The National Study of Health and Wellbeing: Children and Young People 2017

Questionnaire for teachers in primary and secondary schools

- We are interested in your honest answers. We will not tell your answers to anyone you know.
- Please complete these questions about the child who is named in the box above.
- Tear off this front sheet before returning the questionnaire in the pre-paid envelope provided. Please do not tear off the back page.
- Look at the instructions on the next page and read what to do.
- If you would like to complete this questionnaire online instead, you can via this website: https://survey.natcen.ac.uk/health. Your Access Code is <<Access>>.

Thank you for taking part in this survey

“Mental health problems affect children’s education and life chances. By taking part in this important national survey you will be contributing vital information that will help the Department for Education and Department of Health improve mental health support for children across England. We thank you for your time in taking part in this survey – your participation really is invaluable.”

(Department for Education, Department of Health)
How to fill in this questionnaire

1. Please read each question carefully.

2. All questions can be answered by putting a tick in the box next to the answer that applies to the child.

<table>
<thead>
<tr>
<th>Not true</th>
<th>Somewhat true</th>
<th>Certainly true</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

   For example

3. Sometimes you are asked to write a number in a box.

<table>
<thead>
<tr>
<th>Enter number of days</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] 4</td>
</tr>
</tbody>
</table>

4. It would help if you could answer all the questions as best you can, even if you are not absolutely certain or you think the question seems a little odd.

5. The answers in the questionnaire should be your opinion only and not the collective opinions of several staff members.
A1. What is your main role at school in relation to the child?

Tick one box

- (a) Class teacher
- (b) Form tutor
- (c) Head teacher
- (d) Special Education Needs Coordinator (SENCO)
- (e) Faculty Head
- (f) Head of Year
- (g) Other (please specify in box below)

A2. Compared with an average child of the same age, how does s/he fare in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Above average</th>
<th>Average</th>
<th>Some difficulty</th>
<th>Marked difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Reading?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(b) Mathematics?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>(c) Spelling?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

A3. Although “mental age” is a crude measure that cannot take account of a child being better in some areas than others, it would be helpful if you could answer the following question:

In terms of overall intellectual and scholastic ability, roughly what age level is he or she at?

Enter age level
A4. How does the attendance at school of this child compare to their peers?

Tick one box

(a) Better than average
(b) Average
(c) Poorer than average

A5. Does this child have any officially supported special educational needs?

Tick one box

(a) Yes
(b) No

Go to Question A6

Go to Section B

A6. Does this child have an Education, Health and Care (EHC) Needs Plan?

Tick one box

(a) Yes
(b) No
A7. Are these special needs related to needs in the following areas…

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(a) Communicating and interacting</strong>&lt;br&gt;(speech, language and/or communication difficulties that make it difficult for them to understand language or communicate effectively)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(b) Cognition and learning</strong>&lt;br&gt;(learning at a slower pace, which may be for everything or just some skills such as numeracy/literacy, and/or difficulties with memory and/or organisation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(c) Social, emotional and mental health</strong>&lt;br&gt;(difficulties with emotions, behaviour, concentration or getting along with people that get in the way of learning or coping at school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(d) Sensory and/or physical</strong>&lt;br&gt;(difficulties with vision or hearing and/or physical ill health that gets in the way of learning or coping at school)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(e) Other (please specify in box below)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section B  Strengths and Difficulties Questionnaire

For each item, please tick a box under one of the headings: Not True, Somewhat True or Certainly True

Please base your answers on the child’s behaviour over the last six months or this school year

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.</td>
<td>Considerate of other people’s feelings</td>
<td>0</td>
</tr>
<tr>
<td>B2.</td>
<td>Restless, overactive, cannot stay still for long</td>
<td>0</td>
</tr>
<tr>
<td>B3.</td>
<td>Often complains of headaches, stomach aches or sickness</td>
<td>0</td>
</tr>
<tr>
<td>B4.</td>
<td>Shares readily with other children (treats, toys, pencils etc)</td>
<td>0</td>
</tr>
<tr>
<td>B5.</td>
<td>Often has temper tantrums or hot tempers</td>
<td>0</td>
</tr>
<tr>
<td>B6.</td>
<td>Rather solitary, tends to play alone</td>
<td>0</td>
</tr>
<tr>
<td>B7.</td>
<td>Generally obedient, usually does what adults request</td>
<td>0</td>
</tr>
<tr>
<td>B8.</td>
<td>Many worries, often seems worried</td>
<td>0</td>
</tr>
<tr>
<td>B9.</td>
<td>Helpful if someone is hurt, upset or feeling ill</td>
<td>0</td>
</tr>
<tr>
<td>B10.</td>
<td>Constantly fidgeting or squirming</td>
<td>0</td>
</tr>
<tr>
<td>B11.</td>
<td>Has at least one good friend</td>
<td>0</td>
</tr>
<tr>
<td>B12.</td>
<td>Often fights with other children or bullies them</td>
<td>0</td>
</tr>
<tr>
<td>B13.</td>
<td>Often unhappy, downhearted or tearful</td>
<td>0</td>
</tr>
<tr>
<td>B14.</td>
<td>Generally liked by other children</td>
<td>0</td>
</tr>
<tr>
<td>B15.</td>
<td>Easily distracted, concentration wanders</td>
<td>0</td>
</tr>
<tr>
<td>B16.</td>
<td>Nervous or clingy in new situations, easily loses confidence</td>
<td>0</td>
</tr>
<tr>
<td>B17.</td>
<td>Kind to younger children</td>
<td>0</td>
</tr>
<tr>
<td>B18.</td>
<td>Often lies or cheats</td>
<td>0</td>
</tr>
<tr>
<td>B19.</td>
<td>Picked on or bullied by other children</td>
<td>0</td>
</tr>
<tr>
<td>B20.</td>
<td>Often volunteers to help others (parents, teachers, other children)</td>
<td>0</td>
</tr>
<tr>
<td>B21.</td>
<td>Thinks things out before acting</td>
<td>0</td>
</tr>
<tr>
<td>B22.</td>
<td>Steals from home, school or elsewhere</td>
<td>0</td>
</tr>
<tr>
<td>B23.</td>
<td>Gets on better with adults than with other children</td>
<td>0</td>
</tr>
<tr>
<td>B24.</td>
<td>Many fears, easily scared</td>
<td>0</td>
</tr>
<tr>
<td>B25.</td>
<td>Sees tasks through to the end, good attention span</td>
<td>0</td>
</tr>
</tbody>
</table>
B26. Overall, do you think that this child has difficulties in one or more of the following areas:
Emotions, concentration, behaviour or getting on with other people?

**Tick one box**

- No  0  Go to Section C
- Yes: minor difficulties  1
- Yes: definite difficulties  2  Go to Question B26(a)
- Yes: severe difficulties  3

(a) How long have these difficulties been present?

**Tick one box**

- Less than a month  0
- 1 – 5 months  1
- 6 – 11 months  2
- A year or more  3

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B27. Do the difficulties upset or distress the child?

Not at all  0  A little  1  A medium amount  2  A great deal  3

B28. Do the difficulties interfere with the child’s everyday life in the following areas...

peer relationships?

classroom learning?

B29. Do the difficulties put a burden on you or the class as a whole?

Not at all  0  A little  1  A medium amount  2  A great deal  3

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Section C   Emotions

For each item, please tick a box under one of the headings:
Not true, Somewhat true or Certainly true

Please base your answers on the child's behaviour over the last six months or this school year.

C1. Excessive worries
C2. Marked tension or inability to relax
C3. Excessive concern about his/her own abilities, e.g. academic, sporting or social
C4. Particularly anxious about speaking to class or reading aloud
C5. Reluctant to separate from family to come to school
C6. Unhappy, sad or depressed
C7. Has lost interest in carrying out usual activities
C8. Feels worthless or inferior
C9. Concentration affected by worries or misery

C10. Other emotional difficulties e.g. marked fears, panic attacks, obsessions or compulsions

Tick one box
Not true
Somewhat true
Certainly true

Go to Question C10a

C10a. Please describe these briefly:

SPARE COLUMNS: 102-109
Please review your answers to questions C1 to C10 about worries, misery and so on.

If you have ticked ‘CERTAINLY TRUE’ to any of the questions C1 to C10 – Please go to Question C11. When answering C11 to C14, please think generally about the child and their behaviour in the last six months or this school year.

If not, go to Section D.

C11. Do the difficulties upset or distress the child?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>A medium amount</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

C12. Do the difficulties interfere with the child’s everyday life in the following areas…

peer relationships?

classroom learning?

C13. Do the difficulties put a burden on you or the class as a whole?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>A medium amount</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

C14. Please describe any further comments you may have about this child’s emotional state.

If there are serious concerns in this area, please say how long the child has had these problems, and what, if anything, might have triggered them.
Section D Attention, Activity and Impulsiveness

Please base your answers on the child's behaviour in the last six months or this school year.

D1. When s/he is doing something in class that s/he enjoys and is good at, whether reading or drawing or making a model or whatever, how long does s/he typically stay on that task?

Tick one box

<table>
<thead>
<tr>
<th>Less than 2 minutes</th>
<th>2 - 4 minutes</th>
<th>5 - 9 minutes</th>
<th>10 – 19 minutes</th>
<th>20 minutes or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

For each item, please tick a box under one of the headings: Not true, Somewhat true or Certainly true

Not true | Somewhat true | Certainly true

D2. Makes careless mistakes

D3. Fails to pay attention

D4. Loses interest in what s/he is doing

D5. Doesn’t seem to listen

D6. Fails to finish things s/he starts

D7. Disorganised

D8. Tries to avoid tasks that require thought

D9. Loses things

D10. Easily distracted

D11. Forgetful

D12. Fidgets

D13. Can’t stay seated when required to do so

D14. Runs or climbs about when s/he shouldn’t

D15. Has difficulty playing quietly

D16. Finds it hard to calm down when asked to do so

D17. Blurs out answers before questions are finished

D18. Hard for him/her to wait their turn

D19. Interrupts, butts in on conversations or activities

D20. Goes on talking if asked to stop
Please review your answers to questions D2 to D20 on attention and activity.

If you have ticked ‘CERTAINLY TRUE’ to any of the questions D2 to D20 – Please go to Question D21. When answering D21 to D24, please think generally about the child and their behaviour in the last six months or this school year.

If not, go to Section E.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>D21</td>
<td>Do the difficulties upset or distress the child?</td>
<td>0 (Not at all), 1 (A little), 2 (A medium amount), 3 (A great deal)</td>
</tr>
<tr>
<td>D22</td>
<td>Do the difficulties interfere with the child's everyday life in the following areas…</td>
<td>0 (Not at all), 1 (A little), 2 (A medium amount), 3 (A great deal)</td>
</tr>
<tr>
<td></td>
<td>- peer relationships?</td>
<td>0 (Not at all), 1 (A little), 2 (A medium amount), 3 (A great deal)</td>
</tr>
<tr>
<td></td>
<td>- classroom learning?</td>
<td>0 (Not at all), 1 (A little), 2 (A medium amount), 3 (A great deal)</td>
</tr>
<tr>
<td>D23</td>
<td>Do the difficulties put a burden on you or the class as a whole?</td>
<td>0 (Not at all), 1 (A little), 2 (A medium amount), 3 (A great deal)</td>
</tr>
<tr>
<td>D24</td>
<td>Please describe any further comments you may have about this child in relation to attention, activity and impulsiveness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If there are serious concerns in this area, please say how long the child has had these problems and what, if anything, might have triggered them.</td>
<td></td>
</tr>
</tbody>
</table>

If there are serious concerns in this area, please say how long the child has had these problems and what, if anything, might have triggered them.
Section E  Awkward and Troublesome Behaviour

For each item, please tick a box under one of the headings: **Not true, Somewhat true** or **Certainly true**

Please base your answers on the child’s behaviour in the last six months or this school year.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Not true</th>
<th>Somewhat true</th>
<th>Certainly true</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Temper tantrums or hot tempers</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E2</td>
<td>Argues a lot with adults</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E3</td>
<td>Disobedient at school</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E4</td>
<td>Deliberately does things to annoy others</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E5</td>
<td>Blames others for own mistakes</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E6</td>
<td>Easily annoyed by others</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E7</td>
<td>Angry and resentful</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E8</td>
<td>Spiteful</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E9</td>
<td>Tries to get his/her own back</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E10</td>
<td>Seriously lies or cheats</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E11</td>
<td>Start fights</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E12</td>
<td>Bullies others</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E13</td>
<td>Plays truant</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E14</td>
<td>Uses weapons when fighting</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E15</td>
<td>Has been physically cruel, has really hurt someone</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E16</td>
<td>Deliberately cruel to animals</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>E17</td>
<td>Sets fires deliberately</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

E18. Does he/she steal things?

**Tick one box**

- **Not true**
- **Somewhat true**
- **Certainly true**

Go to **Question E19**

E18a. Please describe this briefly

---

**SPARE COLUMNS: 169-179**
E19. Does he/she vandalise property, or destroy things belonging to others?

Tick one box

- Not true 0 → Go to Question E20
- Somewhat true 1 → Go to Question E19a
- Certainly true 2

E19a. Please describe this briefly

E20. Does he/she show unwanted sexualized behaviour towards others?

Tick one box

- Not true 0 → Go to Question E21
- Somewhat true 1 → Go to Question E20a
- Certainly true 2

E20a. Please describe this briefly

E21. Has he/she been in trouble with the law?

Tick one box

- Not true 0
- Somewhat true 1 → Go to Question E21a
- Certainly true 2

E21a. Please describe this briefly
Please review your answers to questions E1 to E21 on awkward and troublesome behaviour.

If you have ticked ‘CERTAINLY TRUE’ to any of the questions E1 to E21 – please go to Question E22. When answering E22 to E25, please think generally about the child and their behaviour in the last six months or this school year.

If not, go to Section F.

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>A little</th>
<th>A medium amount</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>E22. Do the difficulties upset or distress the child?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>E23. Do the difficulties interfere with the child’s everyday life in the following areas…</td>
<td>peer relationships?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td></td>
<td>classroom learning?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>E24. Do the difficulties put a burden on you or the class as a whole?</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

E25. Please describe any further comments you may have about this child’s awkward and troublesome behaviour.

If there are serious concerns in this area, please say how long the child has had these problems and what, if anything, might have triggered them.
Section F  Other concerns

For each item, please tick a box under one of the headings: Not true, Somewhat true or Certainly true

Please base your answers on the child’s behaviour over the last six months or this school year.

F1.  Tics, twitches, involuntary grunts or noises

Tick one box

Not true 0 → Go to Question F2
Somewhat true 1 → Go to Question F1a
Certainly true 2

F1a.  Please describe these briefly:

F2.  Diets to excess

Tick one box

Not true 0 → Go to Question F3
Somewhat true 1 → Go to Question F2a
Certainly true 2

F2a.  Please describe this briefly:
**F3.** Has s/he been diagnosed with an autistic spectrum disorder, or do you have concerns that s/he may have one?

*Tick one box*

- Yes [ ] \( ightarrow \) Go to Question F3a
- No [ ] \( ightarrow \) Go to Question F4

**F3a.** Please describe these briefly:

**F4.** Do you have any other concerns about the child’s psychological development?

*Tick one box*

- Yes [ ] \( ightarrow \) Go to Question F4a
- No [ ] \( ightarrow \) Go to Question F5

**F4a.** Please describe this briefly:

**F5.** Do you have any further comments about him/her in general?

*Tick one box*

- Yes [ ] \( ightarrow \) Go to Question F5a
- No [ ] \( ightarrow \) Go to Section G

**F5a.** Please describe:
Section G  Help from School

G1. During this school year, has s/he had any specific help for emotional or behavioural problems from teachers, educational psychologists, or other professionals working within the school setting?

Tick one box

Yes  
No

Go to question G1a

END

G1a. Please describe briefly what sort of help was provided, by whom, and for what:

Thank you for answering these questions.

Please tear off the front cover and return the questionnaire in the pre-paid envelope as soon as possible.