

## Student Subjective Wellbeing Questionnaire

Here are some questions about what you think, feel, and do at school. Read each sentence and choose the one best answer for how you felt in the past month.

	Almost Never	Some- times	Often	Almost Always
1. I get excited about learning new things in class.	1	2	3	4
2. I feel like I belong at my school.	1	2	3	4
3. I feel like the things I do at school are important.	1	2	3	4
4. I am a successful student.	1	2	3	4
5. I am really interested in the things I am doing at school.	1	2	3	4
6. I can really be myself at school.	1	2	3	4
7. I think school matters and should be taken seriously.	1	2	3	4
8. I do good work at school.	1	2	3	4
	Almost Never	Some- times	Often	Almost Always
9. I enjoy working on class projects and assignments.	1	2	3	4
10. I feel like people at my school care about me.	1	2	3	4
11. I feel it is important to do well in my classes.	1	2	3	4
12. I do well on my class assignments.	1	2	3	4
13. I feel happy when I am working and learning at school.	1	2	3	4
14. I am treated with respect at my school.	1	2	3	4
15. I believe the things I learn at school will help me in my life.	1	2	3	4
16. I get good grades in my classes.	1	2	3	4

# SSWQ User Guide

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## OVERVIEW

- The Student Subjective Wellbeing Questionnaire (SSWQ) is a 16-item, self-report, evidence-based rating scale for assessing youths' school-specific wellbeing
- The SSWQ is comprised of four subscales: (1) **Joy of Learning**, (2) **School Connectedness**, (3) **Educational Purpose**, and (4) **Academic Efficacy**
- Subscale scores can be used as standalone wellbeing measures or summed to create a general **Student Wellbeing** composite measure
- The SSWQ is intended for use in school mental health research and practice for multiple assessment purposes: screening, outcome measurement, and progress monitoring
- You are welcome to reformat and adapt this PDF copy of the SSWQ to fit your research or practice needs

## LICENSE & USE

- The SSWQ is a “free cultural work,” licensed under a Creative Commons–Attribution 4.0 International license (CC BY 4.0)
- There is no cost for using the SSWQ and no need to obtain permission prior to use
- You can learn more about the terms of the CC BY 4.0 licensing agreement here: <https://creativecommons.org/licenses/by/4.0/>
- The reference for this free version of the SSWQ with accompanying User Guide is:
  - Renshaw, T. L. (2020). *Student Subjective Wellbeing Questionnaire (SSWQ): Measure and user guide*. Open Science Framework. <https://osf.io/k25yf/>

## SCORING

- No reverse-scoring necessary
- SSWQ scale scores are calculated by summing item responses as follows:
  - **Joy of Learning** subscale: items 1 + 5 + 9 + 13
  - **School Connectedness** subscale: items 2 + 6 + 10 + 14
  - **Educational Purpose** subscale: items 3 + 7 + 11 + 15
  - **Academic Efficacy** subscale: items 4 + 8 + 12 + 16
  - **Student Wellbeing** composite scale: all items
- Interpretation of scale scores can be anchored to response options by dividing the total scores by the number of items in each scale
  - Subscale example: If the **Joy of Learning** subscale score = 8, then  $8$  (total score) /  $4$  (# items in subscale) = an average-item response of “2”, which can be interpreted as “sometimes” experiencing joy of learning at school
  - Composite scale example: If the Student Wellbeing composite score = 56, then  $56$  (total score) /  $16$  (# items in composite scale) = an average-item response of



“3.5”, which can be interpreted as experiencing wellbeing at school within the “often” to “almost always” range

- If total scale scores are interpreted instead of average-item scale scores, then higher and lower total scale scores should be understood as representing relatively greater or poorer levels of student wellbeing
- No large-scale normative data are available for interpreting scale scores (neither total nor average-item) in comparison to national, regional, or local populations
- It is recommended that local-norming logic be used to aid interpretation of scale scores; local norms might be established at state, regional, district, or school-building levels

## SUPPORT

- Questions regarding the SSWQ should be addressed to Tyler Renshaw, PhD, at [tyler.renshaw@usu.edu](mailto:tyler.renshaw@usu.edu)
- Papers supporting the development and validation of the SSWQ are cited and linked in a project hub page on the Open Science Framework: <https://osf.io/d54zs/>
- Several other free, brief, evidence-based measures that might be useful in school mental health research or practice are available through the **School Mental Health Lab @ Utah State University**: <https://smhlab.org/resources>

