

Assessment measures

Number	Assessment measure
1.	Spence Children's Anxiety Scale
2.	SDQ questionnaire
3.	Scaling anxiety
4.	The Revised Child Anxiety and Depression Scale (RCADS)
5.	Sensory audit from Autism Education Trust
6.	Child Outcome Research Consortium
7.	Kearney's School Refusal Assessment Scale
8.	Healthy Minds Survey
9.	Stirling Children's well-being scale
10.	Warwick-Edinburgh mental well-being scale (WEMWBS)
11.	Anna Freud Resources

1. Spence Children's Anxiety scale

This is a psychological questionnaire designed to identify symptoms of anxiety in children and young people aged 8 – 15. Answers are scored and then interpreted. The test takes around 10 minutes to complete and is available in various languages.

<http://scaswebsite.com/>

2. SDQ questionnaire

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 3-16 year olds, giving information on 1) emotional symptoms, 2) conduct problems, 3) hyperactivity/inattention, 4) peer relationship problems, 5) prosocial behaviour.

It can be used as a pre and post intervention measure and is available in various languages. Information on scoring along with the questionnaires can be found at the website below.

<http://www.sdqinfo.org/a0.html>

3. Scaling anxiety

5 Point Scale; this is both an assessment measure and an intervention. The 5 point scale can be used for young people of any age and is a tool to both assess current feelings of anxiety and to assist with developing coping strategies. Resources are free to download from here <https://www.5pointscale.com/scales.html>.

4. Revised Children's Anxiety and Depression Scale (and Subscales) (RCADS)

The Revised Child Anxiety and Depression Scale (RCADS) is a 47-item, youth self-report questionnaire with subscales including: separation anxiety disorder, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and low mood (major depressive disorder). It also yields a Total Anxiety Scale and includes a parent version that assesses parent report of youth's symptoms of anxiety and depression across the same six subscales.

<https://www.childfirst.ucla.edu/wp-content/uploads/sites/163/2018/03/RCADSUsersGuide20150701.pdf>

5. Sensory audit

Anxiety can be increased by sensory stimuli not normally noticed by others. With some children and young people, sensory stimuli may be one of the main sources of their anxiety and as such, it may be useful to assess their sensitivity to various sensory stimuli. An audit form can be downloaded from the Autism Education Trust website here

<https://www.autismeducationtrust.org.uk/>

<https://www.aetraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf>



national autism standards

Sensory Audit for Schools and Classrooms

Supported by
Department for Education

Devised by Ian Atfield, Amy Fowler and Val Jones

This sensory audit is to help staff to assess and create an environment that enables the participation of pupils with autism. It does not cover all aspects, but gives ideas on the ways in which a setting might be altered if pupils experience sensory processing difficulties and find it hard or very anxiety-provoking to tolerate certain sensations or situations.

Visual

Good Practice and Evidence to look for	Current Situation	Possible action (if needed)
<p>Classroom illumination is suitable for pupils with autism.</p> <ul style="list-style-type: none"> Fluorescent lights are regularly checked and changed. (Fllickering lights can be very disturbing.) The effects of light coming into the room through blinds and creating distracting patterns are minimised 		

6. The Core (Child Outcome Research Consortium) group website has a range of other assessment measures which practitioners may find useful.

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

7. Kearney’s School Refusal Assessment Scale

School Refusal Assessment Scale-Revised (P)

Name: _____

Date: _____

Please select the answer that best fits the following questions:

- How often does your child have bad feelings about going to school because he/she is afraid of something related to school (for example, tests, school bus, teacher, fire alarm)?

Never	Seldom	Sometimes	Half the Time	Usually	Almost Always	Always
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
- How often does your child stay away from school because it is hard for him/her to speak with the other kids at school?

Never	Seldom	Sometimes	Half the Time	Usually	Almost Always	Always
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
- How often does your child feel he/she would rather be with you or your spouse than go to school?

Never	Seldom	Sometimes	Half the Time	Usually	Almost Always	Always
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6
- When your child is not in school during the week (Monday to Friday), how often does he/she leave the house and do something fun?

Never	Seldom	Sometimes	Half the Time	Usually	Almost Always	Always
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6

Referenced heavily in the main document, Kearney’s research and scale provide sound evidence based tools for professionals working with EBSA children and young people. Scores are added and compared to standardised values to give a measure of anxiety. It can be used pre and post intervention

<https://www.oxfordclinicalpsych.com/view/10.1093/med:psych/9780195308297.001.0001/med-9780195308297-interactive-pdf-003.pdf>

8. For Healthy Minds schools, use the Healthy Minds survey to identify the strengths and needs of the individual school community, followed by the Healthy Minds action plan. See [Healthy Minds website](#)



9. The Stirling children’s well-being scale - this is a holistic, positively worded scale, developed by the Stirling Educational Psychology Service, that is suitable for educational professionals looking to measure emotional and psychological well-being in children aged eight to 15 years. [Stirling Wellbeing Scale](#)

10. The Warwick-Edinburgh mental well-being scale (WEMWBS) – this is also a positively worded scale that can be used to measure well-being with young people aged 13 and over. It is recommended that it is used with samples of over 100 people. The shorter version, which has seven questions, can be found at [WEMWBS](#)

11. Further information about using well-being measures can be found here [Anna Freud Organisation Well-being Measures Guidance](#)