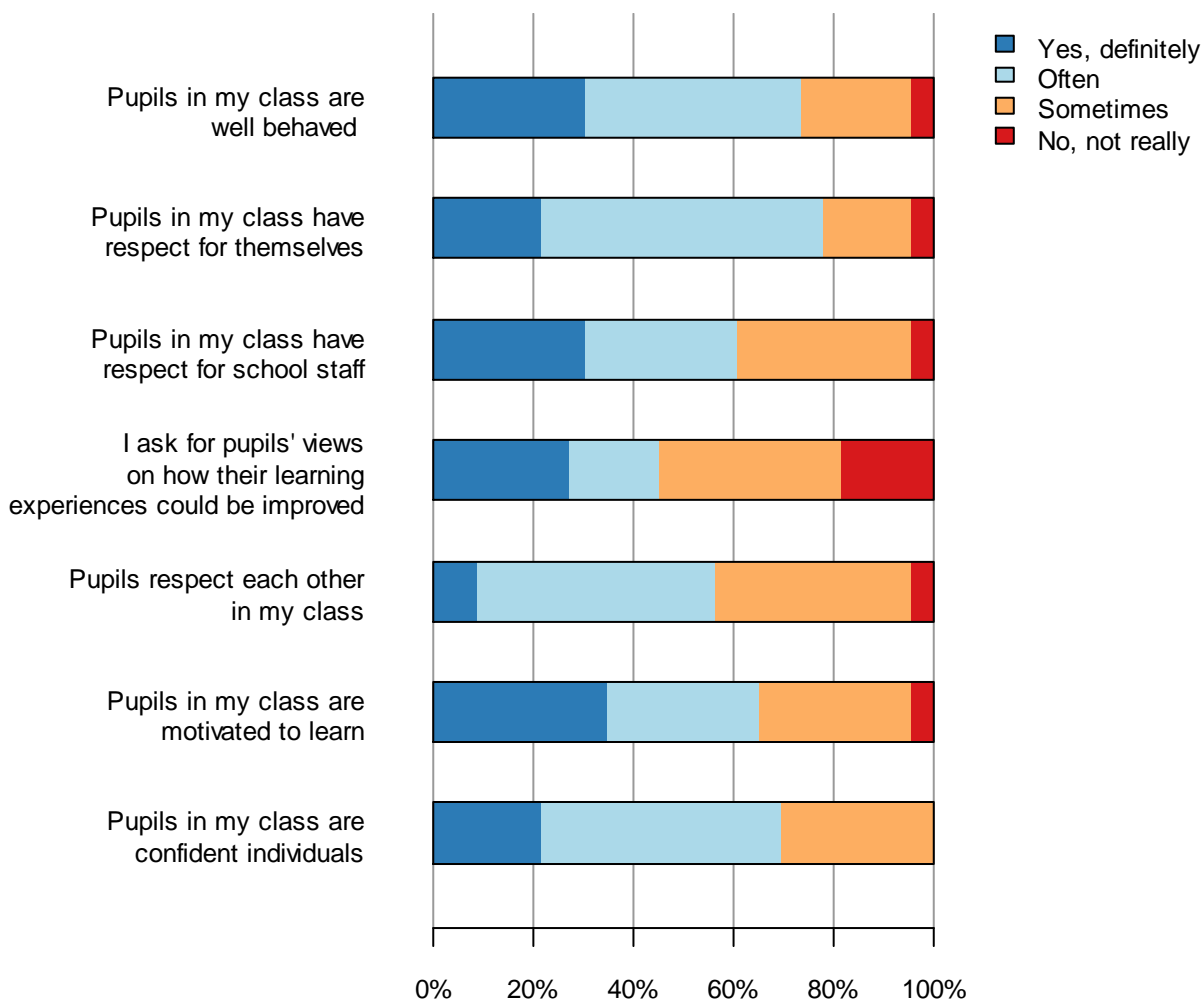


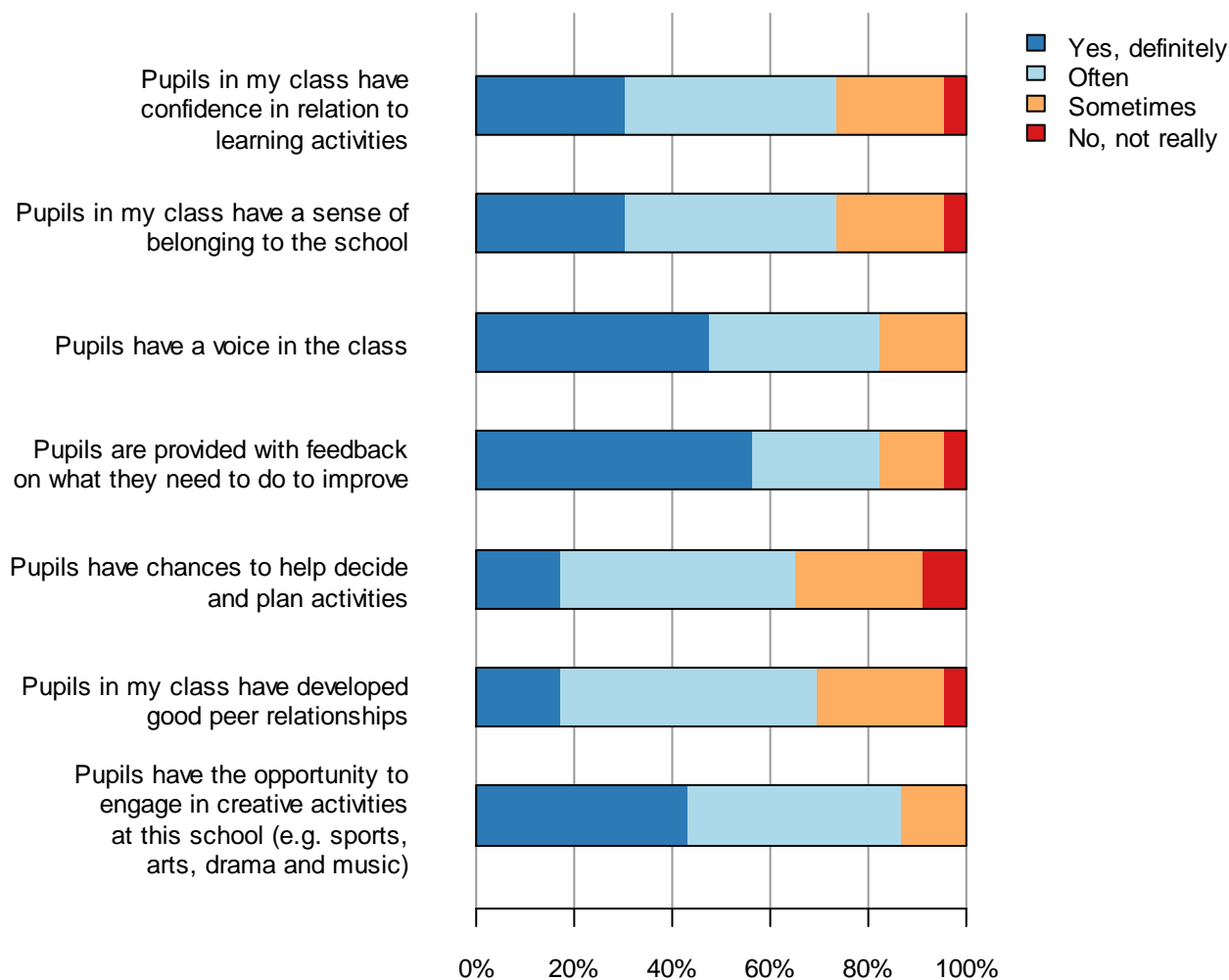
Figure 2.4.1: Staff questionnaires - Pupils in your Class/School. Positive questions, Part 1 (see below for explanation).



'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

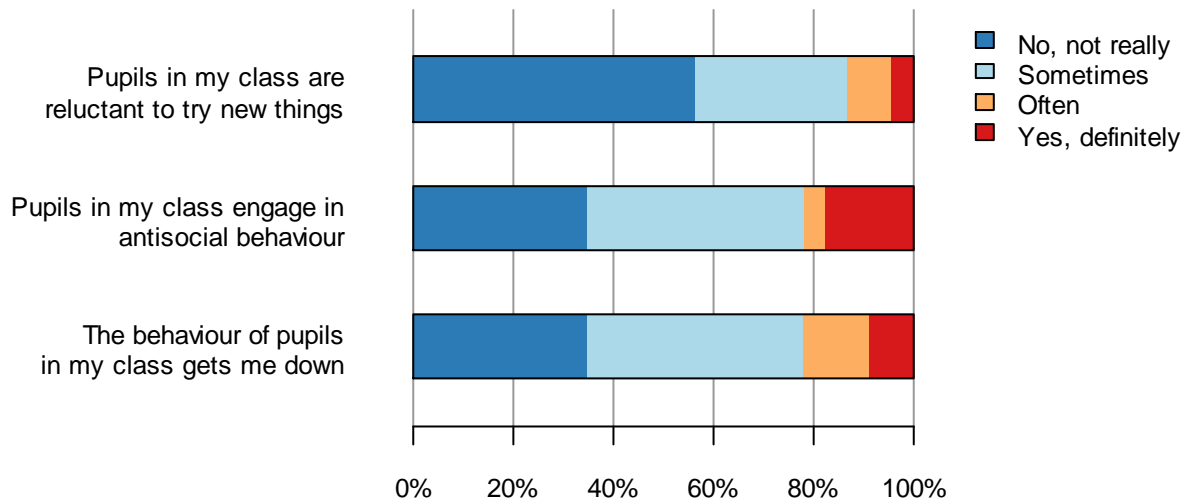
Staff - School ID: XX

Figure 2.4.2: Staff questionnaires - Pupils in your Class/School. Positive questions, Part 2 (see below for explanation).



'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

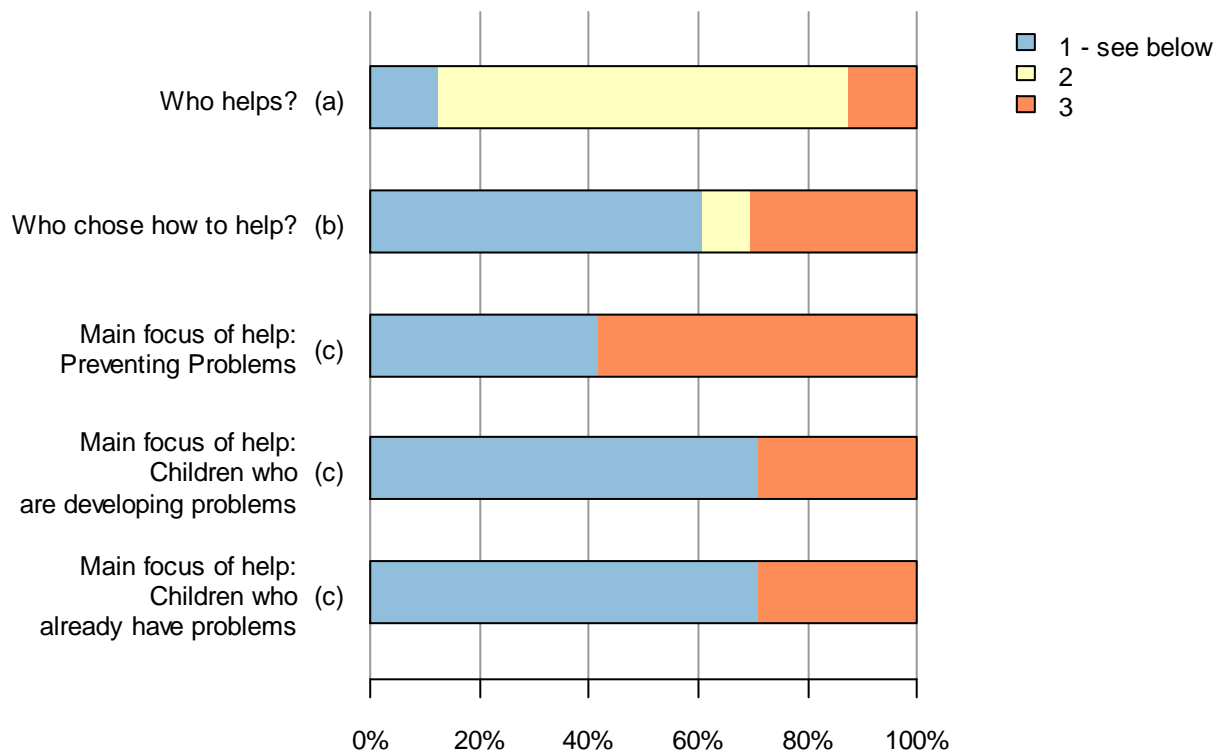
Figure 2.4.3: Staff questionnaires - Pupils in your Class/School. Negative questions (see below for explanation).



'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

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Figure 2.5: Staff questionnaires - The School's Role for Social and Emotional Wellbeing.



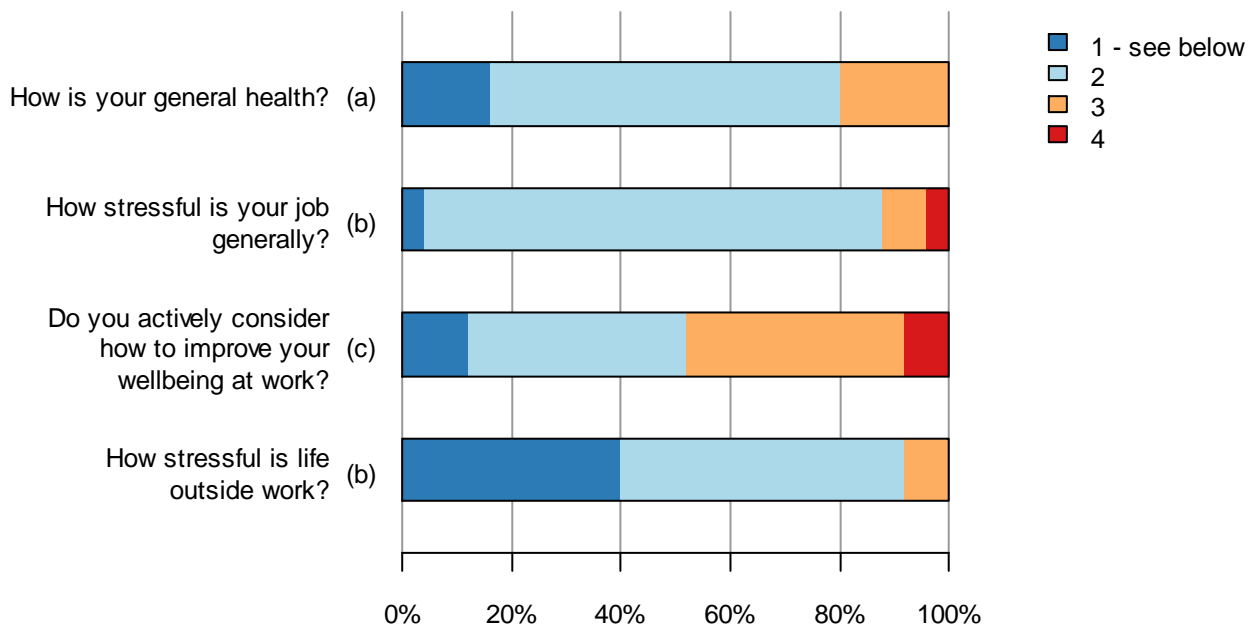
(a): 1 = Specialists; 2 = School staff with some specialist training; 3 = School staff with no specialist training

(b): 1 = School staff; 2 = Educational service/department; 3 = Jointly

(a): 1 = Yes; 3 = No

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Figure 2.6: Staff questionnaires - Health at Work.



(a): 1 = Excellent; 2 = Good; 3 = Fairly Good; 4 = Poor

(b): 1 = Not at all stressful; 2 = Fairly stressful; 3 = Very stressful; 4 = Extremely stressful

(c): 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Frequently

Staff - School ID: XX

Table 2.1.1: Staff questionnaires - Perceptions of School Role. Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I have a clearly defined role at my school	N(%) Strongly agree	12 (48.0%)
	N(%) Agree	12 (48.0%)
	N(%) Disagree	1 (4.0%)
	N(%) Strongly disagree	0 (0.0%)
I feel confident that I have the skills to promote positive behaviour in my school	N(%) Strongly agree	5 (20.0%)
	N(%) Agree	18 (72.0%)
	N(%) Disagree	1 (4.0%)
	N(%) Strongly disagree	1 (4.0%)
I believe I make a positive difference to the children I work with	N(%) Strongly agree	7 (28.0%)
	N(%) Agree	17 (68.0%)
	N(%) Disagree	1 (4.0%)
	N(%) Strongly disagree	0 (0.0%)
I feel confident when working with professionals from other agencies	N(%) Strongly agree	6 (25.0%)
	N(%) Agree	15 (62.5%)
	N(%) Disagree	3 (12.5%)
	N(%) Strongly disagree	0 (0.0%)
I usually take the time to reflect on how I have reacted in situations where children have upset me	N(%) Strongly agree	10 (41.7%)
	N(%) Agree	12 (50.0%)
	N(%) Disagree	1 (4.2%)
	N(%) Strongly disagree	1 (4.2%)
I have a clear understanding of how I should carry out my job	N(%) Strongly agree	6 (24.0%)
	N(%) Agree	18 (72.0%)
	N(%) Disagree	1 (4.0%)
	N(%) Strongly disagree	0 (0.0%)
I feel part of the team at my school	N(%) Strongly agree	3 (12.0%)
	N(%) Agree	18 (72.0%)
	N(%) Disagree	4 (16.0%)
	N(%) Strongly disagree	0 (0.0%)

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Table 2.1.2: Staff questionnaires - Perceptions of School Role. Part 2. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I get the training I need to help me do my job well	N(%) Strongly agree	3 (12.0%)
	N(%) Agree	18 (72.0%)
	N(%) Disagree	4 (16.0%)
	N(%) Strongly disagree	0 (0.0%)
I am confident I am meeting my duties under the new Curriculum for Excellence to promote the health and wellbeing of all pupils	N(%) Strongly agree	1 (4.2%)
	N(%) Agree	21 (87.5%)
	N(%) Disagree	1 (4.2%)
	N(%) Strongly disagree	1 (4.2%)
I believe that teaching social and emotional skills is just as important as any other subject	N(%) Strongly agree	5 (20.8%)
	N(%) Agree	18 (75.0%)
	N(%) Disagree	1 (4.2%)
	N(%) Strongly disagree	0 (0.0%)
I have received initial teacher training on personal development in terms of my own social and emotional wellbeing	N(%) Strongly agree	4 (16.7%)
	N(%) Agree	6 (25.0%)
	N(%) Disagree	12 (50.0%)
	N(%) Strongly disagree	2 (8.3%)
I have received in-service training on personal development in terms of my own social and emotional wellbeing	N(%) Strongly agree	2 (8.7%)
	N(%) Agree	4 (17.4%)
	N(%) Disagree	15 (65.2%)
	N(%) Strongly disagree	2 (8.7%)
I feel valued at school	N(%) Strongly agree	2 (8.0%)
	N(%) Agree	19 (76.0%)
	N(%) Disagree	4 (16.0%)
	N(%) Strongly disagree	0 (0.0%)
I enjoy working at my school	N(%) Strongly agree	6 (24.0%)
	N(%) Agree	18 (72.0%)
	N(%) Disagree	1 (4.0%)
	N(%) Strongly disagree	0 (0.0%)

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Staff - School ID: XX

Table 2.2.1: Staff questionnaires - School Ethos. Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

There is a sense of cooperation and trust in my school	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	15 (62.5%)
	N(%) Disagree	8 (33.3%)
	N(%) Strongly disagree	1 (4.2%)
There is a positive ethos in my school	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	15 (62.5%)
	N(%) Disagree	9 (37.5%)
	N(%) Strongly disagree	0 (0.0%)
My working environment allows me to carry out my job comfortably and safely	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	20 (80.0%)
	N(%) Disagree	4 (16.0%)
	N(%) Strongly disagree	1 (4.0%)
The demands made of me are manageable	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	16 (64.0%)
	N(%) Disagree	8 (32.0%)
	N(%) Strongly disagree	1 (4.0%)
At my school staff care about each other	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	17 (68.0%)
	N(%) Disagree	8 (32.0%)
	N(%) Strongly disagree	0 (0.0%)
My school aims to help pupils with emotional and behavioural difficulties	N(%) Strongly agree	1 (4.0%)
	N(%) Agree	21 (84.0%)
	N(%) Disagree	3 (12.0%)
	N(%) Strongly disagree	0 (0.0%)
My school is a safe place for pupils	N(%) Strongly agree	2 (8.3%)
	N(%) Agree	20 (83.3%)
	N(%) Disagree	2 (8.3%)
	N(%) Strongly disagree	0 (0.0%)
My school manages bullying and anti-social behaviour effectively	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	11 (47.8%)
	N(%) Disagree	11 (47.8%)
	N(%) Strongly disagree	1 (4.3%)
Staff share a common vision about the school	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	11 (44.0%)
	N(%) Disagree	14 (56.0%)
	N(%) Strongly disagree	0 (0.0%)

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Table 2.2.2: Staff questionnaires - School Ethos. Part 2. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I get on with most staff in my school most of the time	N(%) Strongly agree	5 (20.0%)
	N(%) Agree	20 (80.0%)
	N(%) Disagree	0 (0.0%)
	N(%) Strongly disagree	0 (0.0%)
The staff room is a positive and encouraging place to be	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	16 (64.0%)
	N(%) Disagree	9 (36.0%)
	N(%) Strongly disagree	0 (0.0%)
Most staff in my school consistently model the social, emotional and behavioural skills that we want to develop in our children	N(%) Strongly agree	2 (8.0%)
	N(%) Agree	21 (84.0%)
	N(%) Disagree	2 (8.0%)
	N(%) Strongly disagree	0 (0.0%)
My relationships with others at work are good	N(%) Strongly agree	4 (16.0%)
	N(%) Agree	21 (84.0%)
	N(%) Disagree	0 (0.0%)
	N(%) Strongly disagree	0 (0.0%)
Staff communicate effectively with each other	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	14 (60.9%)
	N(%) Disagree	8 (34.8%)
	N(%) Strongly disagree	1 (4.3%)
Staff respect pupils	N(%) Strongly agree	5 (20.0%)
	N(%) Agree	18 (72.0%)
	N(%) Disagree	2 (8.0%)
	N(%) Strongly disagree	0 (0.0%)
Staff respect each other	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	17 (68.0%)
	N(%) Disagree	8 (32.0%)
	N(%) Strongly disagree	0 (0.0%)
Staff exhibit friendliness to each other	N(%) Strongly agree	1 (4.0%)
	N(%) Agree	17 (68.0%)
	N(%) Disagree	7 (28.0%)
	N(%) Strongly disagree	0 (0.0%)
Staff accomplish their jobs with enthusiasm	N(%) Strongly agree	2 (8.0%)
	N(%) Agree	19 (76.0%)
	N(%) Disagree	4 (16.0%)
	N(%) Strongly disagree	0 (0.0%)

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Table 2.3.1: Staff questionnaires - Management and Support. Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I have appropriate support from my line manager	N(%) Strongly agree	6 (25.0%)
	N(%) Agree	15 (62.5%)
	N(%) Disagree	2 (8.3%)
	N(%) Strongly disagree	1 (4.2%)
In my school, change is managed effectively	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	15 (62.5%)
	N(%) Disagree	9 (37.5%)
	N(%) Strongly disagree	0 (0.0%)
I find it hard to ask for support when I need it	N(%) Strongly disagree	4 (16.0%)
	N(%) Disagree	15 (60.0%)
	N(%) Agree	6 (24.0%)
	N(%) Strongly agree	0 (0.0%)
School management ask for staff views	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	19 (76.0%)
	N(%) Disagree	6 (24.0%)
	N(%) Strongly disagree	0 (0.0%)
School management act on the views of staff	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	19 (76.0%)
	N(%) Disagree	6 (24.0%)
	N(%) Strongly disagree	0 (0.0%)
Support is available to us as employees in ways of dealing with grievances, conflicts or harassment	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	14 (60.9%)
	N(%) Disagree	8 (34.8%)
	N(%) Strongly disagree	1 (4.3%)
Support is available to us as employees in terms of counselling and advice	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	15 (65.2%)
	N(%) Disagree	5 (21.7%)
	N(%) Strongly disagree	3 (13.0%)
I would know how to access counselling and advice support if needed	N(%) Strongly agree	1 (4.3%)
	N(%) Agree	9 (39.1%)
	N(%) Disagree	10 (43.5%)
	N(%) Strongly disagree	3 (13.0%)

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Table 2.3.2: Staff questionnaires - Management and Support. Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

All staff are involved in the decision making at my school	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	15 (60.0%)
	N(%) Disagree	9 (36.0%)
	N(%) Strongly disagree	1 (4.0%)
I have good opportunities to take part in continuing professional development	N(%) Strongly agree	3 (12.0%)
	N(%) Agree	16 (64.0%)
	N(%) Disagree	4 (16.0%)
	N(%) Strongly disagree	2 (8.0%)
Leadership at all levels is effective in this school	N(%) Strongly agree	1 (4.2%)
	N(%) Agree	11 (45.8%)
	N(%) Disagree	11 (45.8%)
	N(%) Strongly disagree	1 (4.2%)
I feel confident asking for support	N(%) Strongly agree	2 (8.0%)
	N(%) Agree	19 (76.0%)
	N(%) Disagree	4 (16.0%)
	N(%) Strongly disagree	0 (0.0%)
This school cares about my wellbeing	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	18 (75.0%)
	N(%) Disagree	5 (20.8%)
	N(%) Strongly disagree	1 (4.2%)
Staff are protected from unreasonable community and parental demands	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	17 (70.8%)
	N(%) Disagree	6 (25.0%)
	N(%) Strongly disagree	1 (4.2%)
The school has appropriate involvement from parents	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	18 (72.0%)
	N(%) Disagree	7 (28.0%)
	N(%) Strongly disagree	0 (0.0%)
The school has appropriate involvement from the community	N(%) Strongly agree	0 (0.0%)
	N(%) Agree	23 (95.8%)
	N(%) Disagree	0 (0.0%)
	N(%) Strongly disagree	1 (4.2%)

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Table 2.4.1: Staff questionnaires - Pupils in Your Class/School. Positive questions, Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Pupils in my class are well behaved	N(%) Yes, definitely	7 (30.4%)
	N(%) Often	10 (43.5%)
	N(%) Sometimes	5 (21.7%)
	N(%) No, not really	1 (4.3%)
Pupils in my class have respect for themselves	N(%) Yes, definitely	5 (21.7%)
	N(%) Often	13 (56.5%)
	N(%) Sometimes	4 (17.4%)
	N(%) No, not really	1 (4.3%)
Pupils in my class have respect for school staff	N(%) Yes, definitely	7 (30.4%)
	N(%) Often	7 (30.4%)
	N(%) Sometimes	8 (34.8%)
	N(%) No, not really	1 (4.3%)
I ask for pupils' views on how their learning experiences could be improved	N(%) Yes, definitely	6 (27.3%)
	N(%) Often	4 (18.2%)
	N(%) Sometimes	8 (36.4%)
	N(%) No, not really	4 (18.2%)
Pupils respect each other in my class	N(%) Yes, definitely	2 (8.7%)
	N(%) Often	11 (47.8%)
	N(%) Sometimes	9 (39.1%)
	N(%) No, not really	1 (4.3%)
Pupils in my class are motivated to learn	N(%) Yes, definitely	8 (34.8%)
	N(%) Often	7 (30.4%)
	N(%) Sometimes	7 (30.4%)
	N(%) No, not really	1 (4.3%)
Pupils in my class are confident individuals	N(%) Yes, definitely	5 (21.7%)
	N(%) Often	11 (47.8%)
	N(%) Sometimes	7 (30.4%)
	N(%) No, not really	0 (0.0%)

'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

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Table 2.4.2: Staff questionnaires - Pupils in Your Class/School. Positive questions, Part 2. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Pupils in my class have confidence in relation to learning activities	N(%) Yes, definitely	7 (30.4%)
	N(%) Often	10 (43.5%)
	N(%) Sometimes	5 (21.7%)
	N(%) No, not really	1 (4.3%)
Pupils in my class have a sense of belonging to the school	N(%) Yes, definitely	7 (30.4%)
	N(%) Often	10 (43.5%)
	N(%) Sometimes	5 (21.7%)
	N(%) No, not really	1 (4.3%)
Pupils have a voice in the class	N(%) Yes, definitely	11 (47.8%)
	N(%) Often	8 (34.8%)
	N(%) Sometimes	4 (17.4%)
	N(%) No, not really	0 (0.0%)
Pupils are provided with feedback on what they need to do to improve	N(%) Yes, definitely	13 (56.5%)
	N(%) Often	6 (26.1%)
	N(%) Sometimes	3 (13.0%)
	N(%) No, not really	1 (4.3%)
Pupils have chances to help decide and plan activities	N(%) Yes, definitely	4 (17.4%)
	N(%) Often	11 (47.8%)
	N(%) Sometimes	6 (26.1%)
	N(%) No, not really	2 (8.7%)
Pupils in my class have developed good peer relationships	N(%) Yes, definitely	4 (17.4%)
	N(%) Often	12 (52.2%)
	N(%) Sometimes	6 (26.1%)
	N(%) No, not really	1 (4.3%)
Pupils have the opportunity to engage in creative activities at this school (e.g. sports, arts, drama and music)	N(%) Yes, definitely	10 (43.5%)
	N(%) Often	10 (43.5%)
	N(%) Sometimes	3 (13.0%)
	N(%) No, not really	0 (0.0%)

'Positive questions' are questions where answering 'Yes, definitely' or 'Often' can be seen as a better response for the pupil in terms of their wellbeing than 'Sometimes' or 'No, not really'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

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Table 2.4.3: Staff questionnaires - Pupils in Your Class/School. Negative questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Pupils in my class are reluctant to try new things	N(%) No, not really	13 (56.5%)
	N(%) Sometimes	7 (30.4%)
	N(%) Often	2 (8.7%)
	N(%) Yes, definitely	1 (4.3%)
Pupils in my class engage in antisocial behaviour	N(%) No, not really	8 (34.8%)
	N(%) Sometimes	10 (43.5%)
	N(%) Often	1 (4.3%)
	N(%) Yes, definitely	4 (17.4%)
The behaviour of pupils in my class gets me down	N(%) No, not really	8 (34.8%)
	N(%) Sometimes	10 (43.5%)
	N(%) Often	3 (13.0%)
	N(%) Yes, definitely	2 (8.7%)

'Negative questions' are questions where answering 'No, not really' or 'Sometimes' can be seen as a better response for the pupil in terms of their wellbeing than 'Often' or 'Yes, definitely'. Dividing questions into those scored positively and negatively allows for a clearer comparison between all items.

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Table 2.5: Staff questionnaires - The School's Role for Social and Emotional Wellbeing. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Who helps?	N(%) Specialists	3 (12.5%)
	N(%) School staff with some specialist training	18 (75.0%)
	N(%) School staff with no specialist training	3 (12.5%)
Who chose how to help?	N(%) School staff	14 (60.9%)
	N(%) Educational service/department	2 (8.7%)
	N(%) Jointly	7 (30.4%)
Main focus of help: Preventing Problems	N(%) Yes	10 (41.7%)
	N(%) No	14 (58.3%)
Main focus of help: Children who are developing problems	N(%) Yes	17 (70.8%)
	N(%) No	7 (29.2%)
Main focus of help: Children who already have problems	N(%) Yes	17 (70.8%)
	N(%) No	7 (29.2%)

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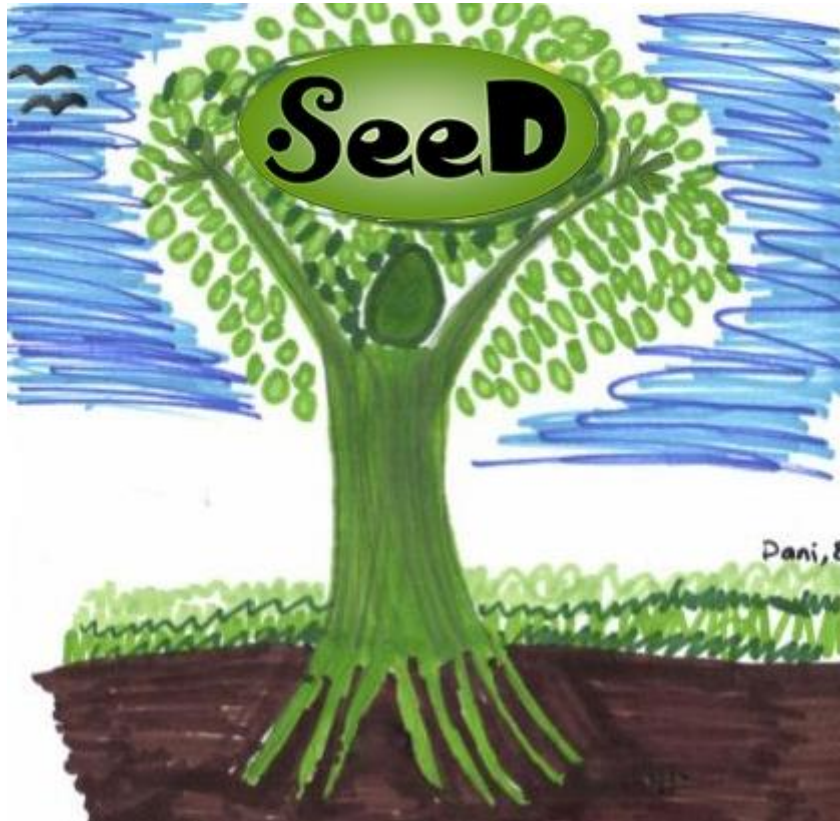
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Table 2.6: Staff questionnaires - Health at Work. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

How is your general health?	N(%) Excellent	4 (16.0%)
	N(%) Good	16 (64.0%)
	N(%) Fairly good	5 (20.0%)
	N(%) Poor	0 (0.0%)
How stressful is your job generally?	N(%) Not at all stressful	1 (4.0%)
	N(%) Fairly stressful	21 (84.0%)
	N(%) Very stressful	2 (8.0%)
	N(%) Extremely stressful	1 (4.0%)
Do you actively consider how to improve your wellbeing at work?	N(%) Never	3 (12.0%)
	N(%) Rarely	10 (40.0%)
	N(%) Sometimes	10 (40.0%)
	N(%) Frequently	2 (8.0%)
How stressful is life outside work?	N(%) Not at all stressful	10 (40.0%)
	N(%) Fairly stressful	13 (52.0%)
	N(%) Very stressful	2 (8.0%)
	N(%) Extremely stressful	0 (0.0%)

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Social and Emotional Education and Development (SEED)



Statistical Report for School ID: XX

SECTION 3: PARENTS

Tue May 28

Report produced by Martina Messow and Alex McConnachie
(Robertson Centre for Biostatistics)

SEED Research Team: Marion Henderson, Danny Wight,
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Social and Emotional
Education and Development (SEED)



Section 3: Parent Data

Strengths and Difficulties Questionnaires (SDQs)

- 3.1 Parent completed SDQ scores for Primary 1 pupils
- 3.2 Parent completed SDQ scores for Primary 5 pupils

Parent Questionnaires

- 3.3 'How do you rate your child's school?' Questions
- 3.4 Your Child's School and Teachers
- 3.5 You and Your Child
- 3.6 Family Activities

Tables

- 3.1 - 3.6: These tables display the same information as above in numeric form

Strengths and Difficulties Questionnaire (SDQ)

The following pages show information about responses to the Strengths and Difficulties Questionnaire, or SDQ from pupils' teachers and from P5 pupils themselves.

The SDQ is made up of five measures or 'subscales':

1. Emotional Symptoms
2. Conduct Problems
3. Hyperactivity/Inattention
4. Peer Relationship Problems
5. Prosocial Behaviour

In addition to these, the first four scores are added together to give a 'Total Difficulties' score.

Note: All domains are scored negatively with the exception of the Prosocial Behaviour Score. This means that higher scores indicate more problems on Total Difficulties, Emotional Symptoms, Conduct Problems, Hyperactivity and Peer Problems while lower scores indicate more problems on Prosocial Behaviour.

Strengths and Difficulties Questionnaire (SDQ)

What might high scores on the 'Difficulties' subscales mean?

Emotional Symptoms: Has many worries, often unhappy or tearful, nervous in new situations, easily scared.

Conduct Problems: Has temper tantrums, fights with other children, doesn't do as he/she is told, lies or cheats.

Hyperactivity: Is restless/fidgets, easily distracted, doesn't think before acting, poor attention span.

Peer problems: Is picked on by other children, difficulties forming friendships with children, solitary, not always liked by others.

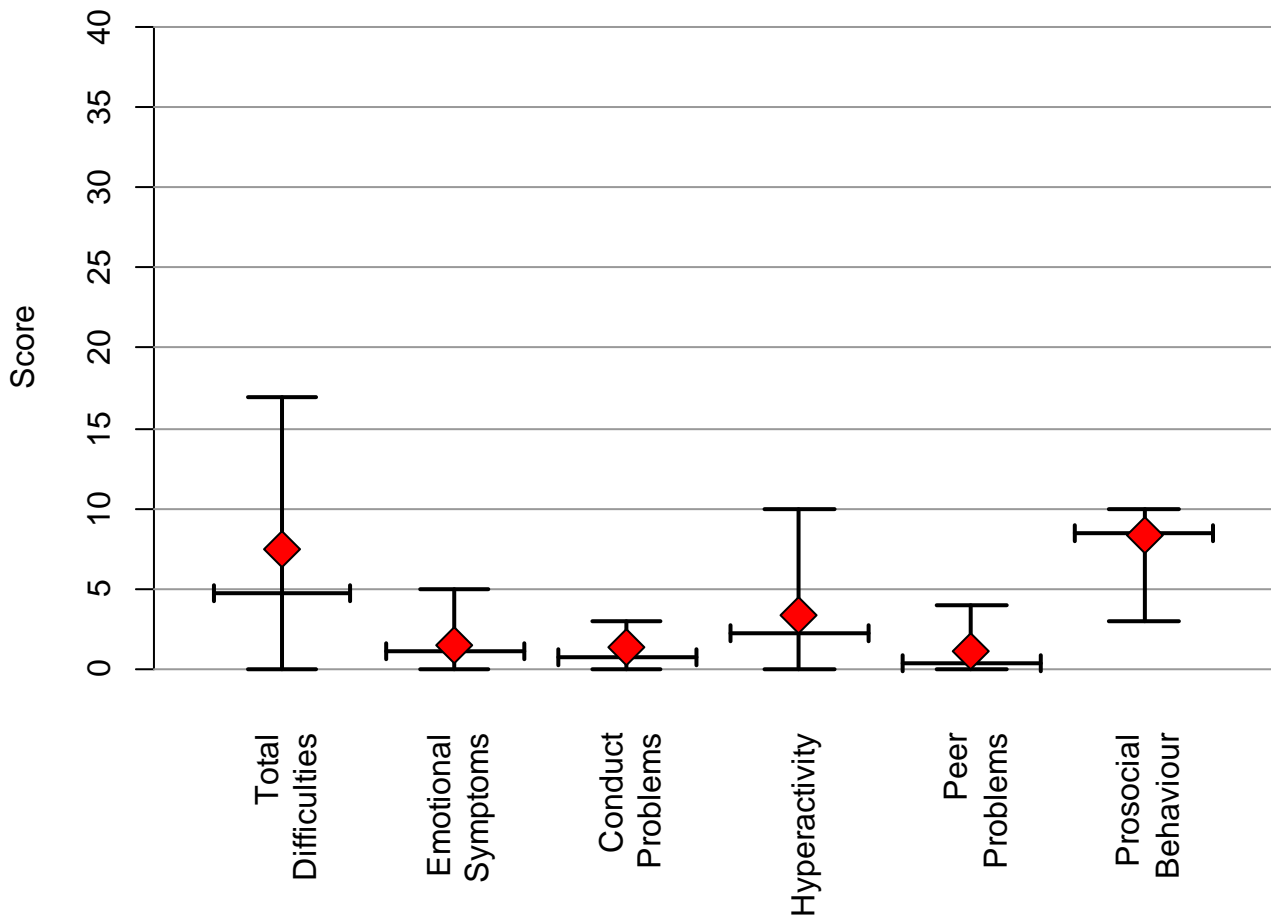
What might high scores on the 'Strengths' subscale mean?

Prosocial scale: Considerate of others' feelings, shares readily, helps/is kind to others.

The subscales all have a possible range of 0-10 and the Total Difficulties scale has a possible range of 0-40.

Parents - School ID: XX

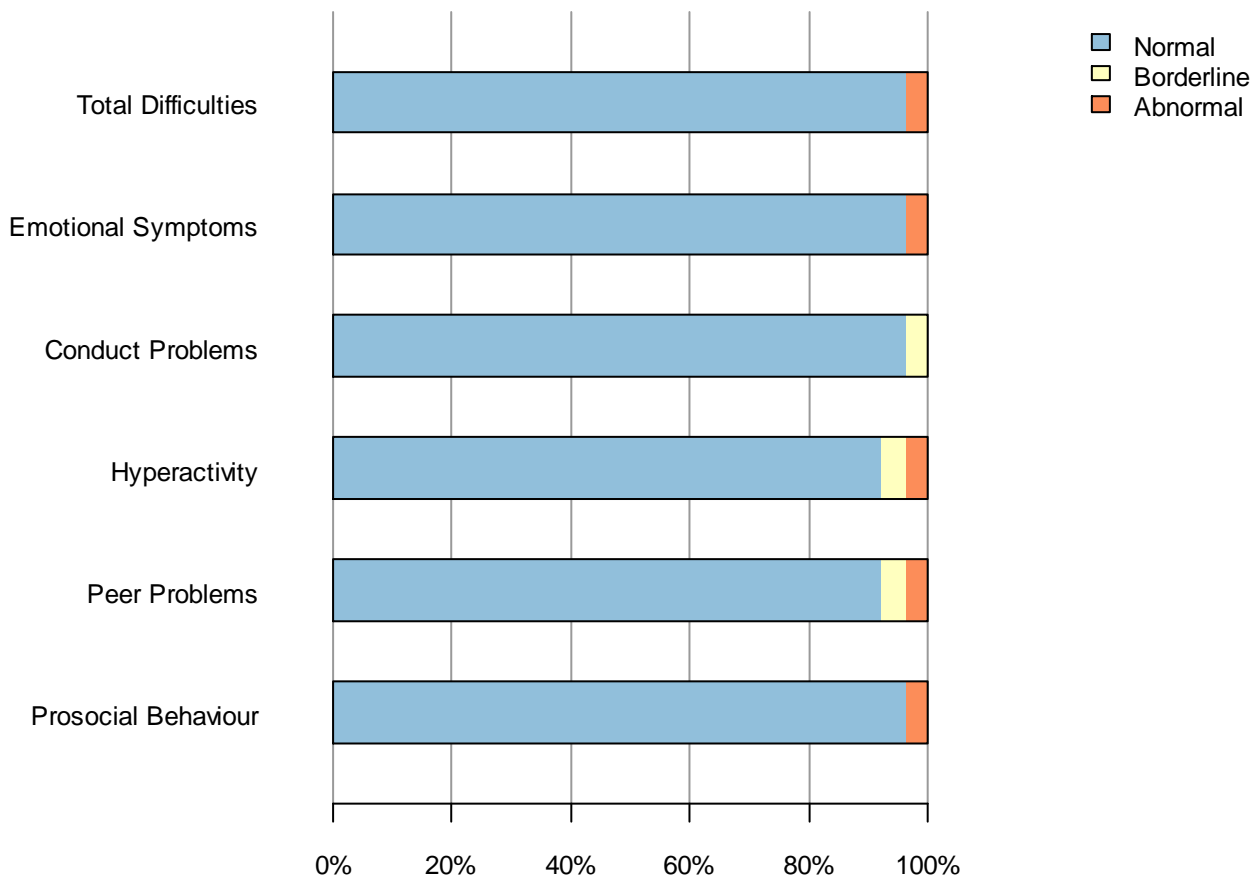
Figure 3.1.1: Parent completed SDQ scores for Primary 1 pupils.



Lines show the minimum, maximum and average scores for School ID: XX. Red diamonds show the average scores for all P1 pupils in the SEED study.

Parents - School ID: XX

Figure 3.1.2: Parent completed SDQ categories for Primary 1 pupils.



We have retained the terminology 'normal', 'borderline' and 'abnormal' used by the developers of the SDQ to be clear and consistent with other information on the SDQ.

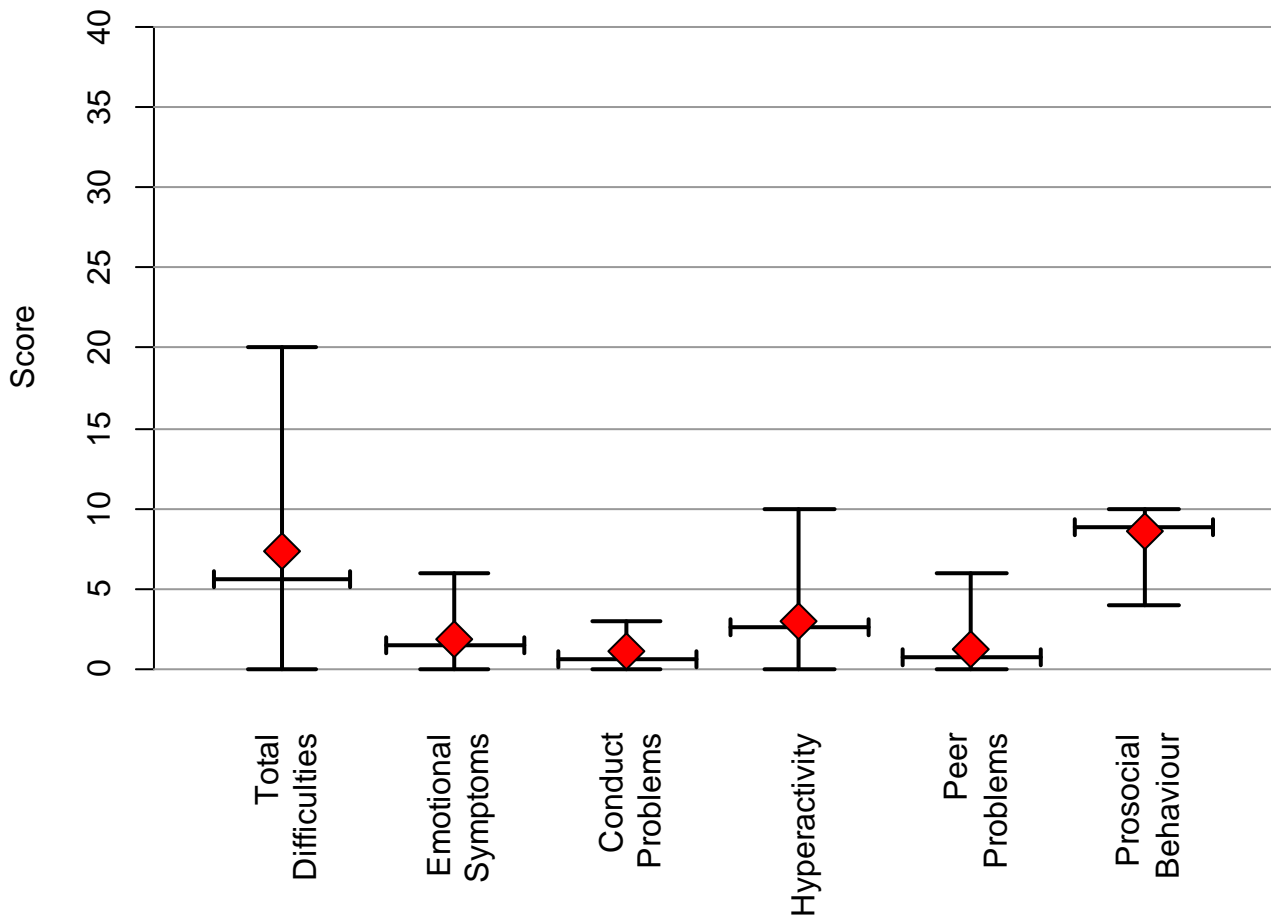
It is sometimes useful to classify SDQ scores in these bands to help identify the proportion of children that might need extra support but it should be remembered that this is only a rough guide and is not intended to be used to identify numbers of children with disorders or specific need.

Scores in the 'normal' band represent scores which are close to average. Significant problems are unlikely in this area. Scores in the 'borderline' band represent scores which may reflect significant problems in this area. Scores in the 'abnormal' band represent scores that reflect a substantial risk of significant problems in this area.

Previous research on the SDQ suggests that approximately 10% of a community sample scores in the 'abnormal' band on any given score with a further 10% scoring in the 'borderline' band.

Parents - School ID: XX

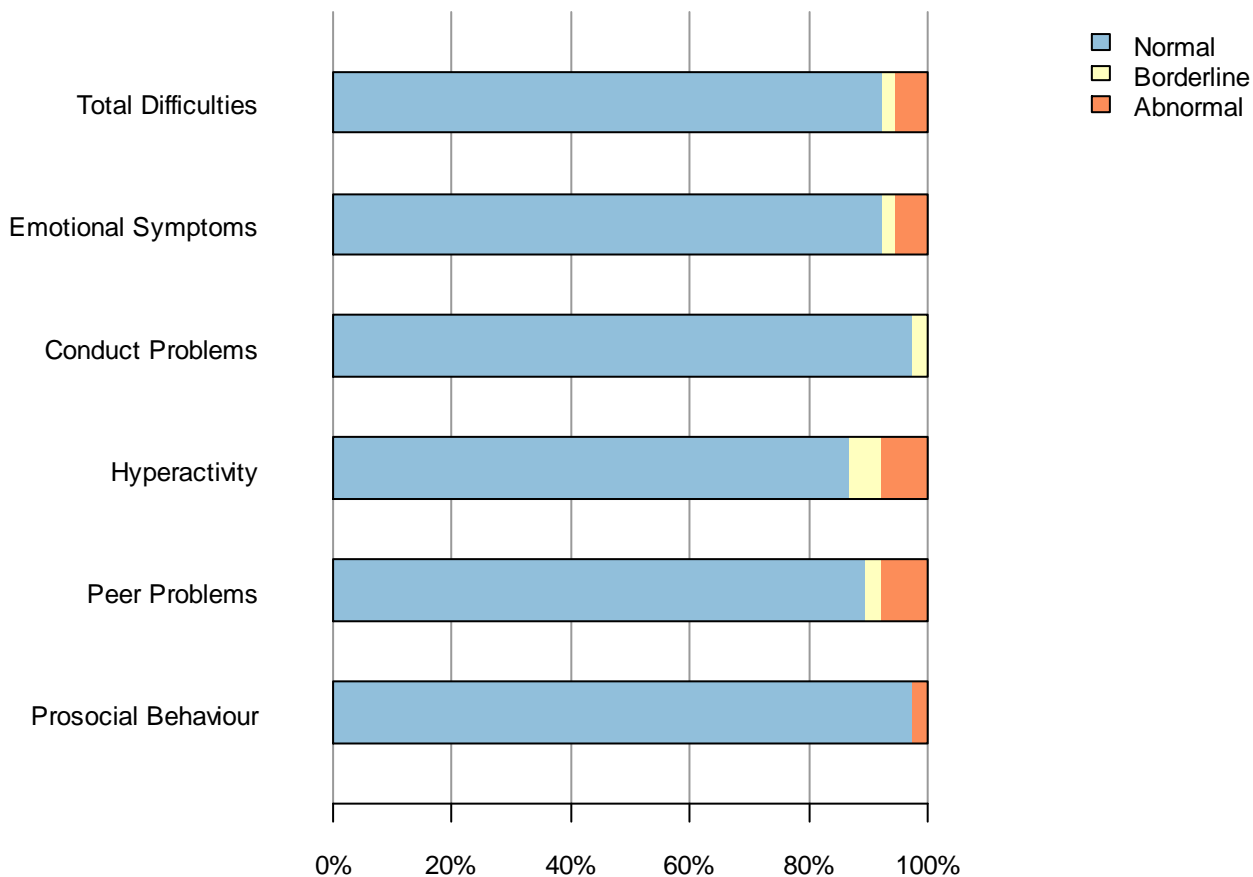
Figure 3.2.1: Parent completed SDQ scores for Primary 5 pupils.



Lines show the minimum, maximum and average scores for School ID: XX. Red diamonds show the average scores for all P5 pupils in the SEED study.

Parents - School ID: XX

Figure 3.2.2: Parent completed SDQ categories for Primary 5 pupils.



We have retained the terminology 'normal', 'borderline' and 'abnormal' used by the developers of the SDQ to be clear and consistent with other information on the SDQ.

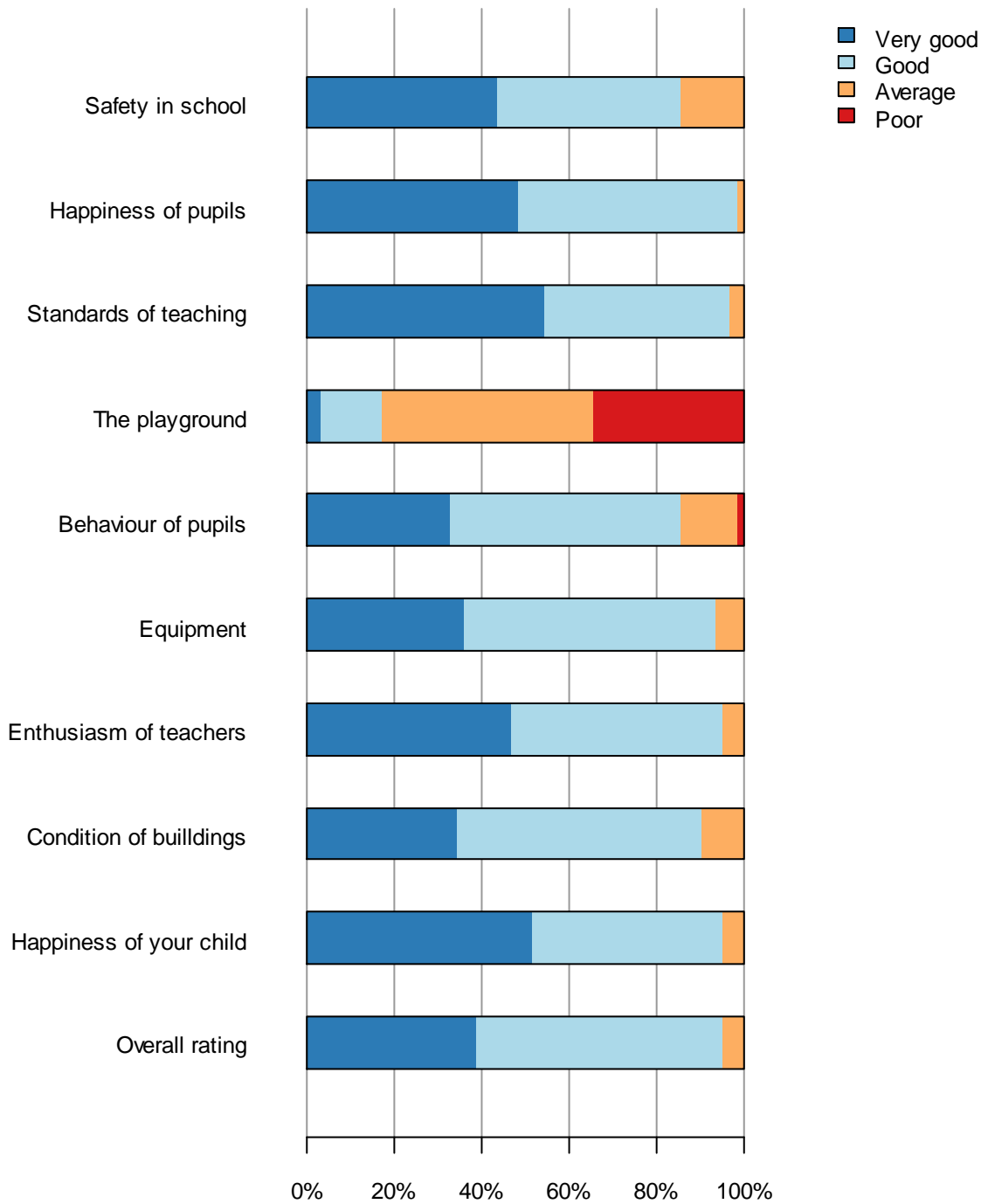
It is sometimes useful to classify SDQ scores in these bands to help identify the proportion of children that might need extra support but it should be remembered that this is only a rough guide and is not intended to be used to identify numbers of children with disorders or specific need.

Scores in the 'normal' band represent scores which are close to average. Significant problems are unlikely in this area. Scores in the 'borderline' band represent scores which may reflect significant problems in this area. Scores in the 'abnormal' band represent scores that reflect a substantial risk of significant problems in this area.

Previous research on the SDQ suggests that approximately 10% of a community sample scores in the 'abnormal' band on any given score with a further 10% scoring in the 'borderline' band.

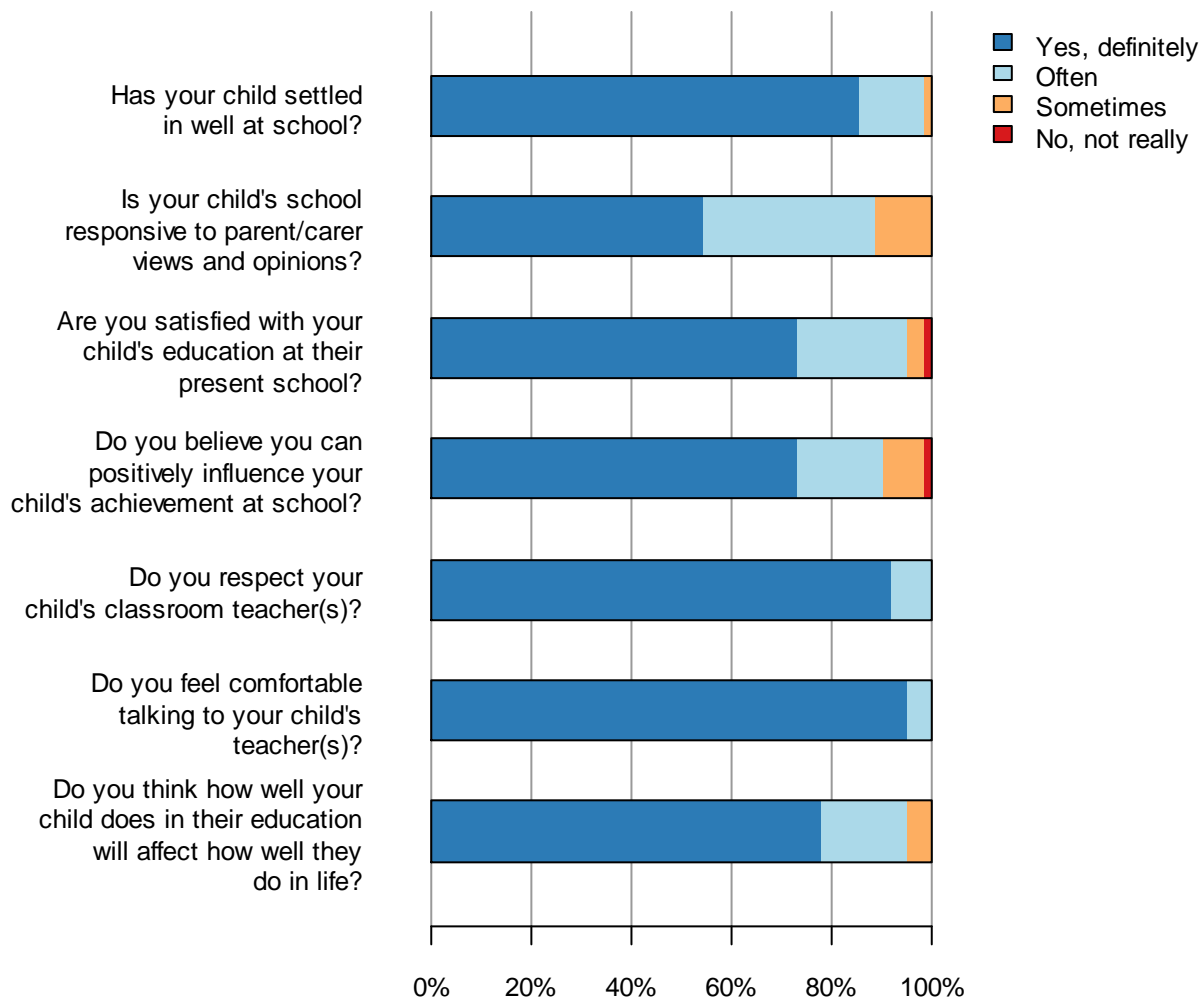
Parents - School ID: XX

Figure 3.3: Parent questionnaires - 'How do you rate your child's school?' Questions.



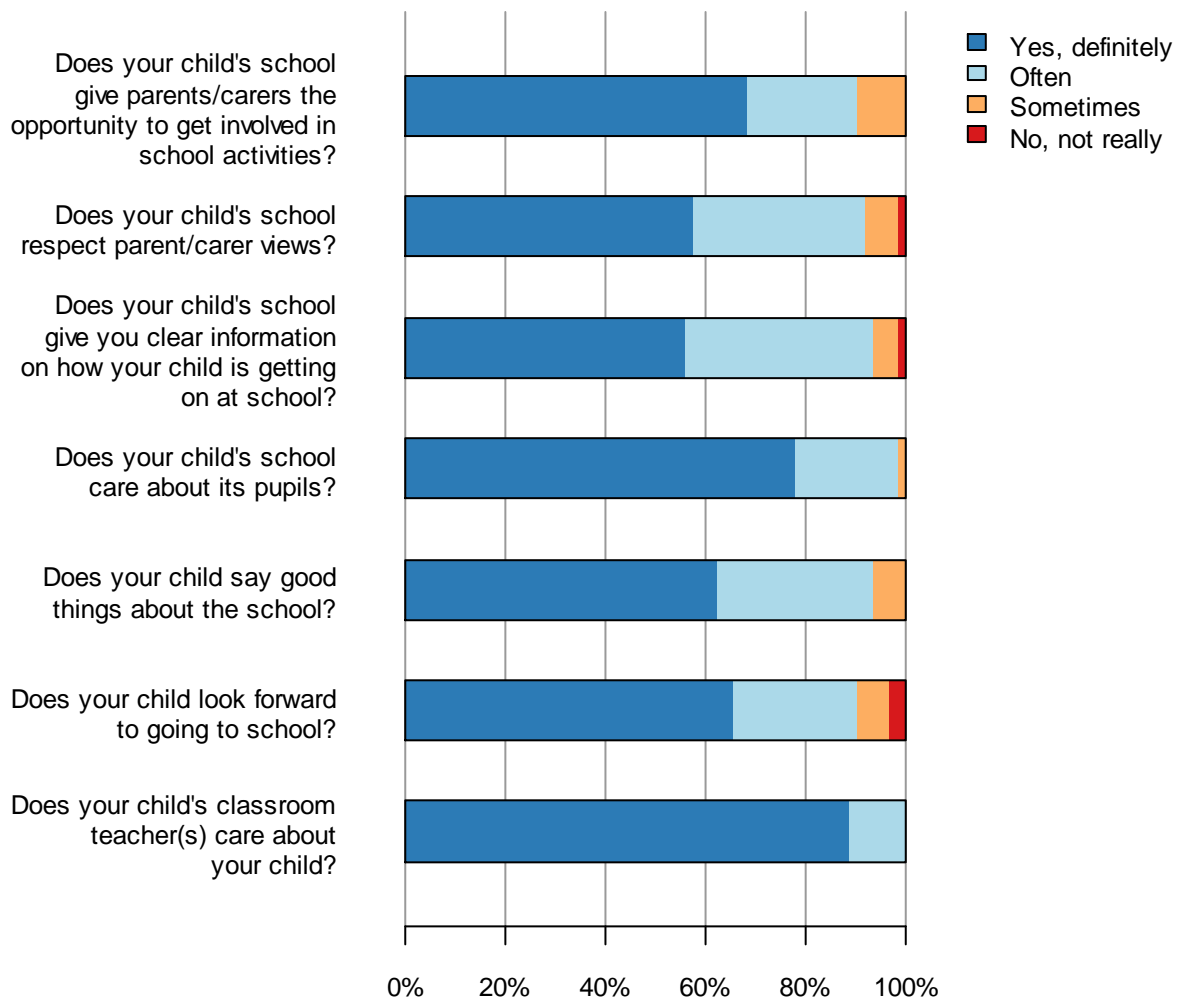
Parents - School ID: XX

Figure 3.4.1: Parent questionnaires - Questions About Your Child's School and Teachers. Part 1.



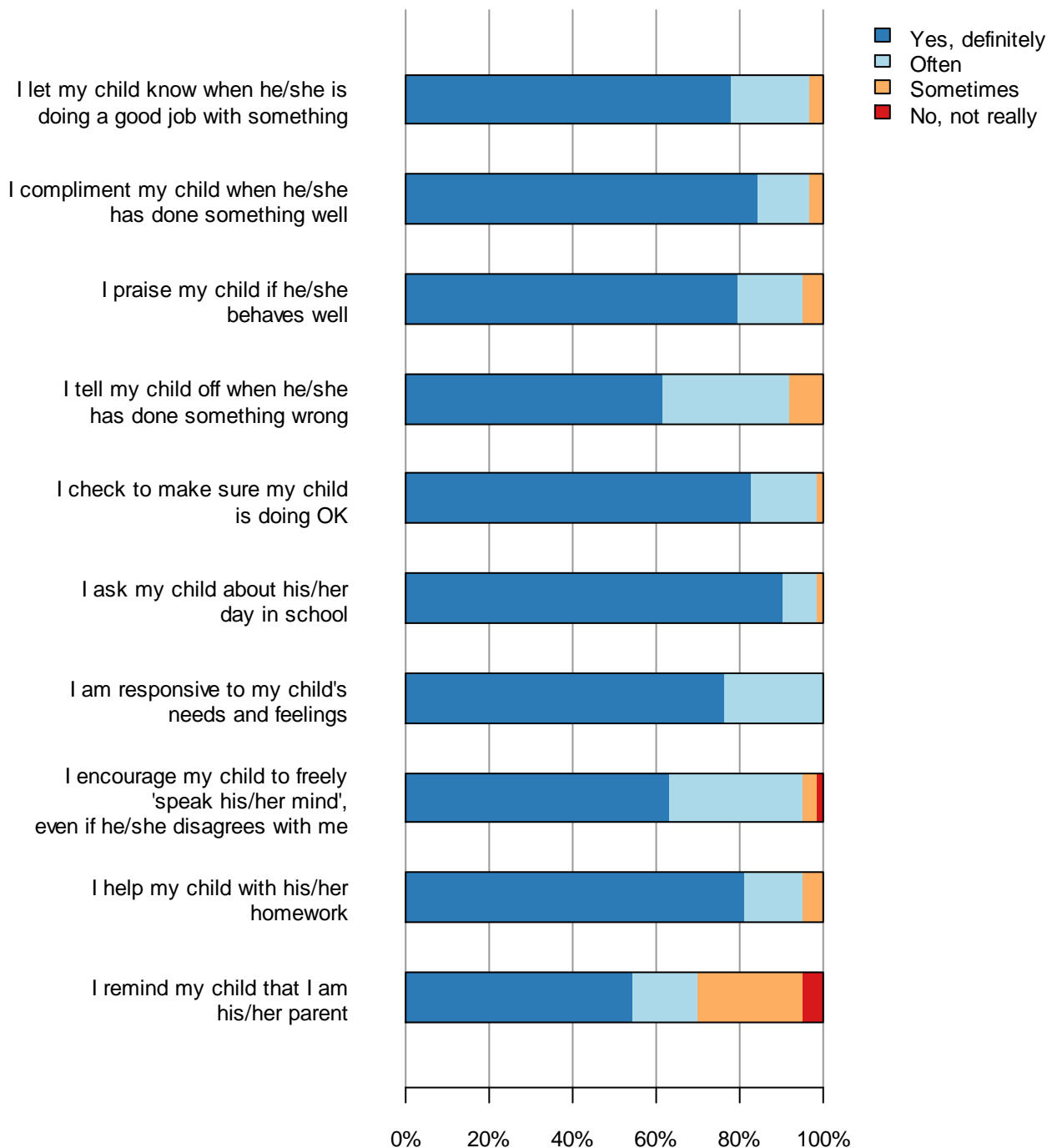
Parents - School ID: XX

Figure 3.4.2: Parent questionnaires - Questions About Your Child's School and Teachers. Part 2.



Parents - School ID: XX

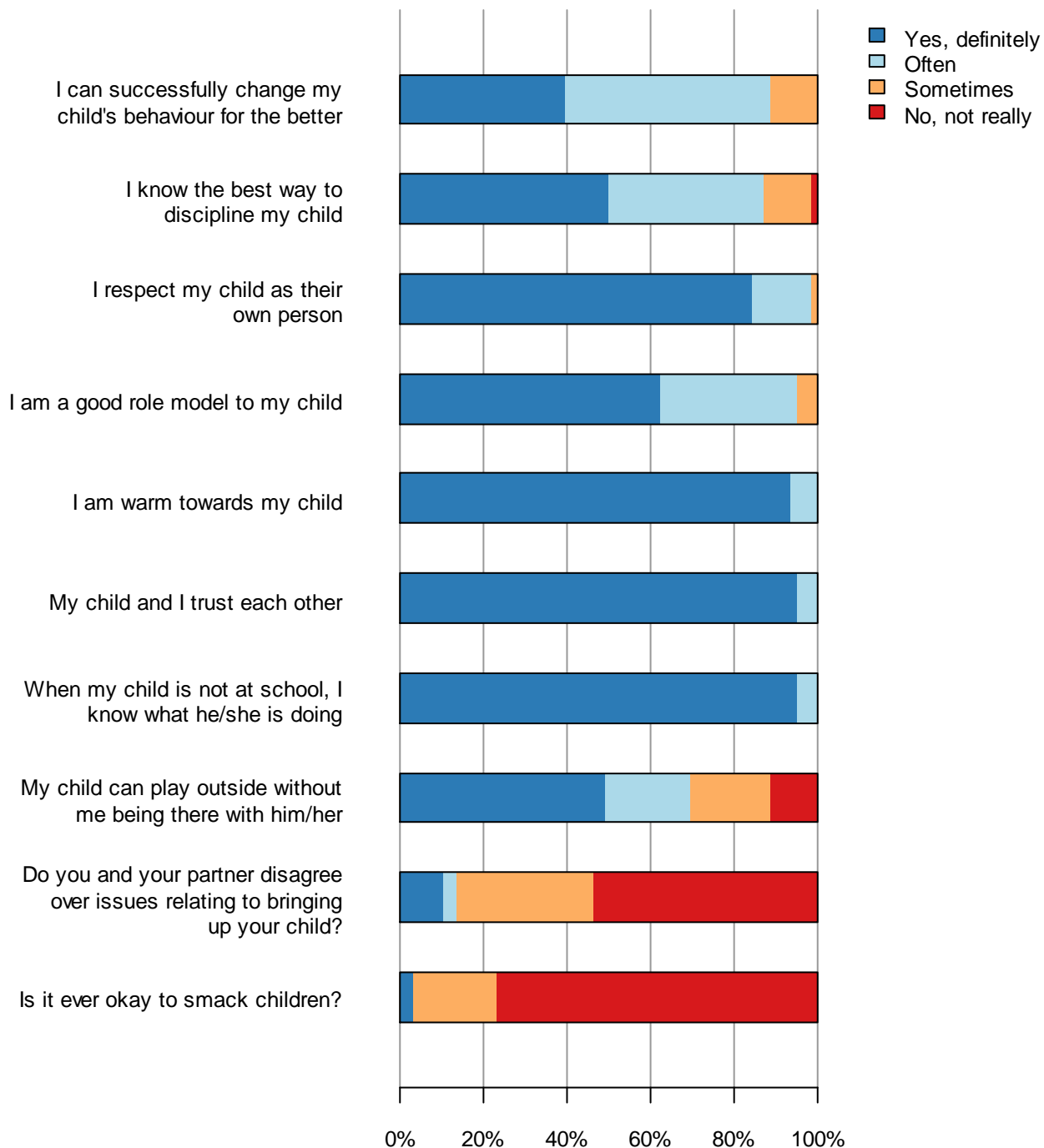
Figure 3.5.1: Parent questionnaires - Questions About You and Your Child. Part 1.



Please note: We haven't divided these questions into positive and negatively scored items although for some questions 'No, not really' might be interpreted as the more desirable response.

Parents - School ID: XX

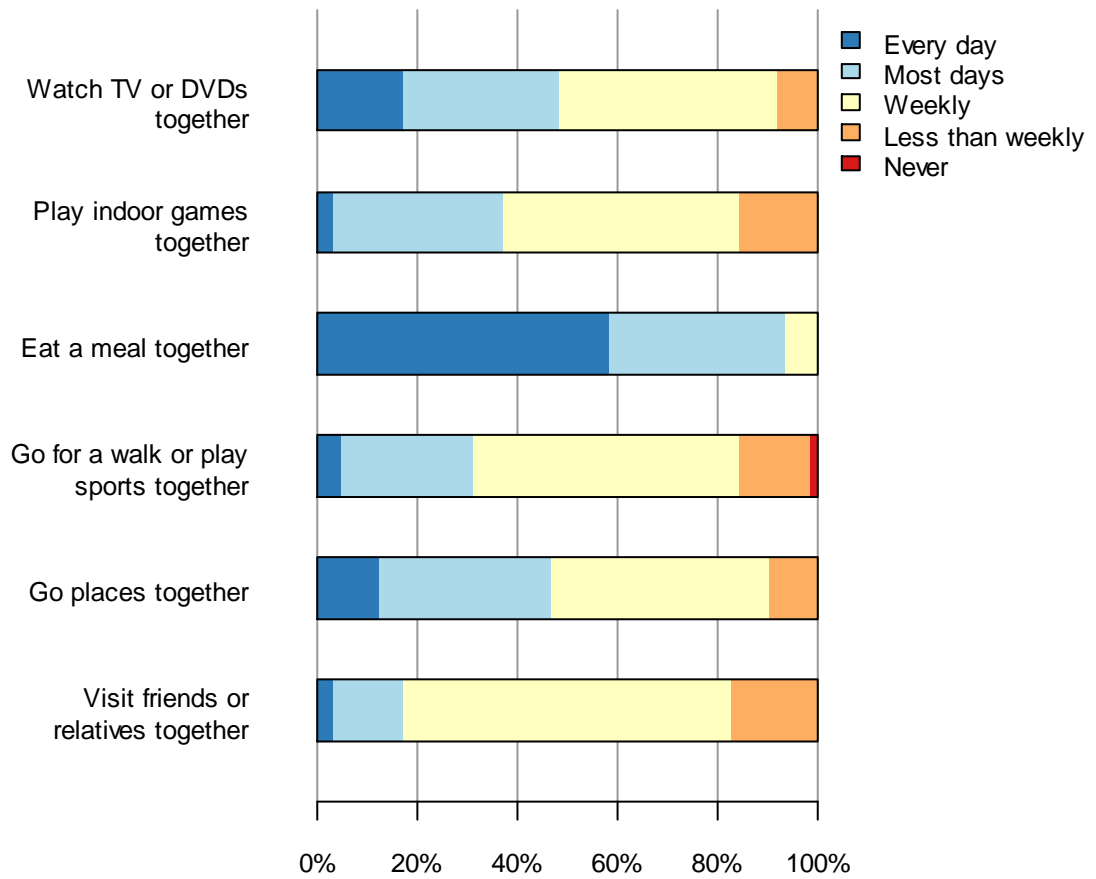
Figure 3.5.2: Parent questionnaires - Questions About You and Your Child. Part 2.



Please note: We haven't divided these questions into positive and negatively scored items although for some questions 'No, not really' might be interpreted as the more desirable response.

Parents - School ID: XX

Figure 3.6: Parent questionnaires - Questions About Family Activities.



Parents - School ID: XX

Table 3.1: Parent completed SDQ categories for Primary 1 pupils. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Total Difficulties	N(%) Normal	25 (96.2%)
	N(%) Borderline	0 (0.0%)
	N(%) Abnormal	1 (3.8%)
Emotional Symptoms	N(%) Normal	25 (96.2%)
	N(%) Borderline	0 (0.0%)
	N(%) Abnormal	1 (3.8%)
Conduct Problems	N(%) Normal	25 (96.2%)
	N(%) Borderline	1 (3.8%)
	N(%) Abnormal	0 (0.0%)
Hyperactivity	N(%) Normal	24 (92.3%)
	N(%) Borderline	1 (3.8%)
	N(%) Abnormal	1 (3.8%)
Peer Problems	N(%) Normal	24 (92.3%)
	N(%) Borderline	1 (3.8%)
	N(%) Abnormal	1 (3.8%)
Prosocial Behaviour	N(%) Normal	25 (96.2%)
	N(%) Borderline	0 (0.0%)
	N(%) Abnormal	1 (3.8%)

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Parents - School ID: XX

Table 3.2: Parent completed SDQ categories for Primary 5 pupils. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Total Difficulties	N(%) Normal	35 (92.1%)
	N(%) Borderline	1 (2.6%)
	N(%) Abnormal	2 (5.3%)
Emotional Symptoms	N(%) Normal	35 (92.1%)
	N(%) Borderline	1 (2.6%)
	N(%) Abnormal	2 (5.3%)
Conduct Problems	N(%) Normal	37 (97.4%)
	N(%) Borderline	1 (2.6%)
	N(%) Abnormal	0 (0.0%)
Hyperactivity	N(%) Normal	33 (86.8%)
	N(%) Borderline	2 (5.3%)
	N(%) Abnormal	3 (7.9%)
Peer Problems	N(%) Normal	34 (89.5%)
	N(%) Borderline	1 (2.6%)
	N(%) Abnormal	3 (7.9%)
Prosocial Behaviour	N(%) Normal	37 (97.4%)
	N(%) Borderline	0 (0.0%)
	N(%) Abnormal	1 (2.6%)

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Parents - School ID: XX

Table 3.3: Parent questionnaires - 'How do you rate your child's school?' Questions. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Safety in school	N(%) Very good	28 (43.8%)
	N(%) Good	27 (42.2%)
	N(%) Average	9 (14.1%)
	N(%) Poor	0 (0.0%)
Happiness of pupils	N(%) Very good	31 (48.4%)
	N(%) Good	32 (50.0%)
	N(%) Average	1 (1.6%)
	N(%) Poor	0 (0.0%)
Standards of teaching	N(%) Very good	35 (54.7%)
	N(%) Good	27 (42.2%)
	N(%) Average	2 (3.1%)
	N(%) Poor	0 (0.0%)
The playground	N(%) Very good	2 (3.1%)
	N(%) Good	9 (14.1%)
	N(%) Average	31 (48.4%)
	N(%) Poor	22 (34.4%)
Behaviour of pupils	N(%) Very good	21 (32.8%)
	N(%) Good	34 (53.1%)
	N(%) Average	8 (12.5%)
	N(%) Poor	1 (1.6%)
Equipment	N(%) Very good	23 (35.9%)
	N(%) Good	37 (57.8%)
	N(%) Average	4 (6.2%)
	N(%) Poor	0 (0.0%)
Enthusiasm of teachers	N(%) Very good	30 (46.9%)
	N(%) Good	31 (48.4%)
	N(%) Average	3 (4.7%)
	N(%) Poor	0 (0.0%)
Condition of buildings	N(%) Very good	22 (34.4%)
	N(%) Good	36 (56.2%)
	N(%) Average	6 (9.4%)
	N(%) Poor	0 (0.0%)
Happiness of your child	N(%) Very good	33 (51.6%)
	N(%) Good	28 (43.8%)
	N(%) Average	3 (4.7%)
	N(%) Poor	0 (0.0%)
Overall rating	N(%) Very good	25 (39.1%)
	N(%) Good	36 (56.2%)
	N(%) Average	3 (4.7%)
	N(%) Poor	0 (0.0%)

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Parents - School ID: XX

Table 3.4.1: Parent questionnaires - Questions About Your Child's School and Teachers. Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Has your child settled in well at school?	N(%) Yes, definitely	55 (85.9%)
	N(%) Often	8 (12.5%)
	N(%) Sometimes	1 (1.6%)
	N(%) No, not really	0 (0.0%)
Is your child's school responsive to parent/carer views and opinions?	N(%) Yes, definitely	35 (54.7%)
	N(%) Often	22 (34.4%)
	N(%) Sometimes	7 (10.9%)
	N(%) No, not really	0 (0.0%)
Are you satisfied with your child's education at their present school?	N(%) Yes, definitely	47 (73.4%)
	N(%) Often	14 (21.9%)
	N(%) Sometimes	2 (3.1%)
	N(%) No, not really	1 (1.6%)
Do you believe you can positively influence your child's achievement at school?	N(%) Yes, definitely	47 (73.4%)
	N(%) Often	11 (17.2%)
	N(%) Sometimes	5 (7.8%)
	N(%) No, not really	1 (1.6%)
Do you respect your child's classroom teacher(s)?	N(%) Yes, definitely	59 (92.2%)
	N(%) Often	5 (7.8%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)
Do you feel comfortable talking to your child's teacher(s)?	N(%) Yes, definitely	61 (95.3%)
	N(%) Often	3 (4.7%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)
Do you think how well your child does in their education will affect how well they do in life?	N(%) Yes, definitely	50 (78.1%)
	N(%) Often	11 (17.2%)
	N(%) Sometimes	3 (4.7%)
	N(%) No, not really	0 (0.0%)

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Parents - School ID: XX

Table 3.4.2: Parent questionnaires - Questions About Your Child's School and Teachers. Part 2. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Does your child's school give parents/carers the opportunity to get involved in school activities?	N(%) Yes, definitely	44 (68.8%)
	N(%) Often	14 (21.9%)
	N(%) Sometimes	6 (9.4%)
	N(%) No, not really	0 (0.0%)
Does your child's school respect parent/carer views?	N(%) Yes, definitely	37 (57.8%)
	N(%) Often	22 (34.4%)
	N(%) Sometimes	4 (6.2%)
	N(%) No, not really	1 (1.6%)
Does your child's school give you clear information on how your child is getting on at school?	N(%) Yes, definitely	36 (56.2%)
	N(%) Often	24 (37.5%)
	N(%) Sometimes	3 (4.7%)
	N(%) No, not really	1 (1.6%)
Does your child's school care about its pupils?	N(%) Yes, definitely	50 (78.1%)
	N(%) Often	13 (20.3%)
	N(%) Sometimes	1 (1.6%)
	N(%) No, not really	0 (0.0%)
Does your child say good things about the school?	N(%) Yes, definitely	40 (62.5%)
	N(%) Often	20 (31.2%)
	N(%) Sometimes	4 (6.2%)
	N(%) No, not really	0 (0.0%)
Does your child look forward to going to school?	N(%) Yes, definitely	42 (65.6%)
	N(%) Often	16 (25.0%)
	N(%) Sometimes	4 (6.2%)
	N(%) No, not really	2 (3.1%)
Does your child's classroom teacher(s) care about your child?	N(%) Yes, definitely	57 (89.1%)
	N(%) Often	7 (10.9%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)

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Parents - School ID: XX

Table 3.5.1: Parent questionnaires - Questions About You and Your Child. Part 1. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Has your child settled in well at school?	N(%) Yes, definitely	55 (85.9%)
	N(%) Often	8 (12.5%)
	N(%) Sometimes	1 (1.6%)
	N(%) No, not really	0 (0.0%)
Is your child's school responsive to parent/carer views and opinions?	N(%) Yes, definitely	35 (54.7%)
	N(%) Often	22 (34.4%)
	N(%) Sometimes	7 (10.9%)
	N(%) No, not really	0 (0.0%)
Are you satisfied with your child's education at their present school?	N(%) Yes, definitely	47 (73.4%)
	N(%) Often	14 (21.9%)
	N(%) Sometimes	2 (3.1%)
	N(%) No, not really	1 (1.6%)
Do you believe you can positively influence your child's achievement at school?	N(%) Yes, definitely	47 (73.4%)
	N(%) Often	11 (17.2%)
	N(%) Sometimes	5 (7.8%)
	N(%) No, not really	1 (1.6%)
Do you respect your child's classroom teacher(s)?	N(%) Yes, definitely	59 (92.2%)
	N(%) Often	5 (7.8%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)
Do you feel comfortable talking to your child's teacher(s)?	N(%) Yes, definitely	61 (95.3%)
	N(%) Often	3 (4.7%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)
Do you think how well your child does in their education will affect how well they do in life?	N(%) Yes, definitely	50 (78.1%)
	N(%) Often	11 (17.2%)
	N(%) Sometimes	3 (4.7%)
	N(%) No, not really	0 (0.0%)
Does your child's school give parents/carers the opportunity to get involved in school activities?	N(%) Yes, definitely	44 (68.8%)
	N(%) Often	14 (21.9%)
	N(%) Sometimes	6 (9.4%)
	N(%) No, not really	0 (0.0%)
Does your child's school respect parent/carer views?	N(%) Yes, definitely	37 (57.8%)
	N(%) Often	22 (34.4%)
	N(%) Sometimes	4 (6.2%)
	N(%) No, not really	1 (1.6%)
Does your child's school give you clear information on how your child is getting on at school?	N(%) Yes, definitely	36 (56.2%)
	N(%) Often	24 (37.5%)
	N(%) Sometimes	3 (4.7%)
	N(%) No, not really	1 (1.6%)

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Parents - School ID: XX

Table 3.5.2: Parent questionnaires - Questions About You and Your Child. Part 2. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

I can successfully change my child's behaviour for the better	N(%) Yes, definitely	25 (39.7%)
	N(%) Often	31 (49.2%)
	N(%) Sometimes	7 (11.1%)
	N(%) No, not really	0 (0.0%)
I know the best way to discipline my child	N(%) Yes, definitely	32 (50.0%)
	N(%) Often	24 (37.5%)
	N(%) Sometimes	7 (10.9%)
	N(%) No, not really	1 (1.6%)
I respect my child as their own person	N(%) Yes, definitely	54 (84.4%)
	N(%) Often	9 (14.1%)
	N(%) Sometimes	1 (1.6%)
	N(%) No, not really	0 (0.0%)
I am a good role model to my child	N(%) Yes, definitely	40 (62.5%)
	N(%) Often	21 (32.8%)
	N(%) Sometimes	3 (4.7%)
	N(%) No, not really	0 (0.0%)
I am warm towards my child	N(%) Yes, definitely	60 (93.8%)
	N(%) Often	4 (6.2%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)
My child and I trust each other	N(%) Yes, definitely	61 (95.3%)
	N(%) Often	3 (4.7%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)
When my child is not at school, I know what he/she is doing	N(%) Yes, definitely	61 (95.3%)
	N(%) Often	3 (4.7%)
	N(%) Sometimes	0 (0.0%)
	N(%) No, not really	0 (0.0%)
My child can play outside without me being there with him/her	N(%) Yes, definitely	31 (49.2%)
	N(%) Often	13 (20.6%)
	N(%) Sometimes	12 (19.0%)
	N(%) No, not really	7 (11.1%)
Do you and your partner disagree over issues relating to bringing up your child?	N(%) Yes, definitely	6 (10.3%)
	N(%) Often	2 (3.4%)
	N(%) Sometimes	19 (32.8%)
	N(%) No, not really	31 (53.4%)
Is it ever okay to smack children?	N(%) Yes, definitely	2 (3.3%)
	N(%) Often	0 (0.0%)
	N(%) Sometimes	12 (20.0%)
	N(%) No, not really	46 (76.7%)

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Parents - School ID: XX

Table 3.6: Parent questionnaires - Family Activities. In these tables, 'N (%)' refers to the figures in the next column showing number of participants that fall into a particular category and the percentage that those in that category represent of the total sample.

Watch TV or DVDs together	N(%) Every day	11 (17.2%)
	N(%) Most days	20 (31.2%)
	N(%) Weekly	28 (43.8%)
	N(%) Less than weekly	5 (7.8%)
	N(%) Never	0 (0.0%)
Play indoor games together	N(%) Every day	2 (3.1%)
	N(%) Most days	22 (34.4%)
	N(%) Weekly	30 (46.9%)
	N(%) Less than weekly	10 (15.6%)
	N(%) Never	0 (0.0%)
Eat a meal together	N(%) Every day	37 (58.7%)
	N(%) Most days	22 (34.9%)
	N(%) Weekly	4 (6.3%)
	N(%) Less than weekly	0 (0.0%)
	N(%) Never	0 (0.0%)
Go for a walk or play sports together	N(%) Every day	3 (4.7%)
	N(%) Most days	17 (26.6%)
	N(%) Weekly	34 (53.1%)
	N(%) Less than weekly	9 (14.1%)
	N(%) Never	1 (1.6%)
Go places together	N(%) Every day	8 (12.5%)
	N(%) Most days	22 (34.4%)
	N(%) Weekly	28 (43.8%)
	N(%) Less than weekly	6 (9.4%)
	N(%) Never	0 (0.0%)
Visit friends or relatives together	N(%) Every day	2 (3.1%)
	N(%) Most days	9 (14.1%)
	N(%) Weekly	42 (65.6%)
	N(%) Less than weekly	11 (17.2%)
	N(%) Never	0 (0.0%)

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