

Conceptualising Adolescents' Wellbeing to Inform the Development of a Validated Scale of Wellbeing

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Why wellbeing?

- One in eight adolescents in 2017 have a mental health disorder (NHS Digital, 2018 [online]).
- Improvement of wellbeing is the third UN sustainable goal

Why 11-16 year olds?

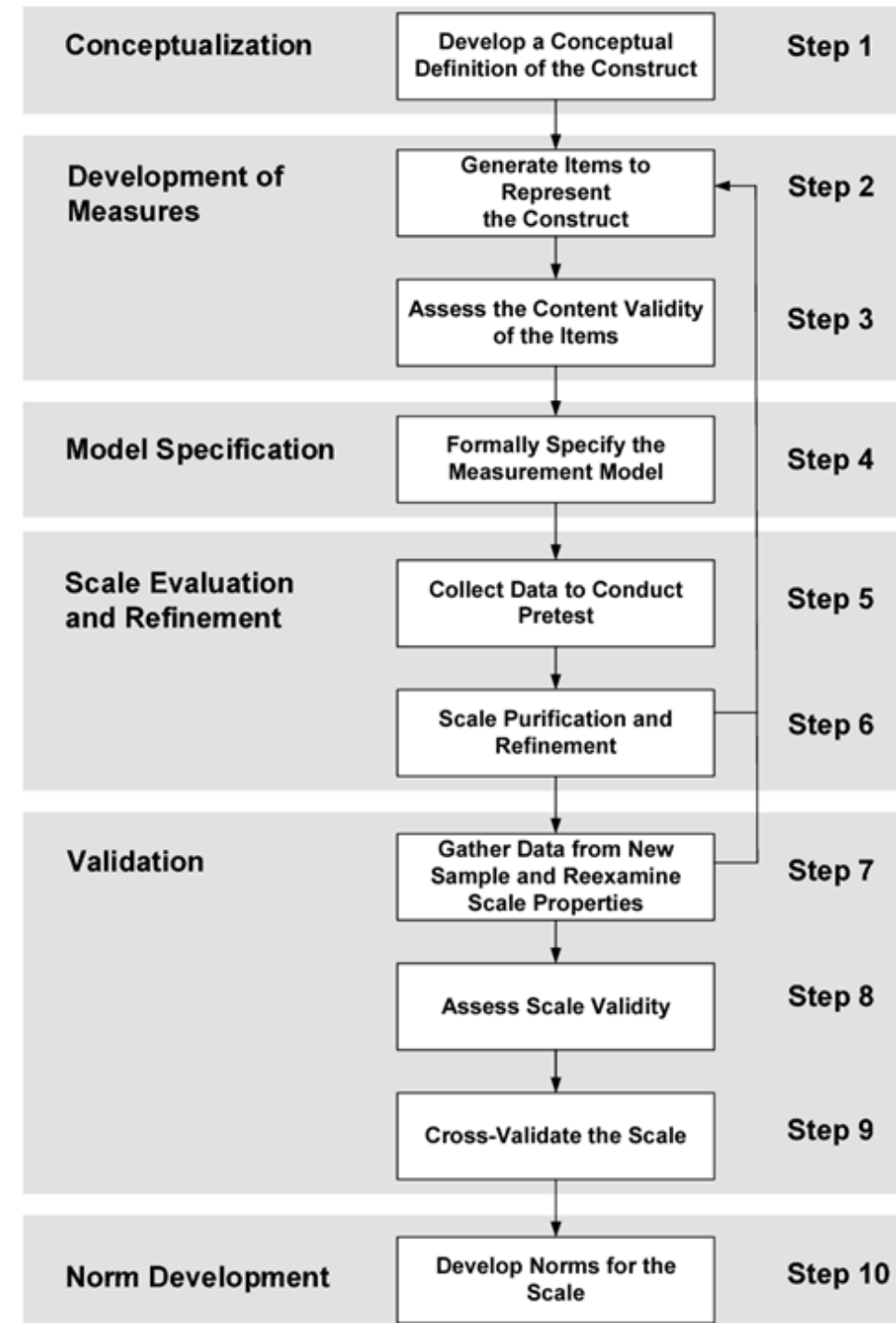
- Scales to measure wellbeing have focused on ages 16 and over (Waterman et al., 2010; Tennant et al., 2007)
- Current scales focused on this age group are specific to the context of school (McLellan & Steward, 2015)

Why measure it?

- Enable assessment of interventions
- Understand the current state using a reliable and valid measure

How?

(MacKenzie et al., 2011)



Conceptualising Young People's Wellbeing

Study 1

- Consultation with experts (N=8)
- Individual interviews
- Framed the interview guide & ranking activity for study 2



Study 2

- Focus group with children (N=49)
- Discussed questions
- Completed a ranking activity



Important Topics



Key Differences

Young people's wellbeing was greatly influenced by acceptance of others and having resilience to cope with **judgements** placed on them.

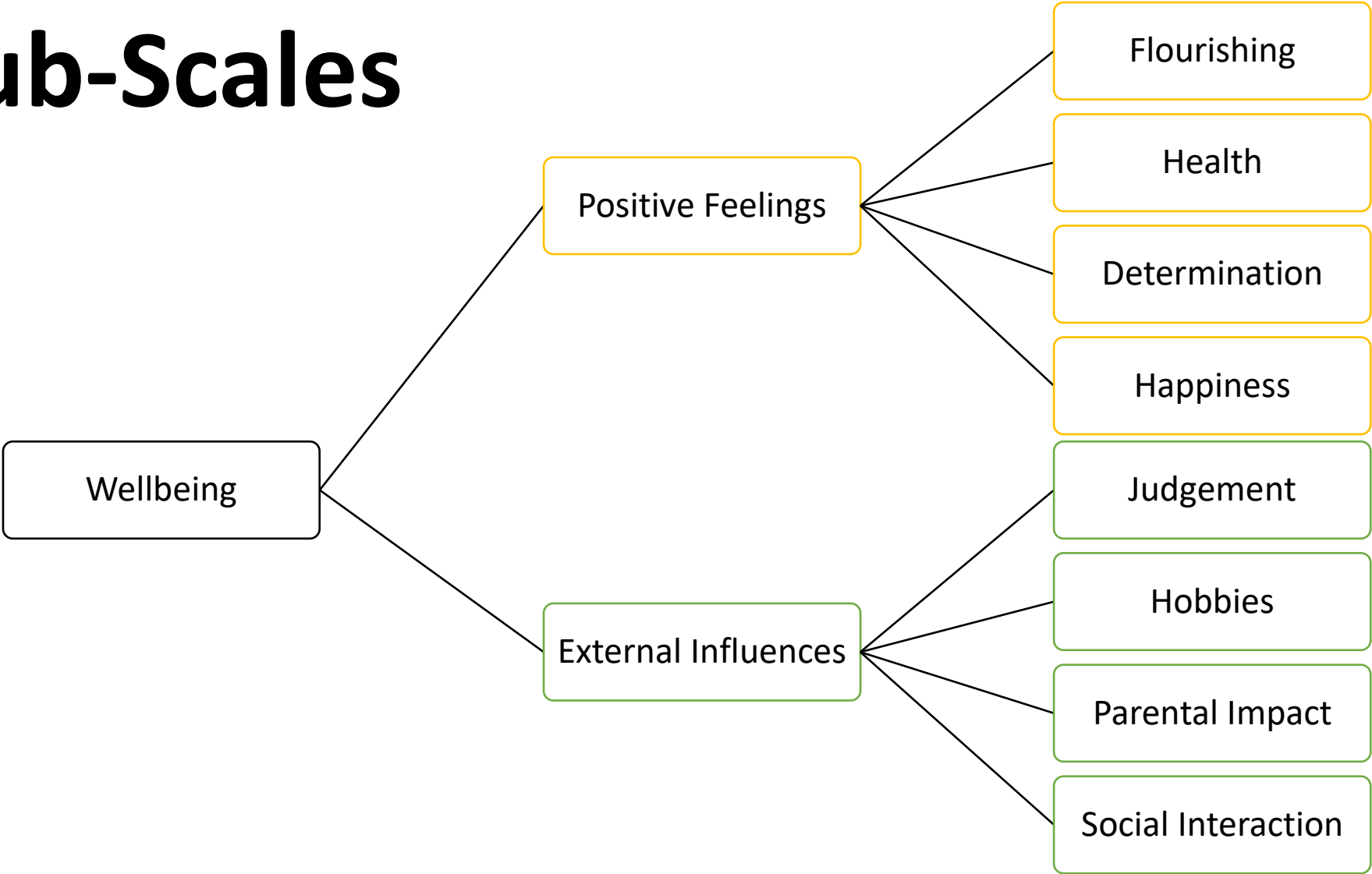
Adults were able to identify positive feelings beyond happiness, such as **flourishing**, and the importance of that to wellbeing.

Young people frequently discussed the importance of their **parents** in making them feel well.



Wellbeing is the perception of an interaction
between an individual's positive feelings and
external influences

Sub-Scales



Item Generation

- Collaborative approach (N=6)
- Both wellbeing and scale development researchers

The Process

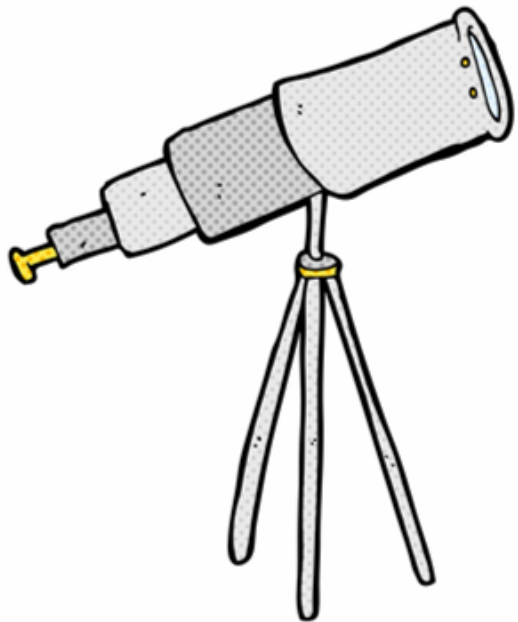
Clarification of Subscale Definitions

Suggesting Items

Content Validity Index (Lynn, 1986)



Future Direction



- Pilot the scale with 500 young people

- Use the scale to identify if wellbeing is improved by 'blue exercise'

- Identify if young people who have a bad wellbeing conceptualise wellbeing differently



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