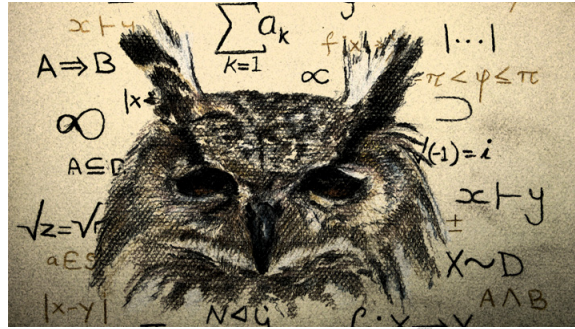


# Wise Solutions™



Your High School Social and  
Psychological Assessment 2007

SAMPLE REPORT PAGES

*If we wish to improve social and emotional wellbeing in any child, then we need to have a reliable and effective means of evaluating and recording the ongoing development of social and emotional wellbeing within that child.*

*Dr Helen Street, 2003*

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SELECTED PAGES FROM THE FIRST EVALUATION OF  
YOUR HIGH SCHOOL (SAMPLE REPORT).

PAGE THREE

**YOUR High School**

**First Evaluation 2007**

YOUR High School believes in promoting not only academic development, but positive values, effective social behaviour and a strong sense of wellbeing. In order to develop and maintain positive social and mental health within the school environment, YOUR High School understands the importance of accurate evaluation and assessment of social and psychological wellbeing within the school environment. This evaluation measures important aspects of social and psychological development using reliable and well validated procedures within YOUR High School. In so doing it enables staff, parents, students and other interested parties to have a clearer idea of the current ongoing strengths and weaknesses within the students at the school. This is the first WISE research to be conducted at YOUR High School and as such, it provides important baseline information across a wide range of social and psychological constructs. It incorporates

### **Behavioural Problems**

Behavioural problems refer to observable difficulties experienced by students. A problem is defined as a “disturbance of function” in one area of relationships, mood, behaviour or development sufficient to warrant professional intervention (Wallace, Crown & Cox, 1997). Once a problem is viewed as severe or multiple problems are identified in one individual, then the term “disorder” is used.

For the purposes of this evaluation students scoring over Z% of the possible total score for each scale in this section will be identified as having behavioural problems. This cut off point is in line with published research in academic literature. Overall, the students at YOUR High School scored an average of Z<sup>1</sup> out of a total possible score of Z for emotional difficulties. This average score indicates that the majority of students experience few if any emotional difficulties. However Z% of students were identified with significant emotional difficulties. The older students had an average score of

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<sup>1</sup> Mean score = X, sd = X

## Conduct Difficulties

Conduct disorders are a set of problem behaviours by adolescents, which may involve the violation of another person, their rights or their property. They are characterised by aggression and sometimes criminal tendencies. Prevention, intervention and treatment are important, since children with untreated conduct disorders are at increased risk of developing a range of problems during their adult years including substance abuse, personality disorders and mental illnesses.

A two-way relationship exists between academic performance and conduct disorder. Many adolescents with conduct disorder exhibit low intellectual functioning and low academic achievement from the outset of their school years. In particular, reading disabilities have been associated with this disorder, with one study finding that children with conduct disorder were at a reading level 28 months behind normal peers.

**YOUR High School students are perceived to exhibit healthy behaviours, only Z% are perceived to exhibit definite conduct disorders. Moreover, the majority of students are perceived to show few behavioural problems suggesting that overall**

## **Inattention and Hyperactivity**

Both hyperactivity and inattention are defining characteristics of ADHD (Attention deficit, hyperactivity disorder). The prevalence of ADHD in the adolescent community (between 2 and 8%), and the seriousness of this often misunderstood condition warrants its assessment at YOUR High School. However, we have not directly used the term ADHD but rather refer to the specific symptoms of hyperactivity and inattention to ensure we are being precise about what exactly is being measured.

**Hyperactive** students always seem to be "on the go" or constantly in motion. They dash around touching or playing with whatever is in sight, or talk incessantly. Sitting still at dinner or during a school lesson or story can be a difficult task. They squirm and fidget in their seats or roam around the room. Hyperactive teenagers may feel internally restless. They often report needing to stay busy and may try to do several things at once.

## PAGE EIGHTEEN

### Depression

This self-report depression scale covers the most common symptoms of depression and has been written in a student friendly way. Generally speaking high scores indicate serious clinical depression. This scale also allows for the identification of those with high but not clinically high scores. These students can be considered to be less happy than is expected and consequently vulnerable to depression. A detailed description of adolescent depression is presented in the section of this report exploring **Emotional Disorders** at YOUR High School

Z students successfully completed the depression questionnaire. Z% of these students recorded higher levels of depression than is considered normal or “healthy” for this age range. The author’s previous research has found approximately Z% of students in Perth Australia to have score in this range. Z% of YOUR High School students reported clinical levels of depression; this is significantly higher than the Z % generally reported in Australian adolescents. Overall YOUR High School findings suggest that

### **Life at YOUR High School**

Students with low pro-social behaviour or who suffer from bullying, alienation or depression, tend to have few positive classroom experiences and these students are stigmatised. These perceptions are reflected in the frequency and nature of their interactions with other people involving areas of behaviour such as academic engagement, behavioural management, and interpersonal involvement. These students tend to experience problems in later life involving positive interactions with people. They reflect these negative behaviours in the classroom through things like declining engagement, lack of enthusiasm, and increased off task behaviours. These behaviours have a negative impact on adolescent development. **This indicates that the classroom experience is an important factor in student development.**

More students reported “enjoying school everyday” and “enjoying interacting with students everyday” than any other response to the “Life at YOUR High School” questions.

On average the students surveyed enjoy school and interacting with other students on most days of the week prior to the evaluation, with the majority of the students enjoying both of these activities every day.

**YOUR High School: Enjoying school**

