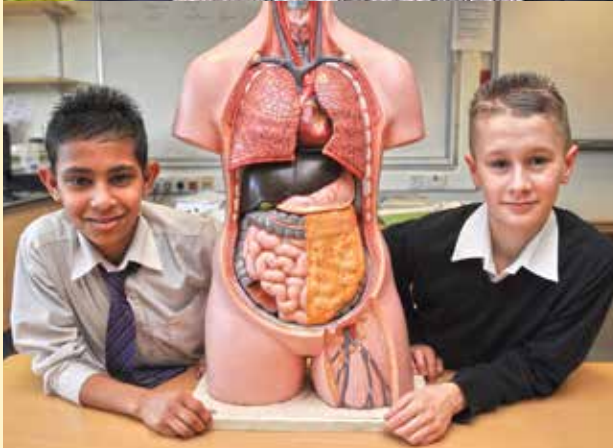


The Glasgow Motivation and Wellbeing Profile: A Guide



The Glasgow Psychological Service



Foreword

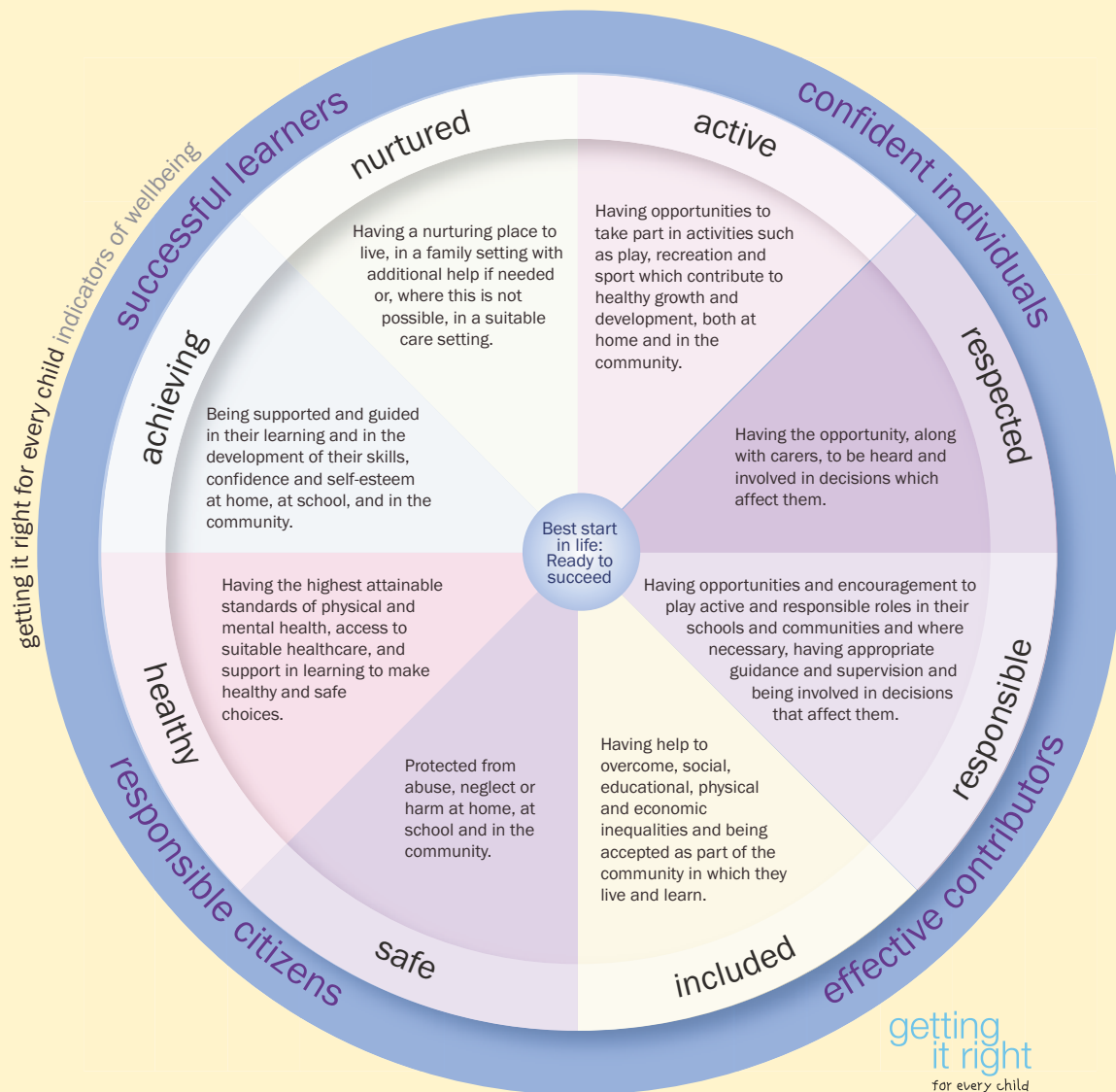
Glasgow Educational Psychology Service have developed this material to support children and young people and to allow young people themselves to assess their own wellbeing in line with the principles of *Getting It Right For Every Child*. It provides a useful and engaging tool which is child friendly and will assist the authority in meeting the statutory requirement to ensure that the right of children and young people to have their views sought and considered is fully complied with. The material also provides a platform which facilitates solution oriented discussion with young people and underpins increasing resilience.

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getting it right
for every child

GLASGOW SERVICE
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Introduction

The Glasgow Motivation and Wellbeing Profile (GMWP) is a 50 item questionnaire that explores a young person's motivation and sense of wellbeing in the learning context. It elicits young people's view of themselves and their emotions including their vulnerabilities; it gives them an opportunity to reflect on their feelings and current experiences and it encourages them to consider how they can increase their own motivation and sense of wellbeing.

Completion of the Profile creates an opportunity for young people to take part in discussions about their motivation and engagement with teachers, support workers, parents and carers.

The Profile is ideally used with young people between the ages of 8 and 17 years.

This guide outlines

1. Background: How the Profile was developed and its articulation with the principles of GIRFEC (Getting it Right for Every Child).
2. How to use the Profile with an individual young person and how to interpret and discuss the results.
3. How to complete the observer version of the Profile in which a teacher or other adult gives their view of the young person.
4. Other uses of the GMWP.

Appendix 1: The GMWP Young Person's Guide to increasing your motivation and improving your wellbeing.

Appendix 2: The Planning Sheet.

If you are having any difficulties using the program on your computer, please read page 12 which refers to enabling macros.



1. The Background

The GMW Profile is founded on current theories of motivation with every question having been carefully selected to reflect an aspect of one of the following learner needs:

Affiliation (a sense of belonging)

Agency (a sense of competence and skills)

Autonomy (a sense of being capable, trusted and allowed to embrace appropriate responsibilities).

The psychology behind the Profile is more fully developed and explained in the *Motivating Glasgow's Learners* materials which are continually being developed.

The Profile articulates with the Scottish Government's emphasis on wellbeing at the heart of the *Getting it right for every child* approach in several ways:

- It puts the young person at the centre of the 'thinking, planning and action' process in relation to their needs, by providing an objective and unthreatening means of eliciting their views.
- It creates a shared language with which to discuss issues of feelings, emotions and experiences – facilitating discussion between young people and the adults who work with or care for them.
- It empowers young people to take part in meetings about themselves and gives them a framework with which to express their views.
- The planning process is informed by a portrait of the eight wellbeing indicators:

Safe

Healthy

Achieving (Agency)

Nurtured (Affiliation)

Active (Agency)

Respected (Autonomy)

Responsible (Autonomy)

Included (Affiliation)

2. How to use the Profile with an individual young person

The Profile can be completed on a computer or as a paper questionnaire. The advantages of having the young person input their answers on the computer are that the results can be seen and discussed immediately. If the paper version is completed, the results can be scored manually and discussed at a later time.

- The profile opens as a list of 50 questions and the young person is invited to insert their name and date of birth and then to answer 'yes, no, or sometimes' to each question:
To do this, they click on the empty response box next to the first question and then on the arrow on the right of the box and a drop down menu shows (yes, no, sometimes); the young person then selects the appropriate response.
Comments boxes to the right of the questions can be used to clarify or explain a response if the young person wishes to do so.
- Some young people will benefit from the assistance of an adult to read and interpret the questions; it is essential that the adult does not influence the young person's response.
- There are five Additional Information boxes at the bottom of the page which can be completed but which are not necessary for scoring.
- If it is being completed on the computer, the completed Profile should be saved under the young person's name or initials before moving on to look at the results.

3. Interpreting the results

The Profile produces a score for each of the paired wellbeing indicators.

1. The **Affiliation Dimension** reflects the degree to which the young person feels **Nurtured** and **Included**.
2. The **Agency Dimension** reflects the degree to which the young person feels they are **Achieving** and **Active**.
3. **Autonomy** has two dimensions linked to feeling **Respected** and **Responsible**:
 - I. **Negotiation**: the degree to which the young person is able to have their own needs met whilst also respecting the needs of others.
 - II. **Expression**: the degree to which the young person is able and willing to express themselves and their needs.
4. The fourth continuum is the extent to which a young person feels **Healthy and Safe** in school.

Scores are translated automatically into three charts which present the same information in slightly different ways: to access the charts click on the button 'Go to Charts' at the right of the questionnaire.

- Chart 1 is a Bar Chart of the paired SHANARRI indicators. It is a very useful, straightforward way of looking at the scores for an individual.
- Chart 2 is a bar chart which reports the individual scores for the well being indicators Safe and Healthy.
- Chart 3 is a Radar chart: it illustrates how each of the SHANARRI indicators relates to the learner needs – Affiliation, Agency and Autonomy; it is particularly useful when several young people's scores are being laid out and considered as a group or class: this is further discussed in the section on using the Profile with a group or class.

Charts can be printed by using the command box 'Print all Charts' on the top right hand side of the charts page.

As well as presenting the young person's scores in the visual forms outlined above, the programme will automatically categorise the responses which the young person has given, by separating them out into four different lists as follows:

Strengths indicates all the strengths which the young person has identified, giving a picture of their own perceived levels of motivation and wellbeing. It provides an opportunity to reinforce these positive indicators through acknowledgement and discussion.

Sometimes Strengths lists specific examples of strengths which the young person is able to achieve sometimes but not always; this can lead to identification of areas for development or areas in which the young person could be supported or encouraged to increase their score.

Sometimes issues lists specific examples of areas in which the young person acknowledges that there is sometimes an issue for them. It is not a direct indicator of a desire to work on this area, but with encouraging discussion, there is potential to identify what might help them manage things better.

Issues is a list of the questions in which the young person gave a negative response. It is not a direct indicator of a desire to work on this area, but with encouraging discussion there is potential to identify what might help them manage things better.

Interpreting the results, continued

The lists above can be viewed by clicking on the command boxes:

- Go to Strengths
- Go to Sometimes Strengths
- Go to Sometimes Issues
- Go to Issues

The completed questionnaire can be printed using the command 'Print Questionnaire'. Responses and comments boxes will print together.

If the Additional Information boxes below the questionnaire have been completed, the questionnaire plus the additional comments can be printed using the command box 'Print Questionnaire with additional Information'.

It can be useful to save a copy of the Profile for comparison if the questionnaire is to be completed again at a later date.

Discussion with an individual Young Person

Once the young person has completed the MW Profile, click 'Go to Charts' and examine chart 1 with the young person helping them to see where their perceived areas of strength lie.

This information can be recorded on the Profile **Planning Sheet** attached to this Guide and available within the MGWP program itself (press 'Go to Planning Sheet').

After explaining the chart, ask the young person to consider whether the profile is accurate: they may feel that their scores should be higher or lower in a particular area and this can lead to reflective discussion.

Consider the information recorded in the lists 'strengths', 'sometimes strengths' and 'sometimes issues', and so on and help the young person to identify areas that they feel they would like to develop.

Choose one or two issues to work on and record this on the Profile **Planning Sheet**.

Use the suggestions given in '**The GMWP Young Person's Guide to increasing your motivation and improving your wellbeing**' (see below) to jointly identify and record specific goals.

Discuss the support that the young person feels they would need and describe the support required on the Profile **Planning Sheet**.

Agree next steps with the young person, for example how and when progress will be monitored and reviewed.

4. Other uses

1. The Profile can usefully be used to consider the wellbeing and motivation of a group or class.

Simply ask each young person to complete the Profile and then print the charts page for each one. When laid out together it is usually very apparent where the areas for development are across the class. It is very easy to identify which of the SHANARRI indicators need to be given more attention with particular class groups.

2. The GMW Profile can also be used to track or measure change: for example by completing the profile before and after any wellbeing programme or intervention to evaluate effectiveness.

Appendix 1

The GMWP Young Person's Guide to increasing your motivation and improving your wellbeing

Nurtured and Included

- Make an effort to show an interest in others.
- Respect others' opinion even when it is different to your own.
- Try to understand different beliefs and cultures.
- Think about how you come across to others.
- Try to focus some of your goals on doing things for others.
- Ask for support from others when you need it.
- Find out what goals and interests you have in common with others.
- Find out who you work best with, and try to work with those people when you can.
- Take pride in your school.
- Find out more about the values and aims of your school.
- Help to sort out conflict when you can.
- Find out what groups and clubs you can join in school
- Praise others.

Achieving and Active

- Choose activities that give you a sense of purpose.
- Get advice from people who have achieved the goals you are aiming towards.
- Keep reminding yourself of your own strengths and achievements.
- Take part in a wide range of activities, particularly sport.
- Concentrate on doing your best rather than getting focussing on who is the best.
- Accept the areas you need to work on and believe you can change.
- Focus on specific and clear goals: work out where you are now and where you want to go.
- Tell people about your goals and how you are progressing.
- When you make progress, recognise that it was the result of effort.
- Remember to praise and reward yourself.
- Volunteer to explain things to others.
- See failure as a necessary part of learning.
- Deal with problems by making a plan or by looking for help.
- Notice what you are learning outside school.

Appendix 1, continued

Respected and Responsible

- Make an effort to be a good listener and contributor when you are working in a group.
- Try to see things from other peoples' point of view.
- Accept that you can't always get your own way.
- Try to ask really good questions.
- Be a positive role model for others.
- Work out what you would like teachers to say about you.
- Accept responsibility for your own learning.
- Seek opportunities to help others.
- Be prepared to take the lead when you can.
- Keep a sense of humour.
- Resist other people's attempts to distract you.
- Work on holding others' attention.
- Learn to express both positive and negative emotions.
- Find activities that let you express yourself.
- Don't let criticism stop you expressing your ideas and opinions.
- Whenever you are angry, work out what you want and ask for it.
- Show your strengths when you can.
- Let your teachers or parents know if you're finding the work hard.
- Disagree with people without falling out with them.
- Practise voicing your own opinion even when no one else agrees.
- Don't avoid being picked for things.
- Ask for help when you need it.
- Do not avoid responsibility.

Appendix 2

The Glasgow Motivation and Wellbeing Profile: **Planning Sheet**

My Main Strengths

I have chosen to work on the following area

I have identified the following goals

Identified Goals

Timescale

Adults from whom I would like support:

Completed by:

Date:

In discussion with:

Enabling Macros

In order to get full use of the program on your computer 'macros' require to be enabled. It is a very straight forward process.

In the Microsoft Excel 2003 version, this is achieved by doing the following:

1. Press the **Tools** tab at top of page
2. Put cursor arrow over 'Macro' (you may need to press the small arrows at the bottom to expand the menu).
3. Put cursor arrow over security and left click mouse.
4. Choose 'low' and press OK.

In the Office 2007 version (and the 2010 version although not yet confirmed), a box will appear at the top of the screen asking if you wish to enable macros; choose 'yes'.

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