

Signature Strength Programme - Assessment and Monitoring



URICA (**University of Rhode Island Change Assessment Scale**) is used within the Signature Strengths programme to help pupils focus upon the cycle of change, and learn and consolidate new skills. **It also is used as a baseline assessment and pupil evaluation**, to enable on-going monitoring and evaluation of the Signature Strengths programme's impact on pupils who attend the programme. The **Coping Self Efficacy Scale (CSES)** is also utilised.

Initially, URICA should be administered within a prior support session with each pupil who attends the Signature Strengths programme, to facilitate discussion and support in regards to learning new skills and behavioural change. Concrete goals and reasons should be agreed with the pupil, through discussion, in regards to the purpose of the Signature Strengths programme for their current individual and unique needs. These goals and reasons should be documented (for example, within the school support plan), and can be used to help motivate the pupil within the cycle of change. URICA should be further utilised to support this process, and can be used to review each pupil's progress.

For baseline assessment and motivational purposes, URICA should be administered at the prior support session as outlined above, and at around sessions 3,6,8, and 10. School-based practitioners can assess whether URICA should be administered as part of a one-to-one session or within the group framework, depending upon an individual pupil's needs.

The **Coping Self Efficacy Scale (CSES)** is a self-report scale used within the Signature Strengths programme, which measures pupil confidence in performing coping behaviours, and assesses individual coping skills. The CSES subscales are centred upon emotional regulation and coping skills.

Please Note: There are activities in the workshops that gather ongoing feedback from the pupils (which is held on post-it notes and the A3 flip chart or display board). Please ensure that this feedback is recorded and kept (for example, if using a display board, practitioners will need to take a photo of the feedback recorded). This pupil feedback is another part of the pupil monitoring process of the workshops, and needs to be collated and recorded.

Please complete the following questionnaire. It is confidential, and is focused upon the cycle of change, which supports new skills being undertaken.

Scoring for each item is done by entering a number from 1 to 5 in the box below the question. Please use the following scale to represent the numbers 1 through 5.

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
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1. As far as I'm concerned, I don't have any problems that need changing.	<input type="text"/>	<- Enter your score here!
2. I think I might be ready for some self-improvement.	<input type="text"/>	<- Enter your score here!
3. I am doing something about the problems that had been bother me.	<input type="text"/>	<- Enter your score here!
4. It might be worthwhile to work on my problem.	<input type="text"/>	<- Enter your score here!
5. I'm not the problem one. It doesn't make much sense for me to be here.	<input type="text"/>	<- Enter your score here!
6. It worries me that I might slip back on a problem I have already changed, so I am here to seek help.	<input type="text"/>	<- Enter your score here!
7. I am finally doing some work on my problem.	<input type="text"/>	<- Enter your score here!
8. I've been thinking that I might want to change something about myself.	<input type="text"/>	<- Enter your score here!

(Please Continue to the next page....)

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
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9. I have been successful in working on my problem but I'm not sure I can keep up the effort on my own.	<input type="text"/>	<- Enter your score here!		
10. At times my problem is difficult, but I'm working on it.	<input type="text"/>	<- Enter your score here!		
11. Being here is pretty much a waste of time for me because the problem doesn't have to do with me.	<input type="text"/>	<- Enter your score here!		
12. I'm hoping that this place will help me to better understand myself.	<input type="text"/>	<- Enter your score here!		
13. I guess I have faults, but there's nothing that I really need to change.	<input type="text"/>	<- Enter your score here!		
14. I am really working hard to change.	<input type="text"/>	<- Enter your score here!		
15. I have a problem and I really think I should work at it.	<input type="text"/>	<- Enter your score here!		
16. I'm not following through with what I had already changed as well as I had hoped, and I'm here to prevent a relapse of the problem.	<input type="text"/>	<- Enter your score here!		
17. Even though I'm not always successful in changing, I am at least working on my problem.	<input type="text"/>	<- Enter your score here!		

(Please continue to the next page...)

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
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18. I thought once I had resolved my problem I would be free of it, but sometimes I still find myself struggling with it.	<input type="text"/>	<- Enter your score here!
19. I wish I had more ideas on how to solve the problem.	<input type="text"/>	<- Enter your score here!
20. I have started working on my problems but I would like help.	<input type="text"/>	<- Enter your score here!
21. Maybe this place will be able to help me.	<input type="text"/>	<- Enter your score here!
22. I may need a boost right now to help me maintain the changes I've already made.	<input type="text"/>	<- Enter your score here!
23. I may be part of the problem, but I don't really think I am.	<input type="text"/>	<- Enter your score here!
24. I hope that someone here will have some good advice for me.	<input type="text"/>	<- Enter your score here!
25. Anyone can talk about change; I'm actually doing something about it.	<input type="text"/>	<- Enter your score here!
26. All this talk about change is boring. Why can't people just forget about their problems.	<input type="text"/>	<- Enter your score here!

(Please continue to the next page...)

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
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27. I'm here to prevent myself from having a relapse of my problem.
<input type="text"/> <- Enter your score here!
28. It is frustrating, but I feel I might be having a recurrence of a problem I thought I had resolved.
<input type="text"/> <- Enter your score here!
29. I have worries but so does the next guy. Why spend time thinking about them?
<input type="text"/> <- Enter your score here!
30. I am actively working on my problem.
<input type="text"/> <- Enter your score here!
31. I would rather cope with my faults than try to change them.
<input type="text"/> <- Enter your score here!
32. After all I have done to try to change my problem, every now and again it comes back to haunt me.
<input type="text"/> <- Enter your score here!
<p>Thank You for completing this questionnaire. Please return it to your Signature Strengths Trainer</p>

Pupil Number	Pupil Age
Pupil Initials	Pupil Gender

Please note any further feedback or responses that URICA elicits from pupils, and write these on the BACK of the URICA forms.

PUPIL NUMBER ID: _____ Pupil Initials _____ Gender _____ Age _____

URICA Scoring Form Transfer the pupil's answers from questionnaire. Obtain the average score per subscale using the following grid.

	Precontemplation (PC)	Contemplation (C)	Action (A)	Maintenance (M)
1	2	3	6	
5	4	Omit	7	9
11	8		10	16
13	12		14	18
3	15		17	22
23	19		20	Omit
3	21		25	28
26	24		30	32
6	OMIT			
29				
9				
31				
1				
TOTAL	_____	TOTAL _____	TOTAL _____	TOTAL _____
÷ 7 = _____	(avg) ÷ 7 = _____	(avg) ÷ 7 = _____	(avg) ÷ 7 = _____	(avg) ÷ 7 = _____
MEAN	_____	_____	_____	_____

To obtain the Readiness to Change score, first sum items from each subscale and divide by 7 to get the mean for each subscale. Then sum the means from the Contemplation, Action, and Maintenance subscales and subtract the Precontemplation mean (C + A + M - PC = Readiness).

Compare the Readiness for change score to the following group means. Choose the stage whose group average is closest to the computed Readiness Score:

Stage	Group Average
Pre contemplation	8 or lower
Contemplation	8 - 11
Preparation (Action)	11 - 14
Maintenance	14 and above

Please complete the following confidential form. It is focused upon supporting you to get a measure of how confident you feel in sorting things out when things aren't going too well.

Coping Self-Efficacy Scale

When things aren't going well for you, or when you're having problems, how confident or certain are you that you can do the following:

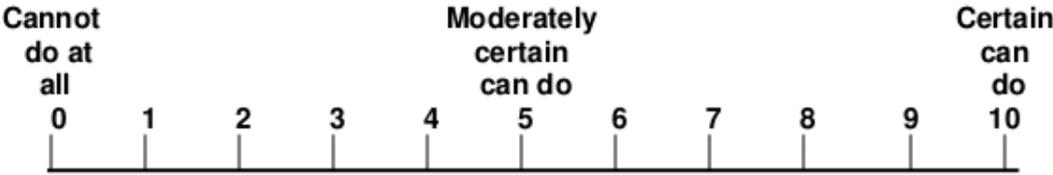
Cannot do at all					Moderately certain can do					Certain can do
0	1	2	3	4	5	6	7	8	9	10

For each of the following items, write a number from 0 –10, using the scale above.

When things aren't going well for you, how confident are you that you can:

1. Keep from getting down in the dumps. _____
2. Talk positively to yourself. _____
3. Sort out what can be changed, and what can not be changed. _____
4. Get emotional support from friends and family. _____
5. Find solutions to your most difficult problems. _____
6. Break an upsetting problem down into smaller parts. _____
7. Leave options open when things get stressful. _____
8. Make a plan of action and follow it when confronted with a problem. _____
9. Develop new hobbies or recreations. _____
10. Take your mind off unpleasant thoughts. _____
11. Look for something good in a negative situation. _____
12. Keep from feeling sad. _____
13. See things from the other person's point of view during a heated argument. _____
14. Try other solutions to your problems if your first solutions don't work. _____
15. Stop yourself from being upset by unpleasant thoughts. _____

When things aren't going well for you, or when you're having problems, how confident or certain are you that you can do the following:



- 16. Make new friends. _____
- 17. Get friends to help you with the things you need. _____
- 18. Do something positive for yourself when you are feeling discouraged. _____
- 19. Make unpleasant thoughts go away. _____
- 20. Think about one part of the problem at a time. _____
- 21. Visualize a pleasant activity or place. _____
- 22. Keep yourself from feeling lonely. _____
- 23. Pray or meditate. _____
- 24. Get emotional support from community organizations or resources. _____
- 25. Stand your ground and fight for what you want. _____
- 26. Resist the impulse to act hastily when under pressure. _____

Pupil Number:

Pupil Initials:

Pupil Age:

Pupil Gender:

Coping Self Efficacy Scale (CSES) Scoring is done manually. A higher score suggests that a person is more confident in their ability to cope.

Further Information:

PLEASE ensure the assessment scales are undertaken regularly, at the beginning, middle and end of the Signature Strengths Programme. The scales can support pupils' engagement, review their feelings of confidence in applying the new skills they are learning, and monitor where they are in their cycle of change in learning and applying the Signature Strengths Programme's skills to support new behaviours.

PLEASE ensure that pupils are allocated a UNIQUE NUMBER each, and this UNIQUE number is used across all the forms they complete, otherwise the monitoring forms are invalid. The assessment scales are designed to monitor changes and information for EACH pupil across a period of TIME, therefore the forms have to be able to be collated by each pupil's UNIQUE NUMBER.