School Based Outcome Measures

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Our **mission** is to promote the meaningful use of evidence to enable more effective and child-centred support, services and systems to improve children and young people’s mental health and wellbeing.

www.corc.uk.net
Learning Objectives

• Understand why measuring child mental wellbeing matters to schools
• Learn about different ways to measure child mental wellbeing in schools
• Learn from examples of schools currently measuring child mental wellbeing
• Know how to access resources to support you
Many different definitions
Mental wellbeing is not simply the absence of mental illness

“Children and young people feeling good, feeling that their life is going well, and feeling able to get on with their daily lives.”
What informs well-being?

- Individual
- Family
- Community
- Learning environment
More and more programmes in existence to support mental health in schools

But...

• How do schools get a sense of the strengths and challenges for their student population?
• How do they know who might need more support?
• How do they know if this support is helping?
What is an outcome/feedback measure and why to use them
What kind of outcome measures are used in mental wellbeing?

- Questionnaire based
- Measure specific things
- Validated and standardised
Why measure outcomes?

1. Understand what is happening in your school
2. Demonstrate effectiveness
3. Continuous improvement
4. Support individual interactions
“No form of therapy has ever been initiated without a claim that it has unique therapeutic advantages. And no form of therapy has ever been abandoned because of its failure to live up to these claims”

• Morris B. Parloff (1968)
Understanding Outcome Measures
Understanding Outcome Measures
“Past evidence is never a guarantee that the intervention will work again in a new location or setting. Interventions must therefore always be monitored within local settings to make sure that they are being implemented effectively and providing value for money.”

Early Intervention Foundation
Measuring mental well-being

Measuring and monitoring children and young people’s mental wellbeing: A toolkit for schools and colleges
How to choose the right measure: the different approaches for schools
7 Steps for choosing

1. Why
   ...is the approach taken being?

2. What
   ...needs to be measured?

3. Who
   ...provides the information?

4. When
   ...is the information collected?

5. Where
   ...is the information collected?

6. How
   ...is the information collected?

7. What next
   ...sharing and using the information collected

Figure 2:
7 steps for implementing mental health and wellbeing measurement in schools and colleges
Approaches for measuring mental well-being

1. **Evaluation:** to consider the impact of whole-school/college support and targeted interventions

2. **Identification:** to identify individual students who might benefit from early support

3. **Snapshot:** to understand needs on aggregated basis, provide evidence for Ofsted and to plan whole-school/college support
1. Evaluation

• This approach is used to ensure the support you have put in place is helping the children and young people involved
• Findings can be used to reflect on and improve practice
• They can inform future funding decisions
• It generally involves looking at how outcomes have changed as the result of an activity – measuring them before, after, and sometimes during an intervention
Evaluation: how to approach it

A logic model is helpful in mapping out what your intervention aims to achieve, and the best measure(s) for evaluating it.
Evaluation: key to consider from outset

• What information will tell you if your intervention is achieving what it is meant to achieve?
  – The mental wellbeing measure may be only part of the picture
  – You may want to consider different people’s perspectives

• Practical considerations
  – At what time points will you capture data to see if the intervention has made a difference – when is the start/ end?
  – Who will capture and collate the information and how?

• How will you analyse the data
  – Are there comparison groups?
Rochdale Healthy Schools

- Evaluated the impact of their intervention ‘Wise Ways to wellbeing’ using the Stirling Children’s Wellbeing scale
- Used the scale at the beginning, and then with their target group after support activities, and looked at change in scores
- Case study highlights the need for
  - resources needed to administer (collate and score)
  - explanations for the young people (and parents) involved about how the information would be used
<table>
<thead>
<tr>
<th>Statements</th>
<th>Never</th>
<th>Not Much of the time</th>
<th>Some of the time</th>
<th>Quite a lot of the time</th>
<th>All of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think good things will happen in my life</td>
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<td>I have always told the truth</td>
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<td>I’ve been able to make choices easily</td>
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<td>I can find lots of fun things to do</td>
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<tr>
<td>I feel that I am good at some things</td>
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<tr>
<td>I think lots of people care about me</td>
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<tr>
<td>I like everyone I have met</td>
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<td>I think there are many things I can be proud of</td>
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<tr>
<td>I’ve been feeling calm</td>
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<tr>
<td>I’ve been in a good mood</td>
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<td>I enjoy what each new day brings</td>
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<tr>
<td>I’ve been getting on well with people</td>
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<td>I always share my sweets</td>
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<tr>
<td>I’ve been cheerful about things</td>
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<td></td>
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<tr>
<td>I’ve been feeling relaxed</td>
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</table>

The **Stirling children’s wellbeing scale** - this is a holistic, positively worded scale, developed by the Stirling Educational Psychology Service, that is suitable for educational professionals looking to measure emotional and psychological wellbeing in children aged eight to 15 years.
2. Identification

• This approach is used for identifying individual students who might benefit from support
• Typically done using screening tools that pick up mental health problems
• Not recommended to use a single measure in isolation for this purpose
• ‘Check in’ conversations with young person highly recommended
Identification: key to consider from outset

- Whether to use the screening questionnaire with a whole cohort or with specific identified students
- Training for staff who are using the questionnaire,
  - introducing the questionnaire
  - interpreting the answers given
  - awareness about ethical issues, e.g. consent
- Be clear what you are going to do with or about the information
Identification, example in practice

Cheltenham College, Gloucestershire

• The Welfare Management Team use the **Warwick and Edinburgh Emotional Wellbeing Scale**, alongside their own assessment of the problem and context

• Used to identify issues with students, in order to put in place appropriate support

• Case study highlights the value of
  – Using the measure in discussion to ensure the correct level of support is in place
  – Also being able to use the measure to monitor progress

Note: DfE recommend the Strengths and Difficulties Questionnaire (SDQ) to identify issues.
The Warwick and Edinburgh Emotional Wellbeing Scale has been validated for use with children aged 13 and above, but has been used with children aged 11 and above.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>NONE OF THE TIME</th>
<th>RARELY</th>
<th>SOME OF THE TIME</th>
<th>OFTEN</th>
<th>ALL OF THE TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ve been feeling optimistic about the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling useful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling relaxed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling interested in other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve had energy to spare</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been dealing with problems well</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been thinking clearly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling good about myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling close to other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling confident</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been able to make up my own mind about things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling loved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been interested in new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I’ve been feeling cheerful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
DfE suggest using the **Strengths and Difficulties Questionnaire** - suitable for completion by children aged 11 - 17, or by parents or teacher for those age 2 and up. The measure has with five subscales looking at emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behaviour.

Questionnaire, scoring sheet and accompanying notes are available for free, from [www.sdqinfo.com](http://www.sdqinfo.com): scoring sheets provide overall scores considered normal, borderline and abnormal.
3. Snapshot

- This approach is used to identify needs or strengths within whole cohorts e.g. across a year group
- ‘Temperature check’
- Commonly used to
  - plan prevention work
  - inform planning decisions at school/college level or across clusters
  - provide evidence of good practice
Snapshot: key to consider from outset

- Which students will be involved and why
- How to get a big enough number to be able to say something from the results
- Whether the information will be anonymous or not
- How to protect and store the data
- Issues of consent and communication - parents and carers as well as children and young people
- What you will do with the data
Snapshot - example in practice

HeadStart – primaries and secondaries in 6 areas

• Use a Common Measurement Framework that brings together several validated measures
• Approx. 100 questions, completed at year 9, and tracking one cohort across all school years
• To understand overall resilience and wellbeing of school population, and to monitor the impact of the area’s HeadStart programmes
  – Survey takes on average 18 minutes to complete
  – Supports conversations between schools and other commissioners about emotional wellbeing
Well-being Measurement Framework (WMF)

- We can offer a number of secondary schools free access to the Common Measurement Framework over a three year period
  - Support in administering an ‘opt-out’ consent process for participating pupils
  - Access to electronic survey
  - Analysis of survey responses from your school, benchmarked with schools from other areas

For more information contact us at corc@annafreud.org
Introduction to some measures
Strengths and Difficulties Questionnaire (SDQ)

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

<table>
<thead>
<tr>
<th>Item</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to be nice to other people. I care about their feelings</td>
<td></td>
<td></td>
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<tr>
<td>I am restless, I cannot stay still for long</td>
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<tr>
<td>I get a lot of headaches, stomach-aches or sickness</td>
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<td></td>
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<tr>
<td>I usually share with others (food, games, pens etc.)</td>
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<td></td>
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<tr>
<td>I get very angry and often lose my temper</td>
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<tr>
<td>I am usually on my own. I generally play alone or keep to myself</td>
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<tr>
<td>I usually do as I am told</td>
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<tr>
<td>I worry a lot</td>
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<tr>
<td>I am helpful if someone is hurt, upset or feeling ill</td>
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<td></td>
<td></td>
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<tr>
<td>I am constantly fidgeting or squirming</td>
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<tr>
<td>I have one good friend or more</td>
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<tr>
<td>I fight a lot. I can make other people do what I want</td>
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<tr>
<td>I am often unhappy, down-hearted or tearful</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other people my age generally like me</td>
<td></td>
<td></td>
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<tr>
<td>I am easily distracted, I find it difficult to concentrate</td>
<td></td>
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</tbody>
</table>
Strengths and difficulties questionnaire (SDQ)

What is it?

- Brief screening questionnaire for 2-17 yr olds
- All versions of the SDQ ask about 25 attributes, both positive and negative, on 5 scales
  1. Emotional problems (5 items)
  2. Conduct problems (5 items)
  3. Hyperactivity/ inattention (5 items)
  4. Peer relationship problems (5 items)
  5. Prosocial behaviour (5 items)
- 1 to 4 added together generate a total difficulties score
- Child, parent and teacher versions, age modified

(Robert Goodman, 1998)
SDQ: *Strengths and considerations*

- Brief!
- Flexible - can be used for screening, part of clinical assessment, as a treatment outcome measure, as a research tool
- Normed measure
- Translated into 80+ languages
- Widely used; shared understanding
- Benchmarking data

- Some CYP less keen on this measure; language
- Learning Disability services don’t agree on suitability for their demographic
- Low instances of paired data
Revised Child Anxiety and Depression Scale (RCADS)

**Child/Young Person's NAME:**

**Date:** ☐☐/☐☐/20☐☐

**Time:** ☐☐ h ☐☐ m

Please put a circle around the word that shows how often each of these things happens to you. There are no right or wrong answers.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I worry about things</td>
<td></td>
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<td></td>
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<tr>
<td>2.</td>
<td>I feel sad or empty</td>
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<tr>
<td>3.</td>
<td>When I have a problem, I get a funny feeling in my stomach</td>
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<tr>
<td>4.</td>
<td>I worry when I think I have done poorly at something</td>
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<tr>
<td>5.</td>
<td>I would feel afraid of being on my own at home</td>
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<tr>
<td>6.</td>
<td>Nothing is much fun anymore</td>
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<tr>
<td>7.</td>
<td>I feel scared when I have to take a test</td>
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<td>8.</td>
<td>I feel worried when I think someone is angry with me</td>
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<td>9.</td>
<td>I worry about being away from my parents</td>
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<tr>
<td>10.</td>
<td>I am bothered by bad or silly thoughts or pictures in my mind</td>
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<tr>
<td>11.</td>
<td>I have trouble sleeping</td>
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<tr>
<td>12.</td>
<td>I worry that I will do badly at my school work</td>
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<tr>
<td>13.</td>
<td>I worry that something awful will happen to someone in my family</td>
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<tr>
<td>14.</td>
<td>I suddenly feel as if I can't breathe when there is no reason for this</td>
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</tbody>
</table>
Revised Children’s Anxiety and Depression Scale (RCADS)

- Child version (RCADS) and parent version (RCADS-P)
- 47 item scale
- Measure frequency of symptoms of anxiety and low mood
- Self completion: YP aged 8-18
- Parents: YP aged 8-18
- Frequency = ‘never’, ‘sometimes’, ‘often’, ‘always’
Values can be produced for:
- Separation anxiety
- Social Phobia
- Generalised anxiety
- Panic
- Obsessive Compulsive
- Total Anxiety
- Low mood
- Total anxiety & low mood (~ internalising)
RCADS

Uses
- Helps develop understanding of YPs difficulties
- Formulate hypotheses – discuss with YP
- Highlight differences between YP and parents views
- Routinely used as part of assessment
- Subscales used as symptom trackers during intervention
- Counts towards 90% target

Limitations
- Clinical appropriateness e.g. if YP greatly distressed may be overwhelming
- Reassurance should be given if YP become concerned about the results, or disagree with scores
- Doesn’t look at conduct or behaviour difficulties
Child / Outcome Rating Scale (C/ORS)

Outcome Rating Scale (ORS)
(Ages 13 to Adult)

Name: ___________ Age (Yrs): ___________ Session #: ___________ Date: ___________

Who is filling out this form? Please check one:
Child Caregiver

If Caregiver, what is your relationship to this child?

Looking back over the last week, including today, help us understand how you have been feeling by rating how well you have been doing in the following areas of your life, where marks to the left represent low levels and marks to the right indicate high levels. If you are filling out this form for another person, please fill out according to how you think he or she is doing.

Individually
(Personal well-being)

Interpersonally
(Family, close relationships)

Socially
(Work, school, friendships)

Overall
(General sense of well-being)

How are you doing? How are things going in your life? Please mark the smiling face to tell us how close you are to a smiley face, the better things are. The closer to the frowny face, the worse things are. If you are drawing a line on this form, please fill in according to how you think the child is doing.

Me
(How am I doing)

Family
(How are things in my family?)

School
(How am I doing at school?)

Everything
(How is everything going?)

SCORING
Each line is 10cm.

Score with ruler e.g. 3.5cm = score of 3.5.

Write the score for each of the four lines here in the margin.

Add the four scores together and plot result on the graph.

The information on this page is for illustration purposes only. Please go to http://www.corc.org.uk and follow the link for “Performance Metrics” to download the measure.
Outcome Rating Scale

- Measure of distress / functioning, not a measure of particular symptoms

- 4 domains each represented by 10cm analogue scale. Measures individual, interpersonal, and social functioning

- Overall score out of 40 = sum of scores from all 4 domains

- Low scores correspond to a poor sense of well-being (or high level of distress)
C/ORS

Strengths
✓ Simple to complete
✓ Separates different areas of a child’s life: self, family, school, overall.
✓ Can be used session by session (bearing in mind that the report will only cover 1st and last)
✓ Normed

Considerations
? Simplicity makes data less accurate, and gives less depth.
? Might be better for internal comparison than direct comparison with others – change is relative.
Goal Based Outcomes (GBO)

Goal progress chart

You can turn this chart on its side for a quick look at progress over the sessions.

**GOAL:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Today I would rate progress to this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(please circle the appropriate number below)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remember a score of zero means no progress has been made towards a goal. A score of ten means a goal has been reached fully, and a score of five is exactly halfway between the two.</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>2</td>
<td>0</td>
<td>1</td>
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<tr>
<td>3</td>
<td>0</td>
<td>1</td>
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<tr>
<td>4</td>
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<td>1</td>
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<td>5</td>
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<td>1</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<td>10</td>
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<td>1</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Goal Based Outcomes (GBOs)

• Measure progress toward a goal that has been jointly agreed by the young person and worker

• Suitable for all ages

• No published norms
  – specific to the individual

“... a way to evaluate progress towards a goal in clinical work with children and young people, and their families and carers. They simply compare how far a young person feels they have moved towards reaching a goal they set at the beginning of an intervention, compared to where they are at the end of an intervention” (Law, 2011)
CYP view on good things about goals

✓ Can be a good starting point
✓ Can provide structure
✓ Can help set collaborative targets for therapy
✓ Allow progress to be tracked in a way that is meaningful to young people
✓ Can help young people to recognise when they have made progress
✓ Can give young people a sense of achievement
✓ Can build self-confidence

Views from interviews with service users at Young People’s Participation project in East Hertfordshire Specialist CAMHS
CYP considerations about goals

- It is important to set the right goals
- Goals can make young people feel under pressure, particularly those anxious about succeeding
- Practitioners need to be aware of potential pitfalls
- Practitioners need to explore young people’s thoughts about using goals so worries are made explicit and can direct decisions about choice and use of goals in therapy

Views from interviews with service users at Young People’s Participation project in East Hertfordshire Specialist CAMHS
Discussion and reflection

• Which approach do you think would work best in your school (Evaluation, Identification, Snap Shot)?
• Did any of the measures seem like a good fit?
• What barriers do you think you could come up against?
• What extra support would you need?
Final Thoughts
The CORC MINDU Approach

• **M**ultiple perspectives: child, parent, practitioner should all be considered separately.

• **I**nterpretation: at the most meaningful level e.g. team or care pathway where possible.

• **N**egative differences: where unit under consideration appears worse than others, this should be used as a starting point for discussions.

• **D**irected discussions: focus on what one would do if negative differences were real (75% discussion time) rather than examining reasons for why they might be not real (25% discussion time).

• **U**ncertainty: important to remember all data are flawed and there is a need to triangulate data from a variety of sources.

(Wolpert et al., 2014) (modified for this audience 2018)
Welcome to FUPS

Flawed

Uncertain

Proximate

Sparse
No Measure Without Meaning

• Feedback into the improvement cycle
• Co-Production with Students
• Feedback to Students on any results (individually or as a cohort)
Resources

• Measuring wellbeing toolkit
  http://www.annafreud.org/services-schools/mental-health-in-schools/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/

• Schools in Mind network
  www.annafreud.org/services-schools/mental-health-in-schools/schools-in-mind/

• Child Outcomes Research Consortium
  www.corc.net.uk

• Youth Wellbeing Directory
  www.youthwellbeing.co.uk
A network for school staff and allied professionals.

- Termly newsletters and events
- Resources to support schools to measure and monitor the wellbeing of their children and young people
- Innovative new approaches to support the mental health and wellbeing of children and young people
- Training for school staff
- Opportunities for schools to take part in research
- Ideas to support school staff wellbeing and mental health
- Opportunities to network with other school staff interested in wellbeing and mental Health

Contact us:
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