

SEED Supplementary Materials

Interview questionnaires and Consent Forms

Topic guides for HT interviews

SEED Interview Schedule

Baseline HT Interview:

Intervention Schools



SECTION 1: Practices and understandings of pupils' social and emotional wellbeing before SEED

1. As you know, the SEED project centres around the Social and Emotional Wellbeing (SEW) of pupils. From your perspective how have your views on the importance of SEW in school developed?
2. What do you think of the current national/authority policies to promote social and emotional wellbeing of your pupils?
 - a. How well do you think current policies like Curriculum for Excellence prioritise SEW?
 - b. What do you think of the effectiveness of efforts to improve SEW in the Curriculum for Excellence?
3. What do you think are the main factors shaping pupils' SEW?
 - a. How far can schools influence it?
4. Does the SEW of pupils vary across your school?
 - a. How do you know? What processes, if any, exist to assess pupils' SEW (prior to SEED)?
 - b. Have you ever used the SDQ before?
5. What did you do prior to SEED that addressed the SEW of your pupils? [*Refer to the appended summary of responses to this question in your first SEED Staff Questionnaire*]:
 - a. Does this represent the main activities at your school for improving pupil SEW around 2012? Is there anything on this list that was missed, or anything that you are surprised to see?
 - b. For the stand alone programmes (if any), how rigorously were these implemented in terms of:
 - i. Fidelity, i.e. how closely to the designers' recommendations were the programmes delivered?
 - ii. Exposure within the school, i.e. what groups of staff and pupils were involved?
 - c. How did you decide to select these activities?
 - d. How do you monitor the effectiveness of your practices?

6. Which staff were most motivated to improve SEW and which least motivated?
7. Do you think that the SEW of staff plays an important part in the SEW of pupils?
 - a. If so, how do you maximise staff SEW?
8. What level of engagement do you have with outside agencies such as Educational Psychologists or Quality Improvement Officers?
9. Would you be willing to share your School Improvement Plan with us? We would be looking for the most recently published plan prior to December 2012.

SECTION 2: Views on participation in SEED and the SEED process [Stress readiness to hear candid critique!]

Thinking about the **SEED process**:

1. What were your initial thoughts when you first heard about the SEED project?
 - a. What influenced your decision to participate in SEED?
 - b. How did you feel when you received the news about randomisation and being an intervention school?
2. What did you do to engage or introduce your staff to the process of SEED? How much information did you share with them before starting the project?
 - a. To the best of your knowledge, what are staff perceptions of SEED?
 - b. Which staff members have engaged most with SEED and which least?
 - c. To what extent were support staff engaged in SEED?
 - i. If they were involved, did they appreciate it or feel it was an added burden?
 - ii. If they were not involved, did they want to be?
3. Having decided to take part in SEED, what factors most facilitated your participation in the SEED process?
 - a. Have there been any significant barriers or resistance to SEED? Are there any factors that have made it difficult to implement?
4. Do you have any comments on the process of the baseline data collection?
 - a. How far do you think that the process of data collection accurately assessed pupil SEW and the main things that shape it?
5. How far do you think that the reflexive discussion session(s) enabled staff to discuss the most important factors in the school affecting SEW and how to address them?
6. Are there any aspects of SEED that you think are particularly beneficial for your pupils or staff?
 - a. Are there any aspects that you think are not useful?

- b. How does SEED add value or complement what you already do within the school (e.g. those processes mentioned in Section 1 of the interview)?
7. Do you think that SEED has had an impact upon how the school prioritises SEW?
 - a. Has engaging in SEED led to staff doing anything differently, apart from those activities specified in the Action Plan?
 - b. Will engaging in SEED change the amount of time that you spend on SEW as a school?
8. What activities were displaced as a result of taking part in SEED?
 - a. How much time do you think that your school has spent on SEED out with the structured presentation and reflexive discussion sessions?
9. Do you think that participation in SEED will change the way that you engage, or time spent, with your Educational Psychologist?
 - a. Do you think that participation in SEED will change the way that you engage, or time spent, with any other outside agencies?
10. We are interested in how schools have spent the first £500 payment for participation in SEED. Can you share with us what you have spent, or plan to spend, the money on?

Thinking about the **activities and actions** that you decided to implement as a result of SEED:

1. How did you decide how to take forward your SEED Action Plan following reflexive discussion?
2. How were staff involved in the process of developing your Action Plan?
 - a. On a scale of 1 to 5 where 1 is a purely individual (e.g. HT) decision and 5 is a consensual whole school staff decision, where would you place yourself?
 - b. If other staff were involved, were there any disagreements? If so, what were these differences and how were they resolved?
3. Which of the initiatives and activities that you have written into your plan do you expect to work best to improve pupils' social and emotional wellbeing?
 - a. Which are most important and which more peripheral?
4. What have you *stopped* doing as a result of the new activities in your Action Plan?
5. If you selected stand alone programmes (e.g. Bounce Back!, Seasons for Growth or Creating Confident Kids), did you select these from the SEED Resource Guide or through other recommendations?

Finally, do you have any other comments on SEW or anything to do with SEED that you would like to share?

Finish interview by thanking the interviewee for their time, inviting any questions and reminding them of the schedule for Wave 2 data collection.

SEED Interview Schedule

Baseline HT Interview:

Control Schools



SECTION 1: Practices and understandings of pupils' social and emotional wellbeing before SEED

1. As you know, the SEED project centres around the Social and Emotional Wellbeing (SEW) of pupils. From your perspective how have your views on the importance of SEW in school developed?
2. What do you think of the current national/authority policies to promote social and emotional wellbeing of your pupils?
 - a. How well do you think current policies like Curriculum for Excellence prioritise SEW?
 - b. What do you think of the effectiveness of efforts to improve SEW in the Curriculum for Excellence?
3. What do you think are the main factors shaping pupils' SEW?
 - a. How far can schools influence it?
4. Does the SEW of pupils vary across your school?
 - a. How do you know? What processes, if any, exist to assess pupils' SEW (prior to SEED)?
 - b. Have you ever used the SDQ before?
5. What did you do prior to SEED that addressed the SEW of your pupils? [*Refer to the appended summary of responses to this question in your first SEED Staff Questionnaire*]:
 - a. Does this represent the main activities at your school for improving pupil SEW around 2012? Is there anything on this list that was missed, or anything that you are surprised to see?
 - b. For the stand alone programmes (if any), how rigorously were these implemented in terms of:
 - i. Fidelity, i.e. how closely to the designers' recommendations were the programmes delivered?
 - ii. Exposure within the school, i.e. what groups of staff and pupils were involved?
 - c. How did you decide to select these activities?
 - d. How do you monitor the effectiveness of your practices?
6. Which staff were most motivated to improve SEW and which least motivated?

7. Do you think that the SEW of staff plays an important part in the SEW of pupils?
 - a. If so, how do you maximise staff SEW?
8. What level of engagement do you have with outside agencies such as Educational Psychologists or Quality Improvement Officers?
9. Would you be willing to share your School Improvement Plan with us? We would be looking for the most recently published plan prior to December 2012.

SECTION 2: Views on participation in SEED [stress readiness to hear candid critique!]

1. What were your initial thoughts when you first heard about the SEED project?
 - a. What influenced your decision to participate in SEED?
 - b. How did you feel when you received the news about randomisation and being a control school?
2. What did you do to engage or introduce your staff to the process of SEED? How much information did you share with them before starting the project?
3. Do you have any comments on the process of the baseline data collection?
4. Do you think that SEED has had an impact upon how the school prioritises SEW, despite being a control school?
 - a. Has engaging in SEED led to staff doing anything differently?
 - b. Will engaging in SEED change the amount of time that you spend on SEW as a school?
5. We are interested in how schools have spent the first £500 payment for participation in SEED. Can you share with us what you have spent, or plan to spend, the money on?

Finally, do you have any other comments on SEW or anything to do with SEED that you would like to share?

Finish Interview by thanking the interviewee for their time, inviting any questions and reminding them of the schedule for Wave 2 data collection.

SEED Interview Schedule

HT 2nd Interview:

Intervention Schools



SECTION 1: Views on participation in SEED and the SEED process [Stress readiness to hear candid critique]

Thinking about the **SEED project as a whole?**

1. How, if at all, have your perceptions of SEED changed since the project started in your school?
2. Staff experiences of SEED since baseline:

In some schools a lot of staff have been directly involved with SEED, but in other schools most staff are largely unaware of its existence, other than being mentioned at occasional staff meetings. From your perspective....:

- a. What have experiences / perceptions of SEED been for [Probe for each]:
 - i. Teaching staff?
 - ii. Support staff?
 - iii. Management team?
3. How do you think staff perceptions of SEED have *changed over time*, if at all?
4. Which staff members have engaged most with SEED, and which least, regarding different parts of SEED? [Probe re. different aspects]:
 - i. Data Collection? [Probe re. Staff Questionnaire; who completed/didn't etc (if aware)]
 - ii. Reflexive discussion?
 - iii. Action plan formulation?
 - iv. Action plan implementation and maintenance?
5. Barriers to and facilitators of SEED intervention process
 - a. Have there been any significant barriers or resistance to SEED? Are there any factors that have made it difficult to implement? [probe re: Data collection; Reflex Disc; AP formulation, AP implementation]
 - b. What, if anything, has facilitated your continued participation? [Probe: support from rest of staff, SEED team, management priorities, Ed Psych, C for E?]

- c. Are there any characteristics of your school that you think have shaped how easy you have found SEED to implement? [Probe: school size, rurality, % free school meals]
6. Experiences of the SEED data collection process? (i.e. staff Questionnaire)
 - a. What, if anything, did you do to encourage staff to complete their SEED questionnaire?
 - b. How did you find the data collection sessions with pupils?
7. Thinking about the reflexive discussion sessions:
 - a. How far do you think that the data accurately assessed:
 - i. pupil SEW
 - ii. staff SEW in your school?
 - b. To what extent do you think that the reflexive discussion session(s) enabled staff to discuss the most important factors in the school affecting SEW, and how to address them?
 - c. Is there anything that could have been done differently around the reflexive discussion(s) that would have made them more beneficial to you? [Probe here re whether any tensions were raised]
 - d. Are there any other ways we could have presented the data that would have been more helpful? [Probe presentation, written report. E.g. too much info at once?]
 - e. Did you think the educational psychologist's role in the RD was appropriate?
 - i. If any, what changes would you have made to their role?
 - ii. Do you think they could take the place of the researcher in future feedback sessions? (Probe why)
8. **Benefits to staff and pupils:**
 - a. Are there any aspects of SEED that you think are particularly beneficial for your pupils or staff? (Probe for each)
 - b. Are there any aspects that you think are not useful? (Probe for each)
 - c. How does SEED add value to, or complement, what you already do within the school?
 - d. Overall, is SEED relevant to the really big issues faced by your school? [Probe in what way]
9. Thinking about the different **relationships** in your school, do you think SEED has had any impact on relationships:
 - a. Between teaching staff and pupils?

- b. Between support staff and pupils?
- c. Amongst staff [Probe management / class teachers / support staff]?
- d. Amongst pupils?
- e. Between school staff and parents?

10. What **activities** were **displaced** as a result of taking part in SEED, if any?

- a. How much time do you think that your school has spent on SEED outwith the structured presentation and reflexive discussion sessions?
- b. We have a team of Health Economists that will be looking to see whether the benefits of SEED to schools outweigh the costs. To do this they would like to know some information from schools about the time and resources that you devote to welfare services. If I was to ask you the number of referrals made by the school to services like Educational Psychology, Social Work and Police do you think you would be able to give rough figures for this? If so could I email you about this separately?

11. Thinking about the impact of SEED on the school:

- a. How, if at all, has participation in SEED helped you meet your obligations for SEW within Curriculum for Excellence?
- b. How, if at all, has participation in SEED changed your own attitudes towards SEW? [Probe re. teaching, addressing SEW needs of children?]
- c. Do you think that the SEED process (DC, RD, AP form, AP impl) has had an impact upon how the school prioritises SEW? If so, how?
- d. Are there any characteristics of the school that have shaped the impact of SEED? [Probe: school size, rurality, % free school meals]
- e. Has engaging in SEED led to staff doing anything differently, other than those activities
- f. Has engaging in SEED led to staff doing anything differently, other than those activities specified in the Action Plan?
- g. Has engaging in SEED changed the amount of time that you spend on SEW *as a school*?
- h. Do you think that being a part of SEED has helped *motivate* those staff that might be *less engaged* with SEW?

12. Thinking of your engagement with your Educational Psychologist:

- a. Do you think that participation in SEED will change the way that you engage, or time spent, with any other outside agencies?

SECTION 2 Thinking about the **activities and actions** that you decided to implement as a result of SEED:

1. **Formulating** the Action Plan

- a. How did you decide how to formulate your SEED Action Plan following reflexive discussion?
- b. How, if at all, were (non-management?) staff involved in the process of formulating your Action Plan? [Probe for any disagreements, how these were resolved]
- c. On a scale of 1 to 5 where 1 is a purely individual (e.g. HT) decision and 5 is a consensual whole school staff decision, where would you place the formulation of your AP?
- d. To what extent were you/colleagues interested in [probe for relative importance of each]:
 - i. Whole school initiatives?
 - ii. Classroom initiatives?
 - iii. Staff initiatives?
- e. If you selected stand-alone programmes (e.g. Bounce Back!, Seasons for Growth, Creating Confident Kids), did you select these from the SEED Resource Guide or through other recommendations?
- f. Do you think you might have chosen the same main activities for the AP without having the data on children's SEW? [Probe why]
- g. What was more important/significant for your school:
 - i. *dedicated time* to discuss SEW?,
 - ii. having *data specific* to your school?

2. **Success** of Action Plan implementation

- a. Which initiatives and activities written into your AP did you expect to work best to improve pupils' SEW? [Probe why?]
- b. In practice, which have worked best? In what way?
- c. Which components have been most important and which more peripheral? [Probe; re. the AP; constituent progs?]

- d. As far as you know, were there any particular actions taken by staff which facilitated / were a barrier to the success of the action plan specifically? [Probe here if not addressed earlier]

3. Difference between AP and **activities previously used** to address SEW:

You might remember at the last interview that you told us about some of the SEW activities you had used prior to SEED.

- a. How different are the SEW activities in your Action Plan to those that you used prior to SEED?
 - i. How closely did you follow the programme recommendations? [ie rigour/fidelity?]
 - ii. The extent/breadth of delivery within the school [ie. exposure/integration?]
- b. What, if anything, have you stopped doing as a result of the new activities in your Action Plan?

4. Thinking about your **involvement of SEED on the whole**: On a scale of 1-10, where 0 is no impact, and 10 is 'very positive impact', where would you put your school?

5. We are interested in how schools have spent the £1,000 payment for participation in SEED. Can you share with us what you spent the first £500 on, and how you plan to spend the second £500?

Finally, do you have any other comments on SEW or anything to do with SEED that you would like to share?

Finish Interview by thanking the interviewee for their time and invite questions and reminding them of the final data feedback later this year

SEED Interview Schedule HT Interview:
Control Schools – FOLLOW UP INTERVIEW



SECTION 1: Views on participation in SEED [stress readiness to hear candid critique!]

1. When we spoke near the start of the Trial we talked a bit about your initial thoughts on being a part of the SEED study and your decisions to take part. Have your perceptions of SEED changed at all since the start of the project?
2. Do you have any comments on the process of data collection?
 - a. Was what we asked schools to complete reasonable in terms of their time?
 - b. What, if anything, did you do to encourage staff to complete their SEED questionnaire?
 - c. Do you have any feedback on the format of the questionnaires? [*prompt for all questionnaires: staff, pupil self-complete and teacher-complete SDQs*]
 - d. Do you have any feedback on the content of the questionnaires? [*prompt for all questionnaires*]
3. Despite being a control school, do you think that SEED has had an impact upon how the school prioritises SEW?
 - a. Has engaging in SEED led to staff doing anything differently?
 - b. Has being a part of SEED changed the amount of time that you spend on SEW as a school?
 - c. Has engaging with SEED affected how any SEW programmes have been implemented?
 - d. Has being a part of SEED led you to assess pupils' SEW any differently?
 - e. Has participation in SEED changed your own attitudes towards SEW?

SECTION 2: Practices and understandings of pupils' social and emotional wellbeing (SEW) before SEED

10. When we spoke before we discussed what you think are the key influences on the SEW of pupils in your school. Have your thoughts on this changed at all over the last three or four years?
 - a. Do you feel that the school's role in teaching/addressing SEW has remained the

same?

11. How useful are current national/authority policies in helping you promote the social and emotional wellbeing of your pupils?
 - a. What do you think of the effectiveness of efforts to improve SEW in the Curriculum for Excellence?
12. What level of engagement do you currently have with outside agencies such as Educational Psychologists or Quality Improvement Officers?
 - a. Has this changed over the last three or four years?
13. What are the main current ways that you address the SEW of pupils at your school?
 - a. Are there specific resources that you use?
 - b. What as the exposure within the school, i.e. what groups of staff and pupils were involved?
 - c. How did you decide to select these activities? [prompt to find out *who* makes these decisions]
 - d. How do you know that what you do actually works?
14. What are the main current ways of addressing staff wellbeing?
15. Is there anything else that you feel affects either pupil or staff wellbeing that you feel has changed over the last three years?
16. We have a team of Health Economists that will be looking to see whether the benefits of SEED to schools outweigh the costs. To do this they would like to know some information from schools about the time and resources that you devote to welfare services. If I was to ask you the number of referrals made by the school to services like Educational Psychology, Social Work and Police do you think you would be able to give rough figures for this? If so could I email you about this separately?
17. Finally, we are interested in how schools have spent the £1,000 payment for participation in SEED. Can you share with us what you spent the first £500, or plan to spend the second £500 on?

Finally, do you have any other comments on SEW or anything to do with SEED that you would like to share?

Finish Interview by thanking the interviewee for their time and invite questions and reminding them of the feedback on their data later this year.

SEED Topic Guide



P5 Pupil Focus Group

Thank you very much for being part of SEED and for answering the questions for us today!

1. Can you tell us how you felt about completing these?
 - Did you enjoy them?
 - Did you understand the questions?
 - How did you feel about being asked about how you feel emotionally?
 - Were there any parts that you didn't like answering?
 - Did you think that there were any questions that we should have asked?

2. Thinking about school just now:
 - What do you like about school?
 - What don't you like about school?
 - What about school makes you happy, if anything?
 - Are there any other thoughts about how you feel at school that you would like to share?

3. To remind you, this study is about trying to find out how you feel emotionally and to help your school find ways to improve this. Can you think of anything, either in your classroom or with the whole school, that helps improve your social and emotional wellbeing?
 - [Prompt: we're thinking of things that might help your health, but more to do with social and emotional health, the way that we feel and our relationships with other people, rather than physical health]
 - If so, what are they and what do you think about them?
 - Do you think that schools can teach social and emotional wellbeing?

4. Finally, is there anything you would like to ask us?

SEED Topic Guide



S2 Pupil Focus Group

Thank you very much for being part of SEED and for answering the questionnaires for us!

1. Can you tell us how you felt about completing these?
 - Did you enjoy them?
 - Were there any parts that you didn't like answering?
 - Did you think that there were any questions that we should have asked?

2. Thinking about school just now:
 - What do you like about school?
 - What don't you like about school?
 - What about school makes you happy, if anything?
 - Are there any other thoughts about how you feel at school that you would like to share?
 - Do you feel differently about school now compared to when you were in primary school?

3. Thinking back to primary school, can you remember any programmes or activities, in either the classroom or the wider school, that you took part in that were related to social and emotional wellbeing?
 - If so, what were they and what did you think about them?
 - In primary school, were you aware of the SEED project at all apart from completing the questionnaires?

4. Do you think that schools can teach social and emotional wellbeing?

5. Finally, is there anything you would like to ask us?

Educational Psychologists interview topic guide



1. What were your initial thoughts when you heard about the study?
 - a. [Probe for theoretical merit and feasibility within existing practice.]
2. Can you remember what was done to introduce you to the study by your psychological services department?
3. What were your perceptions of the SEED process in terms of its usefulness to address
 - a. social and emotional wellbeing generally
 - b. the specific important issues relevant to the schools you were assigned to?
4. If you were involved in the data presentation sessions/reflexive discussion sessions was the time needed to contribute to these appropriate? Did you feel that this time took away from more important time allocated to working with the school?
5. Do you feel there is value in working at a whole school level to address SEW universally? Does SEED achieve this? How does this model compare with the types of engagement that you had with schools before SEED? Would this be a practical model going forward?
6. What were the most beneficial elements of SEED
 - a. for pupils
 - b. for staff,
 - c. for EPs (if any)
7. What elements didn't work so well? What would you like to have seen differently?
8. Do you think some schools could benefit more from SEED than others, if so why?
9. Did SEED help address issues that you were already aware of within the school? If so, how?
10. How accurately did you think the SEED reports reflected the pupils'/staff wellbeing?
11. Were you involved in developing the school's Action Plan/selecting activities going forward following reflexive discussion? Probe to say a bit more about the nature and longevity of involvement.
12. Did involvement in SEED change the way you worked with the school at all? Probe time spent/types of engagement/levels of understanding of school need etc.
13. Do you think SEED helped schools engage with issues they might not otherwise have devoted time to?
14. Do you think SEED provided space for reflection on SEW that schools might otherwise have prioritised?
15. Do you think engaging in SEED took time or resources away from other activities that perhaps may have been more valuable?
16. Would you like to see any elements of SEED implemented more widespread in future? If so, which and why?
17. Were there any barriers to your/the EP Service's involvement with SEED schools?
18. Did you see the SEED resource guide? If so, how did it relate to your understanding of what exists as good practice to address SEW? Do you think it was useful for schools?

Finally, do you have any other comments on SEW or anything to do with SEED that you would like to share?

Finish Interview by thanking the interviewee for their time and invite questions and reminding them of the final data feedback later this year

Process evaluation consent forms

Consent form for staff interviews



CONSENT FORM



Social and Emotional Education and Development (SEED)

Name of Researchers: Dr Marion Henderson, Sarah Tweedie and Susie Smillie

Please initial box

1. I confirm that I have read and understand the information sheet dated 23/10/2012 (version 2) for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected.

3. I realise that information I give may be quoted in publications and presentations resulting from this study but my name will not be used and no comments will be traced back to me or my school.

4. I give permission for my interview to be audio recorded.

5. I agree to take part in the interview for the SEED Study.

Name of Participant (printed)

Date

Signature of Participant



CONSENT FORM

Social and Emotional Education and Development (SEED)

Name of Researchers: Dr Marion Henderson, Dr Sarah Tweedie and Susie Smillie

DO you agree with the following?

1. I understand that I do not have to take part in this discussion and can change my mind and withdraw from taking part without giving any reason.
2. I realise that my words may be used in written reports or presentations after the study is finished but no names will be used and nothing will be able to identify me, my school or anyone at my school.
3. I give permission for my interview to be audio recorded.
4. I agree to take part in the Focus Group discussion for the SEED Study.
5. I have been able to ask questions about taking part in the focus group discussions before agreeing to take part

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| Tick if you agree | Name of participant | Date |
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