

THE FEEL GOOD RAINBOW

A guide to using and interpreting the *Feel Good Rainbow*

What is self-esteem?

Self-esteem is the term used to describe a person's confidence in their own worth or abilities, and also an indicator of how much we value ourselves.

What does the *Feel Good Rainbow* measure?

The *Feel Good Rainbow* measures children's school-related self-esteem. This is a subset of the factors that contribute a child's overall, or global, self-esteem, relating to the areas that can reasonably be expected to be affected by their experience at school.

The *Feel Good Rainbow* has been tested with 422 children aged 5-11 to verify that it is reliable (children understand the items in a similar way, and provide stable responses using the questionnaire at different points in time), valid (measures what it sets out to measure) and can differentiate well between children who we would expect to have different levels of self-esteem. Used in line with this guidance, it can therefore provide a trustworthy means of identifying children with low self-esteem, and measuring changes in self-esteem following initiatives within schools to try and improve it.

The *Feel Good Rainbow* must be used in its entirety and as recommended in order to claim it is providing the reliable and valid estimate of self-esteem that it is designed to capture.

Using the *Feel Good Rainbow*

Two versions of the *Feel Good Rainbow* are available; one for children aged 8 and over, and one for children under the age of 8. The questions are slightly different in each format to reflect children's different levels of understanding, but provide information on the same consistent elements of school-related self-esteem. The questionnaires can be completed in the classroom, but it should be emphasised to children that they should complete it separately from their friends, and that we would expect everyone's answers to be different as there are no right or wrong answers. We recommend working through the practice question as a whole class group, to make sure that all the children understand how the scale works. More reliable results are obtained with children under the age of eight if they are then talked through the questionnaire items one by one by the teacher to ensure understanding. Older children are fine to complete the questions at their own pace.

If repeating the questionnaire, ensure it is used at the same time of day, and preferably the same day of the week to ensure score are comparable. First thing in the morning is usually the best time, as scores are less influenced by fatigue or the events of a specific school day.

Calculating the scores.

The *Feed Good Rainbow* provides an overall estimate of school-related self-esteem, and two sub-scores that relate to children's *School Engagement* and *Peer Relationships*. Using children's responses to multiple questions provides more reliable estimates of their self-esteem than single questions, as children use the multiple items to help them to work out what is being asked, and as this can reduce the impact of children misunderstanding, or making an error, on any particular question.

To calculate the overall score: Calculate the mean (average) score for all six questions.

To calculate the *School Engagement* score: Calculate the mean score for questions 1 to 3.

To calculate the *Peer Relationships* score: Calculate the mean score for questions 4 to 6.

What do the scores mean?

Values of 2 or lower on the scale indicate that a child has a low level of self-esteem, which translates to a value of ≤ 2.5 on their average score for the overall scale or either sub-scale.

Similarly, values ≥ 3.5 for average scores indicate positive self-esteem.

Expected, normative values:

In a sample of 422 children from BANES involved in initial testing of the *Feed Good Rainbow*, the average score for children aged under 8 was 4.3, and the average for children aged 8 and over 4.1. So children of all ages, on average, had positive self-esteem. Scores were higher in both groups for peer relationships (4.5 for under 8s, 4.3 for 8s and over) than they were for school engagement (4.2 for under 8s, 4.0 for 8s and over).

Only 1% of children had overall scores less than 2.5 (poor self-esteem), although 16% of children aged 8 and over, and 11% of children under 8 had only moderate levels of self-esteem (i.e., neither good nor bad; scores ≥ 2.5 and ≤ 3.5).

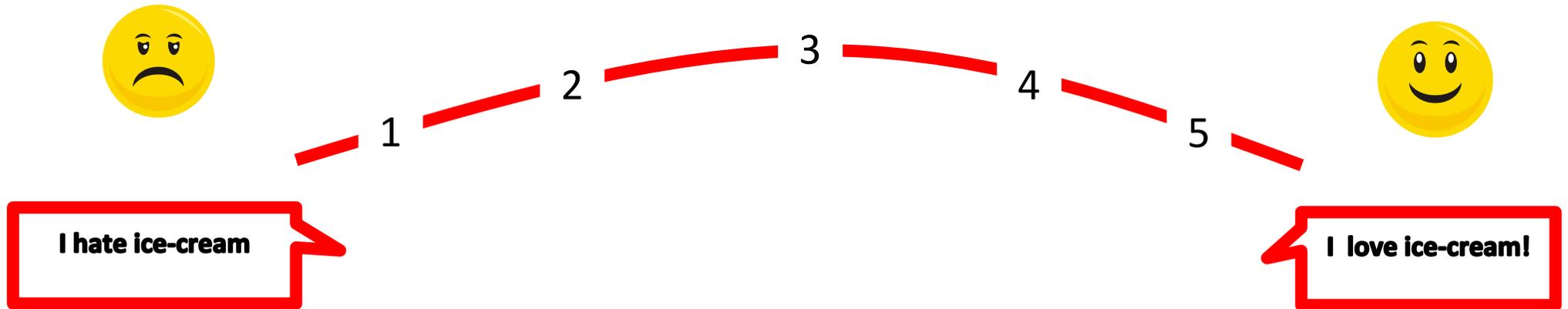
Measuring additional aspects of global self-esteem.

Additional items can be added to the *Feed Good Rainbow* to assess other aspects of self-esteem if useful. Seven additional items are available, compiled from established self-esteem measures (the Kid-Kindl, Kid-Screen 52, SHEU, Coopersmith self-esteem inventory and Burnett self-scale). Scores for global self-esteem are computed in the same way as for the *Feed Good Rainbow*: an average score for all items should be calculated, and interpreted relative to the same cut-off values. Body-related self-esteem can be further explored by calculating the average of questions 1-2, but these items also form an important part of the global self-esteem measure, particularly as children get older.

The Feel Good Rainbow

Where are you on the rainbow today?

Here is a practice question to get you started. Read through the words at each end of the rainbow. Then, circle the number that best fits where you fall along the rainbow.



I hate ice-cream

I love ice-cream!

The Feel Good Rainbow

Where are you on the rainbow today?



School is boring

School is interesting

I give up when I find things difficult

I keep trying when I find things difficult

I find it hard to talk to my teacher

I find it easy to talk to my teacher

I do not enjoy playtimes

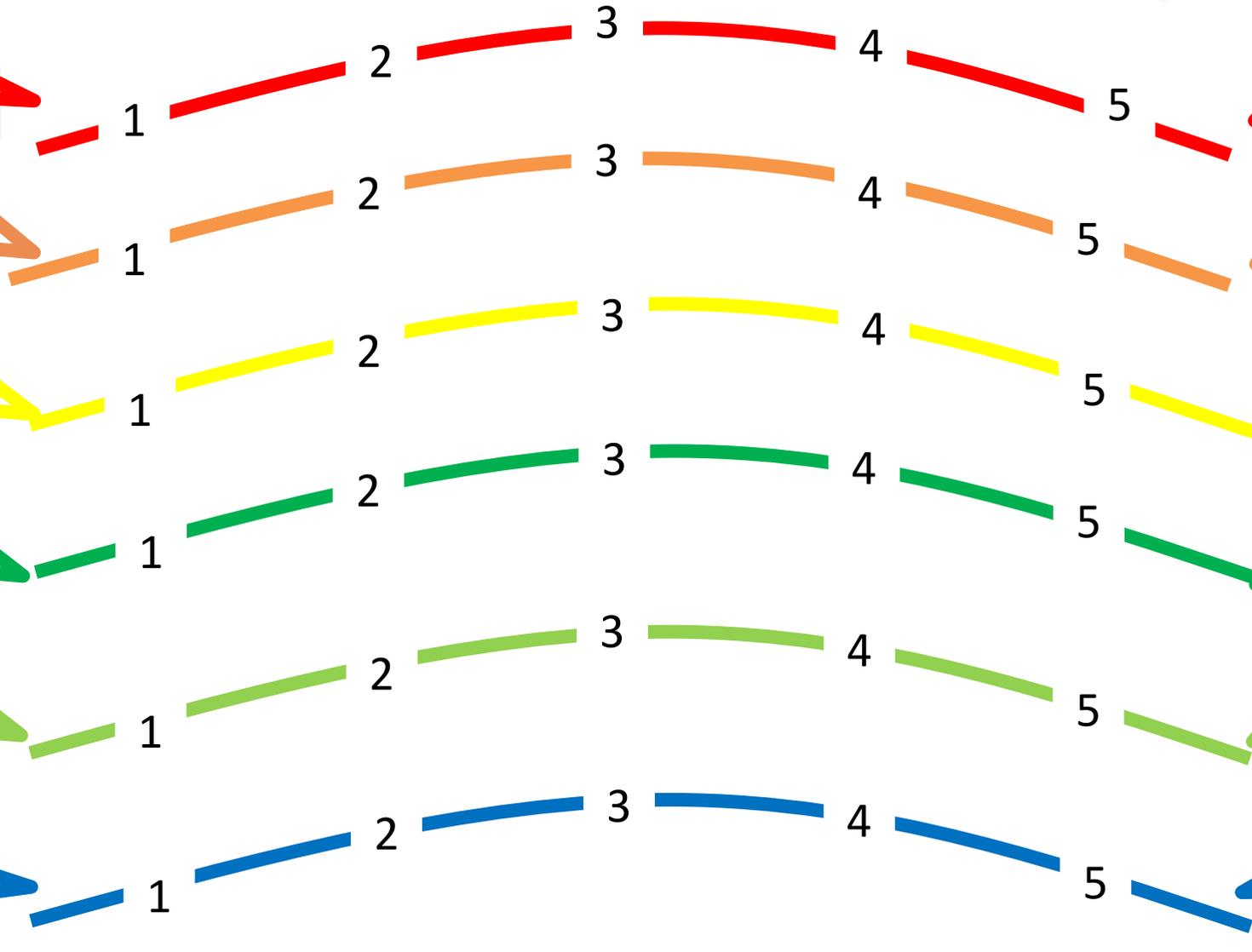
I enjoy playtimes

I play on my own in school

I play with my friends in school

I feel lonely

I do not feel lonely



Name:

Class:

Date: