The Singapore Youth Resilience Survey©
A Secondary School Pilot Study

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A report prepared by Beyond Social Services

With special thanks to our partners Black Box Research

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1. Understanding youth resilience: a brief introduction

Resilience at its core looks at the capacity of people to cope with stress and other negative influences around them. Why do some youths get into trouble with the authority and others do not, even though they come from similar backgrounds? The streets, whether they are lanes in the housing estates or the malls in the shopping districts are gathering points for many young people. They are convenient and young people get a sense of independence as they enjoy the company of friends. There is also the promise of making new friends and the allure of exciting and novel experiences.

On the flip-side, being out on their own, for example, without the guidance of a positive adult figure, could also mean that young people may succumb to negative influences and find themselves in trouble. Resilience is about equipping youth so that when they "hit the streets", they do so wisely.

We define resilience as "*the quality that enables youth people to find fulfillment in their lives despite their backgrounds, the problems or adversity they may have undergone, or the pressures they may experience.*" Resilience is therefore about overcoming the odds, coping and recovery.[1]

Many believe that **protective factors (internal and external)** surrounding young people play a vital role in enabling them to deal with these negative influences.

Internal protective factors include things like positive self-esteem and confidence, good interpersonal problem-solving skills, the ability to identify, manage and respectfully express one's own emotions, the capacity for empathy and compassion, among others.

External protective factors are those positive influences present in a young person's environment or immediate community. These factors may constitute an inclusive school environment, a nurturing family group, and/or meaningful participation in activities within the school of extended community.

This survey is used as a means to understand local youth *holistically* in terms of the internal and external protective factors in their lives. It has also been designed with a view of:

- ✓ translating the findings/outcomes of the survey into concrete action steps that can be easily implemented by the school with the existing resources it has;

- ✓ gaining better insight into the strengths of students rather than just their deficits;

- ✓ supporting the school through processes of positive youth development that set students up for success

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[1] Stein, M. (2008*) Resilience and Young People Leaving Care: Overcoming the Odds.* The Joseph Rowntree Foundation: York, UK

2. Introducing the Singapore Youth Resilience Survey

The survey is based on the Circle of Courage framework, developed by Reclaiming Youth International (USA).[2] It is a model for understanding youth resilience, and combines current thinking on resilience, education, positive youth development and knowledge on child rearing.

It is rooted in the understanding that youth resilience can nurtured by attending to four basic, universal needs of wellbeing:

- Belonging: that every student/young person needs to feel that they belong somewhere (i.e "I mean something to you)
- Mastery (i.e. "I'm good at something")
- Independence (i.e. "I have the power to make decisions")
- Generosity (i.e. "I have purpose in my life")

The Circle of Courage has been widely applied in school settings around the world, particularly in the USA and Australia. Given its 'universality' ii has been applied within different contexts, be it in school environments, juvenile homes, and family and youth development programmes, among others. In 2001, a survey was given to Vermont students in grades 8-12 and it showed that the more students reported the feelings of belonging, mastery, independence, and generosity, the less likely they were to participate in risk-taking behaviors such as fighting and drinking.[3]

The Singapore Youth Resilience Survey (SYRS) questionnaire was developed in accordance with the Circle of Courage and like similar studies on resiliency aims to move beyond old ways of looking at young people's deficits, singularly. Instead, this study works at revealing and understanding the strengths of students at the same time, and offers practical implications on how these assets can be strengthened by the school community.

Please refer to Annex A for a more detailed description of the four Circle quadrants and their implications for positive youth development.

a. The survey respondents

This survey constitutes a pilot study to the annual Singapore Youth Resilience Survey, initiated by Beyond Social Services.

The study is intended to allow caregivers, school staff and other helping professionals such as social workers, counsellors and other community stakeholders, to holistically understand **what factors come together to make Singapore's youth resilient**. In particular, it puts schools in a better position to engage students at an individual or group level.

Self-administered questionnaires in English were distributed among a total of 672 students across various academic steams and class levels at the school. In order to guarantee open and honest responses to the extent possible, all respondents remained anonymous.

The table below provides a breakdown of our survey sample/student population:

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[2] For more information, visit: http://www.reclaiming.com/content/
[3] For more information on the Vermont study, please visit
http://healthvermont.gov/pubs/yrbs2007/YRBS_2007.pdf

Gender	Academic Stream	Class Level
Male: N= 366	Express: N= 315	Sec 1: N= 240
Female: N= 306	Normal Academic: N= 238	Sec 2: N= 138
	Normal Technical: N= 119	Sec 3: N= 212
		Sec 4: N= 56
		Sec 5: N= 26

2b. *Interpreting the results*

The survey instrument/questionnaire can be divided into three parts:
1) **Basic student demographics** (which includes aspects such as sex, age, ethnicity, religion etc.)

2) The **Circle of Courage Engagement Tool**© developed by Debbie Draper
Each of the four CoC domains– Belonging, Mastery, Generosity and Independence, contained 10 questions each. The questions were slightly modified from their original Australian version to more adequately address any cultural differences that were foreseen.
The engagement tool uses the Likert scale (shown below); the scores derived can reach up to +20 points (meaning the highest value in resilience) or a –20.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
+2	+1	0	-1	-2

3) **Seven 'scenario questions'** inspired by Lawrence Kohlberg's Moral Reasoning Training framework. The questions were close-ended, and required students to pick one or a number of choices, best reflecting how they would respond in the given situation. The third section more accurately measures attitudes. An additional question was included to understand different sources of stress for young people.

The use of the term 'statistical significance'
Statistical Significance is the probability that an observed outcome of an experiment or survey is not due to chance alone (www.sfaf.org/treatment/beta/b36/b36glos.html). The p value was set at 5% (meaning that there is a 95% chance that the difference in results is due to the real differences between groups and 5% chance that differences are a result of coincidence).

3. General findings

Overall scores indicate that most kids are reasonably well-adjusted and their highest mean score is in belonging (11.37). This reveals that the school's students generally feel a relatively strong sense of belonging to the school. **Independence was seen to have scored the least (9.59),** however this score is not significantly low. The school may want to introduce more measures that encourage learning and opportunities for responsibility.
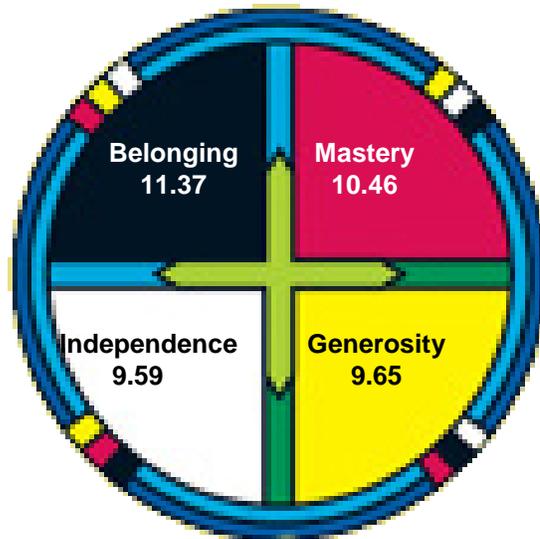
a. Mapping overall trends

Overall, **Sec 1 students scored higher in all 4 quadrants, when compared to Sec 2—5)**. This survey provides a snap-shot of resiliency scores, at a given point in time. Thus, the comparatively high overall scores of Sec 1 students must not be taken to mean that students come in to school with a sense of optimism and get discouraged along the years as we are looking at different cohorts of students rather than tracking specific cohorts over a period of time.

2) There were a **higher proportion of Sec 2s reporting that they felt more stress (**23%) as opposed to peers in other levels. A significantly higher proportion of Sec 2s also reported **money as being a major source of stress**. (37% vs. the mean of 26%)

3) When looking at overall scores in the 4 domains, the Normal Tech students' scores appear in line with the other streams.

Circle of Courage Domains	Total	Stream			Class Level				
		Express	Normal Acad	Normal Tech	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5
Belonging	11.37	11.44	11.39	11.15	12.70	10.28	10.75	10.95	10.77
Mastery	10.46	10.58	10.66	9.78	11.74	9.57	9.76	9.96	10.23
Independence	9.65	9.92	9.28	9.69	11.10	8.88	8.79	9.30	8.19
Generosity	9.59	10.00	9.28	9.12	10.77	9.00	8.87	9.05	8.77

However, when we examine responses to individual questions, some of the **Normal Tech** (NT) responses may prompt cause for concern as it **shows a higher degree of discouragement.**

The following statements were found to be statistically significant with respect to the average response:

- 53% of NTs feel that they trust people in this school (as compared to mean of 63%)
- 79% of NTs have a lot of different interests (as compared to mean of 87%)
- 63% of NTs perceive that they can mostly solve their own problems (as compared to mean of 73%)
- 78% of NTs perceive that they are in charge of their own behavior (as compared to 87%)

However it is important to note that it is also possible that the Normal Tech students were more "honest" in their response, as compared to others who may want to appear to be more "politically correct".

b. On discouraged youth

Instead of using the term 'at-risk' we prefer to use 'discouraged youth' as it holds promise for positive change.

We identify discouraged youth as those who scored between -16 to +9 out of a scale of between -80 to +80. They were seen to have low scores in all 4 domains (close to 0 or in the negative range). The segment of discouraged youth comprise approximately **6% of the school population** (39 out of 672 respondents). At a glance:
- there are significantly more males in this cohort than females (62% vs 38%)
- a higher proportion of them come from Sec 1 and Sec 3 (31% and 33% respectively)
- we see a more or less equal distribution of discouraged youth among the Normal Academic, Normal Technical and Express Streams

4. Results on the four Circle of Courage domains

a. Belonging

While looking at the few statements listed below, we can surmise that students generally see themselves liking/enjoying school and find themselves connected with their peers.

> "I like jokes and having fun"
> "I am friendly towards others in this school"
> "I have enough friends at school"

More importantly, **only 74% of respondents enjoy coming to school and 67% feel that people generally like them.** Arguably however, upon closer examination the three questions listed above are somewhat mutually exclusive.

While the students generally mix well in school and have enough friends, they may not enjoy school as much due to other factors other than peer relations. It is not within scope of this survey to ascertain the reasons why respondents do not enjoy coming to school.
Yet, it is interesting to note that **a significantly high proportion (84%) of Sec 1s enjoy coming to school**, **as opposed to 64% of the Sec 2s** who agree with the same statement.

- **63% of respondents felt that they could trust people in this school**. This is of most concern where students in the Normal Technical stream matter. Only about half of them feel that they can

trust people in the school. It is recommended that measures be introduced to address this issue with the Normal Technical.

In sum, we find that a significantly higher proportion of Sec 1s (84%) enjoy coming to school. This contrasts starkly with the Sec 2s as only 64% of them agree with that statement.

b. Mastery

Most respondents agreed that they liked trying new things and having a wide variety of interests (88% and 87% respectively). This shows that most students in the school are intellectually curious and enjoy new learning.

- Surprisingly despite the finding above, **only 65% see themselves to be good in their school work.** A possible reason may be that the respondents have a high standard of educational attainment.

- A significantly **lower proportion of Normal Tech respondents (79%) agree that they have a lot of different interests.** Also, a significantly **low proportion of Normal Tech respondents (63%) agree that they can solve their own problems.**

c. Generosity

It was interesting to note that despite 86% of respondents agreeing that they like to help others, only 65% said that they would feel sad if they see others looking sad and **58% acknowledging that they are involved in helping others or the less fortunate in some form of voluntary work**. Whilst CIP hours/community service has been formally integrated as a part of a secondary school students' learning experience, it may seem that a number of students have interpreted this question *as time spent volunteering over and above CIP hours.*

In addition, a significantly low proportion of Sec 5s agree that their peers come to them for help and advice (46%). However, do note that only one class in Sec 5 took part in this survey.

d. Independence

It is heartening to learn that **a majority of respondents felt that they saw themselves as being in charge of their personal lives and confident that they could be successful** (87% and 80% respectively).

However, students seem to feel less confident in a group setting (only 68% revealed they felt confident to tell someone if they did not like what they were doing). In addition, only 62% felt they were confident enough to lead or perceived themselves as being good leaders. Once again, these results have been influenced by the fact that some young people, who are leaders themselves, may tend to be more critical about their individual abilities.

Conversely, a significantly low proportion of the Normal Tech students agree that they are in charge of their own behavior (78%)

5. On attitudes and responses to scenario questions

a. Attitudes towards the school and home environment

Respondents were asked to indicate how they felt about school and about their home. Only one response could be chosen.

Overall most students described that they felt **safe** (35%), happy (22%) and **loved** (17%) at home. **52% of respondents described themselves as happy in school**.
On average, 16% of respondents described themselves as stressed in school. **A higher proportion of the Sec 2 cohort described themselves in this manner, as opposed to other levels (23%).**

Sources of Stress:

Respondents were asked to indicate the sources of stress in their lives. They were allowed to choose more than one source.

- The most commonly cited sources of stress are **School (61%), Parents (34%) and Relationships (27%).**

- **88% of Sec 5s indicated that school was a source of stress.** This may be explained by the fact that they are sitting for their O Level examinations. However since only 60% of Sec 4s indicated that they felt stressful, there may be a combination of other factors, other than academic-related stress.

-A significantly **lower proportion of Normal Tech respondents (9%) indicated that they were stressed by peer pressure**, as compared to the average of 27%. This speaks well of their ability to manage peers.

- A significantly **higher proportion of Sec 2s (37%) indicated that they were less inclined to be stressed due to financial reasons,** as compared to the average of 26%.

b. On experimental and other forms of behaviour

Respondents were asked if they were willing to try out a range of activities which included experimental behavior (tattoo/piercings) to delinquent and anti-social behavior (fighting and joining gangs).

- A significant proportion of Normal Tech respondents (16%) indicated that they might try smoking cigarettes, as compared to the average of 9%.

-Significantly **higher proportion of Sec 5s indicated that they might try alcohol and having sex (35% and 31% respectively), as compared to the means of 8% and 5%.** Nonetheless, this may probably be due to the cohort being closer to the legal age for such activities. Also a significantly lower proportion (50%) of the Sec 5s indicated that they would try any of the activities. This also reveals that they Sec 5s would have been giving us more honest answers. In contrast, **81% of Express Stream students indicated that they would not try any of the activities.**

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- Females also tended to indicate a "none of the above" response (81%)

- 14% of the male population indicated that they would try fighting.

c. Responses to scenarios presented

A vast majority of answers we saw revealed that students knew what the right and responsible thing to do was.

On the other hand, the survey method enables students to reveal what they *know* to be the socially correct thing to do.[4] *It tells us little about what students may do* (as opposed to saying what they would do), when thrown in such situations. However, we understand the reasoning processes of such actions to be of great importance. A youth who does the right thing because s/he fears getting into trouble with school authorities or law enforcement agencies is different from a peer who acts with empathy.

6. Recommendations

It is important to note that interventions and planning that make an impact upon one domain of the Circle of Courage, can also affect change in other domains as well, thereby giving the relationship of domains within the circle of courage a fluid and dynamic characteristic. [5]

The following recommendations are designed to bolster either Belonging, Mastery, Independence or Generosity, or a combination of the four. In particular, the recommendations are meant to address a number of key areas or gaps the findings have revealed.

Belonging & Mastery (outcomes), students:
* are able to strengthen/deepen their sense of belonging to the school
* feel that their 'giving' is from the heart
*recognize that any group efforts made at giving back to community is in part a result of their own initiatives
*In the long-run, take charge of planning their own CIP activities and small group projects

Ideas/activities:
• Riding on the upcoming 'Share-A-Meal' (SAM) initiative: students can be encouraged to plan and lead the charity drive. They can be empowered to take a more proactive role in the fundraiser by designing posters, flyers and/or other publicity material

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[4] Furthermore, knowing about brain development tells us that the frontal lobe is the part of the brain that continues to develop all the way into the late teens and early to mid twenties. The frontal lobe is the part of the brain that deals with planning, impulse control and reasoning. So while most teens may generally know what the correct thing to do is, in reality they may not actually do it when the situation is presented to them. It is a limitation of the survey that more in depth moral reasoning was not explored.

[5] For example, planning a CIP project that provides support to a classmate or a group of disadvantaged pupils in school also builds up a sense of belonging to the class/school, both to the group providing assistance, as well as to the beneficiaries. This is in addition to the improved sense of generosity. If significant efforts in planning and skill building are involved, the project would also increase a sense of Mastery. Therefore, whilst making recommendations, the four Circle quadrants were not treated in isolation. Please refer to Annex A for a more in-depth breakdown of each quadrant and the different aspects that come together to form this aspect of resiliency.

- 'Choosing your charity' – individual classes may be encouraged to do their own research and suggest names of charities/causes for which they would like to tie their CIP hours with. Charities can be picked on a rotational basis. This allows students to proactively find out more about their community and its needs, and be able to come together to make informed decisions as a group, through open and respectful discussion with their peers.
- Assembly time can be used to allow for readings of meaningful/inspirational stories or quotations that students write or find themselves. Staff are encouraged to begin by reading out the stories in front of the school; over time, their contributors can choose to come forth and read out the stories themselves. This initiative could be potentially empowering for the students as they feel they had a part to play in shaping their group assembly time. To encourage contributions, the school can choose the 'best story of the week' and award the winner with a small token of appreciation.

Belonging, Mastery & **Independence**. Students:
* are given more opportunities to showcase their talents among peers
* feel a sense of accomplishment by planning and organizing co-curricular activities
* are able to make the right decisions themselves and feel that the adults in their community trust them enough to do the right thing
* are empowered to choose their own student leaders and class reps

Ideas/activities:
- Using intra-school and other community events such as the Streetwise Run as a platform to organize fundraisers within school, and/or come together as participants
- Using classroom or circle time to discuss current news and/or work through scenario type questions to help nurture moral reasoning abilities
- Students are enabled to join leadership programmes such as our Beyond School Movement and thereby play the role of school ambassadors to promote certain causes
- As academic-related stress is seen to increase at Sec 2, older students may help their younger peers to better cope with their schoolwork by organizing 'learning clinics.' There is strong evidence to support that students who think they are academically weak learn better when taught by peers or tutors closer to their own age.

Belonging, Mastery, Independence & Generosity. Students:
* are given the opportunity to interact and help their peers in other levels
*are able to play a proactive role in problem solving and resolving conflicts within their immediate classroom environment

Ideas/activities:
- Co-planning of CIP projects and class outings between students and staff. Furthermore, it is recommended that CIP projects be conducted in a suitable period of time that allows students to see the project through to fruition, or at least for a suitable period of time that allows them to see the benefits of their effort.
- Older students help younger students / lower levels plan a CIP project. This in turn could the older students' project
- The use of Circle Processes[6] as a more regular means of communication between students and between students and teachers. Circle process methods can evolve over time, and in the long-run we see students taking the initiative to facilitate their own Circles. We call this peer-led

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[6] The Circle Process is restorative tool that creates the space for dialogue on issues, and allows for creative, group-based problem-solving between students. They provide a systematic, reflective process that reinforces positive values. It can be used in the context of school disciplinary matters, resolve conflicts, learn through sharing, discuss difficult issues that would otherwise not be raised, among other things

mediation. At this point in time, the Secondary school is between the first and second stages, and holds tremendous promise of deepening the quality of its Circle time (please see illustration below):

Circle Time Continuum leading towards peer-led mediation

Stage 1	Stage 2	Stage 3	Stage 4
Circle time (Ct) as a means of building	Ct as a means of discussing issues e.g newspaper articles	Teacher led means of conflict mediation	Peer led means of conflict mediation
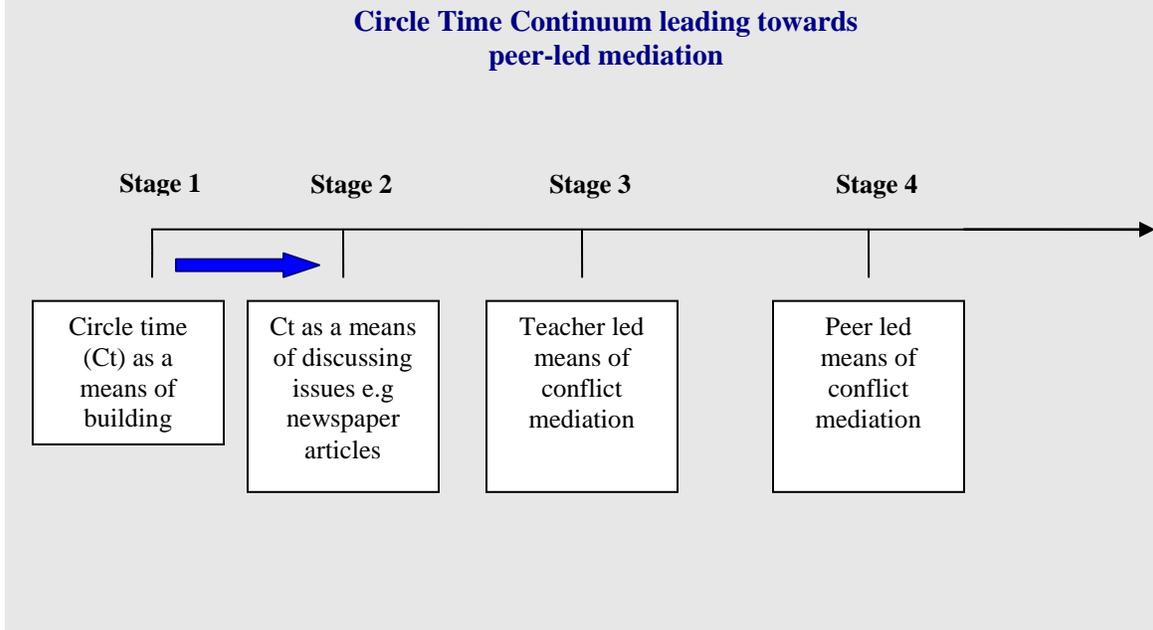
7. The way forward

The Singapore Youth Resilience Survey (SYRS) pilot study was created to serve the practical need for schools to more holistically understand the factors that come together in nurturing young people towards resiliency and maturity.

The SYRS should be looked upon as a longitudinal survey. Given the strong partnership we share with many Secondary schools, we hope to involve the school in future national surveys with the hope of tracking changes in students' reported sense of wellbeing and resilience over time. [7] Meanwhile, ways in which the survey process itself could be used as a 'teaching moment' can be further explored. We have found teachers using some of the questions that students recently responded to, as discussion points, that lead to open and collaborative sharing within the classroom.

In the near future, we intend to benchmark the school's results against the national average, once the SYRS is rolled out nationally in 2010.

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[7] Thanks to the invaluable feedback given during a preliminary sharing session after the initial results were compiled, we intend to modify the questionnaire in order to sharpen its accuracy.

ANNEX A: The Circle of Courage strengths chart

Belonging
- Has at least one supportive adult friend who wields a positive influence
- Has a network of friends
- Participates in school life
- Uses humour positively
- Laughs and Smiles
- Demonstrates pride
- Is friendly to others
- Demonstrates warmth
- Is cooperative and accepting

Mastery
- Is receptive to new ideas
- Has a wide range of interests
- Is creative
- Has high expectations of self and others
- Communicates effectively
- Asks questions
- Is persistent
- Motivated to accomplish rather than compete
- Observes and imitates others' successful behaviors
- Seeks role models
- Tolerates frustration
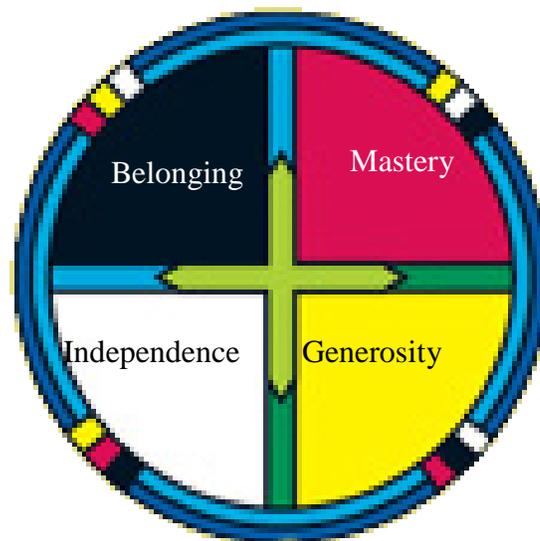
Independance
- High tolerance of distress
- Independent thinker
- Distances self from destructive relationships
- Personal efficacy
- Stands up to negative influence and is not easily misled
- Takes charge of problems
- Takes responsibility for his/her own behavior (doesn't blame others)
- Demonstrates confidence
- Is assertive but not aggressive
- Demonstrates leadership skills

Generosity
- Insightful into the feelings of others
- Empathetic and caring
- Capacity to give to others
- Able to judge right from wrong
- Values openness, honesty, compassion and fair play
- Responds to the needs of others
- Is forgiving
- Demonstrates kindness
- Feels appropriate guilt and tries to redress wrongs

Belonging refers to a young person's process towards becoming an accepted and contributing member of a group or community, and his/her ability to build meaningful relationships with others. Young people do this best by taking ownership of their learning success and challenges.

A supportive adult friend: It has been said that 90% of behavior problems come from youth wanting adults to listen to them. One study reported that the number one request from suicidal teenagers was for adults to listen to them and to feel connected with a positive and supportive adult figure.

Mastery refers to the need for students to experience success and competence at a skill or activity. Mastery is the foundation of self-esteem and provides the motivation for further achievement. It is therefore important to design learning programs which are accessible to all as well as have a broader appreciation of various skills and abilities of students. Thereby ensuring every student has an opportunity to build a strong sense of Mastery and a sense of success as a learner.

Independence refers to the development of the child's self-reliance and the ability to make responsible decisions. Independent people can choose the option of becoming interdependent. By designing learning programmes to ensure that students have the opportunity to learn independently, with partners, and in groups, independent learning strategies and skills under different roles and context can be developed.

Generosity refers to the nurturance of the ethic of caring and finding a purpose beyond oneself, and offering service to the community. This can be done through programmes that allow students to demonstrate their spirit of generosity:

- locally, through their support of those in need within the class or school,

- community-wide as they share their talents with others in need through leadership opportunities within the school,

- globally through the student-driven projects to help those who are less fortunate than us, in their own small way.

An important aspect of helping others is the act of seeing assistance through and thereby being able to evaluate the impact of help given, to learn and grow from the experience. Allowing students to be involved and take ownership of these projects enables them to gain better insight of social issues and develop empathy at an individual level.

ANNEX B: Survey Questionnaire

Thank you for agreeing to take part in this survey, which should take you less than __ minutes to complete. Your input is very valuable to us.

Please think carefully about your answers and answer truthfully. Your responses to this questionnaire are anonymous and confidential; no information that you provide will enable your identification from the questionnaire.

For more information, please contact Pei Kwang or Rapti at 6375-2940 or email
spk@beyond.org.sg

Please write down the name of your school:	_____

Which school stream are you currently in?
- ☐ Normal Academic
- ☐ Normal Technical
- ☐ Express
- ☐ Gifted
- ☐ Others:_____

Which year are you currently in?
- ☐ Secondary 1
- ☐ Secondary 2
- ☐ Secondary 3
- ☐ Secondary 4
- ☐ Secondary 5
- ☐ ITE
- ☐ Polytechnic
- ☐ Junior College
- ☐ Others:_____

Please tell us a little bit about yourself

1) What is your gender?
    ☐ Male
    ☐ Female
 	
2) What is your age?
    ☐ 7-10 years
    ☐ 11-13 years
    ☐ 14-16 years
    ☐ 17-19 years
    ☐ Over20 years
 	
3) Are you:
    ☐ Single
    ☐ Dating (going out with) 1 person
    ☐ Dating (going out with) multiple people
    ☐ In a committed (serious) relationship
    ☐ Married
	4) What is your ethnicity?
	    ☐ Chinese
	    ☐ Malay
	    ☐ Indian
	    ☐ Others :_____
	
	5) What is your religion?
	    ☐ Buddhist
	    ☐ Christian
	    ☐ Taoist
	    ☐ Hindu
	    ☐ Islam
	    ☐ Others :_____
	
	6) In what type of housing do you live in?
	    ☐ Rented HDB flat
	    ☐ Owned HDB flat
	    ☐ Condominium
	    ☐ Landed Property
	    ☐ Others:_____
	
	7) In total, how many people live in your household, including yourself? _____
	    (please write down number)

For each of the following statements, please indicate how much you agree or disagree with each statement. (PLEASE PUT AN X IN ONE BOX FOR EACH STATEMENT)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I have enough friends at school	❑	❑	❑	❑	❑
2. I am involved in school activities	❑	❑	❑	❑	❑
3. I am friendly towards others at this school	❑	❑	❑	❑	❑
4. I cooperate well with others at this school	❑	❑	❑	❑	❑
5. I trust people at this school	❑	❑	❑	❑	❑
6. I like to join in (when others are doing things)	❑	❑	❑	❑	❑
7. I like jokes and having fun	❑	❑	❑	❑	❑
8. I laugh a lot in school	❑	❑	❑	❑	❑
9. I enjoy coming to school	❑	❑	❑	❑	❑
10. People at this school generally like me	❑	❑	❑	❑	❑
11. I like trying new things and enjoy new learning	❑	❑	❑	❑	❑
12. I have a lot of different interests	❑	❑	❑	❑	❑
13. I know that I can succeed at school	❑	❑	❑	❑	❑
14. I expect others at this school to treat me well	❑	❑	❑	❑	❑
15. I ask questions to help me understand	❑	❑	❑	❑	❑
16. I persist at a task even when it is difficult	❑	❑	❑	❑	❑
17. I am well organised at school	❑	❑	❑	❑	❑
18. I like to be friends with other students who do well at school	❑	❑	❑	❑	❑
19. I am pretty good at my school work	❑	❑	❑	❑	❑
20. I can mostly solve my own problems	❑	❑	❑	❑	❑
21. I will happily try new things and don't mind if I make a mistake	❑	❑	❑	❑	❑
22. I am creative and imaginative	❑	❑	❑	❑	❑
23. I am confident to tell someone (politely) if I don't like what they are doing	❑	❑	❑	❑	❑
24. I am in charge of my own behaviour	❑	❑	❑	❑	❑
25. If something goes wrong I get over it pretty quickly	❑	❑	❑	❑	❑
26. I am confident that I can be successful	❑	❑	❑	❑	❑
27. I am a good leader	❑	❑	❑	❑	❑

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
28. I am self-disciplined (able to control myself)	❑	❑	❑	❑	❑
29. I can be trusted to do the right thing when the teacher is not there	❑	❑	❑	❑	❑
30. I do not get tangled up with people who make trouble	❑	❑	❑	❑	❑
31. I understand how others are feeling	❑	❑	❑	❑	❑
32. Other kids come to me for help and advice	❑	❑	❑	❑	❑
33. I play fairly	❑	❑	❑	❑	❑
34. I am honest and will own up if I do something wrong	❑	❑	❑	❑	❑
35. I like to help others	❑	❑	❑	❑	❑
36. If someone does something wrong, I find it fairly easy to forgive them	❑	❑	❑	❑	❑
37. I am generous and sharing	❑	❑	❑	❑	❑
38. I know right from wrong and follow the rules	❑	❑	❑	❑	❑
39. I feel sad when I see others looking sad	❑	❑	❑	❑	❑
40. I am involved in charity work or helping others less fortunate than me	❑	❑	❑	❑	❑

Now we would like to ask you a few questions about what you would feel and do in different situations. There are no right or wrong answers here. What we want is your honest opinion.

1) At home, I feel (Please tick <u>ONE</u> that most applies)

☐ Safe
☐ Loved
☐ Lonely
☐ Left Out
☐ Nervous
☐ Happy
☐ Stressed

2) In School, I feel (Please tick <u>ONE</u> that most applies)

☐ Safe
☐ Liked
☐ Lonely
☐ Left out
☐ Nervous
☐ Happy
☐ Stressed

3) If my friends asked, I would try (Tick <u>ALL THAT APPLY</u>):

- ☐ Alcohol
- ☐ Smoking cigarettes
- ☐ Glue sniffing
- ☐ Sex
- ☐ Fighting
- ☐ Skipping school
- ☐ Stealing items or money
- ☐ Joining a gang
- ☐ Getting a tattoo or piercing
- ☐ None of the above

4) You're looking at CDs in a music store with a friend. You look up and see her slip a CD under her jacket. She smiles and says, "Which one do you want? Go ahead, take it, nobody's around." There is nobody in sight, no employees and no other customers. What would say? (Tick <u>ONE</u>)

- ☐ Pretend you didn't hear her
- ☐ "OK but let's leave fast!"
- ☐ "Don't be stupid. We'll get caught."
- ☐ "If you get caught, I'm not going to be involved."

5) It's 8:00pm on a Friday and you are about to go over to a friend's home when your mother asks you where you are going. You say, "Oh, just going to hang out with some friends." She says, "Shouldn't you stay at home and finish your homework?" What would you do now? (Tick <u>ONE</u>)

- ☐ Leave the house anyway
- ☐ Explain what you are going to do with your friends, tell her when you'd get home you will have   time to finish your homework
- ☐ Change your plans and stay at home
- ☐ Tell a lie and say that you will be studying with your friends or that you have completed your homework

6) You are walking through a part of Singapore that you don't know, and some teenager (of your sex) you don't know is walking toward you. He/she is about your size, and he/she deliberately bumps into you. What would you say or do? (Tick <u>ONE</u>)

- ☐ Start a fight or argument
- ☐ Say "excuse me" and keep walking
- ☐ Say "watch where you're going" and keep walking
- ☐ Swear at the person or push him back

7) You are at a party at someone's house, and one of your friends offers you some pills, claiming that they will make the party more "fun". What would you say or do? (Tick ONE)

☐ Take the pills
☐ Tell your friend, "No thanks, I don't use drugs," and suggest that you and your friend go and do something else
☐ Just say, "No thanks," and tell an adult about it the next day.
☐ Make up a good excuse, tell your friend you had something else to do, and leave

8) What causes you the most stress? (Tick all that apply to you)

☐ School
☐ Money
☐ Personal Relationships
☐ Peer Pressure
☐ Parents
☐ Alcohol or drugs
☐ Loneliness
☐ Work
☐ Other _____

THE END – THANK YOU

This questionnaire has, in part, been adapted from the Engagement Instrument © developed by Debbie Draper, Learning Band Coordinator, Barossa District Office of Service Delivery (2003)

Participants need not answer this part			
	B	1-10	
	M	11-20	
	I	21-30	
	G	31-40	
	TOTAL		