

RISE Assessment Guide

RISE Assessment Overview

What is the RISE Assessment?

The RISE Assessment is a **quick, straightforward and easy to administer** questionnaire to really understand what our children's underlying resilience capacity is. It consists of differentiated EYFS, Key Stage 1 & Key Stage 2 versions. The assessments can be used with an entire class at once and **should take no more than 10-15 min** to complete. The questionnaires are filled out by children with an accompanying PowerPoint to make the administration simple to complete, and achieve **reliable results**. Using the RISE Scoring Template, you get Resilience Profiles at the Individual and Whole-Class level to help target support where it's needed most.



What is covered in the RISE Assessment?

The RISE Assessment provides you with a **rich data set** for each child across each of the 8 areas of resilience as outlined by the RISE Program. Together these show a child's 'resilience capacity'; the extent that they have the **emotional strength** to overcome challenges. It's also important to note that these provide the **foundations for children's overall wellbeing**.



Confidence

To assertively try new things and not be afraid to make mistakes.



Character

To keep going, and be confident they can affect positive change in their lives.



Connectedness

To have close connections and feel secure in trusted adult and peer relationships.



Coping Skills

To have the skills to recognise and manage any difficult emotions.



Contribution

To want to help and support others, and feel *good about doing good*.



Control

To feel more in control of their lives and let go of trying to control the uncontrollable.



Competence

To develop, recognise and feel secure with their strengths.



Enjoyment

To experience moments of joy each day to build positive & enthusiastic thinking.

What are the outcomes from the RISE Assessment?

There are three key outcomes to be gained from this assessment:

- **Whole Class Resilience Profile.** This gives you an overview of the resilience profile of your whole class, highlighting areas of strength and need to allow for effective planning of whole class resilience building activities.
- **Individual Children's Resilience Profiles.** This provides a detailed look at individual children's resilience profiles to identify their specific areas of strength and need, meaning we can provide effective targeting of individual support for vulnerable children.
- **Grouping of Vulnerable Children.** This shows you groupings of children who are vulnerable (i.e. score low) in any particular area of resilience, helping to organise small group support where capacity allows.

What is particularly useful about the assessment is that it **maps directly to the 8 areas of resilience** in the RISE program (www.edpsyched.co.uk/rise). This means that we can begin to not only gain an understanding of why individual children or our class as a whole respond and present in the ways they do, it also allows us to **know exactly which strategies are likely to be the most effective** in supporting our children and classes to build their resilience capacity.



Tracking

Just a quick note to highlight that the RISE assessment can be repeated as often as you like to track and monitor children's resilience over time. We'd ideally suggest that the second week into each new term (when they're feeling a little settled) is best to monitor our class with this.

Administering the RISE Assessment

Differentiated Versions: EYFS, Key Stage 1 & Key Stage 2

The RISE program is designed primarily for use in EYFS, Key Stage 1 & Key Stage 2 and we understand that the different capabilities and capacities of children at these stages mean we need to adapt the assessment to their level. As such, while all the questionnaires all tap the same areas of resilience, there are different versions of the questionnaire which use developmentally appropriate concepts and language to ensure reliable and valid answers.

Key Stage 1 & 2: Self-Report

The KS1 & 2 versions of the RISE Assessment can be **conducted with an entire class** at the same time. Firstly, the appropriate questionnaire (to their age group) will need to be printed out for each child. Next, we use the provided PowerPoint to provide a short introduction to help the children understand what we will be doing, and go through some **practice questions to aid their understanding**. Additional support and guidance is available on the ‘notes’ section of the PowerPoint. At this point, the staff member will go through each question with the class on the presentation or leave them to get on with answering the questions themselves.

The RISE Key Stage 1 & 2 Assessment Questionnaires are self-report questionnaires in which children are asked to reflect on whether a particular statement is **never** (1), **sometimes** (2), **often** (3) or **always** (4) true about them. For example:

	1 Never	2 Sometimes	3 Often	4 Always
7 – Making mistakes is a good way to learn	1	2	3	4

While the KS1 & KS2 versions are differentiated to enable all children to access these with ease, some children may experience barriers to accessing these due to a SEN or a temporary ailment (e.g. broken arm). In these cases, staff should seek to support the child to access the assessment in the way they would normally support them to access learning (e.g. a child with literacy difficulties can have questions read to them). The most important aspect is that the answers come from the child and reflect what they really think, so no prompting or priming.

EYFS Version: Parent or Teacher

The RISE EYFS Assessment Questionnaire is a parent/teacher report questionnaire that taps into the same areas as the Key Stage 1 & 2 self-report questionnaires. The EYFS questionnaire instead asks questions about the child that adults who know the child well can fill out to gain an insight into the child’s resilience profile. Staff and parents are able to fill these, meaning that there is flexibility for staff in how the data is obtained on the children.

Using the RISE Assessment Scoring Template

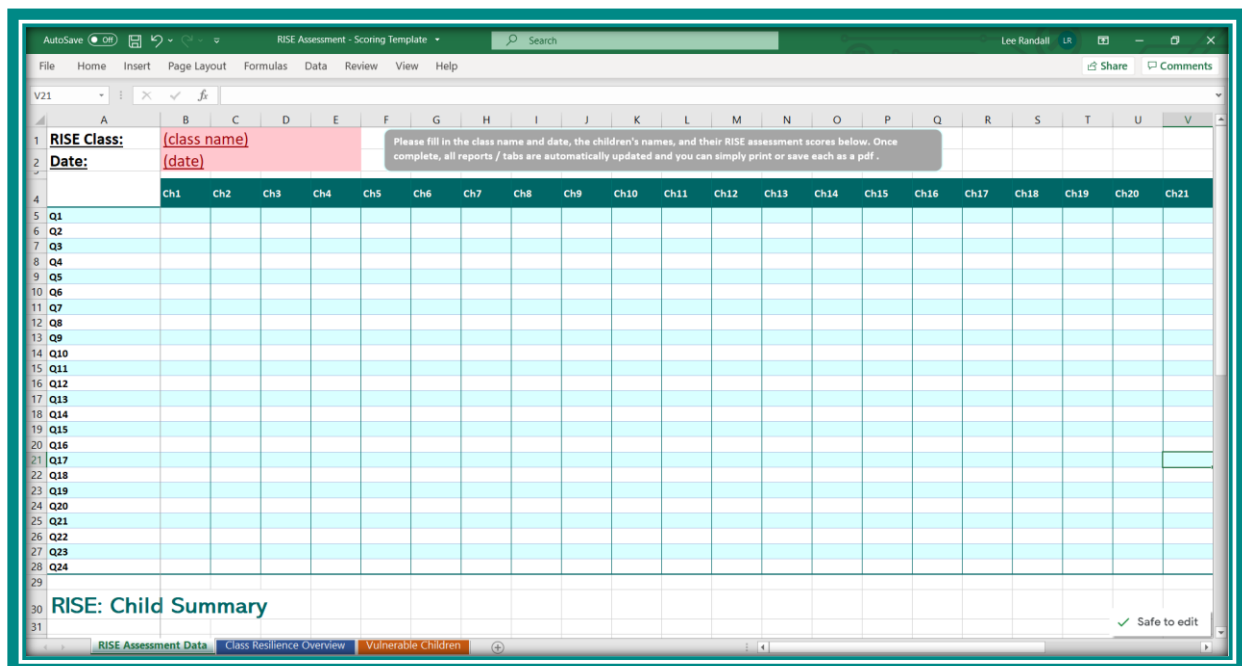
RISE Assessment Scoring Template

Completing the questionnaires is great but it would be a difficult and laborious task to go through every child’s data and try to interpret what each selection of answers means for the child’s resilience profile; fortunately, this is something you will not need to do!

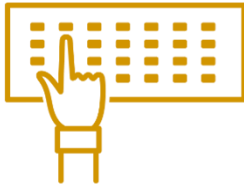
To help you easily get the most from the RISE Assessment data, we have created the **RISE Assessment Scoring Template** in an Excel document that should be usable on Microsoft Office, Apple and Google spreadsheet software and any other compatible programs. The template simply requires that you input the data gathered for your class and nothing more; there will be no need to mess around with any formulas, no tricky data handling and no need to get a PhD in psychology to analyze the questionnaires on a case-by-case basis. To support you with using the template, you will find a straightforward guide below that, if followed, should mean that you have no difficulties gaining **rich and insightful information** about your class and their resilience.

RISE Assessment Data Tab

Below you can see a picture of the blank ‘RISE Assessment Data’ tab. This is where you can input the data from questionnaires. This is **the only tab on which you need to input data**. The rows represent each of the 24 questions in the questionnaire (it doesn’t matter whether it is the EYFS, KS1 or KS 2 questionnaire as it works for all of them), whilst each column represents each child in your class who completed the questionnaire.



Simple Data Input



Here is what a section of the data tab looks like when the information from one child has been inputted (note that although it says 'Ch1, Ch2, Ch3, etc.' here, you can put the actual names of the children in your class for clarity's sake). As you can see, the teacher has simply inputted the answer the child has given for each question; each number representing their answer of:

- never** (1)
- sometimes** (2)
- often** (3)
- always** (4)

If a message alert pops up, this just means that the number isn't within the 1-4 range.

	Ch1	Ch2	Ch3
Q1	4		
Q2	3		
Q3	1		
Q4	1		
Q5	4		
Q6	4		
Q7	1		
Q8	1		
Q9	1		
Q10	1		
Q11	4		
Q12	4		
Q13	4		
Q14	1		
Q15	1		
Q16	1		
Q17	1		
Q18	1		
Q19	2		
Q20	2		
Q21	1		
Q22	2		
Q23	4		
Q24	4		

The staff member then just needs to do this for each child who was assessed.

Although this can be a little time consuming, it is fairly straightforward and incredibly valuable. Once the data is in, we build up a rich picture of not only the resilience profile for each child in our class, but also our class as a whole; lets look at individual profiles first...

Individual Children’s Resilience Profiles

Once your data has been inputted, if you then scroll down on this tab you will see something like the below:

RISE: Child Summary

Miss James
01.02.2021

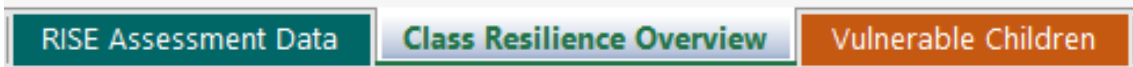
Strength Emerging Area of need

	Abbie	Aimee	Alex	Brody	Caden	Callum	Cameron	Charlie	Corey	Damion	Dominic	Eva
Competence	6	9	6	10	10	6	9	7	7	3	6	4
Contribution	7	6	1	7	0	6	3	2	6	2	9	1
Confidence	2	3	0	8	0	6	8	0	4	1	9	2
Connectedness	10	10	7	10	7	9	7	7	7	3	9	6
Character	6	4	6	7	7	6	7	4	7	4	9	8
Coping	7	7	7	10	9	8	10	10	8	8	9	10
Control	2	4	4	10	10	7	6	7	7	9	9	9
Enjoyment	7	10	8	10	8	9	6	9	6	7	9	8
Overall Resilience Score (ORS)	6	7	5	9	6	7	7	6	6	5	8	6

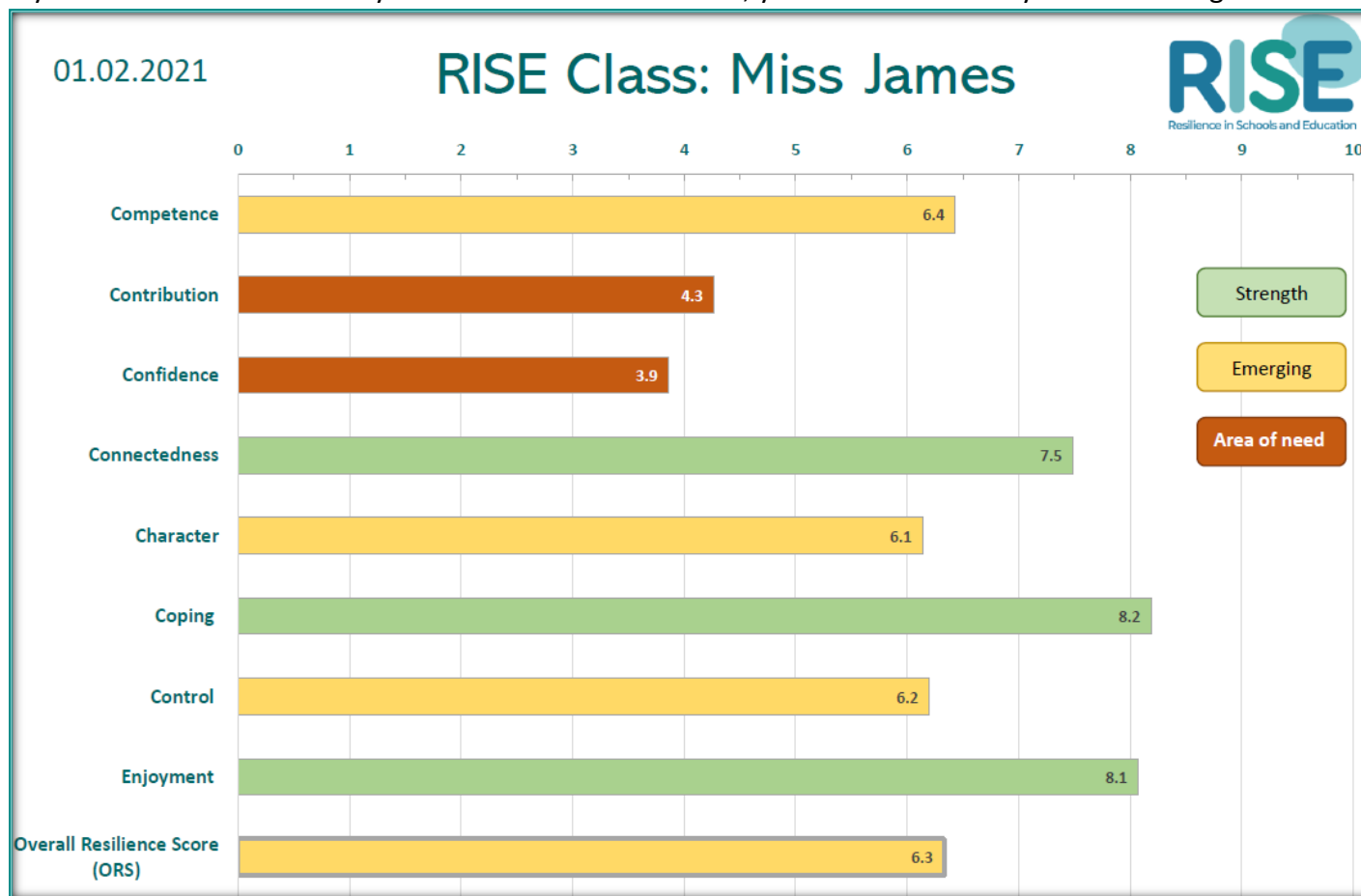
This gives you the individual resilience profile for each child in your class. The scale is 0-10, with a score of 0 being the lowest resilience score in that area, whilst a score of 10 is the highest resilience score, providing a clear overview each child’s areas of resilience. Children also receive an Overall Resilience Score (more on this later). Scores are also colour coded into categories so that you can easily see whether an area of resilience is a strength (8-10), and emerging area of resilience (6-7) or an area of need (0-5). So in the above example, we can see that Dominic has high resilience capacity across the board whilst child Damion has a low resilience capacity. Hopefully this enables you to see how it could be an incredibly powerful tool for measuring resilience in your class, and identifying individual areas of need easily amongst your children.

Whole Class Resilience Profile

Now we have seen individual resilience capacity for each child, it would be useful get an idea of how the overall resilience profile of our class is looking. First, you want to look to the bottom left-hand corner of the spreadsheet at these three buttons...



If you click the button that says 'Class Resilience Overview', you will automatically see something like this...

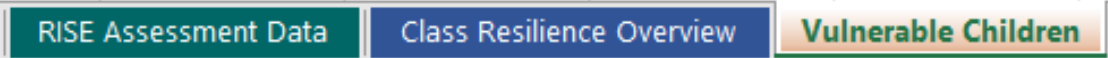


This is a resilience profile for your entire class, with their scores aggregated together into a mean average. What this demonstrates are the areas of resilience that are strongest and those that are most lacking within your class.


In this example, Confidence, Contribution and Connectedness are areas of need within the class whilst enjoyment is a strength). This will help you to target whole class resilience activities at the areas of most need to ensure that your time and investment can have the biggest positive impact upon the resilience capacity of your class.

Areas of identified need / vulnerability

If you go to the bottom left of the spreadsheet again you will see the 'Vulnerable Children' tab...



When you click on this you will get something like the picture to the right. Straightforwardly, this shows you at a glance, which children have identified areas of need in which areas of resilience (i.e. those who only sometimes or never feel they have resilience in this area). This can help to target support for these children quickly and effectively. Using the tools explained in this guide, you should have no difficulties with gathering and

RISE: Areas of identified need / vulnerability							
Miss James 01.02.2021							
Competence	Contribution	Confidence	Connectedness	Character	Coping	Control	Enjoyment
Damion (3.3)	Alex (1.1)	Abbie (2.2)	Damion (3.3)	Aimee (4.4)		Abbie (2.2)	Freddie (4.4)
Eva (4.4)	Caden (0)	Aimee (3.3)	Freddie (1.1)	Charlie (4.4)		Aimee (4.4)	
Freddie (3.3)	Cameron (3.3)	Alex (0)		Damion (4.4)		Alex (4.4)	
	Charlie (2.2)	Caden (0)				Freddie (1.1)	
	Damion (2.2)	Charlie (0)				Lewis (1.1)	
	Eva (1.1)	Corey (4.4)				Lily (3.3)	
	Freddie (2.2)	Damion (1.1)					
	Grace (4.4)	Eva (2.2)					
	James (0)	Grace (0)					
		Harry (4.4)					
		James (0)					

Notes on Reliability and Validity

The RISE Assessment uses self-report measures; meaning that they rely upon the children to tell us how they feel in response to the questions asked. Whilst this is an efficient and very useful way of collecting information about our children's resilience, there are some issues we need to consider with regards to the **Reliability** (how consistent the children's answers are over time) and **Validity** (the degree to which the answers truly reflect how they feel) of self-report data:

- **Self-awareness** – Some children will be better at introspecting and truly representing how they feel in answer to the questions than others. Those who are less good at this may not provide answers that truly represent how they are feeling.
- **Demand Characteristics** – Some children who may wish to give truthful answers may end up not doing so because of psychological processes of which they are unaware. For example, they may give answers more in line with what they think the teacher wants them to say rather than in line with what they feel.
- **Veracity** – Some children may seek to deliberately give answers that do not truly represent how they feel. This could be because they do not want to admit vulnerability, because they want to appear more vulnerable or emotionally needy than they actually are, because they think the assessment is stupid and don't want to participate in it fully and a whole host of other reasons. Whilst most people do try to engage in self-report tasks honestly, it is important to be aware that there are usually some who, for whatever reason, do not.
- **Acquiescence** – A child may be bored by the assessment or not wish to engage in it as such, may simply tick answers at random so as to engage with the assessment minimally. This is one of the reasons why gaining verbal assent (see next section) and co-operation with the children is important in collecting reliable and valid data.
- **Recency** – Events that have happened more recently have a larger impact on how we feel in the moment. For example if we have just had a row with our parents over screen time, we may feel like we are being treated more unfairly in that moment than we typically would. As such it could be worth taking into account any significant life events that have happened with a child and consider administering the assessment at another time if it is felt this might impact upon the answers given to an undue degree.
- **Miscomprehension** – Some children may simply misunderstand what the questions are asking them, even with additional adult support. As such there is always the possibility that unintentionally erroneous answers are given that do not reflect the true feelings or thoughts of the child.

When interpreting children's scores, the above points are always important to bear in mind. Where you feel their data does not match what you see or how a child presents, consider additional accommodations for the above, or making your own judgement as to what their needs are.

Ethics

The RISE Assessment is a psychological tool and the use of all psychological tools are bound by a code of ethics in how we utilise and implement them, particularly when it comes to children.

Administrator Competence

The RISE Assessment is designed to be straightforward, user friendly and easy to implement. This guide should provide all that you need in order to use it with your children. However, you should only use the RISE Assessment if you feel comfortable that you understand how to administer and interpret the information in an appropriate manner that will not cause undue upset or harm to the children you are working with. Please contact us at EdPsychEd at help@edpsyched.co.uk if you require any support around implementing the RISE Assessment.

Informed Consent

The parents of children undertaking the RISE Assessment, and indeed any elements of the RISE Program, should be informed that it is the intention of the school to do so and what their child will be doing as a result of engaging with RISE (there is a RISE Parent Information Sheet in the resources provided that can be shared with parents for this purpose).

Informed Assent

Though children below the age of 16 cannot give informed consent, they should be given the opportunity to give informed assent; that is to say whether they would like to take part in the RISE Assessment or not before it is conducted with them.

Right to withdraw

At any point during or after the RISE Assessment is undertaken, the child or parent should have the right to stop participating in the assessment and/or to have any data already collected withdrawn and deleted from records. While the RISE assessment is practical focused (i.e. we want to support the child to be the best they can be, and **not label**), the right to withdraw is always an important consideration within any assessment.

Protection from Harm

The RISE Program is all about supporting children to grow their resilience capacity to provide them with the foundations to build strong wellbeing. The RISE assessment helps us to do this by providing us with a rich data set from which we can understand where children may be struggling in terms of their resilience profile. However, the first step towards supporting children's wellbeing is always to protect them from harm. Therefore, if you have any reason to believe that undertaking this assessment or any other element of the RISE Program would in any way cause upset or harm to a child, you should not do so.

We hope you enjoy the RISE assessment, and you find it a valuable tool in supporting children to grow their resilience and wellbeing.