

Understanding and Interpreting your Extended Wellbeing Dashboard

Your dashboard will display your school's results and the overall average results for the census which is labelled as "Breathe Schools". This means you can compare your schools overall score to the Breathe Schools overall score.

When looking at the breakdown of scores in demographic groups, you can also compare these scores to the Breathe Schools overall score.

If you take part in the census again, you will also be able to compare your scores to the previous year. This will allow you to see if any interventions that have taken place over the year have been effective in improving overall scores.

Measures

The following measures were used to create an extended wellbeing census to explore which factors can protect wellbeing during adolescence. To identify these factors, we looked at research that had been completed previously, as well as asking a small group of secondary school students which factors they felt were most important for protecting wellbeing. More information about each measurement used can be found below:

Emotion Regulation

This displays your school's score for emotion regulation through cognitive reappraisal (positively reframing negative situations) and through expressive suppression (intentionally hiding and not showing emotions). These three questions are taken from The Emotion Regulation Questionnaire – Short Form, which is a validated measure (Preece et al. 2023).

Cognitive Reappraisal - a higher score suggests that positive reframing is used regularly to feel better. A lower score would suggest that students do not use positive reframing when they are feeling negative emotions.

Expressive Suppression - a higher score suggesting that students regularly try to hide their feelings. A lower score suggests that students would usually express their feelings.

Social Support

The Family and Friendship Subscales were used from in the Multidimensional Scale of Perceived Social Support, a validated and reliable measure in teenage populations (Zimet et al. 1988). Each subscale had four questions asking about perceived support.

Family Support - This displays your student's perception of family support. The scores range from 4-20 with a higher score suggesting students feel supported and can speak about problems with their family. A lower score would suggest that students do not feel that their family understands or tries to support them.

Peer Support - This displays student's perception of peer support. The scores range from 4-20 with a higher score suggesting students feel supported and can discuss their problems with their friends. A lower score would suggest that students feel that they cannot rely on or talk friends if they are struggling with something.

Sleep

This displays your school's average sleep quality. This question asks students how well they have slept during the last month. Scores range from 1-4, with a higher score suggesting a better quality of sleep. A lower score suggests issues with sleep quality such as how long it takes to fall asleep, having enough hours of sleep, and if they wake up feeling rested.

This is not a validated measure and is compromised from one question asking students how well they have slept during the last month, this was taken from the Pittsburgh Sleep Quality Index.

Self-kindness

This displays your school's self-kindness scores. Scores range from 3-15, with a higher score suggesting that when a student makes a mistake or something goes wrong, they try to be understanding and supportive of themselves. A lower score may suggest students are more critical and negative about themselves during difficult situations.

This is not a validated measure, but the three questions make up the self-kindness subscale taken from the Self-Compassion Scale-Youth which as a whole scale is a validated and reliable scale to measure self-compassion in teen populations.

Diet

These scores provide an insight into student diet. Three questions were asked to measure food intake from the previous day including: fruit/vegetable consumption, breakfast choice and lunch choice. This allows schools to understand what students are eating during the school day and to consider whether healthy eating strategies and interventions are needed within the school.

This is not a validated measure, but these questions are considered useful aspects of nutrition within public health.

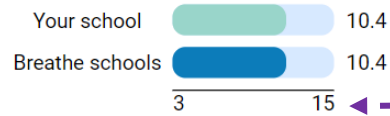
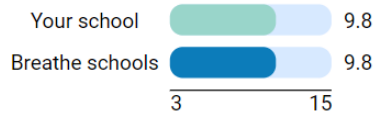
Interpreting Your Dashboard

Click here to be taken down to scores stratified by any demographic data you collected.

Emotional regulation

Emotional Regulation: Cognitive Appraisal

Emotional Regulation: Expressive Suppression



The score for each scale ranges from 3-15.

Your overall schools average score compared to the whole census average score.

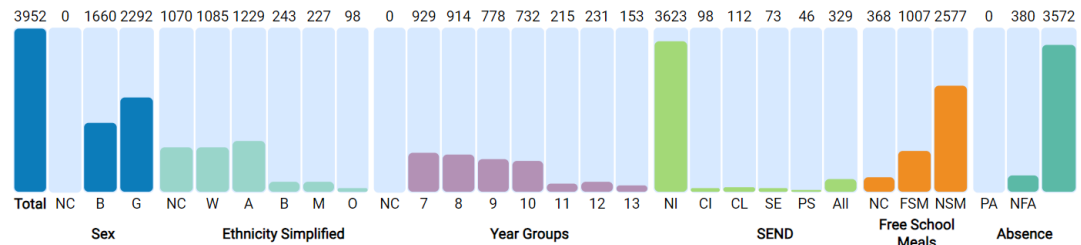
Higher scores related to better wellbeing

Lower scores related to better wellbeing

A statement about how scores are related to wellbeing.

Your sample

Below is the total number of pupils in your sample and number of pupils in each demographic group that took part in the protective measures survey. It is important to understand your sample and how much data you have collected in comparison to your schools population. This way you can gauge how representative your results are.



Legend:

NC = Not collected;

SEND: NI = None Identified, CI = Communication & Interaction, CL = Cognition & Learning; SE = SEMH; (Social, Emotional & Mental Health); PS = Physical or Sensory; All = All SEND grouped together

Free School Meals: FSM = receiving free school meals; NSM = not receiving free school meals

Absence: PA = Persistent absentee; NFA = Below PA threshold (of 10%)

The Legend explains any abbreviations in the chart above.

Here you can see the number of participants in your sample - this is important when comparing groups as you might have very low numbers of certain demographics.

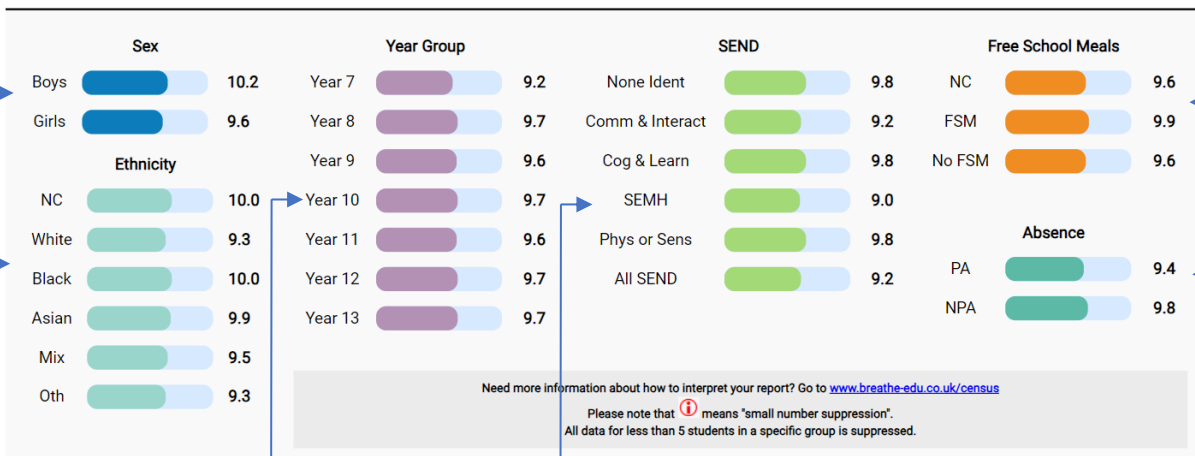
For example, if a group had very high scores for one group but there are only 10 pupils in that group the data might not be very representative (as a rule greater than 30 participants gives some sense of representation)

Name of protective factor and what this is measuring.

How to interpret score and how this relates to wellbeing.

Emotion regulation - Cognitive Reappraisal:

Measures how easily a pupil can reinterpret a situation to change its emotion impact. **Higher scores (range 3-15)** are linked to **better** wellbeing.



Here is a breakdown of scores for each demographic group for the named factor at the top. In this example, you can see emotion regulation – cognitive reappraisal scores for each demographic.

Use these scores (alongside your sample information) to see which groups that might be lower than others. You may then want to focus efforts on improving wellbeing/school connectedness for those groups.