

Anna Freud – Interim Approaches to Joint Working

Telford and Wrekin have been privileged to be one of three pilot authorities working with the Anna Freud Centre as part of the ‘Interim Approaches’ programme. Through this we have focused on the needs of young people as they return to school following the partial closures. The outcome of the initial session was to then focus on a baseline assessment of the emotional health of young people. Thank you to all colleagues across schools, education and health that contributed towards this.

This paper sets out some of the recommendations that have come out of that session. As more young people return to school, with expectations around schools receiving all young people back from September, the recommendation included here should help support plans that schools are already putting into place. It does need to be emphasised that these are purely recommendations and that schools may well have already implemented their own approaches.

Transition is a particular concern, with Year 6 into Year 7 being a focus across the borough. The approaches to assessing the emotional health needs of young people could well form an important element in the transition data being shared between Primary Schools and Secondary Schools.

Summary of Discussion – Baseline Surveys

Question	Discussion Points	Recommendations/specification
Who should the survey be for?	Needs to be age appropriate. Also needs to be appropriate to the cognitive ability of students. A baseline survey for all young people in the school – needs to be simple to complete and simple to analyse. A more in depth survey for those where the baseline survey identifies greater concerns. The survey needs to link to actions, where a young person has greater levels of need.	Select age/cognitive ability appropriate surveys. A simple baseline survey for all students. A more in depth survey for those with higher levels of needs. Should lead to an action plan.
When should a survey be used?	Should be built into a recovery curriculum (see work of Professor Barry Carpenter) rather than a stand-alone activity. Whilst this needs to be soon after young people return to school, they need chance to adjust to the ‘new normal’ first. Opportunity to undertake follow up surveys at a later stage.	Build survey into a recovery curriculum.
How should parents be involved?	Permissions – send a letter out to all parents to explain the approach, that this is part of the curriculum and parents have the opportunity to ‘opt out’. If undertaking a more in depth survey, would need separate parental permission to share the outcomes. Parental involvement would be desirable in any more in depth survey.	Letter advising parents and giving the opportunity to opt out. Parental version of more in depth surveys.
Should we aim to use a survey bespoke to	A standardise survey gives the opportunity to benchmark the outcomes against national norms.	Ultimately, it is for schools to decide which surveys to use.

current situation and school or a standardised one?	A bespoke survey gives the opportunity to explore the positives around the current situation.	
Other points	Surveys should support positive views, not just focus on negatives. Any surveys should feed into any future health consultations and be consistent with the requirements of mental health services. Year 6 are a particular concern, any survey needs to support the transfer of information from Primary to Secondary.	Surveys highlight positives. Surveys feed into health assessments. Surveys feed into transfer information.

Resources

The following resources may be of particular interest and relevant:

The CORC website – Outcome and Experience Measures (NB this can be filtered to provide only those assessments relevant to age and need):

<https://www.corc.uk.net/outcome-experience-measures/>

Colleagues from CORC have shared that secondary schools in particular have been using the Warwick – Edinburgh Scale:

[Warwick /Edinburgh scale](#)

The Evidence Based Practice Unit (which includes CORC and the Anna Freud Centre) have produced the following toolkit for measuring and monitoring children and young people’s mental wellbeing:

<https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf>

This toolkit is worth reading in full, but just to highlight two pages in particular. The first of these gives a framework to convert assessment into interventions and evaluations:

3. Why measure? Evaluation.

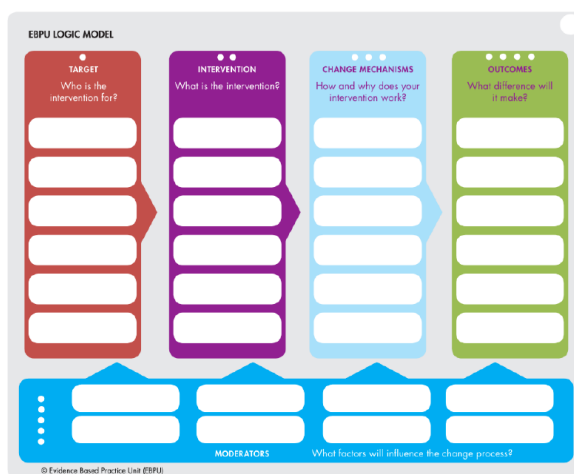


Figure 3: A logic model

The second gives a useful index to compare assessments:

Index of Instruments



This index gives comparisons between the measures with regard to the age range, the responder or who 'reports', if contact is required with the measure prior to use, whether it is free to use and if feedback is generated.

Name of measure (click on measure to go to page)	Age range					Respondent of the measure		Contact required prior to use	Free to use	Generates feedback
	KS1	KS2	KS3	KS4	KS5	Child	Other			
Behavioral and Emotional Rating Scale	✓	✓	✓	✓	✓	✓	parent, teacher	✓	x	x
The Boxall Profile	✓	✓	✓	✓			teacher	✓	x	x
Child and Youth Resilience Measure	✓	✓	✓	✓	✓	✓	person best informed	✓	✓	x
(Child) Outcome Rating Scale (CORS/ORS)	✓	✓	✓	✓	✓	✓		✓	✓	x
Coping Strategies Inventory		✓	✓	✓	✓	✓		?	?	x
Emotional Literacy: Assessment and Intervention		✓	✓	✓	✓	✓	parent, teacher	✓	x	✓
Generic Children's Quality of Life Measure	✓	✓	✓		✓	✓		✓	x	x
Good Childhood Index		✓	✓	✓	✓	✓		x	✓	x
KidCOPE		✓	✓	✓	✓	✓		x	✓	x
Kids Coping Scale		✓	✓	✓	✓	✓		x	✓	x
Kiddy-KINDL		✓	✓	✓	✓	✓	parent	✓	✓	x
KIDSCREEN		✓	✓	✓	✓	✓		✓	x	x
Multidimensional Students Life Satisfaction Scale (MSLSS)		✓	✓	✓	✓	✓		x	✓	x
ONS Personal Wellbeing Domain for Children & Young People – ONS4		✓	✓	✓	✓	✓		x	✓	x
Outcomes Star	✓	✓	✓	✓	✓	✓		✓	x	✓
Pictured Child's Quality of Life Self Questionnaire	✓	✓	✓	✓	✓	✓	parent	✓	✓	x
Piers-Harris 2		✓	✓	✓	✓	✓		✓	x	x
Pupil Attitudes to Self and School (PASS)	✓	✓	✓	✓	✓	✓		✓	x	✓
Quality of Life Profile Adolescent Version	✓	✓	✓	✓	✓	✓		✓	x	x
Resilience Doughnut			✓	✓	✓	✓		✓	x	✓
Resilience Scale for Adolescents		✓	✓	✓	✓	✓		✓	x	x
Student's Life Satisfaction Scale (SLSS)		✓	✓	✓	✓	✓		x	✓	x
Schools and Students Health Education Unit (SHEU) survey	✓	✓	✓	✓	✓	✓	parent, school staff	✓	x	✓
Stirling Children's wellbeing Scale (SCWBS)		✓	✓	✓	✓	✓		x	✓	x
Student Resilience Survey (SRG)		✓	✓	✓	✓	✓		?	✓	x
The World Health Organisation-Five Well-Being		✓	✓	✓	✓	✓		x	✓	x
Understanding Society (USoc)		✓	✓	✓	✓	✓		✓	✓	x
Warwick and Edinburgh Mental Wellbeing Scale (WEMWBS)			✓	✓	✓	✓		✓	✓	x
Youth Empowerment Scale - Mental Health		✓	✓	✓	✓	✓		x	✓	x
Youth Quality of Life Instrument		✓	✓	✓	✓	✓		✓	✓	x

Alongside this toolkit, The Evidence Based Practice Unit have also published Wellbeing Measurement Frameworks for Primary, Secondary and Colleges:

<https://www.corc.uk.net/resource-hub/wellbeing-measurement-framework-wmf/>

Recommendations

Primary – Level 1 – Whole school Surveys

The Outcome Rating Scale would seem to be an appropriate simple tool to use across Primary.

There is a need to register for a licence, however there doesn't appear to be a cost for this.

The YCORS is appropriate for ages 5 and below.

The CORS for ages 6 to 12

The ORS for ages 12+

<https://www.corc.uk.net/outcome-experience-measures/outcome-rating-scale/>

The image shows two forms side-by-side. The left form is titled 'Young Child Outcome Rating Scale (YCORS)' and includes fields for Name, Age (Years), Sex (M/F), Session #, Date, and Who is filling out this form? (Child or Caretaker). It also has a section for drawing a face to represent how things are going. The right form is titled 'Child Outcome Rating Scale (CORS)' and includes fields for Name, Age (Years), Sex (M/F), Session #, Date, and Who is filling out this form? (Child or Caretaker). It has a section for marking a scale from 1 to 5 for four categories: Me, Family, School, and Everything.

For Year 6s transitioning to secondary, the Short Warwick Edinburgh scale might be more appropriate. This survey might also be more appropriate to other KS2 Year Groups.

Secondary – Level 1 – Whole School Surveys

The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) phrases the questions in a positive way, 7 questions scaled from 1 to 5, so easy to administer and gives a good indicator of wellbeing. Also lots of detail to support evaluation of the scores.

<https://www.corc.uk.net/outcome-experience-measures/short-warwick-edinburgh-mental-wellbeing-scale/>

Primary Level 2 – Follow up survey for children of concern

Mood and Feeling Questionnaire is a screening tool for depression in children aged 6 to 19, there are also Parent and Adult versions that could potentially be used either alongside the child versions or as an alternative for younger children. The short version has 13 questions and the long version 33, so it is possible to choose the right survey depending on age a cognitive ability.

<https://www.corc.uk.net/outcome-experience-measures/mood-and-feelings-questionnaire/>

For older Primary aged children (aged 8 or over or operating at age 8 or over cognitively), the RCADs could be used, see below for Secondary Level 2.

Secondary Level 2 – Follow up survey for children of concern

The RCADS (Revised Children’s Anxiety and Depression Scale) is currently used in the referral forms for the Emotional Health and Wellbeing Panel and therefore seems a sensible choice as this will feed into health referrals. The main self-reported version is aimed at children aged 8 to 18 and there is also a parental version as well that can be used to triangulate parent views. The main scale is supported by sub-scales that cover a range of difficulties including separation anxiety, school phobia, panic disorder and low mood.

<https://www.corc.uk.net/outcome-experience-measures/revised-childrens-anxiety-and-depression-scale-and-subscales/>

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