

Youth PERMA: Adapting Well-being Measurement for Youth

Saloni Divyang Kanani

Master of Public Health, Northwestern University

PUB HLTH CE: Culminating Experience (CE)

Dr. Rishi Agrawal

Advisory Board: Deanna Jessop, Sarah Pila

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BACKGROUND

Well-being, as specified by Dr. Martin Seligman, the father of positive psychology, extends beyond the absence of mental illness to encompass the state of flourishing. Positive psychology, established by Seligman, in the late 90s, shifts the focus of traditional psychology's, to the study of positive aspects of human life that contribute to human flourishing and well-being (Gibbon, Lifson, Heitman, & Blitz, 2020). Seligman introduced a formula for happiness, as part of positive psychology: $H = S + C + V$ [Happiness equals your genetic set point plus circumstances of your life plus factors under voluntary control]] (Gibbon, Lifson, Heitman, & Blitz, 2020). The evidence-based approach aims to help curate strategies that enhance well-being and fostering optimism in humans.

He states that well-being can be defined, measured, and taught. Central to this well-being theory, is human flourishing, which involves achieving a state where individuals experience positive emotions and deep engagement in activities, meaningful relationships, a sense of purpose, and the accomplishment of goals (Gibbon, Lifson, Heitman, & Blitz, 2020).

Building on this foundation, Seligman developed the PERMA theory to give a more structured approach to well-being, emphasizing five key constructs: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. To measure these constructs, the PERMA profiler was developed as an assessment tool to measure well-being and enhance well-being in populations.

PERMA Profiler Overview

The PERMA Profiler, developed by Dr. Peggy Kern, and her colleagues, is an assessment tool designed to measure well-being across five constructs: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (Kern, Home). The assessment tool is based off the Positive Psychology Theory and framework proposed by Seligman, as mentioned above. Each dimension, according to Seligman, plays a critical role in contributing to an individual's happiness and fulfilment in life (The Trustees of the University of Pennsylvania, n.d.).

Positive Emotion refers to positive emotions about the past, present, and future that contribute to well-being. Engagement refers to fully dedicating attention towards tasks, leading to a state of "flow" where the activity becomes its own reward by simply doing it. Relationships refer to belonging, meaning, having support during tough times, and acts of kindness towards others. Meaning refers to having a sense of meaning that is larger than oneself, facilitated by things such as religion, family, and social causes. Accomplishment refers to pursuing achievement and mastery, irrespective of emotional outcomes that contribute to well-being (The Trustees of the University of Pennsylvania. n.d.). The PERMA model is a comprehensive framework that offers a holistic approach to understanding well-being.

The original PERMA Profiler, based off the model, has been used and adapted in various contexts, including different languages [such as Chinese, Portuguese, Italian, Arabic, etc.] and cultural contexts, educational settings, workplace, clinical psychology, and many other research studies to assess overall well-being (Kern, Questionnaires Overview). Additionally, the measure was developed by Dr. Kern to capture the general functioning of well-being, rather than "functioning over a specific period of time" (Kern, Questionnaires Overview). The versatility of

the measure makes it a valuable tool for both practitioners and researchers aiming to enhance well-being at the individual and community levels.

Currently, however, there has not been any adaptations that target younger youth [approximately ages 8-13], creating a gap for measuring well-being in a vulnerable population. Creating an adapted tool for young children is crucial because they are at a vulnerable stage of development. Fostering well-being early in life helps build a strong foundation for their future mental and emotional health. By being able to measure well-being in children, places can provide targeted support and interventions to enhance their resilience, happiness, and overall development. This proactive approach ensures that children develop the skills and attitudes necessary for lifelong well-being.

Scoring and Interpretation of the PERMA Profiler (Kern et al., 2015).

The profiler consists of 23 questions, where it is measured on a Likert scale from 0, meaning “not at all” to a 10, meaning “completely”. In the questionnaire, there are 15 questions that pertain to PERMA, and the rest are related to “health, negative emotion, loneliness, and overall happiness to act as filler questions and provide more information” only if needed (Butler & Kern, 2015). Scores are calculated as the average of the items comprising each factor [e.g. Positive Emotion = the mean of the questions pertaining to Positive Emotion added and then averaged; $P = \text{mean}(P1, P2, P3)$]. To get an overall well-being PERMA score, it is calculated by finding the average of the scores for the individual factors of Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment.

CE Background: Adapting the PERMA Profiler for Youth

The adaptation of the PERMA Profiler for school-aged children was undertaken as a project, within Nourished Minds, and as part of the student’s CE. This was done to create an age and culturally appropriate measure of well-being that aligns with the developmental capabilities of the younger population, since there is no PERMA Profiler or well-being assessment that targets younger youth populations. This adaptation was targeted towards children in low-income urban areas of Chicago, who participate in Common Threads’ cooking classes. The goal was to ensure that the questions were comprehensible and relevant to this demographic, whilst maintaining reliability of the five constructs. Additionally, the purpose of creating this adapted profiler was to assist Common Threads in better measuring how their cooking classes are doing in bettering the well-being of the children enrolled in them, as well as a means to track well-being of the children throughout the program. This would help bridge the current gap that exists in fostering well-being in younger children and being able to measure their well-being in schools, classes, etc.

METHODOLOGY

The development of the Adapted PERMA Profiler Table involved several components that are outlined below.

Selection and Background on the Selected Profiler

The set of questions that were chosen for the final table were from the Kern study done in St. Peter’s College in Australia (Kern et al., 2015). This study was selected based on the NIH researchers’ expertise and recommendation, as it involved a younger population, making it more applicable to our work compared to the original PERMA Profiler.

The chosen paper and Profiler, “A Multidimensional Approach to Measuring Well-being in Students: Application of the PERMA Framework,” written by Kern and colleagues, explored the application of the PERMA model within an educational context. The aim of their paper was to explore whether Seligman’s PERMA model “could be measured in a youth sample, thus providing an operational application of the PERMA theory within the field of positive education” (Kern et al., 2015). They wanted to test whether the PERMA factors could be recovered from items that already existed in the school’s existing well-being assessment, as well as examine if one could differentiate positive and negative factors of well-being and whether these interact with health and mental health variables. They conducted an empirical study with 516 Australian male students, ages 13-18, to test well-being as defined by the PERMA model in an educational setting. The study involved a comprehensive questionnaire that incorporated relevant items to the PERMA constructs, where factor analyses, in their results, confirmed the multidimensional structure of the PERMA model and the different constructs. The Meaning factor, however, was found to overlap with Relationships in this adolescent sample, which led to them removing any specific questions pertaining to Meaning in their questionnaire. Additionally, their study identified two ill-being factors: Depression and Anxiety.

These findings underscored the importance of measuring well-being across multiple domains to capture a comprehensive view on students’ psychological health. By utilising the findings from the study, the CE aimed to maintain the integrity of the study’s questionnaire whilst adapting it for children in the 3-4th grade.

Development of the Adapted PERMA Profiler Table

Once the team identified and understood the study mentioned above, the student directly took the questionnaire from the Butler and Kern 2015 paper. The study used 49 questions which the student’s research team deemed was too extensive for young children to complete, so only 16 questions were picked. These 16 questions were picked based on their high Cronbach alpha values, which indicate strong internal consistency. This meant picking questions that had an alpha value of 0.7 or higher, since a high level of reliability suggests that items are grouped under each factor in a manner that allows for it to measure the same underlying construct (University of California, Los Angeles, n.d.). If any of the constructs had alpha levels lower than 0.7, the strongest two were selected. This was all done to help refine the measurement tool and enhance construct validity, which is how well a test measures the concept that it was designed to measure, which is overall essential to measuring the validity of a method (Bhandari, 2023). However, it is important to acknowledge that by refining the measure, it may reduce its comprehensiveness, which can also result in measuring the construct less accurately (Kern, Questionnaire Overview). However, the team determined that it was more important to keep the questionnaire concise for children to sit through. Furthermore, to match the target population, some of the questions had to be rephrased to have a readability of 3-4th grade [explanation on how this was done, using the Flesch-Kincaid Grade Level (FKGL) formula is below in the *Explanation of Deliverable 1* paragraph]. Some questions, however, were not changed, or were changed to have a readability that is slightly higher than our target population. These decisions were made to preserve the question’s meaning and based on an evaluation of whether kids could still understand it.

The final table below includes the questions categorised by the five constructs of the PERMA model: Positive Emotions (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A).

Deliverable 1: Final Adapted PERMA Profiler Table

Question	Alpha Coefficient	Construct	Readability	Rephrased Readability
How often have you felt cheerful?	0.84	P	2 nd grade (2.424)	
How often have you felt joyful?	0.85	P	2 nd grade (2.424)	
How often have you felt energetic?	0.74	P	2 nd grade (2.955)	
How often have you felt delighted?	0.76	P	2 nd grade (2.955)	
How often have you felt proud?	0.77	P	2 nd grade (2.233)	
How often have you felt lively?	0.81	P	2 nd grade (2.424)	
When I am reading or learning something new, I often lose track of how much time passed	0.59	E	5 th grade (5.603)	When I read, or learn something new, I often forget how much time goes by (4.42)
How often have you felt interested?	0.62	E	6 th grade (6.426)	
My relationships are supportive and rewarding	0.72	R	12 th grade (12.336)	My friends and family help me feel happy (2.4)
I generally feel that what I do in my life is valuable and worthwhile	0.68	R	7 th grade (7.57)	I usually feel that what I do is important and good (5.76)
There are people in the my life who really care about me	0.68	R	4-5 th grade (4.748)	
When I have a problem, I have someone who will be there for me	0.66	R	3 rd grade (3.262)	
I feel that I am loved	0.65	R	1 st grade (-1.45)	
I finish whatever I begin	0.71	A	7 th grade (7.6)	I complete what I start. (0.52)
Once I make a plan to get something done, I stick to it	0.73	A	2 nd grade (2.104)	
I keep at my schoolwork until I am done with it	0.69	A	2 nd grade (2.664)	

Explanation of Deliverable 1

The table displayed above presents the final version of the adapted PERMA Profiler questions. The leftmost column lists selected questions from the adapted profiler from the study that Dr. Kern did in collaboration with St. Peter's College in Australia (Kern et al., 2015). As mentioned in the methodology, these specific questions were chosen for their high Cronbach's alpha values, indicative of strong internal consistency, as demonstrated in the screenshot provided from the original study. Not all questions from the paper were included to avoid an excessively lengthy questionnaire for the children. The paper used 49 questions, and this table only reflects 16 of these questions.

The second column displays the Cronbach's alpha values for these questions, while the third column assigns a capital letter indicating which construct of the PERMA theory each question aims to measure. The constructs of PERMA are as follows: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. The fourth column shows the readability of the original questions as assessed by the Flesch-Kincaid Grade Level (FKGL) formula [stated below]. The FKGL test was selected due to its simplicity and widespread acceptance, providing a numerical grade level equivalent that aligns precisely with our target audience of 3rd and 4th graders. This was also chosen given the site preceptor's previous extensive experience working in schools and her decision to proceed with using this measurement as a means to assess how to determine readability of the questions. This test offers a nuanced approach to readability assessment by considering factors such as word and sentence length, ensuring comprehension while maintaining the integrity of the PERMA constructs.

The final column illustrates the adjusted readability for questions that did not initially meet the desired reading level for our target demographic. It was observed that several original questions exceeded the comprehension abilities of our target audience, necessitating modifications for testing accuracy. While some of the questions had a higher FKGL score, the team decided to retain the question as written, since it was close enough to the desired level, and they found that any changes to improve readability could cause meaning/understanding to suffer. The FKGL formula was employed to adapt the questions to an appropriate reading level, ensuring that young children can understand and respond accurately while still addressing the core constructs of the PERMA theory (Flesch-Kincaid Grade Level).

This table reflects the meticulous process of adapting the questions to effectively meet the needs of our target audience, ensuring that the questions are accessible yet retain their intended purpose of assessing the fundamental elements of well-being as outlined in the PERMA framework.

The table above does not include any questions measuring the construct for Meaning. In their survey, Dr. Kern opted not to include separate questions for the "meaning" construct, choosing instead to integrate it with the "relationships" construct for the adolescent age group. This decision was based on her observation that many of the items associated with these two constructs theoretically overlapped and might not distinctly capture the essence of "meaning" as understood by adolescents. They concluded that merging these constructs would more accurately reflect the interconnected nature of meaning and relationships in this (Kern et al., 2015).

FKGL Formula:

$$0.39 \left(\frac{\text{total words}}{\text{total sentences}} \right) + 11.8 \left(\frac{\text{total syllables}}{\text{total words}} \right) - 15.59$$

Above is the formula used to calculate the FKGL score for each sentence. The total words represents the total number of words in the sentence, and the total syllables represents the total number of syllables in each sentence.

The "How Many Syllables" website was used to calculate an accurate number of syllables and words for each sentence, as well as to maintain consistency and

standardisation of this calculation. The website is as follows:

https://www.howmanysyllables.com/syllable_counter/. (How Many Syllables).

DISCUSSION

The implementation of this Adapted PERMA Profiler for Youth in Common Threads' cooking classes offers several key implications. Firstly, there is an enhanced measurement of well-being. The adapted profiler allows for a more precise measurement of well-being among children, providing insights into how participation in cooking classes impacts their emotional and psychological states. Additionally, the data collection from this profiler table [once implemented with user-interface [Likert scale] and scoring], can help inform targeted interventions within the program. For example, if children reported low Engagement, they could make program modifications that promote interest and involvement activities that help enhance the child's overall well-being. Furthermore, Common Threads can administer the profiler over multiple points throughout the program, making it possible for them to track changes in well-being over time. This could help them identify where children are scoring higher in the program, as well as assess the long-term benefits of the cooking classes on children's overall well-being.

For future research and development, the table needs to be adapted into a fully functional tool, which would include user-interface development. The research team will need to decide how to administer the profiler (e.g., online self-administrated, in person using paper/pencil, etc.) as well as integrating questions pertaining to the Meaning construct, since that was initially excluded from Kern's 2015 study. Additionally, the profiler will need to be translated into Spanish or other languages that accurately reflect the diverse population of children in these programs, as a means to make it culturally accessible and equitable. Moreover, Common Threads needs to submit an IRB application to ensure this assessment tool is ethical and can be implemented to their target population.

Relating this to a broader public health scope, the science of well-being has been very important in public health and policy. Schools, being a pivotal place for cultivating strengths, grit, and resilience, should incorporate well-being into their curricula (The Trustees of the University of Pennsylvania, n.d.). Schools and public health programs can educate students on well-being skills and promote overall flourishing and positive mind and body health. Additionally, higher well-being has been shown to correlate with better work performances, more stable and satisfying relationships, stronger immune systems, as well as improved physical and mental health (The Trustees of the University of Pennsylvania, n.d.). This underscores the importance of promoting well-being from a young age, which correlates with Common Thread's work. Incorporating well-being measures into public health strategies and policy can help enhance mental health resources, and act as a comprehensive understanding of psychological progress, beyond economic indicators [which is a common way we currently predict well-being]. Additionally, being able to measure well-being in an intervention or any program is an integral way to determine the success of the intervention and to determine whether the intervention is targeting and helping the population it is meant to. By understanding the PERMA model and Profiler, schools, parents, teachers, and communities can all play an integral role in fostering

well-being for youth, creating healthier and more resilient communities (The Trustees of the University of Pennsylvania, n.d.).

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APPENDICES:

Below, are the three appendices for this CE. Appendix A is the first draft table of the Adapted PERMA Profiler and an explanation of how it goes from the first draft to the final table. Appendix B and C has information from a research group and website, created by Dr. Peggy Kern, and Dr. Michelle McQuaid, that uses the PERMA theory to administer a survey to measure well-being in youth, specifically in an educational setting (The Good Foundry). For the CE, the student transcribed all the survey questions below from the website and then wrote an overview of the survey to see whether they could use some information from these questions and how they measure them for their target population. The student found that the questions in this survey target older children (6th grade and up). They ended up taking the survey on their own to see what it would look like and what sample report they would get from taking the survey.

The team used this information in the meeting to discuss information such as: 1.) how many questions they want to use, 2.) do they want to target this for an education setting, 3.) what is the time frame of reference that they are asking the children to draw upon when answering the questions, and 4.) what do the results mean as portrayed in their sample report.

APPENDIX A

First Draft of the Adapted PERMA Profiler

The table below is a visual of the first draft of the CE's first deliverable.

First Draft of Adapted PERMA Profiler:

PERMA Question	Construct Measure	Readability (Flesch-Kincaid Grade Level)	3rd-4th Grade Readability (Rephrased)
How much of the time do you feel you are making progress towards accomplishing your goals?	A	7th Grade (6.9)	Do you often feel like you are getting closer to your dreams? (3.84)
How often do you become absorbed in what you are doing?	E	4th Grade (3.744)	Do you get really into what you are doing most of the time? (3.775)
In general, how often do you feel joyful?	P	4th Grade (3.855)	How often do you feel really happy? (2.89)
In general, how often do you feel anxious?	N	4th Grade (3.855)	Do you feel scared or worried a lot? (2.89)
How often do you achieve the important goals you have set for yourself?	A	5th Grade (4.965)	How often do you finish the big things you want to do? (3.41)
In general, how would you say your health is?	H	1st Grade (1.03)	How good do you think your health is? (2.316)
In general, to what extent do you lead a purposeful and meaningful life?	M	5th Grade (4.9)	Do you feel like you have a big goal or purpose in life? (3.84)
To what extent do you receive help and support from others when you need it?	R	5th Grade (5.213)	Can you count on people to help you when you need it? (3.84)
In general, to what extent do you feel that what you do in your life is valuable and worthwhile?	M	7th Grade (7.379)	Do you think that what you do is good and important? (3.295)
In general, to what extent do you feel excited and interested in things?	E	3rd Grade (3.119)	Are you very interested in lots of things? (2.28)
How lonely do you feel in your daily life?	Lon	1st Grade (1.028)	Do you feel alone very much? (1.732)
How satisfied are you with your current physical health?	H	4th Grade (3.654)	Are you happy with your body and how you feel? (3.41)
In general, how often do you feel positive?	P	3rd Grade (2.28)	N/A

In general, how often do you feel angry?	N	1st Grade (-2.895)	Do you get angry a lot? (1.232)
How often are you able to handle your responsibilities?	A	3rd Grade (2.316)	Can you handle what you need to do each day? (2.81)
In general, how often do you feel sad?	N	1st Grade (-0.67)	Do you often feel sad? (0.89)
How often do you lose track of time while doing something you enjoy?	E	3rd Grade (3.107)	N/A
Compared to others of your same age and sex, how is your health?	H	3rd Grade (3.107)	N/A
To what extent do you feel loved?	R	1st Grade (-1.06)	Do you feel loved? (0.92)
To what extent do you generally feel you have a sense of direction in your life?	M	Grades 12 and up (12.825)	Do you have a clear idea of what you want to do in life? (3.84)
How satisfied are you with your personal relationships	R	10th Grade (9.68)	Are you satisfied with your relationships with friends and family? (3.84)
In general, to what extent do you feel contented?	P	6th Grade (6.309)	Do you feel content with the current state of things? (3.41)
Taking all things together, how happy would you say you are?	Hap	5th Grade (4.775)	How happy do you feel overall? (1.732)

Explanation of the First Draft:

The table displayed above presents the first draft rendition of the adapted PERMA Profiler questions; all those in the original (Butler & Kern, 2016). The website notes that anyone can use the measure for non-commercial research or assessment purposes as long as it is credited [*see first citation in bibliography and note on page 4*] (Butler & Kern, 2016).

Initially, questions were drawn from the original PERMA Profiler, then evaluated to discern their respective constructs, gauge their current readability, and subsequently tailored to suit a 3rd-4th grade reading level. These questions are meticulously categorized into the five fundamental constructs of PERMA: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. Additionally, two supplementary constructs, Health (H) and Happiness (Hap), were inferred from the questions, alongside Loneliness (L), maintaining alignment with the original measure's construct categorization.

The columns here are the same as the one in the final product, where the same FKGL formula and method of evaluation was used [calculation of the readability, and rephrasing questions to match our desired readability].

From First Draft to Final:

The table shown above represents the initial draft of the adapted PERMA profiler. During one of the monthly meetings with NIH researchers and the student's supervisor, the lead NIH researcher recommended utilizing questions from Dr. Kern's study, which targeted a younger demographic of school-aged boys, specifically ages 13-18. Although this age range does not exactly match the

project's, it is more closely aligned with school-aged children than the original PERMA profiler. Based on this advice, the first draft was entirely revised by the student. The structural template remained, but the content was reformulated using questions derived from Dr. Kern's paper to better suit the targeted age group.

APPENDIX B

Survey Questions from the Wellbeing Lab (The Good Foundry).

This website has a brochure that details the PERMAH Survey, designed for assessing youth well-being through components of the PERMA model, including Health as a construct. It serves as a guide for applying this comprehensive well-being measurement tool in educational settings, aimed at supporting holistic youth development. Below are the questions from the survey.

“Survey Questions:

1. I was deeply engaged and interested in what I was learning
2. My year level was a positive group to work with
3. I set and achieved clear goals
4. My year level valued learning and growth
5. My year level was a safe group to bring up problems and be honest about mistakes
6. I did not sleep well
7. I believed things would work out, even when they were difficult
8. My school was a positive place to be
9. I was encouraging and supportive of others
10. I knew my strengths and abilities - the things I was good at and enjoyed doing
11. My year level did work that was valuable and worthwhile
12. I regularly sought feedback about my schoolwork
13. My school was encouraging and supportive of its students
14. My year level was interesting and engaging to work with
15. My teachers provided me with choices and options
16. I ate lots of vegetables and fruit
17. My school made a positive difference for others
18. My year level helped me feel physically healthy
19. My school set and achieved clear goals
20. My teachers provided me with the encouragement I needed to learn
21. I was able to change my behaviors in order to care for my wellbeing
22. My school performed well academically in my region
23. I played physically active games and sports
24. The schoolwork I did was valuable and worthwhile
25. I regularly used my strengths and abilities - the things that I was good at and enjoyed doing
26. I received help and support when I needed it
27. I prioritized daily habits that supported my wellbeing
28. I was clear on why I did the schoolwork I did
29. I felt my teachers didn't listen to me
30. My school was an interesting and engaging place to learn
31. My year level was encouraging and supportive of one another
32. The learning I did felt so important I found it hard to stop thinking about it
33. I performed well academically
34. I felt my teachers cared about me as a person
35. My school made efforts to support my physical health
36. My school created a comfortable learning environment
37. I was judgmental and critical of myself
38. I felt anxious at school

39. Physically, I felt strong and healthy
40. I felt strongly dedicated to my schoolwork
41. I felt like I was thriving
42. I felt energized by my schoolwork
43. I felt proud to be a part of my school
44. I felt able to manage my own wellbeing
45. I felt calm at school
46. I felt worn out by my schoolwork
47. I was satisfied with my school
48. I often felt alone and isolated at school
49. I felt excited about what I was learning at school
50. I was satisfied with my year level
51. I was satisfied with my learning at school
52. I felt like I was struggling
53. I felt it was best to keep my struggles to myself at school
54. I felt connected with others at school
55. I felt motivated to care for my wellbeing
56. I felt overwhelmed by the schoolwork I had to do
57. I felt safe at school to bring up problems and be honest about mistakes
58. I felt unable to ask my teachers for help with my schoolwork
59. I felt my teachers didn't understand me
60. Physically, I felt unsafe at school
61. I felt hopeful about my future
62. I was satisfied with my life

Additional statements and questions:

Think about your experiences and feelings at school over the past two weeks.

Taking all things together, over the past two weeks I mostly felt like I was:

- Really Struggling
- Living well despite some struggles.
- Not feeling terrible, but just getting by
- Feeling on top of the world

The biggest cause of my struggles at school during the last two weeks has been:

- Friends
- Bullying
- Boring school work
- Difficult school work
- Distractions
- Bad behaviour
- Other

The biggest barrier to improving my wellbeing over the last two weeks was:

- Not enough time
- Not enough money
- Too much physical effort required
- Too much mental energy required
- Not sure how to start
- Other

When it comes to caring for my wellbeing the three most valuable supports my school could provide are:

- Wellbeing training and tools
- Mental health programs
- Wellbeing coaches
- Mental health counsellors
- Fitness trainers
- Healthy food options
- Nothing
- Other

When I'm struggling to care for my wellbeing at school the first person I reach out to is:

- Someone in my class
- Someone outside of my class
- My teacher
- My principal
- School counsellor
- Coach/mentor
- Family
- I would never tell anyone I was struggling

Anything else you'd like to share?"

Figure 1

Screenshot of the Wellbeing Lab Survey



The screenshot shows the Wellbeing Lab Survey interface. At the top is a dark blue navigation bar with the text "THE WELLBEING LAB" and links for "SURVEY DASHBOARD", "MY ACCOUNT", "LEARN MORE", "SUPPORT", and "LOGOUT". Below the navigation bar are five survey questions, each with a Likert scale from 0 to 10. The questions are:

- I was deeply engaged and interested in what I was learning.
- My year level was a positive group to work with.
- I set and achieved clear goals.
- My year level valued learning and growth.
- My year level was a safe group to bring up problems and be honest about mistakes.

Each question has a row of radio buttons labeled "never", "half the time", and "always" at the ends, with numerical values 0 through 10 in between.

Note. Figure 1 is a screenshot from the website as a sample of what the questions look like on a use-interface level.

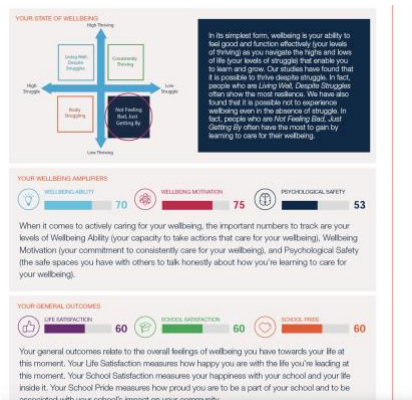
APPENDIX C

Sample Report Derived from the Wellbeing Lab Survey (The Good Foundry).

Below are figures that are screenshots from the individualised sample report generated from completing the PERMAH Survey for youth. The report provides insights into various well-being metrics measured by the survey, illustrating the types of feedback and data analysis that respondents receive. It showcases how the survey quantifies aspects of well-being such as engagement, accomplishment, and health, providing a practical example of the survey's output.

This sample report was done to understand what the survey was measuring and to see how they analysed questions from the survey related to PERMAH, aiding in the development of similar assessment tools in the adapted PERMA profiler project.

Figure 2



Note. Figure 2 is a screenshot from the report.

Figure 3



Note. Figure 3 is a screenshot from the report.

Figure 4



Note. Figure 4 is a screenshot from the report.