ASG Student Social and Emotional Health Report

A Research Project conducted by the Australian Council for Educational Research



Michael E. Bernard, Ph.D.
Faculty of Education, University of Melbourne
Andrew Stephanou
Australian Council for Educational Research
Daniel Urbach
Australian Council for Educational Research

October 2007

Australian Council *for* Educational Research

Australian Scholarships Group
SUPPORTING CHILDREN'S EDUCATION

This report was commissioned and funded by the Australian Scholarships Group (ASG) as part of its ongoing commitment to supporting children's education.

ACRONYMS

ACER	Australian Council for Educational Research
ASG	Australian Scholarships Group
SEWB	Social and Emotional Well-Being

Important note:

Within the body of this report, the authors use the term "Social and Emotional Well-being" as a synonym for the term "Social and Emotional Health."

CONTENTS

TABLES

FIGURES

BRIEF HISTORY OF PROJECT

In 2003, the Australian Council for Educational Research (ACER) published a set of social and emotional well-being (SEWB) survey instruments developed by Professor Michael E. Bernard (Bernard, 2003a, 2003b). They were designed to measure different aspects of the SEWB of students enrolled in early childhood programs (preparatory, kindergartens and pre-schools), primary schools and secondary schools. The instruments are:

- Social and Emotional Well-Being Survey (Student Form, Years 2 – 4)
- Social and Emotional Well-Being Survey (Student Form, Years 5 – 12)
- Survey of Young Children's Social and Emotional Well-Being (Teacher Form, pre-Year 2)
- Social and Emotional Well-Being Survey (Teacher Form, Years 2 – 12).

Each social and emotional well-being survey to be completed by teachers contains questions asking teachers to express their agreement or disagreement about different indicators of a student's social and emotional well-being (e.g. "Student appears to be calm, not stressed.").

The social and emotional well-being surveys to be completed by students in years 2 – 4 asked for students to make similar judgments about indicators of their own social and emotional well-being (e.g. "I lose my temper a lot."). The survey to be completed by students in years 5 – 12 included an additional set of questions that asked students to make judgments about aspects of their school, home and community that influence their emotional well-being, relationships with others, and school achievement (e.g. "I have a teacher who cares about me.").

From 2003 to the middle of the 2007 school year, teachers and students at different year levels in 81 schools across Australia completed the ACER Social and Emotional Well-Being Surveys. A total of 11,526 students in 81 schools completed the Student Form. Teachers completed the Teacher Form on 6,860 students in 73 of these same schools (in eight schools, teachers did not complete any surveys).

In 2007, the Australian Scholarships Group provided the financial support to enable the ACER Social and Emotional Well-Being Surveys to be subjected to a rigorous methodological analysis to determine their suitability for describing different levels of students' social and emotional well-being. The de-identified data from a large sample of students were examined in a collaborative research project by the authors of this report to shed further light on the social and emotional well-being of young people in Australia.

EXECUTIVE SUMMARY

The social and emotional well-being (SEWB) of young people is establishing itself as a permanent fixture rather than transitory blip on the radar screen of education. At federal, state and school levels, student well-being policies are being formulated and funding is being provided to eradicate anti-social behaviour and other mental health problems of young people, as well as to promote positive affective and social outcomes for all students. Schools are increasingly being held responsible for ensuring that they have in place plans, programs and practices to promote positive student SEWB and to prevent problems of poor mental health.

This report presents the results of sophisticated Rasch measurement analysis and multi-level modelling to validate and support the use of the ACER SEWB student and teacher surveys (Bernard, 2003a, 2003b) for reporting on the social and emotional well-being of students from the early years of schooling through to senior secondary school levels.

It describes the social and emotional well-being of over 10,000 students attending 81 schools across Australia.

Amongst the more important findings of this research are the characteristics of students with low levels of social and emotional well-being compared with students with higher levels of social and emotional well-being.

Important Findings

1. The data presented on the social and emotional characteristics of a non-randomly selected, Australia-wide, cross-sectional sample of more than 10,000 students spanning thirteen years of schooling reveal large percentages of students experiencing social and emotional difficulties.

- Four in ten students say they worry too much.
- Three in ten students say they are very nervous/stressed.
- Two in ten students say they have felt very hopeless and depressed for a week and have stopped regular activities.
- A third of all students say they lose their temper a lot and are sometimes quite mean to other people (bully).
- Two-thirds of students say they are not doing as well in their schoolwork as they could.
- Four in ten students say they have difficulty calming down (poor resilience).

2. Of significant interest and concern is the finding that the percentage of students in the sample with higher levels of social and emotional well-being does not increase with age/years of schooling. Data indicate that in secondary schools, on average, the number of students who have higher levels of SEWB decreases with years of schooling, whereas the number in lower years increases with years of schooling.

3. Six different levels of student social and emotional well-being have been identified as a result of a Rasch analysis of the ACER surveys and labelled: Lowest, Very low, Low, High, Very high, Highest. Each level of SEWB can be described by different student internal social and emotional characteristics (resilience, positive social orientation, positive work orientation) and environmental characteristics (positive adults, peers and programs in school, home and community). Students are likely to display characteristics of social and emotional well-being represented at their level and are less likely to display the characteristics represented at any of the higher levels of SEWB. Moreover, higher levels of student SEWB are inclusive such that students at a higher level of SEWB are likely to display the positive social and emotional characteristics of SEWB represented at lower levels.

4. Students with lower levels of SEWB are likely to experience many negative emotions and behaviours (e.g. feeling down, stress, under-achievement, bullying), as well as few positive emotions and behaviours (e.g. getting along with teachers, volunteering). They are likely to demonstrate few social and emotional capabilities (low resilience, learning capabilities and social skills and values) as well as to perceive few positive actions of adults, peers and youth-oriented programs in their schools, homes and communities.

Students with higher levels of SEWB are likely to experience fewer negative emotions and behaviours and a greater number of positive emotions and behaviours. They are likely to demonstrate many social and emotional capabilities as well as to perceive many positive actions of adults, peers and youth-oriented programs in their schools, homes and communities.

5. Students at all levels of SEWB do, however, demonstrate different childhood problems (bullying, getting into trouble, feeling stressed, feeling down, under-achievement). Social and emotional characteristics that tend to accompany different childhood problems are reported. For example, students who bully tend to have difficulty in thinking before they act when angry. Also approximately half of the students who bully have high self-esteem.

6. Consistent differences are found in the ways that students view their social and emotional characteristics in comparison with the ways in which teachers perceive them. Teachers may be unaware of the extent of the emotional difficulties of students (anxiety, stress, anger), rating students as possessing lower levels while students say they possess higher levels. Additionally, in contrast with teacher perceptions, students with different childhood problems (bullying, getting into trouble, stress, depressed, under-achievement) say they possess higher amounts of resilience (self-coping skills and rational attitudes for regulating emotions and controlling behaviour), a positive social orientation (social skills and values), and a positive work orientation (learning capabilities–confidence, persistence, organisation, work cooperation).

7. Rasch analyses indicate that different social and emotional characteristics correspond to different amounts of student SEWB. A set of social and emotional characteristics that contribute to higher levels of student social and emotional well-being has been identified (e.g. “Does not become easily distressed when he/she makes mistakes or when others are negative.” “Does not become easily frustrated and does not give up when attempting a new task he/she finds difficult.”).

8. In both student and teacher surveys, girls display, in comparison with boys, significantly higher levels of SEWB. Significant gender differences were obtained on individual social and emotional characteristics (e.g. boys higher in getting into trouble a lot, not being able to stand following rules; girls higher in helping classmates who seem unhappy, finding someone to talk with to calm down, organisation, having friends who try to do their best in schoolwork).

9. According to the results obtained from teacher perceptions of students' social and emotional characteristics, students from the highest 10% socio-economic level were rated significantly higher than students from the lowest 25% socio-economic level on a number of characteristics (e.g. raises hand to answer a difficult question, does not require an adult present to calm down, participates in many activities, achieves to potential in schoolwork).

10. The data clearly indicate that the social and emotional competence of students is a very important contributor to student SEWB with students at higher levels of SEWB displaying well-developed social and emotional capabilities in three domains: resilience (coping skills and rational attitudes leading to self-management of emotions and behaviours), positive social orientation (social skills and values leading to positive relationships and adaptive behaviour) and positive work orientation (learning capabilities supporting academic success including work confidence, persistence, organisation and cooperation). Students at lower levels of SEWB demonstrate delays across the three domains.

11. It is clear from the data that parenting is a crucial contributor to children's social and emotional well-being and that the parents of children with higher levels of SEWB are, according to their children, doing a good job. Children with higher levels of SEWB are likely to perceive that they have parents who accept who they are, are interested in their education, provide activities that accommodate their interests, and who make time for them and listen. Higher levels of children's SEWB also appear supported by parent conversations with their children concerning how to make friends and solve problems, the importance of confidence, persistence and organisation to school success, as well as different social values such as respect, honesty, fairness, caring, responsibility and being a good citizen. The parenting action that contributes most to children's SEWB is when parents talk with their children about feelings and how to cope with them. For children with lower levels of SEWB, the parent report card is not as good, with children reporting that their parents less frequently engage in positive parenting practices.

12. It is also clear from the data that teacher actions are important contributors to student social and emotional well-being, and that teachers of students with higher levels of SEWB are receiving good grades from students for their relationships with students, the motivation they provide, and the conversations and discussions they have in class or individually about making friends and about important learning skills as well as "feelings" and how to cope with stress. Students with lower levels of SEWB perceive the absence of many positive actions of teachers that the research indicates contribute to student success and well-being.

13. It is also evident that the actions of adults, peers and the existence of youth-oriented programs in the community is an additional context for understanding student SEWB. In comparison with students with higher SEWB levels, students with lower levels of SEWB perceive fewer opportunities to do things to make their community a better place, fewer activities that interest them, and fewer adults they can go to if they have a problem, who care about them and who praise them for appropriate behaviour. Additionally, students with lower levels of SEWB are much less likely to say that they have friends who work hard and behave well.

14. The social and emotional well-being of young people can be represented by an ecological model where students' environmental context (positive adults, peers and programs in schools, homes and communities) and social and emotional strengths (resilience skills and attitudes supporting emotional regulation and behavioural control; learning capabilities such as confidence, persistence, organisation and cooperation; social skills and values) jointly contribute to emotional, behavioural, social and achievement outcomes.

The ACER Social and Emotional Well-Being Surveys are found to be valid measures of an ecological model of the social and emotional well-being of young people.

15. Based on the findings contained in this report, a series of recommendations are offered that address value-added policies, programs, pedagogies and practices for improving the SEWB of all students.

PART 1

THE ACER SEWB SURVEYS: BACKGROUND AND THEORETICAL CONSIDERATIONS

The SEWB surveys were developed to assess a student's individual and contextual characteristics, which together contribute to positive social and emotional well-being.

Individual characteristics fall into two categories: (1) emotional and behavioural indicators of positive social and emotional well-being (for example: happy, feel safe, not disrespectful, not very worried or stressed); (2) social and emotional capabilities seen as helping young people to cope with stress and adversity and develop in personal, social and academic areas (for example: emotional resilience, confidence, getting along skills).

Contextual characteristics fall into three categories covering different positive programs and actions of adults/peers in: (1) school, (2) home and (3) community.

The ACER Surveys are not designed to focus on the problems and deficiencies of young people. Rather, by focusing on the strengths of young people, including the strengths of people in their immediate lives, the ACER Surveys are designed to provide school communities with data that enable them to identify areas that need to be strengthened in order for young people to thrive and prosper. Identifying strengths to be built helps provide those in the school community with optimism that something can be done to improve the social and emotional well-being of young people.

The often quoted saying "It takes a village to raise a child" is a principle underpinning the practical uses of information derived from the ACER SEWB Surveys. That is, in order for quantum change in the mental health and well-being of young people to be realised, a focus needs to be on building the strengths of community, school and home as well as the inner social and emotional strengths of young people. It is clear that no one program will do the job; there is no magic bullet. Rather, a shared responsibility for collectively creating positive social and emotional outcomes needs to be an explicit part of the policy and practices of school communities.

1.1 Statement of Concern: Children's Mental Health

The mental health profession has successfully defined what poor mental health represents in childhood (internalising problems – anxiety, depression; externalising problems – oppositional defiance, conduct disorders; attention deficit, hyperactivity disorder). Evidence continues to accumulate concerning the extent of child and adolescent mental health problems in Australia (e.g. Frydenberg & Lodge, 2006). Sawyer, et. al., (2000) has summarised important facts as follows:

- One in seven young people aged 4 to 17 years were reported to have a mental health problem.
- The types of mental health problems identified differ by gender. Girls aged 4 to 14 years had a higher proportion of internalising than externalising problems, while for boys, externalising problems were more common.
- The most frequently identified mental health problems were somatic complaints e.g. chronic physical complaints without a known cause (7%), delinquent behaviour (7%), attention problems (6%) and aggressive behaviour (5%).
- There was a strong association found between mental health problems and certain demographic factors, with higher rates of mental health problems among children and adolescents living in low-income, step/blended and one-parent families.

In 2004 – 2005, 7% of children aged less than 15 years were reported to have some form of mental or behavioural problem as a long-term health condition, with rates rising from very low levels among children aged less than five years to 10% of children aged 10 to 14 years (Australian Bureau of Statistics, 2006).

The NSW Child Health Survey (Quaine, et. al., 2003) found that:

- One-third of 4 to 12 year olds experienced emotional or behavioural problems in the past six months.
- A higher proportion of males than females were reported to have emotional or behavioural problems (34.6% and 27.1% respectively).
- The proportion of children with emotional or behavioural problems increases with age (17.6% of 4 year olds and 38.6% of 12 year olds).
- ADHD was to most prevalent among children aged 6 – 14 years, reported in 17.8% of boys and 7.9% of girls. (The prevalence of ADHD can be overestimated, as some children reported to have ADHD may have been more appropriately diagnosed with another disorder not included in the survey).
- Depressive disorder was reported in 3.7% of boys and 2.6% of girls. (The prevalence of this disorder can be underestimated, as the prevalence was based on parent report and parents may not always recognise subjective distress experienced by children).
- Conduct disorder was reported in 4.4% of boys and 1.8% of girls.

1.2 Children's Social and Emotional Well-Being

Increasingly, schools are responding to the challenges posed by the above statistics by incorporating student well-being into the core mission of schooling. In Victoria, student welfare coordinators are being replaced by student well-being coordinators. While childhood mental health problems continue to be viewed as requiring specialists with appropriate training, everyone in the school community is seen as having an important role to play in promoting the social and emotional well-being of students (and preventing some mental health problems from developing).

Still in its early stages, the study of social and emotional well-being in childhood is less well delineated than childhood mental health. As concepts, social and emotional well-being is more associated with health, whereas mental health is more associated with illness and disorders.
While the absence of childhood mental health disorders is one hallmark of children's positive social and emotional well-being, it is also the case that social and emotional well-being encompasses a constellation of positive environmental influences that interact with positive social and emotional characteristics of young people. The result of the interaction of contextual and individual factors results in different outcomes such as positive relationships, well-being and achieving to one's potential.

For example, Kids' Stats (New South Wales Commission for Children and Young People) define emotional well-being as: "… children and young people's ability to relate to each other and their social environment, adapt to change and cope with adversity."

When the characteristics of young people who are successful and thriving are studied, the importance of different positive, personal characteristics (e.g. coping skills, values, social skills, empathy, optimism), often subsumed under the umbrella of "resilience" or "emotional intelligence", are mentioned.

Children and young people with a positive state of social and emotional well-being are more likely to successfully meet the physical, intellectual and social changes required through childhood and adolescence. As such, it is important for information to be made available to schools (and educational policy makers) on the extent of positive social and emotional well-being of groups of students. Such information will enable resources and programs to be allocated in areas of greatest need.

Until recently, there have been few if any measures of the social and emotional well-being of young people. Data have largely been provided from individual items appearing on scales measuring student attitude or health.

The ACER Social and Emotional Well-Being Surveys were designed to fill this gap.

1.3 The Thinking Behind the Design of the ACER Surveys

Traditionally, surveying of the mental health and well-being of young people has focused on their problems and deficits rather than on the strengths young people need to possess to be successful and to experience social and emotional well-being. Focusing on emotional and behavioural problems often leads to a laundry list of the things that are considered to be "wrong" or dysfunctional with children and their families. The more problems children and their families are found to have, the less empowered people (educators, families) feel in being able to do anything to improve the situation.

Strength-Based Surveys

Over the past few years a limited number of mental health-oriented surveys have been developed that tap into students' strengths (e.g. Epstein & Sharma, 1998, "The Behavioral and Emotional Rating Scale"). Strength-based assessment (also called ecological or contextual approach in the literature) is the measurement of emotional and behavioural skills, competencies, and characteristics that: (a) create a sense of personal accomplishment, (b) contribute to satisfying relationships with family members, peers and adults; (c) enhance one's ability to deal with stress and adversity; and (d) promote one's personal, social and academic development (Epstein & Sharma, 1998). Strength-based assessment is a new way of thinking about young people. Rather than focusing on "what's wrong", a strengths-based approach identifies the positive resources and abilities that children and families have.

The view underpinning the design and development of strength-based surveys is that the mental health and social and emotional well-being of children and adolescents is a function of the dynamic interaction among the personal characteristics of young people (social and emotional capabilities, such as emotional resilience, confidence, social skills) and environmental factors ("connections" of young people with positive people and programs in their community, school and home). This view is consistent with contemporary models of mental health including the variety of risk and resilience studies that have emerged over the past decade.

Ecological View

Health is often defined as the presence or absence of diseases, disabilities and deficits, but such a narrow definition overlooks the way in which health, particularly child health, is the product of a complex web of prenatal, social, cultural, demographic, family, neighbourhood, and economic and political factors. This interconnectedness is better represented by the definition of health favoured by the World Health Organization: 'A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'.

The ACER SEWB Surveys take cognizance of the research that identifies individual and contextual factors that contribute to the resilience and well-being of young people (see Bronfenbrenner & Morris, 1998; Doll & Lyons, 1998). Individual characteristics include: (a) good intellectual ability, (b) language competence, (c) positive temperament or easygoing disposition, (d) positive social orientation with high expectations, (e) flexible coping style, and (f) higher rate of engagement in productive activities. Examples of family factors that promote social and emotional well-being are: (a) close affectionate relationship with at least one parent or caregiver, (b) effective parenting (characterised by warmth, structure and high expectations), and (c) access to warm relationships and guidance from extended family members. Finally, school and community factors include: (a) access to and relationships with positive adult role models, (b) connections with at least one or a variety of pro-social organisations, and (c) access to responsive, high quality schools.

The ecological approach underpinning the ACER SEWB Surveys recognises many of the "40 Developmental Assets" identified by Benson, et. al., (2006), that are positive experiences and qualities essential to raising successful young people. These assets which influence choices young people make and help them become caring, responsible adults can be described as "external" or "internal."

External Assets. The first 20 developmental assets focus on positive experiences that young people receive from the people and institutions in their lives. A community's responsibility for its young people involves the provision of external assets. Four categories of external assets are included in the framework:

- Support – Young people need to experience support, care, and love from their families, neighbours, and many others. They need organisations and institutions that provide positive, supportive environments.
- Empowerment – Young people need to be valued by their community and have opportunities to contribute. For this to occur, they must be safe and feel secure.
- Boundaries and expectations – Young people need to know what is expected of them and whether activities and behaviours are "in bounds" and "out of bounds".
- Constructive use of time – Young people need constructive, enriching opportunities for growth, through creative activities and youth programs.

Internal Assets. Caring adults must make a similar commitment to nurturing the internal qualities that guide positive choices and foster a sense of confidence, passion, and purpose. Young people need this wisdom to make responsible decisions about the present and future. The framework includes four categories of internal assets:

- Commitment to learning –Young people need to develop a lifelong commitment to education and learning.
- Positive values –Young people need to develop strong values that guide their choices.
- Social competencies –Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- Positive identity – Young people need a strong sense of their own power, purpose, worth and promise.

In summary, in order to understand the playing field for promoting healthy social and emotional development and the factors that put children at risk, we also need to understand the social and environmental context in which children grow up, as well as their individual social and emotional competencies.

1.4 Design of the ACER SEWB Surveys

Initially, it was necessary to have an acceptable definition of social and emotional well-being so that statements could be written that covered the area. A definition of social and emotional well-being was adopted that encompasses both a positive and negative dimension of social and emotional well-being.

> "… The general state of being happy, feeling safe, having positive relationships with others, being interested in the welfare of others, and being involved in and striving to do one's best in a wide range of activities (e.g. art, music, sport, exercise). Social and emotional well-being also exists when there is an absence of extreme and long-standing negative emotions (anger, anxiety, depression, general stress) anti-social behaviours (e.g. bullying, isolation), unhealthy behaviours (e.g. alcohol, drugs, poor diet) and under-achievement/poor motivation in different areas." (Bernard, 2002)

The following two lists present a summary of the positive and negative indicators of social and emotional well-being.

Positive Indicators of Student Social and Emotional Well-Being
Young person generally appears to …

- be happy
- have positive self-esteem
- volunteer to make his/her community a better place
- like being in school
- get along with classmates including those who are different
- get along with teachers
- be interested in helping others
- be positive about the future
- participate in a wide range of activities
- relate positively to family
- feel like he/she belongs
- make responsible choices to stay out of trouble
- feel safe and free from physical harm

Negative Indicators of Student Social and Emotional Well-Being
Young person generally appears to …

- have his/her feelings easily hurt
- engage in unhealthy behaviour
- have significant periods of time when he/she feels down
- act impulsively, be lonely or a loner
- under-achieve in one or more areas of schoolwork
- be very stressed
- act dishonestly (lie, cheat or steal)
- worry too much about what others think of him/her, lose his/her temper
- get into trouble a lot
- physically bully or verbally taunt other students

There are many different explanations offered for the current level of students' SEWB, some of which have to do with socio-economic factors, culture (including discrimination/racism), gender, effective/ineffective school teaching practices, home culture and parenting practices (expectations, involvement), as well as characteristics of students themselves (cognitive, affective, temperament).

The framework that underpins the SEWB surveys is ecological in that it addresses "Environment" factors (school, home and community) and "Person" factors (students' cognitive and affective characteristics) that research indicates as influencing the social and emotional well-being outcomes of students (see Figure 1.1). This view is consistent with models of resilience that identify both individual characteristics (e.g. good intellectual ability, positive temperament, high self-efficacy) and contextual characteristics (e.g. affectionate relationship with caregiver, effective parenting, connection with prosocial organisations, access to high quality school) as contributing to resilience in children and youth. The model is also consistent with the developmental assets model (e.g. Benson, 1997), which represents external assets (support, empowerment, boundaries and expectations, constructive use of time) and internal assets (commitment to learning, positive values, social competencies, positive identity) as building blocks of healthy development that help students grow up to be healthy, caring and responsible.

As can be observed in Figure 1.1, a range of what has been called "good practices" in the community, school and home has emerged from the literature on effective schools (e.g. Cotton, 2000; Sammons, Hillman & Mortimore, 1995), parent education (e.g. Christenson, Rounds & Gorney, 1992), resilience (e.g. Doll & Lyon, 1998), community-building (e.g. Benson, 1997), and meta-analyses of the research on school learning (e.g. Bloom, 1977; Wang, Haertal & Wahlberg, 1993). From this research, several positive practices, capabilities or assets have been identified in the community, school and home that contribute to positive outcomes. These include:

1. Positive adult–child relationships
2. Communication of high and realistic expectations for achievement and behaviour
3. Opportunities for students to be given responsibilities and to be involved in decision-making
4. Provision of places/activities that accommodate students' interests
5. Teaching of positive attitudes, values and social and emotional competencies.

Additionally, the framework that underpins the Social and Emotional Well-Being Surveys covers a wide range of students' cognitive and social – emotional – motivational characteristics that contribute to their achievement and social – emotional – behavioural outcomes. Many educational researchers have investigated a variety of cognitive foundations that help students cope with the academic demands of the curriculum and overall learning (e.g. Velluntino & Scanlon, 2001). These include:

1. Meta-cognitive thinking skills (basic information-processing, memory and learning strategies)
2. Cognitive, learning style (visual, auditory, kinaesthetic; sequential, simultaneous processing)
3. General intellectual ability
4. Cognitive, language and non-verbal learning abilities
5. Prerequisite academic knowledge (mastery of previous units of instruction).

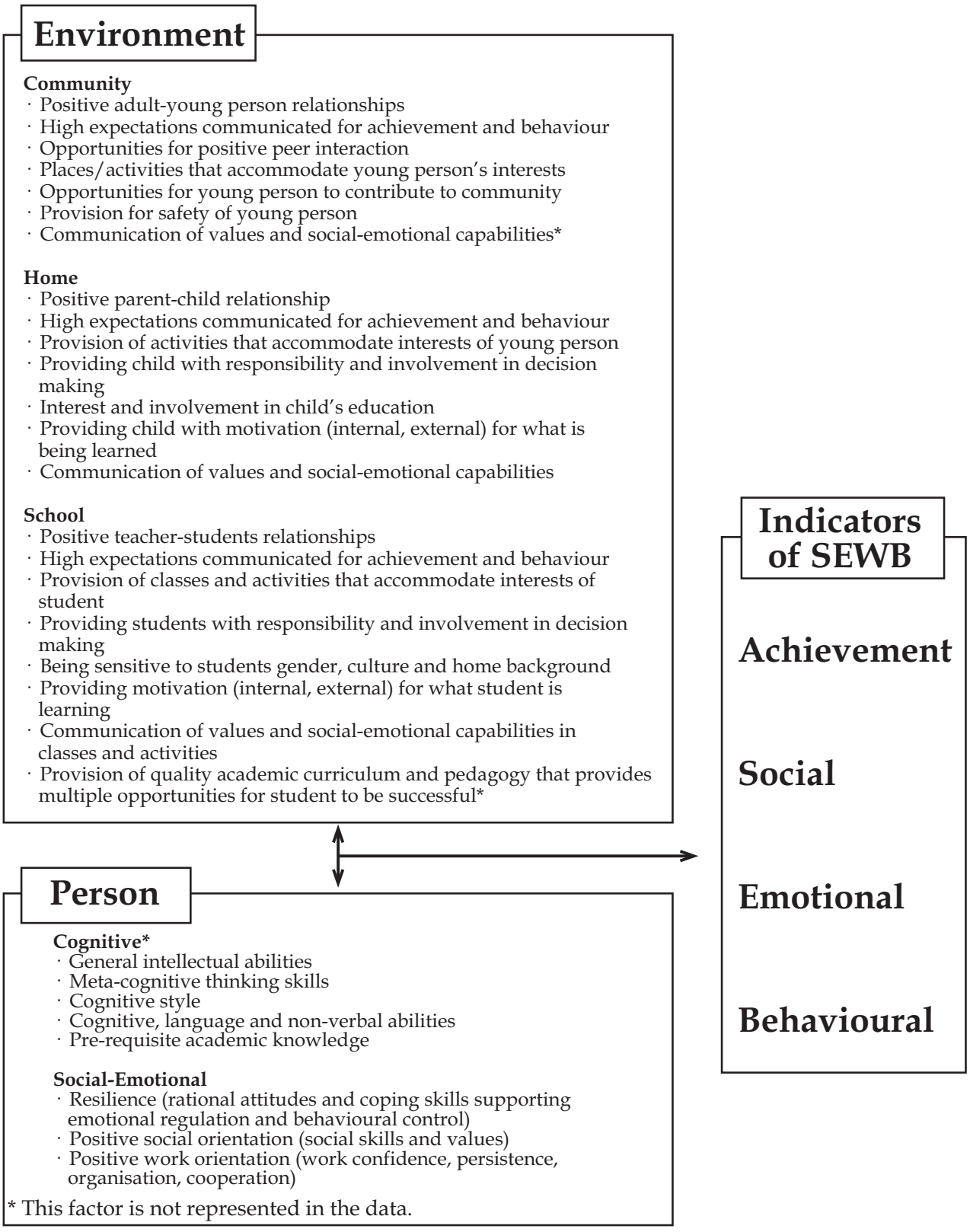
The literature on emotional intelligence (e.g. Bar-On & Parker, 2000; Gardner, 1983; Goleman, 1995), social and emotional childhood development (e.g. Salovey & Sluyter, 1997) including childhood temperament and emotion regulation (e.g. Landy, 2000), cognitive-behavioural theory, research and therapy (e.g. Bernard & Cronan, 1999; Bernard & Joyce, 1984; Ellis, 1994), and psychological characteristics of achievers versus under-achievers (e.g. Bernard, 2006b) has also identified a variety of social and emotional capabilities of students that lead to positive achievement and social and emotional well-being outcomes.

Bernard (2006c) has identified three distinctive components of what he refers to as students' social and emotional capabilities that contribute to a variety of student outcomes:

1. Resilience (emotional capabilities such as coping skills and positive, rational attitudes)
2. Positive Social Orientation (social capabilities such as social skills, empathy, social values – respect, caring, honesty, responsibility, being a good citizen)
3. Positive Work Orientation (work capabilities such as work confidence, persistence, organisation and cooperation skills).

In addition to surveying students' social and emotional well-being outcomes, the Social and Emotional Well-Being Surveys also provide information concerning students' resilience, positive social orientation and positive work orientation and, for students in Year 5 or higher year levels, on students' perceptions of good adult practices and positive programs in their schools, homes and communities.

Factors that Contribute to Young People's SEWB



Note: Practices associated with the provision of better economic, employment, and housing opportunities, as well as essential services for families (nutrition, medical, social) are not included in this model.

Figure 1.1 Factors that contribute to young people's SEWB

1.5 Description of the Sample

The ACER SEWB survey consists of four forms, two completed by students (Green and Purple) and two by teachers (Blue and Pink). The Purple form was used to survey students in grades 2 to 4, and the Green form students in grades 5 to 12. The Blue form was used to survey teachers' perceptions of the well-being of students in grades 2 to 12 while the Pink form was used to survey teachers' perceptions of children in earlier grades.

The data were collected by ACER from a total of 11,526 students in 81 schools. Teachers supplied data on 6,860 students in 73 of these same schools (in eight schools, teachers did not complete any surveys). These data were collected in Australia during the period 2003 to 2007.

The number of surveys completed by students and teachers each year is shown in the following table.

Table 1.1 Number of student and teacher surveys by Year of administration

Year of data collection	Student surveys	Teacher surveys
2003	1789	739
2004	5284	3388
2005	2921	1724
2006	1248	900
2007*	284	109

* January to March only

Table 1.2 shows the number of surveys completed by students and teachers in each Australian State or Territory.

Table 1.2 Number of student and teacher surveys by State or Territory

Place of data collection	Student surveys	Teacher surveys
NSW	852	138
NT	268	174
QLD	2816	1386
SA	2220	2086
TAS	725	588
VIC	3740	1726
WA	905	762

Students from all grades were surveyed. The first year of schooling in Queensland and Western Australia is called Grade 1, while Grade 1 in the other States or Territories is the second year of schooling. An adjustment was made to the Grade variable so that Grade 1 in all jurisdictions corresponds to the first year of schooling. The following table shows the number of student and teacher surveys completed by years of schooling.

Table 1.3 Student and teacher surveys by Years of schooling

Years of schooling	Student surveys	Teacher surveys
1	0	804
2	179	376
3	1115	572
4	1089	544
5	1097	581
6	1261	791
7	1870	1067
8	1284	539
9	1172	453
10	857	447
11	563	215
12	853	388
Missing	186	83

The percentage of boys and girls in the student surveys sample is 57.3% boys and 40.2% girls (2.5% missing data). In the teacher surveys data there are 55.5% boys and 41.9% girls (2.6% missing data). There were more boys' schools in the sample than girls' schools and, of the larger schools, more were boys' schools than girls', hence the gender imbalance in favour of boys.

Table 1.4 Gender composition of sample (number of students)

Gender	Student surveys	Teacher surveys
Boys	6609	3810
Girls	4629	2872
Missing	288	178

Not all students who completed a survey also had a survey completed for them by their teachers. Most of the students in the teacher surveys are assumed to be students in the student surveys, but no matching of individual students was possible due to the lack of information in the data collected.

An index of Socio-Economic Status (SES) was assigned to each student, using the Australian Bureau of Statistics index for postcode areas (ABS, 2001). The SES assigned to each student is the SES of the postcode area of the student's school. The following table shows the number of students in three categories of SES: low, medium and high. The percentages of the Australian population in these three SES categories are respectively 25%, 65% and 10%. It can be seen that in the sample, a higher percentage of participating students attend schools with higher SES levels and fewer attend schools with lower SES levels than found in the general population.

Table 1.5 Number and percentage of students in each category of socio-economic status

SES Category	Student Surveys		Teacher Surveys		Population
	Number	*%*	Number	*%*	*%*
Low	804	*7.0*	981	*14.3*	*25*
Medium	7097	*61.6*	4585	*66.8*	*65*
High	3625	*31.5*	1294	*18.9*	*10*

The fact that participating schools were not randomly selected and that there is a higher than expected representation of schools in the high SES category indicates that some of the data (e.g. percentage of students reporting high levels of stress) obtained from the sample, cannot be generalised to all students in Australia. However, the location of items on the scale and the identification of SEWB levels on the two Rasch measurement scales is independent of the SES, or gender, composition of the sample.

PART 2

STUDENT SEWB LEVELS ON TWO RASCH MEASUREMENT SCALES

2.1 Introduction to the Methodology

As a result of the application of Rasch measurement methods (Andrich, 1988; Bond & Fox, 2007) to the data collected with the student and teacher SEWB surveys, it is now possible to qualitatively describe levels in the development of student social and emotional well-being. This part of the report focuses on the description of two systems of SEWB levels showing typical features of the development of student SEWB from the lowest to the highest levels observed in the data.

Two Rasch measurement scales have been constructed using Quest (Adams, 1999), one with the student survey data and the other with the teacher survey data. The two student forms have common items as well as unique items. The data available on the common items made it possible for all student survey items to be calibrated onto the same scale. Also, the two teacher forms have common items that allowed all teacher survey items, common or unique to each form, to be calibrated on a single scale. The SEWB of students is measured on the same scale no matter which of the two surveys students completed and even if they only completed part of a survey. The SEWB of students who responded to the items in the Green form has been measured on the same scale as the SEWB of students who responded to the items in the Purple form. The SEWB of students as reported by teachers who responded to the items in the Blue form has been measured on the same scale as the SEWB reported by teachers who responded to the items in the Pink form. It has therefore become possible to report the SEWB of students from the earlier years to the latest years of schooling on the same scale, and to describe levels of SEWB.

Students with high levels of SEWB are located **high** on a scale, while students located lower on the scale have lower levels of SEWB. The scores to negatively worded items have been reversed so that all item scores correspond to positive wording. A score of 1 (endorsement) on an indicator of SEWB represents **more** SEWB than a score of 0. The greater the total endorsement score of a student on the items in a survey, the higher the student is located on a scale and therefore the higher the level of his/her SEWB.

Items are located on the same scale on which students' SEWB is measured according to the total endorsement score for each item. The highly endorsed items are located **low** on the scale. These are items that even students with low levels of SEWB are likely to endorse. The items that are higher on the scale are items that are likely to be endorsed by students at high levels of SEWB but not by students at lower levels. The measurement model requires that the order of two items on the scale be the same according to students at any location on the SEWB scale. If an item is more endorsed than another item by all students, it is required that the same order of endorsement, and same difference in endorsement, is observed in the data of students at each level of SEWB.

In this study the relative location of students and items on the two scales is reported in such a way that the probability of endorsement of an item by a student at the same location as the item is 0.8. Each student has a probability greater than 0.8 to endorse items below his/her location and a probability less than 0.8 to endorse items above his/her location. It follows that a student is expected to endorse 80% of the items at his/her location, and that 80% of the students at the same SEWB location will endorse an item at their location. More than 80% of these students will endorse items below their location and fewer than 80% will endorse items that are above these students' location on the scale.

A thorough analysis of fit based on statistical indicators and graphical displays (Item Characteristic Curves) confirmed that all items in the Green and Purple survey forms measure the same construct to a large extent and that the requirements of measurement are satisfactorily met. For each item, observed proportions of endorsement for each SEWB level have been compared to proportions predicted by the model and a remarkable fit of the data to the model has been observed in most cases. The analysis of fit of the data to the measurement model assured that a single construct has been measured with the student survey data and a single construct with the teacher survey data. The Cronbach's alpha reliabilities of the four surveys are of the order of 0.9.

It has been observed that girls, overall, are higher on each scale than boys. This does not necessarily suggest gender bias in the responses to individual items. To examine the greater than expected endorsement of an item by boys or girls, observed and expected proportions of endorsement by boys and girls have been compared separately in groups of students of the same SEWB. It was found that a few items were endorsed more than expected by girls and a few items were endorsed more than expected by boys. The same analysis (Differential Item Functioning or DIF) was performed for the common items in different survey forms and for different SES groups. The DIF analysis for students who responded to different survey forms whose items were calibrated on the same scale ensured that the common items function in the same way according to the data from each form.

Both of the two constructs as measured by the surveys are SEWB constructs, one based on responses reflecting the point of view of students and the other the point of view of teachers. The items that have been included in the four surveys are the result of extensive knowledge and experience in previous SEWB studies. The construct validity of these surveys corresponding to the two Rasch measurement scales is thus substantively confirmed. The detailed description of these constructs based on the location of the items on the Rasch scales has been reported in the following pages. Six regions within each of the two Rasch scales have been identified and their qualitative characteristics and differences between levels described. A continuum of SEWB emerges from this study according to student responses to indicators of SEWB, in addition to one according to teacher perception of student SEWB.

The statistical significance of differences between the SEWB of selected subgroups of students in the sample has been calculated by fitting multilevel models to the data (Rasbash et. al., 2003). In two-level models, students clustered within schools, the response variable is student SEWB on a Rasch scale and the explanatory variables are gender, SES, and years of schooling. The proportion of the residual variance at the school and individual level was calculated. Multilevel models were fitted separately to the data of each Years of Schooling to check the statistical significance of differences between the mean endorsement of boys and girls and of students of different SES values. These fitted models allowed the calculation of the proportion of variance explained by gender and SES, and the proportion of residual variance at the school and individual level.

It should be stressed that the location of items and identification of SEWB levels on the two Rasch measurement scales are <u>not</u> sample dependent (Andrich, 1988). The non- representativeness of the ACER sample affects only the distribution of student SEWB on the two scales. Tables 2.1i and 2.1ii show the number of students in each SEWB level on the student and teacher survey Rasch scales and confirm that the categorisation of student SEWB in levels is not normative. Data from a different sample are expected to validate these levels, but not the distribution of cases in these levels. The distribution of cases in the levels is sample dependent and only a representative sample could provide a distribution that reflects the percentage distribution of the student population.

Table 2.1i Number of students in each SEWB level (student survey scale)

Level on student survey scale	No. of students	%
6	310	*2.7*
5	3136	*27.2*
4	3118	*27.1*
3	2765	*24.0*
2	1898	*16.5*
1	299	*2.6*
All levels	11526	*100*

Table 2.1ii Number of students in each SEWB level (teacher survey scale)

Level on teacher survey scale	No. of students	%
6	1903	*27.7*
5	1369	*20.0*
4	1014	*14.8*
3	1028	*15.0*
2	419	*6.1*
1	1127	*16.4*
All levels	6860	*100*

2.2 Levels of Social and Emotional Well-Being

The results obtained from the Rasch measurement analysis clearly indicate that young people display different levels of SEWB from very low to very high levels. Students at lower levels are not likely to display the social and emotional characteristics of students at higher levels. Moreover, students at higher levels are likely to demonstrate most of the positive social and emotional characteristics of students at lower levels. Students at low levels are not likely to be able to display the social and emotional characteristics of those at the highest levels. However, not all of these students may be expected to display the social and emotional characteristics of the lowest levels of SEWB that overlap significantly with metal health problems.

At the lowest level of social and emotional well-being, students are likely to demonstrate a large number of negative indicators of social and emotional well-being (extreme negative emotions and behaviour) and few positive indicators (getting along, positive self-esteem). They also are likely to demonstrate very low levels of different social and emotional capabilities in the categories of Resilience, Positive Social Orientation and Positive Work Orientation.

At higher levels, students are likely to demonstrate more positive indicators of social and emotional well-being than at the lower level and fewer negative indicators. It is at the low level of social and emotional well-being that many indicators of a Positive Social Orientation emerge. Most of the indicators of Resilience and a Positive Work Orientation are yet to emerge.

At the higher levels, students are likely to display very few negative indicators of social and emotional well-being (e.g. under-achievement) and display almost all positive indicators (e.g. volunteering). At the higher levels, increasing numbers of indicators of Resilience and a Positive

Work Orientation begin to emerge to combine with an increased repertoire of positive indicators of a Positive Social Orientation. The emergence of some of the indicators associated with being confident in work, persistent, organised and having cooperation skills is likely to aid students' academic success. The increase in many indicators of Resilience means that at this level of SEWB, students are likely to be more self-managing of their emotions and behaviour.

At the highest level of SEWB, students are likely to experience almost all positive indicators of SEWB and few negative indicators. At this level, students are likely to display additional indicators of both Resilience and Positive Work Orientation that lead to both more effective emotional and behavioural control as well as the absence of under-achievement, with students performing to potential.

In terms of patterns in positive school, home and community indicators of student SEWB, positive indicators at home are the ones that appear first in the lives of students with low levels of SEWB. Students at higher levels of SEWB report a higher incidence of positive indicators in their schools and community.

2.3 Descriptions of Levels of Student SEWB (Student Survey)

The six distinct levels of student SEWB, ranging from the lowest to the highest levels observed in the data, will now be described in terms of the social and emotional indicators that students at each level are likely to display. Students assigned to a given level of SEWB are likely to be characterised by many but not necessarily all of the social and emotional characteristics that define that level. Students are also likely to endorse all the statements at the levels below their nominated level. For example, students at Level 2 on the SEWB scale are likely to endorse the statements at that level. Students at Level 5 are likely to endorse the statements at Level 5, more likely to endorse the statements at Level 4 and extremely likely to endorse the statements at Level 2.

Seven aspects of the SEWB construct have been recognised as follows:

<u>Indicators of Social and Emotional Well-Being</u>
This category includes students' self-perceptions of the presence of their positive emotions and behaviours (e.g. happy, get along with others, participates) and the absence of negative emotions and behaviours (e.g. not take drugs, not feeling hopeless, not feeling stressed).

<u>Indicators of Resilience</u>
This category includes students' self-perceptions of their emotional capabilities/coping skills (e.g. when upset, finding someone to talk with) and positive, rational attitudes (e.g. not putting yourself down when you do not understand something, believing you have what it takes to be successful).

<u>Indicators of a Positive Social Orientation</u>
This category includes students' self-perceptions of their social capabilities, such as friendship making, solving conflicts, understanding how people feel, willingness to follow rules, and important social values (e.g. respect, caring, honesty, responsibility and good citizenship).

<u>Indicators of a Positive Work Orientation</u>
This category includes students' self-perceptions of their learning capabilities, such as work confidence (e.g. raising hand to answer a difficult question), persistence, organisation (e.g. planning time) and work cooperation.

Positive School Indicators
This category includes students' perceptions of the positive actions of teachers, including teachers caring about students, helping students be successful, discussing values and social and emotional skills and values, as well as involving students in decisions about classroom rules and interesting school activities.

Positive Home Indicators
This category includes students' perceptions of the positive actions of parents, including parents who praise their children, make their children feel accepted, make time and listen, giving children "a say" about how things are done, show interest in children's education, discuss acceptable behaviour and consequences for misbehaviour, discuss the importance of different social values, social and work skills as well as how to manage stress.

Positive Community Indicators
This category includes students' perceptions of the positive actions of adults and positive programs, including one or more adults outside of school and home who show they care, who communicate the importance of responsible behaviour and going well at school and who can help solve problems; having peers who try to behave well and try hard in school; availability of programs that accommodate a student's individual interests; and opportunities for students to contribute to making the community a safer and better place.

Graphical Display of the student SEWB Levels (Student Survey)

Six levels have been identified for each of the aspects of SEWB and labelled as shown in Figure 2.1. Level 1 is the lowest level observed in the data and Level 6 the highest. The horizontal shaded bars show the boundaries between slightly overlapping adjacent SEWB levels based on student surveys. These boundaries have been located after a long examination of the survey items according to their location on the scale.

The SEWB Rasch measurement scale is represented by the vertical line with the arrow at the top indicating the direction of increasing SEWB. Equal intervals anywhere on this scale represent equal changes of SEWB. For example, the change in SEWB between the first two divisions at the bottom of the scale represent the same amount of change that is represented between the first two divisions at the top of the scale.

The distribution of the SEWB of all students in the sample is shown on the left of the scale through the location of percentile ranks. For example, 10% of the SEWB measured in the sample is located below Percentile 10 and the point below which 50% of SEWB has been measured is located at Percentile 50.

Figures 2.2 to 2.8 show a summary description of the six levels for each of the seven aspects of the SEWB construct based on student surveys.

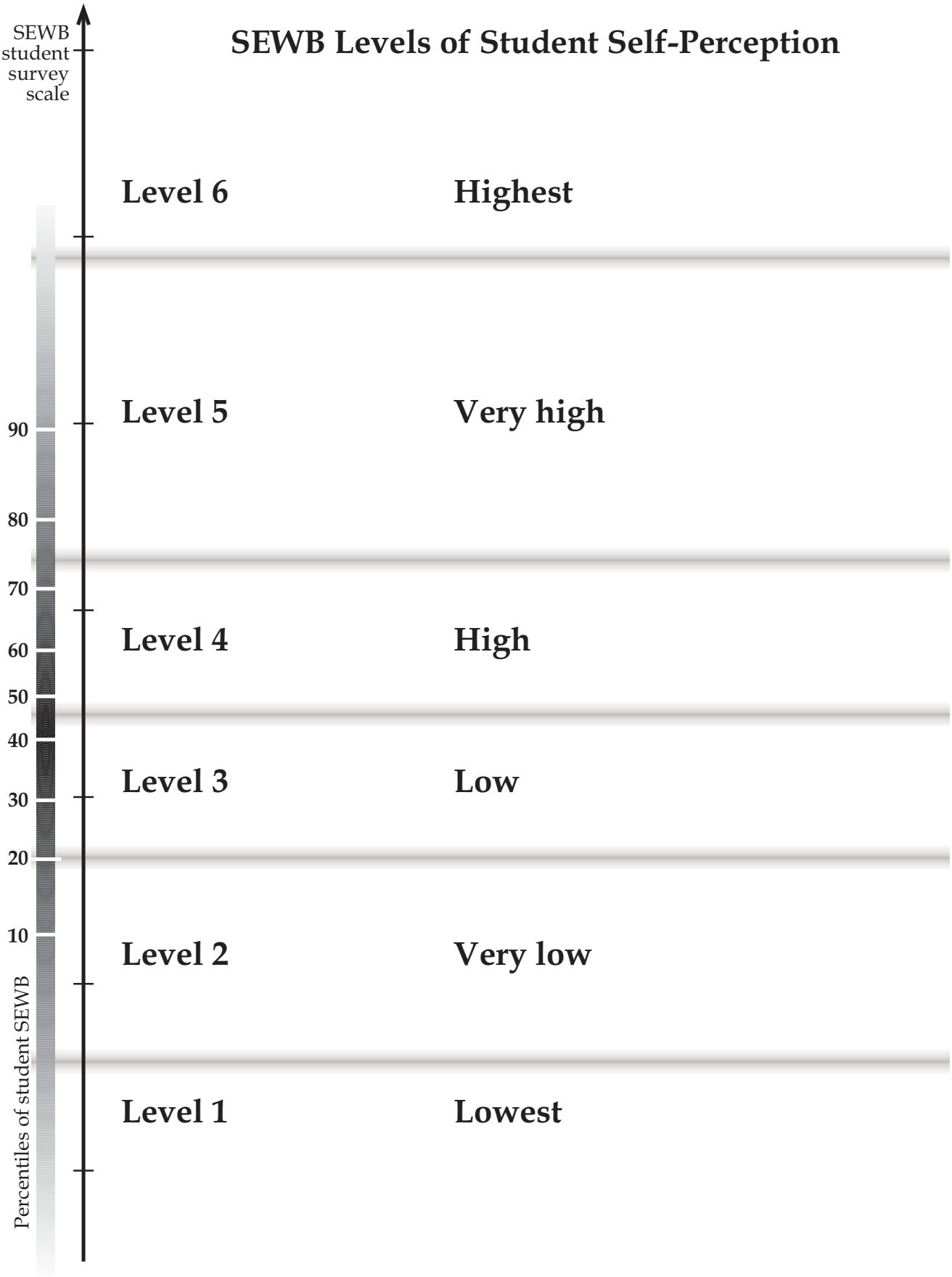


Figure 2.1 SEWB levels on the Rasch measurement scale for student surveys and distribution of student SEWB along the scale

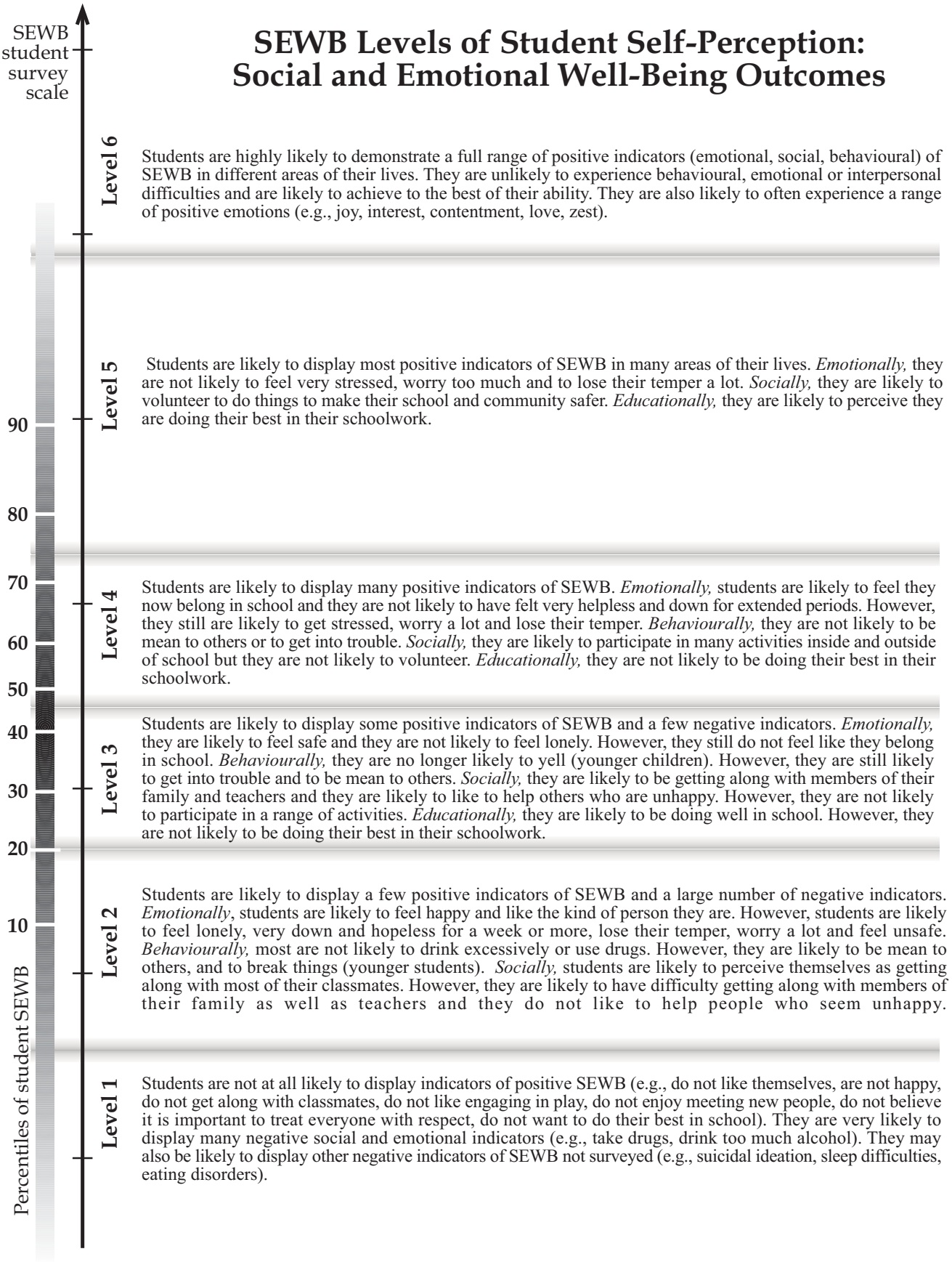


Figure 2.2 Description of SEWB levels (student surveys): SEWB Outcomes

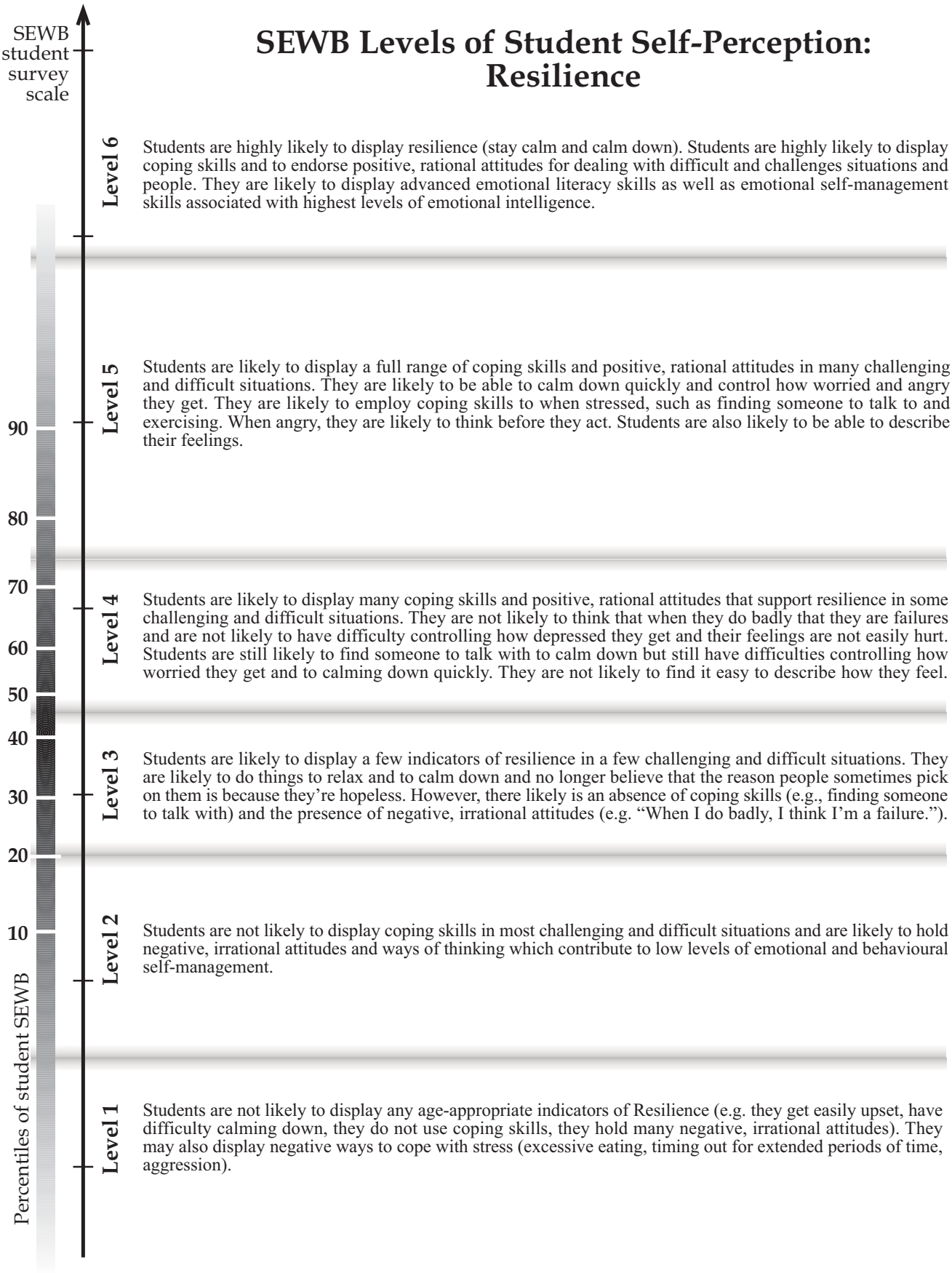


Figure 2.3 Description of SEWB levels (student surveys): Resilience

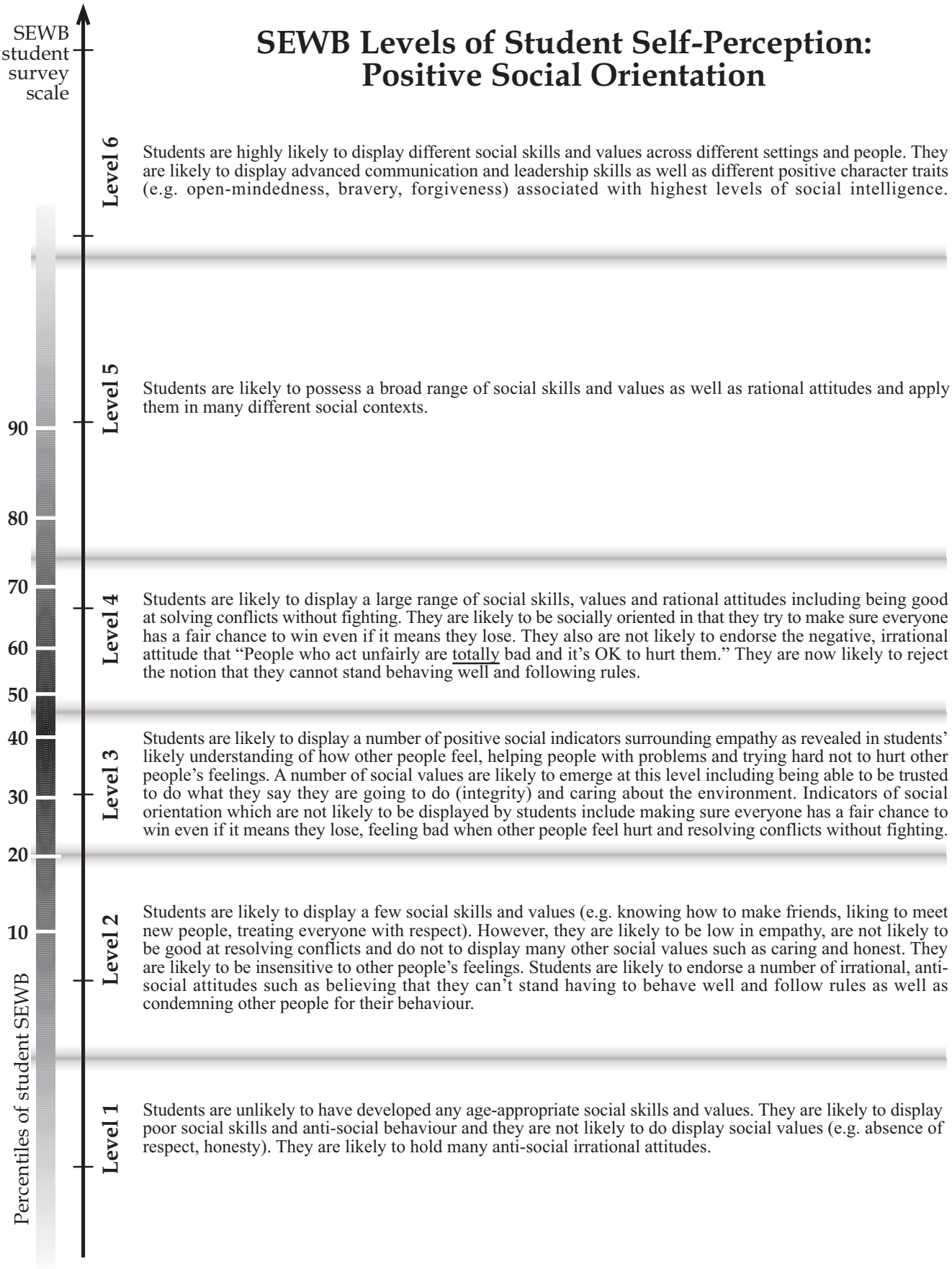


Figure 2.4 Description of SEWB levels (student surveys): Positive Social Orientation

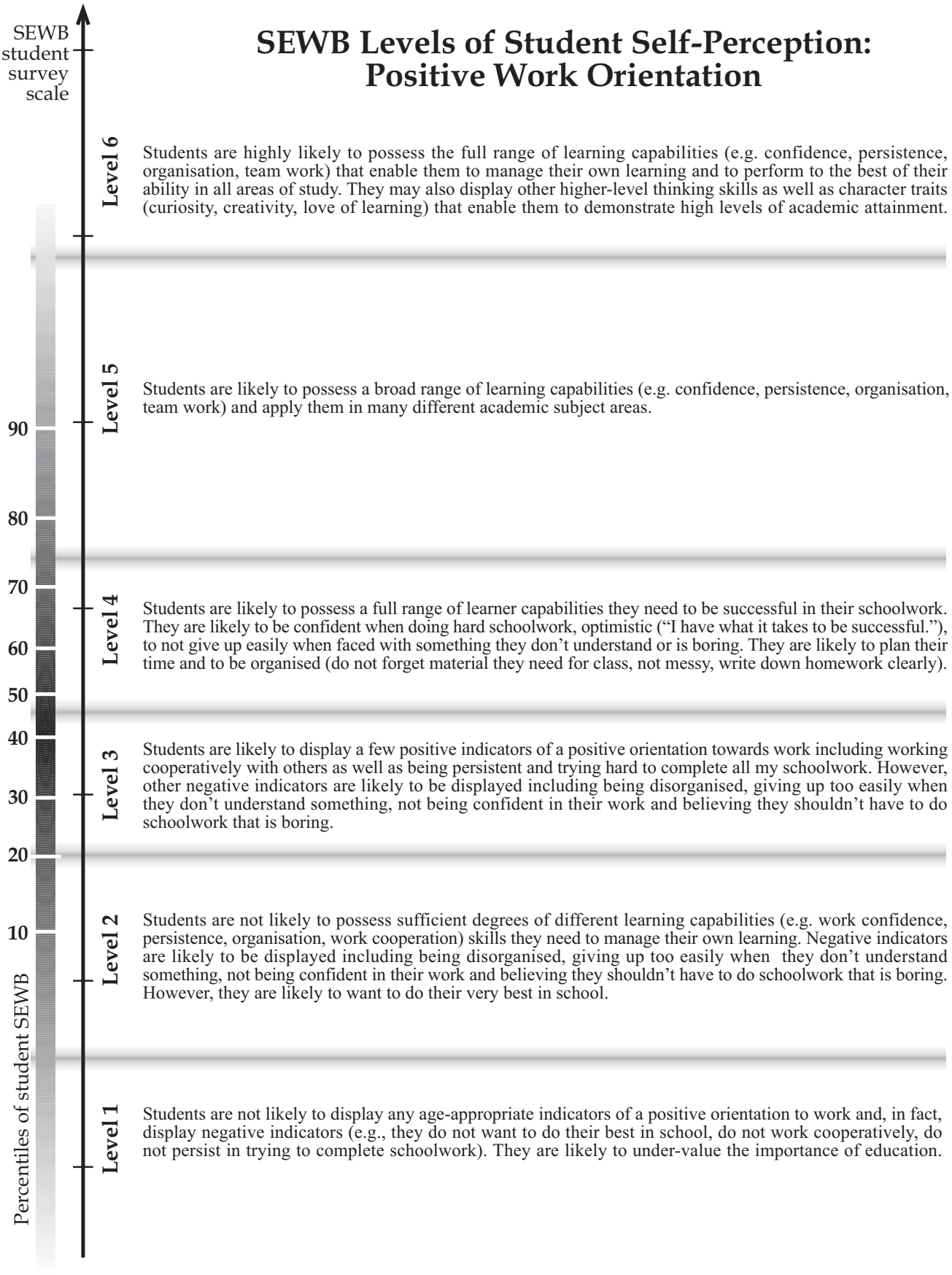


Figure 2.5 Description of SEWB levels (student surveys): Positive Work Orientation

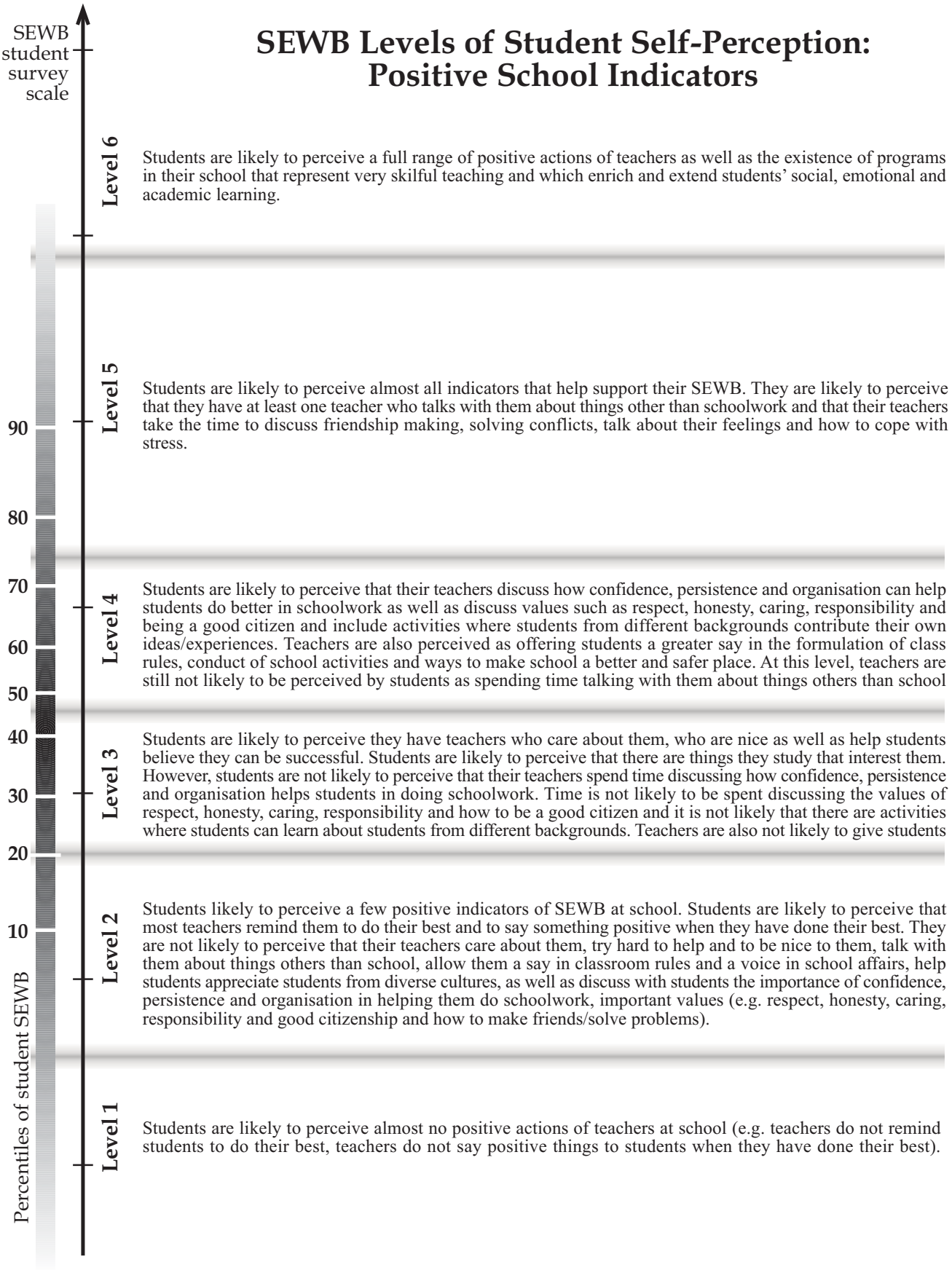


Figure 2.6 Description of SEWB levels (student surveys): Positive School Indicators

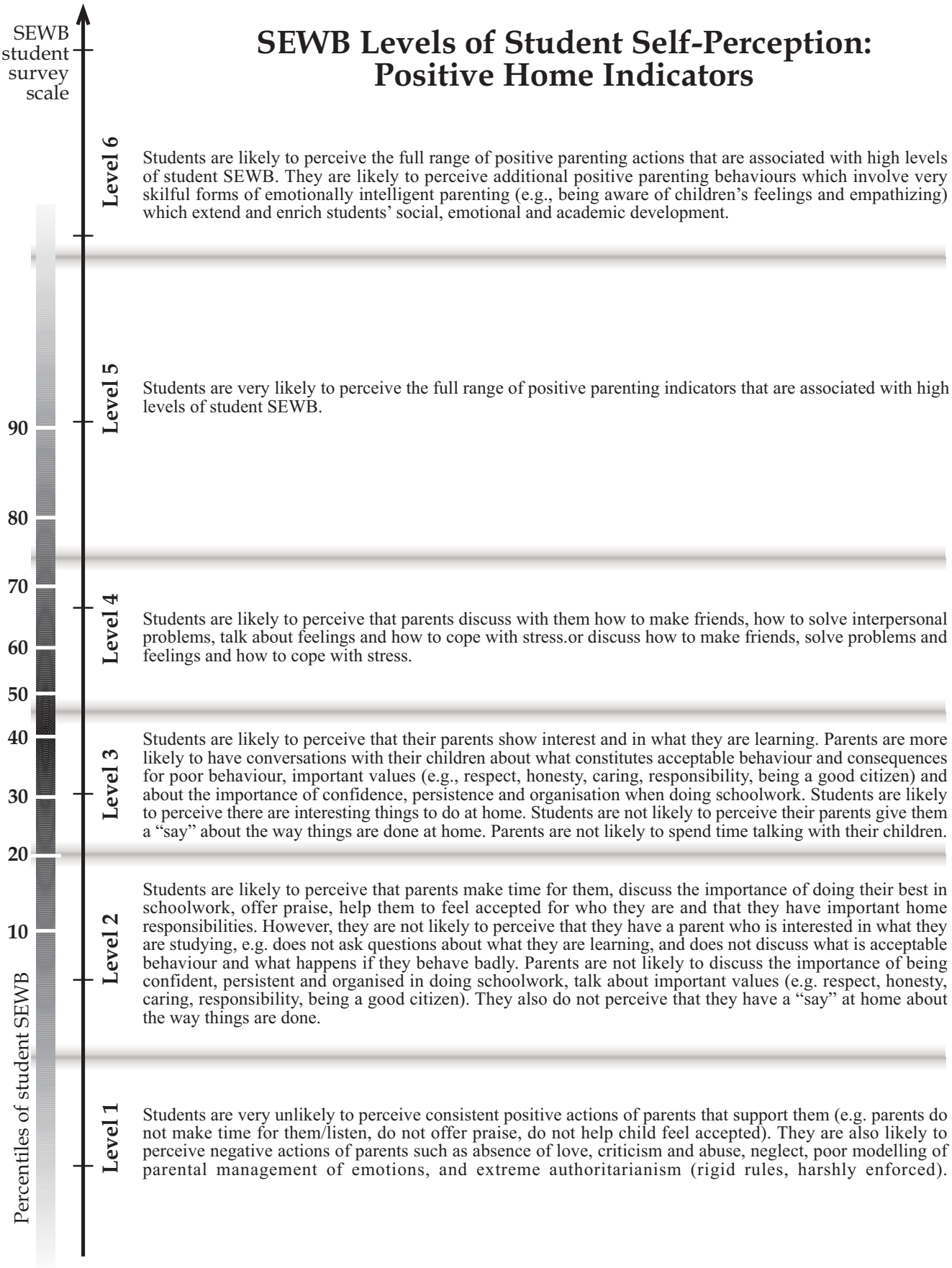


Figure 2.7 Description of SEWB levels (student surveys): Positive Home Indicators

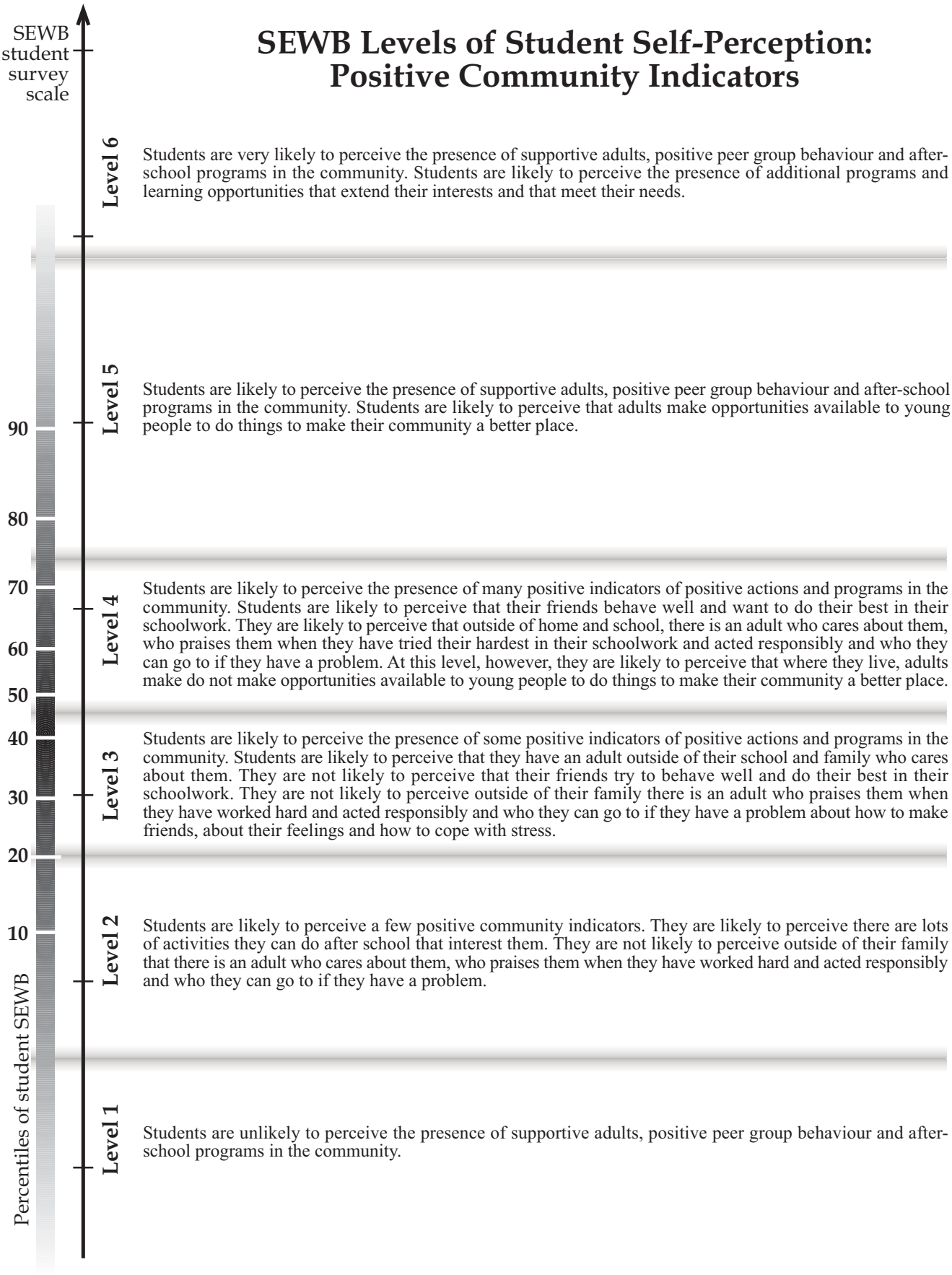


Figure 2.8 Description of SEWB levels (student surveys): Positive Community Indicators

The following section provides a more detailed description of the social and emotional characteristics of students at each of the six levels of SEWB (Student Survey).

LEVEL 1: LOWEST LEVEL OF STUDENT SEWB observed in the data

Students are likely to display almost none of the survey's stated social and emotional characteristics. (They do not like themselves, are not happy, do not get along with classmates, do not like engaging in play, do not enjoy meeting new people, do not believe it is important to treat everyone with respect, do not want to do their best in school.)

Students are not likely to display any indicators of Resilience (e.g. they get easily upset, they do not use coping skills, they hold many negative, irrational attitudes). Students are not likely to display any indicators of a Positive Social Orientation (e.g. they hold/display few values in behaviour; they lack friendship making skills). Students are not likely to display indicators of a Positive Work Orientation (e.g. they do not want to do their best in school, do not work cooperatively, do not persist with schoolwork).

At this very low level, students are likely to perceive almost no positive actions of adults nor positive programs at school, at home and in their community (e.g. their perception is that teachers do not remind students to do their best, teachers do not say positive things to students when they have done their best, a parent does not make time for them, they do not feel accepted at home, they do not have a parent who expects them to behave well and do well in school, there are few interesting activities students can do after school and on weekends).

It can be seen from Figures 2.1 – 2.8 that no statements from the SEWB survey are in Level 1. The analysis of student responses indicates that students at the lowest level of SEWB are unlikely to demonstrate any positive characteristics of social and emotional well-being. Therefore it is not possible to provide a summary table of items from the SEWB Surveys that describe this very low level of SEWB.

LEVEL 2: VERY LOW LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a very low level of SEWB.

INDICATORS OF SEWB

- *I get along with most of my classmates/they like me.*
- *I do not drink alcohol a lot.*
- *I like the kind of person I am.*
- *I am happy.*
- *I do not use drugs.*

INDICATORS OF RESILIENCE

No additional indicators are available at this level.

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

- *I know how to make friends.*
- *I like to meet new people.*
- *It's important to treat everyone including those from different cultural backgrounds with respect.*

INDICATORS OF A POSITIVE WORK ORIENTATION

- *I want to do my very best in school.*

POSITIVE SCHOOL INDICATORS

- *Most teachers say something positive to me when I have done my best.*
- *Teachers remind students about doing their best in schoolwork.*

POSITIVE HOME INDICATORS

- *I have a parent who makes time for me and listens.*
- *There are things at home I have responsibility for.*
- *At home, I feel accepted for who I am.*
- *I have a parent who discusses importance of doing my best in schoolwork.*
- *I have a parent who praises me when I have done a good job in schoolwork/ or acted responsibly.*
- *I have a "say" when it comes to making decisions at home.*

POSITIVE COMMUNITY INDICATORS

- *There are lots of activities I can do after school and on weekends that interest me.*

Students are likely to display a minimum number of positive indicators of social and emotional well-being and a large number of negative indicators. *Emotionally*, students are likely to feel lonely, have overall low self-esteem, feel very down and hopeless for a week or more, lose their temper, worry a lot and feel unsafe. However, students at this level are likely to report they are happy people and like the kind of person they are. *Behaviourally,* most are not likely to drink excessively or use drugs. However, they are likely to be mean to others, break things (younger students) and get into trouble too much. *Socially,* students are likely to perceive themselves as getting along with most of their classmates. However, they are likely to have difficulty getting along with members of their family as well as teachers, they do not like to help people who seem unhappy, they do not volunteer nor participate in a range of activities inside and outside of school.

Looking at students' indicators of Resilience, they are not likely to display sufficient levels of coping skills and are likely to hold negative, irrational attitudes and ways of thinking, each of which contributes to low levels of emotional and behavioural self-management.

In terms of indicators of a Positive Social Orientation, students perceive themselves as knowing how to make friends, liking to meet new people and endorsing the value of treating everyone with respect. However, they are likely to be low in empathy. They are likely to be insensitive to other people's feelings, including not making sure everyone has a fair chance to win. They are likely to believe that they can't stand having to behave well and follow rules, condemn other people for their behaviour, and are not good at resolving interpersonal conflicts.

In terms of indicators of a Positive Work Orientation, students are not likely to possess sufficient degrees of different learning capabilities (e.g. work confidence, persistence, organisation, work cooperation), skills they need to manage their own learning. However, they are likely to want to do their very best in school.

In terms of positive School Home and Community indicators of SEWB, students at a very low level of SEWB are likely to perceive a relative absence of positive connections to people and programs.

In school, while they are likely to perceive that most teachers remind them to do their best and to say something positive when they have done their best, they do not perceive that their teachers care about them, try hard to help and to be nice to them, talk with them about things others than school, allow them a say in classroom rules and a voice in school affairs, help students appreciate students from diverse cultures, as well as discuss with students the importance of confidence, persistence and organisation in helping them do schoolwork, important values (e.g. respect, honesty, caring, responsibility and good citizenship), how to make friends/solve problems, and cope with stress.

At home, students are likely to perceive that their parents make time for them/listen, have important home responsibilities, have a parent who discusses the importance of doing their best in schoolwork, offers praise, and makes them feel accepted for who they are. However, they are not likely to perceive that they have a parent who is interested in what they are studying (e.g. does not ask questions about what they are learning), discusses what is acceptable behaviour and what happens if they behave badly, and discusses the importance of being confident, persistent and organised in doing schoolwork and talks about important values (e.g. respect, honesty, caring, responsibility, being a good citizen). They also do not perceive that they have a "say" at home about the way things are done, nor do they have parents who spend time talking about how to make friends, solve problems, feelings, and how to cope with stress.

In the community, while students are likely to perceive there are lots of activities they can do after school that interest them, they are not likely to perceive that their friends try to behave well and do their best in their schoolwork. They are not likely to perceive outside of their family there is an adult who cares about them, who praises them when they have worked hard and acted responsibly and who they can go to if they have a problem. They also are not likely to perceive adults in their community offering young people opportunities to make their community a better place.

LEVEL 3: LOW LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a low level of SEWB.

INDICATORS OF SOCIAL SEWB

- *I do not feel lonely.*
- *I feel safe.*
- *I help people who seem unhappy or need help.*
- *I do not break things.*
- *I get along with my teachers.*
- *I am doing well in school.*
- *I do not yell and scream at people a lot.*
- *I get along with members of my family.*

INDICATORS OF RESILIENCE

- *I do not think that the reason people sometimes treat me badly or unfairly is because I'm a hopeless person.*
- *To calm down, I do things to relax (listen to music, read).*

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

- *I like helping people with problems.*
- *I try hard not to hurt other people's feelings.*
- *I understand how other people feel.*
- *I care about the environment (parks, waterways) and want to make my community a better place.*
- *I can be trusted to do what I say I am going to do.*

INDICATORS OF A POSITIVE WORK ORIENTATION

- *I am persistent and try hard to complete all my schoolwork.*
- *I am good at working cooperatively with others on projects.*
- *I am helpful when working with classmates.*

POSITIVE SCHOOL INDICATORS

- *There are many activities at school that interest me.*
- *Teachers try hard to help and be nice to me.*
- *I have a teacher who cares about me.*
- *Most teachers help me believe I can be successful.*
- *There are things I study that interest me.*
- *Teachers discuss "school rules" and what happens if students behave badly.*

POSITIVE HOME INDICATORS

- *There are interesting things to do at home with family.*
- *I have a parent who asks questions about what I am learning.*
- *I have a parent who talks with me about being respectful, honest, caring, responsible and a good citizen.*
- *I have a parent who discusses the importance of confidence, persistence and organisation in doing schoolwork.*
- *I have a parent who discusses with me what is acceptable behaviour and what happens if I behave badly.*
- *I have a parent who shows he/she is interested in what I am studying.*

POSITIVE COMMUNITY INDICATORS

- *Outside of my school and family, there is an adult who cares about me.*

Students are likely to display more positive indicators of social and emotional well-being. *Emotionally,* they are likely to feel safe and they are not likely to feel lonely. However, they are still likely to feel very stressed/nervous, to worry a lot, to lose their temper a lot, to feel very hopeless and down for a week so that they stop doing regular activities and they still do not feel like they belong in school. *Behaviourally,* they are no longer likely to break things (younger children) and to yell and scream at people (younger children). However, they are still likely to get into trouble. *Socially,* they are likely to be getting along with members of their family and teachers. *Educationally,* they perceive themselves as doing well in school. However, they are not likely to perceive themselves as doing their best in their schoolwork.

In terms of indicators of Resilience, a few are likely to be recognised by students including doing things to relax to calm down and no longer believing that the reason people sometimes pick on them is because they're hopeless. However, the absence of other coping skills (e.g. finding someone to talk with) and the presence of negative attitudes (e.g. "When I do badly, I think I'm a failure.") means that emotional and behavioural self-control is not likely to be strong.

In terms of indicators of a Positive Social Orientation, a number of positive indicators are now likely to be perceived by students including greater empathy as revealed in understanding how other people feel, helping people with problems and trying hard not to hurt other people's feelings.

In terms of indicators of a Positive Work Orientation, a few positive indicators are likely to be present, including working cooperatively with others and being persistent. However, other negative indicators are likely to be perceived by students including being disorganised, giving up too easily when they don't understand something, not being confident in their work and believing they shouldn't have to do schoolwork that is boring.

In terms of positive School Home and Community indicators of SEWB, students at a low level of SEWB are likely to perceive several additional indicators of positive connections to people and programs. They are most likely to perceive parents as showing interest and being involved in what they are learning. Their parents are seen as more likely to have conversations with their children about a variety of topics, including what constitutes acceptable behaviour and consequences for poor behaviour, about important values (e.g. respect, honesty, caring, responsibility, being a good citizen) and about the importance of confidence, persistence and organisation when doing schoolwork. At this level, children are likely to perceive there are interesting things to do at home.

In terms of additional positive indicators at school, at this level students are likely to perceive that they have a teacher who cares about them, who is nice and tries hard to help, as well as helping students believe they can be successful. Students now are likely to perceive that there are things they study that interest them.

In terms of additional community indicators perceived by students at this level, students indicate that they have an adult outside of their school and family who cares about them.

LEVEL 4: HIGH LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a high level of SEWB.

INDICATORS OF SOCIAL AND EMOTIONAL WELL-BEING

- *I am not mean to others.*
- *I do not get into too much trouble.*
- *I participate in many activities inside and outside of school.*
- *I feel like I belong/like being in school.*
- *I have not felt very hopeless and down for a week and I have not stopped my regular activities.*

INDICATORS OF RESILIENCE

- *I do not have difficulty controlling how depressed I get/feelings are not easily hurt.*
- *When I do badly, I do not think "I'm a failure."*
- *When stressed, I find someone to talk with to calm down.*

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

- *I am good at solving conflicts without fighting.*
- *People who act unfairly are not totally bad and it's not OK to hurt them.*
- *I feel bad when other people feel hurt.*
- *I can stand behaving well/following rules.*
- *I try to make sure everyone has a fair chance to win, even if it means I lose.*

INDICATORS OF A POSITIVE WORK ORIENTATION

- *I am confident when doing difficult schoolwork.*
- *When I don't understand something, I still think I have what it takes to be successful.*
- *I do not give up too easily when I don't understand something or something is boring.*
- *I think about planning my time so I get all my work and jobs done.*
- *I am not disorganised (I do not forget material I need for class, I am not messy, I write down homework clearly).*

POSITIVE SCHOOL INDICATORS

- *Students feel they have a say in classroom rules and a voice in school affairs.*
- *Students can discuss how they can make school a safer/better place.*
- *Most teachers help us appreciate people from different cultures.*
- *At school, time is spent discussing respect, honesty, caring, responsibility and good citizenship*
- *Most teachers include activities where students from different backgrounds contribute their own ideas/experiences.*
- *Teachers discuss confidence, persistence and organisation in helping us do schoolwork.*

POSITIVE HOME INDICATORS

- *I have a parent who talks with me about my feelings and coping with stress.*
- *I have a parent who spends time talking with me about how to make friends and solve problems.*

POSITIVE COMMUNITY INDICATORS

- *Outside of my school and family, I have an adult I can go to if I have a problem.*
- *When I have worked hard and acted responsibly, there is an adult outside of school and family who praises me.*
- *Outside of school, there is an adult who reminds me to try my hardest to be successful and act responsibly.*
- *My friends work hard and behave well.*
- *My friends try to do their best in their schoolwork.*

Students are likely to display mostly positive indicators of social and emotional well-being. *Emotionally,* students are likely to feel they now belong in school and they are not likely to perceive they have felt very helpless and have stopped their regular activities. However, they still are likely to perceive they get stressed, worried a lot and lose their temper. *Behaviourally,* they are not likely to be mean to others or to get into trouble. *Socially,* they are likely to participate in many activities inside and outside of school. *Educationally,* they are likely to perceive that they are not doing their best in their schoolwork.

In terms of indicators of Resilience, students are not likely to think that when they do badly that they are failures and are not likely to have difficulty controlling how depressed they get. Their feelings are not easily hurt. Students are likely to find someone to talk with to calm down, but still have difficulties controlling how worried they get and calming down quickly. They are not likely to find it easy to describe how they feel.

In terms of a Positive Social Orientation, students are likely to perceive they possess a large range of social skills including being good at solving conflicts without fighting. They also are likely to perceive themselves more socially oriented in that they try to make sure everyone has a fair chance to win even if it means they lose. They also are not likely to endorse the negative, irrational attitude that people who act unfairly are <u>totally</u> bad and not endorse that it is OK to hurt them. They are also now likely to reject the notion that they cannot stand behaving well and following rules.

In terms of a Positive Work Orientation, students are now likely to perceive they possess a full range of the learner capabilities they need to be successful in their schoolwork. They are likely to perceive that they have confidence when doing hard schoolwork, are optimistic ("I have what it takes to be successful."), do not give up easily when faced with something they don't understand or is boring, and plan their time and are organised (do not forget material they need for class, not messy, write down homework clearly).

In terms of positive School Home and Community indicators of SEWB, students at a high level of SEWB are likely to perceive additional indicators of positive connections to people and programs than those perceived by students with low levels of SEWB.

In the area of positive school indicators, students are likely to perceive that their teachers discuss how confidence, persistence and organisation can help students do better in schoolwork, as well as discuss values such as respect, honesty, caring, responsibility and being a good citizen, and include activities where students from different backgrounds contribute their own ideas/experiences. Teachers are also perceived as offering students a greater say in the formulation of class rules, conduct of school activities and ways to make school a better and safer place. At this level, teachers are still not likely to be perceived by students as spending time talking with them about things other than school, nor discussing how to make friends, solve problems, feelings, and how to cope with stress.

In the area of positive home indicators, parents are likely to be perceived as discussing with their children how to make friends, solve problems, their feelings and how to cope with stress.

In terms of positive community indicators, at this level, students are likely to perceive that their friends behave well and want to do their best in their schoolwork. They also are likely to perceive that outside of home and school, there are adults who care about them, who praise them when they have tried their hardest in their schoolwork and acted responsibly, and who they can go to if they have a problem.

LEVEL 5: VERY HIGH LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a very high level of SEWB.

INDICATORS OF SEWB

- *I am doing my best in my schoolwork.*
- *I do not worry too much.*
- *I volunteer to do things that make school/community safer.*
- *I do not lose my temper a lot.*
- *I do not feel very stressed/nervous.*

INDICATORS OF RESILIENCE

- *I can describe how I feel.*
- *I do not have difficulty calming down quickly when upset.*
- *When I get angry, I think before I act.*
- *When uptight, I use physical exercise.*
- *I do not have difficulty controlling myself when angry.*
- *I do not have a hard time controlling how worried I get.*

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

No additional indicators are available at this level.

INDICATORS OF A POSITIVE WORK ORIENTATION

- *I do not believe that I shouldn't have to do schoolwork that is boring.*

POSITIVE SCHOOL INDICATORS

- *I am learning about feelings and how to cope with stress.*
- *We spend time learning about making friends/solving problems.*
- *At least one teacher talks with me about things other than school.*

POSITIVE HOME INDICATORS

No additional indicators are available at this level.

COMMUNITY INDICATORS

- *Where I live, adults make opportunities available to young people to do things to make their community a better place.*

Students are likely to display all positive indicators of social and emotional well-being indicated in the survey instrument. *Emotionally,* they are not likely to feel very stressed, worry too much and to lose their temper a lot. *Socially,* they are likely to volunteer to do things to make their school and community safer. *Educationally*, they are likely to perceive that they are doing their best in their schoolwork.

In terms of indicators of Resilience, students are likely to be able to clamp down quickly and control how worried and angry they get. They are likely to employ coping skills when stressed such as finding someone to talk to or exercising. When angry, they are likely to think before they act. Students are also likely to perceive that they can describe their feelings.

At this very high level of SEWB, students are likely to perceive they possess the full range of capabilities included under the categories of Positive Social Orientation and Positive Work Orientation.

In terms of positive School Home and Community indicators of SEWB, students are likely to endorse all positive home, school and community indicators. At school, they are now likely to perceive that they have at least one teacher who talks with them about things other than schoolwork and that their teachers take the time to discuss friendship making, solving conflicts, feelings, and how to cope with stress. In the community, students are likely to perceive that adults make opportunities available to young people to do things to make their community a better place.

LEVEL 6: HIGHEST LEVEL OF STUDENT SEWB observed in the data

It can be seen from Figure 2.1 that students who have been assessed as having the highest observed level of SEWB endorse all the positive indicators in the SEWB survey.
Students are likely to perceive positive actions of adults and programs in their home, school and community that indicate very skilful forms of parenting and teaching, and extend and enrich a student's social, emotional and academic life.

As students at a very high level of SEWB are likely to demonstrate the positive indicators of social and emotional well-being that characterise lower levels, and as no items have been developed to assess very high levels of student SEWB, no summary table of items from the SEWB surveys that describe this level of SEWB is presented.

2.4 Descriptions of Levels of Student SEWB (Teacher Survey)

The ACER Survey of Student Social and Emotional Well-Being (Teacher Form) does not include items that ask teachers to assess school, home and community indicators of student SEWB. Rather, the survey only consists of items that fall into the following categories:

Indicators of Social and Emotional Well-Being
This category includes a teacher's judgment of a student's positive emotions and behaviours (e.g. happy, get along with others, participates) and the absence of negative emotions and behaviours (e.g. not take drugs, not feeling hopeless, not feeling stressed).

Indicators of Resilience
This category includes a teacher's judgment of a student's emotional capabilities/coping skills (e.g. when upset, finding someone to talk with) and the absence of negative, irrational attitudes and presence of positive, rational attitudes (e.g. not putting themselves down when they do not understand something).

Indicators of a Positive Social Orientation
This category includes a teacher's judgment of a student's social capabilities, such as friendship making, solving problems, understanding how people feel, willingness to follow rules, and important social values (e.g. respect, caring, honesty, responsibility and good citizenship).

Indicators of a Positive Work Orientation
This category includes a teacher's judgement of a student's learning capabilities, such as those required for work confidence (e.g. raises hand to answer a difficult question), persistence, organisation (e.g. plans time) and work cooperation.

Differences between the responses of teachers and students to the SEWB survey will be examined in Part IV of this report.

Graphical display of the student SEWB Levels (Teacher Survey)
Six levels have been identified for each of the aspects of SEWB and labelled as shown in Figure 2.9. Level 1 is the lowest level observed in the data and Level 6 the highest. The horizontal shaded bars show the boundaries between slightly overlapping adjacent SEWB levels based on teacher surveys. These boundaries have been located after a long examination of the survey items according to their location on the scale.

The SEWB Rasch measurement scale is represented by the vertical line with the arrow at the top indicating the direction of increasing SEWB. Equal intervals anywhere on this scale represent equal changes of SEWB. For example, the change in SEWB between the first two divisions at the bottom of the scale represent the same amount of change that is represented between the first two divisions at the top of the scale.

The distribution of the SEWB of all students in the sample is shown on the left of the scale through the location of percentile ranks. For example, 10% of the SEWB measured in the sample is located below Percentile 10 and the point below which 50% of SEWB has been measured is located at Percentile 50.

Figures 2.10 to 2.13 show a summary description of the six levels for each of the seven aspects of the SEWB construct based on teacher surveys.

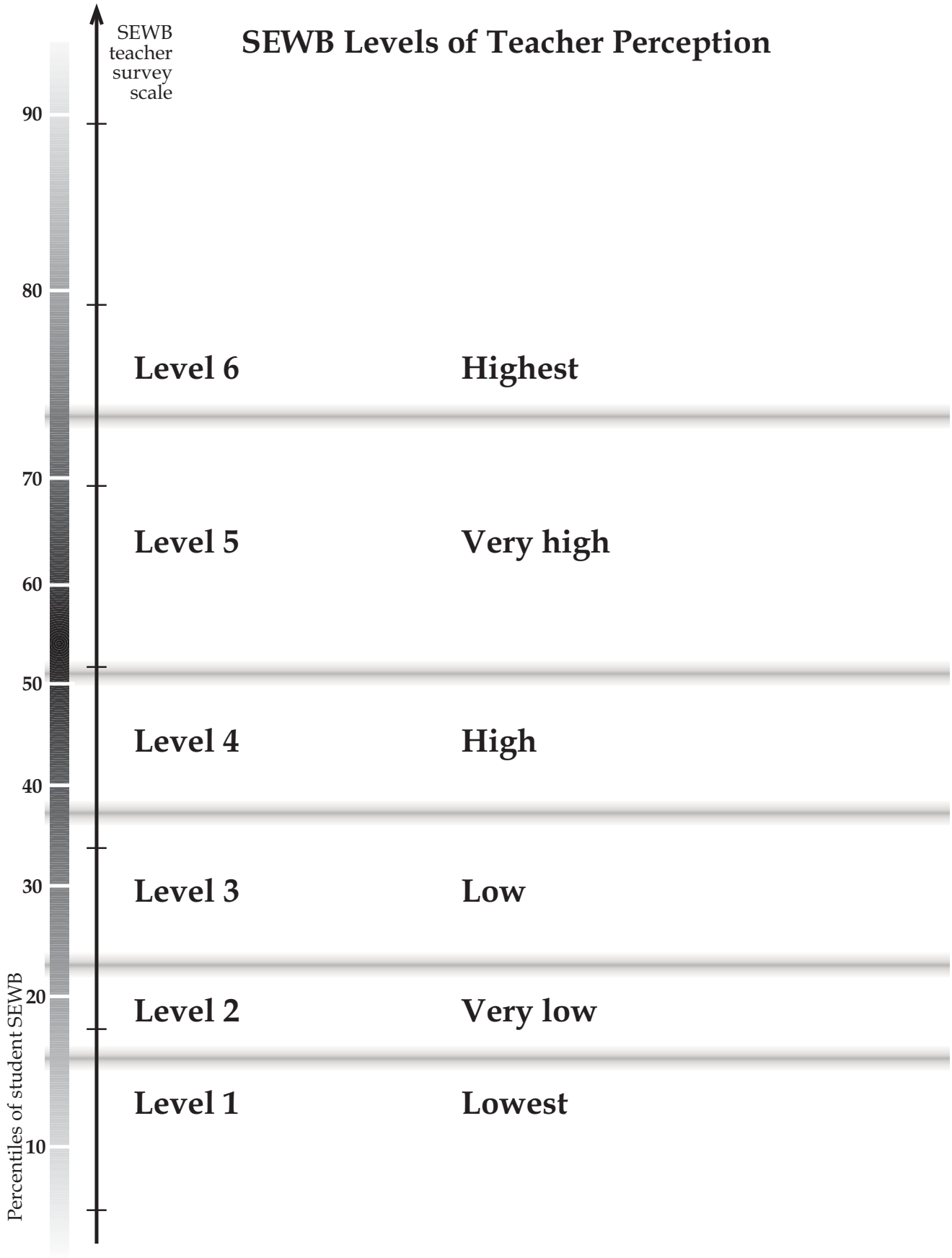


Figure 2.9 SEWB levels on the Rasch measurement scale for teacher surveys and distribution of student SEWB along the scale

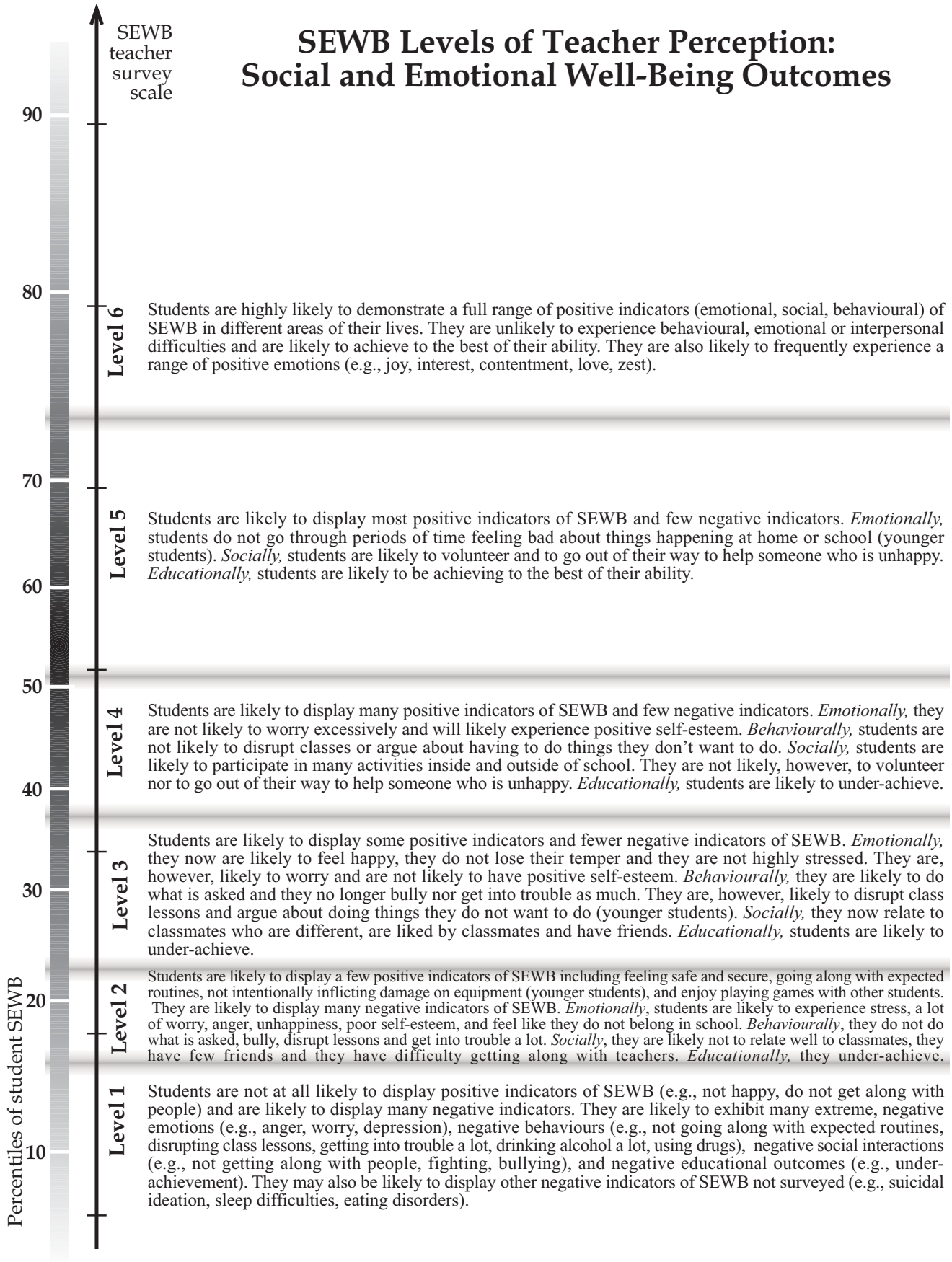


Figure 2.10 Description of SEWB levels (teacher surveys): SEWB Outcomes

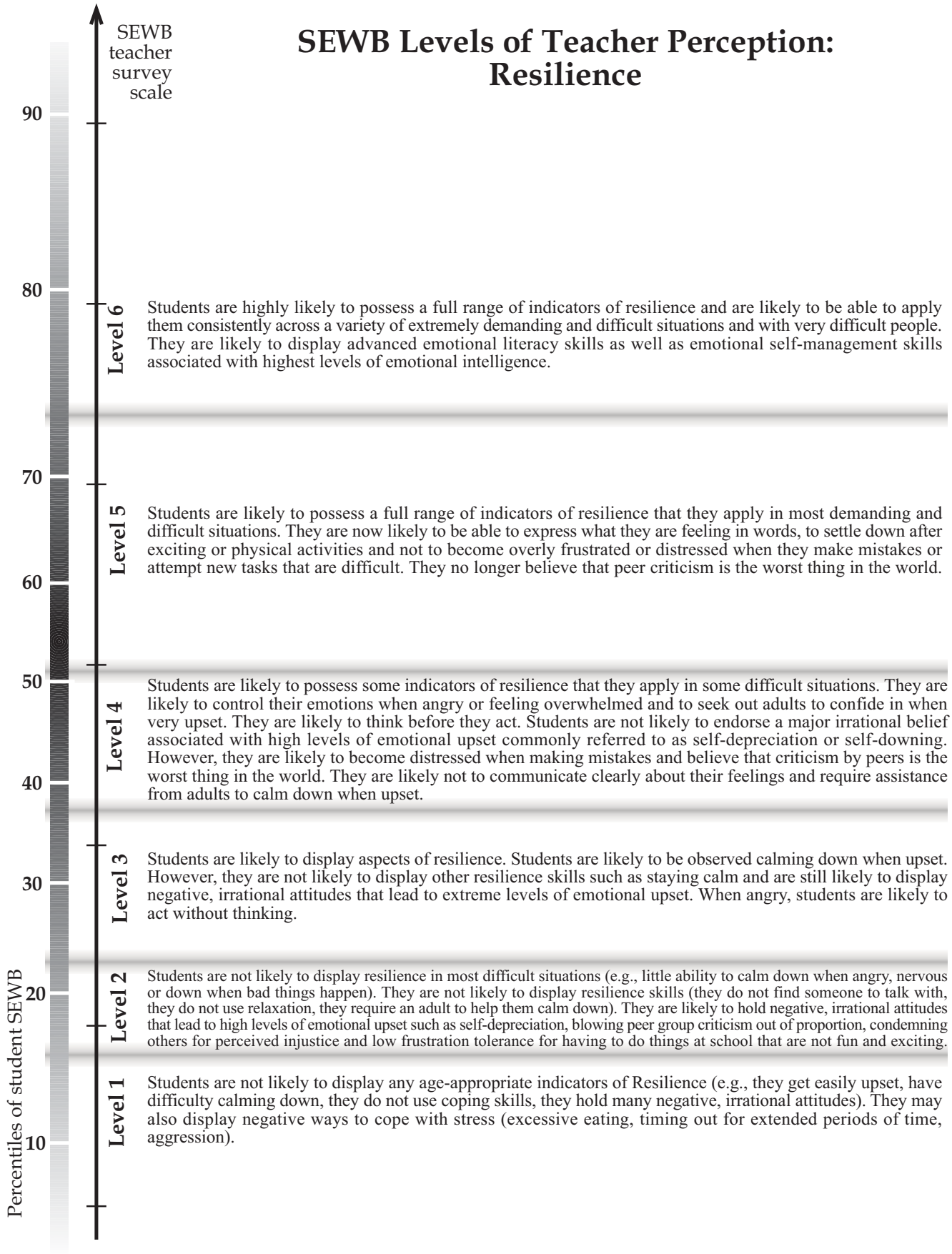


Figure 2.11 Description of SEWB levels (teacher surveys): Resilience

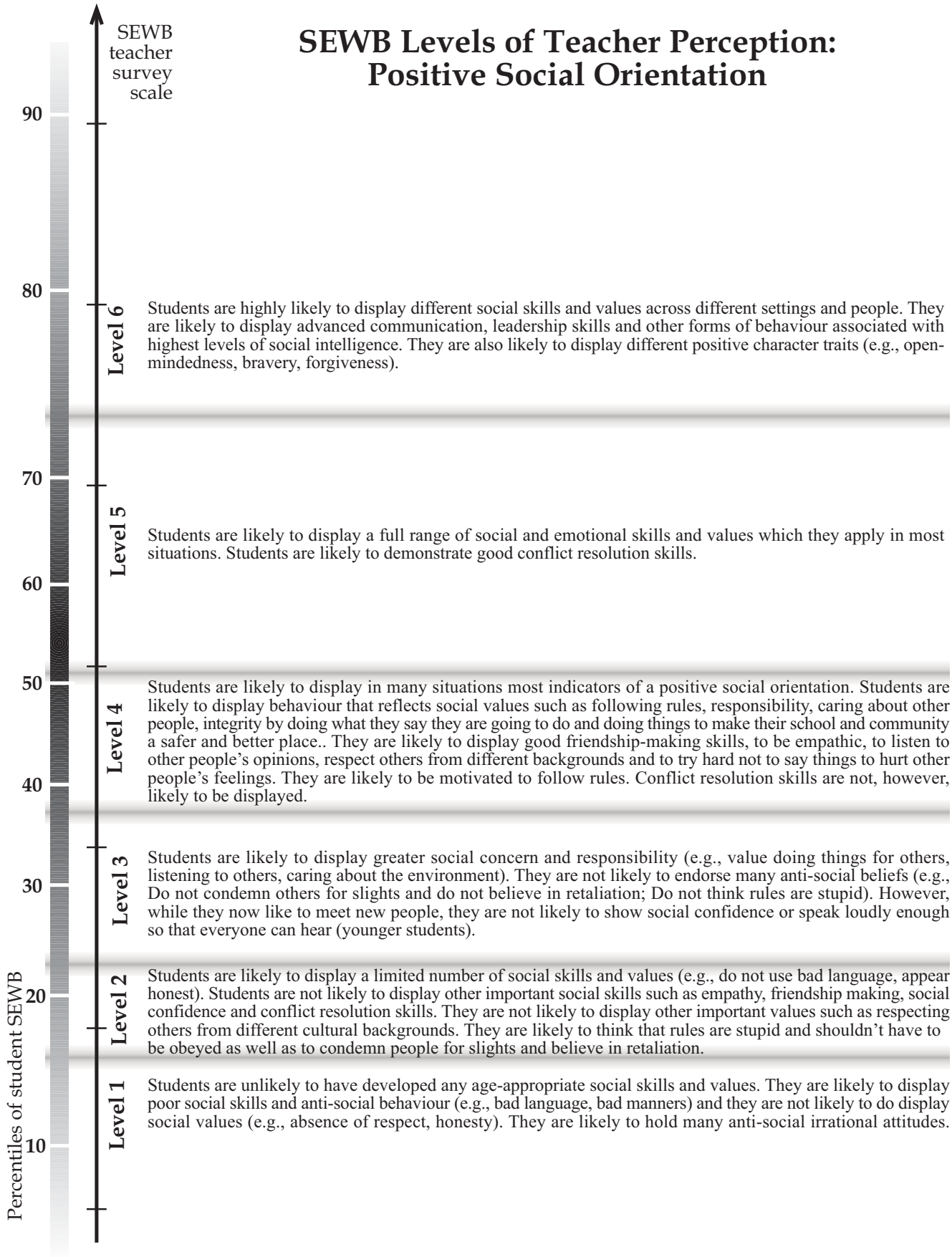


Figure 2.12 Description of SEWB levels (teacher surveys): Positive Social Orientation

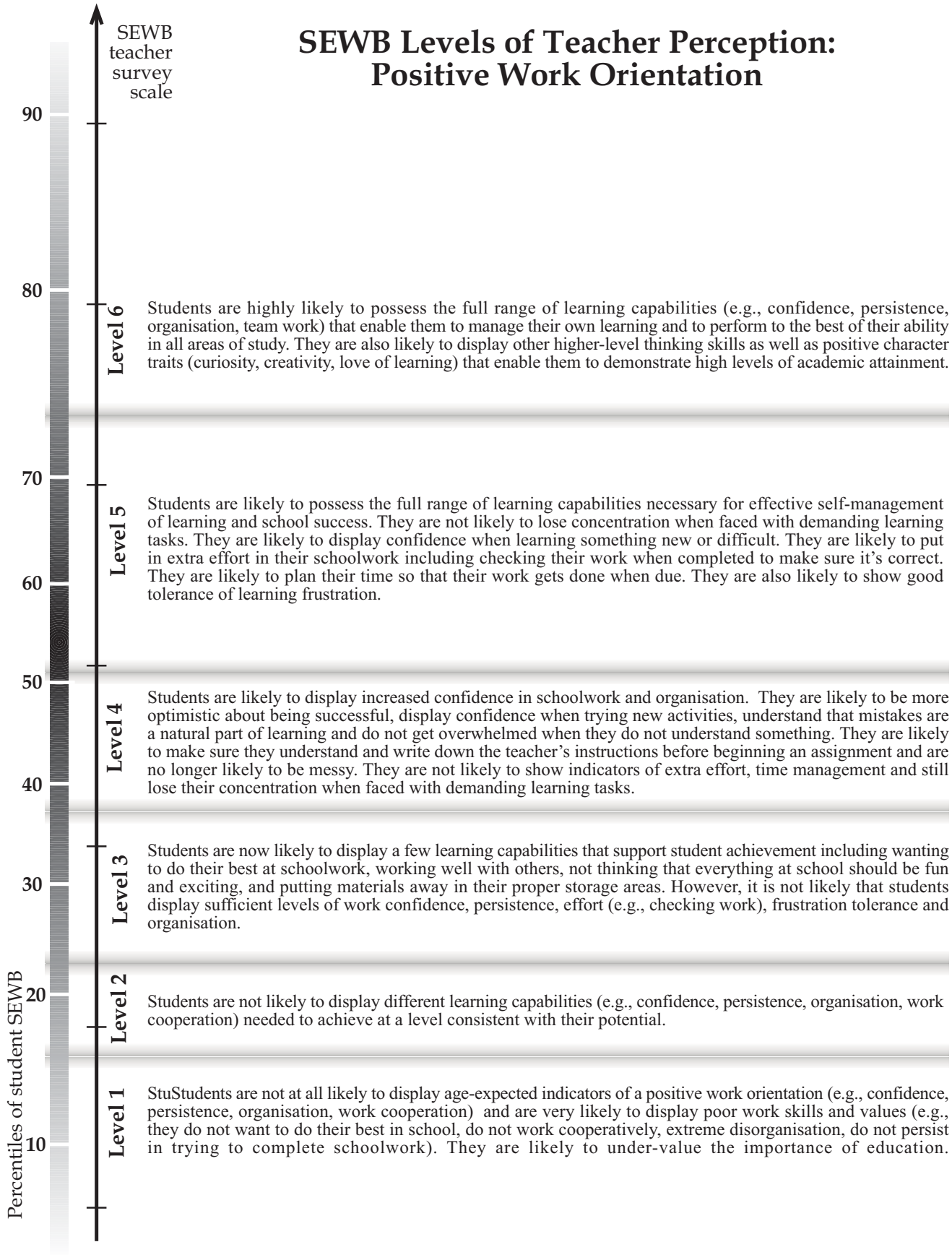


Figure 2.13 Description of SEWB levels (teacher surveys): Positive Work Orientation

The following section provides a more detailed description of the social and emotional characteristics of students at each of the six levels of SEWB (Teacher Survey).

LEVEL 1: LOWEST LEVEL OF STUDENT SEWB observed in the data

Students are likely to display almost no positive indicators of SEWB (e.g. not happy, not getting along with people). They are likely to exhibit many extreme, negative emotions (e.g. anger, worry, depression), negative behaviours (e.g. not going along with expected routines, disrupting class lessons, getting into trouble a lot), negative social interactions (e.g. not getting along with people, fighting, bullying), and negative educational outcomes (e.g. under-achievement). They are likely to display very weak social, emotional and learning capabilities (poor resilience skills, poor social skills, poor work skills).

LEVEL 2: VERY LOW LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a very low level of SEWB.

INDICATORS OF SOCIAL AND EMOTIONAL WELL-BEING

- *Feels safe and secure.*
- *Goes along with expected routines.*
- *Does not intentionally inflict damage.*
- *Enjoys playing games with other children.*

INDICATORS OF RESILIENCE

No additional indicators are available at this level.

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

- *Is honest (does not lie, cheat, steal).*
- *Does not use bad language and bad manners.*

INDICATORS OF A POSITIVE WORK ORIENTATION

No additional indicators are available at this level.

Students are likely to display a minimum number of positive indicators of social and emotional well-being. *Emotionally*, they are likely to experience a range of extreme emotions such as stress, worry, anger, unhappiness for prolonged periods of time where they stop regular activities, poor self-esteem, and feeling like they do not belong in school. *Behaviourally*, they engage in many anti-social behaviours such as not doing what is asked, arguing, fighting, bullying, bossing others, disrupting lessons and getting into trouble a lot. *Socially*, they are likely not to relate well to classmates who are different, they are not popular with classmates, they have few friends, they have difficulty getting along with teachers, they talk disrespectfully, they do not go out of their way to help someone who seems unhappy and they do not volunteer to make their school and community a safer and better place. *Educationally,* they under-achieve in much of their schoolwork.

At this level of SEWB, students are likely to feel safe and secure, go along with expected routines, do not intentionally inflict damage, and enjoy playing games with other students.

In terms of indicators of Resilience, students are likely to display little ability to calm down when angry, nervous or down, when bad things happen such as being teased, rejected by peers or receiving a bad grade. They are not likely to display resilience skills (they do not find someone to talk with, they do not use relaxation, they require an adult to help them calm down), they find it difficult to describe how they feel and appear to hold a variety of negative, irrational attitudes that lead to high levels of emotional upset such as self-depreciation, blowing peer group criticism out of proportion, condemning others for perceived injustice, and low frustration tolerance for having to do things at school that are not fun and exciting. They have a hard time settling down after participating in an exciting or physical activity and when angry they act without thinking.

In terms of indicators of a Positive Social Orientation, students are not likely to display social skills (low levels of empathy, under-developed friendship-making skills, poor conflict resolution skills), are likely to have low levels of social confidence, not to respect others from different cultural backgrounds, say things to hurt other people's feelings and to think that rules are stupid and shouldn't have to be obeyed. They are likely to demonstrate only a few social and emotional capabilities (e.g. do not use bad language, respect others and appear honest).

In terms of indicators of a Positive Work Orientation, students are not likely to display sufficient levels of different learning capabilities (e.g. confidence, persistence, organisation, work cooperation) needed for success in schoolwork.

LEVEL 3: LOW LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a low level of SEWB.

INDICATORS OF SOCIAL AND EMOTIONAL WELL-BEING

- *Does not talk disrespectfully when having a disagreement with an adult.*
- *Does not have very few friends.*
- *Does not have trouble getting along with teachers.*
- *Does not instigate fights with other students.*
- *Is popular with/liked by classmates.*
- *Does not get into trouble a lot.*
- *Does not physically bully or verbally taunt (does not say mean things).*
- *Is calm, not stressed.*
- *Relates to classmates who are different.*
- *Feels like he/she belongs in school.*
- *Does what is asked.*
- *Is happy.*
- *Does not lose temper/get angry.*
- *Has not gone through a week or more of feeling unhappy so that he/she has stopped doing regular activities.*

INDICATORS OF RESILIENCE

- *Calms down when very upset.*
- *Does not think that everything he/she does at school should be fun/exciting and if it isn't, he/she shouldn't have to do it.*
- *When upset, calms down within 10 minutes.*

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

- *Does not condemn others for perceived slights and does not believe that retaliation is deserved.*
- *Likes helping someone who has a problem.*
- *Likes to make school/community a better place.*
- *Tries hard not to say or do things that hurt other people's feelings.*
- *Listens to and accepts other people's opinions.*
- *Values doing things to help others.*
- *Cares about the environment.*
- *Likes to meet new people.*
- *Cares about other people's feelings.*
- *Does not think rules are stupid and that he/she shouldn't have to obey them.*
- *Can be trusted to follow rules and act responsibly.*
- *Is able to be trusted to do what he/she says he/she is going to do.*

INDICATORS OF A POSITIVE WORK ORIENTATION

- *Wants to do his/her best in schoolwork.*
- *Is good at working cooperatively with others on projects.*
- *Has skills needed to work on group projects/assignments.*
- *Does not think that everything he/she does at school should be fun/exciting and if it isn't, he/she shouldn't have to do it.*
- *Puts away materials in appropriate storage areas.*

Emotionally, students do not go through a week or more feeling so unhappy they stop their regular activities, they do feel happy, they do not lose their temper, they are not highly stressed. They are, however, likely to worry, experience periods of time feeling bad and to not have positive self-esteem. *Behaviourally,* they are likely to do what is asked, they no longer bully, instigate fights, talk disrespectfully, or get into trouble as much. They are, however, likely to disrupt class lessons, argue about doing things and boss others around. *Socially,* they relate to classmates who are different, are liked by classmates and have friends. They are, however, likely not to help others who seem unhappy or volunteer to make their school and community a safer and better place. *Educationally,* they under-achieve and do not perform as well as they can.

One indicator of Resilience that is likely to be observed is calming down when upset. However, students are not likely to display other resilience skills and are still likely to display negative, irrational attitudes that lead to extreme levels of emotional upset.

In terms of indicators of a Positive Social Orientation, students are likely to be perceived by teachers as displaying greater social concern and responsibility (e.g. value doing things for others, listen to others, care about the environment). They are now not likely to endorse anti-social beliefs (e.g. do not condemn others for slights and do not believe in retaliation; do not think rules are stupid). However, they are not likely to show social confidence, speak loudly enough so that everyone can hear (younger students), nor display good conflict resolution skills.

In terms of indicators of a Positive Work Orientation, students are now likely to be perceived by teachers as displaying a few learning capabilities that support student achievement including, wanting to do their best at schoolwork, working well with others, not thinking that everything at school should be fun and exciting, and putting materials away in their proper storage areas. However, it is not likely that students are perceived as displaying sufficient levels of work confidence, persistence, effort (e.g. checking work), frustration tolerance and organisation.

LEVEL 4: HIGH LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a high level of SEWB.

INDICATORS OF SOCIAL AND EMOTIONAL WELL-BEING

- *Does not boss others around.*
- *Participates in many activities inside and outside of school.*
- *Has positive self-esteem.*
- *Does not worry too much about work or what others think.*
- *Does not argue about having to do things.*
- *Does not disrupt class lessons/activities.*

INDICATORS OF RESILIENCE

- *Does not put him/herself down when he/she does not do well on a piece of work.*
- *Does not get easily overwhelmed when he/she does not understand something.*
- *When angry, thinks before he/she acts.*
- *Controls how down he/she gets when someone teases, is not included, or when receiving a bad grade.*
- *Controls how nervous he/she gets in pressure situations.*
- *Does not put him/herself down when teased or rejected by peers.*
- *Seeks an adult to confide in when very upset.*
- *Controls himself/herself when very angry.*

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

- *Demonstrates good friendship-making skills.*
- *Can be trusted to follow rules and act responsibly.*
- *Has good empathy skills.*
- *Is able to be trusted to do what he/she says he/she is going to do.*
- *Does not condemn others for perceived slights and does not believe that retaliation is deserved.*
- *Likes helping someone who has a problem.*
- *Likes to make school/community a better place.*
- *Tries hard not to say or do things that hurt other people's feelings.*
- *Listens to and accepts other people's opinions.*
- *Values doing things to help others.*
- *Cares about the environment.*
- *Likes to meet new people.*
- *Cares about other people's feeling.*
- *Does not think rules are stupid and that he/she shouldn't have to obey them.*
- *Respects others, including classmates from different cultural backgrounds.*

INDICATORS OF A POSITIVE WORK ORIENTATION

- *Is organised (does not forget things, is not messy, writes down homework assignments clearly).*
- *Makes sure he/she understands the teacher's instructions before beginning an assignment.*
- *Believes he/she has what it takes to be successful, even in difficult subjects/classes.*
- *Does not get easily overwhelmed when he/she does not understand something.*
- *Displays confidence when trying new activities.*
- *Understands that mistakes are a natural part of learning.*
- *Does not put him/herself down when he/she does not do well on a piece of work.*

Students are likely to display mostly positive indicators of social and emotional well-being and few negative indicators. *Emotionally,* they are not likely to worry excessively about their schoolwork or what others think of them and will likely experience positive self-esteem. *Behaviourally,* students are not likely to disrupt classes, argue about having to do things they don't want to do, and boss others around. They participate in many activities inside and outside of school. They are not likely, however, to volunteer or go out of their way to help someone who is unhappy. *Educationally,* students are not likely to be doing the best they can and are likely to under-achieve in some of their classes.

In terms of indicators of Resilience, students reject negative, irrational attitudes leading to emotional upset and are not likely to put themselves down. They are likely to control their emotions when angry or feeling overwhelmed and seek out adults to confide in when very upset. They are likely to think before they act. However, they are still likely to become distressed when making mistakes and believe that criticism by peers is the worst thing in the world. They are likely not to communicate clearly about their feelings and still require assistance from adults to calm down when upset.

Indicators of a Positive Social Orientation are many. Students are likely to display values such as following rules, responsibility, caring about other people, integrity by doing what they say they are going to do and doing things to make their school and community a safer and better place. They are likely to display good friendship-making skills, to be empathic, to listen to other people's opinions, respect others from different backgrounds and to try hard not to say things that hurt other people's feelings. They are likely to be motivated to follow rules and not think that rules are stupid and that they shouldn't have to obey them.

Students at this level are confident in their schoolwork. They are likely to be more optimistic about being successful, display confidence when trying new activities, understand that making mistakes are a natural part of learning, do not get overwhelmed when they do not understand something and they do not put themselves down when they do not understand something. They are likely to display more organisation, making sure they understand and write down the teacher's instructions before beginning an assignment and are no longer messy. They are not likely, however, to show indicators of extra effort, time management and full confidence.

LEVEL 5: VERY HIGH LEVEL OF STUDENT SEWB

These are the positive indicators that students are likely to demonstrate at a very high level of SEWB.

INDICATORS OF SOCIAL AND EMOTIONAL WELL-BEING

- *Does not go through periods of time feeling bad about things happening at home or school (young children).*
- *Volunteers to make school/community safer/better.*
- *Does not under-achieve in much of his/her schoolwork. (Does not have a slower rate of learning than expected from capabilities.)*
- *Goes out of way to help someone who seems unhappy.*
- *Is achieving at school as well as he/she can.*

INDICATORS OF RESILIENCE

- *Does not become easily distressed when he/she makes mistakes or when others are negative.*
- *Does not require an adult present to help him/her calm down.*
- *Expresses feelings easily/uses words to describe feelings.*
- *Does not have a hard time settling down after participating in an exciting or physical activity.*
- *Does not become easily frustrated and does not give up when attempting a new task that he/she finds difficult.*
- *Does not believe that being criticised by peers is the worst thing in the world.*

INDICATORS OF A POSITIVE SOCIAL ORIENTATION

- *Has good conflict resolution skills.*

INDICATORS OF A POSITIVE WORK ORIENTATION

- *Does not lose concentration when faced with demanding learning tasks.*
- *Raises hand to answer a difficult question.*
- *Shows real confidence about doing difficult schoolwork.*
- *Puts in extra effort in subjects/classes he/she finds difficult.*
- *Checks work when completed to make sure it's correct.*
- *When learning something new or difficult, shows independence by not immediately asking for teacher's help.*
- *Plans his/her time so that gets work done when due.*
- *Does not have a hard time settling down after participating in an exciting or physical activity.*
- *Does not become easily frustrated and does not give up when attempting a new task that he/she finds difficult.*

Students are likely to display almost all positive indicators of social and emotional well-being. *Emotionally,* they are not likely to go through periods of time feeling bad when bad things happen at home or school. *Socially,* they are likely to go out of their way to help someone who seems unhappy and to volunteer to make their school and community better and safer. *Educationally,* students are likely to be achieving to the best of their ability.

In terms of indicators of Resilience, students at this level are likely to be able to express what they are feeling in words, to settle down independently of adult action after exciting or physical activities and not become overly frustrated or distressed when they make mistakes or attempt new tasks that are difficult. They also are no longer likely to believe that peer criticism is the worst thing in the world.

In terms of indicators of a Positive Social Orientation, students are likely to demonstrate good conflict resolution skills.

In terms of a Positive Work Orientation, students are likely to possess different learning capabilities necessary for effective self-management of learning and school success. They are likely not to lose concentration when faced with demanding learning tasks. They are likely to display confidence by raising their hand to answer difficult questions and when doing difficult schoolwork, as well as not asking immediately for teacher help when learning something new or difficult. They are likely to put in extra effort in their schoolwork, including checking their work when completed to make sure it's correct. They are likely to plan their time so that their work gets done when due. They are also likely to show good tolerance of learning frustration by not becoming easily frustrated and giving up when attempting difficult tasks. They are also likely to calm down quickly and ready themselves for schoolwork after engaging in exciting or physical activities.

LEVEL 6: HIGHEST LEVEL OF STUDENT SEWB observed in the data

Students at the highest SEWB level are perceived as exhibiting all positive indicators as measured by the SEWB surveys. They are likely to demonstrate the positive indicators of SEWB that characterise all lower levels.

PART 3

ANSWERS TO KEY QUESTIONS CONCERNING STUDENT SEWB

The following points caution the reader against making generalisations from data obtained from students who participated in this research to all students in Australian schools.

1. Students in this research come from schools that have a higher socio-economic status category rating than schools in the general population (see description in Part 3 of this Report). That is, fewer students from schools in the lowest 25% of socio-economic levels participated in this research than students attending schools in the remaining, higher of 75% socio-economic levels.

2. The method used to determine the socio-economic status of students was based on the overall rating of a school's socio-economic standing using the Australian Bureau of Statistics SEIFA Index of Education and Occupation. The postcode of the school determined its SEIFA rating and consequently the SEIFA index for each of its students. As such, the socio-economic rating of students in a school should be viewed as a very rough index.

3. It is quite possible that schools who elected to have their students' social and emotional well-being surveyed are not representative of all schools, in particular in terms of socio-economic categories, and may, in fact, be schools that view the social and emotional well-being of their students a higher priority than schools that have not been involved in using the ACER Social and Emotional Well-Being Surveys.

3.1 What Have we Learned about the SEWB of Children and Adolescents?

1. The SEWB of young people can be represented by an ecological model where the environmental context of students (school, home and community) as well as individual student characteristics (resilience, learner capabilities, social and emotional capabilities) are associated with levels and types of students' positive and negative emotions, behaviours, social relationships and achievement outcomes.

Results of the Rasch analysis revealed that student social and emotional well-being is mostly a unitary construct with different aspects of students' school, home and community as well as students' individual characteristics/indicators represented along a single dimension. The results indicate the survey items that measure different aspects of the ecology of young people (their community, school and home; their social and emotional capabilities; their social, emotional, behavioural and educational outcomes) all contribute to a broad concept that can be referred to as student social and emotional well-being.

2. Students with very low levels of social and emotional well-being are likely to perceive fewer positive school, home and community indicators, are likely to display fewer social and emotional capabilities, and are likely to experience more negative emotions and behaviours and fewer positive emotions and behaviours. They:

- experience many negative indicators of SEWB (e.g. anger, depression, worry, stress, low self-esteem, getting into trouble, bully, under-achieve) and few positive indicators (e.g. feel like they belong in school, feel happy, get along with classmates, teachers and members of their family);
- are likely to perceive a relative absence of positive connections to people and programs in their school, home and community;
- are not likely to possess age-expected degrees of resilience (coping skills, positive rational attitudes), social skills/values and learner capabilities associated with work confidence, persistence, organisation, and work cooperation skills.

Students with high levels of SEWB are likely to perceive many positive school, home and community indicators, display many social and emotional capabilities, fewer negative emotions and behaviours, and a greater number of positive emotions and behaviours.

3. Different social and emotional characteristics represent different amounts of student SEWB. It is possible to identify specific social and emotional characteristics/indicators that represent higher amounts or levels of student social and emotional well-being.

Social and emotional characteristics perceived by teachers that contribute most to high levels of student SEWB include:

The student...

- Does not lose concentration when faced with demanding tasks (younger children).
- Raises hand to answer a difficult question.
- Shows real confidence when doing difficult schoolwork.
- Puts in extra effort in subjects/classes he/she finds difficult.
- When learning something new or difficult, shows independence by not immediately asking for teacher help (younger children).
- Checks work when completed to make sure it's correct.
- Does not require an adult present to help him/her calm down (younger children).

- Does not become easily distressed when he/she makes mistakes or when others are negative.
- Does not become easily frustrated and does not give up when attempting a new task he/she finds difficult.
- Does not have a hard time settling down after participating in an exciting or physical activity (younger children).
- Does not require an adult present to help him/her to calm down (younger children).
- Expresses feelings easily using words.
- Does not go through periods of time feeling bad about things happening at home or school (younger children).
- Volunteers to make school and home safer and better.
- Is achieving to potential (is not under-achieving).
- Goes out of his way to help someone who seems unhappy.

Social and emotional characteristics perceived by students about themselves that contribute to high levels of student social and emotional well-being include:

- Doing my best in my schoolwork.
- Describing how I feel.
- Not having difficulty calming down quickly when upset.
- Not worrying too much.
- Volunteering to do things that make school and community better.
- When angry, thinking before acting.
- When uptight, using physical exercise.
- Not having difficulty controlling oneself when angry.
- Not having difficulty controlling how worried they get.
- Not believing that they shouldn't have to do schoolwork that is boring.
- At school, learning about feelings and how to cope with stress.
- At school, spending time learning about making friends and solving problems.
- At school, at least one teacher talks with them about things other than school.
- Where they live, adults make opportunities for young people to do things to make their community a better place.

4. Students exhibit different levels of social and emotional well-being ranging from very low levels to very high levels.

The data indicate that student social and emotional characteristics fall within bands of increasing adaptability and functionality. The higher the level required to describe a student's SEWB, the greater the number of positive social and emotional characteristics and environmental indicators (school, home, community) that the student will endorse. The statements describing a student's well-being are on a continuum and students at any given level can be described by those positive social and emotional characteristics that define their level and all lower levels of SEWB.

5. At each level of schooling, we find students who have different levels of SEWB.

This finding has significant implications for ways in which teachers scaffold instruction (see Part VI: Recommendations).

6. The percentage of students with higher levels of SEWB does not increase with age/years of schooling.

Data indicate (see Figure 3.1) that there is a non-uniform decrease in SEWB across years of schooling. This finding has also been reported by Frydenberg and Lewis (2000) who found that girls report significantly higher levels of an inability to cope by the time they are 16 years old.

This finding alerts schools, homes and the community to provide ongoing support for young people, especially in the secondary years of schooling when the focus tends to be on academic achievement and where the influence of adults wane and the peer group grows.

Figure 3.1 shows the Rasch measurement scale based on student surveys with the distribution of the SEWB of all students measured on this scale and the boundaries between the six SEWB levels.

The vertical bars on the right of the scale are the distributions of SEWB for each year-of-schooling group of students, from 2 to 12. The points of Percentile 50 of each distribution have been joined together with the thick line to show the point below which 50% of the SEWB of each group has been measured. It can be seen that from 2 to 7 years of schooling this point is not changing significantly and beyond 7 is decreasing until 11. The increase between 11 and 12 is attributed to characteristics of the sample. The other percentile points have also been joined to show how the distribution of SEWB changes with years of schooling.

The number of students in each years-of-schooling group has been indicated at the bottom of each distribution bar.

Figure 3.2 shows the distribution of student SEWB by Years of schooling from 1 to 12 according to teacher perception of student SEWB, similarly to Figure 3.1.

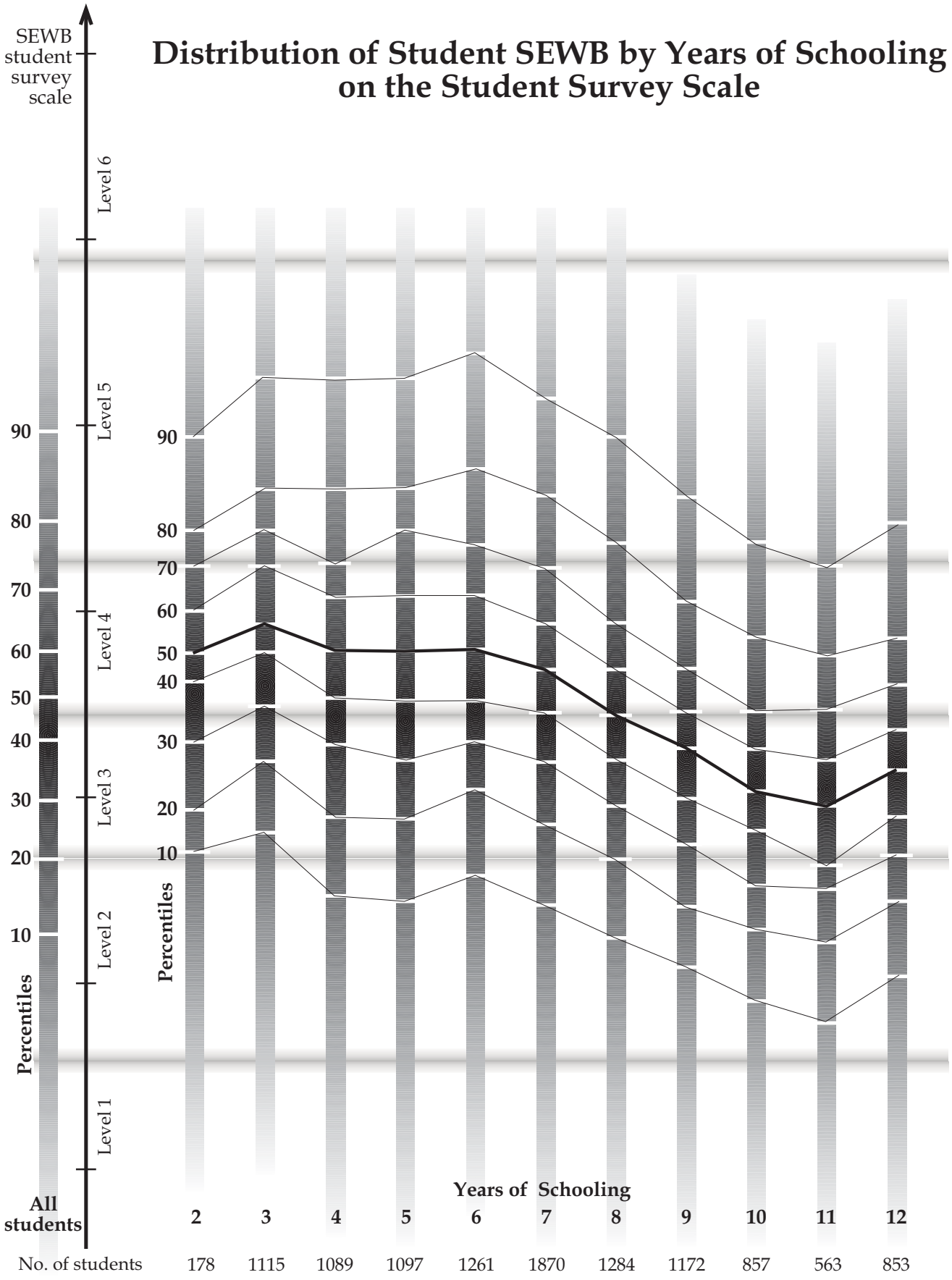


Figure 3.1 Distribution of student SEWB along the Rasch Measurement scale for student surveys by Years of schooling

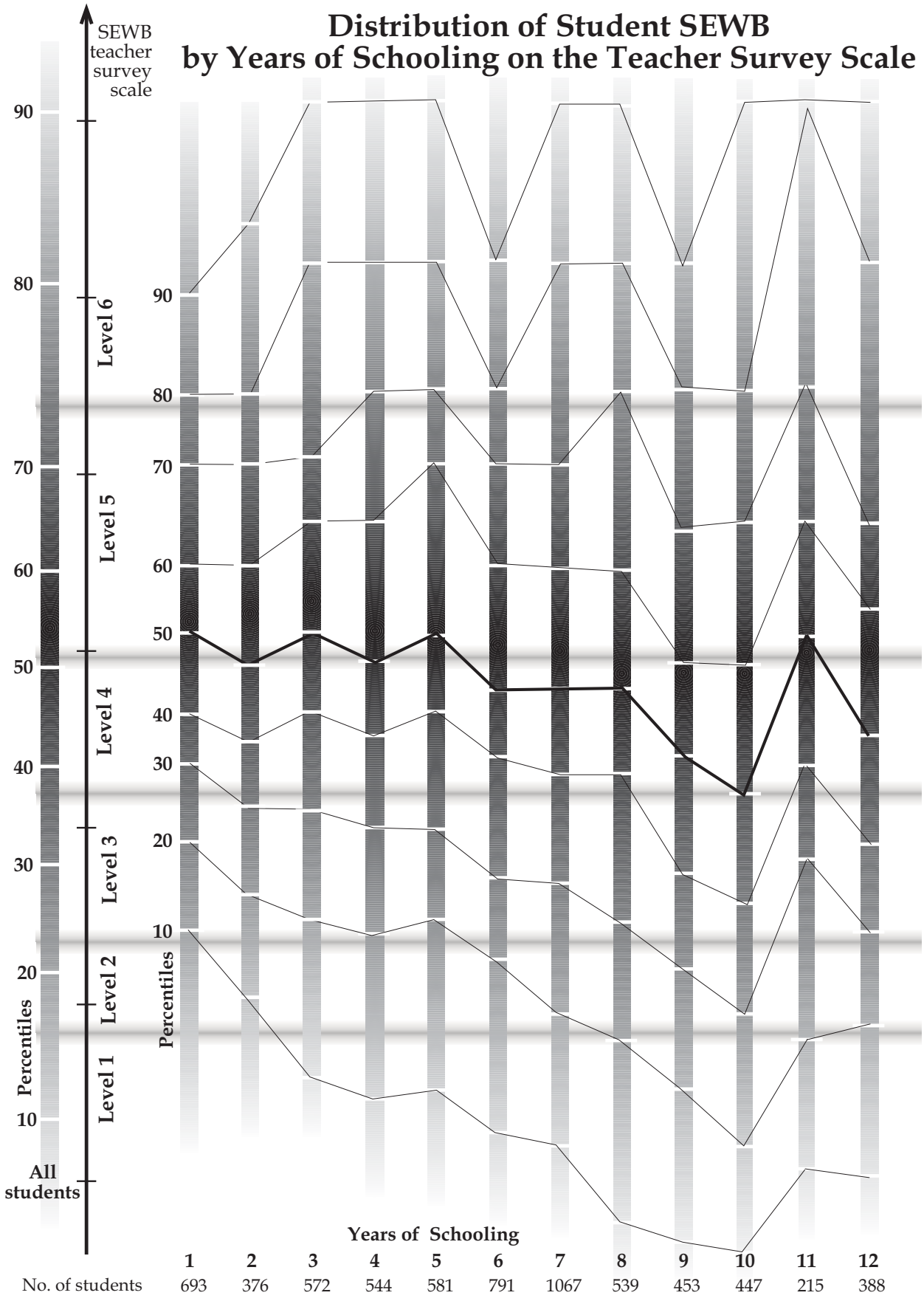


Figure 3.2 Distribution of student SEWB along the Rasch measurement scale for teacher surveys by Years of schooling

3.2 Differences in the Social and Emotional Characteristics of Boys and Girls

General findings

Overall, there is a small but significant difference between the SEWB of boys and girls, with girls displaying higher levels than boys (see Figure 3.3). As can be observed in Table 3.1, this finding holds both according to student self-perceptions and teacher perceptions in most years-of-schooling groups.

Table 3.1 Statistical significance of differences between boys' and girls' SEWB by years of schooling

Years of schooling	Student survey	Teacher survey
0	n/a	yes
1	n/a	yes
2	no	yes
3	yes	yes
4	yes	yes
5	yes	yes
6	yes	yes
7	yes	yes
8	yes	yes
9	yes	yes
10	no	yes
11	yes	yes
12	no	yes
13	no	yes

"yes" and "no" indicate whether a difference in SEWB in favour of girls is statistically significant beyond the 0.05 probability level.

Given the higher rates in boys for many childhood problems such as ADHD, learning problems and oppositional defiance/conduct disorders (e.g. Crick, 1996), the finding of slightly higher SEWB scores is consistent with previous research. The finding that adolescent girls are twice as likely to report persistent depression as boys (e.g. Nolen-Hoeksema, 2002) partially explains why the gender difference in SEWB is relatively minor. That is, while significant gender differences exist for specific problems of childhood, the overall SEWB of boys and girls in the present sample was relatively similar.

It is uncertain how the larger percentage of boys than girls in the sample may have affected the observed gender differences in SEWB.

Figure 3.3 shows the Rasch measurement scales based on student and teacher surveys with the distribution of the SEWB of all students measured and the boundaries between the six SEWB levels on each scale.

The vertical bars on the right of each scale are the distributions of SEWB for boys and girls. The points of Percentile 50 of each pair of distributions have been joined together with the thick line to show the point below which 50% of the SEWB of each gender has been measured. The other percentile points have also been joined to show how the distribution of SEWB changes with years of schooling. The distribution of girls appears to be shifted towards higher SEWB levels on both scales. This shift is statistically significant beyond the 0.05 probability level.

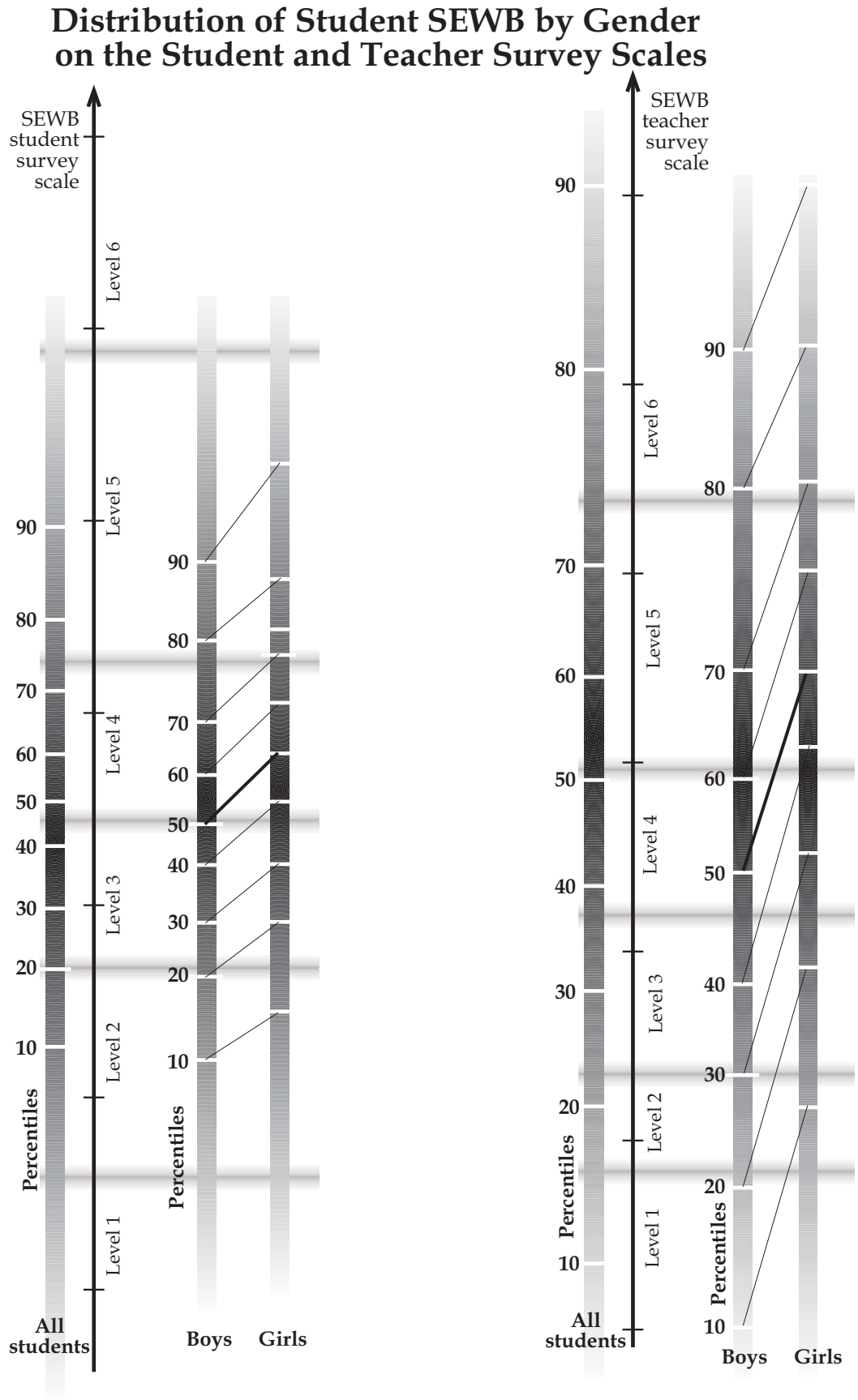


Figure 3.3 Distribution of boys' and girls' SEWB along the Rasch measurement scales for student and teacher surveys

The following bulleted list presents social and emotional characteristics for which the greatest gender differences were obtained in favour of girls from data obtained in the ACER SEWB Survey (student survey). It can be observed that gender differences emerge in students' perceptions of their own social and emotional capabilities and social and emotional and behavioural indicators of well-being. Almost no gender differences are observed in student perceptions of the important actions of adults, in their school, home and community, that research indicates as having a positive influence on the SEWB of young people. (Items from the early years' form has been indicated with "*".)

- *I do not think that someone who treats me unfairly is a bad person and that it is okay to hurt them back.*
- *I help classmates who seem unhappy.*
- *My friends work hard and behave well.*
- *When I get stressed out about things, I find someone to talk with to calm down.*
- *I like helping someone with a problem.*
- *I am organised (I do not forget my pencil, I write down homework, I do not have a messy book bag, papers).*
- *I can stand having to behave well and follow rules.*
- *I do not get into trouble a lot.*
- **I do not break things.*
- *When I am angry, I stop and think before I act.*
- *I have to do schoolwork that is (sometimes) boring.*
- *My friends try to do their best in their schoolwork.*
- *I try to make sure that everyone has a fair chance to win, even if it means that I lose.*
- *I try hard not to say or do things that hurt other people's feelings.*

The following bulleted list shows significantly more and larger gender differences in teacher perceptions in favour of girls than according to student self-perceptions. Gender differences were found for social and emotional characteristics associated with educational achievement, social interest and ability to express feelings. (Items from the early years' form has been indicated with "*".)

- **Does not have a hard time settling down after participating in an exciting or physical activity.*
- *Checks work when completed to make sure it's correct.*
- **Does not lose concentration easily when faced with demanding learning tasks.*
- *Goes out of his/her way to help someone who seems unhappy or needs help.*
- *Puts in extra effort in subjects/classes he/she finds difficult.*
- *Makes sure he/she understands the teacher's instructions and records what he/she has to do before beginning an assignment.*
- *Plans his/her time so that he/she gets all his/her work done on time when due.*
- *Expresses feelings easily.*
- *Volunteers to do things to make his/her school and community a safer and better place.*
- *Wants to do his/her very best in his/her schoolwork.*
- *Does not disrupt class lessons.*
- *Does not under-achieve in much of his/her schoolwork.*
- *Makes sure that everyone has a fair chance to win, even if it means that he/she will lose.*
- *Likes helping someone who has a problem.*
- *Does not get into trouble a lot.*
- *Is achieving in school as well as he/she can.*
- *Can be trusted to follow rules and act responsibly.*
- *Has good empathy skills (understands how other people feel).*
- *Has good conflict resolution skills.*
- **Does not disrupt ongoing activities.*

3.3 Differences in the Social and Emotional Characteristics of Students from Different Socio-Economic Backgrounds

General findings

There was a weak positive relationship between the socio-economic background (SES) of all students in this study and their overall SEWB. It can be seen in Table 3.2 that there is no statistically significant correlation between the overall socio-economic status of students and their SEWB at most years of schooling. While at some year levels, students from high SES obtained higher SEWB than students from lower socio-economic backgrounds, the differences are small.

Table 3.2 Statistical significance of the SES regression coefficient in the multilevel modelling of each years-of-schooling data.

Years of schooling	Student survey	Teacher survey
0	n/a	no
1	n/a	no
2	yes	no
3	no	no
4	no	no
5	no	no
6	yes	yes
7	no	yes
8	no	no
9	yes	no
10	yes	no
11	no	no
12	no	no
13	no	no

"yes" and "no" indicate whether the difference of the regression coefficient from zero is statistically significant beyond the 0.05 probability level.

SEWB of students from the lowest 25% SES and students from the highest 10% SES

According to the results obtained from the Teacher SEWB Survey of teacher perceptions of students' social and emotional characteristics, the overall social and emotional well-being of students from the highest 10% socio-economic level is significantly higher than the overall social and emotional well-being of students from the lowest 25% socio-economic level. In contrast, according to the results from the Student SEWB Survey of student self-perceptions of their own social and emotional characteristics, the overall social and emotional well-being of students from the highest 10% socio-economic level is not significantly higher than the overall social and emotional well-being of students from the lowest 25% socio-economic level.

The following bulleted list presents those social and emotional characteristics of students from the highest socio-economic level that were rated higher by teachers than they rated the same characteristics for students from the lowest SES level. Most of the social and emotional characteristics rated as different in the two groups involve students' approach to learning. The findings that young children from lower SES backgrounds possess a lower work orientation (approach to learning) has been thoroughly documented in the U.S. Department of Education's early childhood, longitudinal study, for over 20,000 five year olds, that examined predictors of school achievement (Rock & Pollack, 2002).

Several social and emotional characteristics involve relationship skills (work cooperation, conflict resolution) and the ability to calm down without adult intervention.

Social and emotional characteristics with significantly greater endorsement for students in the highest 10% socio-economic index in comparison with students in lowest 25% socio-economic index (teacher survey)

(Items from the early years' form has been indicated with "*".)

- **Raises his/her hand to answer a difficult question even when unsure if the question is correct.*
- **Talks loudly enough so that everyone can hear him/her.*
- **Does not require an adult to calm him/her down.*
- **Enjoys participating in new activities and doing things inside and outside.*
- *Participates in many different activities inside and outside of school (e.g. clubs, sport, music, drama).*
- **Does not have a slower rate of learning new concepts and skills than you expected from your judgment of his/her capabilities.*
- *Does not under-achieve in much of his/her schoolwork.*
- **When learning something new or difficult, shows independence by not immediately asking for teacher help.*
- *Checks work when completed to make sure it is correct.*
- **Does not get easily overwhelmed by frustration when he/she does not understand something.*
- **Puts in lots of effort when something is hard to do until it is completed.*
- *Puts in extra effort in subjects/classes he/she finds difficult.*
- **Is aware of time (e.g. is not late in putting things away, being ready to start a new activity).*
- *Plans his/her time so that he/she gets all his/her work done when due.*
- *Makes sure he/she understands teacher's instructions and records what he/she has to do before beginning an assignment.*
- *Shows real confidence about doing difficult schoolwork, including answering difficult questions in class.*
- *Does not believe that being criticised or disapproved of by peers is the worst thing in the world.*
- *Makes sure that everyone has a fair chance to win, even if it means that he/she will lose.*
- *Understands that mistakes are a natural part of learning and is not afraid to make mistakes.*
- **Displays effective problem-solving skills when confronted with conflict situations.*
- *Has good conflict resolution skills.*
- **Readily tidies up after playing/working.*
- **Does not say mean things to intentionally hurt someone else.*
- *Does not physically hurt or taunt other students.*
- **Possesses cooperation skills when working in small groups (e.g. doesn't insist on going first, asks before grabbing things, shares).*
- *Is good at working cooperatively with others.*
- *Has skills needed for working with others on group projects/assignments.*

PART 4

WHAT WE HAVE LEARNED ABOUT THE SEWB CHARACTERISTICS OF STUDENTS WITH SPECIFIC CHILDHOOD PROBLEMS

According to the properties of the Rasch measurement model, the lower the social and emotional level of students, the greater the likelihood that students will display a range of different problems.

The good fit of the data to the model suggests that the likelihood for a student to have a specific problem (absence of positive indicators of SEWB) is greater the lower the SEWB level of the student. However, the measurement model does not suggest that a student at a low SEWB level will display all of the problems or that a student at a high level cannot display one or more of the problems reported by students at lower levels of SEWB.

The data reveal that in both the student and teacher surveys, students who display a problem at a particular level of SEWB are more likely to display the other social and emotional characteristics that are likely to be present in students at that level. For example, students who bully and are at the Very Low Level of SEWB are likely to display few positive indicators of SEWB, low resilience, low positive social orientation (poor social skills and values) and work orientation (learning capabilities), and perceive few positive connections with people and programs in their school, home and community. And students who bully and who are at a High Level of SEWB are more likely to display positive indicators of SEWB, like strong resilience, positive social and work orientation, and perceiving positive connections to school, home and community.

The percentages from the sample of students in the present study who display specific problems at different levels of SEWB are reported below in Tables 4.1i (student survey) and Table 4.1ii (teacher survey). Across the total sample of students, it can be seen that in comparison with student self-reports, teachers report a lower incidence of each problem. Teachers report less than half as many students who are under-achieving, feel stressed, and bully/are quite mean to others than students. It can also be clearly seen that for both the student and teacher surveys, the percentage of students with problems decreases from the lowest to the highest level of SEWB.

Table 4.1i Number of students who experience specific childhood problems in each SEWB level (student survey scale)

Level on student survey scale	No. of students	*Quite mean to others (bullies)* %	*Gets into trouble* %	*Feels stressed* %	*Feels down (for a week or more)* %	*Under-achieves* %
6	310	*1*	*0*	*4*	*0*	*18*
5	3136	*11*	*4*	*14*	*5*	*54*
4	3118	*27*	*15*	*30*	*16*	*68*
3	2765	*44*	*28*	*43*	*29*	*74*
2	1898	*60*	*43*	*43*	*41*	*78*
1	299	*72*	*64*	*61*	*61*	*66*
All levels	11526	*33*	*21*	*33*	*21*	*66*

Table 4.1ii Number of students who experience specific childhood problems in each SEWB level (teacher survey scale)

Level on teacher survey scale	No. of students	*Quite mean to others (bullies)* %	*Gets into trouble* %	*Feels stressed* %	*Feels down (for a week or more)* %	*Under-achieves* %
6	1903	*1*	*0*	*0*	*1*	*3*
5	1369	*4*	*1*	*4*	*6*	*11*
4	1014	*9*	*6*	*13*	*11*	*28*
3	1028	*19*	*16*	*23*	*18*	*47*
2	419	*31*	*30*	*33*	*25*	*58*
1	1127	*60*	*70*	*52*	*42*	*77*
All levels	6860	*17*	*18*	*18*	*15*	*30*

A more detailed examination of specific childhood problems is reported in the following sections. Each section will begin with a summary of major findings, and continues with a more detailed exposition of data.

4.1 Students Who Bully

Tables 4.2i and 4.2ii below shows the percentage of students in the total sample who say they bully others (say they are sometimes quite mean to others) and the percentage who, teachers say, physically bully or verbally taunt other students.

Table 4.2i Number of students who *bully* (student survey scale)

Level on student survey scale	No. of students	%
6	3	*1*
5	344	*11*
4	843	*27*
3	1217	*44*
2	1141	*60*
1	216	*72*
All levels	3804	*33*

Table 4.2ii Number of students who *bully* (teacher survey scale)

Level on teacher survey scale	No. of students	%
6	19	*1*
5	55	*4*
4	91	*9*
3	195	*19*
2	129	*31*
1	675	*60*
All levels	1166	*17*

The 17% of students whose teachers say they bully other students is similar to percentages reported in other research (e.g. Rigby & Slee, 1999). The higher percentage of 33% of students who report being quite mean to others may reflect the fact that students can be mean to another person while not bullying the person, as when they are having an argument with another or are fighting with another person of equal status. Or it may be that teachers are not fully aware of the extent of bullying behaviour.

The data reveal that bullying is displayed by students at all levels of SEWB, but far greater percentages of students who are at lower levels are likely to bully than the percentages of students at higher levels.

Summary Description

Social and emotional characteristics clearly differentiate students who bully from students who do not bully. Larger percentages of students who bully in comparison with students who do not bully experience emotional and behavioural problems (lose their temper, stress, worry, feel down, drink alcohol, use drugs). Smaller percentages of students who bully experience positive indicators of SEWB (get along with teachers, achieve to the best of their ability, volunteer). Fifty percent of students who bully have positive self-esteem; 50 percent of students who do not bully have positive self-esteem. In terms of resilience, teachers report lower percentages of students who bully in comparison with students who do not bully displaying the ability to manage their emotions (anger, depression) and to think before they act (impulsive, low frustration tolerance). In terms of a positive social orientation, smaller percentages of students who bully in comparison with those who do not bully display social skills (e.g. empathy, conflict resolution, friendship making) and values (e.g. honesty, integrity). In terms of a positive work orientation, with the exception of work confidence, smaller percentages of students who bully display learning capabilities (persistence, organisation, teamwork). Differences between the percentages of students in the two groups perceiving positive indicators in school, home and community are relatively small, with the exception of a lower percentage of students who bully reporting that they have friends who behave well and try hard.

Indicators of Social and Emotional Well-Being

Higher percentages of students who say they bully are likely to endorse more negative emotional and behavioural indicators of poor mental health than students who say they do not bully (e.g. “I lose my temper a lot”). They are also somewhat less likely to endorse items indicative of positive social and emotional well-being (e.g. “I am doing well in school”).

It appears that the main social and emotional indicators that differentiate students who say they bully others (quite mean to other people) from those students who say they do not bully are (higher percentage of endorsement by students who bully): losing their temper a lot, not doing well in school, getting into too much trouble, breaking things (younger children), and yelling and screaming at people (younger children).

The differences in teacher perceptions of social and emotional indicators of SEWB for students who do and students who do not bully are far greater than when student self-perceptions are examined. For example, according to teachers, students who bully are far less likely in comparison with students who do not bully to achieve to the best of their ability, to be calm and to volunteer.

It is interesting to note that teachers have rated 57% of students who bully as having positive self-esteem while rating 81% of students who do not bully as having positive self-esteem. There is research that has reported that students who bully have average to above average self-esteem (Batsche & Knoff, 1994). This report casts a different light on the self-esteem of students who bully; namely, approximately 50% have positive self-esteem and 50% do not. (It is recognised that a one item measure of student self-esteem may not be a valid indicator of self-esteem.)

Indicators of Resilience

According to student self-perceptions, the main difference in resilience between students who bully and students who do not lies in the area of managing feelings of anger and depression as well as acting without thinking when angry. It is also interesting to note that 38% of students who bully say they put themselves down when they do badly, whereas only 21% of students who do not bully others say they put themselves down.

Teachers rate students who bully lower in all indicators of resilience than those students who do not bully. It would appear that a higher percentage of students who bully are likely to have lower tolerance for frustration (have trouble settling down after physical activity, become easily frustrated when attempting new tasks that are difficult, believe that school should be fun and exciting) than students who do not bully. Students who bully also appear much more likely to be impulsive (acting without thinking) than students who do not bully.

Indicators of a Positive Social Orientation

According to data provided by students, the social orientation (social skills and values) of students who bully is generally lower than the social orientation of students who do not bully. For example, 45% percent of students who bully say they are not good at solving conflicts without fighting, while only 24% of students who do not bully say they are not good with conflict resolution. Additionally, almost 50% of students who bully believe that it is OK to hurt people who act unfairly in comparison with only 20% of students who do not bully.

The comparatively low level of positive social orientation of students who bully in comparison with those who do not bully is strongly reinforced in the data provided by teachers. According to teachers, fewer students who bully display the different indicators of a positive social orientation (social skills and values). For example, teachers say that only 30% of students who bully have good empathy skills compared with 87% of students who do not bully.

In comparing student and teacher perceptions, larger percentages of students who bully say they have good friendship making skills (85%) in comparison with teacher ratings of friendship making skills of students who bully (43%).

Indicators of a Positive Work Orientation

When indicators of a positive work orientation of students who bully are compared with students who do not bully, students who bully are likely to have a somewhat lower work orientation. 47% of students who bully say they give up too easily while 42% say they are disorganised. This compares with only 24% of students who do not bully who say they give up too easily while 21% say they are disorganised.

The data provided by teachers indicate much lower percentages of students who bully displaying different indicators of a positive work orientation in comparison with students who do not bully. The exception is revealed on items that ask about student work confidence, where percentages of students are about the same for the two groups of students.

Environmental Indicators

Data on environmental indicators that support student SEWB indicate that as a rule a slightly smaller percentage of students who bully perceive positive indicators than observed for students who do not bully. The main exception to this is the relatively lower percentage of students who bully and perceive that their friends work hard and behave well in comparison with students who do not bully and say that their friends work hard and behave well.

Indicators of student SEWB that are more likely than predicted by the measurement model to be endorsed by students who bully

According to the measurement model, students **at a SEWB level** who bully and students at the same level who do not, are about equally likely to endorse any of the SEWB indicators in the survey.

However, a closer look at students who say they bully and who are at High or Very High Levels of SEWB reveals that, in comparison with students who do not bully, they are more likely than expected "to not like the kind of person they are", "not to think before they act when angry", "to have difficulty controlling themselves when angry" and "not to like to meet new people". They are also more likely than expected to "feel safe", "be doing well in school", "get along with most classmates", "calm down quickly when upset", "have teachers who try hard to be nice to them", and "have parents who show they are interested in what they are doing and who discuss the importance of doing their best in schoolwork".

According to the teacher survey, at each level of SEWB, students who teachers indicate bully others are more likely than expected to display positive self-esteem, lose their temper, talk disrespectfully to an adult when having a disagreement, instigate fights with other students (younger children) and to boss others around (younger children). In terms of resilience, students who bully at higher levels are more likely than expected to act without thinking when angry and to be able to express their feelings. In terms of social orientation, they are more likely to use bad language and have bad manners, to be dishonest, condemn others for perceived slights believing that retaliation is deserved, and to say or do things that hurt other people's feelings.

Students who are at High or Very High Levels of SEWB are not expected to bully. However, some students in this category are reported by their teachers as engaging in bullying and a closer look at what teachers say about these students reveals unique social and emotional characteristics. These students are more likely: not to go out of their way to help someone who seems unhappy; not to participate in many activities inside and outside of school; and not to worry too much about work or what others think. In terms of resilience, these students are more likely to control how nervous they get in pressure situations, to be able to calm down within 10 minutes when upset (younger children), and to not require an adult present to calm down (younger children). In terms of social orientation, teachers say these students are more likely not to display good empathy skills, not to listen to others or accept other people's opinions but, on the other hand, to show confidence when playing with others (younger children). In terms of work orientation, these students are more

likely not to lose concentration when faced with demanding learning tasks and not to be good at working with others on cooperative learning projects.

It appears that at all levels of SEWB, students who bully have a lower social orientation, have higher than expected difficulties controlling their behaviour when angry (aspects of resilience less well developed), and have a higher than expected work orientation. And students who bully who are at higher levels of SEWB are more likely than expected to have difficulty understanding (lower empathy) and getting along with others and, perhaps, a higher drive for academic success.

4.2 Students Who Get Into Trouble

The percentage of students in the total sample who get into trouble are reported below in Tables 4.3i and 4.3ii, including the numbers at each level for both the student and teacher surveys.

Table 4.3i Number of students who *get into trouble* (student survey scale)

Level on student survey scale	No. of students	%
6	0	*0*
5	125	*4*
4	469	*15*
3	774	*28*
2	818	*43*
1	192	*64*
All levels	2378	*21*

Table 4.3ii Number of students who *get into trouble* (teacher survey scale)

Level on teacher survey scale	No. of students	%
6	0	*0*
5	14	*1*
4	61	*6*
3	165	*16*
2	150	*36*
1	788	*70*
All levels	1178	*17*

The data reveal that students who get into trouble a lot exist at all levels of SEWB, but far greater percentages of students who are at lower levels are likely to get into trouble than the percentages of students at higher levels.

Summary Description

Social and emotional characteristics clearly differentiate students who get into trouble from students who do not. According to student and teacher data, larger percentages of students who get into trouble in comparison with students who do not get into trouble experience emotional and behavioural problems (lose their temper, stress, worry, feel down, drink alcohol, use drugs).

Smaller percentages of students who get into trouble experience positive indicators of SEWB (get along with teachers, achieve to the best of their ability, volunteer). In terms of resilience, smaller percentages of students who get into trouble in comparison with students who do not get into trouble display the ability to manage their emotions (anger, depression) and to think before they act (impulsive, low frustration tolerance). In terms of a positive social orientation, smaller percentages of students who get into trouble in comparison with those who do not display social skills (e.g. empathy, conflict resolution, friendship making) and values (e.g. honesty, integrity). In terms of a positive work orientation, smaller percentages of students who get into trouble display learning capabilities (persistence, organisation, teamwork) than students who do not get into trouble. Small differences do exist in the perceptions of students who get into trouble in comparison with those who do not on a number of important school, home and community indicators. Larger percentages of students who get into trouble perceive the absence of positive teacher actions and programs of interest, appear to have parents who do not communicate to them across a number of personal issues (making friends, managing stress), and do not have friends who work hard and behave well.

Indicators of Social and Emotional Well-Being

Higher percentages of students who say they get into trouble are likely to endorse more negative emotional and behavioural indicators of poor mental health than students who say they do not get into trouble. They are also somewhat less likely to endorse items indicative of positive social and emotional well-being.

It appears that the main social and emotional indicators that differentiate students who say they get into trouble a lot from those students who say they do not get into trouble are (higher percentage of endorsement by students who get into trouble): not doing their best in schoolwork, losing their temper, feeling stressed, being mean to others, feeling hopeless and down for a week, breaking things (younger children), not getting along with teachers, and yelling and screaming at people (younger children).

The differences in teacher perceptions of students who do and students who do not get into trouble are far greater than when student self-perceptions are examined. Teachers have rated 49% of students who get into trouble as having positive self-esteem, while rating 82% of students who do not get into trouble as having positive self-esteem. 68% of students who get into trouble are seen by teachers as not going as well in school as they could (under-achievement), while just 22% of students who do not get into trouble were rated as under-performing.

Overall, teachers rate smaller percentages of students who get into trouble as having positive indicators of social and emotional well-being and higher percentages as having negative indicators than they rate students who do not get into trouble.

Indicators of Resilience

According to student self-perceptions, the main difference in resilience between students who get into trouble and those students who do not lies in the area of managing feelings of anger and depression, as well as acting without thinking when angry. Additionally, a greater percentage of students who get into trouble say they put themselves down when they do badly in comparison with students who do not get into trouble.

Teachers rate students who get into trouble lower in all indicators of resilience in comparison with those students who do not. It would appear that a higher percentage of students who get into trouble are likely to have lower tolerance for frustration (have trouble settling down after physical activity, become easily frustrated when attempting new tasks that are difficult, believing that school should be fun and exciting) than students who do not get into trouble. Students who get into trouble also appear much more likely to be impulsive (acting without thinking) than students who do not get into trouble.

Indicators of a Positive Social Orientation

The social orientation (social skills and values) of students who get into trouble is generally lower than students who do not get into trouble. When student perceptions are examined, 51% percent of students who get into trouble say they are not good at solving conflicts without fighting while only 26% of students who do not get into trouble say they are not good at conflict resolution. Almost 50% of students who get into trouble believe that it is OK to hurt people who act unfairly in comparison with only 22% of students who do not get into trouble. Of interest is the approximately 50% of students who get into trouble who say they cannot stand behaving well and following rules compared with only 15% of students who do not get into trouble. This anti-social belief is associated with students who have behavioural problems (Bernard & Cronan, 1999).

The comparatively low level of positive social orientation of students who get into trouble in comparison with those who do not is strongly reinforced in the data provided by teachers. According to teachers, fewer students who get into trouble display the different indicators of a positive social orientation (social skills and values). For example, teachers say that a much smaller percentage of students who get into trouble have good empathy skills, friendship-making skills, do not use bad language, and display behaviour reflecting important social values (trustworthiness, integrity, respect, honesty) compared with a much higher percentage of students who do not get into trouble. Teachers also judge a much higher percentage of students who get into trouble as endorsing the belief that rules are stupid and they shouldn't have to obey them.

Indicators of a Positive Work Orientation

When indicators of a positive work orientation (learning capabilities) of students who get into trouble are compared with students who do not get into trouble, it can be seen that students who get into trouble are likely to have a lower work orientation. Many more students who get into trouble lack confidence in doing difficult schoolwork, give up too easily when they do not understand something, do not plan their time and are disorganised when compared with students who do not get into trouble. Over 50% say they believe they shouldn't have to do schoolwork that is boring, compared with less than 33% of students who do not get into trouble.

Teacher data clearly show that students who get into trouble a lot have a lower orientation to their schoolwork than students who do not get into trouble. Smaller percentages of students who get into trouble in comparison with those who do not are described by teachers as possessing positive indicators such as wanting to do their best in schoolwork, work confidence, persistence, organisation (time planning), and teamwork.

Of interest are the lower ratings of a positive work orientation teachers assign to students who get into trouble in comparison with the ratings they assign to students who bully others.

Environmental Indicators

Data on environmental indicators that support student SEWB indicate that as a rule a slightly smaller percentage of students who get into trouble perceive positive indicators than students who do not get into trouble.

With regard to school indicators, smaller percentages of students who get into trouble say their teachers are nice to them, help them believe they can be successful, and that there are activities that interest them, in comparison with students who do not get into trouble.

In terms of home indicators, a smaller percentage of students who get into trouble say their parents talk with them about their feelings and how to cope with stress, talk about how to make friends, discuss the importance of confidence, persistence, organisation to schoolwork, discuss what they are learning in school and make time for them, in comparison with students who do not get into trouble.

In terms of community indicators, the largest difference in percentages of between students who do and do not get into trouble can be seen at the level of peers, where approximately 50% of students who get into trouble say their friends do work hard and behave well, compared with approximately 75% of students who do not get into trouble.

Indicators of student SEWB that are more likely than predicted by the measurement model to be endorsed by students who get in trouble

According to the measurement model, students **at a SEWB level** who get in trouble and students at the same level who do not, are about equally likely to endorse any of the SEWB indicators in the survey.

From a student perspective, students who get into trouble at each level of SEWB, in comparison with students at each level who do not get into trouble, are more likely to indicate that they lose their temper a lot, break things and scream at people a lot (younger children), and participate in many activities. In terms of resilience, they are more likely to act without thinking when angry and have difficulty controlling themselves when angry. In terms of their social orientation, they are more likely to say they cannot stand behaving well and following rules. In terms of their work orientation, they are likely to say they are disorganised. In terms of school, home and community indicators, students who get into trouble are more likely to perceive there is an adult outside of their school and family who praises them for working hard and behaving well and who reminds them to try their hardest to be successful and act responsibly.

A closer look at students who say they get into trouble a lot who are at High or Very High Levels of SEWB reveals that in comparison with students who do not get into trouble, they are more likely to be unhappy, not to be good at understanding how people feel, not to treat everyone including those from different cultural backgrounds with respect, and not to be persistent in completing schoolwork. In terms of school, home and community indicators, they are more likely to state that they have: a parent who talks with them about their feelings and how to cope with stress, a "say" about the way things are done at home, a parent who asks questions about what they are learning, a parent who discusses what is acceptable behaviour and what happens if they behave poorly, and that, where they live, adults make opportunities available to young people to do things to make their community a better place.

According to the teacher survey, at each level of SEWB, students who teachers indicate get into trouble a lot are more likely not to worry too much about work or what others think, to disrupt class lessons and activities, to have trouble getting along with teachers, and to lose their temper. In terms of resilience, students who get into trouble are likely to be able to express their feelings easily and do not put themselves down when they do not do well on a piece of work. In terms of their social orientation, they are more likely not to follow rules and not to do what they say they are going to do, not to be honest (lie, cheat, steal), to think that rules are stupid and shouldn't have to be obeyed, and not try hard to avoid saying and doing things that hurt the feelings of others. In terms of work orientation, these students are more likely to show confidence when doing difficult schoolwork and to understand that mistakes are a natural part of learning.

Teachers do not indicate any unique social and emotional characteristics of students who get into trouble at higher levels of SEWB.

Overall, the unique social and emotional characteristics of students who get into trouble centre around behaviour problems, including rule intolerance, anger management, and being less concerned about what people think of them.

4.3 Students Who Feel Very Stressed

The percentages of students in the total sample who are stressed are reported below in Tables 4.4i and 4.4ii, including the numbers at each level for both the student and teacher surveys. It can be seen that a far higher percentage of students in the total sample report that they are stressed relative to teacher judgments of the percentage of students who are stressed.

Table 4.4i Number of students who *feel very stressed* (student survey scale)

Level on student survey scale	No. of students	%
6	12	*4*
5	439	*14*
4	937	*30*
3	1189	*43*
2	818	*43*
1	183	*61*
All levels	3578	*31*

Table 4.4ii Number of students who *feel very stressed* (teacher survey scale)

Level on teacher survey scale	No. of students	%
6	0	*0*
5	55	*4*
4	132	*13*
3	237	*23*
2	138	*33*
1	619	*52*
All levels	1181	*17*

The data also reveal that students at all levels of the Well-Being Survey say they experience extreme stress. In contrast, teachers perceive few if any students at higher levels of SEWB who experience stress. And both student and teacher data indicate that the highest percentage of stress experienced is by students at lower levels of SEWB.

Summary Description

Social and emotional characteristics clearly differentiate students who feel stressed from students who do not feel stressed. A far greater percentage of students who feel very stressed in comparison with those who do not have a hard time controlling anxiety, depression and anger, and act impulsively when angry (lower resilience). Highly stressed students endorse at higher rates negative, irrational attitudes (e.g. self-depreciation, blowing peer disapproval out of proportion). As a result, they experience higher levels of anger, anxiety and depression (higher incidence of negative indicators of SEWB). Students who feel very stressed report lower levels of work confidence and optimism (teachers say that stressed students lack persistence, organisation, and teamwork). According to stressed students, they possess similar levels of social skills and values in comparison with non-stressed students, although teachers rate them lower in overall social

orientation. Minor differences in environmental indicators supporting positive SEWB are reported between stressed and non-stressed students. At school, stressed students say they spend less time learning about making friends and solving conflicts, as well as how to be confident, persistent and organised. At home, stressed students say that in comparison with non-stressed students, their parents are a little less accepting of them, spend less time with them and provide fewer interesting things to do. In the community, stressed students report that higher percentages of their peers do not behave well and try hard in comparison with non-stressed students.

Indicators of Social and Emotional Well-Being

It appears that the main social and emotional indicators that differentiate students who say they feel very stressed from those who say they do not are (higher percentage of endorsement by stressed students): feeling hopeless and down for a week or more, worrying too much, losing their temper, and feeling lonely.

On almost all social and emotional indicators, teachers perceive far lower percentages of students who feel stressed as displaying positive social and emotional characteristics in comparison with students whom they do not perceive as experiencing stress (e.g. do not volunteer, under-achieve, do not participate, in outside activities, lose temper, have low self-esteem). According to teachers, over 90% of students who feel stressed disrupt classroom lessons and activities in comparison with only 10% of students who teachers say do not feel stressed.

Indicators of Resilience

According to student self-perceptions, those who feel very stressed are less able in comparison with students who do not feel stressed to control their feelings of worry and depression (feelings are easily hurt) and are more likely to put themselves down when bad things happen (self-depreciation).

Teachers rate students who are stressed much lower on all indicators of resilience in comparison with those who are not stressed. According to teachers, much higher percentages of stressed students compared with those who are not stressed endorse a range of negative, irrational attitudes that research (e.g. Bernard & Cronan, 1999) indicates contribute to stress (e.g. believe that peer criticism is the worst thing in the world; self-depreciation), as well as find it difficult to express their feelings or have difficulty managing their anxiety and depression.

Indicators of a Positive Social Orientation

According to student self-perceptions, no significant differences in social orientation exist between students who feel very stressed and students who indicate they do not feel very stressed. Both groups of students possess fairly high degrees of social skills and values.

In contrast to data provided by students, teachers indicate that smaller percentages of students who are stressed have an overall positive social orientation (social skills and values) than students who do not feel stressed.

The differences in student and teacher perceptions of the social orientation of students who feel stressed may be attributed to teachers' tendencies to under-report the incidence of worry and stress in students relative to student self-reports. As well, students and teachers may hold different interpretations of the word "stress". Teachers may see stress as more associated with feeling angry whereas students may perceive the word "stress" to refer to the full range of emotions.

Indicators of a Positive Work Orientation

When indicators of a positive work orientation (learning capabilities of confidence, persistence, organisation) of students who say they feel very stressed are compared with students who do not feel very stressed, students who are very stressed display similar indicators as those who are not stressed. The exception is in the area of work confidence and optimism, with smaller percentages of students who are stressed endorsing these characteristics.

Teachers perceive smaller percentages of students who are stressed as displaying an overall positive work orientation (learning capabilities) than they perceive in students who are not stressed. This is in contrast with student self-ratings, which indicate that the differences are confined to the area of work confidence.

Environmental Indicators

Data on environmental indicators that support student SEWB indicate that as a rule a slightly smaller percentage of students who feel very stressed perceive positive indicators than observed for students who do not feel very stressed.

With regard to school indicators, smaller percentages of students who feel very stressed say they are learning about making friends and solving problems, as well as how to be confident, persistent and organised in comparison with students who do no feel very stressed.

In terms of home indicators, a smaller percentage of students who say they feel very stressed indicate that they feel accepted for who they are, have a parent who makes time and listens, that there are interesting things to do and that they have a "say" about the way things are done, in comparison with students who do not feel very stressed.

In terms of community indicators, the largest difference in percentages between students who do and students who do not feel very stressed can be seen at the level of peers, where almost 35% of students who feel very stressed say their friends do work hard and behave well compared with only 25% of students who do not feel stressed. Additionally, stressed students are more likely to perceive fewer interesting activities to do after school and on weekends.

Indicators of student SEWB that are more likely than predicted by the measurement model to be endorsed by students who feel stressed

According to the measurement model, students **at a SEWB level** who feel stressed and students at the same level who do not, are about equally likely to endorse any of the SEWB indicators in the survey.

From a student perspective, students who feel stressed at each level of SEWB in comparison with students who do not feel stressed are more likely to indicate that they worry too much, have felt hopeless and down for a week, have stopped regular activities, feel lonely, and are not happy. In terms of their resilience, stressed students at each level indicate that they are more likely to have a hard time controlling how worried and depressed they get, to have their feelings easily hurt, and to think badly of themselves (self-depreciation) in response to negative events. Stress appears more associated with their experience of feeling worried and down rather than anger.

A closer look at students who say they feel stressed and who are at High or Very High Levels of SEWB reveals that, in comparison with students who do not feel stressed, they are more likely than expected to get along with their teachers. In terms of their social orientation, they are more likely to say they can behave well and can stand following rules. They are more likely to say they can be trusted to do what they say they are going to do. In terms of school indicators of SEWB, students who are stressed at higher levels of SEWB are more likely to perceive they are learning about their feelings and how to cope with stress, have at least one teacher who talks with them about things other than school, have a teacher who cares about them, and have interesting things to study. In terms of home indicators of SEWB, these students are more likely than expected to not have a parent who discusses the importance of doing their best in school or praises them for having done a good job in schoolwork and having acted responsibly.

Students who appear to feel stressed to teachers at each of the levels of SEWB are less likely to be happy and more likely to lose their temper, not to have positive self-esteem, and to achieve at school as best they can (they do not under-achieve). In terms of resilience, stressed students are more likely than expected to not be able to control their feelings of anger, worry, or feeling down, believe that criticism by peers is the worst thing in the world, and to put themselves down when they have not done well on a piece of work (self-depreciation). In terms of the social orientation of stressed students, they are more likely to want to make their school and community a better place. In terms of their work orientation, these students are more likely to want to do their best in their schoolwork, put in extra effort in subjects/classes they find difficult, and to check work when completed to make sure it's correct.

Teachers do not indicate any unique social and emotional characteristics of students who feel stressed at higher levels of SEWB.

Overall, it appears that the unique social and emotional characteristics of stressed students include having their feelings easily hurt and experiencing worry and depression. Self-depreciation and over-preoccupation with what their peers think of them is more likely to be present at each SEWB level. According to teachers, stressed students have a high need to achieve and put in extra effort and diligence, perhaps, as a result of a fear of failure.

4.4 Students Who Feel Hopeless and Down

The percentage of students in the total sample who have felt so hopeless and down that they have stopped their regular activities are reported below in Tables 4.5i and 4.5ii, including the numbers at each SEWB level for both the student and teacher surveys. It can be seen that a somewhat higher percentage of students in the total sample report have felt down relative to teacher judgments.

Table 4.5i Number of students who *feel hopeless and down* (student survey scale)

Level on student survey scale	No. of students	%
6	0	*0*
5	157	*5*
4	500	*16*
3	802	*29*
2	780	*41*
1	183	*61*
All levels	2422	*21*

Table 4.5ii Number of students who *feel hopeless and down* (teacher survey scale)

Level on teacher survey scale	No. of students	%
6	19	*1*
5	83	*6*
4	112	*11*
3	185	*18*
2	104	*25*
1	473	*42*
All levels	976	*14*

The data also reveal that students at all but the highest level say they have experienced feeling down for a significant period of time. And both students and teachers agree that the highest percentage of students feeling down, manifest at lower levels of SEWB.

Summary Description

Social and emotional characteristics clearly differentiate students who experience feelings of hopelessness and depression (feeling down) to the extent that they stop their regular activities, in comparison with the social and emotional characteristics of students who do not feel depressed. Higher percentages of students who feel down also experience fewer indicators of SEWB, including positive self-esteem, happiness, absence of stress, feeling like they belong in school, getting along with their teachers and achieving as well as they can in their schoolwork. Lower percentages of students who feel down display resilience (less ability to manage their emotions and behaviour; self-depreciation) and learning capabilities (work confidence, persistence, organisation). Students who feel down say they possess equal degrees of social skills and values as students who do not feel down; however, teachers perceive fewer numbers of students who feel down in comparison with those who do not as possessing social skills and values. In terms of student perceptions of positive school, home and community indicators of SEWB, lower percentages of students who feel down in comparison with those who do not feel down perceive the presence of positive, caring teachers and programs of interest, parents who accept them for who they are and who care, listen and show interest and talk with them about their feelings, as well as how to cope with stress.

Indicators of Social and Emotional Well-Being

There are a number of positive social and emotional indicators of SEWB endorsed by lower percentages of students who feel down in comparison with students who do not feel down, including: not feeling stressed, not worrying a lot, not yelling and screaming at people (younger children), not losing their temper, not being mean to others (bullying), not feeling lonely, feeling like they belong in school, and liking the kind of person they are.

In terms of teacher perceptions of social and emotional well-being indicators, on almost all indicators, teachers perceive far lower percentages of students who feel down as displaying positive social and emotional characteristics in comparison with students who they do not perceive as experiencing stress, with the greatest differences seen in the following indicators: positive self-esteem, not feeling stressed, feeling happy, feeling like they belong in school, getting along with teachers, not worrying a lot, and having friends.

Indicators of Resilience

According to student self-perceptions, lower percentages of those who feel down in comparison with those who do not feel down are able to control their feelings of worry, depression (feelings are easily hurt) and anger, and greater percentages are likely to put themselves down when bad things happen (self-depreciation) and act without thinking.

Teachers rate students who feel down lower in all indicators of resilience. According to teachers, much higher percentages of students who feel down compared with those who do not feel down endorse a range of negative attitudes that research indicates contribute to stress (e.g. believes that peer criticism is the worst thing in the world; self-depreciation), find it difficult to express their feelings, and have difficulty managing their anxiety and depression. These figures are very similar to the ratings given by teachers to students who are stressed.

Indicators of a Positive Social Orientation

In terms of social skills and values, few differences exist between students who say they feel down and those who do not. Higher percentages of students who say they feel down in comparison with those who do not endorse the anti-social, irrational attitudes that "People who act unfairly are totally bad and deserve to be punished", "I can't stand behaving well and following rules" and "I can't stand behaving well and following rules".

In contrast to data provided by students, teachers perceive smaller percentages of students who feel down in comparison with students not judged as feeling down to have a positive social orientation (social skills and values). Teachers indicate that higher percentages of students who do not feel down are likely to display a wide variety of social skills, including having conflict resolution, empathy, listening and friendship-making skills, and values such as honesty, respect for others and rules, not using bad language or having bad manners, and wishing to make their school and community a better place.

Indicators of a Positive Work Orientation

According to the student survey, smaller percentages of students who feel down display a positive work orientation (learning capabilities) than students who say they do not feel down, including: being confident when doing difficult schoolwork, being optimistic of success, not giving up easily, being organised, and working cooperatively with others.

Teachers perceive smaller percentages of students who are down as displaying a positive work orientation (learning capabilities) than students who are not down. According to teachers, high percentages of students who are down are not confident when doing difficult schoolwork, become very frustrated and give up when working on difficult tasks, are not organised, and do not believe they will be successful.

Environmental Indicators

Data on environmental indicators that support student SEWB indicate that a smaller percentage of students who feel down perceive positive indicators than observed for students who do not feel down.

With regard to school indicators, smaller percentages of students who feel down in comparison with students who do not feel down say they have teachers who care about them, who try hard to help and are nice, who help them believe they can be successful, who discuss how to make friends and solve problems, and that there are activities at school that interest them.

In terms of home indicators, the picture painted by students who feel down is somewhat different from the one painted by students who do not feel down. Smaller percentages of students who feel down say they feel accepted at home for who they are, have a parent who makes time and listens, shows interest in what they are learning in school, and who discusses feelings, how to cope with stress, and how to be confident, persistent and organised.

In terms of community indicators, there are relatively few differences in the perceptions of students who feel down in comparison with those who do not. The exception is the smaller percentage of students who feel down who say their peers behave well and try hard, as well as have interesting activities to do after school and on weekends.

Indicators of student SEWB that are more likely than predicted by the measurement model to be endorsed by students who feel hopeless and down

According to the measurement model, students **at a SEWB level** who feel hopeless and down and students at the same level who do not, are about equally likely to endorse any of the SEWB indicators in the survey.

From a student perspective, students who feel down at each level of SEWB are more likely than expected to indicate that they feel stressed, feel lonely, have difficulty controlling how depressed they get, including having their feelings easily hurt, think that the reason that people sometimes treat them badly or unfairly is because they're a hopeless person, and have an adult outside of school who reminds them to try their hardest to be successful and act responsibly.

A closer look at students who say they feel down and feel hopeless at a High or Very High Levels of SEWB reveals that in addition to the above social and emotional characteristics, they do not feel safe, they do get along with their teachers, and they do not like the kind of person they are (low self-esteem). In school, they say they cannot stand behaving well and following rules, and have teachers who spend time talking with them about appreciating people from different cultures. At home, they say they have parents who speak with them about their feelings, how to cope with stress, how to make friends and solve problems and who ask questions about what they are learning in school.

Of interest is the perception of students at higher levels of SEWB who unexpectedly feel down and hopeless that their parents do not spend time with them nor listen and that they do not feel accepted for who they are. In terms of their perceptions of their community, these students do perceive adults outside of their family who care about them. They do not, however, perceive that there are lots of activities to do after school that interest them.

From a teacher perspective, students who appear to feel very unhappy at each of the levels of SEWB are more likely than expected to worry too much about what work or what others think.

A closer look at what teachers say about students they think feel down and hopeless, who are at a High or Very High Level of SEWB, reveals students who get into trouble a lot (younger children), who are not calm, believe that being criticised is the worst thing in the world, and when angry act without thinking.

Overall, the unique social and emotional characteristics of students who feel depressed that stand out include higher than likely feelings of loneliness, anxiety, self-depreciation, and low self-esteem. And at higher levels of SEWB, these students appear to have tendencies towards breaking rules, which sets up a problem of having behaviour that leads to criticism and conflict with adults. They do not feel accepted for who they are at home nor have parents who listen.

4.5 Students Who Under-Achieve in Schoolwork

The percentage of students in the total sample who are not doing as well in their schoolwork as they could (under-achievement) are reported below in Tables 4.6i and 4.6ii, including the numbers at each SEWB level for both students and teacher surveys. It can be seen that a much higher percentage of students in the total sample report that they could do a lot better in their schoolwork (under-achieve) relative to teacher judgments of the number of students who under-achieve in much of their schoolwork.

The different percentages of students who say they could be doing better in their school in comparison with teacher estimates of student under-achievement may have something to do with differences in the way students understand the statement "I could do a lot better in my schoolwork" relative to the way teachers understand the statement "Student under-achieves in much of his/her schoolwork."

Table 4.6i Number of students who *under-achieve* (student survey scale)

Level on student survey scale	No. of students	%
6	56	*18*
5	1693	*54*
4	2124	*68*
3	2047	*74*
2	1484	*78*
1	198	*66*
All levels	7602	*66*

Table 4.6ii Number of students who *under-achieve* (teacher survey scale)

Level on teacher survey scale	No. of students	%
6	5	*3*
5	151	*11*
4	284	*28*
3	484	*47*
2	242	*58*
1	866	*77*
All levels	2084	*30*

The data reveal that students at all levels of SEWB think they under-achieve in their schoolwork. The data from both the student and teacher surveys indicate that the highest percentage of students who manifest under-achievement are at lower levels of SEWB.

Summary Description

Students who say they could be doing a lot better in their schoolwork (under-achievement) endorse a similar number of positive indicators of SEWB as students who do not under-achieve. However, teachers report that higher percentages of under-achieving students in comparison with students who are not under-achieving display many negative indicators of SEWB (e.g. disrupt classroom lessons, get into trouble, have difficulty getting along with teachers) and fewer positive indicators (volunteer, participate in many activities, have positive self-esteem). Students who under-achieve report they possess somewhat less resilience (self-management of emotions, behaviour; positive, rational attitudes) than students who do not under-achieve. Teachers report that underachieving students are far less resilient than achieving students. The distinguishing difference between students who achieve and those who do not is in their work orientation, where, according to both students and teachers, underachieving students display fewer learning capabilities (confidence, persistence, organisation) than achieving students. According to teachers, the social orientation (social skills and values) of students who are not underachieving is much stronger than the social orientation of students who under-achieve; however, students report few differences in social orientation between those who under-achieve and those who do not. Students who under-achieve in comparison with those who do not endorse a similar range of positive school, home and community indicators that support student SEWB.

Indicators of Social and Emotional Well-Being

Overall, it would appear from the student perspective that those who could be doing better in schoolwork do not have fewer indicators of positive SEWB than students who say they could not do a lot better. Students who under-achieve may as a group worry a bit more, feel stressed and lose their temper more in comparison with students who say they are doing their best.

The differences in teacher perceptions of social and emotional indicators of positive SEWB for students who under-achieve versus those who do not are far greater than when student self-perceptions are examined. On almost all indicators of social and emotional well-being, teachers perceive far lower percentages of students who under-achieve as displaying positive social and emotional characteristics in comparison with students who they do not perceive as underachieving, with the greatest differences seen in the following indicators: positive self-esteem, not feeling stressed, feeling happy, feeling like they belong in school, getting along with teachers, not worrying a lot, having friends, not getting into trouble, not disrupting classroom lessons/activities (younger children), and getting along with teachers.

Indicators of Resilience

According to data from the student survey, the difference in resilience between students who under-achieve and those who do not is small, with somewhat greater percentages of students who under-achieve displaying self-depreciation and having difficulty controlling their anger.

In contrast, teachers rate students who under-achieve lower on all indicators of resilience in comparison with those who do not under-achieve. According to teachers, much higher percentages of students who under-achieve compared with those who do not endorse a range of negative attitudes that research indicates contribute to stress, including low frustration tolerance (e.g. “Thinks that everything he/she does at school should be fun/exciting and if it isn’t, he/she shouldn’t have to do it”) and self-depreciation (“Puts him/herself down when he/she does do badly on a piece of schoolwork”), as well as find it difficult to express and manage their feelings.

Indicators of a Positive Social Orientation

Students who say they under-achieve rate themselves as possessing similar and higher degrees of social skills and values in comparison with students who say they do not under-achieve.

In contrast to data provided by students, teachers perceive that smaller percentages of students who under-achieve have an overall positive social orientation (social skills and values) than students who do not under-achieve. Teachers indicate that higher percentages of students who do not under-achieve are likely to display a wide variety of social skills covering conflict resolution, friendship making, empathy, and listening skills, and social values such as honesty, respect for people and rules, responsibility, caring for others and for the environment.

Indicators of a Positive Work Orientation

According to the student survey, smaller percentages of underachieving students indicate they possess specific indicators of a positive work orientation in comparison with students who do not under-achieve. The greatest differences are reflected in the following indicators: being organised, not giving up too easily, being optimistic when not understanding something, and being confident when doing difficult schoolwork.

Teachers perceive much smaller percentages of students who under-achieve as displaying a positive work orientation (learning capabilities) in comparison with students who do not under-achieve. According to teachers, high percentages of students who under-achieve are not confident when doing difficult schoolwork, do not believe they will be successful, become very frustrated and give up when working on difficult tasks, are not organised, and do not work well with others.

Environmental Indicators

Data on environmental indicators that support student SEWB indicate that there is little difference in the percentages of underachieving students who perceive positive adults, peers and programs in their school, home and community indicators than students who do not under-achieve.

Indicators of student SEWB that are more likely than predicted by the measurement model to be endorsed by students who under-achieve

According to the measurement model, students **at a SEWB level** who under-achieve and students at the same level who do not, are about equally likely to endorse any of the SEWB indicators in the survey.

A comparison of students who under-achieve at each level with students at the same level who do not under-achieve reveals only a few social and emotional indicators that the underachieving students are more likely to endorse.

A closer look at students who say they could do a lot better in their schoolwork and who are at High or Very High Levels of SEWB shows that they are, in comparison with students who do not under-achieve, more likely to worry too much. In the area of resilience, these students are more likely to say they have difficulty controlling themselves when angry and to use physical exercise when uptight. In terms of social orientation, these students are more likely to say they are not good at solving conflicts and do not care about the environment. In terms of work orientation, they are more likely than expected to say they give up too easily when they do not understand something or when something is boring, and not to be persistent and to try hard to complete all their schoolwork. In terms of school, home and community indicators of SEWB, students who under-achieve at higher levels are more likely to say their teachers say something positive to them when they have done their best, have parents who discuss the importance of doing their best in their schoolwork and being confident, persistent and organised, and that there are not a lot of activities they can do after school and on weekends that interest them.

From a teacher perspective, students who under-achieve are more likely to be described by teachers as having good conflict resolution skills, making sure that everyone has a fair chance to win (younger children), caring about other people's feelings, respecting others (including classmates) from different cultural backgrounds, trying hard not to do or say things that hurt other people's opinions, and having good empathy skills. According to teachers, underachieving students at all levels of SEWB in comparison with students who do not under-achieve at that level are more likely not to want to do their best in schoolwork, and are not likely to display work confidence, persistence and organisation.

A closer look at what teachers say about students who under-achieve who are at a High or Very High Level of SEWB reveals students who are more likely to disrupt classroom lessons and activities, bully other students, not to relate to classmates who are different, to express feelings easily, and to use bad language and have bad manners.

Overall, according to the teacher survey, at each level of SEWB, the unique social and emotional characteristics of students who under-achieve in much of their schoolwork include having a stronger social orientation and weaker work orientation than students who do not under-achieve. Students who under-achieve report greater degrees of worry and difficulty controlling their anger, as well as poorer conflict resolution skills.

Differences in the Perceptions of Students from the Perceptions of Teachers

A consistent pattern emerges concerning the ways in which students with childhood problems view their social and emotional characteristics in comparison with the ways in which teachers perceive them. Students with problems tend to rate themselves as possessing higher amounts of resilience (self-coping skills and rational attitudes for regulating emotions and controlling behaviour), positive social orientation (social skills and values) and a positive work orientation (learning capabilities –confidence, persistence, organisation, work cooperation). While this finding is not new (e.g. Sawyer, et.al., 2000), it does raise the question as to whether more work needs to be done to better align teacher and student perceptions before students can and/or are ready to make changes in their emotions and behaviour.

PART 5

WHAT STUDENTS SAY ABOUT THEIR SEWB AND WHAT THEIR TEACHERS SAY

5.1 What Students Say about Their SEWB

In Table 5.1 below, the percentage of students in the total sample of students who are likely to endorse different positive characteristics of SEWB are indicated in the right hand column. For example, 34% of the total sample is likely to say that they are doing their best in their schoolwork. It is also possible to obtain the percentages of students who are not likely to endorse the positive characteristics of SEWB and who are likely to endorse negative indicators (66% are likely to say they are not doing their best in schoolwork).

Table 5.1 Percentage of students who endorse specific social and emotional characteristics at each SEWB level (student survey)

Level of student SEWB (student survey)	1	2	3	4	5	6	All levels
INDICATOR OF SEWB	%	%	%	%	%	%	%
I am doing my best in my schoolwork.	34	22	26	32	46	82	**34**
I do not worry too much.	55	50	49	55	76	93	**59**
I volunteer to do things that make school and community safer.	11	25	45	63	83	98	**58**
I do not lose my temper a lot.	24	39	58	73	89	99	**68**
I do not feel very stressed/nervous.	39	47	57	70	86	96	**67**
I am not sometimes quite mean to others.	28	40	56	73	89	99	**67**
I do not get into too much trouble.	36	57	72	85	96	100	**79**
*I participate in many activities inside and outside of school.**	27	54	74	85	93	98	**77**
I feel like I belong/like being in school.	17	49	71	85	93	100	**76**
I have not felt very hopeless and down for a week and I have not stopped my regular activities.	39	59	71	84	95	100	**79**
I do not feel lonely.	43	61	76	88	95	100	**82**
I feel safe.	35	62	81	90	67	100	**84**
I help people who seem unhappy or need help.	39	61	78	89	96	99	**83**
*I do not break things.***	40	62	73	90	97	100	**86**
I get along with my teachers.	28	60	83	94	98	100	**85**
I am doing well in school.	22	61	84	93	98	100	**85**
*I do not yell and scream at people a lot.***	35	61	74	93	98	100	**87**
I get along with members of my family.	35	69	86	93	98	100	**88**
I get along with most of my classmates/they like me.	48	73	86	93	98	99	**88**
*I do not drink alcohol a lot.**	50	71	85	93	98	100	**87**
I like the kind of person I am.	33	66	87	96	9	100	**88**
I am happy.	28	72	91	98	100	100	**91**
*I do not use drugs.**	60	83	91	96	98	100	**92**
INDICATORS OF RESILIENCE	%	%	%	%	%	%	%
I can describe how I feel.	30	26	29	36	55	90	**39**
I do not have difficulty calming down quickly when upset.	30	32	44	58	78	97	**56**
When I get angry, I think before I act.	18	30	44	62	83	96	**58**
When uptight, I use physical exercise.	31	44	56	66	77	93	**63**
I do not have difficulty controlling myself when angry.	26	38	54	74	92	99	**68**
I do not have a hard time controlling how worried I get.	45	45	52	66	85	100	**65**
I do not have difficulty controlling how depressed I get and my feelings are not easily hurt.	40	44	55	66	84	99	**65**

When stressed, I find someone to talk with to calm down.	*18*	*38*	*54*	*67*	*85*	*98*	***63***
When I do badly, I do not think "I'm a failure."	*43*	*51*	*62*	*79*	*93*	*100*	***74***
I do not think that the reason people sometimes treat me badly or unfairly is because I'm a hopeless person.	*47*	*63*	*72*	*84*	*95*	*100*	***80***
To calm down, I do things to relax (listen to music, read).	*41*	*60*	*76*	*84*	*93*	*98*	***80***
INDICATORS OF A POSITIVE SOCIAL ORIENTATION	*%*	*%*	*%*	*%*	*%*	*%*	*%*
I am good at solving conflicts without fighting.	*19*	*41*	*60*	*76*	*89*	*97*	***69***
People who act unfairly are not totally bad and it's not OK to hurt them.	*31*	*44*	*60*	*79*	*93*	*99*	***72***
I feel bad when other people feel hurt.	*36*	*60*	*70*	*72*	*74*	*88*	***70***
I can stand behaving well/following rules.	*30*	*49*	*70*	*85*	*96*	*100*	***78***
I try to make sure everyone has a fair chance to win, even if it means I lose.	*33*	*55*	*72*	*81*	*93*	*100*	***77***
I like helping people with problems.	*31*	*57*	*75*	*87*	*95*	*100*	***80***
I try hard not to hurt other people's feelings.	*33*	*64*	*81*	*88*	*94*	*98*	***83***
*I am good at understanding how other people feel.**	*41*	*69*	*81*	*88*	*97*	*100*	***84***
I care about the environment (parks, waterways) and want to make my community a better place.	*39*	*65*	*81*	*90*	*98*	*99*	***85***
I can be trusted to do what I say I am going to do.	*37*	*68*	*86*	*92*	*98*	*100*	***87***
I know how to make friends.	*46*	*74*	*88*	*95*	*99*	*100*	***90***
I like to meet new people.	*49*	*75*	*89*	*94*	*98*	*100*	***90***
It's important to treat everyone including those from different cultural backgrounds with respect.	*60*	*85*	*94*	*98*	*99*	*100*	***94***
INDICATORS OF A POSITIVE WORK ORIENTATION	*%*	*%*	*%*	*%*	*%*	*%*	*%*
I do not believe that I shouldn't have to do schoolwork that is boring.	*27*	*42*	*54*	*67*	*82*	*96*	***64***
I am confident when doing difficult schoolwork.	*19*	*41 %*	*60*	*73*	*87*	*100*	***68***
When I don't understand something, I still think I have what it takes to be successful.	*41*	*51*	*57*	*70*	*85*	*98*	***68***
I do not give up too easily when I don't understand something or something is boring.	*34*	*38*	*55*	*74*	*93*	*99*	***68***
I think about planning my time so I get all my work and jobs done.	*16*	*40*	*61*	*74*	*89*	*98*	***69***
I am not disorganised (I do not forget material I need for class, I am not messy, I write down homework clearly).	*31*	*49*	*61*	*76*	*91*	*100*	***72***
I am persistent and try hard to complete all my schoolwork.	*28*	*59*	*82*	*93*	*99*	*100*	***85***
I am good at working cooperatively with others on projects.	*34*	*65*	*83*	*91*	*97*	*100*	***85***
I am helpful when working with classmates.	*32*	*58*	*81*	*92*	*97*	*100*	***84***
I want to do my very best in school.	*44*	*78*	*94*	*98*	*100*	*100*	***93***
POSITIVE SCHOOL INDICATORS	*%*	*%*	*%*	*%*	*%*	*%*	*%*
I am learning about feelings and how to cope with stress.	*11*	*30*	*46*	*58*	*77*	*97*	***54***

We spend time learning about making friends/solving problems.	*18*	*32*	*49*	*67*	*85*	*98*	***59***
At least one teacher talks with me about things other than school.	*33*	*49*	*57*	*67*	*78*	*96*	***63***
Students feel they have a say in classroom rules and a voice in school affairs.	*32*	*48*	*65*	*77*	*90*	*100*	***71***
Students can discuss how they can make school safer/better place.	*26*	*52*	*66*	*77*	*91*	*99*	***72***
Most teachers help us appreciate people from different cultures.	*28*	*52*	*69*	*80*	*90*	*100*	***73***
At school, time is spent discussing respect, honesty, caring, responsibility and good citizenship.	*30*	*50*	*68*	*81*	*93*	*98*	***73***
Most teachers include activities where students from different backgrounds contribute their own ideas/experiences.	*30*	*50*	*67*	*79*	*90*	*98*	***72***
Teachers discuss confidence, persistence and organisation in helping us do schoolwork.	*26*	*49*	*68*	*82*	*95*	*100*	***74***
There are many activities at school that interest me.	*24*	*56*	*79*	*89*	*96*	*99*	***80***
Teachers try hard to help and be nice to me.	*27*	*57*	*79*	*89*	*97*	*100*	***80***
I have a teacher who cares about me.	*31*	*87*	*83*	*92*	*98*	*100*	***85***
Most teachers help me believe I can be successful.	*31*	*65*	*84*	*94*	*98*	*100*	***85***
There are things I study that interest me.	*34*	*67*	*86*	*93*	*97*	*100*	***86***
Teachers discuss "school rules" and what happens if students behave badly.	*49*	*72*	*83*	*89*	*96*	*99*	***85***
Most teachers say something positive to me when I have done my best.	*48*	*75 %*	*90 %*	*95 %*	*99 %*	*100 %*	***90%***
Teachers remind students about doing their best in schoolwork.	*58*	*79*	*89*	*96 %*	*99 %*	*100 %*	***91%***
POSITIVE HOME INDICATORS	*%*	*%*	*%*	*%*	*%*	*%*	*%*
I have a parent who talks with me about my feelings and coping with stress.	*20*	*43*	*64*	*77*	*94*	*99*	***70***
I have a parent who spends time talking with me about how to make friends and solve problems.	*22*	*46*	*68*	*82*	*95*	*100*	***73***
I have a "say" at home about the way we do things.	*26*	*62*	*74*	*85*	*94*	*100*	***78***
There are interesting things to do at home with family.	*25*	*61*	*80*	*89*	*96*	*100*	***81***
I have a parent who asks questions about what I am learning.	*33*	*59*	*78*	*89*	*96*	*99*	***80***
I have a parent who talks with me about being respectful, honest, caring, responsible and a good citizen.	*31*	*62*	*80*	*91*	*98*	*100*	***83***
I have a parent who discusses the importance of confidence, persistence and organisation in doing schoolwork.	*31*	*64*	*87*	*94*	*99*	*100*	***86***
I have a parent who discusses with me what is acceptable behaviour and what happens if I behave badly.	*49*	*69*	*85*	*91*	*97*	*100*	***86***
I have a parent who shows he/she is interested in what I am studying.	*29*	*65*	*87*	*94*	*99*	*100*	***86***
I have a parent who makes time for me and listens.	*30*	*70*	*87*	*96*	*100*	*100*	***88***
There are things at home I have responsibility for.	*50*	*76*	*87*	*93*	*97*	*100*	***88***
At home, I feel accepted for who I am.	*34*	*73*	*90*	*96*	*99*	*100*	***89***

I have a parent who discusses the importance of doing my best in schoolwork.	*42*	*76*	*92*	*96*	*99*	*100*	***90***
I have a parent who praises me when I have done a good job in schoolwork or acted responsibly.	*44*	*78*	*92*	*97*	*99*	*100*	***91***
POSITIVE COMMUNITY INDICATORS	*%*	*%*	*%*	*%*	*%*	*%*	*%*
Where I live, adults make opportunities available to young people to do things to make their community a better place.	*15*	*36*	*54*	*65*	*79*	*99*	***59***
Outside of my school and family, I have an adult I can go to if I have a problem.	*18*	*48*	*60*	*73*	*84*	*97*	***66***
When I have worked hard and acted responsibly, there is an adult outside of school and family who praises me.	*17*	*48*	*64*	*78*	*88*	*100*	***70***
Outside of school, there is an adult who reminds me to try my hardest to be successful and act responsibly.	*24*	*57*	*67*	*79*	*91*	*100*	***74***
My friends work hard and behave well.	*20*	*45*	*63*	*81*	*93*	*99*	***71***
My friends try to do their best in their schoolwork.	*32*	*57*	*74*	*88*	*9*	*99*	***79***
Outside of my school and family, there is an adult who cares about me.	*34*	*62*	*76*	*87*	*94*	*99*	***80***
There are lots of activities I can do after school and on weekends that interest me.	*45*	*74*	*89*	*95*	*99*	*100*	***89***

Important Notes:
Items with (*) and items that examine positive school, home and community indicators only appear in the Social and Emotional Well-Being Survey (Student Form – Years 5 to 12).
Items with (**) only appear on Social and Emotional Well-Being Survey (Student Form – Years 2 to 4).
Items in each category are ordered from highest to lowest amount of SEWB represented by each items.

A Closer Look at What Total Sample of Students Are Saying About Their SEWB

Of particular interest in terms of the overall sample are the percentages of students who are likely to display the following negative indicators of SEWB:

- 41% are likely to worry too much
- 42% are likely not to volunteer
- 32% are likely to lose their temper a lot
- 33% are likely to feel very nervous/stressed
- 33% are sometimes quite mean to other people
- 21% are likely to get into too much trouble
- 24% are likely to feel they do not belong in school
- 21% say they have felt very hopeless and depressed for a week and have stopped regular activities
- 13% say they drink alcohol a lot
- 8% say they use drugs

Depression and anxiety are the most common mental health problems in young people. At any time, between two to five per cent of young people will experience depression that is of sufficient severity to warrant treatment, and around 20% of young people will have experienced depression by the time they reach adulthood (NHMRC, 1997).

It can be seen from the data in Table 5.1 that the percentages of students who come under the Very Low Level of SEWB and who endorse different positive social and emotional characteristics are significantly lower than those students at higher levels. It can be seen that, as a rule, the higher the level of SEWB, the larger the percentages of social and emotional characteristics that are likely to be endorsed by students (and the lower the percentage of students who are not likely to endorse positive indicators and who are more likely to endorse negative indicators). For example, of the students at the Very Low Level of SEWB:

- 45% are likely to worry too much
- 89% are likely not to volunteer
- 76% are likely to lose their temper a lot
- 61% are likely to feel very nervous/stressed
- 64% are likely to get into too much trouble
- 83% are likely to feel they do not belong in school
- 61% say they have felt very hopeless and depressed for a week and have stopped regular activities
- 50% say they drink alcohol a lot
- 40% say they use drugs.

The picture of these same negative indicators of SEWB for students who are at a Very High Level of SEWB is quite different:

- 7% are likely to worry too much
- 2% are likely not to volunteer
- 1% are likely to lose their temper a lot
- 4% are likely to feel very nervous/stressed
- 0% are likely to get into too much trouble
- 0% are likely to feel they do not belong in school
- 0% say they have felt very hopeless and depressed for a week and have stopped regular activities
- 0% say they drink alcohol a lot
- 0% say they use drugs.

Similar comparisons can be made when indicators of resilience, positive social orientation, and positive work orientation are examined for the total sample and for students at different levels.

In terms of what students say about their own resilience, whereas 56% of the total sample are likely to say they do not have difficulty calming down when upset, only 30% of students who show a Very Low Level of SEWB are likely to endorse this item, while 97% of students at a Very High Level are likely to endorse the item. It can be seen that over 50% of students at the lowest two levels of SEWB say they are likely to put themselves down when bad things happen in comparison with much lower percentages of students who are likely to endorse the item at higher levels of SEWB. It can also be seen that the percentages of students saying they are likely to be using coping skills and positive, rational attitudes increases at progressively higher levels of SEWB.

In terms of what students say about their own positive social orientation, the percentage of students who are likely to endorse positive social skills and values is lower at lower SEWB levels and higher at higher SEWB levels. Whereas 69% of all students in the total sample say they are likely to positively endorse the item “I am good at resolving conflicts without fighting”, this key social skill is much more likely to be present in students who are at High or Very High Levels of SEWB than students at lower levels.

In terms of what students say about their own positive work orientation, it can be seen that, once again, the extent to which students say they are likely to endorse the kinds of social and emotional characteristics they need in order to manage their own learning depends on their SEWB level. It can be seen that large percentages of students who are at Moderately Low or lower levels say they have failed to develop the learning capabilities they need to achieve their potential in their schoolwork.

Data presented on school, home and community indicators can be viewed differently depending on whether the overall percentages of students endorsing positive indicators in the total sample are examined or percentages endorsing positive items at each level are considered.

Data indicate that the school indicator that contributes most to higher levels of SEWB is "I am learning about feelings and how to cope with stress." In the overall sample, while 54% of students endorse this indicator at school, over 80% of students at higher levels endorse the item. Less than 50% of students at the lower three levels say they are likely to agree they are learning about their feelings and how to cope with stress.

At home, the overall picture painted of positive indicators by students in the total sample is a relatively good one with large percentages of students saying their parents deserve high marks in most areas of parenting. However, when students' endorsements of items at lower levels are examined, a different picture emerges. Fewer than 50% of students with Very Low Levels of SEWB say they perceive the presence of positive parenting indicators. The percentages of students at the Low Level of SEWB who say they perceive positive actions is significantly higher (approx. 70%); however, a significant percentage of students at this level (approx. 30%) say they are not likely to perceive most of the positive parenting actions. Conversely, at the High or Very High Levels of SEWB, well over 90% of students say they are likely to perceive positive actions of parents.

In the community, large percentages of students in the total sample say they perceive many positive people, peers and programs. It can be seen, however, that the percentage of endorsement depends on the SEWB level, with high percentages of endorsements being given by students at higher levels and lower percentages of endorsement at lower levels. Given the strong influence of peer group on student behaviour, it is interesting to note that students at higher levels are more likely to report that their friends work hard and behave well, whereas at the three lower levels, a significant percentage of students are likely to perceive that their friends do not try hard at school and do not behave well.

5.2 What Teachers Say about Student SEWB

In Table 5.2 below, data are reported on how teachers perceive the social and emotional characteristics of students. The percentages for the total sample are indicated in the right hand column. For example, 70% of the total sample of students (younger children only) are likely to be perceived by teachers as "Not going through periods of time feeling bad about things happening at home or school." It is also possible to obtain the percentages of students whose teachers are not likely to endorse the positive characteristics of SEWB and who are likely to endorse negative indicators (30% of teachers say that students go through periods of time feeling bad about things).

Table 5.2 Percentage of students described by different social and emotional characteristics at each SEWB level (teacher survey)

Level of student SEWB (teacher survey)	**1**	**2**	**3**	**4**	**5**	**6**	**All levels**
INDICATORS OF SEWB	*%*	*%*	*%*	*%*	*%*	*%*	*%*
*Does not go through periods of time feeling bad about things happening at home or school. **	*25*	*30*	*46*	*64*	*78*	*98*	***70***
*Volunteers to make school/community safer/better.**	*18*	*34*	*46*	*69*	*81*	*98*	***65***
Does not under-achieve in much of his/her schoolwork. (Does not have a slower rate of learning than expected from capabilities.)	*23*	*42*	*53*	*72*	*89*	*97*	***70***
*Goes out of way to help someone who seems unhappy.**	*18*	*42*	*55*	*77*	*90*	*99*	***70***
Is achieving at school as well as he/she can.	*18*	*46*	*55*	*75*	*92*	*100*	***71***
*Does not boss others around. **	*48*	*43*	*67*	*73*	*81*	*95*	***76***
Participates in many activities inside and outside of school.	*40*	*56*	*62*	*76*	*83*	*95*	***74***
Has positive self-esteem.	*33*	*52*	*64*	*83*	*96*	*100*	***77***
Does not worry too much about work or what others think.	*67*	*65*	*66*	*71*	*77*	*95*	***77***
*Does not argue about having to do things. **	*25*	*52*	*64*	*88*	*95*	*100*	***83***
Does not disrupt class lessons/activities.	*29*	*58*	*70*	*88*	*90*	*99*	***78***
*Does not talk disrespectfully when having a disagreement with an adult.**	*37*	*66*	*79*	*88*	*90*	*97*	***79***
*Does not have very few friends.**	*50*	*60*	*71*	*85*	*90*	*99*	***80***
*Does not have trouble getting along with teachers.**	*25*	*62*	*81*	*92*	*96*	*99*	***79***
*Does not instigate fights with other students. **	*38*	*55*	*75*	*88*	*97*	*99*	***86***
Is popular with/liked by classmates.	*43*	*64*	*77*	*88*	*93*	*100*	***82***
*Does not get into trouble a lot.**	*30*	*64*	*84*	*94*	*99*	*100*	***82***
Does not physically bully or verbally taunt other students (does not say mean things).	*40*	*69*	*81*	*91*	*96*	*99*	***83***
*Is calm, not stressed.**	*48*	*67*	*77*	*87*	*96*	*100*	***82***
*Relates to classmates who are different.**	*32*	*71*	*84*	*92*	*98*	*100*	***82***
*Feels like he/she belongs in school.**	*41*	*68*	*87*	*95*	*98*	*100*	***84***
*Does what is asked. **	*24*	*73*	*87*	*97*	*99*	*100*	***91***
Is happy.	*51*	*78*	*84*	*93*	*97*	*100*	***87***
Does not lose temper/get angry.	*45*	*74*	*88*	*94*	*98*	*100*	***86***
*Has not gone through a week or more of feeling unhappy so that he/she has stopped doing regular activities.**	*58*	*75*	*82*	*89*	*94*	*99*	***85***
*Feels safe and secure. **	*56*	*83*	*89*	*93*	*99*	*100*	***93***

*Goes along with expected routines. ** *	*38*	*73*	*91*	*98*	*99*	*100*	***93***
*Does not intentionally inflict damage. ** *	*51*	*75*	*89*	*99*	*99*	*100*	***93***
*Enjoys playing games with other children. ** *	*86*	*95*	*98*	*99*	*99*	*100*	***98***
INDICATORS OF RESILIENCE	*%*	*%*	*%*	*%*	*%*	*%*	*%*
*Does not become easily distressed when he/she makes mistakes or when others are negative.** *	*32*	*27*	*43*	*46*	*75*	*95*	***63***
*Does not require an adult present to help him/her calm down.** *	*21*	*20*	*48*	*60*	*75*	*87*	***64***
Expresses feelings easily/uses words to describe feelings.	*29*	*45*	*47*	*60*	*76*	*94*	***65***
*Does not have a hard time settling down after participating in an exciting or physical activity.** *	*21*	*35*	*43*	*70*	*80*	*97*	***70***
Does not become easily frustrated and does not act up when attempting a new task that he/she finds difficult.	*13*	*27*	*42*	*67*	*89*	*99*	***65***
*Does not believe that being criticised by peers is the worst thing in the world.**	*43*	*51*	*57*	*63*	*72*	*92*	***68***
*Does not put him/herself down when he/she does not do well on a piece of work.**	*39*	*46*	*55*	*65*	*78*	*96*	***69***
*Does not get easily overwhelmed when he/she does not understand something.** *	*15*	*30*	*47*	*71*	*93*	*100*	***74***
When angry, thinks before he/she acts.	*21*	*41*	*67*	*79*	*92*	*98*	***73***
*Controls how down he/she gets when someone teases, is not included or when receiving a bad grade.**	*32*	*51*	*62*	*79*	*91*	*98*	***74***
Controls how nervous he/she gets in pressure situations.	*37*	*62*	*64*	*79*	*87*	*98*	***76***
*Does not put him/herself down when teased or rejected by peers.**	*50*	*56*	*62*	*75*	*86*	*98*	***76***
Seeks an adult to confide in when very upset.	*55*	*62*	*74*	*80*	*88*	*96*	***82***
Controls himself/herself when very angry.	*28*	*55*	*75*	*89*	*96*	*99*	***79***
*Calms down when very upset.**	*38*	*63*	*77*	*89*	*95*	*99*	***80***
*Does not think that everything he/she does at school should be fun/exciting and if it isn't, he/she shouldn't have to do it.**	*36*	*66*	*83*	*91*	*95*	*99*	***81***
*When upset, calms down within 10 minutes.** *	*65*	*73*	*90*	*91*	*94*	*99*	***91***
INDICATORS OF A POSITIVE SOCIAL ORIENTATION	*%*	*%*	*%*	*%*	*%*	*%*	*%*
Has good conflict resolution skills.	*6*	*22*	*45*	*71*	*91*	*100*	***65***
*Talks loudly enough so that everyone can hear.** *	*69*	*63*	*67*	*61*	*79*	*95*	***76***
*Makes sure that everyone has a fair chance to win.**	*17*	*45*	*66*	*78*	*90*	*98*	***71***
*Readily tidies up after playing/working.** *	*28*	*48*	*60*	*81*	*92*	*99*	***80***
*Shows confidence when playing with others.** *	*60*	*65*	*74*	*78*	*90*	*97*	***83***
Demonstrates good friendship-making skills.	*27*	*57*	*79*	*92*	*98*	*100*	***81***
Can be trusted to follow rules and act responsibly.	*21*	*61*	*82*	*95*	*99*	*100*	***81***
Has good empathy skills.	*16*	*48*	*74*	*90*	*98*	*100*	***77***
*Is able to be trusted to do what he/she says he/she is going to do.**	*25*	*62*	*82*	*97*	*99*	*100*	***81***

*Does not condemn others for perceived slights and does not believe that retaliation is deserved.**	*31*	*65*	*81*	*91*	*97*	*99*	***80***
*Likes helping someone who has a problem.**	*30*	*67*	*77*	*88*	*97*	*100*	***79***
*Likes to make school/community a better place.**	*26*	*62*	*79*	*91*	*98*	*100*	***79***
*Tries hard not to say or do things that hurt other people's feelings.**	*25*	*61*	*82*	*92*	*98*	*100*	***80***
Listens to and accepts other people's opinions.	*29*	*63*	*83*	*94*	*99*	*100*	***82***
*Values doing things to help others.***	*38*	*60*	*80*	*92*	*98*	*100*	***88***
*Cares about the environment.**	*40*	*73*	*83*	*95*	*98*	*100*	***84***
*Likes to meet new people.**	*53*	*75*	*78*	*87*	*95*	*100*	***84***
*Cares about other people's feeling.**	*33*	*76*	*88*	*97*	*99*	*100*	***84***
*Does not think rules are stupid and that he/she shouldn't have to obey them.**	*36*	*75*	*89*	*95*	*97*	*100*	***84***
*Respects others, including classmates from different cultural backgrounds.**	*39*	*80*	*93*	*96*	*99*	*100*	***86***
Is honest (does not lie, cheat, steal).*	*50*	*84*	*93*	*96*	*98*	*100*	***88***
*Does not use bad language and bad manners.**	*47*	*86*	*94*	*98*	*99*	*100*	***88***
INDICATORS OF A POSITIVE WORK ORIENTATION	*%*	*%*	*%*	*%*	*%*	*%*	*%*
*Does not lose concentration when faced with demanding learning tasks.***	*4*	*12*	*18*	*47*	*72*	*97*	***57***
*Raises hand to answer a difficult question.***	*28*	*40*	*41*	*49*	*66*	*83*	***59***
*Shows real confidence about doing difficult schoolwork.**	*13*	*23*	*32*	*46*	*74*	*96*	***56***
Puts in extra effort in subjects/classes he/she finds difficult.	*6*	*20*	*32*	*54*	*82*	*99*	***59***
*Checks work when completed to make sure it's correct.**	*12*	*20*	*35*	*51*	*78*	*96*	***58***
*When learning something new or difficult, shows independence by not immediately for teacher help.***	*17*	*20*	*37*	*65*	*82*	*96*	***67***
Plans his/her time so that gets work done when due.	*15*	*25*	*42*	*63*	*84*	*97*	***63***
*Does not have a hard time settling down after participating in an exciting or physical activity.***	*21*	*35*	*43*	*70*	*80*	*97*	***70***
Does not become easily frustrated and does not up when attempting a new task that he/she finds difficult.	*13*	*27*	*42*	*67*	*89*	*99*	***65***
Is organised (does not forget things, is not messy, writes down homework assignments clearly).	*22*	*40*	*53*	*70*	*85*	*97*	***68***
*Makes sure he/she understands the teacher's instructions before beginning an assignment.**	*15*	*32*	*50*	*72*	*93*	*100*	***68***
*Believes he/she has what it takes to be successful, even in difficult subjects/classes.**	*21*	*39*	*50*	*68*	*90*	*99*	***68***
*Does not get easily overwhelmed when he/she does not understand something.***	*15*	*30*	*47*	*71*	*93*	*100*	***74***
*Displays confidence when trying new activities.***	*30*	*48*	*52*	*64*	*90*	*98*	***75***
*Understands that mistakes are a natural part of learning.**	*34*	*53*	*64*	*82*	*92*	*99*	***76***

*Does not put him/herself down when he/she does not do well on a piece of work.**	*50*	*56*	*62*	*75*	*86*	*98*	***76***
Wants to do his/her best in schoolwork.	*27*	*54*	*71*	*88*	*97*	*100*	***79***
Is good at working cooperatively with others on projects.	*19*	*46*	*70*	*90*	*98*	*100*	***77***
*Has skills needed to work on group projects/assignments.**	*27*	*62*	*78*	*94*	*99*	*100*	***80***
Does not think that everything he/she does at school should be fun/exciting and if it isn't, he/she shouldn't have to do it.	*36*	*66*	*83*	*91*	*95*	*99*	***81***
*Puts away materials in appropriate storage areas.***	*39*	*70*	*78*	*91*	*96*	*100*	***88***

Important Note:
Items with (*) only appear in the Social and Emotional Well-Being Survey (Teacher Form – Years 2 -12).
Items with (**) only appear in the Survey of Young Children's Social and Emotional Well-Being (Teacher Form).
Items in each category are ordered from highest to lowest amount that item represents of total SEWB.

A Closer Look at What Teachers Are Saying About the SEWB of Total Sample of Students

Of particular interest in terms of the overall sample are the percentages of students whose teachers say are likely to display the following negative indicators of SEWB:

- 35% are not likely to volunteer
- 30% are likely to under-achieve
- 30% are not likely to go out of their way to help someone who seems unhappy
- 23% do not have positive self-esteem
- 23% are likely to worry too much
- 22% are likely to disrupt classroom lessons/activities
- 18% are likely to get into trouble a lot
- 17% are likely to physically bully or verbally taunt other students
- 16% are likely to feel they do not belong in school
- 15% are likely to have gone through a week or more feeling unhappy and having stopped regular activities.

It should be noted that the percentages of students who come under the different levels based on data from the teacher surveys differ significantly from the percentages calculated from data provided by students. This is in part due to teachers tending to provide higher levels of endorsement than students do of themselves in areas related to student experience and management of emotions. An additional factor is that teachers provide students with lower endorsements of social and emotional characteristics associated with having a positive work orientation, such as work confidence, persistence, and organisation than students do of themselves.

What is of interest are the percentages of students at each level of SEWB who teachers indicate are likely to endorse different positive characteristics of SEWB. It can be seen from the data in Table 5.2 that the percentages of students who fall into the Very Low Level of SEWB and who teachers say display different positive social and emotional characteristics are significantly lower than the percentages of students at higher levels. It can be seen that, as a rule, the higher the level of SEWB,

the higher percentages of social and emotional characteristics of students that are likely to be endorsed by teachers (and the lower the percentage of students who are more likely to be perceived by teachers as displaying negative indicators). For example, of the students at the lowest SEWB level:

- 82% are not likely to volunteer
- 77% are likely to under-achieve
- 82% are not likely to go out of their way to help someone who seems unhappy
- 67% do not have positive self-esteem
- 33% are likely to worry too much
- 71% are likely to disrupt classroom lessons/activities
- 70% are likely to get into trouble a lot
- 60% are likely to physically bully or verbally taunt other students
- 59% are likely to feel they do not belong in school
- 42% are likely to have gone through a week or more feeling unhappy and having stopped regular activities.

The picture provided by teachers of these same negative indicators of SEWB for students who are at the highest SEWB level is quite different:

- 2% are not likely to volunteer
- 3% are likely to under-achieve
- 1% are not likely to go out of their way to help someone who seems unhappy
- 0% do not have positive self-esteem
- 5% are likely to worry too much
- 1% are likely to disrupt classroom lessons/activities
- 0% are likely to get into trouble a lot
- 1% are likely to physically bully or verbally taunt other students
- 0% are likely to feel they do not belong in school
- 1% are likely to have gone through a week or more feeling unhappy and having stopped regular activities.

In terms of what teachers say about the resilience of students in the total sample, 80% of students are seen by teachers as being able to calm down when upset. However, it can be seen that fewer students at lower levels appear to teachers to have the ability to calm down when upset. This trend holds for teacher perceptions of students' likely coping skills and positive, rational attitudes that support resilience.

In terms of what teachers say about students' positive social orientation in the total sample, with the exception of conflict resolution skills, 80% or more of students are likely to display social skills, values and positive, rational social attitudes. It can be seen that significant percentages of students who are at lower levels of SEWB are perceived by teachers as not having important social skills, values and pro-social attitudes.

In terms of what teachers say about students' positive work orientation in the total sample, teachers indicate that approximately 80% of students possess the requisite learning capabilities (confidence, persistence, organisation, work cooperation) that they need to manage their learning and to achieve success. Teachers say that students at lower levels of SEWB are most likely not to display these characteristics.

5.3 Similarities and Differences in Teacher and Student Perceptions of Student SEWB

A comparison of teacher perception with student self-perception of SEWB illustrate similarities in specific indicators of student SEWB. It can be seen that students rate themselves higher in many negative emotional indicators (lose temper, worry, stress) than teachers rate students. Teachers rate the incidence of under-achievement higher in students than do students. Overall, students and teachers differ markedly from each other on about half of the different positive and negative indicators of SEWB.

Similarities in Teacher Perception and Student Self-Perception of SEWB: Indicators of SEWB

- Teachers say **86**% of students are happy and **89**% of students say they are happy.
- Teachers say that **82**% of students get along with most of their teachers and **84**% of students say they get along with most of their teachers.
- Teachers say that **15**% of students do not feel like they belong in school and **23**% of students say they do not feel like they belong in school.
- Teachers say **18**% of students get into trouble a lot and **22**% of students say they get into trouble too much.
- Teachers say **13**% of students have felt hopeless and down and **20**% of students say that during the past six months, they have felt so hopeless and down almost everyday for one week that they have stopped doing their usual activities.
- Teachers say that **28**% of students do not go out of their way to help someone who needs help and **20**% of students say they do not go out of their way to help someone who seems unhappy or needs help.
- Teachers say **20**% have very few friends and **18**% of students say they are lonely.

Differences in Teacher Perception and Student Self-Perception of SEWB: Indicators of SEWB

- Teachers say that **70**% of students are achieving in school as best they can while **85**% of students say they are going well in school.
- Teachers say **33**% of students do not volunteer while **51**% of students say they do not volunteer to do things to make their school and community a safer and better place to live.
- Teachers say about **30**% of students under-achieve in much of their schoolwork while **48**% of students say they could do a lot better in their schoolwork.
- Teachers say **23**% of students worry too much about their schoolwork or what others think of them while **42**% of students say they worry too much about their schoolwork or what others think of them.
- Teachers say **16**% of students bully or verbally taunt other students while **37**% of students say they are quite mean to other people.
- Teachers say **13**% of students lose their temper a lot while **35**% of students say they lose their temper a lot.
- Teachers say that **17**% of students are not calm and are stressed while **31**% of students say they feel very stressed.
- Teachers say that **35**% of students do not participate in many activities inside and outside of school while **24**% of students say they do not participate in many different activities inside and outside of school (e.g. clubs, sport, music, drama).

A similar set of comparisons concerning a selection of indicators of student social and emotional capabilities associated with Resilience, Positive Social Orientation and a Positive Work Orientation is presented below. It will be seen that the greatest agreement between students and teachers is in their perception of student capabilities and behaviour in the social domain. In terms of Resilience, teachers rate students higher in their ability to manage their emotions than do students. In the area of Positive Work Orientation, students and teachers are close to agreement in their perceptions of students' work disorganisation and pessimism when tackling difficult work. However, teachers rate students considerately lower in work confidence, effort, and students wanting to do their best in their schoolwork, than students rate themselves. Overall, there are more agreements in perceptions of teachers and students concerning different social and emotional capabilities than differences

Similarities in Teacher Perception and Student Self-Perception of SEWB: Indicators of Social and Emotional Capabilities

- Teachers say that **87**% of students respect others including classmates from different cultural backgrounds and **94**% of students say that they think it is important to treat others, including classmates from different cultural backgrounds, with respect.
- Teachers say that **82**% of students demonstrate good friendship-making skills (e.g. sharing, waiting turns, listening, conversation skills) and **90**% of students say they know how to make friends.
- Teachers say that **85**% of students like to meet new people and **89**% of students say they like to meet new people..
- Teachers say that **79**% of students are good at working cooperatively with others on projects and **87**% of students say that they are good at working cooperatively with others on projects.
- Teachers say that **81**% of students can be trusted to do what they say they are going to do and **86**% of students say they can be trusted to do what they say they are going to do.
- Teachers say that **78**% of students have good empathy skills (understand how other people feel) and **84**% of students say they are good at understanding how other people feel.
- Teachers say that **81**% of students try hard not to say or do things that hurt other people's feelings and **81**% of students try hard not to do or say things that hurt other people's feelings.
- Teachers say that **85**% of students do care about the environment and **80**% of students say they care about the environment (parks, waterways, animals) and do not want to make their community a better and safer place to live.
- Teachers say that **80**% of students like helping someone with a problem and **79**% of students say they like helping people with problems.
- Teachers say that **71**% of students do not make sure everyone has a fair chance to win, even if it means they lose and **75**% of students say they do not try to make sure that everyone has a fair chance to win, even if it means they lose.
- Teachers say that **33**% of students give up too easily and **35**% of students say when they do not understand something, or something is boring, they give up too easily.
- Teachers say that **36**% of students do not plan their time so that so that they get all their work done when it is due and **33**% of students say they do not think about planning their time so that they get all their work and jobs done on time.
- Teachers say that **31**% of students do not have good conflict resolution skills and **32**% of students say they have difficulty resolving conflicts without fighting.

- Teachers say that **32**% of students are disorganised and **31**% of students say they are very disorganised, forget material they need for class, have messy papers and do not write down homework clearly.
- Teachers say that **25**% of students cannot control how down they get when someone teases them, they are not included by classmates, or receive a poor grade and **32**% of students say they have difficulty controlling how depressed they get.
- Teachers say that **28**% of students put themselves down when they do not do well on a piece of work and **31**% of students say that when they do badly in their schoolwork, they think "I'm a failure."
- Teachers say that **30**% of students do not believe they have what it takes to be successful in their most difficult classes/subjects and **31**% of students say that when they don't understand something, they think "I don't really have what it takes to be successful".

<u>Differences</u> in Teacher Perception and Student Self-Perception of SEWB: Indicators of Social and Emotional Capabilities

- Teachers say that **78**% of students want to do their best in their schoolwork while **93**% of students say they want to do their best in their schoolwork..
- Teachers say that **60**% of students put in extra effort in subjects/classes they find difficult while **82**% of students say that they are persistent and try very hard to complete all their schoolwork..
- Teachers say that **36**% of students do not express their feelings easily while **61**% of students say that it is hard for them to describe how they feel deep down..
- Teachers say that **19**% of students do not calm down when very upset while **48**% of students say they have difficulty calming down quickly when they get very upset.
- Teachers say that **25**% of students act without thinking when angry while **47**% of students say that when they get angry, they act without thinking.
- Teachers say that **24**% of students cannot control how nervous they get in pressure situations while **39**% of students say they have a hard time controlling how worried they get.
- **37**% of students say they have difficulty controlling themselves when they get angry. Teachers say that **21**% of students have difficulty controlling themselves when very angry while.
- Teachers say that **17**% of students think that everything they do at school should be fun and exciting and if it isn't they shouldn't have to do it while **36**% of students say that they shouldn't have to do schoolwork that is boring.
- Teachers say that **17**% of students condemn others for perceived slights and believe that retaliation is deserved while **32**% of students say that when someone who treats them badly is a bad person and that it is okay to hurt them back.
- Teachers say **41**% **of** students do not show real confidence when doing difficult schoolwork while **31**% of students say they are not confident when doing difficult schoolwork.
- Teachers say that **14**% of students think that rules are stupid and they shouldn't have to obey them while **27**% of students say that they cannot stand having to behave well and follow rules.

PART 6

CONCLUSIONS AND RECOMMENDATIONS

This study has confirmed that the construct referred to as student social and emotional well-being (SEWB) can be represented by different aspects of school, home and community ("context") of students, by different social and emotional competences ("individual") such as the management of emotions and behaviour (resilience), relationships with people (positive work orientation) and management of schoolwork (positive work orientation). This finding alerts schools, homes and communities to provide ongoing support to young people, especially in the secondary years of schooling when the focus tends to be on academic achievement and where the influence of adults wanes and peer group influence grows.

This report casts new light on the social and emotional well-being of Australian youth. As a result of the application of Rasch measurement, we are now able to describe student social and emotional well-being in terms of two scales, one based on student responses and one on teacher ratings, with each scale having six distinct levels. We can describe students in terms of their level of social and emotional well-being, from very low to very high levels. The very high level is characterised by students who display well developed and self-managed emotional, social and learning capabilities and who normally live in highly supportive and enriched schools, homes and communities. Additionally, these students are likely to experience positive emotional states and display strong character traits that are just beginning to be examined within the field of psychology.

Young people at the lowest level of social and emotional well-being are those who have traditionally been viewed as having "mental health" problems. For these young people, their lives are characterised by a variety of negative social and emotional indicators (depression, worry, stress, anger, loneliness, low self-esteem, alcohol and drug use, under-achievement) and the absence of positive indicators (happiness, positive relationships with classmates, teachers and parents, volunteering to help make a better world). We can now see that along with their specific social, emotional and behavioural challenges, they lack the resilience, positive social orientation (social skills and values), and positive work orientation (learning capabilities) they need to experience positive social and emotional as well as learning outcomes. Additionally, the data reveal the likelihood that these young people do not perceive in their schools, homes and communities positive people and programs.

The Rasch measurement analysis has reaffirmed the ecological view of mental health and social and emotional well-being. To understand young people, we must study both their outside and inside worlds.

It is interesting to note that the level of student social and emotional well-being is not correlated with age or grade. There are students with very high levels of SEWB who are in early primary school and there are students with very low levels of SEWB at senior secondary school. That is not to say that the 6-year-old who has a high level of social and emotional development is likely to display the same social and emotional capacity for relating to others and managing their work and their emotions as a 16-year-old with a high level of SEWB. Rather, for any given age and grade, it is now possible to describe students who have greater or lesser levels of social and emotional well-being in terms of the support (or lack thereof) of their environment (school, home, community) and their inner social and emotional strengths.

It has been valuable to learn that different social and emotional characteristics contribute different amounts to students' overall social and emotional well-being. Unexpectedly, perhaps, we have learned from the student survey that achieving to potential in schoolwork, being confident and persistent in schoolwork are characteristics that contribute a great deal. And from the perspective of the teacher, the ability to manage emotions and calm down contribute most to high levels of social and emotional well-being.

The evidence that girls display higher levels of social and emotional well-being than boys is not new. Girls are rated higher by their teachers than boys on many social and emotional capabilities that moderate school learning (e.g. wanting to do well in school, persistence, settling down to work, not losing concentration when faced with demanding tasks, planning time). They are also rated higher by teachers in many aspects of social orientation, including empathy, conflict resolution, and helping others in need, and in many aspects of social and emotional well-being, including persistence, time management, empathy, and conflict resolution skills. It would make sense that the curriculum caters for the needs of boys in these areas.

The data highlighted some very important differences between younger students from very high (top 10%) and low socio-economic (lowest 25%) backgrounds in terms of the social and emotional capabilities needed for school success, positive relationships, and social and emotional well-being. It does appear that younger students from poorer home backgrounds as a group show significant delays in important social and emotional capabilities needed for formal learning and school readiness, such as raising hands to answer difficult questions, showing independence by not immediately asking for teacher help, being aware of time, working cooperatively, and not being easily overwhelmed by frustration when they do not understand something.

The data presented on the social and emotional characteristics of over 10,000 students in the sample reveal large percentages of students experiencing social and emotional difficulties. Over 40% of students say they worry too much while three in ten say they are very nervous/stressed. Over 20% of students say they have felt very hopeless and depressed for a week and have stopped regular activities. A third of all students say they lose their temper a lot and are sometimes quite mean to other people (bully). Two-thirds say they are not doing as well in their schoolwork as they could. Over 40% of students say they have difficulty calming down (poor resilience). It is clear that more needs to be done to educate students about their social and emotional well-being.

It is clear from the data that parenting is a crucial contributor to student social and emotional well-being. Parents of children with higher levels of SEWB accept their children as individuals, are interested in their education, provide activities that accommodate their interests and make time for them and listen. Achieving higher levels in children's SEWB is supported by parent conversations concerning how to make friends and solve problems, the importance of confidence, persistence and organisation to school success as well as discussing different social values such as respect, honesty, fairness, caring, responsibility, and being a good citizen. Of particular importance is when parents spend time talking to their children about feelings. The parenting action that contributes most to children's SEWB is when parents talk with their children about feelings and how to cope with them. Students who demonstrate lower levels of SEWB perceive that their parents less frequently engage in these positive parenting practices.

It is clear from the data that students with very low levels of SEWB perceive the absence of many positive actions of teachers that research indicates contribute to student success and well-being. While students with a very low level of SEWB do perceive that their teachers discuss school rules, remind them to do their best, and say something positive to them, large percentages of these students are not likely to perceive that their teachers care about them, try hard to help and are nice, help them to believe they can be successful, talk to them about things other than school, and help them to appreciate people from different cultures. As well, significant percentages of students with lower levels of SEWB are not perceived by students as having discussions about important social values such as respect, caring, responsibility and good citizenship, about how to make friends and solve problems, as well as "feelings" and how to cope with them. Students with lower levels of SEWB also say they do not have a "say" in classroom rules.

It is also evident that the actions of adults and peers and the existence of youth-oriented programs is an additional context for understanding the level of student SEWB. In comparison with students with higher SEWB levels, students with low levels of SEWB perceive fewer opportunities to do things to make their community a better place, fewer activities that interest them, and fewer adults they can go to if they have a problem, who care about them, and who praise them for appropriate behaviour. Additionally, students with lower levels of SEWB are much less likely to say that they have friends who work hard and behave well.

In light of these findings, the following recommendations are offered:

Recommendation 1: Priority for Making Social and Emotional Well-Being as Important to the Mission of Education as Academic Achievement

The mental health and social and emotional well-being of young people has within recent years become more explicit in curriculum standards and frameworks (what teachers are expected to teach and students to know).

However, for many schools, academic achievement still remains at the core of school mission statements with social and emotional learning and well-being relegated to student welfare and pastoral care.

In the present sample of students, almost 50% of students reported they are not learning about their feelings and how to manage stress, while 40% say they are not learning about how to make friends or how to solve interpersonal problems.

Equations for determining level of school funding should take into account the distribution of the student population across SEWB levels. Schools with greater percentages of students with lower rather than higher levels of SEWB require different resourcing (services, programs) and are likely to require greater funding or a different funding base.

Recommendation 2: Preventative Social and Emotional Learning Curricula Need to Be Introduced at All Levels of Schooling for All Students

It is clear that positive emotional, behavioural and learning outcomes of all students are supported by a range of social and emotional capabilities that students utilise to manage their emotions and behaviour (resilience), their learning (learning capabilities) and their social behaviour (social skills and values). All three social and emotional domains of capabilities need to be planned for in national and state curriculum frameworks as well as within schools themselves. Additionally, a variety of learning experiences needs to be planned for students to enhance the positive character traits and positive emotional experiences associated with the very highest levels of social and emotional intelligence.

It is clear that strong “values” programs in schools are necessary for all students. However, equally important to student well-being are student conflict resolution and social skills as well as learning capabilities (e.g., work confidence, persistence). Schools will want to ensure that students are given equal opportunities to gain from conversations and programs designed to communicate the full range of social and emotional capabilities.

Additionally, the data reveals that building strong relationships is a crucial part of student social and emotional well-being. However, the data from the survey indicates that schools should also focus on developing the inner social and emotional strengths of students. However, reviews of research (e.g., Goleman, 2004) clearly indicate the importance of having empirically-based social and emotional learning programs specifically taught throughout different levels of schooling as an additional component to student well-being programs.

We need to teach all young people the ABCs of positive social and emotional well-being. Most children and adolescents do not acquire sufficient knowledge and skill about mental health and well-being from observing and listening to others. In order for children and adolescents to learn to cope with adversity and their own tendencies towards experiencing anxiety, depression and anger, they need to be taught:

1. Mental Health and Emotional Literacy. The following mental health concepts and principles are important for young people to understand:

- In life, everyone is faced with difficult and challenging situations and people that lead to different feelings and behaviour.
- The different feelings that everyone experiences have different names including anxiety/worry, feeling down/depressed, feeling angry (teach an emotional vocabulary).
- Feelings vary in intensity from strong to weak.
- When people get intensely upset (highly anxious, depressed, furious) about a difficult or threatening situation, it is hard for them to think and behave in ways that improve the situation or solve the problem.
- The way people think about what happens to them determines to a very large part how upset them become. As Shakespeare observed: “Things are neither good nor bad but thinking makes it so.” Teach young people the following set of relationships: Happening->Thinking-> Feeling->Behaving.
- People can think about and interpret a negative situation in two ways: a negative, irrational one that often leads to extreme emotions and self-defeating behaviour or a positive, rational way that leads to helpful emotions and behaviour.
- By changing your thinking from a negative, irrational interpretation of a negative situation to a more rational positive one, you can improve your mental health.
- There are also a range of things people can do when they get extremely worried, down or angry to feel better, to improve the situation and improve mental health.

2. Positive, Rational Attitudes with Negative, Irrational Attitudes Eliminated. The ACER data reveal that students with lower levels of SEWB endorse a variety of stress-creating, negative attitudes including “self-depreciation,” which is the tendency to negatively judge one’s self-worth and value based on one’s behaviour or the opinions of others. It is suggested that teachers, parents and members of the community who have formed positive relationships with young people have discussions that involve:

- Weakening “Self-Depreciation”, Strengthening “Self-Acceptance”. It is now clear that just about all young people who experience anxiety and depression have a tendency to put themselves down when “bad” things happen (failure, rejection, bad hair day). Teach young people that they are made up of strengths and challenges and never to rate themselves when things go bad (it is OK to rate their behaviour). “Self-Acceptance” is a cornerstone of positive social and emotional well-being.
- Weakening Pessimism, Strengthening Optimism. It is also the case that depression-prone children have tendencies towards forming negative views of themselves, their surroundings and their future when negative things occur. Help correct these “thinking errors” by teaching young people that they can choose a more positive way to interpret negative events.

- Weakening "Intolerance of Others", Strengthening "Acceptance of Others." Children and adolescents who experience high levels of anger in the face of their perceptions of unfairness and inconsideration have a tendency to globally rate the worth of the offending person ("You're a no-good so-and-so who deserves to be punished."). Teach young people that it does not make sense to rate another's worth on the basis of aspects of their behaviour they do not like. Teach young people to accept all people even when their behaviour or customs may displease them.
- Weakening the Tendency to "Catastrophise" (blow things out of proportion) and Strengthening the Tendency to "Keep Negative Events in Perspective". Young people of all ages when confronted with a negative event (e.g., not being invited to a party; being called a name) that is not life threatening can exaggerate their thinking "This is the worst things in the world, it's awful and terrible." Encourage young people to keep negative events in their proper perspective relative to life's real catastrophes by thinking: "This is not so bad. It could be a lot worse."

Based on the work of Albert Ellis, Martin Seligman and other cognitive-behaviourally oriented theorists, different school-based curriculum programs now exist that provide teachers and student welfare coordinators with lessons and activities that help them develop these insights and understanding with young people (e.g., Bernard's "You Can Do It! Education"; Knaus' "Rational Emotive Education"; Vernon's "Passport Program").).

3. Resilience, Coping Skills. It is clear from the ACER data that we need to teach all young people different emotional self-regulation and behavioural control skills for handling difficult situations, solving problems and calming down. These include:

- Be aware of how upset I am and deciding to keep calm
- Challenge and change negative, irrational self-talk to positive, rational self-talk
- Use relaxation techniques
- Find someone to talk to
- Find something fun to do
- Find a "time out" area to de-stress
- Exercise
- Eat healthy foods
- Have a good laugh and not taking myself or the situation so seriously
- Be assertive
- Problem solve to figure out how to make the problem go away

4. Positive Social Orientation: Social Skills and Values. Data from the ACER surveys reveal that the conversations parents and teachers have with young people about how to make friends and solve problems contribute a great deal to their social and emotional well-being. Data also indicates that significant percentages of students do not perceive such conversations taking place. Data also indicates that despite the best efforts of federal and state government to imbue values throughout the school community, students with lower levels of SEWB do not perceive they receive values education.

5. Positive Work Orientation: Learning Capabilities. It is recommended that a preventative, positive, social-emotional well-being program not only provide young people with knowledge, attitudes and coping skills to manage negative life experiences and negative emotions, it should also strengthen young people's social and emotional competencies that help them to be successful in their schoolwork. These include:

- Work Confidence. Not being afraid to make mistakes, believing that you will be successful, offering opinions to difficult questions, and taking risks to do new or difficult things were you might not be successful at first.
- Social Confidence. Not being afraid to express your opinion, not being overly concerned about whether others disapprove of you or hold negative opinions, and conversations skills that help you to make friends.
- Persistence. Knowing that effort in the short-term produces success and doing things you do not feel like doing.
- Organisation. Having goals to be successful, planning your time, breaking down long-term, complicated tasks into simpler steps (task analysis) and keeping track of resources and schoolwork.
- Team Work. Knowing the things to say and do when working in teams that lead to success (The "Do's": listen, be respectful of different opinions, participate, do your fair share, help others, take turns fairly; The "Don'ts": interrupt, talk too much, be critical of other classmate's opinions, sit back and let others do the talking and work, insist on doing things your way, have too many opinions).

When successfully implemented, a preventative social-emotional well-being curriculum will go a long way to helping ameliorate unacceptable low levels of children's mental health as well as promote high levels of SEWB. There is little doubt, however, that other initiatives that help students feel more valued by and connected with their teachers, parents and community are equally important.

Recommendation 3: Schools Need Support to Develop the Capacity to Deliver Social and Emotional Learning

Schools today are recognising that the social and emotional learning of students is crucial in helping develop high levels of SEWB including academic success (e.g., Zins, Weissberg, Wang, & Walberg, 2004). The following is a list of best practices for integrating social and emotional learning through the school community (from Bernard, 2006a).

Practice 1. Use of Social and Emotional Learning Capability Curricula. Teachers and others implement evidence-based, culturally appropriate classroom curricula (early childhood, primary, and secondary) that teach learner capabilities (e.g. Bernard, 2006c; Fuller, Bellhouse & Johnstone, 2001; McGrath & Noble, 2003).

Practice 2. Integration of Social and Emotional Learning Capabilities throughout Classroom. Teachers and others model, communicate, integrate and reinforce the learner capabilities taught in developmental curriculum programs during academic learning. Common practices include: visual representations (drawing/illustrations/pictures) of learner capabilities, classroom display of explicit statements that describe each learner capability, including examples of student behaviour that exemplify leaner capability being taught (e.g. "Goal Setting means …"), use of behaviour-specific feedback by teachers to acknowledge students when they demonstrate learner capabilities (e.g. "You worked well with your team"), integration of learner capabilities in language arts, including children's literature (e.g. analyse character traits of main characters of a book being read using learner capabilities), and integration of learner capabilities in daily classroom learning, and designing classroom awards around learner capabilities being taught.

Practice 3. School-Wide Programming of Social and Emotional Capabilities. Schools identify opportunities to communicate to students the importance of different learner capabilities during the school day including: school assemblies, visual imagery through school grounds representing important learner capabilities (e.g. murals/student work/posters portraying positive social relationships, peaceful conflict resolution), school excursions and student awards.

Practice 4. Early Identification and Intervention. Put in place procedures for teachers of younger students' (4 - 10 years of age) to survey the students' learner capabilities. Greater attention and programming will then exist for students with significant risks factors and who have delays in learner capabilities.

Practice 5. Incorporation of Social and Emotional Capabilities in Behaviour Management Policy and Practice. As a result of research indicating that students with behaviour (and achievement) problems experience delays in their personal, social and emotional development, school-wide behaviour management policy should incorporate strengthening of learning capabilities for all students and for those with chronic behaviour problems, and specific learner capabilities skills should be incorporated in behaviour management plans. Students should be referred for anti-social, non-compliant and/or aggressive behaviour, and receive recognition for displaying learner capabilities (e.g. work cooperation, academic confidence, resilience).

Practice 6. Staff Development and Training in How to Teach Learner Capabilities. As a component of teacher, staff and administrator ongoing professional development, opportunities (conferences, professional learning communities, peer observation, discussion, sharing of good practices at staff meetings) should be facilitated in areas related to: ongoing staff development of all school personnel (administrative, academic, student support, ancillary staff) in their own personal learning capabilities (e.g. resilience, confidence). Practices that help build resilient classrooms (e.g. developing positive relationships with students having behavioural challenges, communicating high expectations for achievement and behaviour) should form part of staff development plan, with time allocated for Professional Development. Also, good teaching practices should be shared and illustrated.

Practice 7. Parent and Family Involvement in Teaching Social and Emotional Capabilities. Schools should provide parents and families with opportunities to learn about how to support learner capabilities at home as well as how to strengthen their own social and emotional skills underpinning their own mental health.

Practice 8. Assessment and Accountability. Systems need to be in place to assess and report on students' social and emotional capabilities as well as the extent to which school culture, classroom climate and practices of teachers support student learning capabilities.

Practice 9. Community Partnerships. Partnerships need to be established with community agencies (recreational, city council, business, religious, social service, police) that promote community-wide understanding of ways in which adults support improvement of students' learning capabilities.

Practice 10. Treatment. Referral mechanisms need to be built for providing effective personal, and social and emotional learning experiences for students with psychosocial and mental health issues that target strengthening of learning capabilities.

Recommendation 4: Ongoing Professional Learning for Teachers that Support the Social and Emotional Development and Well-Being of Students at Lower Levels of SEWB

There is now a collection of evidence-based good teaching practices that support student social and emotional well-being. It is vitally important that teachers of students with lower levels of SEWB make maximum use of these practices, especially with students who have behaviour problems. Some of these good practices include (from Bernard, 2006d):

1. Develop positive relationships with students.
2. Firmly communicate to students high, realistic expectations for achievement and behaviour.

3. Provide students with special responsibilities and involvement in classroom and school decision making.
4. Provide students with class and school activities that accommodate their interests (e.g. technical, social, artistic, enterprising, investigative).
5. Be sensitive to and accommodate cultural-gender differences among students.
6. Make clear provisions for the safety of students in the class and at school.
7. Provide a quality social and emotional learning curriculum in a school culture where students feel respected, valued and supported.
8. Provide students with a quality academic curriculum, explicitly teaching academic/content standards and provide multiple opportunities for students to be successful.

Additionally, there are distinct teaching methods that cater for students with very low levels of SEWB (e.g. Wood, 1996).

It is recommended that student social and emotional learning and well-being become an integral part of initial teacher training and ongoing teacher professional learning and development programs.

Recommendation 5: Ongoing Assessment of Student Social and Emotional Learning and Well-Being

In order to organise and evaluate new services and programs that support student social and emotional well-being, it is vital that baseline collection be initiated at every school to determine the social and emotional needs and strengths of the student population. While state governments are employing questionnaires that survey student attitudes, such efforts generally do not comprehensively measure the internal and external social and emotional characteristics that comprise student overall social and emotional well-being.

It is recommended that on an annual basis, data be collected on the various domains of student social and emotional well-being, and state as well as school planning and decision making be guided by the results.

The ACER surveys provide a scientifically-valid way to provide baseline and follow-up measures of the SEWB of groups of students.

Recommendation 6: The Staffing and Design of Student Welfare Services Should Cater for the Distribution of Levels of SEWB in Their Student Population (Families, Community)

Schools with high percentages of students at lower levels of SEWB require strong student welfare representation in order to cater for individual needs of students and their families.

Additionally, it is clear from the data that students who present with similar problems of childhood demonstrate different levels of social and emotional well-being. Intervention and support program design needs to take into account students' existing levels of SEWB. So, for example, students who present with depression or anxiety who are at higher overall levels of SEWB are likely to need more narrowly targeted interventions focused on the specific factors contributing to their specific emotional problems. Students with similar symptoms who are at lower levels of SEWB probably require a more extensive, broad focused interventions that targets all aspects of their ecology in addition to those that immediately surround their current emotional problems.

It is clear that students at different levels of SEWB may present with the same or similar problems of childhood. In comparison with students at higher levels of SEWB, students with lower levels of SEWB are likely to present with additional negative social and emotional indicators, poorer resilience, social skills and values and learning capabilities as well as weaker connections to their schools, home and communities.

It is recommended that in planning intervention programs for students with low levels of SEWB that student support teams conduct strength-based assessment to identify areas where students can be better connected to positive adults in the community, develop stronger connection with their family as well as strengthen their connection with teachers and programs at school. Additionally, the need to strengthen students' social and emotional capabilities in areas of resilience, positive social orientation and positive work orientation should constitute an important ingredient of intervention planning.

Increasingly, individual programs of support for students who present with low levels of SEWB are implemented at the school level with a student support team consisting of personnel responsible for student welfare, teachers, specialist staff, and, when necessary, members of community organisations and agencies.

Appendix 2 contains an illustration of a strength-building plan developed for a student with very low levels of SEWB (Bernard & Milne, 2007).

Recommendation 7: Parent Education in Children's Social and Emotional Well-Being

It is clear from the data contained in this report that the actions of parents have a significant impact on the social and emotional well-being of their children. When students perceive the relative absence of positive parenting actions, students are likely to display many negative and few positive indicators of SEWB.

High levels of student SEWB are associated with parents who are not only actively involved in parenting but who spend time discussing with their children important social and emotional skills they need to both understand and manage emotions, including coping with stress, but also how to make friends and manage conflicts.

At federal, state and local levels, a priority needs to be increased investment in parents with a particular focus on strengthening school-home links, so that parents can have ongoing access to universally recognised effective parenting practices. Research indicates the following parenting practices as effective in promoting positive social and emotional well-being (e.g. Bernard, 2003c; Christenson, Rounds & Gorney, 1992):

1. Develop positive parent - child relationships
2. Communicate to child high expectations for achievement and behaviour
3. Provide activities that accommodate interests of child
4. Provide child with responsibility and involve in decision-making
5. Show interest and become involved in child's education
6. Provide motivation (internal, external) for what child is learning
7. Develop child's social and emotional skills and values.

Recommendation 8: Social and Emotional Learning for Boys

As reported on, boys' achievement (and behavioural problems) can partly be explained by the lower levels of SEWB of boys relative to girls (see Table 3.3). Therefore, extra attention needs to be given to boys to help them acquire the social and emotional capabilities they need to manage their own learning and behaviour. Additionally, the pedagogy of learning for boys needs to incorporate aspects of .community and home involvement reflected in the ecological model of SEWB described in the Report (see Figure 1.1).

In order to close the gender gap in achievement and provide full equity and access for boys, a broad-based approach is advocated that includes strengthening community, school and home practices that are gender-fair, equitable and that meet the unique learning style, sex-role identity, and social-emotional needs of boys. As well, systemic solutions need to be introduced that have a direct influence on the development of the social and emotional capabilities of boys that open the doors for early success and follow-on full participation in all aspects of education.

With a specific focus on the extensive problem of under-achievement in boys relative to girls the following recommendations are offered.

<u>Recommendations for Administrators</u>

1. Administrators should explore ways to counter the prevailing climate in schools that it is not "cool" to work hard and do well in school.

2. Administrators should collect data/make observations concerning the extent to which boys perceive their school and achievement in school as a female domain where girls achieve and boys do well in sports.

3. Administrators should collect and analyse data on the achievement of boys and girls to identify patterns of under-achievement and to evaluate prevention and intervention strategies and programs.

4. Administrators should consider selective use of single-sex classes of learning groups for boys in English as a way of making it easier for boys to raise their achievement without other students being aware of the difficulties they are having and where boys feel more at ease to learn.

5. Administrators should allow boys (and girls) to have formal input into school policy and decisions (e.g., discipline, uniforms, mission statement) as a way of enhancing their participation.

6. Administrators with the support of students should decide on the appropriate forum for celebrating academic success in much the same way that sporting achievements receive attention, including focusing on those individuals who are making significant improvements in reaching goals set.

<u>Recommendations for Teachers</u>

1. Teachers should encourage boys to be academically confident (e.g., raise hand in class, answer difficult questions), persistent, organised (e.g., set goals to do their best, manage time, keep track of resources, write down assignments in complete detail), and to work collaboratively.

2. Teachers should employ cooperative-/collaborative-learning groups.

3. Teachers should adopt more active and interactive teaching styles including role-play and drama.

4. Teachers should make efforts to integrate computer technology in the teaching of reading and writing.

5. As boys show reluctance in drafting and re-drafting their writing in comparison with girls, teachers should instruct students in editing and self-assessment strategies.

6. Teachers should employ a clear framework (e.g., how much to write, how to structure their writing, criteria of success) to accompany writing assignments.

7. Teachers should structure literacy assignments by breaking down large, long-term projects into smaller, short-term chunks.

8. Teachers need to be made aware that positive relationships with boys – especially those who under-achieve or misbehave – are crucial in helping boys to decide to reverse the cycle of under-achievement.

9. Teachers should work with groups of under-achieving boys to set individual goals for attainment in different subjects.

<u>Recommendations for Parents and Community</u>

1. School administrators need to meet with all parents to explain the issue of under-achievement of boys and the challenge they face in reading, writing and language.

2. Parents should be encouraged to read more to their sons as research indicates that parents are more likely to read to girls everyday than boys.

3. Fathers should be encouraged to read more to their sons.

4. Fathers should be encouraged to volunteer in the classroom during reading/language instruction.

5. Fathers need to be provided with information concerning research that shows that the more time fathers stayed close to their sons, the better sons did academically, socially and emotionally.

6. Parents should encourage sons to do “reading for fun” and provide reading materials in their homes (books, newspapers, magazines) that accommodate their sons’ interests. Parents should encourage their sons to read books daily at home, increasing the number of pages read as their sons grow older (e.g., grade 4 boys should read at least 11 or more pages daily for schoolwork and homework).

7. Parents should encourage their sons to be academically confident (e.g., raise hand in class, answer difficult questions), persistent, organised (e.g., set goals to do their best, manage time, keep track of resources, write down assignments in complete detail), and to collaborate with other students in all subject areas with specific reference to English (reading, writing, spelling).

8. Boys need to see men who read for enjoyment ("Real men read").

9. Members of the community, especially males, should be encouraged to volunteer to mentor under-achieving boys in the area of literacy.

10. Parent education classes should be offered that provide training for parents on how to help their sons improve their reading (e.g., paired/shared reading).

Recommendation 9: School-Community Partnerships to Support Student SEWB

Schools with high percentages of students at lower levels of SEWB need to work in close partnership with community agencies to help strengthen the links between "at risk" students and their families with support services and positive programs and adults outside of the home and school.

The results from the ACER survey of student SEWB clearly show the important role the community plays in supporting student well-being.

Community (other than schools, homes) consists of religious institutions, neighbourhoods, youth organisations, businesses, health-care providers, foundations, justice systems, the media, and government. The following are examples of practices that these community groups can engage in that support positive social, emotional and behavioural well-being in young people.

Community Practice: Positive Adult–Young Person Relationships

- Adults engage in daily acts that promote positive outcomes in students (support, affirmation, acknowledgement, recognition, limits setting, rewarding, listening, modelling, skill building, leading, helping and empowering)
- Members of the community volunteer to read at school
- Members of the community volunteer to mentor "at risk" students
- Big Brother/Sister program
- Grandparent involvement
- Mother support group (activities with children)
- Boy Scouts/Girl Scouts
- Religious officials (priest, ministers).

Community Practice: High Expectations Communicated for Achievement and Behaviour

- Members of the community volunteer to read at school
- Students spend time learning from the experiences of "older" generations
- Youth service organisations provide programs to help rehabilitate/educate students who have behaviour problems
- After-school study support programs (e.g. homework clubs) made available for all students
- Members of the community volunteer to mentor "at risk" students
- Adults provide positive reinforcement to students who have worked hard to achieve their goals and who have made responsible lifestyle/staying out of trouble choices
- Members of the community model healthy behaviours (e.g. not drinking to excess, not driving while drinking)
- Academic achievements of students recognised by community including media (radio, print)

- Adults communicate to groups of students (e.g. own children, other children) explicit rules for acceptable/unacceptable behaviour while students are in the community (e.g. curfew, smoking) and consequences
- Students are connected to community-based mentoring programs
- Companies offer to pay full salary while employees mentor students or attend parent - teacher conferences during the workday
- Community organisations invite students to play active roles in committees that make decisions on youth-orientated projects
- Community organisations invite students to events and activities that involve the "whole community"
- Community communicates positive messages through billboards/signage
- Business provide academic scholarships for university-bound students
- Students held accountable for their actions (e.g. drinking, vandalism)
- Community members take responsibility for communicating boundaries/limits and enforce them when necessary
- Drop-in centres (homework club, tutoring centre)
- Religious leaders communicate high expectations
- Billboard advertising throughout neighbourhood for promotion of values.

Community Practice: Opportunities for Positive Peer Interaction

- Students offered opportunities within and outside of school to get to know peers outside of their immediate/school peer group
- Peer, cross-age tutoring, study support offered inside and outside of school
- Promote peer, cross-age fostering to help younger students accommodate to the changes in schools, grade levels and help older students bond with younger people other than peers
- With students' involvement from diverse groups, develop interest-based youth groups and clubs
- Recreational/community/city sport teams
- Craft/arts classes offered after school
- Boy Scouts/Girl Scouts
- Library-centred activities (e.g. reading clubs)
- After-school chess club
- Band
- Youth leadership groups
- Religious organisations arrange youth nights
- Dance class
- Youth organisations.

Community Practice: Places/Activities That Accommodate Student's Interests (clubs, teams, organisations)

- Strengthen, expand and communicate about the availability of out-of-school activities for youth
- Introduce new after-school programs and clubs that accommodate a wide variety of interests, including hobbies, sports, gardening, art, craft, chess, environment, foreign language, and current events
- Students are connected to community-based mentoring programs
- Businesses make available work experience opportunities that cater for diverse interests of students
- Offer adventure/outdoor education programs
- Community/youth-service organisations provide venue for open forum discussion on specific current topics pertaining to youth

- Provide locations (youth group building, recreation centre, supervised outdoor park) where youth can meet and "hang out" in a safe, healthy and friendly environment
- Skateboard parks
- Church-sponsored events
- Business/city-sponsored apprenticeship opportunities
- Local sports team venues.

Community Practice: Opportunities for Students to Contribute to Community

- Provide multiple ways for students to engage in community service
- Involve students in leadership roles and program planning in different youth-service, community and city committees
- Offer students school credit for participation in service learning and community volunteer experiences
- Offer students responsibility in taking care of and keeping clean all facilities used by youth including their school. Offer credit for participation
- 'Clean up your community' events
- Involvement in recycling projects
- Provide varied service-learning opportunities (e.g. car washing, feeding the homeless, volunteering at convalescent homes/hospitals).

Community Practice: Community Education

- In media (newsletters, newspapers, public events), provide community members with "success" stories of citizens who make extra effort directed at developing positive outcomes in students
- Hospitals provide all new parents with information on good parenting practices that support positive outcomes
- Supermarkets "publicise" important values, capabilities of students on grocery bags and shopping carts
- Restaurant designs placemats incorporating messages that support students' positive outcomes
- Radio stations air messages during the day that communicate good practices and "success" stories
- Centres for "at risk" students (runaways, pregnant, unemployed) offer year-long training programs fostering personal competence/positive attitude/values development
- Youth service organisations develop ways to educate parents concerning good parenting practices and youth development competencies
- Local press covers stories on students from diverse backgrounds who have set and achieved high academic goals
- After-school homework "clubs" teach study skills, positive mindset for achievement (confidence, persistence, organisation, collaboration), getting along and emotional resilience skills
- Community mentors incorporate within one-on-one or small group mentoring the development of students' personal competencies/positive attitudes/values
- Athletic coaches/sporting clubs incorporate students' mental approach as part of their training
- Probation programs incorporate personal competencies/attitudes as part of "rehabilitation" process
- School-to-work, pre-employment and unemployment training programs incorporate positive mindset for success (confidence, persistence, organisation, collaboration), getting along and emotional resilience skills
- Community meetings/town hall meetings where students/adults can exchange views

- Names and locations of support/help groups
- Media/radio public service announcements
- Community website
- Local newspaper features column written by youth
- Different community organisations (police, fire departments) educate youth about how to be good citizens.

The often-quoted view that "It takes a village to raise a child" reminds all of us that no one teacher or program can raise the social and emotional well-being of all students. The negative effects of young people growing up without positive parental interest and support, without school success, without positive peer pressure and without strong social and emotional capacity are difficult to eliminate. However, the authors of this survey are optimistic that if we tackle the challenge ecologically and we go about planning for the social and emotional well-being in strategic ways based on the above recommendations we can collectively make a big difference.

REFERENCES

Adams, R.J., & Khoo, S.T. (1999). ACER QUEST: The interactive test analysis system. Camberwell, Vic: Australian Council for Educational Research.

Andrich, D., (1988) *Rasch models for measurement.* SAGE University paper. SAGE Publications, CA, USA.

Australian Bureau of Statistics (2003). Information paper 2039.0. Socio-Economic Indexes for Areas (SEIFA), Australia 2001.

Australian Bureau of Statistics (2006). *National Health Survey: Summary of Results, Australia, 2004 – 05,* cat. no. 4364.0, ABS, Canberra.

Baron-On, R., & Parker, J.D.A. (2000). *The handbook of emotional intelligence*. San Francisco, CA: Jossey-Bass.

Batsche, G.M., & Knoff, H.M. (1994). Bullies and their victims: Understanding a pervasive problem in our schools. *School Psychology Review,* 23 (2), 165 – 174.

Benson, P. (1997). *All kids are our kids. What communities must do to raise caring and responsible children and adolescents.* San Francisco, CA: Jossey-Bass.

Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma, A., Jr. (with Hong, K. L., & Roehlkepartain, E. C.). (2006, November). Positive youth development so far: Core hypotheses and their implications for policy and practice. *Search Institute Insights & Evidence, 3,* 1 – 13.

Bernard, M.E. (2002). *Providing all children with the foundations for achievement and social-emotional-behavioural well-Being.* Oakleigh, VIC (AUS): Australian Scholarships Group, pp. 229.

Bernard, M.E. (2003a). *The Social-Emotional Well-Being Surveys* (Student Form, Year 2 – 4; Student Form, Years 5 – 12; Teacher Form). Camberwell, Victoria: Australian Council for Educational Research.

Bernard, M.E. (2003b). *Survey of Young Children's Social and Emotional Well-Being* (4 – 6 yrs. olds). Camberwell, Victoria: Australian Council for Educational Research.

Bernard, M.E. (2003c). *Investing in parents: What parents need to know and do to support their children's achievement and social-emotional well-being.* Oakleigh, VIC: Australian Scholarships Group.

Bernard, M.E. (2006a). *Providing all children with the foundations for achievement, well-Being and positive relationships, Third Edition.* Oakleigh, VIC: Australian Scholarships Group.

Bernard, M.E. (2006b). Working with the educational under-achiever: A social and emotional developmental approach. In A. Ellis & M.E. Bernard (Eds.), *Rational emotive behavioral approaches to childhood disorders: Theory, practice and research.* New York: Springer.

Bernard, M.E. (2006c). *Program achieve. A social and emotional learning curriculum (Primary Set, Secondary Set).* Oakleigh, VIC: Australian Schoilarships Group.

Bernard, M.E. (2006d). *Capability building for teachers: A framework of sustainable, ongoing professional development aimed at promoting teaching excellence and improving student achievement and social-emotional well-being*. Oakleigh, VIC: Australian Scholarships Group.

Bernard, M.E., & Cronan, F. (1999). The child and adolescent scale of irrationality: Validation data and mental health correlates. *Journal of Cognitive Psychotherapy: An International Quarterly, 13*, 121 – 132.

Bernard, M.E., & Joyce, M.R. (1984). *Rational emotive therapy with children and adolescents: Theory, preventaive methods, research.* New York: John Wiley.

Bernard, M.E. & Milne, M. (2007). *School procedures and practices for responding to students who bully.* Report commissioned by the Victorian Department of Education and Training.

Bloom, B.S. (1977). *Human characteristics and school learning*. New York: McGraw-Hill.

Bond, T., & Fox, M. (2007). *Applying the rasch model. Fundamental measurement in the human sciences.* 2nd Edition. NJ: Lawrence Erlbaum.

Bronfenbrenner, U., & Morris, P.A. (1998). The ecology of developmental processes. In R.M. Lerned (Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development (5th ed.).* New York: Wiley.

Christenson, S.L., Rounds, T., & Gorney, D. (1992). Family factors and student achievement. *School Psychology Quarterly, 7,* 178 – 206.

Cotton, K. (2000). *The schooling practices that matter most.* Alexandra, VA: Association for Supervision and Curriculum Development.

Crick, N.R. (1996). The role of overt aggression, relational aggression and pro-social behaviouir in the prediction of children's future social adjustment. *Child Development, 67,* 2317 – 2327.

Doll, B., & Lyon, M.A. (1998). Risk and resilience: Implications for the delivery of educational and mental health services in schools. *School Psychology Review, 27,* 348-363.

Elias, M.J., & Tobias, S. & Friedlander, B.S. (2005). *Emotionally intelligent parenting.* New York: Simon.

Ellis, A. (1994). *Reason and emotion in psychotherapy* (Rev. Ed). New York: Carol Publishing.

Epstein, M.H., & Sharma, J. (1998). *Behavioral and emotional rating scale: A strength-based approach to assessment.* Austin, TX: PRO-ED.

Frydenberg, E. & Lewis, R. (2000). Coping with stresses and concerns during adolescence: A longitudinal study. *American Educational Research Journal, 37,* 727 – 745.

Frydenberg, E. & Lodge, J. Australian adolescence. (2006). In the *International encyclopaedia of adolescence.* New York: Routledge, pp. 26 – 44.

Fuller, A., Bellhouse, B., & Johnstone, G. (2001). *The Heart Masters. A program for the promotion of emotional intelligence and resilience.* Queenscliff, VIC: Inyahead Press.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York: Basic Books.

Goleman, D. (1995). *Emotional intelligence.* New York: Bantam Books.

Knaus, W.J. (1974). *Rational emotive education: A manual for elementary school teachers.* New York: Albert Ellis Institute.

Landy, S. (2002). *Pathways to competence: Encouraging healthy social and emotional development in young children.* Baltimore, MD: Brookes.

McGrath, H., & Noble, T. (2003). *BOUNCE BACK: A classroom resiliency program.* Frenchs Forrest: Pearson Education.

NHMRC [National Health and Medical Research Council]. (1997a). *Depression in young people: Clinical practice guidelines*. Canberra: Australian Government Publishing Service.

Nolen-Hoeksema, S, (2002). Gender differences in depression. In I.H. Gotlib & C.I. Hammen (eds.), *Handbook of depression.* New York: Guilford.

Pattern, G., Harris, R., Carlin, J. B., Hibbert, M. E., Coffey, C., Schwarz, M., & Bowes, M. (1997). Adolescent suicidal behaviours: A population based study of risk, *Psychological Medicine*, 27, 715 – 724.

Rasbash, J., Browne, W., Healy, M., Cameron, B., & Charlton, C. (2003). *MLwiN (Version 2.00): Interactive software for multilevel analysis.* Centre for Multilevel Modelling, Institute of Education, University of London.

Rigby, K., & Slee, P.T. (1999). Suicidal ideation among adolescent school children, involvement in bullying-victim problems, and perceived social support. *Suicide and Life-Threatening Behaviour, 29,* 119 – 130.

Quaine, J., Eyeson-Annan, M., Baker, D., O'Sullivan, B., Williamson, M., & Jorm L. (2003). Report on the development of the child health survey. *NSW Public Health Bulletin*, 14 (S-1).

Sammons, P., Hillman, J., & Mortimore, P. (1995). Key characteristics of effective schools: A review of school effectiveness research (Technical Report). Institute of Education: University of London.

Sawyer, M., Arney, F., Baghurst, P., Clark, J.J., Graetz, B.W., & Kosky, R.J. (2000). *Mental health of young people in Australia.* DoHA, Canberra.

Seligman, M. E. P., & Csikszentmihalyi, M. (Eds.). (2000). Positive psychology [Special issue] *American Psychologist, 55*(1).

Seligman, M.E.P., Steen, T.A., Park, N., & Peterson, C. (2005). Progress in positive psychology: Empirical validation of interventions. *American Psychologist*, 60, 410 – 412.

Velluntino, F.R., & Scanlon, D.M. (2001). Emergent literacy skills, early instruction, and individual differences as determinants of difficulties in learning to read: The case for early intervention. In S.B. Neuman & D.K. Dickinson (Eds.), *Handbook of early literacy research.* New York: Plenum Press.

Vernon, A. (2002). *Passport program.* Champaign, Ill: Research Press.

Wang, M.C., Haertal, G.D., & Walberg, H.J. (1993). Toward a knowledge base for learning. *Review of Educational Research, 63,* 249 – 294.

Wood, M.M. (1996). *Developmental therapy-developmental teaching: Fostering social and emotional competence in troubled children and youth.* Austin, Texas: Pro-Ed.

Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (Eds.) (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.

APPENDIX 1

CAPABILITIES FOR HEALTHY YOUTH AND COMMUNITIES

The research articles that appear in the following pages present data that substantiate the relationships among community, school, home and student factors and positive social, emotional and achievement outcomes in young people (see Part 1, Figure 1). The different factors gave rise to the construction of the different items contained in the various social and emotional well-being surveys.

CAPABILITIES FOR HEALTHY YOUTH AND COMMUNITIES

COMMUNITY

Capability: Positive Adult – Young People Relationships

De Anda, D. (2001). A Qualitative Evaluation of a Mentor Program for At-Risk Youth: the Participants' Perspective. *Child and Adolescent Social Work Journal, 18,* 97 – 117.

Fletcher, A., Nickerson, P., & Wright, K. (2003). Structured leisure activities in middle childhood: Links to well-being. *Journal of Community Psychology, 31*, 641 – 659.

Harman, F., Hammann, S., Hoodak, G., Fiume, M. Manino-Corse, F., & Wise, S. (2000). Enhancing reading achievement: A collaborative, community-based intervention model. *Education, 120*, 795 – 799.

Hatch, T. (1998). How community contributes to achievement. *Educational Leadership, 72,* 16 – 19.

Herman, C., Keith, Tucker, M., Carolyn. (1998). The research-based model partnership education program: A 4-year outcome study. *Journal of Research and Development in Education, 32*, 521 – 522.

McPartland, M. James. (1991). Using community adults as advocates or mentors for at-risk middle school students: A two-year evaluation of project RAISE. *American Journal of Education, 32*, 568 – 569.

Toussaint, N. (1998). A Community that values learning. *Thrust for Educational Leadership, 28,* 26 – 30.

Capability: Communication of High Expectations for Achievement and Behavior

De Anda, D. (2001). A qualitative evaluation of a mentor program for at-risk youth: The participants' perspective. *Child and Adolescent Social Work Journal, 18*, 97 – 117.

Garman, F., Hammann, S., Hoodak, G., Fiume, M. Manino-Corse, F., & Wise, S. (2000). Enhancing reading achievement: A collaborative, community-based intervention model. *Education, 120,* 795 – 799.

Hatch, T. (1998). How community contributes to achievement. *Educational Leadership, 72,* 16 – 19.

Herman, C., Tucker, K., Carolyn, M. (1998). The research-based model partnership education program: A 4-year outcome study. *Journal of Research and Development in Education, 32,* 521 – 522.

Toussaint, N. (1998). A community that values learning. *Thrust for Educational Leadership, 28,* 26 – 30.

Capability: Community Service Opportunities

Beebe, T., Johnson, M., Mortimer, J. & Snyder, M. (1998). Volunteerism in adolescence: A process perspective. *Journal of Research on Adolescence, 8*, 309 – 332.

Fredericks, L. (2003). *Making the case for social and emotional learning and service learning.* Chicago, Ill: CASEL.

Hatch, T. (1998). How community contributes to achievement. *Educational Leadership, 72,* 16 – 19.

Ziegler, W. (2001). Putting your community into school learning. *Principal Leadership, 31*, 51 – 55.

Capability: Different Interests of Young People Catered to

Anderson-Butcher, D., Newsome, S., & Ferran, T. (2003). Participation in boys and girls clubs and relationship to youth outcomes. *Journal of Community Psychology, 31*, 39 – 55.

Corner, J., & Norris, H. (1996). Integrating schools, families, and communities through successful school reform: The school development program. *School Psychology Review, 22*, 245 – 501.

De Anda, (2001). A qualitative evaluation of a mentor program for at-risk youth: The participants' perspective. *Child and Adolescent Social Work Journal, 18*, 97 – 117.

Epstein, L. (1995). School /family/community partnerships caring for the children we share. *Newsletter,* 701 – 712.

Epstein, J., & Sheldon, B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *Journal of Educational Research, 95*, 308.

Fletcher, A., Nickerson, P., & Wright, K. (2003). Structured leisured activities in middle childhood: links to well-being. *Journal of Community Psychology, 31*, 641 – 659.

Toussaint, N., (1998). A community that values learning. *Thrust for Educational Leadership,* 28, 26 – 30.

Capability: Positive Peer Interactions

Anderson-Butcher, D., Newsome, S., & Ferran, T. (2003). Participation in boys and girls clubs and relationship to youth outcomes. *Journal of Community Psychology, 31*, 39 – 55.

Beebe, T., Johnson, M., Mortimer, J., & Snyder, M. (1998). Volunteerism in adolescence: A process perspective. *Journal of Research on Adolescence, 8*, 309 – 332.

Fletcher, A., Nickerson, P., & Wright, K. (2003). Structured leisure activities in middle childhood: Links to well-being. *Journal of Community Psychology, 31*, 641 – 659.

Ziegler, W. (2001). Putting your community into school learning. *Principal Leadership*, 51 – 55.

Capability: Safety of Young People

Edwards, D., & Edwards, M. (1988). Alcoholism prevention/treatment and Native American youth. *Journal of Drug Issues, 18*, 103 – 114.

Garman, F., Hammann, S., Hoodak, G., Fiume, M. Manino-Corse, F., & Wise, S. (2000). Enhancing reading achievement: A collaborative, community-based intervention model. *Education, 120*, 795 – 799.

Hatch, T. (1998). How community contributes to achievement. *Educational Leadership, 72,* 16 – 19.

Capability: Communication/Modelling of Values, Positive Attitudes, and Social and Emotional Skills

Anderson-Butcher, D., Newsome, S., & Ferran, T. (2003). Participation in boys and girls clubs and relationship to youth outcomes. *Journal of Community Psychology, 31*, 39 – 55.

Beebe, T., Johnson, M., Mortimer, J., & Snyder, M. (1998). Volunteerism in adolescence: A process perspective. *Journal of Research on Adolescence, 8*, 309 – 332.

De Anda, D. (2001). A qualitative evaluation of a mentor program for at-risk youth: The participants' perspective. *Child and Adolescent Social Work Journal, 18*, 97 – 117.

Epstein, J. (1995). School /family/community partnerships caring for the children we share. *Newsletter,* 701 – 712.

Hatch, T. (1998). How community contributes to achievement. *Educational Leadership*, 16 – 19.

Herman, C., Tucker, K., Carolyn, M. (1998). The research-based model partnership education program: A 4-year outcome study. *Journal of Research and Development in Education, 32*, 521 – 522.

Pretty, G. (1990). Relating psychological sense of community to social climate characteristics. *Journal of Community Psychology, 35*, 60 – 65.

Toussaint, N. (1998). A Community that values learning. *Thrust for Educational Leadership, 28, 26* – 30.

Ziegler, W. (2001). Putting your community into school learning. *Principal Leadership,* 51 – 55.

SCHOOL

Capability: Positive Relationships in Classroom

Assor, A., Kaplan, H. & Roth, G. (2002). Choice is good, but relevance is excellent: autonomy—engaging and suppressing teacher behaviors predicting students' engagement in schoolwork. *British Journal of Educational Psychology, 72*, 261 – 278.

Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology, 35*, 61 – 79.

Birch, S. H., & Ladd, G. W. (1998). Children's interpersonal behaviors and the teacher-child relationship. *Developmental Psychology, 34*, 934 – 946.

Crosnoe, R., Johnson, M.K., & Elder, G.H. (2004). Intergenerational bonding in school: The behavioral and contextual correlates of student-teacher relationships. *Sociology of Education, 77(1),* 60 – 81.

Furrer, C. & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology, 95(1),* 148 – 162.

Greenberg, M. T., Speltz, M. L., & Deklyn, M. (1993). The role of attachment in the early development of disruptive behavior problems. *Development and Psychopathology, 5,* 191 – 213.

Griffith, J. (2002). A multilevel analysis of the relation of school learning and social environments to minority achievement in public elementary schools. *The Elementary School Journal, 102(5)*, 349 – 366.

Hamre, B. & Pianta, R. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72,* 625 – 638.

Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2003). Helping seventh grade be safe and successful: A state-wide study of the impact of comprehensive guidance and counseling programs. *Professional School Counseling, 6,* 186 – 198.

Montague, M & Rinaldi, C. (2001). Classroom dynamics and children at risk: A follow-up. *Learning Disability Quarterly, 24(2),* 75 – 83.

Murdock, T.B., & Miller, A. (2003). Teachers as sources of middle school students' motivational identity: Variable centered and person centered analytical approaches. *The Elementary School Journal, 103(4),* 383 – 396.

Niebuhr, K.E., & Niebuhr, R.E. (1999). An empirical study of student relationships and academic achievement. *Education, 11*, 679 – 681.

Osterman, K. (2000). Students' need for belonging in school. *Review of Educational Research, 70*, 323 – 367.

Patrick, H., Anderman, L.H., Ryan, A. M., Edelin, K., & Midgley, C. (2001). Teachers' communication of goal orientations in four fifth grade classrooms. *The Elementary School Journal, 102*, 35 – 58.

Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review, 33*, 444 – 458.

Wentzel, K.R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development, 73,* 287 – 301.

Capability: Communication of High, Realistic Expectations for Achievement and Behaviour

Alvidrez, J. & Weinstein, R.S. (1999). Early teacher perceptions and later student academic achievement. *Journal of Educational Psychology, 91*, 731 – 746.

Campbell, J., Smith, D., Boulton-Lewis, G., Brownlee, J. Burnett, P.C., Carrington, S. & Purdie, N. (2001). Students' perceptions of teaching and learning: the influence of students' approaches to learning and teachers' approaches to teaching. *Teachers and Teaching 7(2),* 173 – 187.

Gill, S. & Reynolds, A. (2000). Educational expectations and school achievement of urban African American children. *Journal of School Psychology, 37(4),* 403 – 424.

Haley, M.H. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record, 106*, 163 – 180.

Lee, V, E., & Smith, J. B. (19999). Social support and achievement for young adolescents in Chicago: The role of school academic press. *American Education Research Journal, 36*, 907 – 945.

McEvoy, A. & Welker, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional & Behavioral Disorders, 8*, 130 – 141.

Montague, M & Rinaldi, C. (2001). Classroom dynamics and children at risk: A follow up. *Learning Disability Quarterly, 24(2),* 75 – 83.

Trouilloud, D.O., Sarrazin, P.G., Martinek, T.J., & Guillet, E. (2002). The influence of teacher expectations on student achievement in physical education classes: Pygmalion revisited. *European Journal of Social Psychology, 32*, 591 – 607.

Wentzel, K.R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development, 73*, 287 – 301.

Capability: Classes Cater to Diverse Interests of Students

Gerber, S. (1996). Extracurricular activities and academic achievement. *Journal of Research and Development in Education, 30 (1),* 42 – 50.

Killeen, J.P, Evans, G.W., & Danko, S. (2003). The role of permanent student artwork in students' sense of ownership in an elementary school. *Environment and Behavior, 35(2),* 250 – 263.

Krensky, B. (2001). Going on beyond zebra: A middle school and community-based arts organization collaborate for change. *Education and Urban Society, 33(4),* 427 – 444.

Luttrell, W. & Parker, C. (2001). High school students' literacy practices and identities, and the figured world of school. *Journal of Research in Reading, 3,* 235 – 247.

Powell, D.R., Peet, S.H., & Peet, C.E. (2002). Low-income children's academic achievement and participation in out-of-school activities in 1st grade. *Journal of Research in Childhood Education, 16(2),* 202 – 211.

Schreiber, J.B. & Chambers, E.A. (2002). After-school pursuits, ethnicity, and achievement for 8th- and 10th-grade students. *The Journal of Educational Research, 96,* 90 – 100.

Capability: Students Provided with Special Responsibility and Involved in Decision Making

Bell, S. K., Coleman, J.K., Anderson, A., Whelan, J.P., Wilder, C. (2000). The effectiveness of peer mediation in a low-SES rural elementary school. *Psychology in the Schools, 37(6),* 505 – 516.

Eccles, J.S., Wigfield, A., Midgley, C., Reuman, D., Mac Iver, D., & Feldlaufer, H. (1993). Negative effects of traditional middle schools on students' motivation. *The Elementary School Journal, 93,* 553 – 574.

Johnson, A.M. & Notah, D.J. (1999). Service learning: History, literature review, and a pilot study of eighth graders. *Elementary School Journal, 99(5),* 453 – 467.

Kamps, D.M., Barbetta, P.M., Leonard, B.R., & Delquadri, J. (1994). Classwide peer tutoring: an integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers. *Journal of Behavior Analysis, 27*, 49 – 61.

Krensky, B. (2001). Going on beyond zebra: A middle school and community-based arts organization collaborate for change. *Education and Urban Society, 33(4),* 427 – 444.

Lewis, R. (2001). Classroom discipline and student responsibility: The student's view. *Teaching and Teacher Education, 17,* 307 – 319.

Richter, F.D. & Tjosvold, D. (1980). Effects of student participation in classroom decision making on attitudes, peer interaction, motivation, and learning. *Journal of Applied Psychology, 65(1),* 74 – 80.

Simmons, D., Fuchs, L., Fuchs, D., Mathes, P., & Hodge, J. (1995). Effects of explicit teaching and peer tutoring on the reading achievement of learning-disabled and low-performing students in regular classrooms. *The Elementary School Journal, 95 (5),* 387 – 408.

Taal, M.& Sampaio de Carvalho, F.(1997). Stimulating adolescents' decision-making. *Journal of Adolescence, 20(2),* 223 – 226.

Waldstein, F.A.& Reiher, T.C. (2001). Service-learning and students' personal and civic development. *Journal of Experiential Education, 24(1),* 7 – 13.

Wentzel, K.R. & Watkins, D.E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. *School Psychology Review, 31*, 366 – 378.

Capability: Culture and Gender Sensitivity

Becker, B.E. & Luthar, S.S. (2002). Social and emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational Psychologist, 37,* 197 – 214.

Belgrave, F.Z., Chase-Vaughn, G.,Gray, F. (2000). The effectiveness of a culture and gender-specific intervention for increasing resiliency among African American preadolescent females. *Journal of Black Psychology, 26(2),* 133 – 147.

Foster, M., Lewis, J., & Onafowora, L. (2003). Anthropology, culture, and research on teaching and learning: applying what we have learned to improve practice. *Teacher College Record, 105(2),* 261 – 277.

Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology, 24,* 645 – 662.

Griffith, J. (2002). A multilevel analysis of the relation of school learning and social environments to minority achievement in public elementary schools. *The Elementary School Journal, 102,* 349 – 366.

Haley, M.H. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record, 106(1),* 163 – 180.

Kamps, D.M., Barbetta, P.M., Leonard, B.R., & Delquadri, J. (1994). Classwide peer tutoring: An integration strategy to improve reading skills and promote peer interactions among students with autism and general education peers. *Journal of Behavior Analysis, 27,* 49 – 61.

McCarty, T. L., Wallace, S., Lynch, R.H. (1991). Classroom inquiry and Navajo learning styles: A call for reassessment. *Anthropology & Education Quarterly, 22(1),* 42 – 59.

Roscigno,V., Ainsworth, D. (2001). Language minority achievement, family inequality, and the impact of bilingual education. *Race and Society, 4(1),* 69 – 88.

Thomas, D.E., Townsend, T.G., Belgrave, F.Z. (2003). The influence of cultural and racial identification on the psychosocial adjustment of inner-city African American children in school. *American Journal of Community Psychology, 32(3-4),* 217 – 228.

Capability: Safety of Young People

Bell, S. K., Coleman, J.K., Anderson, A., Whelan, J.P., Wilder, C. (2000). The effectiveness of peer mediation in a low-SES rural elementary school. *Psychology in the Schools, 37(6),* 505 – 516.

Hay, I., Byrne, M., Butler, C. (2000). Evaluation of a conflict-resolution and problem-solving programme to enhance adolescents' self-concept. *British Journal of Guidance & Counselling, 28(1),* 101 – 113.

Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2003). Helping seventh graders be safe and successful: A state-wide study of the impact of comprehensive guidance and counseling programs. *Professional School Counseling, 6(3),* 186 – 198.

McEvoy, A. & Welker, R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional & Behavioral Disorders, 8,* 130 – 141.

Nelson, J.R, Martella, R.M., Marchand-Martella, N. (2002). Maximizing student learning: The effects of a comprehensive school-based program for preventing problem behaviors. *Journal of Emotional & Behavioral Disorders, 10(3*), 136 – 148.

Schwab-Stone, M.E., Ayers, T.S., Kasprow, W. (1995). No safe haven: A study of violence exposure in an urban community. *Journal of the American Academy of Child & Adolescent Psychiatry, 34(10),* 1343 – 1352.

Capability: Quality Social and Emotional Curriculum, Instruction, and Motivation

Becker, B.E. & Luthar, S.S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational Psychologist, 37*, 197 – 214.

Eccles, J.S., Wigfield, A., Midgley, C., Reuman, D., Mac Iver, D., & Feldlaufer, H. (1993). Negative effects of traditional middle schools on students' motivation. *The Elementary School Journal, 93*, 553 – 574.

Patrick, H., Anderman, L.H., Ryan, A.M., Edelin, K., & Midgley, C. (2001). Teachers' communication of goal orientations in four fifth grade classrooms. *The Elementary School Journal, 102*, 35 – 58.

Pianta, R. C., La Paro, K.M., Payne, C., Cox, M., & Bradley, R. (2002). The relation of kindergarten classroom environment to teacher, family, and school characteristics and child outcomes. *The Elementary School Journal, 102*, 225 – 238.

Turner, J.C., Meyer, D.K., Midgley, C., & Patrick, H. (2003). Teacher discourse and sixth graders' reported affect and achievement behaviors in two high mastery/high performance mathematics classrooms. *The Elementary School Journal, 103*, 357 – 381.

Wentzel, K.R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development, 73(1),* 287 – 301.

Wentzel, K.R. & Watkins, D.E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. *School Psychology Review, 31*, 366 – 378.

Capability: Quality Academic Curriculum, Instruction, and Motivation

Brigman, G., Lane, D., Switzer, D., Lane, D., Lawrence, R. (1999). Teaching children school success skills. *Journal of Educational Research, 92(6),* 323 – 330.

Brigman, G. A. & Webb, L. D. (2003). Ready to learn: Teaching kindergarten students school success skills. *Journal of Educational Research, 96(5),* 286 – 293.

Davis, L.B., Fuchs, L.S., Fuchs, D., & Whinnery, K. (1995). "Will CBM help me learn?" Students' perception of the benefits of curriculum-based measurement. *Education and Treatment of Children, 18,* 19 – 32.

Fewster, S., Macmillan, P. (2002) School based evidence for the validity of curriculum- based measurement of reading and writing. *Remedial & Special Education, 23(3),* 149 – 157.

Haley, M.H. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record, 106*, 163 – 180.

Hay, I., Byrne, M., Butler, C. (2000). Evaluation of a conflict-resolution and problem-solving programme to enhance adolescents' self-concept. *British Journal of Guidance & Counseling, 28(1),* 101 – 113.

Taal, M.& Sampaio de Carvalho, F. (1997). Stimulating adolescents' decision-making. *Journal of Adolescence, 20(2),* 223 – 226.

Wesson, C., Deno, S., Mirkin, P., Maruyama, G., Skiba, R., King, R., & Sevcik, B. (1988). A causal analysis of the relationships among ongoing curriculum-based measurement and evaluation, the structure of instruction, and student achievement. The *Journal of Special Education, 22 (3),* 330 – 342.

HOME

Capability: Positive Parent – Child Relationships

Adams, C. R., & Singh, K. (1998). Direct and indirect effects of school learning variables on the academic achievement of African American 10th graders. *The Journal of Negro Education, 67*, 48 – 66.

Aulls, M. W., & Sollars, V. (2003). The differential influence of the home environment on the reading ability of children entering grade one. *Reading Improvement, 40*, 164 – 177.

Baker, L. (2003). The role of parents in motivating struggling readers. *Reading & Writing Quarterly,* 19, 87 – 106.

Christenson, S.L., Rounds, T., Gorney, D., (1992). Family factors and student achievement: An avenue to increase students' success. *School Psychology Quarterly, 7 (3),* 178 – 206.

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). The relation of parenting style to adolescent school performance. *Child Development, 58,* 1244 – 1257.

Forgatch, M.S., & Ramsey, E., (1994). Boosting homework: A video tape link between families and schools. *School Psychology Review, 23*, 472 – 484.

Hess, R. D., Holloway, S. D., Dickson, W., P., & Price, G. G. (1984). Maternal variables as predictors of children's school readiness and later achievement in vocabulary and mathematics in sixth grade. *Child Development, 55,* 1902 – 1912.

Lopez, C., (1999). Effects of a parent-implemented intervention on the academic readiness skills of five Puerto Rican Kindergarten students in an urban school. *Psychology Review, 28(3),* 23 – 42.

Morrow, L.M. & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology, 89(4),* 736 – 742.

Neuman, S. B. (1995). Reading together: A community-supported parent-tutoring program. *The Reading Teacher, 49,* 120 – 129.

Patton, J. R., Jayanthi, M., & Polloway, E. A. (2001). Home-school collaboration about homework: What do we know and what should we do? *Reading & Writing Quarterly, 17,* 227 – 242.

Small, S. A. (1988). Parental self-esteem and its relationship to childrearing practices, parent-adolescent interaction, and adolescent behavior. *Journal of Marriage and the Family, 50,* 1063 – 1072.

Steinberg, L., Elmen, J. D., & Mounts, N. S. (1989). Authoritative parenting, psychosocial maturity, and academic success among adolescents. *Child Development, 60,* 1424 – 1436.

Topping, K. (1987). Paired reading: A powerful technique for parent use. *The Reading Teacher,* 608 – 614.

Young, M. H., Miller, B. C., Norton, M. C., & Hill, E. J. (1995). The effects of parental supportive behaviors on life satisfaction of adolescent offspring. *Journal of Marriage and the Family, 57,* 813 – 822.

Zulli, R. A., Frierson, Jr., H. T., Clayton, J. D. (1998). Parents' perceptions of the value and nature of their children's and their own involvement in an upward bound program. *The Journal of Negro Education, 67,* 364 – 372.

Capability: Communication of High, Realistic Expectations for Achievement and Behaviour

Adams, C. R., & Singh, K. (1998). Direct and indirect effects of school learning variables on the academic achievement of African American 10th graders. *The Journal of Negro Education, 67,* 48 – 66.

Astone, N.M. & McLanahan, S.S. (1991). Family structure, parental practices and high school completion. *American Sociological Review, 56,* 309 – 320.

Christenson, S.L., Rounds, T., Gorney, D., (1992). Family factors and student Achievement: An avenue to increase students' success. *School Psychology Quarterly, 7(3),* 178 – 206.

Dandy, J & Nettelbeck, T. (2002)., Research note: A cross-cultural study of parents' academic standards and educational aspirations for their children. *Educational Psychology, 22(5),* 305 – 315.

Hess, R. D., Holloway, S. D., Dickson, W., P., & Price, G. G. (1984). Maternal variables as predictors of children's school readiness and later achievement in vocabulary and mathematics in sixth grade. *Child Development, 55,* 1902 – 1912.

Rarty, H. Leinoonen T., Snellman, L. (2002). Parents' edicatopma: Expectations and their social-psychological patterning. *Scandinavian Journal of Educational Research, 46(2),* 229 – 240.

Capability: Children Provided with Special Responsibilities and Involved in Decision Making

Bianchi, S. M., Robinson, J. (1997). What did you do today? Children's use of time, family composition, and the acquisition of social capital. *Journal of Marriage and the Family, 59,* 332 – 344.

Bronstein, P. Duncan, P, D'Ari, A., Pieniadz, J., Fitzgerald, M. Abrams, C.L., Frankowksy, B. Franco, O., Hunt, C., Oh Cha, S. O. (1996). Family and parenting behaviors predicting middle school adjustment – a longitudinal study, Family Relations, 45, 415 – 426.

Dominquez, M. & Carton, J. (1997). The relationship between self-actualization and parenting. *Journal of Social Behavior and Personality, 12(4*). 122 – 129.

Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). The relation of parenting style to adolescent school performance. *Child Development, 58,* 1244 – 1257.

Lamborn, S. D., Dornbusch, S. M., Steinberg, L. (1996). Ethnicity and community context as moderators of the relations between family decision-making and adolescent adjustment. *Child Development, 67*, 283 –301.

Munro, E. (2001). Empowering looked-after children. *Child and Family Social Work, 6,* 129 – 137.

Mupinga, E. E., Garrison, M.E., Pierce, S.H. (2002). An exploratory study of the relationships between family functioning and parenting styles: The perceptions of mothers of young grade school children. *Family and Consumer Sciences Research Journal, 31(1),* 112 – 129.

Small, S. A. (1988). Parental self-esteem and its relationship to childrearing practices, parent-adolescent interaction, and adolescent behavior. *Journal of Marriage and the Family, 50,* 1063 – 1072.

Capability: Different Interests of Children Catered to

Ainley, M., Hidi, S. & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94*, 545 – 560.

Cooksey, E. C., & Fondell, M. M. (1996). Spending time with his kids: Effects of family structure on fathers' and children's lives. *Journal of Marriage and the Family, 58,* 693 – 707.

Dunn, J. S., Kinney, D. A., Hofferth, S. L. (2003). Parental ideologies and children's after-school activities. *American Behavioral Scientist, 46,* 1359 – 1386.

Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. *Journal of Research on Adolescence, 13(1),* 25 – 55.

Herrenkohl, T. I. (2003). Protective factors against serious violent behavior in adolescence: A prospective study of aggressive children. *Social Work Research, 27(3).* 12 – 18.

McNeal, R.B. (1995). Extracurricular activities and high school dropouts. *Sociology of Education, 68(1),* 62 – 80.

Morrow, L. M., &Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology, 89*, 736 – 742.

Prelow, H.M. & Loukas, A. (2003). The role of resource, protective, and risk factors on academic achievement-related outcomes of economically disadvantaged Latino youth. *Journal of Community Psychology, 31(5),* 513 – 529.

Yun Dai, D., & Schnader, R. (2001). Parent's reasons and motivations for supporting their child's music training. *Roeper Review, 24,* 23 – 31.

Capability: Parents Involved in Education

Adams, C. R., & Singh, K. (1998). Direct and indirect effects of school learning variables on the academic achievement of African American 10th graders. *The Journal of Negro Education, 67*, 48 – 66.

Aulls, M. W., & Sollars, V. (2003). The differential influence of the home environment on the reading ability of children entering grade one. *Reading Improvement, 40*, 164 – 177.

Balli, S. J., Demo, D. H., & Wedman, J. F. (1998). Family involvement with children's homework: An intervention in the middle grades. *Family Relations, 47(2*), 149 – 156.

Bogenschneider, K. (1997). Parental involvement in adolescent schooling: A proximal process with transcontextual validity. *Journal of Marriage and the Family, 59*, 718 – 733.

Bowen, N. K., & Bowen, G. L. (1998). The mediating role of educational meaning in the relationship between home academic culture and academic performance. *Family Relations, 47*, 45 – 51.

Callahan, K., Rademacher, J.A., Hildreth B.L. (1998). The effect of parent participation in strategies to improve the homework performance of students who are at risk. *Remedial and Special Education, 19(3),* 131 – 141.

Christenson, S. L., Gorney, D., & Rounds, T. (1992). Family factors and student achievement: An avenue to increase students' success. *School Psychology Quarterly, 7,* 178 – 206.

Forgatch, M.S., & Ramsey, E. (1994). Boosting homework: A video tape link between families and schools. *School Psychology Review, 23(3),* 472 – 484.

Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology, 81*, 143 – 154.

Heller, L.R. & Fantuzzo, J.W. (1993). The reciprocal peer tutoring and parent partnership: Does parent involvement make a difference? *School Psychology Review, 22(3),* 260 – 270.

Ho Sui-Cho, E. & WillIiams, E. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education, 69*, 126 – 141.

Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research, 67*, 3 – 42.

Jenson, W., Olympia, D. E., & Sheridan, S. M. (1994). Homework: A natural means of home-school collaboration. *School Psychology Quarterly, 9,* 60 – 80.

Keith, T.Z., & Keith, P.B. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national data. *School Psychology Review, 22(3).* 220 – 227.

Levine, D.E. (1994). Instructional approaches and interventions that can improve the academic performance of African American Students. *The Journal of Negro Education, 63(1),* 46 – 63.

Morrow, L.M. & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology, 89(4),* 736 – 742.

Muller, C. (1995). Maternal employment, parent involvement, and mathematics achievement among adolescents. *Journal of Marriage and the Family, 57,* 85 – 100.

Olympia, D.E., Sheridan, S.M., Jenson, W. (1994). Homework: A natural means of home-school collaboration. *School Psychology Quarterly, 9(1),* 60 – 80.

Patton, J. R., Jayanthi, M., & Polloway, E. A. (2001). Home-school collaboration about homework: What do we know and what should we do? *Reading & Writing Quarterly, 17,* 227 – 242.

Prelow, H.M. & Loukas, A. (2003). The role of resource, protective, and risk factors on academic achievement-related outcomes of economically disadvantaged Latino youth. *Journal of Community Psychology, 31(5),* 513 – 529.

Raffaele, L. M., & Knoff, H. M. (1999). Improving home-school collaboration with disadvantaged families: Organizational principles, perspectives, and approaches. *School Psychology Review, 28,* 448 – 466.

Steinberg, L., Lamborn, S.D., Dornbusch, S.M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development, 63*, 1266 – 1281.

Sui-Chu, E. H. & Williams, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education, 69*, 126 – 141.

Capability: Parents Support and Motivate their Children's Learning

Adams, C. R. & Singh K. (1998). Direct and indirect effects of school learning variables on the academic achievement of African American 10th graders. *The Journal of Negro Education, 67(1*), 48 – 66.

Baker, L. (2003). The role of parents in motivating struggling readers. *Reading & Writing Quarterly, 19*, 87 – 106.

DiPerna, J.B., Volpe. R.J. & Elliott, S.N. (2002). A model of academic enablers and elementary reading/language arts achievement. *School Psychology Review, 31(3),* 227 – 280.

Goldberg-Arnold, J.S. & Gavazzi S.M. (1999). Family psychoeducation: Giving caregivers what they want and need. *Family Relations, 48(4),* 411 – 417.

Gottfried, A.E., Fleming, J.S., & Gottfried, A.W. (1994). Role of parental motivational practices in children's academic intrinsic motivation and achievement. *Journal of Educational Psychology, 86(1),* 104 – 113.

Morrow, L.M. & Young, J. (1997). A family literacy program connecting school and home: Effects on attitude, motivation, and literacy achievement. *Journal of Educational Psychology, 89(4),* 736 – 742.

Newby, R.F., Fischer, M. (1991), Parent training for families of children with ADHD. *School Psychology Review, 20(2),* 339 – 350.

Steinberg, L., Lamborn, S.D., Dornbusch, S.M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development, 63*, 1266 – 1281.

Young, M. H., Miller, B. C., Norton, M. C., & Hill, E. J. (1995). The effects of parental supportive behaviors on life satisfaction of adolescent offspring. *Journal of Marriage and the Family, 57,* 813 – 822.

Zulli; R.A., Frierson, H.T., Clayton, J.D. (1998). Parents' Perceptions of the value and nature of their children's own involvement in an upward bound program. *The Journal of Negro Education, 67(4),* 364 – 372.

Capability: Communication/Modelling of Values, Positive Attitudes, and Social and Emotional Skills

Bronstein, P., Duncan, P., D'Ari, A., Pieniadz, J., Fitzgerald, M., Abrams, C., L., Frankowski, B., Franco, O., Hunt, C., & Oh Cha, S. Y. (1996). Family and parenting behaviours predicting middle school adjustment: A longitudinal study. *Family Relations, 45,* 415 – 426.

Cole, D.A., Maxwell, S.E., Martin, J.M. (1997). Reflected self-appraisals: Strength and structure of the relation of teacher, peer, and parent ratings to children's self-perceived competencies. *Journal of Educational Psychology*, 89, 55 – 70.

Cumberland-Li, A., Eisenberg, N., Champion, C., Gershoff, E., & Fabes, R.A. (2003). The relation of parental emotionality and related dispositional traits to parental expression of emotion and children's social functioning. *Motivation and Emotion, 27(1),* 27 – 54.

Eisenberg, N. et al. (2003). Longitudinal relations among parental emotional expressivity, children's regulation, and quality of socioemotional functioning. *Developmental Psychology, 39(1),* 3 – 19.

Fejgin, N. (1995). Factors contributing to the academic excellence of American Jewish and Asian students. *Sociology in Education, 68,* 18 – 30.

Small, S. A. (1988). Parental self-esteem and its relationship to childrearing practices, parent-adolescent interaction, and adolescent behavior. *Journal of Marriage and the Family, 50,* 1063 – 1072.

Steinberg, L., Lamborn, S.D., Dornbusch, S.M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development, 63*, 1266 – 1281.

STUDENT

Capability: Metacognitive Skills

Carns, A.W., & Carns, M.R. (1991). Teaching study skills, cognitive strategies, and metacognitive skills through self diagnosed learning styles. *The School Counselor, 38,* 341 – 346.

Carroll, W.M. (1994). Using worked examples as an instructional support in the algebra classroom. *Journal of Educational Psychology, 86*, 360 – 367.

Chmielewski, T.L., & Dansereau, D.F. (1998). Enhancing the recall of text: Knowledge mapping training promotes implicit transfer. *Journal of Educational Psychology, 90*, 407 – 413.

De La Paz, S., & Graham, S. (2002). Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms. *Journal of Educational Psychology, 94*, 687 – 698.

Gettinger, M. & Seibert, J. K. (2002). Contribution of study skills to academic competence. *School Psychology Review, 31*, 350 – 365.

Jones, C.H., Slate, J.R., Marini, I., & Dewater, B.K. (1993). Academic skills and attitudes toward intelligence. *Journal of College Student Development, 34*, 422 – 425.

Jones, C.H., Slate, J.R., Blake, P.C., & Sloas, S. (1995). Relationship of study skills, conception of intelligence and grade level in secondary school students. *High School Journal, 79*, 25 – 32.

Merrett, J. & Merrett, F. (1997). Correspondence training as a means of improving study skills. *Educational Psychology, 17*, 469 – 483.

Mokhtari, K., & Reichard, C.A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology, 94,* 249 – 259.

Swanson, H.L. (1990). Influence of metacognitive knowledge and aptitude on problem solving. *Journal of Educational Psychology, 82*, 306 – 314.

Turner, G.Y. (1992). College students' self-awareness of study behaviors. *College Student Journal, 26*, 129 – 134.

Vanzile-Tamsen, C., & Livingston, J.A. (1999). The differential impact of motivation on the self-regulated strategy use of high- and low-achieving college students. *Journal of College Student Development, 40,* 54 – 60.

Capability: Prerequisite Knowledge of Subject Matter

Bergin, D.A. (1995). Effects of a mastery versus competitive motivation situation on learning. *Journal of Experimental Education, 63*, 303 – 314.

Harackiewicz, J.M., Barron, K.E., Tauer, J.M., & Elliot, A.J. (2002). Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshman year through graduation. *Journal of Educational Psychology, 94*, 562 – 575.

Mevarech, Z.R., & Susak, Z. (1993). Effects of learning with cooperative-mastery method on elementary students. *Journal of Educational Research, 86*, 197 – 205.

Nuray, S., & Fogelman, K. (1995). Effects of enhancing behavior of students and use of feedback-corrective procedures. *Journal of Educational Research, 89*, 59 – 63.

Senemoglu, N., & Fogelman, K. (1995). Effects of enhancing behavior of students and use of feedback-corrective procedures. *Journal of Educational Research, 89*, 59 – 63.

Utman, C.H. (1997). Performance effects of motivational state: A meta-analysis. *Personality and Social Psychology Review, 1*, 170 – 182.

Capability: Emotional Resilience

Band, B. & Weisz, J. R. (1988). How to feel better when it feels bad: Children's perspectives on coping with everyday stress, *Developmental Psychology, 24*, 247 – 253.

Bernard, M. E. (2006). The psychological mindset of students with achievement problems: It's time we teach social and emotional-motivation competence as well as we teach academic competence. *Reading and Writing Quarterly, 22*, 103 – 119.

Brenner, E. M., & Salovey, P. (1997). Emotional regulation during childhood: Developmental, interpersonal, and individual considerations. In P. Salovey & D.J. Sluyter (Eds.), *Emotional development and emotional intelligence*. New York: Basic Books.

Damon, W. (1999). The moral development of children. *Scientific American, 281(2),* 72 – 79.

Eisenberg, N., Fabes, R. A., Bernzweig, M. K., Karbon, M., Poulin, R. & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child Development, 64,* 1418 – 1438.

Powell, C. L., & Arriola, K. R. J. (2003). Relationship between psychosocial factors and academic achievement among African American students. *The Journal of Educational Research, 96,* 175 – 181.

Treiber, F. A., Seidner, A. L., Lee, A. A., Morgan, S. A., & Jackson, J. (1985). Effects of a group cognitive-behavioral treatment on preschool children's responses to dental treatment. *Behavior Therapy, 13*, 117 – 121.

Van Schoiack-Edstrom, L., Frey, K., & Beland, K. (2002). Changing adolescents' attitudes about relational and physical aggression: An early evaluation of a school-based intervention. *School Psychology Review, 31,* 201 – 217.

Capability: Positive Mindset for Achievement

Barchard, K.A. (2003). Does emotional intelligence assist in the prediction of academic success? *Educational and Psychological Measurement, 63(5),* 840 – 858.

Cassadidy, T. (2000). Social background, achievement motivation, optimism and health: A longitudinal study. *Counseling Psychology Quarterly, 13,* 399 – 412.

DiPerna, J.C., & Elliot, S.N. (2002). Promoting academic enablers to improve student Achievement: An introduction to the mini-series. *School Psychology Review, 31(3),* 293– 297.

Dowson, M., & McInerney, D.M. (2003). What do students say about their motivational goals?: Towards a more complex and dynamic perspective on student motivation. *Contemporary Educational Psychology, 28*, 91 – 113.

Finney, *S. J., & Schraw, G. (2003).* Self-efficacy beliefs in college statistics course. *Contemporary Educational Psychology, 28,* 161 – 186.

Guay, F., Marsh, H., & Boivin, M. (2003). Academic self-concept and academic achievement: Developmental perspectives on their causal ordering. *Journal of Educational Psychology, 95*, 124 – 136.

Pintrich, P. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic achievement. *Journal of Educational Psychology, 82*, 33 – 40.

Pietsch, J., Walker, R., & Chapman, E. (2003). The relationship among self-concept, self-efficacy, and performance in mathematics during secondary school. *Journal of Educational Psychology, 95*, 589 – 603.

Ryan, A.M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Education Research Journal, 39*, 437 – 460.

Volpe, R. J., DuPaul, G.J., Lutz, J.G., & Jitendra, A. (2004). A model of the influence of ADHD on academic enablers and achievement. Paper presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX.

Xiang, P. (2002). Chinese children's self-perceptions of ability in physical education. *Journal of Research in Childhood Education. 17*, 97 – 105.

Capability: Getting Along

Boekaerts, M. (1993). Being concerned with well-being and with learning. *Educational Psychologist, 28(2),* 149 – 167.

Caprara, Gian V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P.G. (2000). Prosocial foundations of children's academic achievement. *American Psychological Society, 11(4),* 302 – 306.

Drolet, A. L., & Morris, M. W. (2000). Rapport in conflict resolution: Accounting for how face-to-face contact fosters mutual cooperation in mixed-motive conflicts. *Journal of Experimental Social Psychology, 36*, 26 – 50.

Haselager, G. J. T., Hartup, W. W., Lieshout, C. F. M., & Riksen-Walraven, J. M. A. (1998). Similarities between friends and nonfriends in middle school. *Child Development, 4,* 1198 – 1208.

Henderson, P.A., Kelby, T.J., & Engebretson, K. M. (1992). Effects of a stress-control program on children's locus of control, self-concept, and coping behavior. *The School Counselor, 40,* 125.130.

Muscott, Howard S., & O'Brien, Sara T. (1999). Teaching character education to students with behavioral and learning disabilities through mentoring relationships. *Education and Treatment of Children*, 22(3) 373 – 390.

Rodkin, P.C., & Hodges, E.V.E. (2003). Bullies and victims in the peer ecology: Four questions for psychologists and school professionals. *School Psychology Review, 32,* 384 – 400.

Viadero, D. (2003). Nice work. *Education Week, 22(33)* 38 – 41.

Wentzel, K. R., & Caldwell, K. (1997). Friendship, peer acceptance, and group membership: Relations to academic achievement in middle school. *Child Development, 68,* 1198 – 1209.

Wentzel, K. R, & Watkin, D. E. (2002). Peer relationships and collaborative learning as context for academic enablers. *School Psychology Review, 31*, 366 – 377.

Capability: Social Responsibility

Capara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological Science*, *11,* 302 – 306.

Damon, W. (1999). The moral development of children. *Scientific American*, *281* (2), 72 – 79.

Muscott, H. S., & O'Brien, S. T. (1999). Teaching character education to students with behavioral and learning disabilities through mentoring relationships. *Education & Treatment of Children*, 22(3), 373 – 384.

Moroz, K. B., & Jones, K.M. (2002). The effects of positive peer reporting on children's social involvement. *School Psychology Review 31,* 235 – 245.

Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Education Research Journal, 39*, 437 – 460.

Viadero, D. (2003). Nice work. *Education Week*, 22(33) 38 – 41.

Wentzel, K.R. & Watkin, D. E. (2002). Peer relationships and collaborative learning as context for academic enablers. *School Psychology Review*, 31, 366 – 377.

Wentzel, K.R., & Caldwell, K. (1997). Friendships, peer acceptance, and group membership: Relations to academic achievement in middle school. *Child Development,* 68, 1198 – 1209.

APPENDIX 2

EXAMPLE OF A STRENGTH-BUILDING PLAN FOR A STUDENT WITH A LOW LEVEL OF SEWB

A STRENGTH-BUILDING INTERVENTION PLAN FOR A STUDENT WITH A LOW LEVEL OF SOCIAL AND EMOTIONAL WELL-BEING

...teachers, parents and the community working together to support students who behave poorly by strengthening their positive connections with adult practices and programs as well as building students' inner, social-emotional capabilities.

THE PLAN

Strengthening Connections of the Student

Community School Home

+

Build the Social and Emotional Strengths of Student

Resilience Positive Social Orientation Positive Work Orientation

Student's Name: *Jordan*

Teacher(s): *Mr Bates*

Today's Date: *12 March, 2007* Year: *6*

Name of Student Welfare Person: *Heather*

Who will meet contact parents/guardians to discuss program and enlist support?

Heather

Who will meet with teacher(s) of student to provide support?

Heather

Who could meet with student on a regular basis to mentor students on social and emotional capabilities?

Heather

Who will have responsibility for connecting student to community?

Heather and Mother

STRENGTHENING CONNECTIONS

Community

List those adults, actions and programs that could increase student's sense of being connected with and valued by positive adults and peers and where social and emotional skills and values are communicated:

Student will be organised to spend more time with one or more of the following adults: *Scout leader, football coach, community mentor in school*

Outside of school, the student will be supported to attend the following clubs, organisations and programs that interest him/her (e.g., drums, science, building): *School band*

Outside of school, the student will be supported to go to places with "positive peers" (organisations, clubs): *Scouts, swimming club, breakfast club, computer clubs, sports clubs*

Student and family to be connected with needed community services and programs: *Drug alcohol, housing, Salvation Army, community mental health*

School

List those actions teacher(s) could engage in to increase the student's sense of connectedness:

Mr Bates will communicate to Jordon in ways that show he cares about, respects and values Jordon.
Mr Bates will provide Jordon with more praise when he behaves well.
He will provide Jordon with praise when he makes small steps in completing schoolwork.
He will provide extra positive attention when Jordon completes schoolwork he finds hard or boring saying "You are being persistent." Mr. Bates will develop opportunities for Jordon to participate in activities that accommodates Jordon's interests (e.g., building things, drums, science, selling, leader of a group
Mr. Bates will spend more time discussing "values" such as the importance of caring for others, being respectful, honest and doing the right thing.
Mr. Bates will show Jordon by his actions and words how to get organised, to be persistent or confident and will provide feedback when Jordon demonstrates appropriate behaviours.
Teacher will communicate to Jordon he can be successful in class and school.

Home

List those actions parents/carers could take to increase student's sense of connectedness:

Mother will spend more time with Jordon by doing fun things.
Mother will identify opportunities for Jordon to participate in activities and programs that accommodates Jordon's interests (e.g., building things, drums, science, selling, leader of a group)
Mother and Dad will show more interest in what Jordon is learning at school.
Parents will show Jordon by their own actions how to be get organised, be persistent and confident.

Other: *more time with dad*

BUILDING SOCIAL AND EMOTIONAL STRENGTHS

List the Social and Emotional Skills that Need Strengthening:

☑ Resilience ☑ Positive Social Orientation ☑ Positive Work Orientation

Describe Specific Behaviours for Student to Practice:

More time spent on doing maths and reading
Working cooperatively during group work -not getting out of seat
Not getting angry when someone won't share equipment during lunchtime and recess

Describe Ways the Social and Emotional Skills will be Strengthened by Others:

Mr Bates and parents will provide feedback to child when Jordon demonstrates the behaviours.
Mr Bates to discuss Persistence and Resilience with whole class.
Heather to meet with Jordon once a week for a few weeks to discuss persistence and resilience in more detail.

List the Values that Need Strengthening:

☐ Caring ☑ Doing Your Best ☑ Fair Go ☐ Freedom ☐ Honesty
☑ Doing the Right Thing ☑ Respect ☐ Responsible ☐ Accepting Others

Describe Ways for Student to Enact the Values in his/her Behaviour:

Jordon will edit his work before handing it in.
Jordon will not push in front and will allow others to have their turn.
Jordon will stay in his seat even when Mr Bates is spending time with other students.
Jordon will ask for things "politely" and will not tease other students.

Describe Ways the Values will be Strengthened by Others:

Mr Bates to remind class about the meaning of values listed above and class will discuss ways in which they can behave to both demonstrate and not demonstrate the values.
Jordon's mum and dad will talk to Jordon about how important it is for him to try to do his best in his school work, to give everyone a fair go, to do the right thing when his teacher and (parents) are not around and to speak respectfully to others; everyone at home to model these values.
Jordon will be praised when he is "caught" enacting the positive behaviours.